



CURRICULUM GUIDE

2025 Curriculum Cycle

Curriculum Support Office
Kennesaw State University
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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 review process. Any questions, concerns, or suggestions regarding this guide should be directed to 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.

All guidance provided in this curriculum guide must comply with applicable federal financial aid regulations, accreditation standards, University System of Georgia (USG) policies, and Kennesaw State University (KSU) institutional policies. In the event of any conflict between the information in this document and these governing regulations or policies, the latter shall prevail and supersede any contradictory content.

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VERSION EDITS

This section provides a description of any changes made to this version of the Curriculum Guide since publication.

April 2025

Language throughout the document was included to clarify regarding the deactivation of academic programs.

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 review 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

Implementing new curriculum or changes to the curriculum involve a number three stages that involves numerous stakeholders and information systems. These stages include curriculum design, curriculum review, and implementation. As a result of this complex system care should be taken to ensure ample time for each stage such that all impacts of a curriculum change can adequately be considered.

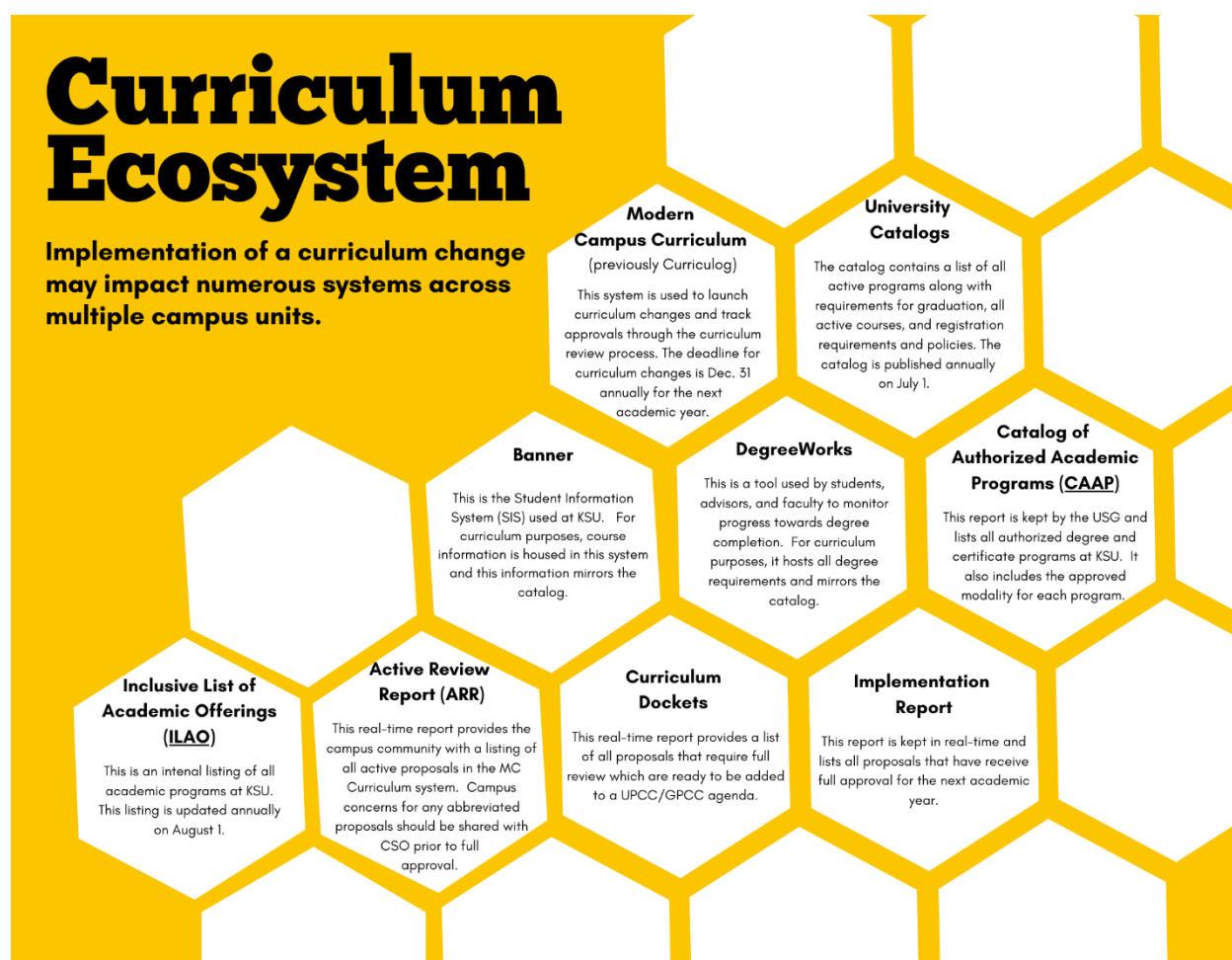
Curriculum changes should be informed by the Academic Program Review (APR) or program accreditation process. The curriculum design process should begin within the department, but also include the Curriculum Support Office, to better understand the process and policy constraints that may impact design decisions. The image on the next page demonstrates the timeline for curriculum development.

Curriculum Design Process and Recommended Timeline



To ensure curriculum quality and integrity there are multiple stages of review that occur. In some cases, once the internal KSU review is complete external stake holders such as the USG, Board of Regents, or Southern Association of College and Schools Commission of Colleges (SACSCOC), our institutional accreditor, may need to be notified or complete a review of the curriculum before the implementation of the new or change to curriculum.

The implementation of academic programs across campus operates within a complex ecosystem, where managing and synchronizing intricate information is critical to ensuring that students can progress through their programs without impediments. Even minor curriculum changes can have a cascading impact, potentially affecting student progression. To mitigate such challenges, a strict timeline is adhered to, ensuring all systems are updated in time for students to register for their required courses. Below is an image illustrating the extensive network of systems and reports used to track proposed curriculum changes and implement those changes once fully approved.



IMPORTANT ANNUAL CURRICULUM DEVELOPMENT DATES

Date	Activity
January 1	Marks the start of the curriculum cycle for two academic years in advance.
March 1	Publication of the draft catalog for the upcoming academic year
July 1	Publication of the academic year calendar
Final Wednesday/Thursday of the fall semester	Final GPCC/UPCC meeting – all proposals requiring this step should be reviewed by this meeting to meet the catalog publication deadline.
December 31	Final catalog publication deadline – all proposals should be reviewed by the Provost or Provost Designee by this date for the upcoming catalog year.

IMPORTANCE OF ADHERING TO THE CURRICULUM TIMELINE

Due to the complex nature of the curriculum ecosystem, it is important that the process is not rushed. Rushing the process may not provide adequate time for key stakeholder to review and consider the rippling effect that a change may have. All curriculum changes should be fully approved by the Provost or Provost Designee on December 31, annually. This early deadline is necessary to ensure the student registration system is updated to reflect any approved changes and to allow the Curriculum Support Office (CSO) to begin preparing the draft catalog for publication on March 1 to support the student registration process. In addition, the deadline allows for the notification and/or approval from the University System of Georgia and the Southern Association of College and Schools Commission on Colleges (SACSCOC), the institutions accreditor, prior to the Fall semester implementation term.

It is imperative for originators to review all department, college, and university curriculum committee calendars to ensure that the proposal will meet this deadline. In addition, the originator should routinely check in on their launched proposals in the Modern Campus Curriculum system to ensure it is moving along as expected.

CURRICULUM SUPPORT

The Curriculum Support Office (CSO) exists to help faculty navigate the complex curriculum ecosystem. CSO has collated resources to help with faculty navigate the curriculum processes on their website. Additional support may be requested by submitting a Service Request using this [online form](#). The form will be routed to the appropriate team member for prompt support.

SECTION 2: CURRICULUM DESIGN FOR ACADEMIC PROGRAMS

ACADEMIC ORGANIZATION

Kennesaw State University is comprised of eleven academic units. Each unit is responsible for the design, review, implementation, and assessment of their academic programs.

College Name / College Curriculum Dean	Departments
Clarice C. & Leland Bagwell College of Education (BCOE) Melissa Driver , Associate Dean for Curriculum Catalyst and Innovation	<ul style="list-style-type: none"> • Department of Educational Leadership • Department of Elementary and Early Childhood Education • Department of Inclusive Education • Department of Secondary & Middle Grades Education • School of Instructional Technology & Innovation
College of Architecture and Construction Management (CACM) Giovanni Loreto , Associate Dean for Faculty/Staff Affairs and Research	<ul style="list-style-type: none"> • Department of Architecture • Department of Construction Management
College of Computing and Software Engineering (CCSE) Svetlana Peltsverger , Senior Associate Dean	<ul style="list-style-type: none"> • Department of Computer Science • Department of Information Technology • Department of Software Engineering and Game Development • School of Data Science and Analytics
Michael J. Coles College of Business (COLES) Khawaja Saeed , Interim Associate Dean of Undergraduate Programs Allison Keefe , Associate Dean of Graduate Programs	<ul style="list-style-type: none"> • Department of Economics, Finance, and Quantitative Analysis • Department of Information Systems and Security • Michael A. Levin School of Management, Entrepreneurship, & Hospitality • Department of Marketing and Professional Sales • Joel Katz Music and Entertainment Business Program • School of Accountancy

College Name / College Curriculum Dean	Departments
College of Science and Mathematics (CSM) Scott Reese , Associate Dean of Academic Affairs	<ul style="list-style-type: none"> • Department of Chemistry and Biochemistry • Department of Ecology, Evolution, and Organismal Biology • Department of Mathematics • Department of Physics • Department of Molecular and Cellular Biology
Robert S. Geer Family College of the Arts (GCA) Peter Fielding , Associate Dean	<ul style="list-style-type: none"> • Department of Dance • Department of Theatre and Performance Studies • School of Art and Design • Dr. Bobbie Bailey School of Music
Norman J. Radow College of Humanities and Social Sciences (RCHSS) Kristina DuRocher , Associate Dean for Academic Affairs	<ul style="list-style-type: none"> • Department of English • Department of Geography and Anthropology • Department of History and Philosophy • Department of Interdisciplinary Studies • Department of Psychological Science • Department of Sociology and Criminal Justice • Department of Technical Communication and Interactive Design • Department of World Language and Cultures • School of Communication and Media • School of Government and International Affairs • School of Conflict Management, Peacebuilding and Development
Southern Polytechnic College of Engineering and Engineering Technology (SPCEET) Roniesha Worthy , Assistant Dean of Student Success	<ul style="list-style-type: none"> • Department of Civil and Environmental Engineering • Department of Electrical and Computer Engineering • Department of Engineering Technology • Department of Mechanical Engineering • Department of Robotics and Mechatronics Engineering • Department of Industrial and Systems Engineering
Wellstar College of Health and Human Services (WCHHS) Cameron Greensmith , Interim Associate Dean for Curriculum and Academic Support	<ul style="list-style-type: none"> • Department of Exercise Science and Sport Management • Department of Health Promotion and Physical Education • Department of Social Work and Human Services • WellStar School of Nursing • Academy for Inclusive Learning and Social Growth

Academic Unit Name
The Keeping Sights Upward (KSU) Journey Honors College (HONORS)
The Graduate College

ACADEMIC PROGRAM TYPES

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 IMPACTS Curriculum	42
Core Field of Study	18
Major Program of Study	60
Total	120*

*Exceptions to the maximum degree length requirements have been made with the approval of the Board of Regents for specific majors. Please check with CSO if planning to exceed the limits described above.

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 State Legislative Requirements . 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"> The equivalent course work to the above courses is from a USG institution The course(s) differs from the above courses, but it is established that it meets the legislative requirements of the USG institution 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

MASTER’S DEGREE

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

EDUCATIONAL SPECIALIST DEGREE

Educational Specialist degrees are conferred after the student completes between 30 to 36 hours at the post-master’s degree level. This is a self-contained degree program for education students.

DOCTORAL DEGREE

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 PROGRAM CHOICES

Concentration

Undergraduate and graduate degree programs 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 their own unique set of student learning outcomes that should 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

Undergraduate and graduate degree programs may have tracks. A track is 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 and does not require unique learning outcomes.

Minor

A minor is a prescribed area of academic study consisting of 15-18 semester hours in an undergraduate degree program. 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.

Stand-Alone Certificate

This is a certificate that a student can solely pursue, separate from any other academic programs. A student can declare this certificate and/ or graduate from this certificate as they would a degree/major.

The USG classifies stand-alone certificates as follows:

Certificate Type	Acronym	Description
Undergraduate Certificate of Less than One Year	CER0	a certificate of fewer than 30 semester credit hours (less than one year) .
Undergraduate	CER1	an undergraduate certificate of 30 to 59 semester credit hours (at least one year, but less than two).
Post-Baccalaureate	CERG	a certificate beyond the bachelor's degree that does not meet the requirements for a master's degree.
Post-Master's	CERM	a certificate beyond the master's degree that does not meet the requirements for a doctoral degree.
Post-First Professional	CERP	a certificate beyond the first professional degree.

Embedded Certificate

An embedded certificate is a certificate consisting of a subset of courses required as part of a degree/major where students in the specified degree/major are awarded the certificate upon graduating in that degree/major. Students do not enroll in this type of certificate; they enroll in the associated degree/major.

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. The [KSU Micro-Credential Website](#) 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.

ORIGINATING CHANGES TO A PROGRAM

Only one program change, abbreviated or full review, may be submitted for any one catalog cycle.

At the undergraduate level, program changes that cannot be abbreviated should be submitted following an academic program review (APR) or submission of an accreditation report in which the findings in these reports serve to inform the proposed changes. Therefore, the Dean's office should be consulted prior to making any significant changes to a program.

Once all the changes have been conceptualized, it is highly recommended that the curriculum changes are discussed with a member of the Curriculum Support Office (CSO) prior to originating the proposals in Modern Campus (MC) Curriculum. The CSO will provide support to ensure the desired curriculum is in compliance with SACSCOC, BOR, and KSU policies and 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 [Catalog of Authorized Academic Programs](#) (Previously known as the DMA). Therefore, the USG must be contacted with any program name changes and the CAAP must be updated prior to the degree being awarded. The CAAP will update the previous title to the newly proposed program name. 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 MC Curriculum 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.

PROGRAM CIP CODES

All KSU academic programs are assigned a Classification of Instructional Programs (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 [MC Curriculum](#), CSO will assign 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 USG [Catalog of Authorized Academic Programs \(CAAP\)](#).

A program may request to update a program CIP code if it is found that another CIP code better aligns with the program outcomes. When requesting a change to the CIP code of a program, the USG requires an analysis of the course CIP codes to aid in justifying the newly requested program CIP code. Reach out to CSO to investigate a planned CIP code change. CIP code changes are administrative in nature and do not require committee review.

PARTS OF AN UNDERGRADUATE PROGRAM

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

Required Components of a Major

Core Field of Study: Per the University System of Georgia Academic & Student Affairs Handbook, [Section 2.4.4](#), Core Field of Study must be precisely 18 hours and be composed exclusively of 1000/2000- level courses. Courses at the 3000- or 4000-level may also be offered in the Core Field of Study, but no student may be required to take them. Course in the Core Field of Study may be prerequisites for other Core Field of Study courses and/or for major courses at higher levels. Certain programs have [Core Field of Study curriculum guidelines](#), 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, [Section 2.3.1](#) 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 should 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 should 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 the table below.

Model	Model Description	Example
1	The major field of 21 upper-division credit hours is a common core that all students, regardless of varying concentrations/tracks	KSU Chemistry, BS
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 students may select from. The choice is limited to 5 courses or less.	KSU Sociology, BS

Required Components of a Major		
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.	KSU Interdisciplinary Studies, BS
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.	KSU English, BA

Courses that are required for the major, part of a list of choices, or a defined list of prefixes are considered to be in the Major Field Requirements. Major Field Requirements will be used to calculate the GPA in the major. Students should earn at least a letter grade of “C” or better in the courses that compose the Major Field.

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

Elective Components of a Major
<p>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 an additional set of student learning outcomes that should 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.</p>
<p>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. Courses composing a track do not contribute to calculation when determining the GPA in the major.</p>
<p>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.</p>

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 should remain undefined and include any course at any level in the catalog. Programs cannot require that certain classes 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 [Catalog of Authorized Academic Programs \(CAAP\)](#). The CAAP identifies three types of modalities. Specific definitions about [program modality](#) are available through the [USG handbook policy 2.3.7.2](#).

If a program would like to change its *admittance modality*, the program should complete a “Program of Study – Modality Modification” proposal form in MC Curriculum. The admittance modality definitions are in the table below.

Modality	Definition
On Campus	A program that has a fully on-campus path to graduation, which may include the option to take some online courses.
Hybrid	A program in which students are required to take courses both on-campus and online in order meet graduation requirements.
Online	A program that has a fully online path to graduation.

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. Core Field of Study courses may be counted as coursework in the minor. Kennesaw State University lists the requirements for a minor in [Catalog Policy 5.8.5](#). 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 should be at the upper-division level, i.e., courses numbered 3000 or above.
At least six credit hours of the upper division credit hours should be earned in residence at KSU.
The prescribed courses for a minor may be taken from one or more academic disciplines.
Courses taken in Core Field of Study 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 should 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, duplicative credit is permitted. A course may satisfy the requirements of a major, a first minor, and a second minor.

To graduate with a minor, the student should declare the minor through Owl Express. Additional minors should be declared through the Office of the Registrar.

STAND ALONE CERTIFICATES

Stand-Alone Certificates are designed for both non-degree seeking and degree seeking students. As a result, they will have their own admission requirements. A degree seeking student who meets the applicable policies and admission requirements of the stand-alone certificate may apply courses completed for the stand-alone certificate toward a degree program or also apply courses completed for that degree program toward a stand-alone certificate. The Office of the Registrar will issue the stand-alone certificate after the student has completed the requirements and applied for it. Stand-alone certificates are listed on the USG [Catalog of Authorized Academic Programs \(CAAP\)](#), and therefore will require an assessment plan.

The following guidelines are provided to assist institutions with the development of Stand-Alone Certificate programs. Consult the Board of Regents of the University System of Georgia Academic & Student Affairs Handbook to review the [Certificate Guidelines](#) and requirements.

FINANCIAL AID AND CERTIFICATES

An embedded certificate is eligible for financial aid for the degree program in which it is embedded. Stand-Alone Certificates are typically 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	9 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 the Assistant Vice President for Scholarships and Financial Aid in the Office of Scholarships and Financial Aid will discuss the process for approval from the Department of Education.

SECTION 3: CURRICULUM DESIGN FOR COURSES

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 requires 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 Curriculum Support Office (CSO). 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 [Catalog Policy 2.5](#) 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 should be used consistently across all disciplines.

University Common Undergraduate Numbering Conventions
2027 Prior Learning and Work Experience
2290 Special Topics
3396 Cooperative Study
3398 Internship
3408 Research Internship
4027 Prior Learning and Work Experience
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 knowledge. Courses at the 3000 and 4000 levels should offer a more in-depth study, refine knowledge, and focus on a discipline, field, or practice.

Suggested Guidelines for Determining Course Levels
Learning Support Courses , described in catalog policy section 6.9 are courses designed for students deficient in the general competencies necessary for a regular post-secondary curriculum. At Kennesaw State University these courses are noted by a 09XX course number. These courses are designed to support the mastery of skills and concepts needed to pass a

Suggested Guidelines for Determining Course Levels

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 should cover the same topics in the same order at the same time.

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.

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 often 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 often 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 Handbook Policy 2.4.8 [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.

Each course is given two versions of a name. The full name of the course will appear in the catalog. When a new course is created, the proposal will also ask for a transcript title, which is how the course will appear on a student’s transcript. This transcript 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 should use proper grammatical structure, including complete sentences and should 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 should cover every topic listed.

DEVELOPING COURSE PREREQUISITES AND COREQUISITES

All undergraduate courses in Core IMPACTS, 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 [Catalog Policy 5.1- Graduation Requirements](#).

Definitions:

- **Prerequisite:** course(s) and/or other requirement(s) that should 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 should 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:

Prerequisite Groupings Accepted by Banner
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 but they **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 [MC 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>

Common Prerequisite Scenarios
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>
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>
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>
Special permission = Explain who can give permission for a student to register for the course <i>Example: Permission of the department chair</i>

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.

At minimum, 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

- [Writing Learning Outcomes](#)
- [Using Bloom's Taxonomy to Write Effective Learning Objectives](#)
- [AAC&U Value Rubrics](#)

DEVELOPING RELATED 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.

Equivalent Courses

An equivalent course is a course that is offered under more than one prefix and/or course number. Equivalent courses may be co-taught or taught by one faculty, and as a result the workload should be discussed with the department chair. A course equivalency applies to all sections of the courses, and as a result will be notated in the catalog. For the purpose of meeting graduation requirements, courses should only be equivalent within the same course numbering level (i.e. lower-division undergraduate = 1000-2999; upper-division undergraduate = 3000-4999; graduate = 5000-7999; doctoral = 8000-9999). In addition, equivalent course must have the same

number of total credit hours. Finally, equivalent courses have similar or related course learning outcomes that represent a complete overlap in course content. If one wishes to make courses equivalent a “Course – Equivalency Request” proposal in MC Curriculum should be launched and fully reviewed through the workflow. This allows for the necessary documentation and system updates such that students do not receive duplicate credit for the courses.

Cross-Levelled Courses

As stated in the University Catalog Policy 7.1: Policy on Course Cross-Leveling, a 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. The cross-levelled pair 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 should be supported by a rationale for combining students of different levels.
3. Cross-levelled courses should 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 students enrolled in 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-levelled courses at the graduate level must be taught by faculty with graduate faculty status.
5. Sections of cross-levelled courses must share the same modality.

The MC Curriculum form to submit a “Course – Cross-Level Request” can be found on the “Others” tab.

DEFINITIONS OF COURSE INSTRUCTION TYPES

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

Instruction Type	Definition
Lecture	The form of instruction in which the instructor presents an educational experience to students, applying any combination of instructional methods.

Laboratory	This form of instruction 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)	These forms of instruction 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.

Term	Definition
Credit Hour	Credits earned for a course.
Contact Hour	50 minutes of scheduled instruction, often referred to as "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.
Clock Hour	60 minutes (equaling 1/24 of a 24-hour day). <u>Credit hours are NOT computed in clock hours.</u>

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](#) offers more details on how credit hours are calculated and how the type of course impacts the course total. Credit hours can be earned through course lecture, applied lessons, laboratory, or practicums/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 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 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
Laboratory and Internship	1,500 / 30	750 / 15	1
Practicum / Internship	27,000 / 540	0	12

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.

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.

Using a **laboratory course** as an example, from the above table, the lab experience may be scheduled weekly for 100 minutes over a standard 15-week semester totaling 1500 minutes. In addition to this time, students are expected to complete out-of-class work for 50 minutes a week for 15 weeks, for a total of 750 minutes. Collectively (1500 minutes and 750 minutes) meets the 2,250-minute minimum requirement for a 1-credit hour laboratory experience.

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 courses should be developed in adherence with the Kennesaw State University [Catalog Policy 7.2: Zero-credit Hour Policy](#).

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 [Modern Campus Curriculum](#). 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.

Scenario One: Reducing credit hours

Example: FIRE 3520 proposes to change credit hours from 4 credits to 3 credits for the 2020-2021 catalog

- 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 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 should 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.

Scenario Two: Increasing credit hours

- 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 should 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. Equivalents can be built in Banner to allow FIRE 4525 to be equivalents 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

Three types of course modalities are recognized at KSU. Each is defined in the table below.

Course Modality Type	Definition
On-campus Course	A course that meets on-campus at a regularly scheduled time for all lecture hours as designated in Banner. It is recommended that such courses utilize D2L at a minimum for reporting grades to students.
Hybrid Course	A course that is facilitated with a combination of on-campus and online modalities, with the scheduling identified in Banner at the time of registration as follows: <ul style="list-style-type: none">50% Hybrid. Course lecture minutes and activities are 50% online and 50% face-to-face.66% Hybrid – Course lecture minutes and activities are 66% online and 33% face-to-face.33% Hybrid – Course lecture minutes and activities are 33% online and 66% face-to-face.
Online Course	A course developed in D2L that is fully facilitated in either an asynchronous or a synchronous format. Such courses should meet the federal requirements for sustained instructor interaction.

Courses being offered in a hybrid and online modality should be reviewed 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 [MC Curriculum](#), 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 and I. Visit [Grading Policies](#) in the catalog for more information.

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 should 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 Policy 3.1: Grading System](#). 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 should be submitted in [MC Curriculum](#) 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

Non-Grade Point Average Earning Symbols	
	three academic terms of residence, the symbol “I” will be changed to the grade “F.”
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, should proceed through the KSU curriculum process.

ADDING OR CHANGING A COURSE FEE

A new course fee or a change to an existing course fee may go through both the curriculum process **and** a separate fiscal services review process. Course fees are not considered a question of curriculum typically. Special course fee proposals are noted in [MC Curriculum](#) and should

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 MC Curriculum 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 appropriate review bodies including the University President. Review completion of the proposal in MC Curriculum 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 Policy Section 6.0: Transfer and Placement Policies](#), 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 should 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 Portal, which automatically routes the course substitution requests for approval. In addition, it has a feature to check the status of course substitution submissions. The Registrar's office can provide support on how to access the system and process a substitution.

All course substitutions are restricted by the following: Graduate students may use graduate level work only to complete their degree requirements.

- Graduate-level work may be used in the undergraduate degree only 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 the curriculum. The chart below has examples of curriculum design that can create excessive substitutions.

Related Studies
<p>Issue: 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>Solution: 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>Examples that would not require a course substitution: 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>
Approval by Academic Advisor
<p>Issue: 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>Solution: 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>

Approval by Academic Advisor

Examples that would not require a course substitution:

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.

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 and 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 examples below offer several scenarios where course equivalency should 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

The impact of repeating a course on an undergraduate student's GPA is described in [KSU Undergraduate Catalog Policy 3.7](#). The impact of repeating a course on a graduate student's GPA is described in [KSU Graduate Catalog Policy 3.7](#).

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, safety, and best practices for starting fires.	FIRE 2210: Intro to Fire Ignition. Prereq: FIRE 1000 and MATH 1100 Description: In Introduction to Fire Ignition students will explore the methods, safety, and best practices for starting fires.	Summary of Changes: Number, Title, Description, Prerequisite. Type of Proposal Required: Change 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 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: New 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	FIRE 2225: Programming for Fire Makers. Prereq: FIRE 1000	Summary of Changes: Description. Type of Proposal: Change Explanation: The only update is to the type of programming language

Current	Proposed	Explanation
Description: Students will use SAS to map simulate wildfire expansions.	Description: Students will use R Programming to map simulated wildfire expansions.	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 governments for the cost of wildfire damages .	Summary of Changes: Description. Type of Proposal: New Explanation: Like the above example, the programming language is updating, however, what students are exploring with the course has shifted.

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
FIRE 3125: Design of Fire Studies. Prereq: FIRE 2125 Description: This course explores methods and practices for researching fire destruction.	FIRE 3125: Design Methods of Fire Studies. Prereq: FIRE 2125 Description: This course explores methods, including the Rystarch and Femlen design , and practices for researching fire destruction in urban, suburban, rural, and farm settings .	Summary of Changes: Title, Description. Type of Proposal: Change 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
FIRE 3125: Design of Fire Studies. Prereq: FIRE 2125 Description: This course explores methods and practices for researching fire destruction.	FIRE 3125: Design and Analysis of Fire Studies. Prereq: FIRE 2125 Description: This course explores methods and practices for researching fire destruction and analyzing the impact of this destruction on	Summary of Changes: Title, Description. Type of Proposal: New 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.

Current	Proposed	Explanation
	surrounding areas and ecosystems.	

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 changed course, faculty may justify the change 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 Core Field of Study and if a student took the 3000-level version before declaring their major, the 3000-level version cannot count towards Core Field of Study.

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 Core Field of Study, 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 Core Field of Study. 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 Core Field of Study.

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. While 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. A CIP code is the accepted federal standard for identifying instructional/academic programs as it allows agencies to understand what academic programs institutions offer no matter the unique names at each institution.

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.” While 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 another 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.

Example of a CIP Code		
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. CIP code changes have rippling impacts. CIP code changes will be processed by the means most appropriate for each unique program scenario.

SECTION 4: CURRICULUM DESIGN THAT INVOLVES THE GENERAL EDUCATION AND CORE FIELD OF STUDY

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

USG institutions may not require students in particular majors to take specific courses to meet Core IMPACTS requirements. Successful completion of any course listed for a Core IMPACTS domain should be credited toward meeting that Core IMPACTS requirement, even if it is not the most appropriate course for the major.

THE CURRENT CORE CURRICULUM AT KENNESAW STATE UNIVERSITY

During the Fall 2023 semester, the University System of Georgia approved a new curriculum framework, titled Core IMPACTS. Core IMPACTS include the following areas, as indicated in the chart below.

Core IMPACTS at Kennesaw State University
I: Institutional Priority <ul style="list-style-type: none">– Critical Thinking 1 (2 credit hours)– Critical Thinking 2 (3 credit hours)
M: Mathematics & Quantitative Skills <ul style="list-style-type: none">– Mathematics (3 credit hours)
P: Political Science: U.S. and Georgia History and Constitution <ul style="list-style-type: none">– U.S. Government (3 credit hours)– U.S. History (3 credit hours)
A: Arts, Humanities, and Ethics <ul style="list-style-type: none">– Humanities (3 credit hours)– Fine Arts (3 credit hours)

C: Communicating in Writing – Communication (6 credit hours)
T: Technology, Mathematics & Sciences – Applied Math (3 credits hours) – Natural Sciences (7 credit hours)
S: Social Sciences – World History (3 credit hours) – 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 is 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 outcomes and career competencies.
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 Core IMPACTS must be taught at the collegiate level and be broadly focused. These courses must clearly address the General Education learning outcomes of the institution.

Core Field of Study (previously referred to as Area F) is also considered part of General Education. Although Core Field of Study is owned by the programs, it must follow certain University System of Georgia requirements as noted in the chart below.

General Education Field of Study Requirements
Core Field of Study must total 18 hours.
Every institution must offer a path to completing all Core IMPACTS requirements composed exclusively of 1000- and 2000-level courses. Other approved 3000- and 4000-level courses may also be placed in Core IMPACTS domains. See Section 2.4.9 for course approval procedures.

General Education Field of Study Requirements

These courses may be prerequisites for other General Education Field of Study courses and/or for major courses at higher levels. Most programs have [Core Field of Study requirements set for them by the USG.](#)

The USG has rules about how programs may interact with Core IMPACTS and Field of Study 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](#). This handbook should be reviewed regularly for the most up-to-date information.

Policies Governing IMPACTS Courses

Every institution must offer a path to completing all Core IMPACTS requirements composed exclusively of 1000- and 2000-level courses. Other approved 3000- and 4000-level courses may also be placed in Core IMPACTS domains. See [Section 2.4.9](#) for course approval procedures.

No course in IMPACTS may be a prerequisite for any course outside Core IMPACTS. No course in one IMPACTS area may be a prerequisite for any course in any other Core IMPACTS area. 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 IMPACTS. For example, ENGL 1101 is a required course and can be a prerequisite for ENGL 1102 or for any other course.

Physical education activity/basic health requirements may not be placed in Core IMPACTS or the Core Field of Study.

Orientation courses may not be placed in Core IMPACTS or the Core Field of Study.

Courses with a primary emphasis on studio, performance, field study, or internship may not be placed in Core IMPACTS.

Institutions may not permit the completion of any course to fulfill requirements in more than one Core IMPACTS or the General Education Field of Study. Where the same course is authorized in more than one Core IMPACTS or the Core Field of Study, 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 Mathematics (M1) cannot also use that course to satisfy Applied Math (T1).

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](#).

SECTION 5: THE CURRICULUM REVIEW PROCESS

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.

University Committee	Purpose as noted in the University Handbook Section 3.1.2	Website
Undergraduate Policies and Curriculum Committee (UPCC)	This committee evaluates proposed changes to the undergraduate curriculum for consistency with university policies and goals and forwards recommended 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.	UPCC website
Graduate Policies and Curriculum Committee (GPCC)	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 reviews changes in post-baccalaureate curriculum, including the addition or deletion of courses, review of new programs or concentrations, and changes in program requirements. The committee recommends or reviews changes in graduate policies and procedures. The committee’s recommendations will be directed to the Associate Vice President for Curriculum, Dean of The Graduate College, Provost, and	GPCC website

University Committee	Purpose as noted in the University Handbook Section 3.1.2	Website
	President for their action, and to the Faculty Senate Executive Committee for monitoring GPCC activities. The committee also makes recommendations regarding the curriculum development and review process to the Faculty Senate.	
General Education Council (GEC)	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.	GEC website
Educator Preparation Curriculum Committee (EPCC)	Although not defined in the University Handbook, the EPCC is a necessary review committee that receives all program and course proposals developed by the Education Preparation Programs (EPP) and the Bagwell College of Education (BCOE). This body ensures agreement with Board of Regents, Georgia Professional Standards Commission, Kennesaw State University, EPP, and BCOE policies, procedures, and goals. The purpose of the EPCC is to provide support and ensure accountability in the development of programs and curricula within the EPP and the BCOE.	EPCC website

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 termination of 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 should go to the USG and/or BoR for approval. In addition, as a public institution in Georgia, KSU should also follow the transferability rules set between institutions and follow the policies for the General Education Core Curriculum. All changes regarding Core IMPACTS should be approved by the University of Georgia General Education Council. The USG also sets guidelines for undergraduate program's Core Field of Study.

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.

CATALOG DEADLINES AND EFFECTIVE DATES FOR CURRICULAR PROPOSALS

Each year the catalog deadline is December 31st. If proposals require university-level review, it is recommended that college and department curriculum committees consider UPCC and GPCC meeting schedules to determine when a proposal should be received by the university-level committee. Both GPCC and UPCC construct their agenda based on what appears on the

respective dockets during the executive committee meetings preceding general committee meetings. Proposed changes should be reviewed through the entire KSU curriculum review process in order for the changes to appear in the catalog for the next academic year. Proposals that received a recommendation of rejection may or may not be included in the catalog. This rare decision is made at the executive level and often influenced by USG, BOR, accreditor, or DOE requirements.

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 college for which the proposal was originated. Proposals should 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 only after the standard UPCC or GPCC review.

THE TYPES OF CHANGES AND THE ALIGNED REVIEW PROCESSES

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

Changes that should be reviewed through KSU's Curriculum Process

The following program (included degree, minor, and certificates) changes should be reviewed:

- Creating a new academic program
- Any changes to a program's name (some exceptions)
- Changes to a programs CIP code (some exceptions)
- Changes to the Program Student Learning Outcomes (PSLOs)
- Any changes to a program's catalog description
- Any changes to a program's admission, enrollment, and/or graduation requirements
- Adding or removing any course from a program
- For undergraduate programs, any changes to Core Field of Study requirements
- Any adding, deleting, or modifying of a concentration or track
- Changing the elective courses listed in the program
- Changing the courses or prefixes in related studies
- Changing the program credit hour totals
- Program modality changes (on occasion)
-

**Programs are subject to administrative deactivation and/or termination and do not proceed through the KSU Curriculum Review process. Students and faculty are provided adequate*

Changes that should be reviewed through KSU's Curriculum Process

notification based on enrollment data and/or USG directive in alignment with accreditor requirements.

The following course changes should be reviewed:

- Creating a new course
- The discontinuation of any course
- Changing an existing course number
- Changing an existing course prefix
- Changing an existing course name
- Changing any existing course prerequisite/concurrent prerequisite/ corequisite
- Changing the credit hours/lecture hours/lab hours of an existing course
- Changing an existing course description
- Changing the repeatability of an existing course
- Changing the grade mode of the course

Course modality changes do not require curriculum review but should go through course quality review in alignment with college policies before being offered in an online or hybrid modality.

Some curriculum changes also require notification or approval by external stakeholders. The following chart outlines the types of changes may need to go through external review For questions about USG review, please contact Anissa Vega, Associate Vice Provost, at avega4@kennesaw.edu. For questions about SACSCOC review, contact Leigh Funk, KSU's Accreditation Liaison and Assistant Vice Provost, at lfunk@kennesaw.edu.

Changes Requiring External Notification or Review

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).

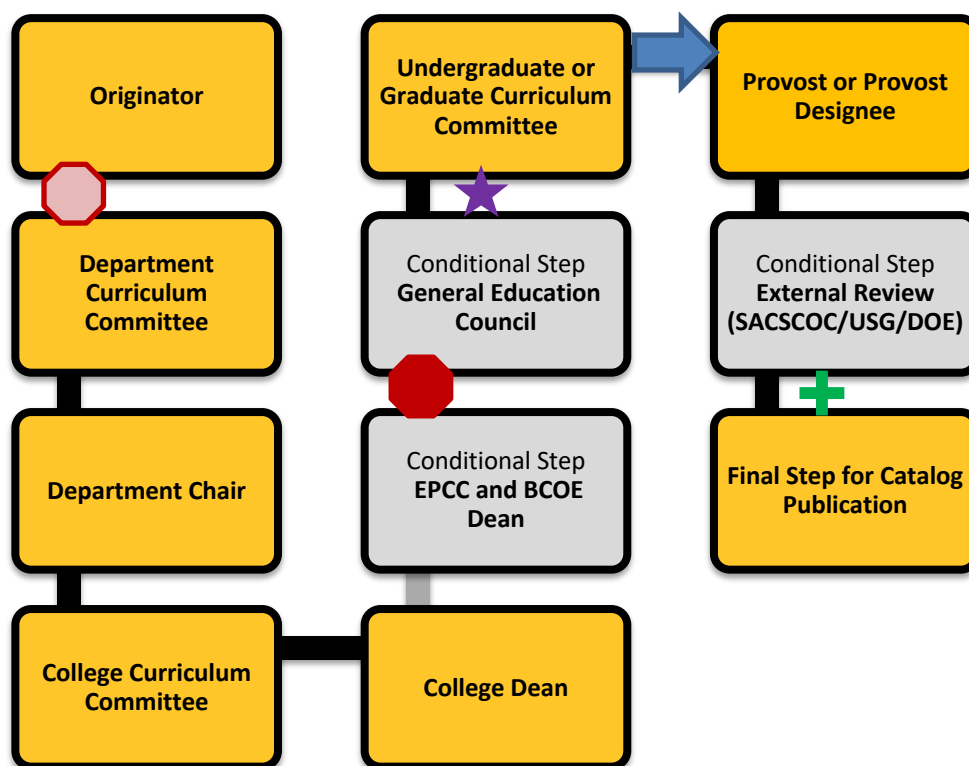
Adding an additional delivery method in which 50% or more of the program will be delivered requires a SACSCOC notification prior to implementation.

Changes Requiring External Notification or Review
<p>Program Closure Considerations</p> <p>If a department wishes to propose program closure, initiators should first review the official USG policy on deactivations and terminations and contact with Leigh Funk, Assistant Vice Provost and SACSCOC Liaison, before submitting a formal request.</p> <p>See USG Academic and Student Affairs Handbook Section 2.3.3</p>
<p>Program Deactivation or Termination Process</p> <p>Program Deactivation means the institution will stop admitting new students to the program. Both the USG Board of Regents and SACSCOC must be notified. SACSCOC requires their approval prior to implementation of a deactivation, the SACSCOC Liaison must be consulted prior to any deactivation discussions or intent to stop admitting students. The SACSCOC Liaison will lead the development and submission of a teach out plan if any students are enrolled in the program.</p> <p>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 in unusual circumstances.</p>
<p>Entering a cooperative academic arrangement or a dual/joint academic program with another institution or entity</p> <p>Such an agreement may require SACSCOC notification and/or approval.</p>
<p>Establishing or closing an off-campus instructional site</p> <p>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 decision process to ensure an appropriate timeline for approval.</p>
<p>Program Length</p> <p>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.</p>

THE CURRICULUM REVIEW PROCESS

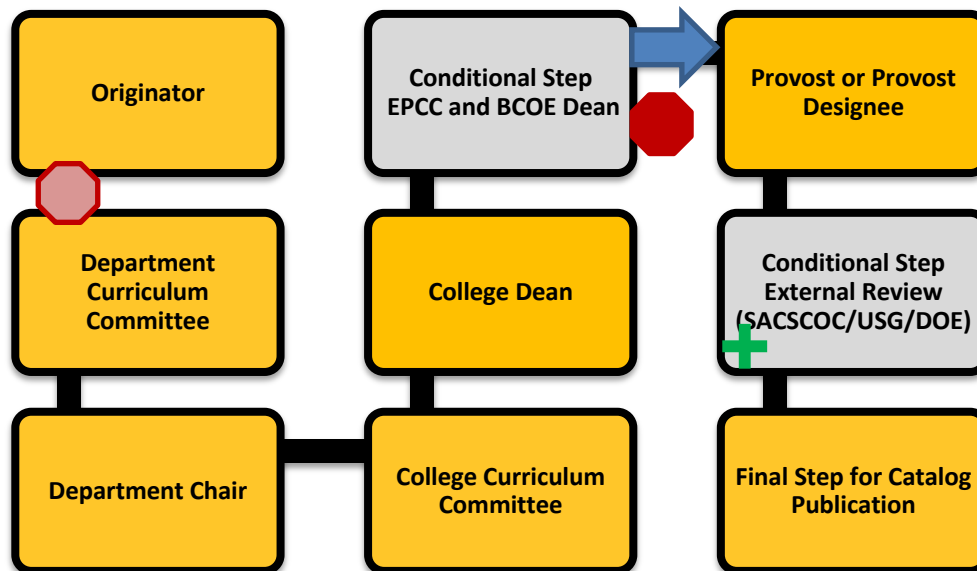
Proposals follow one of two review processes, the full review process, or an abbreviated review process as depicted in the following two figures.

Full Review Process



- = Compliance check is completed by the Curriculum Support Office (CSO) and proposal is listed on the Active Review Report (ARR)
- = Final compliance check by CSO and proposal is listed on the UPCC/GPCC Docket report
- = Proposal is listed on the UPCC / GPCC Docket
- = Proposal moves forward regardless of decision as a recommendation to the Provost or Provost Designee
- = Proposal is listed on the Implementation Summary Report

Abbreviated Review Process



- = Compliance check is completed by the Curriculum Support Office (CSO) and proposal is listed on the Active Review Report (ARR)
- = Final compliance check by CSP and proposal
- ➡ = Proposal moves forward as a recommendation
- ⊕ = Proposal is listed on the Implementation Summary Report

The criteria for which proposals can follow the abbreviated review process is provided below.

MC Curriculum Proposal Title	Review Process
Program Proposals:	
1. Program of Study – New	Full Review
2. Program of Study – New Dual Degree Program	Full Review
3. Program of Study – Modification	Full Review
4. Program of Study – Off Assessment Cycle Modification	Full Review if a New Course is included, otherwise abbreviated
5. Program of Study – Modality Modification*	Alternative Route – See Curriculog Workflow

MC Curriculum Proposal Title	Review Process
Course Proposals:	
6. Course – New	Full Review
7. Course – Modification	Full Review - if the course is included in an active program proposal Abbreviated Review – if the change is not included in an active program proposal
8. Course – Batch Modification*	Full Review - if the course is included in an active program proposal Abbreviated Review – if the change is not included in an active program proposal
9. Course – Deactivation	Typically Full Review - if the course is included in an active program proposal (exceptions exist) Abbreviated Review – if the change is not included in an active program proposal (exceptions exist)
10. Course – Special Topics*	Alternative Route – See Curriculog Workflow
11. Course – Cross-Level Request*	Full Review
12. Course – Equivalency Request*	Full Review
13. Core IMPACTS Curriculum Update	Full Review
14. CSO Other Modification*	Alternative Route
15. Ownership Modification*	Alternative Route

Program changes should be limited to roughly every five years and should follow the completion of an Academic Program Review (APR) or external accreditation report. It is recognized that some changes may be necessary prior to the completion of an assessment report. The table below depicts that nature of program changes that may be made. If the desired changes do not follow the criteria below, the program should consult with the college Dean or Associate Dean who oversees curriculum prior to launching a curriculum proposal.

Program Changes Eligible Off Assessment Cycle Modification
<p>Admission Requirements of a Program</p> <ul style="list-style-type: none"> 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.
<p>Program Catalog Page Edits</p> <ul style="list-style-type: none"> 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 Changes Eligible Off Assessment Cycle Modification

Program Student Learning Outcomes (PSLOs)

- Requests to edit PSLOs that do not impact the program of study requirements are often made to bring the current PLSOs into alignment with accreditation standards.

Program Electives

- Programs, minors, and certificates may go through the abbreviated 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 from which students can choose. 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 abbreviated review. The course(s) being added would have to be existing course(s) and be within the college.

INTERNAL CURRICULUM REPORTING

The Curriculum Support Office utilizes and engages with several data sources related to curriculum. [Modern Campus Curriculum \(previously called Curriculog\)](#) is discussed in its own section of this guide and is used to manage the review workflow for curriculum review. All remaining reports can be found on the [Curriculum Support Office webpage](#).

The **Curriculum Active Review Report (CARR)** presents a list of all proposals in MC Curriculum that are currently being routed for review. Proposals are added to the report following the CSO Initial Review step. The campus community should actively review this list and raise any concerns for the proposals that are abbreviated. If there is a concern with any abbreviated proposal, it should be discussed with the originator. If a resolution cannot be reached, the concern may be elevated to the Associate Vice Provost who will determine if the proposal needs to be reviewed by UPCC or GPCC.

The **Undergraduate and Graduate Curriculum Dockets** are a list of all proposals, in the order they are received, sorted by the graduate or undergraduate level. Proposals are placed on the docket in packages composed of proposals that are dependent on one another. The following are examples of proposal dependencies:

- A program change that incorporates a new course as a program requirement. Both the program modification proposal and the new course proposal will be packaged together.
- A program proposal that is modifying one or more required course(s) for graduation and there is a course modification proposal for the courses. All courses and program proposals will be packaged together.
- Two courses that are used as requisites to one another will be packaged together.

The docket serves to increase transparency to the campus community regarding what

proposals are ready for review by the university 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 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 [Institutional List of Academic Offerings](#). 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

SECTION 6: CURRICULUM MANAGEMENT THROUGH MODERN CAMPUS CURRICULUM

PURPOSE AND FUNCTION OF MODERN CAMPUS CURRICULUM

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

There are many advantages to using the MC Curriculum platform, among which include providing conditional routing for curriculum proposals based on the form that is selected. This ensures all required information is collected, provides a historical repository of curriculum changes, and allows curriculum committees to prepare agendas and vote online.

MODERN CAMPUS CURRICULUM TRAINING

MC Curriculum Training for Individuals

Prior to starting a proposal in [MC Curriculum](#), training should be completed. The online MC Curriculum 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 MC Curriculum account should be updated within 1-2 business days.

Department or College MC Curriculum Training Workshops

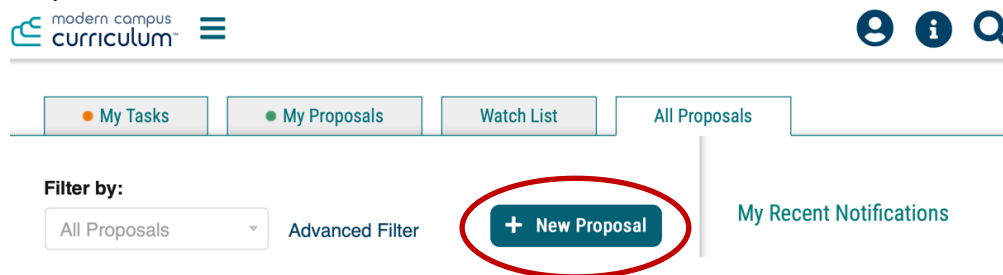
The Curriculum Support Team is available to provide Department or College Training Workshops to assist faculty in using [MC Curriculum](#). Workshops are a supplement to the KSU Campus Training Modules that are required for all MC Curriculum users.

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

[this form](#) to request a department or college training.

TYPES OF PROPOSALS IN MODERN CAMPUS CURRICULUM

Once logged into [MC Curriculum](#), 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.



The following is a complete list of the curriculum proposals found in MC Curriculum:

Curriculum Proposals in Modern Campus Curriculum
Program of Study – New
Program of Study – New Dual Degree Program
Program of Study – Modification
Program of Study – Off Assessment Cycle Modification
Program of Study – Modality Modification
Course – New
Course – Modification
Course – Batch Modification
Course – Cross-Level Request
Course – Equivalency Request
Course – Special Topics
Course - Deactivation
Core IMPACT Curriculum Update

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

Additional Requests Completed in Modern Campus Curriculum
CSO Other Modification
Ownership Modification
Prior Learning Assessment
Double Owl Pathway - New
Double Owl Pathway - Change
Double Owl Pathway – Deactivation
Program - Termination

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.

```

graph TD
    Q1[Will you be changing or discontinuing multiple courses?] -->|YES-CHANGE| C1((YES-CHANGE))
    Q1 -->|NO| C2((NO))
    
    C1 --> Q2[Is the same type of change being made to all course?]
    Q2 -->|YES| C3((YES))
    Q2 -->|NO| C4((NO))
    
    C3 --> Q3[Is the change in credit hours, prefix, or prerequisites?]
    Q3 -->|YES| C5((YES))
    Q3 -->|NO| C6((NO))
    
    C5 --> R1[BATCH PROPOSAL IS APPROPRIATE]
    C6 --> R2[BATCH PROPOSAL IS NOT APPROPRIATE]
    C4 --> R2
    
    C2 --> C7((YES-DISCONTINUE))
    C7 --> Q4[Does a course's Impact Reports show programs or courses outside of your department?]
    Q4 -->|YES| C8((YES))
    Q4 -->|NO| C9((NO))
    
    C8 --> R2
    C9 --> R1
    C2 --> R1

```

BATCH PROPOSAL FORM

Will you be changing or discontinuing multiple courses?

- YES-CHANGE**
 - Is the same type of change being made to all course?
 - YES**
 - Is the change in credit hours, prefix, or prerequisites?
 - YES**: BATCH PROPOSAL IS APPROPRIATE
 - NO**: BATCH PROPOSAL IS NOT APPROPRIATE
 - NO**: BATCH PROPOSAL IS NOT APPROPRIATE
 - NO**: BATCH PROPOSAL IS APPROPRIATE
 - YES-DISCONTINUE**
 - Does a course's Impact Reports show programs or courses outside of your department?
 - YES**: BATCH PROPOSAL IS NOT APPROPRIATE
 - NO**: BATCH PROPOSAL IS APPROPRIATE

*For courses that indicate impact per the Impact Report. Those with no impact can use the Batch Form

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

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 up to 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 review process; however, the proposal process is documented using MC Curriculum to formalize each pathway. Instructions on how to propose a Double Owl Pathway in MC Curriculum can be found in Section 2 of the [Double Owl Pathways Guide](#). To have your program participate in a Double Owl Pathway, contact Michelle Head, Executive Director for Curriculum Development at mhead24@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 should also be used if the admission criteria for the Double Owl Pathway is proposing to be changed.

Double Owl Pathway Deactivation Process

The institution may find that a pathway is underutilized or not utilized at all. In this case, the pathway may be deactivated using the "Double Owl Pathway – Deactivation" in MC Curriculum.

SUPPORTING DOCUMENTATION FOR PROPOSALS

Supporting documentation is necessary to clarify proposal information and provide a more in-depth information to understand the proposed changes. Below a description of each type of supporting documentation that may be required as an attachment on a proposal.

Description of Supplemental Documentation for Proposals

Academic Program Map:

A program map is a semester-by-semester curriculum plan for a student that demonstrates the order, accounting for all prerequisites/corequisites, that students take 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 [CSO Resource page](#).

Description of Supplemental Documentation for Proposals
<p>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 CSO Resource page tracks those changes for review and processing.</p>
<p>Curriculum Map: 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>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.</p>
<p>Executive Summary: Although not required, the executive summary is a document that may 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.</p>
<p>KSU Assessment Plan Approval Form: 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 assessment@kennesaw.edu.</p>
<p>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.</p>
<p>Side by side Curriculum Comparison: There is a template for undergraduate and graduate programs located on the CSO Resource page to assist with this process. The template allows the currently approved curriculum to be viewed alongside the proposed curriculum.</p>
<p>Enrollment Report The Registrar's office can provide documentation of currently enrolled students.</p>

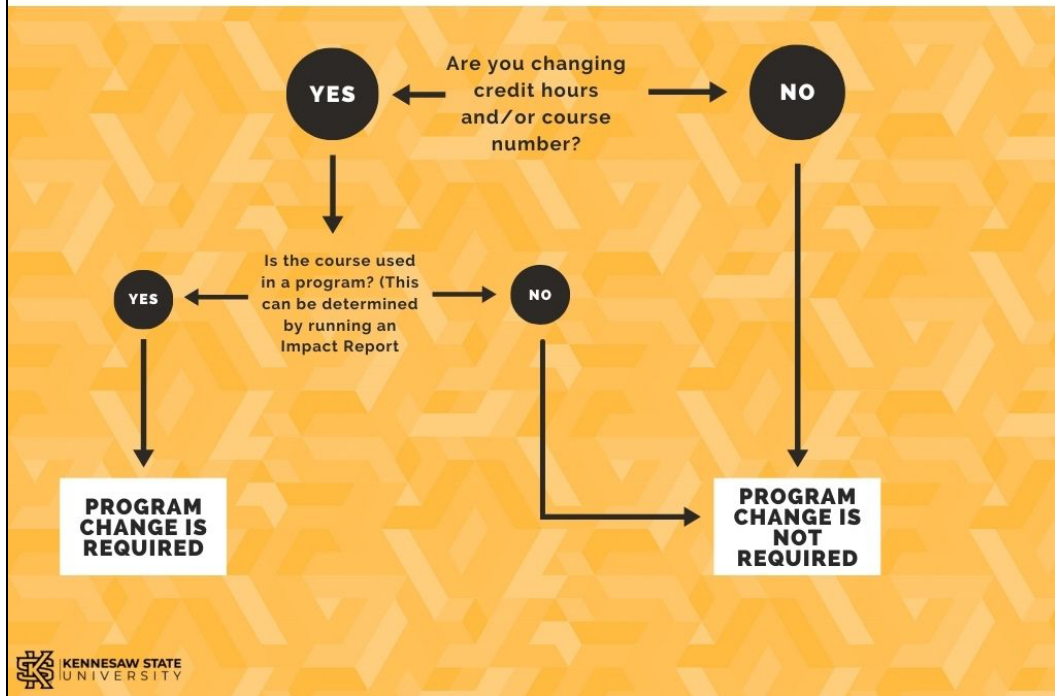
Depending on the proposal type, additional documentation may be required to support the proposed change. Below is a chart of each proposal type and the accompanying required documentation. Where to find these documents is in the subsequent chart.

Proposal Type and Required Documentation
<u>Course - Modification</u> <ul style="list-style-type: none"> Documentation that impacted programs have been contacted (if applicable)
<u>Course – Batch Modification</u> <ul style="list-style-type: none"> Batch Spreadsheet Template
<u>Course - New</u> <ul style="list-style-type: none"> Documentation from other programs planning to use the proposed new course (if applicable)
<u>Core IMPACT Curriculum Modification</u> <ul style="list-style-type: none"> Documentation from other programs planning to use the proposed new course (if applicable) Required documentation for type of change requested (noted on proposal form)
<u>Course – Deactivation</u> <ul style="list-style-type: none"> Documentation that impacted programs have been contacted (if applicable)
<u>Program of Study – Modification</u> <ul style="list-style-type: none"> Curriculum Map Academic Program Map KSU Assessment Plan Approval Form Side by Side Comparison Documentation that impacted programs have been contacted (if applicable) Executive Summary (recommended)
<u>Program of Study – Off Assessment Cycle Modification</u> <ul style="list-style-type: none"> Side-by-side Comparison Tracked changes document showing the changes being proposed Signed KSU Assessment Plan Approval Form
<u>Program of Study - New</u> <ul style="list-style-type: none"> Curriculum Map Academic Program Map KSU Assessment Plan Approval Form Documentation that impacted programs have been contacted (if applicable) Executive Summary (recommended)
<u>New Double Owl Pathway Process</u> <ul style="list-style-type: none"> Double Owl Pathway Template
<u>Change to Double Owl Pathway Process</u> <ul style="list-style-type: none"> Double Owl Pathway Template

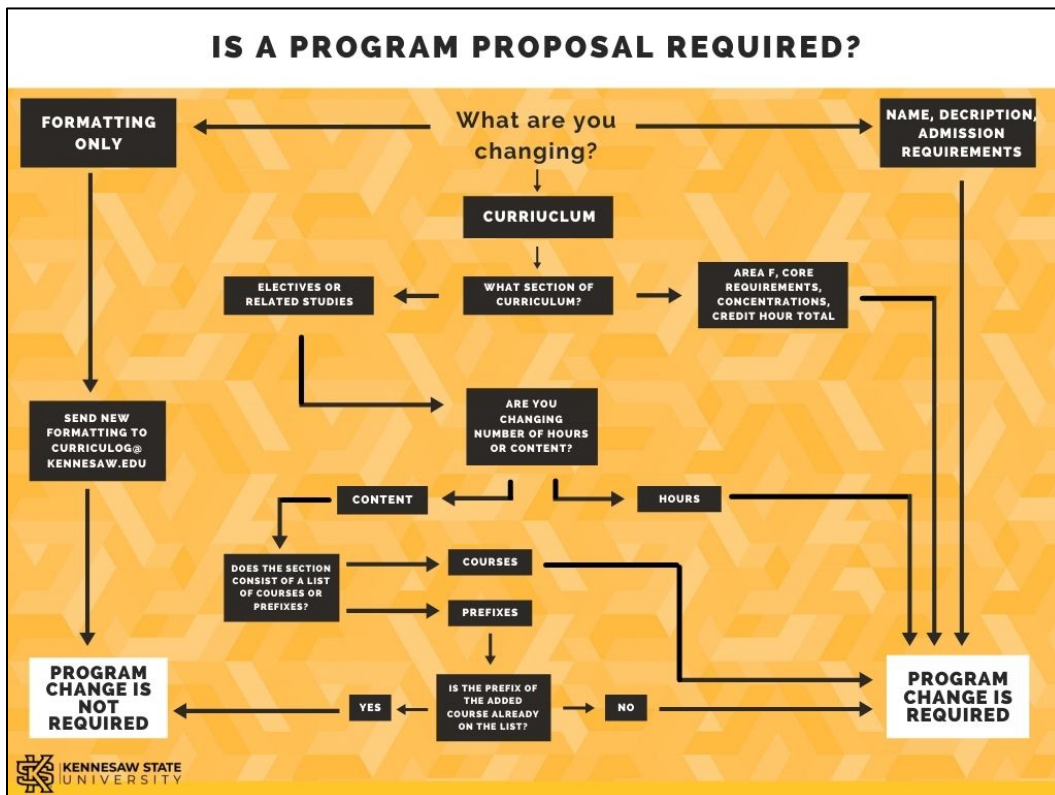
GUIDANCE FOR COMPLETING CURRICULUM PROPOSALS



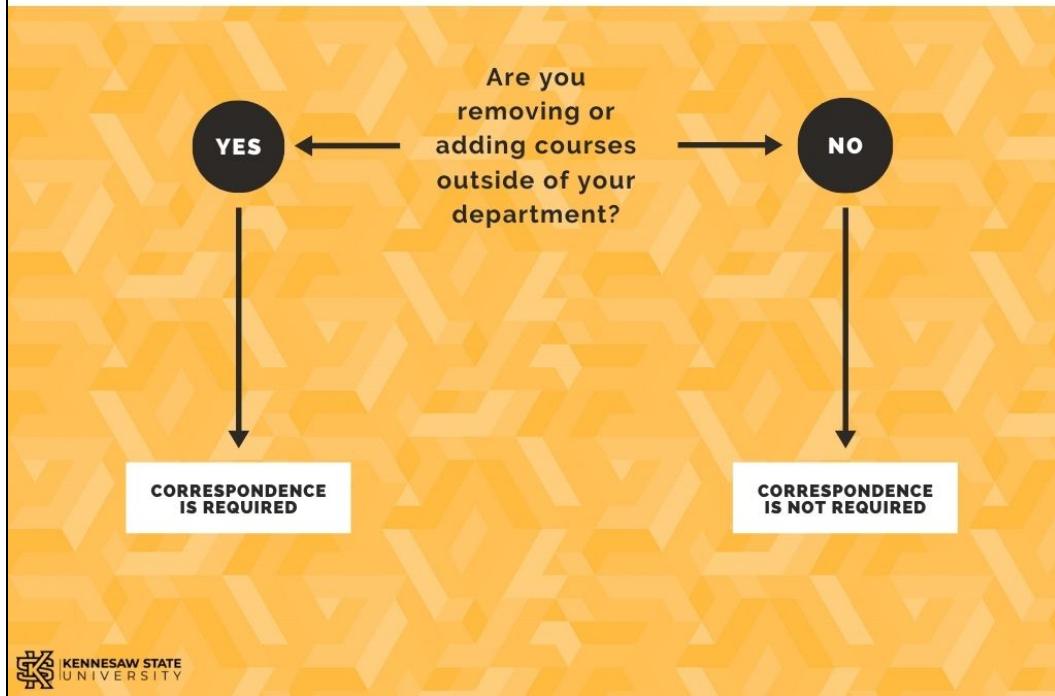
WILL MY COURSE CHANGE PROPOSAL NEED TO BE ACCOMPANIED BY A PROGRAM CHANGE PROPOSAL?



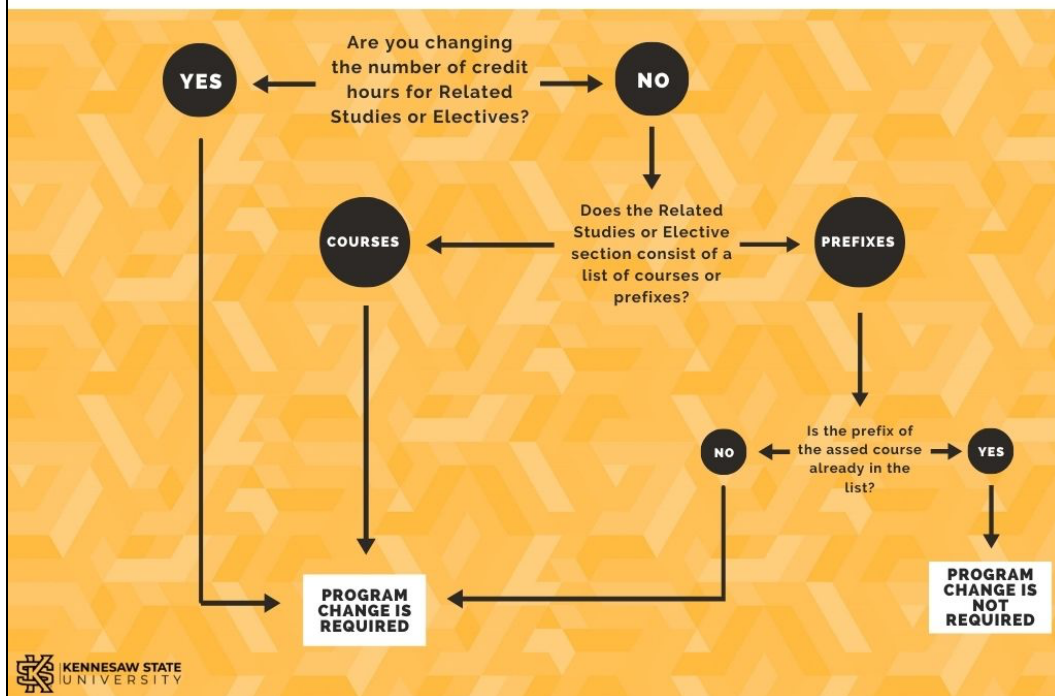
IS A PROGRAM PROPOSAL REQUIRED?



SHOULD I CONTACT OTHERS REGARDING MY PROGRAM PROPOSAL?



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



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 Core Field of Study 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 contains the learning outcomes x, y, z which help students build towards our program requirements of a and b. Students'

Proposal Question:	Sample Answers:
	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 Core Field of Study in the program. To account for these additional hours in Core Field of Study, 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?	Example One: 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 demand for Underwater Fire Prevention Officers including Florida, South Carolina, North Carolina, and Alabama.

	<p>Example Two:</p> <p>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 Core Field of Study, and we are removing nine hours of electives to account for additional credits.</p>
How do these changes reflect the department goals and mission?	<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>
How do these changes contribute to KSU's strategic plan and mission statement?	<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"> • Apply their knowledge of underwater fire prevention to carry out safety procedures in a given situation. • Analyze a problem, break it into its constituent parts, and offer appropriate solutions. • Evaluate evidence-based sources of information. • Synthesize research into applied solutions.
[Graduate Only] Where in the program is there evidence of knowledge of literature in the discipline?	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.
[Graduate Only] Where in the program is there evidence engagement in research and/or appropriate professional practice	In the “Researching Underwater Fire Safety Methods” course (UFSM 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” (UFSM 4500) course.

MODERN CAMPUS CURRICULUM FAQ

Q: What is an Impact Report?

A: Impact Reports are generated within the MC Curriculum system. A Impact Report 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 copied and pasted into the appropriate form question. For questions email curriculumlog@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. To do so click on “Launch and Validate Proposal” at the bottom of the proposal window. Some proposals require an additional review step after launching for the proposal to move on to the next level of review. Once the proposal is launched, from the vertical tables along the right select the checkmark. This selection will open a screen to allow you to place your decision on the proposal.

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 are estimated to typically be reviewed at Initial Review within 1-2 weeks and at the Curriculum Support Office step within 1-2 weeks of reaching this step. However, due to a surge in submissions during each mid-fall semester, Initial Review will take longer to accommodate CSO limited human resources. 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 review.

Q: Why can't I recommend proposals?

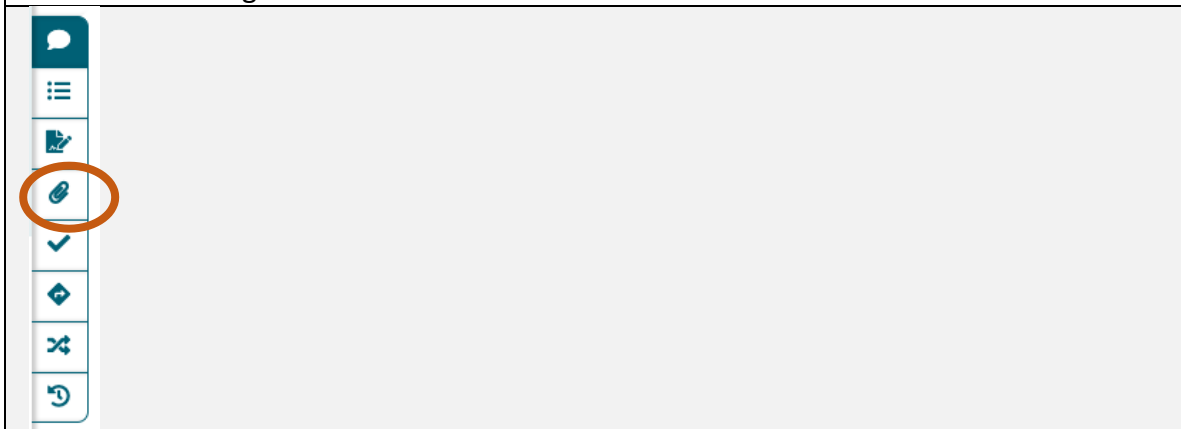
A: There are two reasons you may not be able to recommend proposals. First, make sure that you are logged in by checking that your name appears in the upper right corner of the MC Curriculum screen. Second, you cannot recommend proposals if they are not at the level for which you are a reviewer. Checking 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 MC Curriculum 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 [Curriculum 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 should be reviewed by all appropriate levels, even those that may have reviewed the proposal prior to its being returned to the originator. Some proposals that receive rejections, may be forced forward within MC Curriculum to the next level for additional reviews to proceed.

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 MC Curriculum proposal form, and edits can be made from there. For questions regarding how to import, please contact curriculumlog@kennesaw.edu.

Q: How do I edit a proposal?

A: If you are the originator, chair, dean, or member of the college or department curriculum committee and the proposal is at your step for review, you can edit the form directly. Once proposals have been reviewed at the Curriculum Support Office level, they will be locked, and further changes can only be made by MC Curriculum administrators. Any edit that is made is tracked by the MC Curriculum 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.

User Tracking Help

Show current with markup

Show original

Show current

Show current with markup

SECTION 7: 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 DegreeWorks, in planning a course of study, and in meeting requirements for graduation.

THE CATALOG AND CURRICULUM REVIEW

Curriculum review is typically required for additions, changes, or deletions to degree programs and courses in the catalog. Each year the catalog publication date for the upcoming academic year is December 31. Therefore, originators should review curriculum committee schedules to ensure proposals can be reviewed by this deadline.

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

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

SECTION 8: LINKS TO KSU CURRICULUM RESOURCES

KSU CURRICULUM RESOURCES

[Course Batch Modification Template](#)

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

[MC Curriculum login for Kennesaw State University](#)

[MC Curriculum Training Request Form](#)

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

[USG Catalog of Authorized Academic Programs \(CAAP\)](#)

[Detailed Directions for Submitting Course Substitutions](#)

[Taking Flight - Kennesaw State University Strategic Plan](#)

[Kennesaw State University Teaching Resources Collective](#)

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

[Academic Program Map Template](#)

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

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

[Side by side Curriculum Template for Certificate or Minor](#)

[Syllabi Policy Webpage](#)

[Syllabus Checklist](#)

[Syllabus Template](#)

[Core IMPACTS Syllabus Templates](#)

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

KSU CURRICULUM COMMITTEE LINKS

[UPCC website](#)

[GPCC website](#)

[GEC website](#)

[EPCC website](#)

SECTION 9: 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 Core Field of Study 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](#)

[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](#)