

# **CURRICULUM GUIDE**

## **2023-2024**

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Office of the Provost and Senior Vice President for Academic Affairs  
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## **ACKNOWLEDGEMENTS:**

This guide is the result of the expertise of many groups across campus. Thank you to the faculty on the curriculum committees including UPCC, GPCC, EPCC, and GEC, whose service shaped many of the items in this guide. This effort also relied on the expertise of many across campus including members of the Curriculum Support Office, Registrar's Office, Accreditation and Policy Office, Assessment Office, Financial Aid Office, Enrollment Services, and Academic Affairs, whose assistance is appreciated.

This guide is a living document and will continue to evolve as faculty and other stakeholders offer input and engage with the curriculum development and approval process. Any questions, concerns, or suggestions regarding this guide should be directed to [curriculum@kennesaw.edu](mailto:curriculum@kennesaw.edu).

## **DISCLAIMER:**

This guide is designed to be a resource for Kennesaw State University's campus. The information in this guide is subject to change. Every effort will be made to ensure the information in this guide is accurate and up to date; however, there is no guarantee, explicit or implied, regarding the information presented in this guide.

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# **SECTION 1: INTRODUCTION**

## **PURPOSE**

The purpose of this Curriculum Guide is to provide a foundation for understanding, developing, and revising academic curriculum. To that extent, this guide compiles information relating to all aspects of curriculum.

- This guide offers a starting point for all members of the campus community to understand academic curriculum, including the structures, processes, and administration of curriculum and curriculum-related procedures.
- This guide offers resources for faculty and administrators involved in the curriculum process, developing curriculum, information regarding the curriculum approval process, and collects all the policies associated with curriculum review into a single source.

This guide provides resources and recommendations for faculty developing curriculum to assist with the development of high-quality and innovative curriculum.

## **WHY CURRICULUM MATTERS**

Curriculum is at the heart of what we do at Kennesaw State University, involving the design, development, and evaluation of the academic degree programs for our students. The primary responsibility for the content and quality of curriculum resides with the faculty whose various levels of review help create, evaluate, and enrich our curriculum, increasing learning opportunities for students and enhancing the mission of Kennesaw State University.

## **UNDERSTANDING THE CURRICULUM PROCESS**

To ensure curriculum quality and integrity there are multiple stages of review that must occur. All curriculum, new and changed, must go through Kennesaw State University's review process, and certain items must also go through additional levels of review and approval. If a proposal is a new program, a new certificate, a substantial change to an existing program or certificate, a change to the General Education Core Curriculum, or a program or certificate deactivation or termination, then it must also be reviewed and approved by the Board of Regents of the University System of Georgia. If a proposal is approved by the Board of Regents and is a new program, a new certificate, or a substantial change to an existing program or certificate, then it may need to go to the Southern Association of College and Schools Commission of Colleges (SACSCOC), our accreditor, as a notification or for review. All deactivations must be reported to SACSCOC. Once SACSCOC confirms submitted changes, then new certificates seeking financial aid or existing certificates wishing to continue offering financial aid need Department of Education approval. Below is a visualization of this process.



## CURRICULUM SUPPORT DIRECTORY

For any questions related to Kennesaw State University’s curriculum and the preparation or approval of a curricular proposal, contact the appropriate person below.

Name and Title	How We Can Help You	Phone and Email
<b>Anissa Vega, Ph.D.</b> Assistant Vice President for Curriculum and Academic Innovation	Supports curriculum processes, facilitates policy, and assists with overseeing all aspects of undergraduate and graduate curriculum	470-578-7751 <a href="mailto:avega4@kennesaw.edu">avega4@kennesaw.edu</a>
<b>Michelle Head, Ph.D.</b> Interim Director of Curriculum Development	Support faculty through the curriculum design process, assists with questions related to USG policy, and supports the execution of curricular initiatives	470-578-3677 <a href="mailto:mhead24@kennesaw.edu">mhead24@kennesaw.edu</a>
<b>Brendan Callahan, Ph.D.</b> Interim Executive Director of General Education	Assists with questions related to General Education and Area F	470-578-2394 <a href="mailto:bcallah7@kennesaw.edu">bcallah7@kennesaw.edu</a>
<b>Amy Jones</b> Curriculum Support Manager	Assists with the curriculum process, Curriculog forms, and trainings. Manages the Curriculog system and is responsible for the Catalog	470-578-4951 <a href="mailto:ajone545@kennesaw.edu">ajone545@kennesaw.edu</a>

Name and Title	How We Can Help You	Phone and Email
<b>Ashley Doehling</b> Curriculum Initiative Analyst	Assists with the curriculum process and prepares data packets for programs.	470-578-2729 <a href="mailto:aarcher7@kennesaw.edu">aarcher7@kennesaw.edu</a>
<b>Rachel Stignani</b> Curriculum Support Specialist	Supports curriculum committees, Catalog maintenance and design, and assists with special projects.	470-578-4870 <a href="mailto:rstignan@kennesaw.edu">rstignan@kennesaw.edu</a>
<b>Jennifer McMahon, Ph.D.</b> Interim Executive Director of Academic Assessment	Assists with academic degree program assessment	470-578-2643 <a href="mailto:jmcmaho7@kennesaw.edu">jmcmaho7@kennesaw.edu</a>
<b>Michelle Lee</b> Assessment Data Coordinator	Assists with academic degree program assessment	470-578-2742 <a href="mailto:mlee189@kennesaw.edu">mlee189@kennesaw.edu</a>
<b>Paul Parker</b> Executive Director, Registrar	Assists with registration and implementation of courses and/or programs	470-578-7883 <a href="mailto:pparke25@kennesaw.edu">pparke25@kennesaw.edu</a>
<b>Mardi Richardson</b> Director, Curriculum Support and Graduation	Assists with questions related to DegreeWorks and Degree Audits	470-578-3279 <a href="mailto:mrichar5@kennesaw.edu">mrichar5@kennesaw.edu</a>
<b>Danielle Herrington</b> Assistant Registrar	Assists with course implementation including prerequisites, corequisites, and course restrictions. Can assist with identifying course numbers	470-578-4328 <a href="mailto:dherrin8@kennesaw.edu">dherrin8@kennesaw.edu</a>
<b>Lindsay Williams</b> Senior Business Data Analyst	Degree Works Curriculum Specialist, who assists with questions related to how approved courses and curriculum are scribed into Degree Works	470-578-2726 <a href="mailto:lwill185@kennesaw.edu">lwill185@kennesaw.edu</a>
<b>Karen Ruehlman</b> Assistant Vice President Director of Financial Aid and Scholarships	Assists with questions related to financial aid eligibility, especially for certificates	470-578-3301 <a href="mailto:kruehlma@kennesaw.edu">kruehlma@kennesaw.edu</a>
<b>Leigh Funk</b> Assistant Vice President for Academic Effectiveness and SACSCOC Liaison	Assists in closing a program, including teach-out plans. Questions with off-campus sites and a dual or joint academic program with another institution	470-578-3315 <a href="mailto:lfunk@kennesaw.edu">lfunk@kennesaw.edu</a>

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## SECTION 2: ACADEMIC ORGANIZATION

Kennesaw State University is comprised of thirteen academic units, listed below, overseen by the Provost and Senior Vice President for Academic Affairs.

College Name	Departments
<a href="#">Bagwell College of Education</a> (BCOE)	<ul style="list-style-type: none"> <li>• Department of Educational Leadership</li> <li>• Department of Elementary and Early Childhood Education</li> <li>• Department of Inclusive Education</li> <li>• Department of Secondary &amp; Middle Grades Education</li> <li>• School of Instructional Technology &amp; Innovation</li> </ul>
<a href="#">Michael J. Coles College of Business</a> (COLES)	<ul style="list-style-type: none"> <li>• Department of Economics, Finance, and Quantitative Analysis</li> <li>• Department of Information Systems and Security</li> <li>• Michael A. Levin School of Management, Entrepreneurship, &amp; Hospitality</li> <li>• Department of Marketing and Professional Sales</li> <li>• Joel Katz Music and Entertainment Business Program</li> <li>• School of Accountancy</li> </ul>
<a href="#">College of Architecture and Construction Management</a> (CACM)	<ul style="list-style-type: none"> <li>• Department of Architecture</li> <li>• Department of Construction Management</li> </ul>
<a href="#">College of Computing and Software Engineering</a> (CCSE)	<ul style="list-style-type: none"> <li>• Department of Computer Science</li> <li>• Department of Information Technology</li> <li>• Department of Software Engineering and Game Development</li> <li>• School of Data Science and Analytics</li> </ul>
<a href="#">Norman J. Radow College of Humanities and Social Sciences</a> (RCHSS)	<ul style="list-style-type: none"> <li>• Department of English</li> <li>• Department of Foreign Languages</li> <li>• Department of Geography and Anthropology</li> <li>• Department of History and Philosophy</li> <li>• Department of Interdisciplinary Studies</li> <li>• Department of Psychological Science</li> <li>• Department of Sociology and Criminal Justice</li> <li>• Department of Technical Communication and Interactive Design</li> <li>• School of Communication and Media</li> <li>• School of Government and International Affairs</li> <li>• School of Conflict Management, Peacebuilding and Development</li> </ul>

College Name	Departments
<a href="#">College of Science and Mathematics</a> (CSM)	<ul style="list-style-type: none"> <li>• Department of Chemistry and Biochemistry</li> <li>• Department of Ecology, Evolution, and Organismal Biology</li> <li>• Department of Mathematics</li> <li>• Department of Physics</li> <li>• Department of Molecular and Cellular Biology</li> </ul>
<a href="#">College of the Arts</a> (COTA)	<ul style="list-style-type: none"> <li>• Department of Dance</li> <li>• Department of Theatre and Performance Studies</li> <li>• School of Art and Design</li> <li>• Dr. Bobbie Bailey School of Music</li> </ul>
<a href="#">Southern Polytechnic College of Engineering and Engineering Technology</a> (SPCEET)	<ul style="list-style-type: none"> <li>• Department of Civil and Environmental Engineering</li> <li>• Department of Electrical and Computer Engineering</li> <li>• Department of Engineering Technology</li> <li>• Department of Mechanical Engineering</li> <li>• Department of Robotics and Mechatronics Engineering</li> <li>• Department of Industrial and Systems Engineering</li> </ul>
<a href="#">WellStar College of Health and Human Services</a> (WCHHS)	<ul style="list-style-type: none"> <li>• Department of Exercise Science and Sport Management</li> <li>• Department of Health Promotion and Physical Education</li> <li>• Department of Social Work and Human Services</li> <li>• WellStar School of Nursing</li> </ul>

Academic Unit Name
<a href="#">The Keeping Sights Upward (KSU) Journey Honors College</a> (HONORS)
<a href="#">Academy for Inclusive Learning and Social Growth</a> (AILSG)
<a href="#">Institute for Cybersecurity Workforce Development</a> (ICWD)
<a href="#">College of Graduate and Professional Education</a> (CGPE)

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# SECTION 3: ACADEMIC DEGREE PROGRAMS

## BACHELOR'S DEGREE

Bachelor's Degrees are conferred by Kennesaw State University after the completion of a formal course of study consisting of at least 120 undergraduate semester credit hours.

The curriculum structure of the bachelor's degree at Kennesaw State University is:

Curriculum Requirements of a Baccalaureate Degree	Credit Hours
Core Curriculum (Areas A-E)	42
Area F	18
Program Hours	60
Total	120*

\*Exceptions to the maximum degree length requirements have been made with the approval of the Board of Regents for specific majors. A list of programs currently approved for total credit hour exceptions is available in the

### APPENDIX I: PROGRAMS WITH APPROVED CREDIT HOUR EXCEPTIONS.

A Baccalaureate Degree Program Requires:
Students take at least 21 semester hours of upper-division courses in the major field.
Students take at least 39 semester hours of upper-division work overall.
Students meet the <a href="#">State Legislative Requirements</a> . Undergraduate students cannot graduate or receive a degree without successfully completing course work or passing a satisfactory examination on the history of the United States and the history of Georgia and the provisions and principles of the United States and the Constitution of Georgia.
KSU degree-seeking students satisfy these requirements by attaining a grade of "D" or better in the course POLS 1101 along with the course HIST 2111 or HIST 2112.
Transfer credit may also satisfy all the requirements if: <ul style="list-style-type: none"> <li>• The equivalent course work to the above courses is from a USG institution</li> <li>• The course(s) differs from the above courses, but it is established that it meets the legislative requirements of the USG institution</li> <li>• The equivalent course work to the above courses has been approved as satisfactory for legislative requirement purposes from TCSG institutions or other regionally accredited post-secondary institutions in the State of Georgia</li> </ul>

## **SECONDARY UNDERGRADUATE ACADEMIC PROGRAM CHOICE**

### **Minor**

A minor is a prescribed area of academic study consisting of 15-18 semester hours. A complete list of [minor requirements](#) is listed in this guide. A minor is a secondary academic discipline in addition to a major and cannot be earned without a corresponding degree.

### **Concentration**

Majors may have concentrations (required or optional), which are an approved set of courses that upon completion indicate an in-depth knowledge of an area of the major. Due to the additional knowledge that is expected in a concentration (with the exception of a General Concentration), concentrations will have a set of student learning outcomes that must be met in addition to the overall program student learning outcomes. Concentrations are recognized on a student's transcript. Typically, concentration coursework builds on the existing 21 required upper-division major field hours.

### **Track**

A track can be thought of as an alternative path towards meeting the program student learning outcomes. Therefore, a track is a pathway through a program which may include a unique set of requirements. A track does not appear on a student's transcript.

### **Stand Alone Certificate**

Stand Alone Certificates are independent prescribed programs of study. Students may be admitted to KSU to earn a Stand-Alone Certificate without enrolling in any additional program of study. For more information, see this guide's [section on Certificate Definitions](#).

### **Embedded Certificate**

Embedded certificates are only awarded to a student upon completion of a degree and are a self-contained set of courses embedded in a program of study. Students admitted to a degree program may be awarded an embedded certificate based on completion of the required certificate courses in the program provided they also apply for the certificate. For more information, see this guide's [section on Certificate Definitions](#).

## **MASTER'S DEGREE**

Master's degrees are conferred upon the completion of a formal program of study between 30 and 36 credit hours beyond the bachelor's degree level. A master's degree may not exceed 36 hours unless approved by the University System of Georgia.

## **EDUCATIONAL SPECIALIST DEGREE**

Educational Specialist degrees are conferred after the student completes between 27 to 36 hours at the post-master's degree level. This is a self-contained degree program for education students.

## **DOCTORAL DEGREE**

Doctor of Education degrees are conferred upon the completion of a practice-based program of study focused on educational research. Doctoral degrees are conferred upon the completion of a formal course of study consisting of at least 60 graduate semester credit hours beyond the master's level. Some doctorate programs have additional requirements, such as a dissertation and/or a foreign language competency.

## **SECONDARY GRADUATE ACADEMIC PROGRAM CHOICES**

### **Embedded Certificate**

Embedded certificates are only awarded to a student upon completion of a degree and are a self-contained set of courses embedded in a program of study. Students admitted to a degree program may be awarded an embedded certificate based on completion of the required certificate courses in the program provided they also apply for the certificate. For more information, see this guide's [section on Certificate Definitions](#).

### **Stand Alone Certificate**

Stand Alone Certificates are independent prescribed programs of study. Students may be admitted to KSU to earn a Stand-Alone Certificate without enrolling in any additional program of study. For more information, see this guide's [section on Certificate Definitions](#).

## **NON-ACADEMIC CREDENTIALS**

### **Micro-credential**

Micro-credentials are digital records of a learner's successful completion of educational activities that lead to professional skills and competencies that are not reflected on a transcript. In many cases, these digital records include archives (metadata) of the work that led to the award. While transcript-based records are restricted to the results of for-credit classes and programs of study, micro-credentials can be granted for any kind of learning initiative. Both academic and non-academic departments on campus offer micro-credentials to faculty, staff, and students. This is the list of digital credentials currently offered by Kennesaw State University. The [KSU Micro-Credential Homepage](#) includes a number of resource to guide faculty who are considering the development or are ready to develop a micro-credential.

### **Endorsement**

An endorsement is a credential that is awarded by an external body after being recommended by Kennesaw State University. Students will only be recommended after completing a set of requirements. Endorsements are for education students and are assessed and awarded by the [Georgia Professional Standards Commission](#). Endorsements may be issued in specific areas to recognize additional expertise or may be required to be considered in-field in a designated area. Some endorsements authorize the educator to work in the designated area only at the

grade level and subject matter of the base certificate while other endorsements authorize work in all subjects at specific grade levels. This is the [list of endorsements that Kennesaw State University](#) can recommend.

## **ACCREDITATION AND THE EXTERNAL REVIEW BODIES OF ACADEMIC PROGRAMS**

Curriculum at Kennesaw State University intersects with other national and regional bodies that impact the curriculum design and review process. Below is a brief overview of those entities and their relationship to curriculum and academic programs.

### **Southern Association Of Colleges And Schools Commission On Colleges**

The [Southern Association of Colleges and Schools Commission on Colleges](#) (SACSCOC) is Kennesaw State University's accreditor. Since academic programs and student learning are core to the mission of Kennesaw State University, SACSCOC ensures quality, alignment, and compliance through regular accrediting reviews. Regarding curriculum, SACSCOC requires notifications of certain types of academic degree program changes, as well as the addition and terminations of new programs.

### **University System of Georgia**

The Board of Regents of the [University System of Georgia \(USG\)](#) are appointed by the governor to manage the public higher education system in Georgia. The USG governs the 26 public institutions of higher learning in Georgia. The BoR, as part of their responsibilities, governs the academic offerings of Kennesaw State University and approves the degrees and majors we are authorized to confer. As a result, new programs, substantial program changes, and deactivating programs must go to the BoR for approval. In addition, as a public institution in Georgia, KSU must also follow the transferability rules set between institutions and follow the policies for the General Education Core Curriculum. All changes regarding Areas A-E must be approved by the University of Georgia General Education Council. The USG also sets guidelines for undergraduate program's Area F.

### **Department of Education**

All institutions that are Title IV, which means they grant financial aid, require communication with the [Department of Education](#) (DOE) regarding their academic offerings. The DOE reviews Stand Alone Certificates to determine if they meet the requirements for Federal Financial Aid. The DOE can also review KSU's program types, records, staffing, or other evidence to ensure that the institution is meeting its administrative and financial obligations.

### **External Program Accreditation**

Kennesaw State University has many programs or an aspect of a program, such as a concentration, which are accredited by an external body. External review bodies may have specific criteria for the programs to adhere to and report on, including curriculum offerings and quality.

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# SECTION 4: GENERAL EDUCATION AND THE CORE CURRICULUM

General Education is the foundation of skills and knowledge that prepare students for success in their majors and in their personal and professional lives after graduation.

The Core Curriculum Areas A-E is where the General Education learning outcomes are introduced in designated courses. The outcomes can be found in the [Kennesaw State University Catalog](#).

## THE CURRENT CORE CURRICULUM AT KENNESAW STATE UNIVERSITY

The current Core Curriculum is composed of five areas, A-E as indicated in the chart below.

Current Core Curriculum at Kennesaw State University
<b>Area A: Essential Skills</b> A1- Communication (6 credit hours) A2- Quantitative Reasoning (3 to 4 credit hours)
<b>Area B: Institutional Options</b> B1- Critical Thinking (2 credit hours) B2- Critical Thinking (3 credit hours)
<b>Area C: Humanities, Fine Arts, and Ethics</b> C1- Humanities (3 credit hours) C2- Fine Arts (3 credit hours)
<b>Area D: Science, Mathematics, &amp; Technology</b> D1- Applied Math (3 to 4 credit hours) D2- Natural Sciences (7 to 8 credit hours)
<b>Area E: Social Sciences</b> E1- U.S. Government (3 credit hours) E2- U.S. History (3 credit hours) E3- World History (3 credit hours) E4- Social Sciences (3 credit hours)

## USG POLICIES GOVERNING THE CORE CURRICULUM

The University System of Georgia Board of Regents regulates the use of courses in the core curriculum to ensure transferability. Selected regulations are noted in the chart below. The complete version list of policies are listed in the Board of Regents of the University System of Georgia Academic & Student Affairs Handbook [Section 2.4](#).

University System of Georgia Core Curriculum Regulations
The USG denotes required learning goals, but each institution must develop their own learning outcomes which must be approved by the University System of Georgia Council on General Education.
The USG requires that every institution have a core curriculum of 42 semester hours.
The USG requires that all institutions use common course prefixes, numbers, and descriptions for specified courses.
The USG requires that all courses in Areas A–E must be taught at the collegiate level and be broadly focused. These courses must clearly address the General Education learning outcomes of the institution.

Area F is also considered part of General Education. Although Area F is owned by the programs, it must follow certain University System of Georgia requirements as noted in the chart below.

Area F Requirements
Area F must total 18 hours.
Area F must be composed exclusively of 1000 and 2000-level courses.
These courses may be prerequisites for other Area F courses and/or for major courses at higher levels. Most programs have <a href="#">Area F requirements set for them by the USG</a> .

The USG has rules about how programs may interact with Area A-F courses. Some of the most relevant rules for programs are in the chart below and the complete list of policies are included in the University System of Georgia Academic & Student Affairs Handbook [Section 2.4.2](#).

Policies Governing A-F Courses
Every institution must offer a path to completing all Area A–E requirements composed exclusively of 1000 and 2000 level courses.
No course in Area A–E may be a prerequisite for any course outside Areas A–E. No course in one area (A–E) may be a prerequisite for any course in any other area (A–E). There are USG-approved exceptions for students in Nursing, Science, Technology, Math, and Engineering programs. If one course is required to complete an Area, that course may be a prerequisite for a course in another Area or for a course outside of Area A–E. For

Policies Governing A-F Courses
example, ENGL 1101 is a required course and can be a pre-requisite for ENGL 1102 or for any other course.
Physical education activity/basic health requirements may not be placed in Areas A–F.
Orientation courses may not be placed in Areas A–F.
Courses with a primary emphasis on studio, performance, field study, or internship may not be placed in Areas A–E.
Institutions may not permit the completion of any course to fulfill requirements in more than one Area of A–F. Where the same course is authorized in more than one of Area of A–F, the student completing the course to meet the requirements of one area must take another course in the second area to meet the requirements of the second area. For example, a student completing MATH 1113 Precalculus in Area A2 cannot also use that course to satisfy Area D1.

This is not an exhaustive list of rules and requirements. The entire list is available in the University System of Georgia Academic & Student Affairs Handbook [Section 2.4](#).

## CORE CURRICULUM REQUIREMENTS FOR SPECIFIC PROGRAMS

Majors in Science, Engineering, and Health programs must follow specific requirements to complete the Core Curriculum Areas A-E. Agricultural Science and Environmental Science Programs have requirements they can choose to implement. To see if a program is classified as a Health, Science, or Engineering program, consult the Core Curriculum Program Categorization [Table In APPENDIX 2: USG GENERAL EDUCATION CORE CURRICULUM PROGRAM CATEGORIZATION TABLE](#)

Program Categorization	Exemption Type
<b>Science Programs</b> <i>(Defined as mathematics, physics, chemistry, biology, engineering technology, architecture, computer science, geology, geography (B.S.), forestry, pharmacy, physical therapy, secondary science, or mathematics education)</i>	Must require pre-calculus (MATH 1113) in A2. Must require two four-hour laboratory science courses in Area D, and may not require that students take a particular science in Area D. Must require a higher math course than MATH 1113 in Area D.
<b>Engineering Programs</b>	Must require a Calculus I (MATH 1190) in A2 and must require Calculus II (MATH 2202) in Area D1. Must require two four-hour laboratory science courses in Area D, and may not require that students take a particular science in Area D.

Program Categorization	Exemption Type
<b>Agricultural Science and Environmental Science Programs</b>	May require pre-calculus (MATH 1113) in Area A2.
<b>Health Profession Programs</b>	Must fulfill the Area D science requirement with a two-semester laboratory sequence in either physics, chemistry, or biology. The only biology courses that may be used to fulfill this requirement are “Introductory Biology” (BIOL 1107/L) and “Principles of Biology” (BIOL 1108/L). The “Survey of Chemistry” sequence (CHEM 1151 and CHEM 1152) has been designed for the Area D health professions track. Health professions majors have the option of taking the “Survey of Chemistry” sequence or the sequence appropriate for science majors, but they may not fulfill their Area D requirements with chemistry courses designed for non-science majors.

\*Programs not explicitly listed may be approved if a detailed and supported justification is provided to the AVP of Curriculum and Innovation for approval.

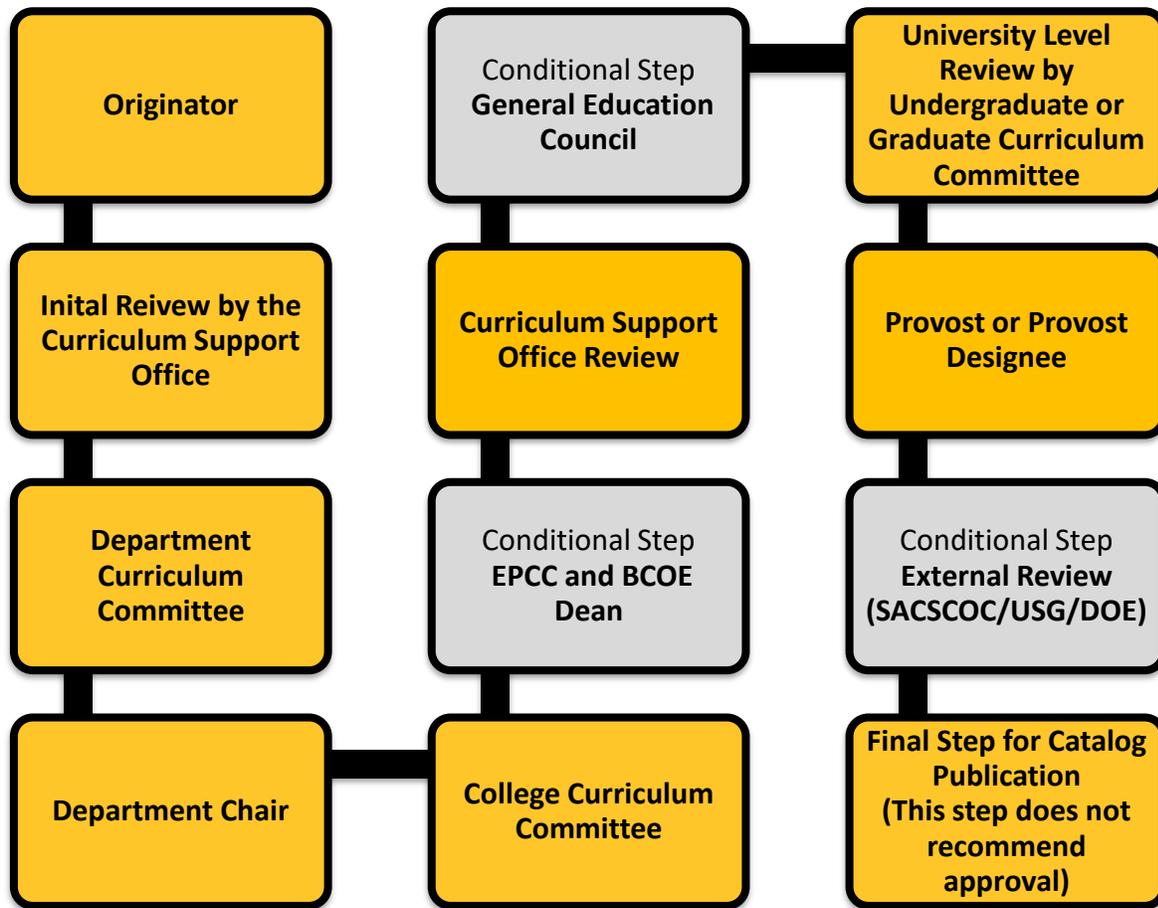
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# SECTION 5: THE CURRICULUM APPROVAL PROCESS

## VISUALIZATION OF THE CURRICULUM APPROVAL PROCESS



**Abbreviations:**

EPCC- Educator Preparation Curriculum Committee

BCOE- Bagwell College of Education

GPCC- Graduate Policies and Curriculum Committee

UPCC- Undergraduate Policies and Curriculum Committee

GEC- General Education Council

USG- University System of Georgia

SACSCOC- Southern Association of Colleges and Schools Commission on Colleges

## **CURRICULUM REVIEW IN THE KENNESAW STATE UNIVERSITY HANDBOOK**

The Kennesaw State University Handbook [Section 3.7](#) outlines the “Undergraduate and Graduate Curriculum Review and Approval Process.” The Kennesaw State University Handbook [Section 3.7.2](#) considers the “Curriculum Review Process.”

### **CURRICULUM COMMITTEE INFORMATION**

All university-level faculty curriculum committees make recommendations to the Provost.

<b>University Committee</b>	<b>Purpose as noted in the University Handbook Section 3.1.2</b>	<b>Website</b>
<p><b>Undergraduate Policies and Curriculum Committee (UPCC)</b></p>	<p>This committee evaluates proposed changes to the undergraduate curriculum for consistency with university policies and goals and forwards approved proposals to the provost. This body provides periodic reports of its actions to the Faculty Senate Executive Committee. As needed, this body makes policy recommendations to the Faculty Senate regarding the undergraduate curriculum development and review process.</p>	<p><a href="#">UPCC website</a></p>
<p><b>Graduate Policies and Curriculum Committee (GPCC)</b></p>	<p>GPCC receives graduate course and program proposals from colleges and departments and ensures their compliance with university policies and goals for graduate education. This committee also approves changes in post-baccalaureate curriculum, including the addition or deletion of courses, approval of new programs or concentrations, and changes in program requirements. The committee recommends or reviews changes in graduate policies and procedures and monitors assessment of graduate programs. The committee’s recommendations will be directed to the Associate Vice President for Curriculum, Dean of The Graduate College, Provost, and President for their action, and to the Faculty Senate Executive Committee for monitoring GPCC activities. The committee also makes recommendations regarding the</p>	<p><a href="#">GPCC website</a></p>

University Committee	Purpose as noted in the University Handbook Section 3.1.2	Website
	curriculum development and review process to the Faculty Senate.	
<b>General Education Council (GEC)</b>	The GEC is a faculty-driven, student-focused council. The primary goals of the GEC are to (1) develop and maintain a unified, integrated, and effective general education program; (2) ensure alignment with BoR policies, as well as KSU policies and mission; (3) identify and align the learning outcomes of core curriculum courses; (4) determine whether courses fit into the core curriculum; (5) communicate with administration, faculty, and staff regarding core curriculum and general education; and (6) serve as a resource to the KSU community. The council is advisory to the Faculty Senate and the Associate Vice President for Curriculum in the Office of the Provost and Senior Vice President for Academic Affairs.	<a href="#">GEC website</a>
<b>Educator Preparation Curriculum Committee (EPCC)</b>	The purpose of the EPCC is to provide support and ensure accountability in the development of programs and curricula within the Educator Preparation Program (EPP) and the Bagwell College of Education (BCOE). As part of the curriculum revision and review process, the EPCC receives all program and course proposals developed by the EPP and the BCOE to ensure agreement with Board of Regents, Georgia Professional Standards Commission, Kennesaw State University, EPP, and BCOE policies, procedures, and goals. After a successful review by the EPCC, program and course proposals are forwarded to the Undergraduate Policies and Curriculum Committee (UPCC) and Graduate Policies and Curriculum Committee (GPCC) for further review.	<a href="#">EPCC website</a>

## THE TYPES OF CHANGES THAT GO THROUGH THE CURRICULUM PROCESS

The following chart outlines the changes that must be reviewed and approved through Kennesaw State University's curriculum process before they can be put into the catalog and implemented.

Changes that must be approved through KSU's Curriculum Process
<p>The following Program changes must be approved:</p> <ul style="list-style-type: none"><li>• Adding or removing any course from a program</li><li>• Any changes to a program's name</li><li>• Any changes to a program's catalog description</li><li>• Any changes to a program's admission requirements.</li><li>• For undergraduate programs, any changes to Area F requirements</li><li>• Any adding, deleting, or modifying of a concentration or track</li><li>• Changing the elective courses listed in the program</li><li>• Changing the courses or prefixes in related studies</li><li>• Changing the program credit hour totals</li><li>• The deactivation of any program</li><li>• The termination of any program</li></ul> <p><i>Modality changes do not require curriculum approval but must go through review before being offered in an online or hybrid modality.</i></p>
<p>The following Course changes must be approved:</p> <ul style="list-style-type: none"><li>• Creating any new course</li><li>• The discontinuation of any course</li><li>• Changing an existing course number</li><li>• Changing an existing course prefix</li><li>• Changing an existing course name</li><li>• Changing any existing course prerequisite/concurrent prerequisite/ corequisite</li><li>• Changing the credit hours/lecture hours/lab hours of an existing course</li><li>• Changing an existing course description</li><li>• Changing the repeatability of an existing course</li></ul> <p><i>Modality changes do not require curriculum approval but must go through review before being offered in an online or hybrid modality.</i></p>
<p>The following Minor changes must be approved:</p> <ul style="list-style-type: none"><li>• Creating a new minor</li><li>• Deactivating a minor</li><li>• Changing the name of an existing minor</li><li>• Changing any required courses in an existing minor</li><li>• Changing a list of elective courses or prefixes in an existing minor</li><li>• Changing the description of the minor</li><li>• Changing the credit hours of the minor</li></ul>

### Changes that must be approved through KSU's Curriculum Process

The following Certificate changes must be approved:

- Creating a new certificate
- Deactivating a certificate
- Changing the name of an existing certificate
- Changing any required courses or changes in an existing certificate
- Changing a list of elective courses or prefixes in an existing certificate
- Changing the description of the certificate
- Changing the credit hours of the certificate
- Changing the admission requirements or processes of an existing certificate

*Modality changes do not require curriculum approval but must go through review before being offered in an online or hybrid modality.*

Additional types of changes that need approval:

- New Dual Degree Programs
- New Degree Program

The following chart outlines what types of changes may need to go through external review by the University System of Georgia (USG) and/or review and/or notification or review by [Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\)](#), KSU's institutional accreditor. For questions about USG review, please contact Anissa Vega, Assistant Vice President for Curriculum and Academic Innovation, at [avega4@kennesaw.edu](mailto:avega4@kennesaw.edu). For questions about SACSCOC review, contact Leigh Funk, KSU's Accreditation Liaison, at [lfunk@kennesaw.edu](mailto:lfunk@kennesaw.edu).

### Changes Requiring External Notification or Approval

**The addition of courses or programs that represent a significant departure from current offerings or re-opening a program.**

A significant departure requires new faculty expertise, facilities, equipment, financial resources, and/or library resources; and/or between 25–100 percent of new courses at the same or higher degree level. Such changes are substantive changes and may require SACSCOC notification and/or prior approval.

**Changing a program name, CIP code, and/or changing from the original scope and objectives of the program.**

Any of these changes may be considered a substantial change and may require Board of Regents' external notification and/or approval.

**Changing Delivery Method (distance education, competency-based education and/or face-to-face).**

Adding an additional delivery method in which 50% or more of the program will be delivered requires a SACSCOC notification prior to implementation.

### Changes Requiring External Notification or Approval

#### Program Deactivation or Termination

Program Deactivation means the institution will stop admitting new students to the program once approvals are obtained. Both the USG Board of Regents and SACSCOC must be notified. SACSCOC requires approval deactivations prior to implementation so please involve the SACSCOC Liaison as soon as the decision is made to stop admitting students. Program termination means the program currently has zero students. Upon approval, KSU is no longer authorized to grant the degree. [Termination requires Board of Regents approval](#) and possibly SACSCOC approval if a deactivation was not previously approved for the program.

#### Entering a cooperative academic arrangement or a dual/joint academic program with another institution or entity

Such an agreement may require SACSCOC notification and/or approval.

#### Establishing or closing an off-campus instructional site

Establishing or closing an off-campus instructional site often requires SACSCOC notification or approval prior to implementation. Please involve the SACSCOC Liaison early in the curriculum process to ensure an appropriate timeline for approval.

#### Program Length

Increasing or decreasing a program's length by 25% or more or increasing or decreasing the student's expected time to completion by more than one semester requires SACSCOC approval PRIOR TO IMPLEMENTATION. Please involve the SACSCOC Liaison early in the curriculum process to ensure an appropriate timeline for approval.

### ITEMS THAT WILL BE REVIEWED AT EACH STEP OF THE APPROVAL PROCESS

A complete guide of "Who Reviews What for Programs" and "Who Reviews What for Courses" can be found on the [Curriculum Proposals Review Guidelines](#) page of the [Curriculum, Instruction, and Assessment website](#).

### CATALOG DEADLINES AND EFFECTIVE DATES FOR CURRICULAR PROPOSALS

Each year the catalog deadline is December 31<sup>st</sup>. It is recommended that college and department curriculum committees consider UPCC and GPCC meetings when building their own curriculum committee meeting schedule. Proposed changes must be approved through the entire KSU curriculum review and approval process in order for the changes to appear in the catalog for the next academic year.

If a proposal would like to be considered for implementation for a catalog year in which the deadline has passed, a Catalog Exception Request Form may be completed by the Curriculum Dean for which the proposal was originated. Proposals must be supported by a strong justification and evidence to support the request for a change in an implementation year.

Requests for exceptions to the publication deadline should be sent to the Curriculum Support Office after UPCC or GPCC approval.

## **CURRICULUM SUPPORT OFFICE CURRICULUM DATA**

The Curriculum Support Office utilizes and engages with several data sources related to curriculum. [Curriculog](#) is discussed in its own section of this guide.

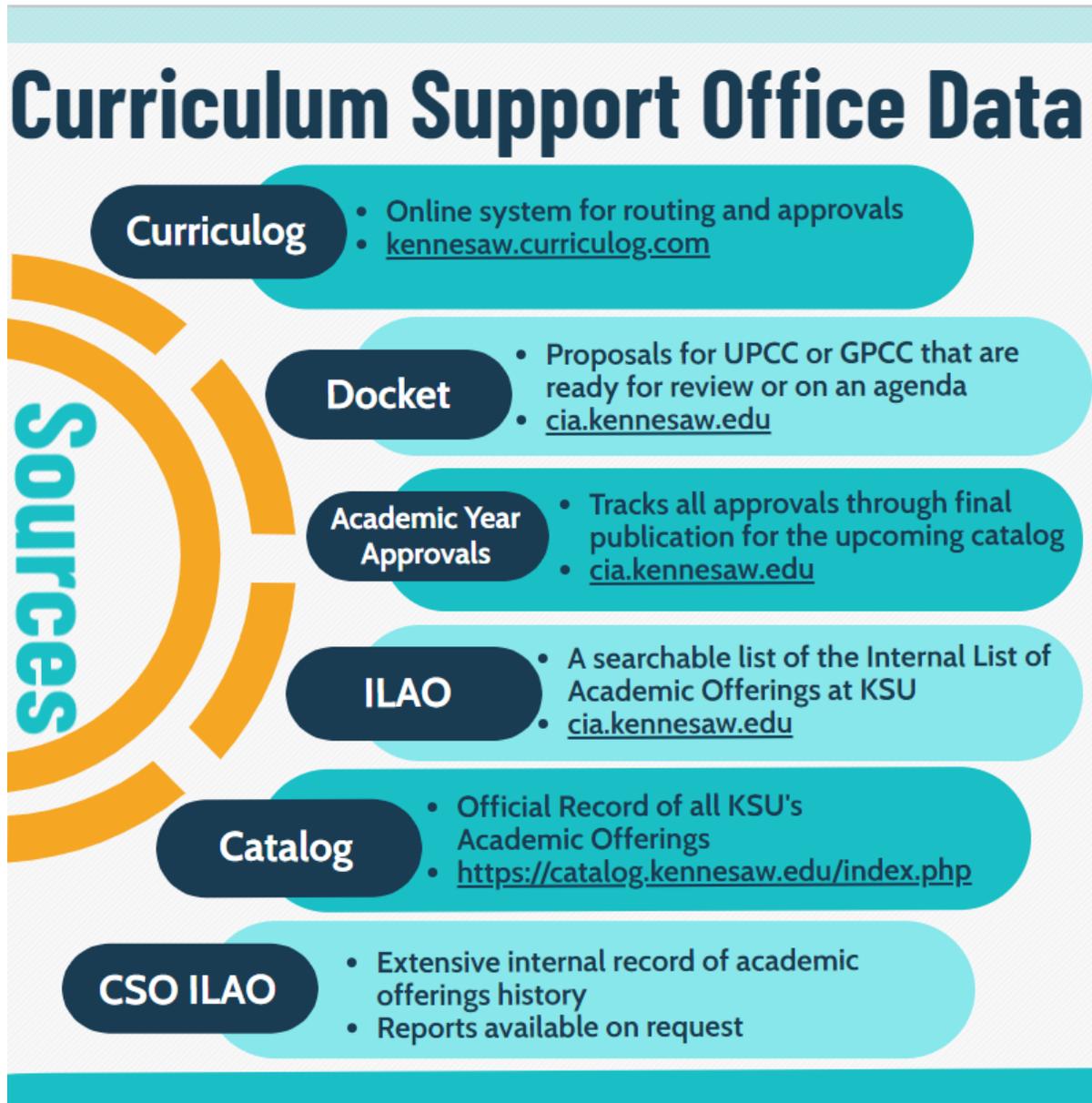
The **Curriculum Dockets** are a list of all proposals, in the order they are received, sorted by the graduate or undergraduate level. The [Undergraduate Docket](#) and [Graduate Docket](#) are located under the “Quick Links” section on the homepage of the [Curriculum, Instruction, and Assessment website](#). The docket serves to increase transparency to the campus community regarding what proposals are ready for review by the curriculum committees and are used by the university-level curriculum executive committees to set the agenda for general meetings.

The **Implementation Report** is a list of all proposals at the undergraduate and graduate level, organized by college and department, that will go into effect in the upcoming academic year. The [Implementation Report](#) is located under the “Quick Links” section on the homepage of the [Curriculum, Instruction, and Assessment website](#). The purpose of this report is to provide advisors and faculty with a summary of changes so that accurate information can be conveyed to the students.

The **ILAO** is KSU’s Inclusive List of Academic Offerings. An external version of this data is located under the “Resources” section on the homepage of the [Curriculum, Instruction, and Assessment website](#). This resource includes all offerings at KSU and is sortable by level, type, and college. It also contains CIP program codes, modality and accreditation information, and last revision date. There is also an internal **CSO ILAO** that tracks a history of revisions, program start date, degree production, and last SACSCOC action. Reports from the CSO ILAO are available upon request by emailing the request to [curriculum@kennesaw.edu](mailto:curriculum@kennesaw.edu)

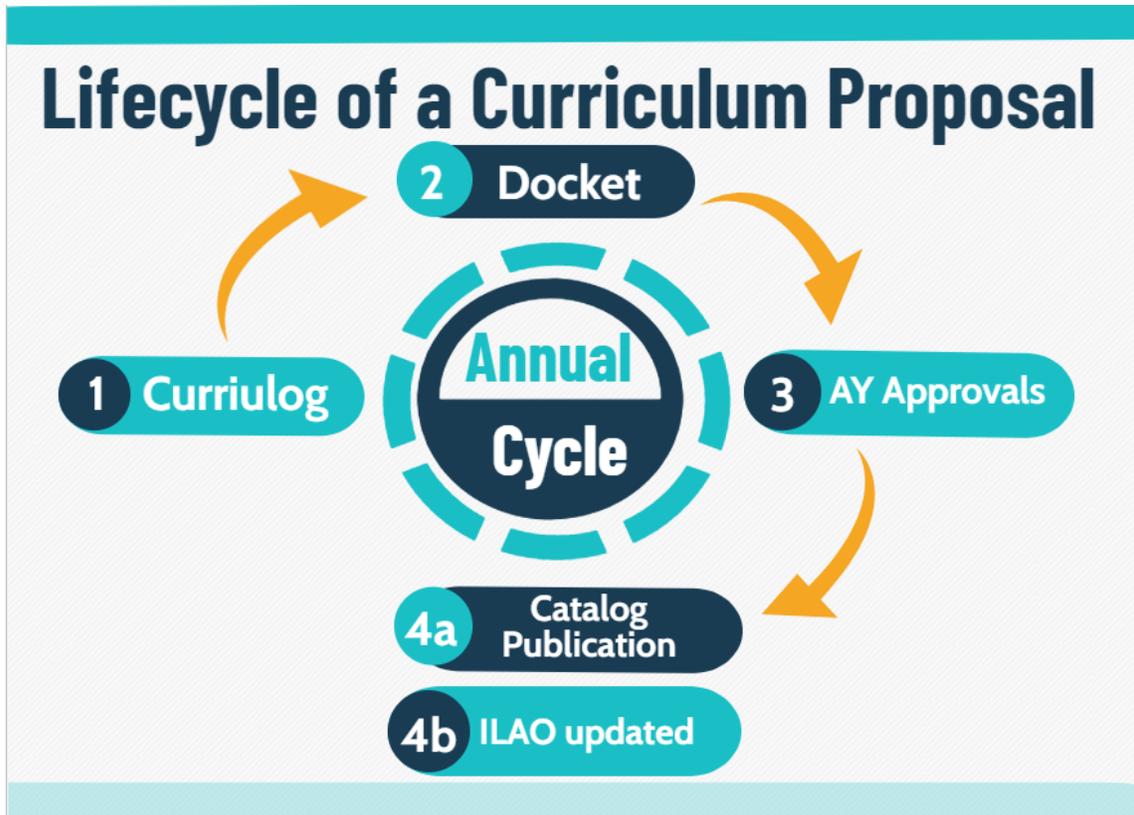
At the end of each catalog year, a report on all curriculum approved by each university-level curriculum committee (i.e. UPCC and GPCC) for the following academic year, titled **Academic Year Approval** is posted to the [GPCC](#) and [UPCC](#) webpages respectively.

Below is a visual overview of the types of data utilized and maintained by the Curriculum Support Office:



## LIFECYCLE OF A CURRICULUM PROPOSAL

The graphic below demonstrates how the data supported by the Curriculum Support Office is maintained and updated.



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# SECTION 6: COURSE CURRICULUM DEVELOPMENT GUIDELINES

## COURSE NUMBERING CONVENTIONS

If a course number is being changed, or if a new course is being developed, the department needs to determine a new course number. Some course numbers may not be available due to their connection to historical data. The inactivation, discontinuation, or revision of a course number automatically causes the Registrar's office to remove the old number from the course inventory.

Programs cannot reuse an inactive course number for a new course as this may adversely affect a student's degree program, total credits toward graduation, GPA calculation and course registration. For example, even if a number has not been used in ten years, making a new course with that number would change it for all students past and present, thus affecting the transcripts of previous students. Therefore, inactivated course numbers may not be reassigned to another course. If a course is split into two courses (e.g., a combined lecture/lab course split into separate lecture and lab courses) or vice versa, the course number should not be reused for one of those courses. If a department is unsure if a number has been used before, please contact the Registrar's Office at [registrar@kennesaw.edu](mailto:registrar@kennesaw.edu). They can also assist in assigning a suitable course number.

## COURSE NUMBERING GUIDELINES

The numbering of courses at Kennesaw State University is separated into undergraduate and graduate courses. Course numbers correspond to the classification of students as freshman, sophomore, junior, senior, graduate, and doctoral students.

Undergraduate Course Numbering	
0000-0999	Learning Support*
1000-1999	Freshman
2000-2999	Sophomore
3000-3999	Junior
4000-4999	Senior

\*Learning Support Courses (09##) courses are designed for students deficient in the general competencies necessary for a regular post-secondary curriculum.

Graduate Course Numbering	
5000-5999	Graduate and B. ARCH courses
6000-6999	Graduate courses
7000-7999	Graduate courses
8000-8999	Doctoral courses
9000-9999	Doctoral courses

As per Kennesaw State University’s policy on the [Classification of Courses](#), it is important to keep the following in mind:

- Graduate students may use graduate-level work only to complete their degree requirements.
- Undergraduate courses may not substitute or transfer more than one level; (i.e., a 1000-level course may not be used for a 3000-level courses and vice versa).
- Graduate-level work may be used only in the undergraduate degree if a Double Owl Pathway is in place (maximum 9 credit hours).

Some digits of the course number are intended to convey a university-wide meaning and must be used consistently across all disciplines.

<b>University Common Undergraduate Numbering Conventions</b>
2290 Special Topics
3396 Cooperative Study
3398 Internship
4400 Directed Study
4490 Special Topics
4499 Senior Seminar/Thesis

When creating a new course number, typically the first digit identifies the level of instruction. In general, 1000 and 2000 -level courses should consider a larger breadth of study, be foundational, and prepare students with basic knowledges. Courses at the 3000 and 4000 levels should offer a more in- depth study, refine knowledge, and focus on a discipline, field, or practice.

<b>Suggested Guidelines for Determining Course Levels</b>
<p><a href="#">Learning Support Courses</a> (courses designed for students deficient in the general competencies necessary for a regular post-secondary curriculum) at Kennesaw State University are noted by a 09XX course number. These courses are designed to support the mastery of skills and concepts needed to pass a collegiate course in a “just-in-time” manner. Each corequisite course will be a required course that is aligned with and offered alongside the appropriate college-level course. The college-level and corequisite sections must cover the same topics in the same order at the same time.</p>
<p>1000-level courses should be an introduction to the concepts of a field or discipline. These courses should be open to all majors and suitable for college freshmen. Course content should be broad and present basic concepts and terminology in a field or discipline. In general, courses should not have prerequisites unless they are part of a sequence.</p>

### Suggested Guidelines for Determining Course Levels

2000-level courses may be devoted to a particular area or field within a discipline. These courses should be considered suitable for freshmen and sophomores and assume that a student can undertake more advanced assignments and materials. These courses should be intermediate-level courses and may be in the major but do not have to be. They may have 1000 level course prerequisites if necessary.

3000-level courses should be considered advanced examinations into a field or discipline and thus include more advanced readings and assignments than previous course levels. A 3000-level course should be appropriate for a junior or senior student. These courses typically have prerequisites because it is understood that it is advanced study, and students need the proper knowledge before taking the course.

4000-level courses are considered advanced upper-division courses. These courses should be considered for students that have completed a substantial amount of work at the 3000 level. They should present more advanced topics and include coursework appropriate for senior students. These courses typically have prerequisites because it is understood that it is advanced study, and students need the proper knowledge before taking the course.

## COURSE PREFIX AND NAMING GUIDELINES

Course prefixes are often assigned to a department. If a department would like to create a new prefix, they can do so after checking with the Registrar's office that such a prefix has never been used.

When developing a 1000 or 2000-level course, check whether the University System of Georgia Board of Regents [requires a common course prefix, number, or description](#) that all institutions need to use. These are NOT just for Core Curriculum courses but are for 1000 and 2000 level courses.

There are two versions of a name for the course. The full name of the course will appear in the catalog. When a new course is created, the proposal will also ask for an abbreviated name, which is how the course will appear on a student's transcript. This abbreviated title has a 30-character limit, including spaces. Please ensure that the title represents the topic and does not cut off mid-word or use an acronym.

## WRITING A COURSE DESCRIPTION

The course description should highlight and imply the learning outcomes that will be addressed by the course. The following are best practices for writing a course description:

- While not required, it is recommended that course descriptions be limited to 75 words.
- Course descriptions must use proper grammatical structure, including complete sentences and must use present verb tense.

- When writing a course description, it is best to minimize mentioning items that may make the description outdated quickly, such as referencing specific software. Doing so may mean updating the course description more often. A general reader should be able to understand the course description, and to that extent, it is recommended to avoid using acronyms that general readers would not understand.
- If the course description contains a topical list of course content, it is recommended to note that the course “may include” those topics. If a course says that it “will include” those topics, all sections of a course must cover every topic listed.

## **DEVELOPING COURSE PREREQUISITES AND COREQUISITES**

All undergraduate courses in Areas A-E, where a “D” grade is passing except for ENGL 1101 and ENGL 1102 which require a “C” grade or higher. Any course that functions as a prerequisite, including Education Core Curriculum courses will have a default minimum “C” grade as per Kennesaw State University’s [Graduation Requirements](#).

### **Definitions:**

- **Prerequisite:** course(s) and/or other requirement(s) that must be completed before taking another course.
- **Concurrent Prerequisite:** course(s) that may be completed before, or taken at the same time as, another course.
- **Corequisite:** course(s) and/or other requirement(s) that must be taken at the same time as other course(s) and/or requirement(s).

### **Understanding Tangible Prerequisites**

Prerequisites and corequisites need to be written in clear, concise, grammatically correct language and must be tangible to be functional in Banner, the electronic Student Information System that supports student registration, enrollment, and grading.

The following are prerequisites that can be functional in Banner:

<b>Prerequisite Groupings Accepted by Banner</b>
Course or a group of courses
Test Scores or a score unique to a group of students (for example an audition score)
Credit Hours (30, 60, or 90 increments only) or Enrollment Standing (Freshmen, Sophomore, Junior, Senior)
Students can be restricted by college, department, campus, or program

In some cases, the above tangible prerequisites can be connected by “and” requirements. For example, a prerequisite can be a “Major in Music and Junior Standing.” It is recommended that prerequisite groupings be discussed with the registrar’s office to ensure they can be programmed as desired by the department.

## Understanding Intangible Prerequisites

Intangible prerequisites are those requirements a department would like for students to have that **cannot** be coded into Banner. Intangible prerequisites cannot be enforced by Banner, so those that are required should be listed as the last sentence of the course description so that students and advisors understand the experience(s) required for the student to be successful in the course.

Examples of Intangible Prerequisites
High school algebra
Language proficiency
Knowledge of computer programming

Below are examples of common prerequisite scenarios and how they should be entered in a [Curriculum](#) proposal.

Common Prerequisite Scenarios
Single required prerequisite = Course prefix and number <i>Example: ECON 2000</i>
Choice of Prerequisites = Course prefix and number connected with an “or” <i>Example: ENGL 1101 or MATH 1101</i>
Multiple required prerequisites = Course prefix and number connected with an “and” <i>Example: MATH 1101 and ECON 2000</i>
Single prerequisite with multiple choices = Course prefix and number connected with an “or” <i>Example: ENGL 1101 or MATH 1101 or ECON 2000</i>
Multiple required prerequisites with multiple choices = Course prefixes and numbers grouped together by parenthesis and separated by an “or” <i>Example: (ENGL 1101 and MATH 1101) or (ECON 2000 and AADS 2000 and ASTR 1000) or COM 1000</i>
Minimum required grade for a single course = Course prefix and number with grade requirement. <i>Reminder: This is not necessary for “C” grades.</i> <i>Example: Grade of “B” or better in BIOL 2221</i>
Minimum required grade for multiple courses = Course prefixes and numbers with grade requirement <i>Example: Grade of “B” or better in BIOL 2221 and MATH 1101</i>
Minimum required grade for a single course among multiple choices = Course prefixes and numbers with grade requirement <i>Example: A Grade of “B” or better in ENGL 1101 or COM 1000 or MATH 1101</i>
Admission to a specific program = Listing name of the program <i>Example: Admission to Nursing BSN program</i>

Common Prerequisite Scenarios
<p>Minimum required grade for a single course among multiple choices with additional prerequisite courses = Grade requirement and a listing of the course prefix and number choices  <i>Example: A Grade of "B" or better in AADS 1000, COM 1000, or PHYS 1000; MATH 1101</i></p>
<p>Minimum required grade for a single course with additional prerequisite courses = Required course prefix and number followed by a semicolon and course prefix and number with grade requirement  <i>Example: ENGL 1101; A Grade of "B" or better in BIOL 2221</i></p>
<p>Special permission = Explain who can give permission for a student to register for the course  <i>Example: Permission of the department chair</i></p>

### **Prerequisites and Course Registration**

Banner is programmed to include the student's in-progress term when checking prerequisites for course registration. If the student no longer meets the course's prerequisite after successful registration, Banner does not deregister the student from the course. It is the responsibility of academic units to notify and remove students who do not meet prerequisites after registration and prior to the beginning of the new semester.

**Example:** A student taking "Principles of Accounting I" in the fall semester registers for "Principles of Accounting II" in November for the spring semester. The "Principles of Accounting I" course is a prerequisite for "Principles of Accounting II." Later, the student withdraws from the "Principles of Accounting I" (or fails or receives a below-acceptable grade). Banner does not remove the registration for Principles of Accounting II automatically from the student's record.

## **DEVELOPING COURSE LEARNING OUTCOMES**

Learning outcomes are developed for courses based on the content of the course and the role the course plays in the program. In general, learning outcomes are statements to describe the knowledge or skills students should acquire by the end of a course.

A statement of a learning objective contains a verb and an object. The verb refers to the intended cognitive process, and the object describes the knowledge students are expected to acquire or construct.

### **Recommended Guidelines for Course Learning Outcomes**

- Consider limiting the course-level expected learning outcomes to 4-7 statements for the entire course.
- Focus on knowledge and skills that are universal to the course.
- Focus on the learning rather than describing activities or lessons that are in the course.

- Consider if course outcomes are appropriately aligned with one another.
- The [SMART \(Specific, Measurable, Attainable, Relevant, Timely\) model](#) may be useful in these considerations.

### **Helpful Resources for Drafting Course Learning Outcomes**

- [Kennesaw State University Teaching Resources Collective](#)
- [Using Bloom’s Taxonomy to Write Effective Learning Objectives](#)
- [Revised Bloom’s Taxonomy](#)
- [AAC&U Value Rubrics](#)
- [A Guide to Developing Measurable Student Learning Outcomes National Institute for Learning Outcomes Assessment \(NILOA\)](#)

## **DEVELOPING BLENDED COURSES**

Sections of the same or similar courses may be combined together for a number of reasons. Below are the definition and guidelines regarding how courses may be combined.

### **Co-Scheduling**

Courses with the same prefix and course number may be combined, and are thereby the exact same course. This merging of courses is often done for course coordination and scheduling reasons.

### **Cross-Listed Courses**

A cross-listed course is a course that is offered under more than one prefix. If one wishes to cross-list a course, the College Curriculum Dean should make a request to the Curriculum Support Office (CSO) seeking approval. The purpose of this request is to document the cross-listings to ensure that students may not earn credit by repeatedly enrolling in multiple courses that have been cross-listed and ensure that cross-listing remains in compliance with the faculty workload policy.

### **Cross-Levelled Courses**

As stated in the [Policy on Course Cross-Leveling](#), cross-levelled course is a course that is offered by departments across numbers and/or level. The two courses that are cross-levelled are owned by the same department. It must have documentation with the Office of the Registrar and a proper description in the course catalog. Requests for policy exceptions may be submitted to UPCC and/or GPCC.

1. Cross-levelled courses are limited to the following two course pairs: 1) undergraduate upper-division course/graduate course, and 2) graduate course/doctoral course. 9000 level, special topics, directed study, thesis, internships, practica, and dissertation courses may not be cross-levelled.
2. Cross-levelled courses must be supported by a rationale for combining students of different levels.

3. Cross-leveled courses must ensure there is a clear distinction between the requirements of undergraduate and graduate students or graduate and doctoral students, with more advanced course work for the higher-level degree program. This will be demonstrated in two different syllabi that include, but are not limited to, different objectives, assessments and/or outcomes.
4. Cross-leveled courses at the graduate level must be taught by faculty with graduate faculty status.
5. Sections of cross-leveled courses must share the same modality.

The approval form to submit a Cross-leveled course can be found in [Curriculog as a “Others” form](#).

## DEFINITIONS OF COURSE INSTRUCTION TYPES

The following chart shows the various types of instruction as follows:

Definitions of Instruction Types
Lecture is a form of instruction in which the instructor presents an educational experience to students, applying any combination of instructional methods.
Laboratory is an educational activity with students conducting experiments, perfecting skills, or practicing procedures under the direction of a faculty member.
Field/Clinical Experiences (e.g., practicum, internship, co-op) are work placements with organizations whose areas of work are closely related to the student’s major. These work experiences are integrated with academic curricula through discipline-specific and/or multi- disciplinary knowledge in a supervised setting. Co-operative education (co-op) is a type of field experience. Students doing a co-op receive academic credit while acquiring discipline-specific professional skills and earning an income.

## UNDERSTANDING COURSE CREDIT HOURS

Below are definitions of terms that apply when understanding how credit hours are awarded.

Definitions Relating to Credit Hours
<b>Credit Hour:</b> Credits earned for a course.
<b>Contact Hour:</b> 50 minutes of scheduled instruction, sometimes called “seat time,” a measure used to determine lecture, field, lab, clinical, practicum, internship hours. The 10-minute difference between one contact hour and one clock hour is allotted for time to settle into class, to prepare to leave, and “break time” for classes that run over 50 minutes.

### Definitions Relating to Credit Hours

**Clock Hour:** 60 minutes (equaling 1/24 of a 24-hour day). Credit Hours are NOT computed in clock hours.

**Credit Hour Ratio:** The credit hour ratio demonstrates the relationship between the credit hours and contact minutes. There are different ratios based on the type of experience a student has in a course, such a lecture, lab, or field/clinic experience.

The United States Department of Education, our accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and University System of Georgia Policy Manual, Section 3.4.4, all define a semester credit hour as a minimum of 750 minutes of instruction or equivalent.

The KSU Credit Hour policy states, “KSU defines a credit hour as a minimum of 2,250 minutes of academic engagement per semester. For many courses, the time is distributed as 750 minutes of direct, faculty-led instruction and 1,500 minutes of out-of-class academic engagement. For a 15-week semester (i.e., Spring Semester or Fall Semester), that equates to 50 minutes of direct, faculty-led instruction and 100 minutes of out-of-class academic engagement per week. An equivalent amount of work and a minimum of 2,250 minutes of academic engagement per credit hour is required for credit-bearing educational activities, for which the direct, faculty-led instruction time varies, including internship, field experience, cooperative education, and some online courses. Thus, this definition applies regardless of type of course, term length, and delivery mode.”

Credit hours can be earned through course lecture, laboratory time, practicums, or internships. The credit hours of a course should reflect the content and requirements of the course, as demonstrated in the course syllabus.

Different types of instruction type require different amounts of work to earn credit hours. Lectures are direct instruction from faculty, labs and field experiences are supervised instruction, and practicum and internships are typically largely unsupervised by faculty. For each type of instruction, different amounts of time engaging in coursework are necessary to earn credit hours.

Typical distributions of class time, both in and out the scheduled class time, are provided in the table below. A more detailed explanation of each instructional type is further expanded on below.

Type of Course	Minimum Contact Time per Semester (in min./hrs)	Minimum Out-of-Class Time per Semester (in min./hrs)	Total Credit Hours
Lecture	2,250 / 45	4,500 / 90	3
Applied Lesson	750 / 15	1,500 / 30	1

STEM Laboratory	1,500 / 30	750 / 15	1
Internship	27,000 / 540	0	12

### **Lecture-based Course**

To earn a credit hour for a **lecture-based course**, requires a minimum of 750 minutes of instruction over a 15-week class. In addition, the course should require 1500 minutes of out-of-class student work per semester credit hour for a combined total of 2,250 minutes per semester hour. The contact time per semester credit hour must not be less than the minimum. For example, a one credit hour lecture course may exceed the requirement of 750 minutes of instruction and 1500 minutes of out-of-class student work, but it cannot be less than 2,250 minutes per semester hour.

It is important to note **that credit hours are NOT computed in clock hours**. A contact hour consists of 50 minutes of scheduled instruction, sometimes called “seat time,” a measure used to determine lecture, field, lab, clinical, practicum, internship hours. The 10- minute difference between one contact hour and one clock hour is allotted for time to settle into class, to prepare to leave, and “break time” for classes that run over 50 minutes. This 10-minute difference is not the equivalent to any transition time formally accounted for in a course schedule.

Below is a chart detailing the number of contact time to the corresponding ratio for lecture-based courses.

**Table 1: Lecture Courses with 1:1 Ratio**

<b>Credit Hours</b>	<b>Minimum Contact Time per Semester (Contact Minutes)</b>	<b>Minimum Total Lab/Field Time Per Semester (Contact Hours)</b>	<b>Banner Entry Code</b>
1	750 Minutes	15	1-0-1
2	1500 Minutes	30	2-0-2
3	2250 Minutes	45	3-0-3

### **Lab, Field Experience, of Internship Course**

To earn a credit hour for a **lab, field experience, practicum, or internship course**, first a lab ratio must be determined. The lab ratio determines how many minutes are required to earn a credit hour. For lab or field experience courses, the typical ratio is 3:1, however a 2:1 or a 4:1 ratio can be used depending on the type of experiences a student encounters through the course.

Below is a chart detailing the number of contact time to the corresponding ratio. The Banner entry code is a display of the ratio as weekly lecture time (contact hours) – weekly lab time (contact hours) – credit earn. For labs, the entry code will always begin with a zero as this represents the lecture; for lecture the middle number will always be a zero as this represents the lab. These ratios can be extrapolated beyond the charts below.

### Laboratory/Field Experiences with 2:1 Ratio\*

Credit Hours	Minimum Contact Time per Semester (Contact Minutes)	Minimum Total Lab/Field Time Per Semester (Contact Hours)	Banner Entry Code
1	1500 Minutes	30	0-2-1
2	3000 Minutes	60	0-4-2
3	4500 Minutes	90	0-6-3

\*The contact time for a 2:1 credit hour ratio does not meet the minimum combined total minutes (2,250 minutes) to earn a credit hour, the lab or field experience should be supplemented with a total of 750 minutes of out-of-class work.

### Laboratory/Field Experience/Clinical/Practicum/Internship Courses with 3:1 Ratio

Credit Hours	Minimum Contact Time per Semester (Contact Minutes)	Minimum Total Lab/Field Time Per Semester (Contact Hours)	Banner Entry Code
1	2250 Minutes	45	0-3-1
2	4500 Minutes	90	0-6-2
3	6750 Minutes	135	0-9-3

### Field Experience/Clinical/Practicum/Internship Courses with 4:1 Ratio

Credit Hours	Minimum Contact Time per Semester (Contact Minutes)	Minimum Total Lab/Field Time Per Semester (Contact Hours)	Banner Entry Code
1	3000 Minutes	60	0-4-1
2	6000 Minutes	120	0-8-2
3	9000 Minutes	180	0-12-3

For more examples of the credit hour ratio see [APPENDIX 4: CREDIT HOUR RATIO EXAMPLES](#).

## **DEVELOPING A ZERO CREDIT HOUR COURSE**

Zero-credit courses allow students the opportunity to engage in innovative experiences beyond designated credit hours of a program. Programs may develop zero-credit courses for internships, participation in research, experiential learning, career preparation, international education, teaching assistantships, or other enhanced learning experiences for a major. Zero-credit courses may serve as pre-requisites for other courses.

Zero-credit hour course should be developed in adherence with the Kennesaw State University [Zero-credit Hour Policy](#), including:

- Courses offered for zero-credits must be approved through the regular KSU curriculum approval process.
- Zero-credit courses are offered for no credit and do not incur tuition or university fee charges; however, course fees may apply.
- Zero-credit courses have satisfactory/unsatisfactory grading and will be reflected on a student's transcript but will not be included in a student's GPA.
- Zero-credit courses must have an instructor of record and a syllabus with all required elements.
- Courses developed for zero-credit must not exceed 45 experiential hours or 15 contact hours and must recognize faculty workload through teaching or service.
- Programs must limit the number of zero-credit courses required to prevent overburdening of the students and the faculty/staff.
- These courses are not required to adhere to the curricular calendar and may be offered at any point during the year.

Zero-credit courses already in the catalog are exempt from this policy. *As with all courses, if a course change is pursued, it is reconsidered under current policies.* Exceptions to this policy will be considered if a justification is included in the proposal for curriculum committee review.

## **CHANGING THE CREDIT HOURS OF A COURSE**

### **Impact on other Programs**

Editing the credit hours for an existing course may affect other programs utilizing the course. Running an impact report will identify all impacted units. Impact reports are generated within the [Curriculog system](#). An Impact Report shows (a) what programs use the course and (b) courses that use the course as a prerequisite.

### **Impact on Proposing Program**

In addition to the impact on other programs, the change in credit hours will affect students currently in the program. Some students have taken the course at the previous credit hours and some at the new credit hours, resulting in an overall discrepancy. Depending on the type of change, different approaches will be necessary to ensure that the course functions for students on old and new catalogs.

<b>Scenario One: Reducing credit hours</b>
Example: FIRE 3520 proposes to change credit hours from 4 credits to 3 credits for the 2020-2021 catalog
<ul style="list-style-type: none"><li>• If a student took the original version prior to declaring their major and then declared on a catalog with the reduced credit hour course requirement, they will have extra credit hour that does not fall into a designated area of the program of study. For some students, this</li></ul>

### Scenario One: Reducing credit hours

extra hour could fall into an elective space. However, many students may not have elective space in their program that can accommodate this extra credit. In this case, the credit will fall into Unused in their degree audit. Additionally, if the course contributes to the 39-hour upper-division requirement, you may need to consider if reducing the credit hours will impact the 39 hours. Regardless, if the credit hour reduction impacts a program's total credit hours consideration will need to be given to how the program will maintain total credit hours.

- If a student is declared on a catalog with the 4-credit hour version of the course, but had not taken it yet, and now the course is only offered as 3 credit hours, the student will have an overall program deficiency of 1 credit hour. This may cause a problem at time of graduation if the student does not meet the minimum graduation hour requirement for their program. A plan must be put in place to address those students who have a deficit.

### Scenario Two: Increasing credit hours

Example: FIRE 2725 proposes to change credit hours from 3 credits to 4 credits

- If a student took the new 4 credit hour version of the course but is declared on a catalog year that requires the 3-credit hour version for their degree completion, they will have an excess of 1-credit hour. This additional hour will fall into unused if it is not able to fall into electives.
- For current students in the program, those who took the 3-credit version, but then update their catalog year, they will meet program requirements but will be deficient by one hour for the degree requirements. This may cause a problem at time of graduation if the student does not meet the minimum graduation hour requirement for their program. A plan must be put in place to address those students who have a deficit.

### Scenario Three: Course is Split in Two

Example: FIRE 4525 (4 credits) proposes a change to become FIRE 4525 (3 credits) and is accompanied by new course proposal- FIRE 4525L (1 credit).

While the example above may be desirable, when splitting a course into a lecture and lab new course numbers for both are required. The three-credit hour lecture now needs to be renumbered to FIRE 4526 and the lab will be renumbered FIRE 4526L. DegreeWorks will need to be programmed to allow BOTH FIRE 4526 and FIRE 4526L to count for the completion of the FIRE 4525 requirement. Equivalentents can be built in Banner to allow FIRE 4525 to be equivalentents to FIRE 4526 for prerequisites and degree completion for students who previously took and successfully completed FIRE 4525, but a three-way equivalency (FIRE 4526L = FIRE 4525 and FIRE 4526 = FIRE 4525) is not possible because the system cannot separate out the individual equivalencies.

## DEFINING COURSE MODALITY

Courses Can be Taught in the Following Modalities:
Face-to-face: A face-to-face course is an on-campus course, the content of which is delivered primarily in person.
Online: An online course is one where the content of which is delivered 100% through distance learning technology.
Hybrid: A hybrid course is a combination of online and face-to-face instruction. A hybrid course can be delivered in the following ratios: 33% online, 50% online, or 66% online.

Courses being offered in a hybrid and online modality must be approved following the [guidelines outlined within each college](#). A course review from an instructional designer may be request at this [link](#).

**CHOOSING A GRADING STRUCTURE**

When submitting a new course proposal in [Curriculog](#), faculty are asked to identify the grading mode for the class. There are two grading mode options: S/U (Satisfactory/ Unsatisfactory) or regular (A, B, C, D, F). Regular grading mode also includes the options of W, WF, I, IP.

Per the University System of Georgia Policy Manual, [Section 3.5.2](#), the S/U grading structure is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs. Exceptions to the use of this grading structure for academic coursework must be submitted to the USG chief academic officer for approval.

The University System of Georgia Policy Manual, [Section 3.5.1](#) states the grading structure that all credit earning courses must follow. This information is also listed in the [KSU Catalog](#). Learning Support courses do not contribute to a student’s grade point average. If a program wishes to change the grading mode of a course, a proposal must be submitted in [Curriculog](#) for review by the appropriate university curriculum committees.

Grading Structure and Grade Point Average		
Grade	Meaning	Grade Point Average
A	Excellent	4.00
B	Good	3.00
C	Satisfactory	2.00
D	Passing	1.00
F	Failure	0.00
S	Satisfactory	0.00
U	Unsatisfactory	0.00

The University System of Georgia Policy Manual, [Section 3.5.2](#) describes the symbols for work that does not contribute to a student’s GPA, which all credit earning courses are expected to follow.

Non-Grade Point Average Earning Symbols	
Symbol	Meaning
I	This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond their control, was unable to meet the full requirements of the course. If an "I" is not satisfactorily removed after three academic terms of residence, the symbol "I" will be changed to the grade "F."
IP	This symbol indicates that credit has not been given in courses that require a "CP" continuation of work beyond the term for which the student signed up for the course. This symbol cannot be substituted for an "I."
K	This symbol indicates that a student was given credit for the course via a credit by examination program approved by the respective institution's faculty (e.g., CLEP, AP, Proficiency). "K" credit may be provided for a course the student has previously audited if the institutional procedures for credit by examination are followed.
V	This symbol indicates that a student was given permission to audit this course. Students may not transfer from audit to credit status or vice versa. Students may register, however, on a credit basis for a course that has previously been audited.
W	This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the mid-point of the total grading period, including final examinations, except in cases of hardship as determined by the appropriate official of the respective institution.
WM	This symbol indicates that a student was permitted to withdraw under the Board of Regents policy for military service refunds as provided in Board Policy. The use of this symbol indicates that this student was permitted to withdraw without penalty at any time during the term.

## DESIGNATING A COURSE AS REPEATABLE FOR CREDIT

Courses may be designated to allow students to repeat them and earn credit hours each time. A course that is repeatable for credit offers different instructional experiences for students each time they take it. Examples of courses often designated as repeatable for credit include special topics, research, individual investigation, thesis, dissertation, practical experience, workshops, or competency or skill-based courses such as violin performance or theatre production. When a program restricts or adds to the number of times a student can repeat a course for credit, a proposal indicating this change, including noting the maximum number of credit hours a student can earn, must be approved through the KSU curriculum process.

## ADDING OR CHANGING A COURSE FEE

A new course fee or a change to an existing course fee must go through both the curriculum process **and** a separate fiscal services approval process. Special course fee proposals are noted in [Curriculog](#) and must include a completed [Student Elective Fees and Special Charges Proposal form](#) signed by the president. Please discuss course fee viability within the department and college prior to Curriculog submission.

Once a proposal that includes a new fee is launched, the Academic Fiscal Affairs Officer will be notified, and the Fee form routed through all approval bodies including the University President. Approval of the proposal in Curriculog does not mean that the course fee has been approved. That is a separate notification. If the approval of the special fee has not been received by the time the proposal reaches the Provost/Provost designee step in the curriculum process, then the proposal will be held until the special fee request has been approved. Please allow up to two semesters for this process to occur.

## **UNDERSTANDING COURSE SUBSTITUTIONS**

Course substitution permits a student to use an equivalent course for a required course in the student's curriculum when the substituted course is not officially programmed as an equivalent.

### **Core Curriculum Course Substitutions**

For Core Curriculum course substitution, per the [Kennesaw State University catalog](#), students with advanced standing credits or transfer credits for courses similar to those required in the Core Curriculum may be permitted to satisfy KSU's requirements through approved course substitutions. All [transfer credit for the Core Curriculum](#) credit evaluations must adhere to USG transfer policies, reciprocity agreements, and other approved articulation agreements.

### **Program Course Substitutions**

For program course substitutions, Kennesaw State University has an online Course Substitution System, which automatically routes the course substitution requests for approval. In addition, it has a feature to check the status of course substitution submissions. There are [detailed directions](#) of how to access the system and process a substitution.

All course substitutions are restricted by the following policy in the [Kennesaw State University catalog](#):

- Graduate students may use graduate level work only to complete their degree requirements.
- Graduate-level work may be used only in the undergraduate degree if a Double Owl Pathway is in place (maximum 9 credit hours).
- Undergraduate coursework may not substitute or transfer more than one level. A 1000-level course may not be used for 3000-level course and vice versa.

Course substitutions should be the exception and not the rule. Although programs are often designed to allow students some flexibility and choice, excessive course substitutions can impact program integrity and course eligibility for financial aid.

If a course substitution is becoming routine, the department should determine what is causing these repeated substitutions and revise their curriculum. The chart below has examples of curriculum design that can create excessive substitutions.

<b>Related Studies</b>
<p><b>Issue:</b> If a program lists only a credit hour requirement for this field, then there are not any courses to be programmed into the student’s program of study. This means that every course a student takes to meet the related studies requirements will be a course substitution.</p>
<p><b>Solution:</b> Identify a set of parameters that fulfill this box. This can be by prefix and/or course level, or by a list of courses from which students choose. Exceptions for certain courses can also be applied. Such restrictions are programmable and will allow those courses to be placed correctly in the student’s program of study.</p>
<p><b>Examples that would not require a course substitution:</b>            Example One: Choose six credits from 3000- or 4000-level courses with the following prefixes: CPE, EE, ENGR, ME, MTRE.            Example Two: Choose six credits from 6000- or 7000-level courses with the following prefixes: EDL, CONF, HIED (excluding HIED 7777), CHEM, DANC, BUSI, COM (excluding COM 7715).            Example Three: Choose six credits from any 1000- or 2000-level courses in BIOL, CHEM, MATH, PHYS, or STAT except STAT 1401.</p>

<b>Approval by Academic Advisor</b>
<p><b>Issue:</b> By creating sections of curriculum that can only be fulfilled by the academic advisor’s approval, there is nothing that can be programmed into a student’s program of study and every single course will need a course substitution.</p>
<p><b>Solution:</b> Avoid language such as “Twelve hours of upper-division studies beyond the major requirements as approved by the academic advisor.” Instead consider identifying what students in the program of study need and creating a list of courses or prefixes. Such a list is programmable and will allow those courses to be placed correctly in the student’s program of study.</p>
<p><b>Examples that would not require a course substitution:</b>            Example One: Twelve hours of upper-division studies beyond the major requirements from GEOG, GIS, or SUV courses at the 3000- or 4000-level.            Example Two: Complete 12 credits from the following courses: GEOG 4405, 4410, 4500, GIS 4100, SURV 3320, 3451.            Example Three: Complete a minimum of 9 credits from the following courses: GEOG 4405, 4410, 4500, SURV 3200, 3451.</p>

## UNDERSTANDING COURSE EQUIVALENCY

Kennesaw State University courses determined by faculty to share the same content and student learning outcomes can be considered equivalent. Equivalent courses are programmed in Banner to be treated as the same course. If a course is a prerequisite for another course, its approved equivalent will satisfy the prerequisite.

### Determining Equivalency when a course is revised

A substantial revision to a course that is currently equivalent with another course may result in a scenario in which the newly revised course is no longer equivalent to the original course. When this occurs, the equivalency will be broken with the changed course being developed into a new course. The following changes represent a few examples of substantial revisions that require a new course proposal:

- The removal of a laboratory component of a course
- Major revisions to course content, description, and/or title
- The addition or subtraction of contact hours and associated content

The following questions should assist in determining if a revised course remains equivalent to the original version if a revised course remains equivalent:

- If a student took this course five years ago, would the program accept the course when it was taken, or would the program want the student to take the latest version?
- If a student is on a catalog from two years ago, will this course fit in their program of study? Do the same credit hours and content remain aligned with the program requirements?
- If a student previously took the version of the course before revision, will they be prepared for any future courses that required the new course as a prerequisite? Or will they be missing information covered in the newest version of this course?

The below examples offer several scenarios where course equivalency must be considered.

#### **Scenario One: Continued Equivalency**

If course ABCD 3300 is being changed to the new course number ABCD 3321, but all content, credit hours, title and description remain the same. Then course ABCD 3300 and ABCD 3321 are equivalent. Any student who needs to take ABCD 3300 to earn credit in their catalog year may take ABCD 3321 and it will be applied without additional course subs. Any student who has taken ABCD 3300 and needs to take a course with ABCD 3321 as a prerequisite may register without any additional overrides.

If it is determined the revised course will not be equivalent, it is recommended that a new course be created.

### Scenario Two: New Course Development

If CLAS 4000 is a 4-credit hour combined lecture/laboratory, equivalent to ABCD 4000, and faculty decide that CLAS 4000 should be revised to be a 3-credit hour lecture course. These courses can no longer be considered equivalent. CLAS 4000 needs to be created as a new course with a new course number.

#### **Course Equivalency, GPA, and Repeating a Course**

Per the KSU catalog, for an [Undergraduate Course](#):

Equivalent courses at the undergraduate level will factor into the GPA recalculation policy for repeated courses and will follow university repeat rules that the highest grade be included in the calculation of a student's institutional GPA.

Per the KSU catalog, for a [Graduate Course](#):

At the graduate level, students taking one graduate course and then the other approved graduate equivalent course will have both grades calculated into their Institutional GPA based on the repeat policy.

## **DETERMINING WHEN CHANGES TO A COURSE SHOULD BE A NEW COURSE**

When making changes to an existing course, depending on the number and types of changes, the course may need to be proposed as a new course. When should a course change proposal really be a new course proposal? The answer depends on a few factors, including the quantity and depth of change being proposed. In general, consider the "Rule of Three." If you are changing any three of the five options: title, number, prefix, description, prerequisites, then the course needs to be proposed as a new course. If you are changing three or fewer, the course may still need to be a new course depending on the depth of the change.

#### **Changes to Titles and Course Descriptions**

Proposed course changes to a description and/or title, are often made to reflect changes to the content of a course. This can include removing outdated language, updating mentioned technology, or defining new terms. Most of the time, proposing changes for these reasons do not necessitate a new course proposal. For example, in cases below, the changes are directly related and would not require a new course.

Current	Proposed	Explanation
FIRE 2221: Intro to Fire Starting. Prereq: FIRE 1000  Description: In Introduction to Fire Starting students will explore the methods,	FIRE 2210: Intro to Fire Ignition. Prereq: FIRE 1000 and MATH 1100  Description: In Introduction to Fire Ignition students will explore the methods,	Summary of Changes: Number, Title, Description, Prerequisite. Type of Proposal Required: <b>Change</b> Explanation: While there are four proposed changes the description change is directly related to the title change and this change is not significantly different from the

Current	Proposed	Explanation
safety, and best practices for starting fires.	safety, and best practices for starting fires.	original. The prerequisite is a separate change; the number change may be to reorganize courses in a common theme and is not significant

This differs from the case below. Here the same three items are changing, but each change is distinct.

Current	Proposed	Explanation
FIRE 2221: Intro to Fire Starting. Prereq: FIRE 1000  Description: In Intro to Fire Starting students will explore the methods, safety, and best practices for starting fires.	FIRE 2221: Intro to Fire Starting I. Prereq: FIRE 1000 and MATH 1100  Description: In this course students are introduction to the safety measures and policies associated with starting fires in different environmental settings.	Summary of Changes: Title, Description, Prerequisite. Type of Proposal: <b>New</b>  Explanation: While the changes to the title and prerequisite appear minor, combined with the content change evident in the new description, it is clear this new version differs from the current.

### Revising Learning Outcomes and Content Changes

If the revised course results in different learning outcomes or significant content differences, the course should be reconsidered as a new course. Below are two examples involving content changes at different levels.

Current	Proposed	Explanation
FIRE 2225: Programming for Fire Makers. Prereq: FIRE 1000  Description: Students will use SAS to map simulate wildfire expansions.	FIRE 2225: Programming for Fire Makers. Prereq: FIRE 1000  Description: Students will use R Programming to map simulated wildfire expansions.	Summary of Changes: Description. Type of Proposal: <b>Change</b>  Explanation: The only update is to the type of programming language used; the overall outcome of the course remains the same.
FIRE 2225: Programming for Fire Makers. Prereq: FIRE 1000  Description: Students will use SAS to map simulate wildfire expansions.	FIRE 2225: Programming for Fire Makers. Prereq: FIRE 1000  Description: Students will use R Programming to simulate the cost to county and state	Summary of Changes: Description. Type of Proposal: <b>New</b>  Explanation: Like the above example, the programming language is updating, however, what students are exploring with the course has shifted.

Current	Proposed	Explanation
	governments for the cost of wildfire damages.	

### **Course Content Changes**

Adding or removing clarifying details to a course description should not constitute a new course. However, if the content or subject matter is changing then a new course proposal should be considered. Below are two examples at different levels.

Current	Proposed	Explanation
<p>FIRE 3125: Design of Fire Studies. Prereq: FIRE 2125</p> <p>Description: This course explores methods and practices for researching fire destruction.</p>	<p>FIRE 3125: Design <b>Methods</b> of Fire Studies. Prereq: FIRE 2125</p> <p>Description: This course explores methods, <b>including the Rystarch and Femlen design</b>, and practices for researching fire destruction <b>in urban, suburban, rural, and farm settings</b>.</p>	<p>Summary of Changes: Title, Description. Type of Proposal: <b>Change</b></p> <p>Explanation: While a large amount of language has been added to the description, the overall content has not changed. The proposed changes only add clarifying details of the course</p>
<p>FIRE 3125: Design of Fire Studies. Prereq: FIRE 2125</p> <p>Description: This course explores methods and practices for researching fire destruction.</p>	<p>FIRE 3125: Design and <b>Analysis</b> of Fire Studies. Prereq: FIRE 2125</p> <p>Description: This course explores methods and practices for researching fire destruction <b>and analyzing the impact of this destruction on surrounding areas and ecosystems</b>.</p>	<p>Summary of Changes: Title, Description. Type of Proposal: <b>New</b></p> <p>Explanation: The revised version adds the analysis component, not previously mentioned to the course. This is a shift away from a course that focuses solely on the research side to take the research a step further.</p>

### **Course Changes and Course Equivalency**

When proposing a course change, a general rule of thumb is to consider if students who previously took the course have gained the same knowledge as students who will take the new version. Another way of thinking about this is to pose the question, would you award the revised version of the course to someone who took the previous version of the course? If unclear if the content shift constitutes a new or change course, faculty may justify change to course proposal to reviewing bodies.

### **CHANGING A COURSE'S LEVEL**

When making changes to a course, it is important to consider the impact on students who have previously taken the course. Below are scenarios that should be considered for each type of change. When reflecting on the impact for past students, you may consider creating a new course that is equivalent, rather than changing the course.

### **Changing a Course Number Scenarios**

All course number changes require justification for the change in rigor, including content, readings, or assignments to explain the request for a level change.

#### **Scenario One: Changing from upper-division course number to lower-division number**

Example: FIRE 3520 proposes a number change to FIRE 2520

All undergraduate degrees require students to graduate with 39 hours of upper-division course work. If you are changing a course to be lower division, this change could impact the requirement. If a student is declared on a previous catalog year but needs to take the upper-division version for their upper-division requirement, but the course is now lower-division, the course cannot count towards the 39-hour upper-division requirement. Separately, if the revised 2000-level course is added to a program's Area F and if a student took the 3000-level version before declaring their major, the 3000-level version cannot count towards Area F.

#### **Scenario Two: Changing from lower-division number to upper-division number**

Example: FIRE 2725 proposes a number change to FIRE 3725

If the 2000-level version was in a program's Area F, and a student has already taken the course, there is no issue. However, if a student is declared on a prior catalog year and has not taken the 2000-level course yet, a course substitution plan will need to be created for students to complete their Area F. Additionally, the program should be updated to remove the 3000-level course. If a student took the lower-division version course prior to declaring their major, but the course is now upper-division on their degree audit, the upper-division course cannot count towards Area F.

The solution for the above is to create a new course. The old course should continue to be taught until all students who needed that version have taken it, working with advisors, this should be no more than 4 semesters. After this, the old course should be deactivated and no longer taught. It is best practice to submit the new course and course deactivation at the same time, with the deactivation having a later implementation date.

## **UNDERSTANDING COURSE CIP CODES**

The Classification of Instructional Programs (CIP) is a taxonomy of academic disciplines at institutions of higher education in the United States. This taxonomy allows agencies to understand what academic programs institutions offer no matter the unique names at each institution. The CIP was originally developed in 1980 by the National Center for Education Statistics (NCES) of the U. S. Department of Education. The 2020 version of the Integrated Postsecondary Education Data Systems is the current version of the taxonomy.

A CIP code is the accepted federal standard for identifying instructional/academic programs. Academic program CIP codes must be assigned to ensure that the U.S. Department of Education can track the information for students who receive federal loans.

<b>CIP Course Code Numerical Formatting</b>
The first two digits in the series indicate a broad subject area. Example: 09 “Communication, Journalism and Related Programs.”
The third and fourth numbers in the series represent an intermediate aggregation with that broad subject. Example: 09.09 “Public Relations, Advertising, and Applied Communication.”
The fifth and sixth numbers in the series indicate the specific subject matter of the individual program or course. Example: 09.0901 “Organizational Communication, General.”

Below is an example of how engineering programs are coded using the CIP taxonomy. In this example Engineering is the two-digit family, Computer Engineering is a four-digit program within Engineering, and Software Engineering is a six-digit code representing a discipline within Computer Engineering.

<b>Example of a CIP Code</b>		
2-digit grouping	14	Engineering
4-digit grouping	14.09	Computer Engineering
6-digit grouping	14.0903	Computer Software Engineering

### **Faculty Credentials and CIP Codes**

Faculty credentialing is also tied to CIP codes. The faculty member’s earned graduate degree(s) are matched with a CIP code(s) upon hire and used as evidence that the faculty member is qualified to teach the course(s) that they are teaching. Additional justification of faculty qualifications may be required when the faculty member’s earned graduate degree(s) CIP code(s) are not consistent with the approved list of degrees and CIP codes approved for each course.

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# **SECTION 7: PROGRAM AND CERTIFICATE CURRICULUM DEVELOPMENT GUIDELINES**

## **ORIGINATING CHANGES TO A PROGRAM**

Only one program change, expedited or full review, may be submitted for each catalog cycle.

At the undergraduate level, program changes that cannot be expedited must follow the prescribed program curriculum revision cycle (PCRC) that was submitted by each Associate Dean for Curriculum. Therefore, Associate Dean for Curriculum should be consulted prior to making any significant changes to the program. Typically program changes should occur in response to the KSU Academic Program Review (APR) or the submission of accreditation report, in which the findings in these reports serve to inform the proposed changes.

Once all the changes have been conceptualized, it is highly recommended that the curriculum changes are discussed with a member of CSO prior to originating the proposals in Curriculog. The CSO will provide support to ensure the desired curriculum is in compliance with SACSCOC, BOR, and KSU policies and also ensure that the proper procedures are followed for submitting the curriculum revisions.

## **PROGRAM NAME CHANGES**

The USG keeps a log of all active programs offered at KSU on the [Degrees and Majors Authorized \(DMA\) List](#). Therefore, the USG must be contacted with any program name changes and the DMA must be updated prior to the degree being awarded. The DMA will update the previous title to the newly proposed program name. As a result of this change, all current and newly accepted students must be updated in the KSU Banner Student Information System to the new program major code and follow that program of study requirements for the catalog year that the program name change was approved. To reduce the impact on students, changes to a program name should occur independently of any other curricular changes. A communication plan should be included with the Curriculog proposal that demonstrates how the students will be notified of this change and details regarding options for students to graduate under the current program name should be included. The last date to graduate under the current program name will be the summer prior to the effective date of the name change.

## **PROGRAM CIP CODES**

All KSU academic programs are assigned a CIP code using the most recent edition of the Classification of Instructional Programs (CIP) table. When an academic unit at Kennesaw State University wishes to create a new academic program or course in [Curriculog](#), the Curriculum Support

Manager assigns the correct six- digit CIP code to the proposal. When a new degree or major program proposal is sent to the University System of Georgia Board of Regents for review and approval, the Board of Regents adds two additional digits for an eight-digit CIP code. All eight-digit codes can be found on the [Degrees and Majors Authorized \(DMA\) list for Kennesaw State University](#).

The 2020 edition of the CIP lists all instructional programs offered by all institutions of higher education across the country and correspond to academic and occupational instructional programs offered for credit at the postsecondary level. There is a [CIP Code Two-Digit Grouping Table in the Appendix](#) as well as on the [Curriculum Resources website](#).

There are CIP codes that do not reflect higher education instruction, including codes that correspond to residency programs that may lead to advanced professional certification; personal improvement and leisure programs; and instructional programs that lead to diplomas and certificates at the secondary level only. For example, CIP code 53 is for High School/Secondary Diplomas and Certificates.

## **PARTS OF AN UNDERGRADUATE PROGRAM**

There are two parts of an undergraduate program that are mandatory for any USG institution: Area F and a Major Field.

Required Components of a Major
Area F: Per the University System of Georgia Academic & Student Affairs Handbook, <a href="#">Section 2.4.4</a> , Area F must be precisely 18 hours and be composed exclusively of 1000/2000- level courses. These courses may be prerequisites for other Area F courses and/or for major courses at higher levels. Certain programs have <a href="#">Area F curriculum guidelines</a> , which are set by the Regents Advisory Council for that discipline and required across the University System of Georgia.
Major Field Requirements: The University System of Georgia Academic & Student Affairs Handbook, <a href="#">Section 2.3.1</a> requires that a baccalaureate degree program include least 21 semester hours of upper-division courses in the major field and at least 39 semester hours of upper-division work overall. The program learning outcomes must align to a minimum of 21 upper-division major field courses, as demonstrated on a program curriculum map. When choice is included in the completion of the upper-division major field requirements, all students must still be able to achieve all program learnings outcomes, regardless of the combination of the courses that they have selected. Examples of how this requirement may be met can be seen in APPENDIX 3: EXAMPLES OF CURRICULUM DESIGN TO MEET THE REQUIRED 21 UPPER-DIVISION CREDIT HOURS. Courses included in the Major Field Requirements will be used to calculate the GPA in the major.

There are other aspects of a major that may be included. If these elective components are included, they must follow the requirements noted in the chart below.

### Elective Components of a Major

Concentrations: Majors may have concentrations (required or optional), which are an approved set of courses that upon completion indicate an in-depth knowledge of an area of the major. Due to the additional knowledge that is expected in a concentration (with the exception of a General Concentration), concentrations will have a additional set of student learning outcomes that must be met in addition to the overall program student learning outcomes. Concentrations are recognized on a student's transcript. Typically, concentration coursework builds on the existing 21 required upper-division major field hours. Course composing a concentration do not contribute to calculation when determining the GPA in the major.

Track: A track can be thought of as an alternative path towards meeting the program student learning outcomes. Therefore, a track is a pathway through a program which may include a unique set of requirements. A track does not appear on a student's transcript. Course composing a track do not contribute to calculation when determining the GPA in the major.

Related Studies: Related Studies incorporates content the program has designated as related to the major field. To categorize related studies, programs need to identify the course levels and prefixes appropriate to fulfill this requirement. Related Studies can be a list of courses or a list of prefixes and/or levels, but the requirements need to be defined so that they can be encoded into the program of study and be eligible for federal financial aid. Course composing a concentration do not contribute to calculation when determining the GPA in the major.

### Program Elective Options Explained

Division Level or Program Electives can be a list of courses, a list of prefixes and/or levels. Electives need to be defined so that they can be encoded into the program of study and be eligible for federal financial aid. A program can have more than one elective option in a program. Program electives may carry such titles as "Technical Electives." A student might, for example, choose 4 credits in Technical Electives from a grouping of courses identified by the program.

Free Electives must be truly free and include any course at any level in the catalog. Programs cannot require that certain classes will fall into free or other elective options. It is important to be aware that students may enter a program of study with free elective choices already fulfilled. Once a course is placed into free electives in a student's program of study, it cannot be removed.

## UNDERSTANDING PROGRAM MODALITY

Program modality, or how a program is approved to be offered, appear on the [Degrees and Majors Authorized \(DMA\) list for Kennesaw State University](#). If a program would like to change its modality, the program must complete a [Program Modality Change](#) form as a proposal form in Curriculog.

## MINOR REQUIREMENTS

The University System of Georgia Academic & Student Affairs Handbook [Section 2.3.1](#) requires that a minor must contain 15 to 18 semester hours of coursework with at least 9 hours of upper-division coursework. Courses taken to satisfy Core Areas A through E may not be counted as coursework in the minor. Area F courses may be counted as coursework in the minor. Kennesaw State University lists the [minor requirements in the catalog](#). They are also listed in the chart below.

Minor Requirements
A minor program is a prescribed area of academic study consisting of 15-18 semester hours.
At least nine of the required hours must be at the upper-division level, i.e., courses numbered 3000 or above.
The prescribed courses for a minor may be taken from one or more academic disciplines.
Courses taken in Core Area F may be counted as coursework in the minor.
Courses taken to satisfy the Core Curriculum Areas A through E may NOT be counted as coursework in the minor.
Students must earn a grade of at least "C" in all course work applicable to a formal minor.
When a student's major and minor require the same courses, there is no limit on duplicative credit. 100% sharing between the major and minor is permitted. A course may satisfy the requirements of a major, a first minor and a second minor.

In order to graduate with a minor, the student must declare the minor through Owl Express. Additional minors must be declared through the Office of the Registrar with a completed and approved minor form.

## STAND ALONE CERTIFICATES

Stand-Alone Certificates
A student may apply courses completed for the stand-alone certificate toward a degree program if the student meets any applicable policies and admission standards for the degree program.
Students admitted to a degree program may apply courses completed for that degree program toward a stand-alone certificate, if the student meets any applicable policies and admission standards for the stand-alone certificate.
The Office of the Registrar will issue the stand-alone certificate after it has been applied for and the student has completed the requirements.
Stand Alone Certificates are included on the <a href="#">Degrees and Majors Authorized (DMA) list for Kennesaw State University</a> .

The following guidelines are provided to assist institutions with the development of Stand

Along Certificate programs. The Board of Regents of the University System of Georgia Academic & Student Affairs Handbook note the following [Certificate Guidelines](#) requirements:

- Certificates proposed and offered by an institution should be consistent with the mission of the institution.
- Certificates shall be consistent with degree programs offered by the institution.
- The institution offering the certificate will maintain enrollment and completion data as part of the student’s record.
- Certificates are 9 or more hours, but no more than 59 semester-credit hours.
- Certificates require that students meet the admission requirements of the institution and that the courses offered will not exceed the level of courses offered by the institution (e.g., a two-year institution may not award a graduate certificate).

## EMBEDDED CERTIFICATES

Embedded Certificates are attached to specific majors and noted in the catalog for the program. Some certificates may be both Stand Alone and Embedded.

Embedded Certificates
Embedded certificates are only awarded to a student upon completion of a degree and are a self-contained set of courses embedded in a major. Embedded certificates are not listed separately on the Degrees and Majors Authorized (DMA) list.
A student must declare that they are completing an Embedded Certificate by completing the “ <a href="#">Embedded Certificate Form</a> ” with the <a href="#">Office of the Registrar</a> . Once the student has declared the Embedded Certificate, it will be issued upon completion of the degree requirements, which include the requirements for the embedded certificate. The embedded certificate fee will then be charged to the student’s account.

## USG CERTIFICATE CODES

The University System of Georgia defines two types of certificate programs, Pre-Baccalaureate and Post-Baccalaureate. These are the definitions used in reporting data to the federal government. Within those definitions are further delineations, with pre-baccalaureate (undergraduate), post-baccalaureate (graduate), post-master’s, and post-first professional, referring to the level of courses in the curriculum, not the qualifications or background of the student.

USG Certificate Codes
<b><u>Pre-Baccalaureate (Undergraduate) Certificates</u></b>
Fewer than 30 semester credit hours (less than one year). The degree acronym is CER0.
From 30 to 59 semester credit hours (at least one year, but less than two). The degree acronym is CER1.

USG Certificate Codes
<b><u>Post-Baccalaureate (Graduate) Certificates</u></b>
Post-Baccalaureate Certificate: a certificate beyond the bachelor’s degree that does not meet the requirements for a master’s degree. The degree acronym is CERG.
Post-Master’s Certificate: a certificate beyond the master’s degree that does not meet the requirements for a doctoral degree. The degree acronym is CERM.
Post-First Professional Certificate: a certificate beyond the first professional degree. The degree acronym is CERP.

**COMPARING STAND ALONE AND EMBEDDED CERTIFICATES**

Stand Alone	Embedded
A student must meet any applicable policies and admission standards for the stand-alone certificate.	Embedded certificates are only awarded to a student upon completion of a degree and are a self-contained set of courses embedded in a major.
The Office of the Registrar will issue the stand-alone certificate after it has been applied for and the student has completed the requirements.	A student must declare their intent by completing the <a href="#">Embedded Certificate Form</a> with the <a href="#">Office of the Registrar</a> . Once the student has declared the Embedded Certificate, it will be issued upon completion of the degree requirements.
Stand Alone Certificates are included on the <a href="#">Degrees and Majors Authorized (DMA) list for Kennesaw State University</a> .	Embedded certificates are not listed separately on the Degrees and Majors Authorized (DMA) list.
Assessment Plan Required	No Assessment plan required

**FINANCIAL AID AND CERTIFICATES**

Students can receive Federal Financial Aid to complete a certificate. An embedded certificate is eligible for financial aid for the program it is embedded in. Stand-Alone Certificates are eligible for Federal Financial Aid. When developing a Stand-Alone Certificate, a program will be asked if they intend to apply for Federal Financial Aid and to ensure that the Certificate proposal or change meets the minimum requirements for eligibility outlined below:

Certificate Type	Minimum Length	Minimum Credit Hours
Graduate Certificates	10 weeks	8 semester hours*
Undergraduate Certificates	15 weeks	16 semester hours

\*Per USG guidelines, certificates should be a minimum of 9 semester hours

Upon completion of the eligibility form, Karen Ruehlman, the Executive Director of Scholarships and Financial Aid in the Office of Scholarships and Financial Aid (at [kruehlma@kennesaw.edu](mailto:kruehlma@kennesaw.edu)) will discuss the process for approval through the Department of Education.

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# SECTION 8: CURRICULUM MANAGEMENT THROUGH CURRICULOG

## PURPOSE AND FUNCTION OF CURRICULOG

Kennesaw State University uses an online curriculum management system called Curriculog for the management of curriculum proposals. Curriculog is designed for faculty and administrators who are involved in adding, modifying, terminating, or deactivating curriculum proposals for courses, minors, certificates, and degree programs. [Login to Curriculog](#) using your KSU ID (with @kennesaw.edu) and KSU password. The [OwlTrain Curriculog Training](#) must be completed to gain access to originating proposals in Curriculog.

The curriculum management process is entirely online, including the completion of the curriculum proposals, the curriculum meetings (if desired) and agendas, and the review and approval by electronic signature of the curriculum committees and administrators. Since Kennesaw State University also uses Acalog, the electronic catalog system, appropriate fields in the curriculum proposals will populate from Acalog, when imported. When proposals receive final approval, curriculum changes will automatically populate into Acalog and appear in the Kennesaw State University catalog.

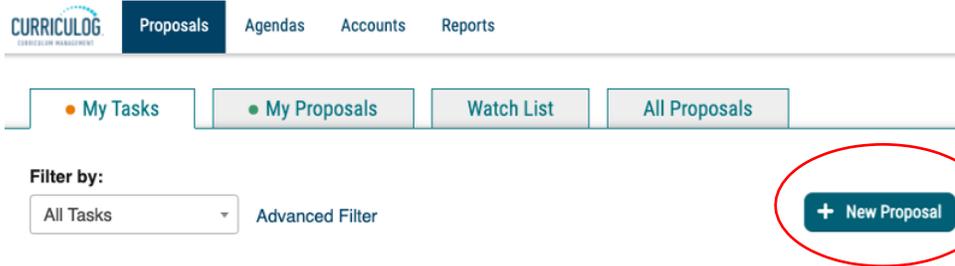
Functions of Curriculog
Curriculog provides the correct routing for curriculum proposals
Curriculog ensures that all required fields for course and program proposals are completed
Curriculog provides a repository for curriculum changes
Curriculog allows for curriculum agendas and committee voting online

Curriculog allows for the input of consistent data across the following systems.

Curriculog Data Integration Systems
Acalog (the KSU catalog system)
Banner
Degree Works
Academic Program Maps
DMA (Degrees and Majors Authorized for KSU by the University System of Georgia)

## TYPES OF PROPOSALS IN CURRICULOG

Once logged into [Curriculog](#), if you have completed the proper training, at the top of the page there will be a plus sign next to notation “New Proposals.” Clicking here shows all the available proposal options.



Curriculum proposals participate in the full review process, including UPCC and GPCC.

Curriculum Proposals in Curriculog
Change to Existing Course
Change to Existing Program – Graduate
Change to Existing Program – Undergraduate
Change to Minor
Change to Certificate
Course Discontinuation
Cross-level Request
New Certificate
New Course
New, Change, or Discontinuation of General education Course (Areas A-E)
New Degree Program
New Dual Degree Program
New Embedded Certificate
New Minor
Deactivation of Certificate
Deactivation of Minor
Deactivation of Program of Study
Program Termination

In addition to the above proposals, there are also forms for additional request that can be process through [Curriculog](#), as noted in the table below.

Curriculum Requests Completed in Curriculog
Course Cross-list Request
Change of Ownership
Expediated Process for Courses
Expediated Process for Programs
New Double Owl Pathway
Change to Double Owl Pathway
Program Modality Change

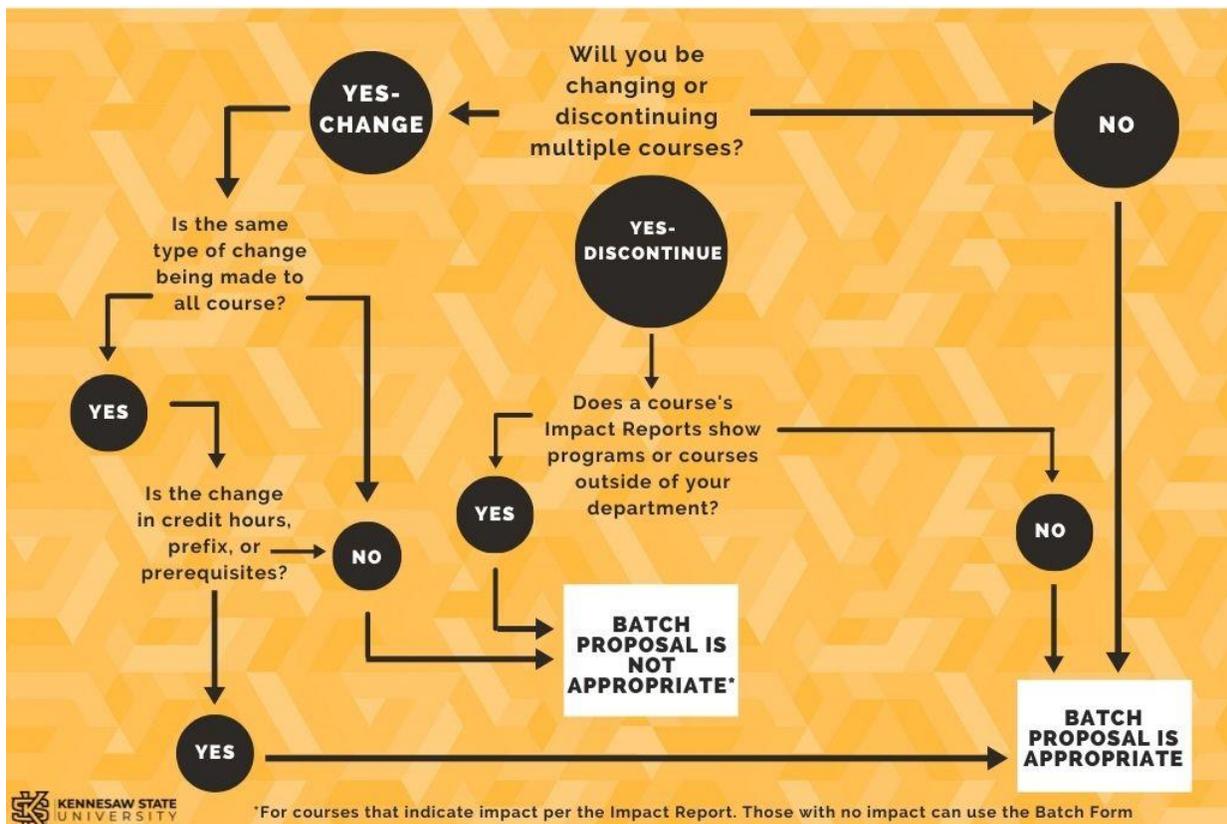
## Batch Curriculum Proposals

Departments may request a Large-Scale Course Change or Multiple Deactivations by batching proposals together. This is possible if identical changes are needed for numerous courses or if there are numerous courses whose deactivation does not have an impact on other departments. For example, in all the courses listed below; the department is proposing that the prerequisite of ENGL 2201 replace the prerequisite of ENGL 1101:

ENGL 2145, ENGL 2160, ENGL 2172, ENGL 2174, ENGL 3230, ENGL 3232, ENGL 3320, ENGL 3322, ENGL 3324, ENGL 3330, ENGL 3340, ENGL 3350, ENGL 3360, ENGL 3400, ENGL3500, ENGL 3600, ENGL 4401, ENGL 4240, ENGL 4340, FILM 3220, FILM 3230, FILM 3240, FILM 3250, FILM 3200, FILM 3210, FILM 3215, LING 3040, WRIT 3000, WRIT 3100, WRIT3110, WRIT3120, and WRIT 3130.

Without a batch change, the department would need to submit a course proposal for each course listed. A batch proposal, instead, is a single proposal that includes making the same change to all courses. The chart below can assist in identifying if a program can use a batch proposal to change existing courses.

### **CAN I USE THE BATCH SPREADSHEET TEMPLATE?**



There is a Batch Spreadsheet Template located on the Curriculum, Instruction, and Assessment [Templates for Curriculum Use webpage](#) that will need to be completed and uploaded to the [Curriculog](#) proposal. Below is an example of the first course in a Batch Change with the proposed change highlighted in red font.

Current Course					
Prefix	Number	Title	Credit Hours	Prerequisites	
MATH	7495	Advanced Perspectives on School Mathematics I	3-0-3	Admission to the MAT, MED or EDS program	
Proposed Course Change					
Prefix	Number	Title	Credit Hours	Prerequisites	Programs Impacted
MAED	7495	Advanced Perspectives on School Mathematics I	3-0-3	Admission to the MAT, MED, or EDS program	Middle Grades EDD, Middle Grades EDS, Secondary Education

### Expedited Curriculum Proposals

For certain types of changes, courses and programs may be eligible to proceed through an Expedited Workflow Process which allows an accelerated review for specific changes. The charts below demonstrate the differentiated workflow.

Traditional Workflow	Expedited Workflow
Originator	Originator
Initial Review	Initial Review
Department Curriculum Committee	Department Curriculum Committee
Department Chair	Department Chair
College Curriculum Committee	College Curriculum Committee
College Dean	College Dean Review
EPCC*	Provost/Provost Designee
BCOE Dean*	Final Publication Review
Curriculum Support Office	
GEC*	
UPCC or GPCC	
Provost/Provost Designee	
Final Publication Review	

\*Conditional steps required for some types of proposals.

### The Expedited Process for Courses

New courses, Core Curriculum courses in Area A-E, or a course change that impacts any program outside the college are not eligible for this process. The chart below lists the **only** course changes eligible for the Expedited Process Workflow.

### Course Changes Eligible for the Expedited Process Workflow

Discontinuation of courses that do not affect programs outside of the college

- Programs can submit courses for discontinuation if the impact report shows no programs use the course outside of the college.
- Programs can submit batch proposals for course discontinuation if the impact report shows no programs use the course outside of the college.

Course changes allowed:

- Change to a Course Title. This is allowed only for minor changes that do not impact the course description or course content.
- A Change in a Prefix. The prefix must already within use by a college, unless dept/units are being merged within a college and a new prefix is created.
- Change to a Course Number. This change can only occur when a course number is being changed within the same 1000 level number band.
- Change in the Course Description. Allowed for minor editorial changes only. These changes can be editorial changes such as rewriting for clarity; tightening course language without altering course content; or removing “dated language” that does not significantly alter the course.

A Change to the Course Grading Structure.

- Programs can modify a course from an A-F grading structure to S/U mode or from S/U mode to A-F grading structure.

A Change to the Course Credit Hour Ratio.

- This change can modify a course lecture or lab hours as long as the course’s total credit hours remain unchanged.
- Programs can submit Batch Proposals for course credit hour ratio changes that meet the criteria to go through the expedited process.

Cross-leveled proposals with one existing course

- Cross-level proposals that include a graduate and undergraduate course will go to GPCC for review. If the undergraduate course is an existing course, it does not need to be re-reviewed by the UPCC.

### **Expedited Process for Programs**

The Expedited Process for programs includes programs, minors, and certificates. The chart below lists the **only** program, minor, and certificate changes eligible for the Expedited Process Workflow.

### Program Changes Eligible for the Expedited Process Workflow

Admission Requirements of a Program

- Programs, minors, and certificates can request admission requirements be updated once a catalog year as long as that is the only change being requested.
- Programs, minors, and certificates can request a change in admission policies if it is dictated by state standards, professional licensure requirements, or program accreditors.

## Program Changes Eligible for the Expedited Process Workflow

### Program Catalog Page Edits

- Programs, minors, and certificates can request edits to the program catalog page to update any language that is intended to align with current KSU or SACSCOC policy, including the removal outdated language or non-compliant practices.

### Program Electives

- Programs, minors, and certificates may go through the expedited process to make additions or removal to a list of program electives.
- Programs, minors, and certificates can only do this if they currently have an approved list students can choose from. Programs, minors, and certificates that have lists with “or” options (paired courses) or if it changes the total credit hours of the program, certificate, or minor are not eligible for expedited review. The course(s) being added would have to be existing course(s) and be within the college.

### **Double Owl Pathways**

The Double Owl Pathway is an advising pathway for high potential KSU undergraduate students who want to accelerate their attainment of a master’s degree at KSU. Students following a Double Owl Pathway take nine hours of graduate coursework at the undergraduate tuition rate. Students must apply to the Graduate College to complete their graduate work.

### **New Double Owl Pathway Approval Process**

As this is not changing any curriculum in either program, the approval of Double Owl Pathways does not have to go through the standard curriculum approval process; however, the proposal process is documented using Curriculog to formalize each pathway. Instructions on how to propose a Double Owl Pathway in Curriculog can be found in Section 2 of the [Double Owl Pathways Guide](#). To have your program participate in a Double Owl Pathway, contact Anissa Vega, Assistant Vice President for Curriculum and Academic Innovation at [avega4@kennesaw.edu](mailto:avega4@kennesaw.edu).

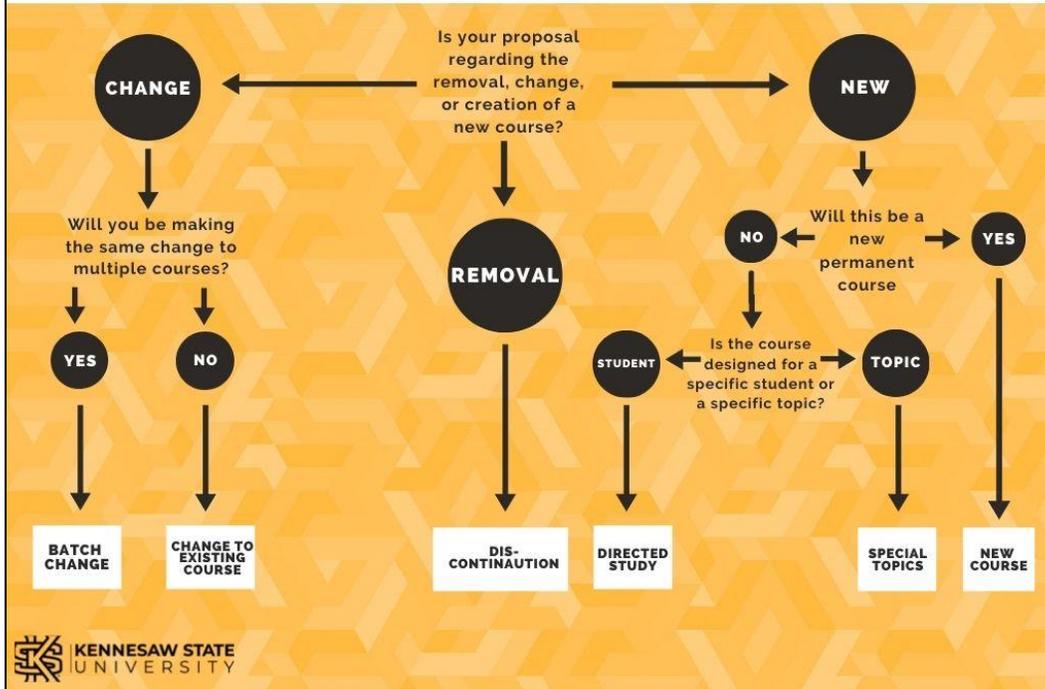
### **Double Owl Pathway Revision Process**

If a program is revising its offering and those changes affect the courses in the Double Owl Pathway, then along with the program proposal change, the program will need to submit a “Change to Double Owl” form at the same time as the program proposal. In addition to curricular changes, the “Change to Double Owl” form must also be used if the admission criteria for the Double Owl Pathway is proposing to be changed.

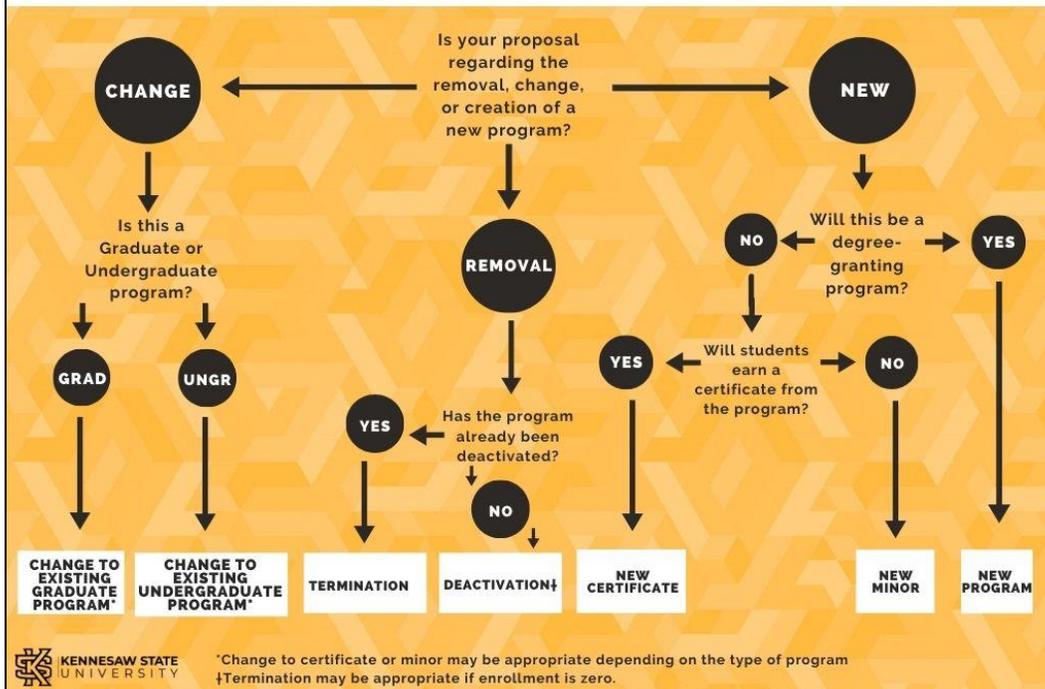
## **CHOOSING THE CORRECT PROPOSAL FORM**

Proposals can be divided into two types of changes: course or program changes. If unsure where to start, visit the Curriculum, Instruction, and Assessment website [“Where Do I Start?”](#) which has a list of actions that can be completed using Curriculog proposals and includes helpful links and resources to assist in the process. The decision/flow charts below can also assist in identifying the correct proposal form.

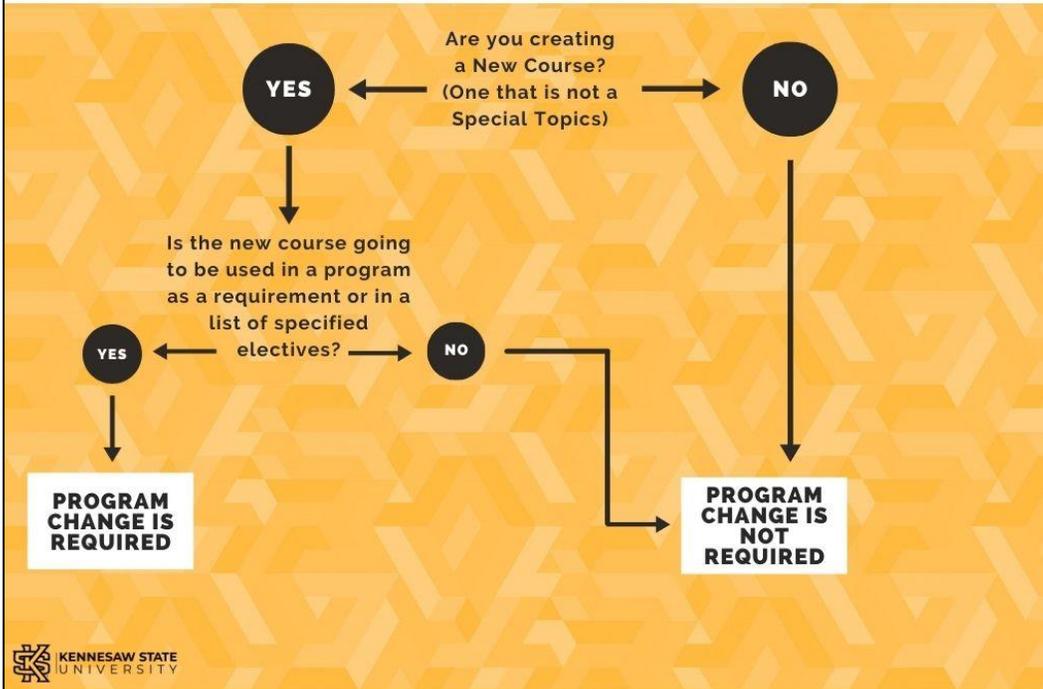
## WHAT COURSE PROPOSAL FORM DO I NEED TO SUBMIT?



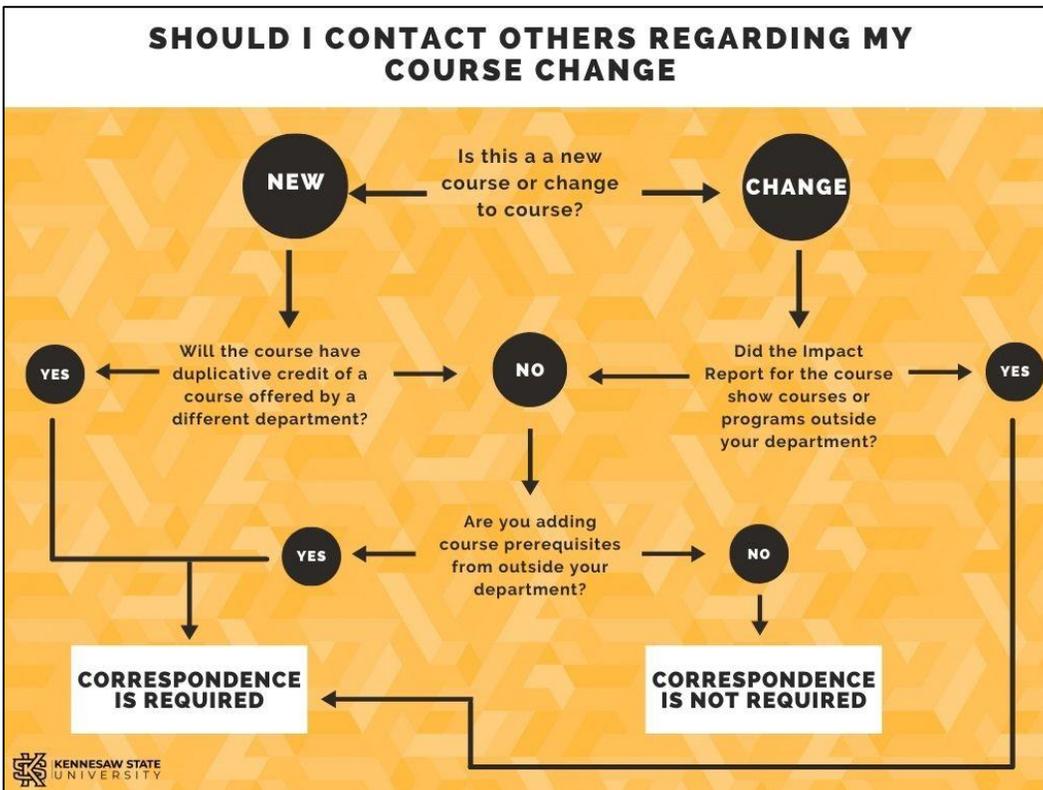
## WHAT PROGRAM PROPOSAL FORM DO I NEED TO SUBMIT?



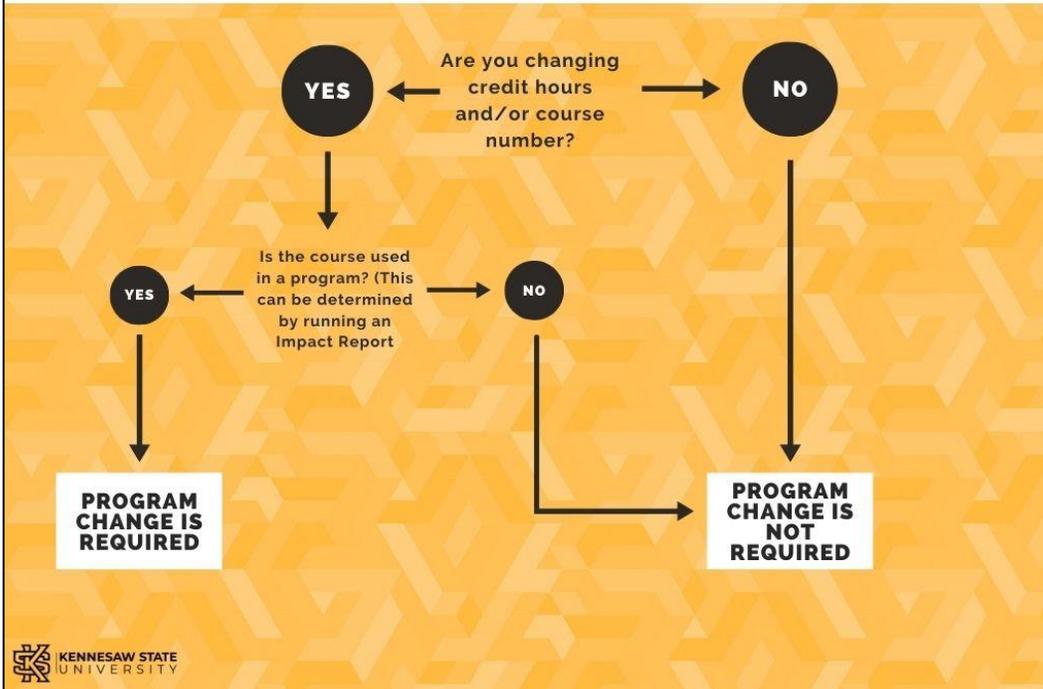
## WILL MY NEW COURSE PROPOSAL NEED TO BE ACCOMPANIED BY A PROGRAM CHANGE PROPOSAL?



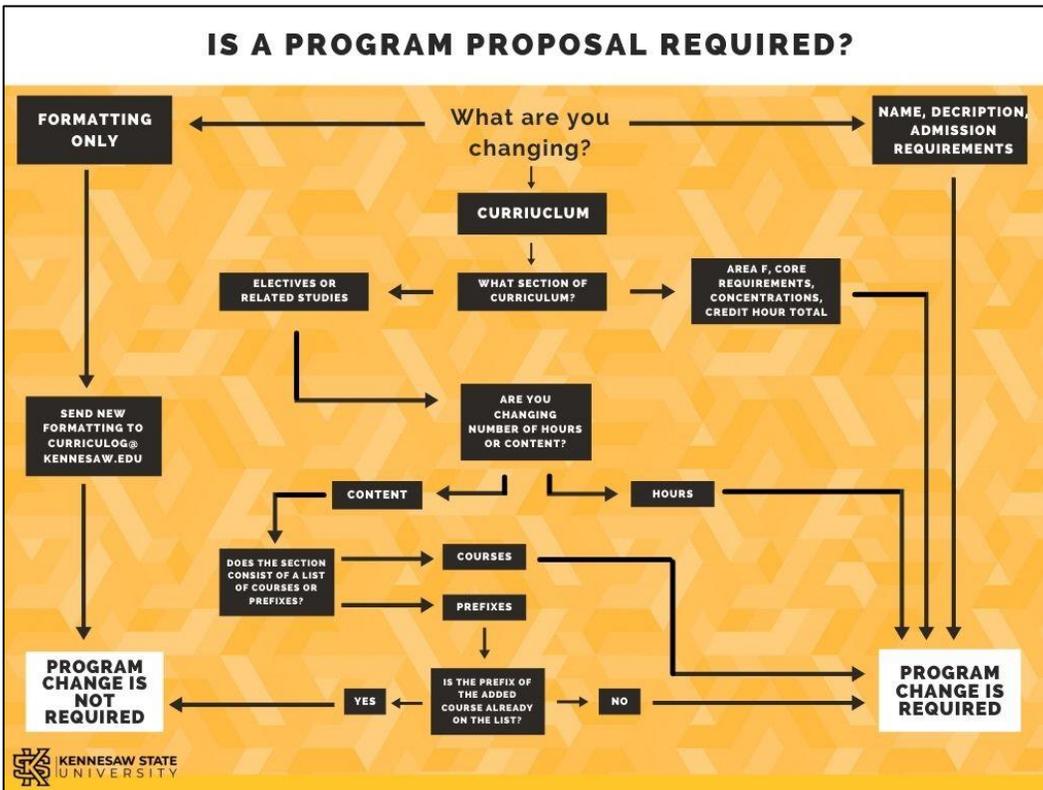
## SHOULD I CONTACT OTHERS REGARDING MY COURSE CHANGE



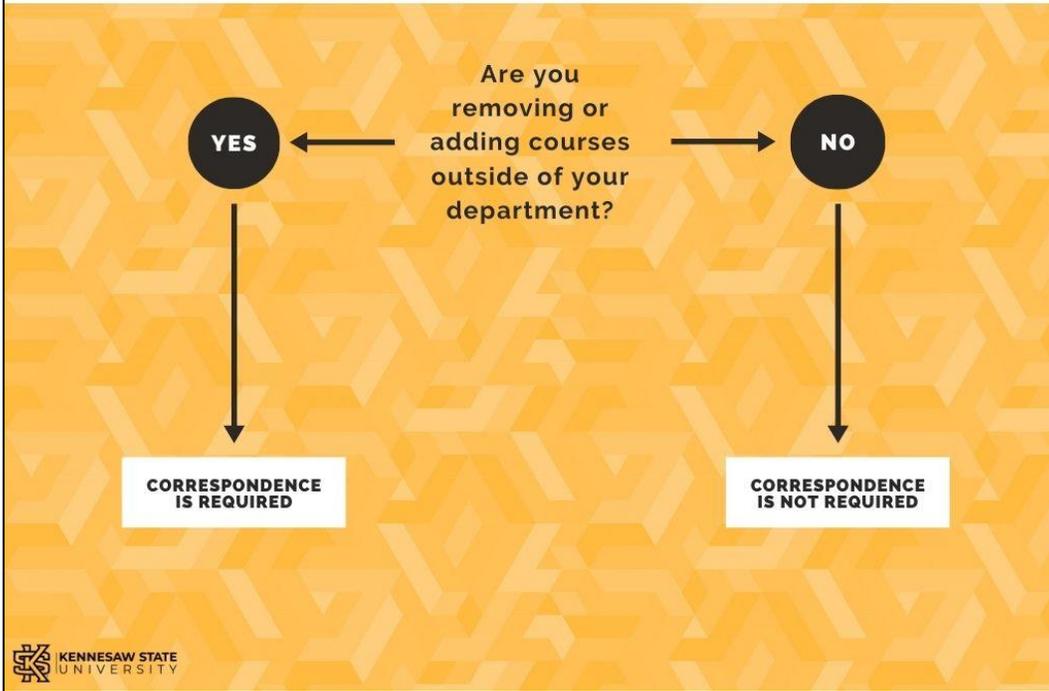
## WILL MY COURSE CHANGE PROPOSAL NEED TO BE ACCOMPANIED BY A PROGRAM CHANGE PROPOSAL?



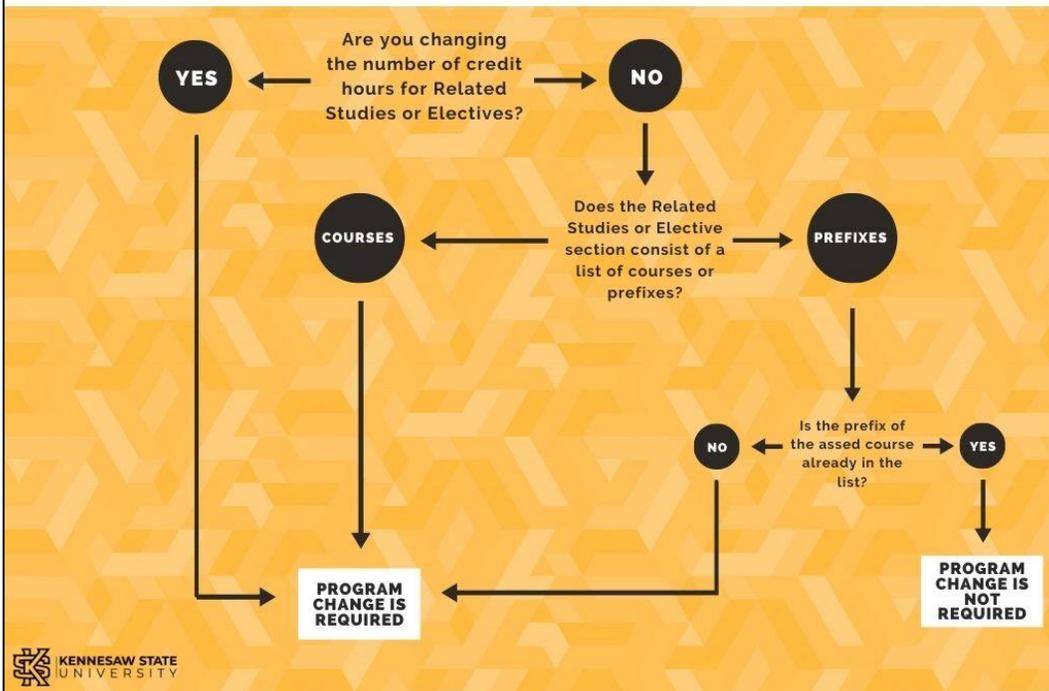
## IS A PROGRAM PROPOSAL REQUIRED?



## SHOULD I CONTACT OTHERS REGARDING MY PROGRAM PROPOSAL?



## DO I NEED A PROGRAM CHANGE BECAUSE OF A RELATED STUDIES OR ELECTIVE CHANGE?



## HOW TO FILL OUT A PROPOSAL IN CURRICULOG

The originator of a curriculum proposal should complete the appropriate [Curriculog](#) proposal form for the intended purpose. Each proposal form must be completed thoroughly and accurately. For assistance with this process or with technical issues in Curriculog, an originator may contact the Office of Academic Affairs at (470) 578-6023 or email [curriculog@kennesaw.edu](mailto:curriculog@kennesaw.edu).

There are detailed checklists designed for each curriculum proposal form. These checklists include all the questions, their intentions, and resources. These are [available online on the Curriculum Checklist page](#). There are also sample answers for [Curriculog forms in this guide](#).

## SUPPORTING DOCUMENTATION FOR PROPOSALS

Depending on the proposal type, additional documentation may be required to support the proposed change. Below is a chart of each proposal type and the accompanying required documentation. Where to find these documents is in the subsequent chart.

Proposal Type and Required Documentation
<u>Change to Existing Course</u> <ul style="list-style-type: none"> <li>• Documentation that impacted programs have been contacted (if applicable)</li> <li>• Course Fee Application Form (if applicable)</li> </ul>
<u>New Course</u> <ul style="list-style-type: none"> <li>• Documentation from other programs planning to use the proposed new course (if applicable)</li> <li>• Course Fee Application Form (if applicable)</li> </ul>
<u>General Education Core Course</u> <ul style="list-style-type: none"> <li>• Documentation from other programs planning to use the proposed new course (if applicable)</li> <li>• Course Fee Application Form (if applicable)</li> <li>• USG Core Curriculum form (if applicable)</li> <li>• Required documentation for type of change requested (noted on proposal form)</li> </ul>
<u>Course Discontinuation</u> <ul style="list-style-type: none"> <li>• Documentation that impacted programs have been contacted (if applicable)</li> </ul>
<u>Change to Existing Program – Graduate</u> <ul style="list-style-type: none"> <li>• Curriculum Map</li> <li>• Academic Program Map</li> <li>• Updated KSU Assessment Plan Approval Form</li> <li>• Side by Side Comparison</li> <li>• Executive Summary (recommended)</li> <li>• Documentation that impacted programs have been contacted (if applicable)</li> </ul>

## Proposal Type and Required Documentation

### Change to Existing Program – Undergraduate

- Curriculum Map
- Academic Program Map
- Updated KSU Assessment Plan Approval Form
- Side by Side Comparison
- Executive Summary (recommended)
- Documentation that impacted programs have been contacted (if applicable)

### New Minor

- Curriculum Map
- Prospective Curriculum Outline
- Executive Summary (recommended)

### New Certificate

- Curriculum Map
- Prospective Curriculum Outline
- KSU Assessment Plan Approval Form
- USG Certificate Notification Form
- Executive Summary (recommended)
- Financial Aid Information (if applicable)

### New Degree or Major Program

- Curriculum Map
- Prospective Curriculum Outline
- USG New Program One Step Proposal form excluding Section F
- KSU Assessment Plan Approval Form

### New Dual Degree Program

- Curriculum Map
- Prospective Curriculum Outline
- USG Dual Degree Notification form (choose within or between institutions)

### Program Deactivation

- SACSCOC Teach-out plan

### Program Termination

- SACSCOC Teach-out plan

### Batch Process

- Batch Spreadsheet Template

### Expediated Process for Courses

- Any requested at initial review

### Expediated Process for Programs

- Any requested at initial review

Proposal Type and Required Documentation
<u>New Double Owl Pathway Process</u> <ul style="list-style-type: none"> <li>• Pathway Template</li> </ul>
<u>Change to Double Owl Pathway Process</u> <ul style="list-style-type: none"> <li>• Pathway Template</li> </ul>

Description of Supplemental Documentation for Proposals
<p><b>Curriculum Map:</b> The curriculum map aids in demonstrating how the courses in a program allow a student to achieve the program or concentration student learning outcomes. Using the template originators will show how the addition or discontinuation of a course impacts student learning related to these learning outcomes.</p>
<p><b>Side by side curriculum comparison:</b> There is a template for undergraduate and graduate programs located on the Curriculum, Instruction, and Assessment website <a href="#">Templates for Curriculum Use page</a> to assist with this process. The template allows the currently approved curriculum to be viewed alongside the proposed curriculum.</p>
<p><b>Program Deactivation Teach-out plans (SACSCOC):</b> As each plan is specific to a program, these are created individually by the SACSCOC liaison. Please contact Leigh Funk, KSU's Accreditation Liaison, at <a href="mailto:lfunk@kennesaw.edu">lfunk@kennesaw.edu</a>.</p>
<p><b>USG Core Curriculum form:</b> Please contact the Director of General Education to receive an updated form.</p>
<p><b>KSU Assessment Plan Approval Form:</b> Most changes to programs correspondingly affect assessment plans, especially if courses are added, deleted, or changed. Changes in programs that affect learning outcomes and content require corresponding changes in the assessment plan. This document indicates the department has notified and is in contact with the Assessment Team. For assistance in updating an assessment plan email <a href="mailto:assessment@kennesaw.edu">assessment@kennesaw.edu</a>.</p>
<p><b>Course Fee Application form (additional steps outside Curriculog required):</b> A <a href="#">Student Elective Fees and Special Charges Proposal form</a> must be attached to the proposal for review by Academic Affairs. It is the responsibility of the department to ensure that special course fees have been approved in the accompanying paperwork. Once the proposal is launched, the Academic Fiscal Affairs Officer will be notified, and the form will be routed through all approval bodies including the University President. Approval of the proposal in Curriculog does not mean that the course fee has been approved. That is a separate notification that occurs outside of Curriculog.</p>
<p><b>USG New Program One-Step Academic Program Proposal Form:</b> This form must be requested from the AVP of Curriculum after the department has received approval to develop a new program.</p>

## Description of Supplemental Documentation for Proposals

### **Executive Summary:**

The executive summary is a document that offers an overview of the changes and impact requested in the proposal. It should include the rationale for the changes and any supporting documentation. This summary assists those reviewing the proposal who do not have expertise in that specific program to contextualize the proposed changes.

### **Documentation with Impacted Departments:**

This document shows the department(s) impacted by changes have been contacted and acknowledge the proposed changes. This can be an email attached to the proposal.

### **DegreeWorks Modification Information (DMI):**

A DMI document demonstrates the curriculum path that a student currently in the program can take to graduate once these new changes are implemented and how those changes should be programmed in DegreeWorks. Doing so often requires equating new courses in the program with current courses. To learn more about equivalencies see the [Understanding Course Equivalency](#) section of this guide.

### **Prospective Curriculum Outline:**

A document showing proposed curriculum, including how courses are divided into sections (i.e., Required, Major Electives, Concentrations, Free Electives, etc.) that will be used to build the curriculum into the catalog. There is a template for Prospective Curriculum Outlines for undergraduate programs, graduate programs, and new certificates or minors located on the CIA website [Templates for Curriculum Use page](#).

### **Program Map:**

A program map is a semester-by-semester curriculum plan for a student that demonstrates the order (including all prerequisites/corequisites) that students take courses and demonstrates they can complete the program in the required number of hours. A template for undergraduate programs is available in Excel or Word form on the [Templates for Curriculum Use page](#).

### **USG Certificate Notification Form:**

University System institutions are required to notify the University System of Georgia Office of Academic Programs when a new certificate is established.

### **USG Dual Degree Notification form:**

Dual Degrees in the University System of Georgia are defined according to the [SACSCOC Collaborative Academic Arrangements Policy](#). All new degree programs in collaborative arrangements require Board of Regents approval. Dual Degrees within a single University System institution also require notification. The University System of Georgia has [a website](#) with the appropriate notification forms for dual degrees.

### **Batch Spreadsheet Template:**

Batch processed course changes are for when identical changes are needed for numerous courses or for numerous deactivations. The Batch Spreadsheet Template on the [Templates for Curriculum Use page](#) tracks those changes for review and processing.

## SAMPLE ANSWERS FOR CURRICULOG FORMS

### Sample Answers for Course Proposals

Proposal Question:	Sample Answers:
Indicate all degrees, minors, and/or certificates that will use this new course:	FIRE 2010 will be used as a required course in Area F for the Combustion Science, BS degree; it will also be listed as an elective for the Spontaneous Fire minor.
What is the justification for this course? Please include any data to support the justification.	<p>Example One: We are part of the National Underwater Fire Safety Prevention Association which recommends programs incorporate public speaking as an outcome. After our Improve KSU report, we recognized that students were not getting enough experience in public speaking, and so we are revising three courses to add public speaking as an outcome with corresponding assignments. This is a revised version of one of those courses "Understanding Underwater Fire Prevention."</p> <p>Example Two: Last year the department conducted focus groups with students to evaluate the Underwater Fire Safety Prevention, BS. Through this process the department received feedback that students were unable to fully grasp the science of combustion in its current form a single course covering the three stages. As a result, we are breaking our one course into three separate courses, each dedicated to one of the stages. This course represents the second stage of combustion.</p>
What content or skills of each prerequisite (or corequisite, or concurrent prerequisite) commands its inclusion as a prerequisite for this course? Please include justification for courses, test scores, student standing, credit hours, or any other prerequisite listed for the course.	<p>Example One: FIRE 1010 provides the necessary background (basic thermodynamics understanding, ignition concepts) to understand ideas introduced in FIRE 2010.</p> <p>Example Two: We feel it is best that students complete at least 30 credit hours prior to enrolling in this course to ensure students have been exposed to Core Curriculum courses in English and Math courses and developed skills in constructing an argument and critical thinking.</p>
How will this course be assessed by faculty and/or the department?	Key elements of assessment include student learning outcomes (SLOs) that are specific, measurable, student-oriented, and related to the unit's mission. This course

Proposal Question:	Sample Answers:
	contains the learning outcomes x, y, z which help students build towards our program requirements of a and b. Students' ability to master these outcomes are measured through test questions in the final exam shared across all sections of the course. The results of the assessment will be reviewed by a group of teaching faculty every year along with student evaluations of the course. Additionally, the course will be reviewed in-depth every three years as part of a degree-wide assessment, which entails student focus groups, faculty surveys, and student grade data.
What specific software or technology (new or existing), other than D2L, is required to teach this course?	The course will use the software "ESO Fire," which is already available on library computers and for students to download to personal laptops. Students may also find the Microsoft Office suit helpful, which is available to KSU students at a reduced price.

**SAMPLE ANSWERS FOR PROGRAM PROPOSALS**

Proposal Question:	Sample Answers:
Provide a brief summary of changes indicated above.	We are adjusting the course FIRE 1010 to split it into three separate courses (FIRE 1010, 2010, & 2030) each of which will be added to Area F in the program. To account for these additional hours in Area F, we are moving three courses into the major program requirements and reducing the elective hours from 12 to 6. We are also updating the program description to reflect these changes.
What is the rationale for the program of study revision?	<p>Example One:</p> <p>Our program's accredited by the National Underwater Fire Safety Prevention Board, and as of fall 2020, they now require that we offer an internship for all students. Attached to the proposal is the mandated change from the NUSFP Board. As a result, we are adding a new course "Underwater Fire Safety Internship" to the required core of our program. The Bureau of Labor Statistics notes that Georgia is 10th in the nation in the employment of Underwater Fire Prevention Officers. In May 2020, there were 1000 officers in Georgia with an hourly mean wage of \$34.11 and an annual mean wage of \$65,550. The Bureau of Labor Statistics predicts an overall employment growth for Underwater Fire Prevention Officers of six percent in the next five years. In addition to Georgia, our neighboring states with borders on the ocean will see an increased</p>

	<p>demand for Underwater Fire Prevention Officers including Florida, South Carolina, North Carolina, and Alabama.</p> <p>Example Two:  Last year the department conducted focus groups with students to evaluate the Underwater Fire Safety Prevention, BS. Through this we received feedback that students were unable to fully grasp the science of combustion in its current form of a single course covering the three stages. As a result, we are breaking our one course into three separate courses each dedicated to one of the stages. These are all being added to Area F, and we are removing nine hours of electives to account for additional credits.</p>
<p>(Chair Only Question) How do these changes reflect the department goals and mission?</p>	<p>The department of Underwater Fire Safety is committed to providing the highest quality of teaching for our students. To encourage our majors to be ready for an exciting career in preventing underwater fires, our program combines real world experience with an understanding of underwater fire culture that builds a foundation for future innovation. Our courses reflect national standards requiring oral communication, writing skills, as well as underwater fire knowledge gained through hands on laboratory experience. The changes in the proposal reflect our mission in that these changes seek to align with national standards, make our majors job ready, and to integrate more oral communication and hands on experience into our program’s curriculum.</p>
<p>(Chair Only Question) How do these changes contribute to KSU's strategic plan and mission statement?</p>	<p>This program is a student-centered program that reflects the KSU mission as it to help students succeed through exploration, collaboration, and rigor. Our program changes include an internship, which offers students the opportunity to explore aspects of the field. Our proposed changes in curriculum ensure a high level of rigor and ongoing efforts at evaluating and improving our curriculum. Regarding the R2 Roadmap, the changes in this program focus on moving students through their degree progression as efficiently as possible. The curriculum changes proposed here remove prerequisites and offers students additional options in their electives to ensure students can progress through the program. In addition, the roadmap focuses on creating programs for in demand fields, and the creation of the Spontaneous Combustion will prepare students for the high demand field of Underwater Fire Safety Spontaneous Combustion Engineer.</p>

What are the Student Learning Outcomes (SLO) for this program of study?	<p>The learning outcomes of this program are that all students who graduate from this program can:</p> <ul style="list-style-type: none"> <li>• Apply their knowledge of underwater fire prevention to carry out safety procedures in a given situation.</li> <li>• Analyze a problem, break it into its constituent parts, and offer appropriate solutions.</li> <li>• Evaluate evidence-based sources of information.</li> <li>• Synthesize research into applied solutions.</li> </ul>
[Graduate Only] Where in the program is there evidence of knowledge of literature in the discipline?	<p>In the “Researching Underwater Fire Safety Methods” course, students will complete a literature review as part of their research paper. They will also do an annotated bibliography in the “Underwater Fire Safety History” course, as well as for their senior project in the “Senior Capstone” course. These reviews will familiarize majors with knowledge of the literature in the discipline.</p>
[Graduate Only] Where in the program is there evidence engagement in research and/or appropriate professional practice	<p>In the “Researching Underwater Fire Safety Methods” course (UFMS 2500), students complete a research project and learn about how to conduct ethical research. Students build on the work in that course by doing another research project for their senior project in the “Senior Capstone” (UFMS 4500) course.</p>

## **CURRICULOG TRAINING**

### **Curriculog Training for Individuals**

Prior to starting a proposal in [Curriculog](#), training must be completed. The online Curriculog training can be accessed through OwlTrain using the following steps:

1. Open the browser Firefox or Chrome, navigate to <https://owltrain.kennesaw.edu>
2. Login with your NetID and NetID Password
3. In the top right of window, click in the Search box, type “Curriculog” and press Enter
4. The training, titled, "Curriculog Training," will appear in the Courses tab
5. Click "Enroll" to access the training material

Once training is completed, your Curriculog account should be updated within 1-2 business days.

### **Department or College Curriculog Training Workshops**

The Curriculum Support Team is available to provide Department or College Training Workshops to assist faculty in using [Curriculog](#). Workshops are a supplement to the KSU Campus Training Modules that are required for all Curriculog users.

Workshops can be designed to focus on specific aspects of Curriculog depending on the college or department needs. Our goal is to provide additional training and support to assist users in building knowledge and confidence when working with Curriculog. Please [fill out this form](#) to request a department or college training.

## CURRICULOG FAQ

### Q: What is an Impact Report?

A: Impact Reports are generated within the Curriculog system. An Impact Reports shows (a) what programs use the course and (b) courses that use the course as a prerequisite. With a proposal open, select the “Import Report” icon on the left pane. From the pop-up, select the most recent catalog and generate the report. The impact report should be copy and pasted into the appropriate form question. For questions email [curriculog@kennesaw.edu](mailto:curriculog@kennesaw.edu).

### Q: Why can't I run an impact report for my program?

A: Impact reports are unavailable for programs, but any proposed changes that involve the removal/addition of courses originating outside the program's department should be accompanied by an attachment to the proposal documenting that the other department was informed of the proposed changes.

### Q: How do I document Impact?

A: The best way to document the impact of a proposed change(s) on programs or courses is to attach correspondence (e.g., an email exchange or memo from the affected department or college) indicating that they are aware of the proposed change(s), that discussions over any implications have occurred and outlining the resolution. Failure to confer with other impacted departments and/or failing to provide proof of correspondence by the CSO step will result in the proposal being returned to the originator until documentation is attached.

### Q: I completed my proposal, but no one can view it?

A: When your proposal is completed, you must launch the proposal as the originator. If you are unsure how to launch or approve a proposal, visit [Curriculog Training](#) or email [curriculog@kennesaw.edu](mailto:curriculog@kennesaw.edu). Some proposals require an additional approval step after launching for the proposal to move on to the next level of review.

### Q: Are prerequisite courses included in the total program hours?

A: Yes, prerequisites for courses required in a program are included in the program and thus the total program hours. The originator needs to ensure that that total credit hours reflect all required program courses.

**Q: How long will it take for my proposal to be reviewed?**

A: Proposals will be reviewed at Initial Review within 1-2 weeks and at the Curriculum Support Office step within 1-2 weeks of reaching this step. Review times for department and college levels depends on the specifics of that committee. During the Fall 2020 Curriculum Review cycle, proposals took an average of 85 days from launch to UPCC or GPCC approval.

**Q: Why can't I approve proposals?**

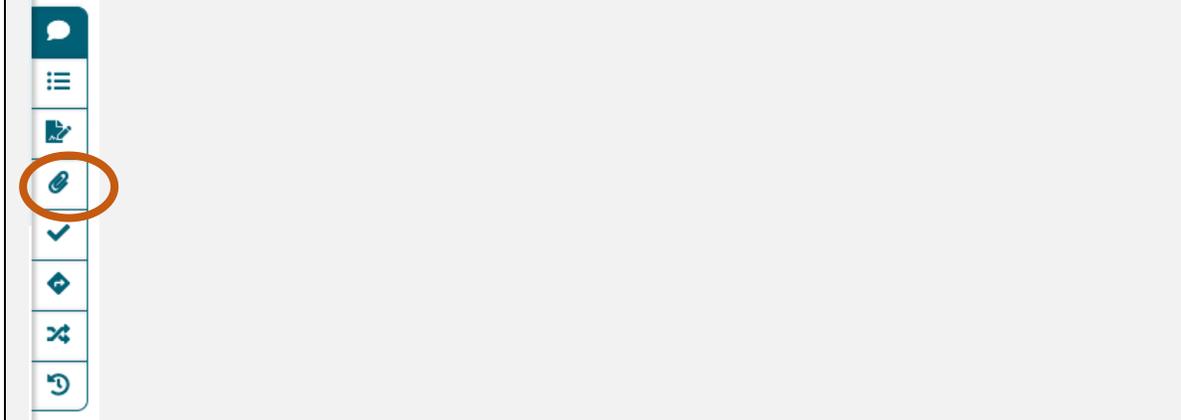
A: There are two reasons you may not be able to approve proposals. First, make sure that you are logged in by checking that your name appears in the upper right corner of the Curriculog screen. Second, you cannot approve proposals if they are not at the level for which you are an approver. Checking the Workflow Status of an item will show you what level of review the item is at in the process.

**Q: Why don't I see the "New Proposal" button?**

A: First, check to ensure you are logged in. If your name appears at the top right corner of the Curriculog screen, you are logged in. If you are logged in and still don't see the "New Proposal" button, then you do not have the correct permission granted for your account. You can access the [Curriculog training videos in OwlTrain](#), which will unlock the ability to submit proposals.

**Q: Where do I find an attachment?**

A: When a proposal is open, attachments can be found under the "files" icon. You can also open the proposal and find them under the fourth icon in the proposal toolbox as shown in the image below.



**Q: What happens if my proposal is rejected?**

A: No proposal should be rejected without comment. It is the responsibility of the originator to adjust the proposal as needed before resubmission. Please note that new changes to the proposal must be reviewed by all levels, even those that may have approved the proposal prior to its being returned to the originator.

**Q: Why do I need to Import?**

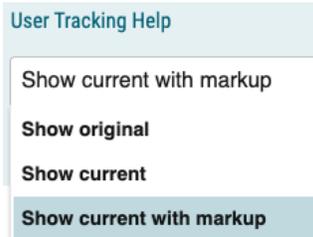
A: Importing existing data ensures changes are not unintentionally made to a course or program. When you import, the current catalog information is copied into the Curriculog proposal form, and edits can be made from there. For questions regarding how to import, please contact [curriculog@kennesaw.edu](mailto:curriculog@kennesaw.edu).

**Q: How do I edit a proposal?**

A: If you are the originator, chair, approving dean, or member of the college or department curriculum committee and the proposal is at your step for approval, you can edit the form directly. Once proposals have been approved at the Curriculum Support Office level, they will be locked, and further changes can only be made by Curriculog administrators. Any edit that is made is tracked by the Curriculog system. To see edits, once logged in go to the Discussion choice on the Proposal Toolbox.



Then choose whose edits you would like to see from the drop-down options.



# SECTION 9: THE CATALOG

## PURPOSE OF THE CATALOG

Kennesaw State University's catalog is the official source of the university's academic programs, courses, and policies. The catalog should be used as a guide in conjunction with an academic advisor and Degree Works, in planning a course of study, and in meeting requirements for graduation.

## THE CATALOG AND CURRICULUM REVIEW

Curriculum review is required for any additions, changes, or deletions to degree programs and courses in the catalog. Each year the exact curriculum deadlines change with the academic calendar. The deadlines for the current academic year can be found in the Master Curriculum Calendar on the [Curriculum, Instruction, and Assessment website](#).

In general, course proposals desiring to be implemented in the spring semester must be through the entire approval process necessary for that change by mid-October. Only course changes can be implemented mid- academic year. All other changes must be approved through the entire approval process necessary for that change mid-February. This ensures that all changes can be processed in time for registration.

The draft catalog is published in mid-March and the final catalog on July 1.

## HOW THE CATALOG WORKS

The catalog has a quick menu along the left side. At the top of the page is general search box. Under the box is the advanced search features allows searching for courses, policies, and degree programs using course prefix, course number, exact match, or descriptive phrases. Each section has a print-friendly view to allow for cleaner pages when printed. Help icons are readily available on each page.

## STUDENTS AND THEIR CATALOG YEAR

Students are initially assigned to the catalog for the academic year in which they are admitted to Kennesaw State University, provided that the student attended at least one course in the academic year culminating in a record of enrollment on the student's academic transcript. Students who interrupt their enrollment in the university for one year or longer (three consecutive terms including summer) must be readmitted to Kennesaw State University. Students will be officially reassigned to the catalog in effect when readmitted. Students lose any previous catalog rights and must meet all graduation requirements in effect at the time of readmission. Students who change their major will be officially reassigned to the catalog in

effect at the time of the change. They will lose any previous catalog rights and must meet all graduation requirements in effect at the time of the major change.

A student may petition to the faculty to retain an old catalog's graduation requirements by filling out a [Catalog Change Form](#) through the Registrar's Office.

## **ARCHIVED CATALOGS**

[Archived catalogs](#) can be found online back to 2004. For catalog information prior to 2004 contact the Curriculum support office for assistance email [curriculog@kennesaw.edu](mailto:curriculog@kennesaw.edu).

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[click here to return to the Table of Contents](#)

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# SECTION 10: LINKS TO KSU CURRICULUM RESOURCES

## KSU CURRICULUM RESOURCES

[Batch Process Template](#)

[Change to an Existing Course Checklist](#)

[Course Discontinuation Checklist](#)

[Current premium priced programs at Kennesaw State University](#)

[Curriculog login for Kennesaw State University](#)

[Curriculog Training Request Form](#)

[Curriculum, Instruction, and Assessment website](#)

[Degrees and Majors Authorized \(DMA\) list for Kennesaw State University](#)

[Detailed Directions for Submitting Course Substitutions](#)

[Graduate Program Change Proposal Checklist](#)

[Kennesaw State University R2 roadmap](#)

[Kennesaw State University Teaching Resources Collective](#)

[Kennesaw State University 2018-2023 Strategic Plan](#)

[Kennesaw State University Handbook Section on Curriculum Review and Approval Process](#)

[Kennesaw State University Handbook Section on the Curriculum Review Process](#)

[Kennesaw State University Handbook Section on Standing University Committees](#)

[Kennesaw State University Mission and Vision Statement](#)

[Master Curriculum Calendar](#)

[New Certificate Checklist](#)

[New Course Proposal Checklist](#)

[New Minor or Endorsement Checklist](#)

[Program Deactivation Checklist](#)

[Program Map Template in Excel](#)

[Program Map Template in Word](#)

[Program Termination Checklist](#)

[Prospective Curriculum Outline Graduate Programs](#)

[Prospective Curriculum Outline New Certificates](#)

[Prospective Curriculum Outline for Undergraduate Programs](#)

[Side by side Curriculum Template for Graduate Programs](#)

[Side by side Curriculum Template for Undergraduate Programs](#)

[Syllabi Policy Webpage](#)

[Syllabus Checklist](#)

[Syllabus Template](#)

[Student Elective Fees and Special Charges Proposal Form](#)

[Undergraduate Program Change Proposal Checklist](#)

## **KSU CURRICULUM COMMITTEE LINKS**

[UPCC website](#)

[GPCC website](#)

[GEC website](#)

[EPCC website](#)

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# **SECTION 11: EXTERNAL RESOURCES RELATED TO CURRICULUM**

## **BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA:**

[University System of Georgia Board of Regents Academic & Student Affairs Handbook](#)

[University System of Georgia Board of Regents Academic & Student Affairs Core Curriculum Section](#)

[University System of Georgia Board of Regents Area F Curriculum Guideline Section](#)

[University System of Georgia Board of Regents Major Requirements Section](#)

[University System of Georgia Board of Regents Minor Requirements Section](#)

[University System of Georgia Board of Regent Certificate Guidelines Section](#)

[University System of Georgia Board of Regents Definition of 099 courses and Learning Support](#)

[University System of Georgia Board of Regents Required Common Course Prefixes, Numbers, and Descriptions Section](#)

[University System of Georgia Board of Regents Definition of a Semester Credit Hour Section](#)

[University System of Georgia Academic & Student Affairs Handbook on Grading Section](#)

## **DEPARTMENT OF EDUCATION:**

[Federal Student Aid](#)

[Office of Postsecondary Education](#)

[Accreditation: Postsecondary Education Institutions](#)

## **SACSCOC:**

[Southern Association of Colleges and Schools Commission on Colleges](#)

[Index of SACSCOC Documents](#)

[Southern Association of Colleges and Schools Commission on Colleges Resource Manual](#)

## **OCCUPATIONAL RELATED LINKS:**

[AAC&U Value Rubrics](#)

[National Association of Colleges and Employers](#)

[NACE Career Ready Competencies](#)

[Georgia Professional Standards Commission](#)

[Georgia Data on Occupational Labor](#)

[Georgia Occupational Outlook Data](#)

[Integrated Postsecondary Education Data Systems](#) (site of CIP codes)

[U.S. Bureau of Labor Statistics by occupation](#)

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## SECTION 12: GLOSSARY OF CURRICULUM TERMS

Term	Definition
<b>Academic Program</b>	Any combination of courses and/or requirements leading to a degree, certificate, endorsement, or minor. This includes Bachelor's, Master's, and Doctoral degrees.
<b>Academic Program CIP codes</b>	Academic Program CIP codes must be assigned to ensure that the U.S. Department of Education can track the information for students who receive federal loans.
<b>Academic Program Map</b>	A plan (typically eight-semester for undergraduate programs) that shows a student's progression towards degree completion. Program Map templates are available in Word or Excel on the Curriculum, Instruction, and Assessment website <a href="#">Templates for Curriculum Use page</a> .
<b>Acalog</b>	The electronic catalog system used by KSU. Acalog is copyrighted by DigArc.
<b>Area F</b>	Considered part of the Core Curriculum, Area F must total 18 hours and be composed exclusively of 1000/2000 level courses. These courses may be prerequisites for other Area F courses and/or for major courses at higher levels. Some programs have Area F requirements set for them in the <a href="#">USG Guidelines for Curriculum in Area F</a> .
<b>Bachelor's Degree</b>	A formal course of study consisting of at least 120 undergraduate semester credit hours.
<b>Banner</b>	The electronic Student Information System that supports student registration, enrollment, and grading. Banner is copyrighted by Ellucian.
<b>Batch Process or Batch Change</b>	A batch change is a process where, if identical changes are needed for numerous courses, a program can submit all changes in one proposal using the Batch Spreadsheet Template (on the <a href="#">Templates for Curriculum Use page</a> ) attached to the proposal in Curriculog.
<b>Catalog</b>	The <a href="#">KSU Catalog</a> is the official source of the university's academic programs, courses, and policies.
<b>Certificate</b>	A type of <a href="#">academic credential</a> that requires students complete a prescribed program of study at the postsecondary educational level. <i>See also: Pre-Baccalaureate Certificate; Post-Baccalaureate Certificate; Stand-Alone Certificate; Embedded Certificate.</i>

Term	Definition
<b>Classification of Instructional Programs (CIP) Code</b>	A taxonomy of academic disciplines at institutions of higher education in the United States. The CIP code is the accepted federal standard for identifying instructional/academic programs. There is a <a href="#">national searchable database</a> of CIP codes.
<b>Clinical Laboratory</b>	A course that offers clinical training experiences needed by students to achieve competency objectives for the degree.
<b>College Curriculum Committee</b>	A group of faculty members within a college that evaluates proposed changes to undergraduate and graduate curriculum to ensure they meet the college's requirements and adhere to the college's strategic plan. There are <a href="#">recommended curriculum approval guidelines for the college committee</a> .
<b>College Dean</b>	An academic administrator with significant authority over a specific academic unit. The college dean should ensure alignment of a proposal with the college's mission and goals as well as considers impact or overlap with programs in other colleges. There are <a href="#">recommended curriculum approval guidelines for the college dean</a> .
<b>Concentration</b>	An approved set of courses, that upon completion, indicate an in- depth knowledge of an area of the major and appear on a student's transcript.
<b>Concurrent Prerequisite</b>	Course(s) and/or other requirement(s) that must be completed before, or taken at the same time as, another course or requirement.
<b>Cooperative Study</b>	A course that offers a type of field experience where students receive academic credit while acquiring work experience relevant to their major, or discipline-specific professional skills, while earning an income. An undergraduate cooperative study course should have a course number designation of 3396.
<b>Corequisite</b>	A course requirement that must be taken at the same time as another course(s).
<b>Course Description</b>	A summary of a course that must use proper grammatical structure and a recommended length of 75 words maximum.
<b>Course Equivalency</b>	When two courses share the same content and student learning outcomes, they can be considered equivalent. Equivalent courses are programmed in Banner to be treated as the same course. If a course is a prerequisite for another course, its official equivalent will satisfy the prerequisite.

Term	Definition
<b>Course Fee</b>	A fee charged to students that must be paid at the time of registration. This fee usually is used to cover course materials like lab equipment, licensing test fees, or software. This fee is in addition to tuition and the creation or change of a course fee must accompany a course proposal and requires separate approval.
<b>Course Number</b>	The number paired with a prefix that is associated with a given course.
<b>Course Override</b>	The process of a faculty member allowing a student to enroll in a course when the student does not meet the listed prerequisites.
<b>Course Repeatability</b>	Refers to whether students can repeat a course, each successful completion earning credit towards their degree completion.
<b>Course Substitutions</b>	Permits a student to substitute an equivalent course for a required course in the student's curriculum.
<b>Course Syllabus</b>	A document submitted with course proposals to give the curriculum voting members in the process the necessary information to evaluate the course, including course learning outcomes, course topics, course assessment, and course texts and readings.
<b>Credit Hour</b>	The United States Department of Education, our accrediting body, <a href="#">the Southern Association of Colleges and Schools Commission on Colleges</a> (SACSCOC), and University System of Georgia Academic & Student Affairs Handbook, <a href="#">Section 3.4.4</a> , all define a semester credit hour as a minimum of 750 minutes of instruction or equivalent. The minimum of 750 minutes of instruction further requires 1500 minutes of out-of-class student work per semester credit hour for lecture courses.
<b>Credit Hour Distribution</b>	Courses can have different types of experiences incorporated into a class and represented in the Credit Hour Distribution. For example, a course can have lecture, lab, or field/clinical components. Each of these components are part of a combination that represents the total contact time and earned credit hours for the course. The first part of the distribution represents the amount of time a student spends in lecture, the second number in laboratory, or field/clinical experiences and the third number is the total credit hours earned toward degree completion and billed to the student noted as (3-0-3) or (2-1-4).

Term	Definition
<b>Credit Hour Ratio</b>	This reflects the ratio of credit hours to contact minutes. There are different ratios based on the type of experience a student has in a course.
<b>Cross-Leveled Course</b>	A course that is offered by a department across numbers and/or levels. Cross-leveled courses are limited to the following two course pairs: 1) undergraduate upper-division course/graduate course, and 2) graduate course/doctoral course.
<b>Cross-Listed Course</b>	A course that is offered under more than one prefix but that has the same number, credit hours, and description. It must have documentation with the Office of the Registrar.
<b>Crosswalk Document</b>	A document that demonstrates the curriculum path that a student currently in the program, but following an older catalog year, can take to graduate once these new changes are implemented.
<b>Curriculog</b>	The online software solution used to document KSU's curriculum review process. It can be accessed at <a href="http://curriculog.kennesaw.edu">curriculog.kennesaw.edu</a> . Curriculog is copyrighted by DigArc.
<b>Curriculum Review Process</b>	The process, from faculty originator to final approval, of submitting curriculum for review that is guided by the policies and goals of the university, college, and departments.
<b>Curriculum Support Office</b>	A team of curriculum reviewers that ensures changes align with USG and KSU policies.
<b>Deactivation</b>	When applied to educational programs, the terms "temporary suspension" and "deactivation," refer to the same action. Presidents can temporarily suspend a program for a period not to exceed two academic years, without obtaining Board of Regents approval, and may subsequently reinstate the program within that period. A suspended program remains an authorized program at the institution, but new students are no longer permitted to enroll. A program Deactivation also requires notification to our institutional accreditor, SACSCOC and a teach-out plan. For further information contact Leigh Funk, KSU's Accreditation Liaison, at <a href="mailto:lfunk@kennesaw.edu">lfunk@kennesaw.edu</a> .
<b>Degrees and Majors Authorized (DMA)</b>	A record of the Degrees and Majors that the institution is authorized to offer by the USG. The <a href="#">Degrees and Majors Authorized (DMA) list for Kennesaw State University</a> .
<b>DegreeWorks</b>	The web-based planning tool KSU utilizes to help students and advisors monitor student's progress toward degree completion. DegreeWorks is copyrighted by Ellucian.

Term	Definition
<b>Department Chair</b>	A faculty member that heads a department and ensures proposal can be implemented and sustained, including consideration of budget impacts, and alignment with department's mission and needs.
<b>Department Curriculum Committee</b>	A group of faculty members within a department that ensures that the proposal aligns with the programs' department mission and needs.
<b>Directed Study</b>	Directed Study courses are one-on-one instruction with students researching or exploring topics not otherwise covered in other courses. Directed Study courses should have a 4400-number designation at the undergraduate level.
<b>Doctoral Degrees</b>	A formal course of study consisting of at least 60 graduate semesters of credit hours beyond the master's level.
<b>Educational Specialist Degree</b>	A degree program between 27 to 36 credit hours at the post-master's level as part of a self-contained degree program for education students.
<b>Educator Preparation Curriculum Committee (EPCC)</b>	The Educator Preparation Curriculum Committee ( <a href="#">EPCC</a> ) serves as the curriculum committee that reviews proposals from Educator Preparation Programs outside of the Bagwell College of Education.
<b>Embedded Certificate</b>	A type of certificate in which the requirements are found within a degree program as part of major requirements or major electives. Embedded Certificate Programs are only awarded to a student upon completion of a degree and are a self-contained set of courses embedded in a major or stand-alone degree. <i>See also: Pre-Baccalaureate Certificate; Post-Baccalaureate Certificate.</i>
<b>Endorsement</b>	For education students, endorsements are assessed and awarded by the <a href="#">Georgia Professional Standards Commission</a> .
<b>Face-to-Face</b>	A type of course modality in which course content is delivered on campus.
<b>Field/Clinical Experiences</b>	Work placements with organizations related to the student's areas of interests with organizations whose areas of work are closely related to the student's major. These work experiences are integrated with academic curricula through discipline-specific and/or multi-disciplinary knowledge in a supervised setting. <i>See also: Cooperative Study; Internship.</i>
<b>Free Elective</b>	A course or group of courses that have no restrictions towards the major requirements. Students must earn a grade of "D."

Term	Definition
<b>General Education Committee (GEC)</b>	The General Education Council ( <a href="#">GEC</a> ) is a representative body of faculty members that considers all proposals for inclusion in the General Education core curriculum and reviews learning outcomes for alignment with USG Core Curriculum.
<b>General Education and the Core Curriculum</b>	General Education is the foundation of skills, knowledge, and values that prepare students for success in their majors and in their personal and professional lives after graduation. The <a href="#">Core Curriculum Areas A-E</a> is where skills and ideas are introduced.
<b>Grading Structure</b>	A, B, C, D or F grades resulting in credit earned and GPA calculation, or S/U grades resulting in only credit earned. S/U courses are not included in the calculation of GPAs and are approved for a limited number of course types.
<b>Graduate Policies &amp; Curriculum Committee (GPCC)</b>	The Graduate Policies & Curriculum Committee ( <a href="#">GPCC</a> ) is a representative body of faculty members that evaluate proposals to graduate curriculum for consistency with university policies and goals and forwards approved proposals to the Provost or designee.
<b>Hybrid</b>	A type of modality in which a combination of online and face-to-face instruction is used. A hybrid course can be delivered in the following ratios: 33% online, 50% online, or 66% online.
<b>Impact Report</b>	A document generated within Curriculog that shows where in the catalog a course is used.
<b>Initial Reviewer</b>	Member of the Curriculum Support Office who completes a first review of proposals immediately following the launch and approval of a proposal by the faculty originator.
<b>Intangible Prerequisite</b>	Prerequisites and/or Concurrent Prerequisites and/or Co-requisites that cannot be programed in Banner.
<b>Internship</b>	A credit bearing work experience that is integrated with academic instruction and relates to a student's occupational goals. Typically has 3398 number designation at the undergraduate level.
<b>Laboratory</b>	An educational activity with students conducting experiments, perfecting skills or practicing procedures under the direction of a faculty member.
<b>Learning Support Course</b>	<a href="#">Learning Support</a> is a generic term for programs designed to assist students with collegiate work. Learning Support programs are intended to serve students who need additional support in mathematics or English. <i>See also: Remedial Course.</i>
<b>Lecture</b>	A form of instruction in which the instructor presents an educational experience to students, applying any combination of instructional methods.

Term	Definition
<b>Major Field Requirements</b>	A section of courses within the major field/discipline of an undergraduate major that are required for all students in the major. This set of courses is designed to allow students to achieve the program student learning outcomes. <a href="#">Per the USG</a> , each major needs to have a minimum 21 upper-division credit hours in this field. Courses composing the major field are used to calculate the GPA in the major.
<b>Master Curriculum Calendar</b>	This calendar is located on the <a href="#">Curriculum, Instruction, and Assessment homepage</a> and updated each academic year with the meeting schedule for curriculum approval bodies.
<b>Master's Degree</b>	A formal program of study between 30 and 36 credit hours beyond the bachelor's degree level.
<b>Minor</b>	A prescribed area of academic study consisting of 15-18 semester hours taken as a secondary academic program at the undergraduate level.
<b>Modality</b>	The method of delivery for instruction of a course.
<b>Online</b>	A type of course modality in which content is delivered 100% online.
<b>Originator</b>	The faculty member who initiates the curriculum review process by creating and launching a proposal in Curriculog.
<b>Post-Baccalaureate Certificate</b>	A certificate beyond the bachelor's degree that does not meet the requirements for a master's degree. <i>See also Stand-Alone Certificate; Embedded Certificate.</i>
<b>Post-First Professional Certificate</b>	A certificate beyond the first professional degree. <i>See also Stand-Alone Certificate; Embedded Certificate.</i>
<b>Post-Master's Certificate</b>	A certificate beyond the master's degree that does not meet the requirements for a doctoral degree. <i>See also Stand-Alone Certificate; Embedded Certificate.</i>
<b>Pre-Baccalaureate Certificate</b>	A type of certificate that is offered at the undergraduate level. There are two types of pre-baccalaureate certificates based on credit hours. The first type ranges from 9 to 30 credit hours, the second type is 30- 59 credit hours.
<b>Prefix</b>	The three- or four-letter abbreviation designator for a major division of an academic discipline, subject matter area, or sub-category of knowledge. Example: English prefix is ENGL.
<b>Prerequisite</b>	Course(s) and/or other requirement(s) that must be completed before taking a course.
<b>Proposal</b>	The form in <a href="#">Curriculog</a> that shows proposed curricular changes/new curriculum and that travels through the curriculum review steps.

Term	Definition
<b>Related Studies</b>	An optional part of the major that allows students to explore coursework related to the major. The program identifies prefixes or courses that are related to the major field, but not part of the major field requirements.
<b>Remedial Course</b>	A course that is part of <a href="#">Learning Support</a> and designed to assist students with collegiate work. Such courses are intended to serve students who need additional support in mathematics or English. <i>See also: Learning Support Course.</i>
<b>SACSCOC</b>	<a href="#">The Southern Association of Colleges and Schools Commission on Colleges</a> (SACSCOC) is the regional body for the accreditation of degree-granting higher education institutions in the Southern states.
<b>Side by Side Document</b>	A document required of program change proposals at the undergraduate or graduate level, (templates on the Curriculum, Instruction, and Assessment website <a href="#">Templates for Curriculum Use page</a> ) that details what the current curriculum is next to what the proposed, new curriculum would be, showing changes in program. A side-by-side document may also need a crosswalk for current students if needed. <i>See also: Crosswalk Document.</i>
<b>Special Topics</b>	A topic-specific course that is not permanently in the academic catalog. Typically has 2290 (lower-division) or 4490 (upper-division) number designation at the undergraduate level.
<b>Stand-Alone Certificate</b>	A type of certificate that can be completed in addition to the degree program requirements and is awarded separately from the degree. Students may be admitted to KSU for the sole purpose of earning a Stand-Alone Certificate. Stand Alone Certificates are included on the <a href="#">Degrees and Majors Authorized (DMA) list for Kennesaw State University</a> . <i>See also: Pre-Baccalaureate Certificate; Post-Baccalaureate Certificate.</i>
<b>Supporting Document(s)</b>	Document(s) that should be attached to a proposal process. Each process will indicate what is expected. There is a section in the Curriculum Guide located on the <a href="#">Curriculum, Instruction, and Assessment homepage</a> detailing the types of supporting documentation for each proposal.

Term	Definition
<b>Termination</b>	Termination of a program means that the institution is no longer authorized to offer the program. <a href="#">Termination requires Board of Regent’s approval</a> , and subsequent reinstatement must be handled as submission of a proposal for a new program. Termination of a program may occur outright or after the program has been placed on a deactivated status. The process to request to terminate programs, degrees, or majors is outlined in the University System of Georgia Academic & Student Affairs Handbook and requires a teach-out plan in accordance with SACSCOC policies as well as SACSCOC notification.
<b>Track</b>	A subset of courses in a program that does not appear on a student's transcript. A track must be separate from the 21 major field upper-division credit hours.
<b>Transcript</b>	The official document of course registration, completion and attempted credit for a student. Earned degrees, minors, certificates, and concentrations appear on transcripts.
<b>Undergraduate Policies &amp; Curriculum Committee (UPCC)</b>	The Undergraduate Policies & Curriculum Committee ( <a href="#">UPCC</a> ) is a representative body of faculty members that evaluate proposals to undergraduate curriculum for consistency with university policies and goals and forwards approved proposals to the Provost or designee for approval.
<b>University System of Georgia Board of Regents</b>	The government agency that regulates the use of courses in the core curriculum to ensure transferability. Other Names: USG, BoR, Board of Regents.
<b>University System of Georgia Board of Regents Academic &amp; Student Affairs Handbook</b>	The Georgia Constitution grants the Board of Regents the exclusive right to govern, control, and manage the University System of Georgia (“USG”) and all USG institutions. The purpose of the <a href="#">Academic &amp; Student Affairs Handbook</a> is to collect, organize, publish, and otherwise make publicly available the directives and policies of the Board.

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# SECTION 13: APPENDICES

## APPENDIX I: PROGRAMS WITH APPROVED CREDIT HOUR EXCEPTIONS

College	Kennesaw State University Program Name	Hours Approved
BCOE	Bachelor of Science with a major in Biology Education (formerly BS with a major in Science Education)	126
BCOE	Bachelor of Science in Education with a major in Early Childhood Education	129
BCOE	Bachelor of Science in Education with a major in Middle Grades Education	129
BCOE	Bachelor of Science in Education with a major in Special Education	129
CACM	Bachelor of Architecture (5-year program)	152
CACM	Bachelor of Science with a major in Construction Management	130
CCSE	Bachelor of Science in Software Engineering	130
RCHSS	Bachelor of Arts with a major in Modern Language & Culture (teacher certification track)	126
COLES	Bachelor of Business Administration with a major in International Business	123
COTA	Bachelor of Science with a major in Art Education	130
COTA	Bachelor of Music with a major in Music Education	131
COTA	Bachelor of Science with a major in Apparel/Textile Engineering Technology	130
SPEET	Bachelor of Science with a major in Industrial Engineering Technology	130
SPEET	Bachelor of Science with a major in Civil Engineering	130
SPEET	Bachelor of Science with a major in Computer Engineering	130
SPEET	Bachelor of Science with a major in Electrical Engineering Technology	130
SPEET	Bachelor of Science with a major in Mechanical Engineering Technology	130
SPEET	Bachelor of Science with a major in Mechatronics Engineering	130
SPEET	Bachelor of Science in Industrial and Systems Engineering	130
SPEET	Bachelor of Science with a major in Environmental Engineering	129
SPEET	Bachelor of Science with a major in Electrical Engineering	130
SPEET	Bachelor of Science with a major in Mechanical Engineering	130
WCHHS	Bachelor of Science in Education with a major in Health and Physical Education	129

## APPENDIX 2: USG GENERAL EDUCATION CORE CURRICULUM PROGRAM CATEGORIZATION TABLE

Kennesaw State University Programs with USG exemptions for the Core Curriculum:

(Areas A-E) – Last updated 5.24.2022

Program	College	Science	Engineering	Health Profession	No USG exception
Civil Engineering, BSCVE	SPCEET		•		
Computer Engineering, B.S.	SPCEET		•		
Electrical Engineering Technology, B.S.	SPCEET	•			
Electrical Engineering, BSEE	SPCEET		•		
Environmental Engineering, B.S.	SPCEET		•		
Industrial & Systems Engineering B.S.	SPCEET		•		
Industrial Engineering Technology, B.S.	SPCEET	•			
Manufacturing Operations, B.A.S.	SPCEET				•
Mechanical Engineering Technology, B.S.	SPCEET	•			
Mechanical Engineering, BSME	SPCEET		•		
Mechatronics Engineering B.S.	SPCEET		•		
Supply Chain Logistics, B.A.S.	SPCEET				•
Biochemistry, B.S.	CSM	•			
Biology, B.S.	CSM	•			
Chemistry, B.S.	CSM	•			
Environmental Science, B.S.	CSM	•			
Mathematics, B.S.	CSM	•			
Physics, B.S.	CSM	•			

Program	College	Science	Engineering	Health Profession	No USG exception
Computer Game Design and Development, BSCGDD	CCSE	•			
Computer Science B.S.	CCSE	•			
Information Technology, B.A.S.	CCSE	•			
Information Technology, BSIT	CCSE	•			
Software Engineering, BSSWE	CCSE		•		
Architecture, B. ARCH	CACM	•			
Construction Management, B.S.	CACM	•			
Bachelor Science in Education with a major in Secondary Education, B.S.	BCOE	•			
Early Childhood Education Birth through Kindergarten Education, B.S.	BCOE				•
Elementary Education, B.S.	BCOE				•
Learning, Design, and Technology, B.S.	BCOE				•
Middle Grades Education, B.S.	BCOE				•
Cybersecurity, B.S.	ICWD	•			
Exercise Science, B.S.	WCHHS			•	
Health and Physical Education (P-12), B.S.	WCHH				•
Human Services, B.S.	WCHHS				•
Integrated Health Sciences, B.S.	WCHHS				•
Nursing, B.S.N.	WCHHS			•	
Public Health Education, B.S.	WCHHS			•	
Sport Management, B.S.	WCHHS				•
Accounting B.B.A.	Coles				•

Program	College	Science	Engineering	Health Profession	No USG exception
Economics, B.B.A.	Coles				•
Entrepreneurship, B.B.A.	Coles				•
Finance, B.B.A.	Coles				•
Hospitality Management, B.B.A.	Coles				•
Information Security and Assurance, B.B.A.	Coles				•
Information Systems, B.B.A.	Coles				•
International Business, B.B.A.	Coles				•
Management, B.B.A.	Coles				•
Marketing, B.B.A.	Coles				•
Professional Sales, B.B.A.	Coles				•
African and African Diaspora Studies, B.A.	RCHSS				•
Anthropology, B.S.	RCHSS				•
Asian Studies, B.A.	RCHSS				•
Criminal Justice, B.S.	RCHSS				•
English Education, B.S.	RCHSS				•
English, B.A.	RCHSS				•
Geography, B.A.	RCHSS				•
Geospatial Sciences, B.S.	RCHSS				•
History Education B.S.	RCHSS				•
History, B.A.	RCHSS				•
Interactive Design, B.S.	RCHSS				•
International Affairs, B.A.	RCHSS				•
Interdisciplinary Studies, B.S.	RCHSS				•

Program	College	Science	Engineering	Health Profession	No USG exception
Journalism and Emerging Media, B.S.	RCHSS				•
Media and Entertainment, B.S.	RCHSS				•
Modern Language and Culture, B.A.	RCHSS				•
Organizational and Professional Communication, B.S.	RCHSS				•
Philosophy, B.A.	RCHSS				•
Political Science, B.S.	RCHSS				•
Psychology, B.S.	RCHSS				•
Public Relations, B.S.	RCHSS				•
Sociology, B.S.	RCHSS				•
Technical Communication, B.S.	RCHSS				•
Art, B.F.A.	COTA				•
Dance, B.A.	COTA				•
Digital Animation, B.F.A.	COTA				•
Music Education, B.M.	COTA				•
Music, B.M.	COTA				•
Theatre and Performance Studies, B.A.	COTA				•

**APPENDIX 3: EXAMPLES OF CURRICULUM DESIGN TO MEET THE REQUIRED 21 UPPER-DIVISION CREDIT HOURS**

	Model Description	Example
Model 1	The major field of 21 upper-division credit hours is a common core that all students, regardless of varying concentrations/tracks	<a href="#">KSU Chemistry, BS</a>
Model 2	The major field of 21 upper-division credit hours is common core that all students take, but the core includes “buckets” with a collection of similar courses that a students may select from. The choice is limited to less than 5 courses.	<a href="#">KSU Sociology, BS</a>
Model 3	Only a subset of the major field 21 upper-division credit hours is common for all majors to take. The remaining upper-division major field courses electives taken from a prefix(es) that align to the major.	<a href="#">KSU Interdisciplinary Studies, BS</a>
Model 4	The 21 upper-division major field hours is broken down into areas of study, in which each area includes a list of courses for a student to choose from.	<a href="#">English, BA</a>

## APPENDIX 4: CREDIT HOUR RATIO EXAMPLES

Table 1 applies to typical face-to-face courses. Tables 2 and 3 apply to face-to-face laboratory courses and possibly to short field experiences. Tables 4 and 5 likely apply to clinical experiences, practicums, and internships in which students are in the field for extended time.

**Table 1: Lecture Courses with 1:1 Ratio**

Credit Hours	Minimum Contact Time per Semester (in minutes)	Minimum Contact Time per Semester (in Contact Hours)	Entry Code
1	750 Minutes	15	1-0-1
2	1500 Minutes	30	2-0-2
3	2250 Minutes	45	3-0-3
4	3000 Minutes	60	4-0-4
5	3750 Minutes	75	5-0-5
6	4500 Minutes	90	6-0-6
7	5250 Minutes	105	7-0-7
8	6000 Minutes	120	8-0-8
9	6750 Minutes	135	9-0-9

*(1 x 50 minutes of contact time per week of a 15-week semester is one credit hour)*

**Table 2: Laboratory/Field Experiences with 2:1 Ratio**

Credit Hours	Minimum Contact Time per Semester	Minimum Contact Time Per Semester (in Contact Hours)	Entry Code
1	1500 Minutes	30	0-2-1
2	3000 Minutes	60	0-4-2
3	4500 Minutes	90	0-6-3
4	6000 Minutes	120	0-8-4
5	7500 Minutes	150	0-10-5
6	9000 Minutes	180	0-12-6
7	10500 Minutes	210	0-14-7
8	12000 Minutes	240	0-16-8
9	13500 Minutes	270	0-18-9

*(2 x 50 = 100 minutes of contact time per week of a 15-week semester is one credit hour)*

**Table 3: Laboratory/Field Experience/Clinical/Practicum/Internship Courses with 3:1 Ratio**

Credit Hours	Minimum Contact Time per Semester	Minimum Contact Time Per Semester (in Contact Hours)	Entry Code
1	2250 Minutes	45	0-3-1
2	4500 Minutes	90	0-6-2
3	6750 Minutes	135	0-9-3
4	9000 Minutes	180	0-12-4
5	11250 Minutes	225	0-15-5
6	13500 Minutes	270	0-18-6
7	15750 Minutes	315	0-21-7
8	18000 Minutes	360	0-24-8
9	20250 Minutes	405	0-27-9

*(3 x 50 = 150 minutes of contact time per week of a 15-week semester is one credit hour)*

**Table 4: Field Experience/Clinical/Practicum/Internship Courses with 4:1 Ratio**

Credit Hours	Minimum Contact Time per Semester	Minimum Contact Time (in Contact Hours)	Entry Code
1	3000 Minutes	60	0-4-1
2	6000 Minutes	120	0-8-2
3	9000 Minutes	180	0-12-3
4	12000 Minutes	240	0-16-4
5	15000 Minutes	300	0-20-5
6	18000 Minutes	360	0-24-6
7	21000 Minutes	420	0-28-7
8	24000 Minutes	480	0-32-8
9	27000 Minutes	540	0-36-9

*(4 x 50 = 200 minutes of contact time per week of a 15-week semester is one credit hour)*

**Table 5: Field Experience/Clinical/Practicum/Internship Courses with 5:1 Ratio**

<b>Credit Hours</b>	<b>Minimum Contact Time per Semester</b>	<b>Minimum Contact Time (in Contact Hours)</b>	<b>Entry Code</b>
1	3750 Minutes	75	0-5-1
2	7500 Minutes	150	0-10-2
3	11250 Minutes	225	0-15-3
4	15000 Minutes	300	0-20-4
5	18750 Minutes	375	0-25-5
6	22500 Minutes	450	0-30-6
7	26250 Minutes	525	0-35-7
8	30000 Minutes	600	0-40-8
9	33750 Minutes	675	0-45-9

*(5 x 50 = 250 minutes of contact time per week of a 15-week semester is one credit hour)*

## APPENDIX 5: CIP CODE TABLE

Two-digit CIP Code Groupings	
01 Agriculture, Agriculture Operations and Related Sciences	30 Multi/Interdisciplinary Studies
03 Natural Resources and Conservation	31 Parks, Recreation, Leisure and Fitness Studies
04 Architecture and Related Services	38 Philosophy and Religious Studies
05 Area, Ethnic, Cultural, Gender, and Group Studies	39 Theology and Religious Vocations
09 Communication, Journalism, and Related Programs	40 Physical Sciences
10 Communications Technologies/Technicians and Support Services	41 Science Technologies/Technicians
11 Computer and Information Sciences and Support Services	42 Psychology
12 Personal and Culinary Services	43 Homeland Security, Law Enforcement, Firefighting, and Related Protective Service
13 Education	44 Public Administration and Social Service Professions
14 Engineering	45 Social Sciences
15 Engineering Technologies and Engineering-related Fields	46 Construction Trades
16 Foreign Languages, Literatures, and Linguistics	47 Mechanic and Repair Technologies/Technicians
19 Family and Consumer Sciences/Human Sciences	48 Precision Production
22 Legal Professions and Studies	49 Transportation and Materials Moving
24 English Language and Literature/Letters	50 Visual and Performing Arts
25 Library Science	51 Health Professions and Related Programs
26 Biological and Biomedical Sciences	52 Business, Management, Marketing, and Related Support Services
27 Mathematics and Statistics	54 History
29 Military Technologies and Applied Sciences	

## **APPENDIX 6: OTHER USEFUL LINKS**

### **Curriculum Proposal Checklists for Curriculog Proposals**

All of the Curriculum Proposal Checklists for Curriculog Proposals can be found on the [Curriculum Proposal Checklists](#) website.

### **“Who Reviews What” For Program Proposals**

The “Who Reviews What” for Program Proposals are on the [Curriculum Review Guidelines](#) webpage.

### **“Who Reviews What” For Course Proposals**

The “Who Reviews What” for Course Proposals are on the [Curriculum Review Guidelines](#) webpage.

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