

Curriculum Change Handbook

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General Information

Abbreviations

CIM - Course Inventory Management (CourseLeaf course system)

CRN - Course Reference Number

BOR - Board of Regents (of the University System of Georgia)

SACSCOC - Southern Association of Colleges and Schools Commission on Colleges

SLO - Student Learning Outcome

UCC - University Curriculum Committee

USG - University System of Georgia

Academic Affairs Review

The Academic Affairs Review is a formative review conducted by the Provost's Office staff prior to the UCC's business meeting. The purpose of the AA Review is to identify potential issues that could delay or prevent approval of curriculum proposals and, in many cases, to allow the program a chance to resolve those issues before the UCC meeting. The dean or the dean's designee on the UCC is encouraged to attend the review of proposals out of their college; in some cases, a departmental representative is also helpful to address their particular proposals.

In the AA Review, minor corrections can sometimes be addressed immediately and the proposal moved on to the UCC members. (Once a proposal has been approved at the college level, MyCurriculum does not allow it to be revised in the department or college). The review sometimes surfaces questions that are likely to be raised in the UCC; these might be added to the proposal in the form of comments at the end. In other cases, when more attention is required, or the issues are more substantial (such as missing required elements of the proposal or a violation of policy), the proposal may be rolled back for further attention. This enables the proposal to be edited at the department or college level. Proposals can be rolled back to the

college committee chair, the department chair, or all the way back to the originator. The dean or dean's designee normally recommends whom to roll it back to in order to most effectively resolve the matter.

Approval Stages for Curriculum Change Proposals

The CSU Faculty Handbook outlines the process for making curricular changes as follows:

1. **Departments**—or in some cases, members of upper administration—originate requests for revision, including new course proposals, online using the appropriate curriculum database after first determining if the request impacts other programs or courses and contacting the chair overseeing them.
2. **College curriculum committees** review department requests and forward their recommendations to the dean.
3. **The dean**, giving full consideration to department and college curriculum committee recommendations and to the possible resource requirements of curriculum modifications, approves or denies requests and sends approved requests to the University Curriculum Committee.
4. **The University Curriculum Committee**, giving full consideration to department and college curriculum committee recommendations, makes recommendations to the provost.
5. **The provost**, giving full consideration to the recommendations of the department, college, and University Curriculum committees, makes recommendations to the president.
6. **The president**, giving full consideration to the recommendations of the department, college, and University Curriculum committees and of the provost, approves or denies requests for curriculum change.
7. In the case of curriculum changes involving new programs, the president submits his recommendations to the Board of Regents.

In some cases, a proposal requires an additional recommendation before the University Curriculum Committee makes its recommendation. Program changes and new undergraduate programs leading to secondary teaching certification should be reviewed in both the College of Education and Health Professions and in the college in which the content discipline is housed. New graduate programs should be reviewed by the Graduate Council before the University Curriculum is asked to make its recommendation.

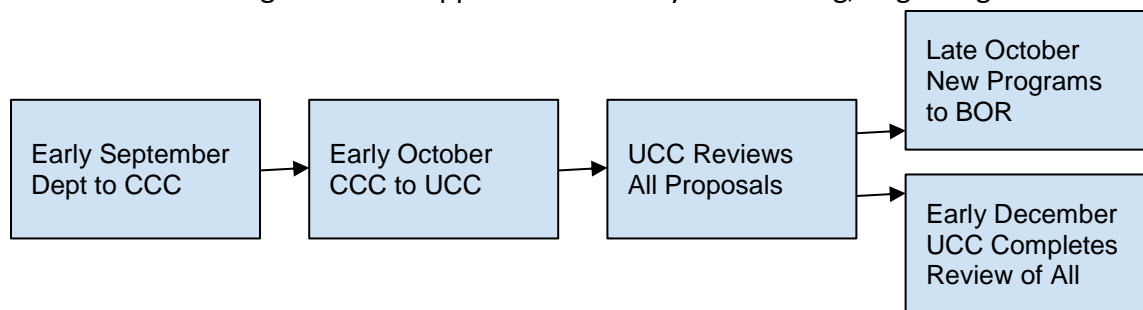
A new program proposal is not the only kind of proposal requiring external approval prior to implementation. Program Deactivations and other Substantive Changes must be approved by the BOR and SACSCOC; some program changes that do not constitute Substantive Changes may require USG administrative approval. Please refer to the sections Deactivation and Termination of Academic Programs and Substantive Change Policy for more information.

Curriculum change proposals should be initiated by the proposer in MyCurriculum Courses (or Programs), which can be accessed through MyCSU in the Faculty/Staff section under Applications. When submitting a proposal for a new program or degree, additional documentation is required outside of MyCurriculum Programs. See New Programs or Degrees for important information.

After all of the necessary approvals are indicated, the CSU Academic Catalog is updated using the information entered in MyCurriculum Courses/Programs.

Approval Process - Timeline

A majority of curricular changes should be submitted in the Fall so that, if proposals are sent back for revision, there will be time in the spring to rereview those that do not make it through the process in the fall. Typically, departments submit changes to the appropriate CCC by early September. In turn, college curriculum committees complete their work, including revisions, and send proposals to the UCC by early to mid October. The UCC completes work by early December for changes that will appear in the next year's catalog, beginning Summer term.



Normally, the UCC holds two meetings in the Spring semester -- one in January and one in April. The January meeting is for clean-up of fall semester proposals and program improvements that are less restrictive to students. Additional meetings can be scheduled, but changes to appear in the next year's catalog should be fully settled by the end of February in order to leave enough time to review and finalize catalog edits before registration opens in late March. In Spring, the respective deadlines are late January (Dept to CCC), late February (CCC to UCC), late April (UCC, with new programs sent to BOR in late March). Although workflow is now done electronically, allowing for greater flexibility, there are still deadlines since some proposals have to be revised, some have to be sent to the BOR and/or SACS, and all have to be entered into the new catalog for the coming year. Because the first term of the catalog year is Summer term, the catalog must be static by then.

Catalog Year

Each year's new catalog goes into effect in the Summer term. Changes to the catalog that go into effect in Fall or Spring constitute retroactive changes going back to the preceding summer. Because students complete their programs based on catalog years, it is vital that catalog requirements remain stable once they go into effect. For this reason, the UCC rarely approves proposals to change requirements during a catalog year and only after a strong case for urgency is made. In no case will the UCC approve a retroactive requirement that imposes more restrictions on students.

Cooperative Proposals

Some course or program proposals involve more than one academic unit. For example, one department may offer a course required in a program in another college or department. When these programs are initially proposed or modified, it is best for the responsible units to communicate with each other at the lowest level of curriculum review. The proposal can proceed through the curriculum process with the knowledge or approvals (as needed) of all units involved. For example, if Department A changes the credit hours in a course required by Department B, then Department B will need to initiate a proposal to accommodate the credit hour change while A proceeds with the course modification. In the rare case when departments cannot agree on a proposal that affects both, then, according to UCC rules, a voting member of the UCC may make the proposal, and all interested parties can make the case for or against before it is brought to a vote. The UCC would then make its recommendation on the matter to the Provost. If a unit makes a proposal at the UCC without informing another unit that would be substantially affected by the proposal, the reasonable course of action would be to table the proposal until the relevant units can meet and determine the approval steps needed.

Courseleaf

Courseleaf Catalog is a commercially developed platform for managing academic catalogs. CSU uses the Courseleaf system to manage its courses and academic programs. New courses, course modifications, and course inactivations are initiated through Courseleaf and, if approved, pass on to the academic catalog; at CSU this application is called MyCurriculum Courses. Similarly, new programs, program modifications, and program inactivations are initiated, approved, and passed into the catalog through MyCurriculum Programs, the program side of Courseleaf.

Courseleaf and Banner abbreviations

Coll	Coll Description	DEPT	DEPT Description
A	College of the Arts	AA	Art Department
		AD	College of Arts Dean's Office
		AM	Schwob School of Music
		AS	Communication Department
		AT	Theatre Department
B	Turner College of Business	BB	Management & Marketing Dept
		BD	Turner College of Business Dean's Office
		BF	Accounting & Finance Dept
		SS	TSYS School of Computer Sci.
E	College of Educ & Health Prof	EC	Coun, Found & Leadership Dept
		EI	Teacher Education Department
		ER	Kinesiology & Health Sciences
		SN	School of Nursing
		ED	COEHP Dean's Office
L	Library	LIBR	Library
S	College of Letters & Sciences	AC	Crim Justice and Sociology Dep
		AF	Modern & Classical Lang Dept
		AH	History & Geography Department
		AL	English Department
		AP	Politics, Phil, & Public Admin
		SB	Biology Department
		SC	Chemistry Department
		SD	College of Letters and Science Dean's Office
		SG	Earth & Space Science Dept

		SM	Mathematics Department
		SP	Psychology Department
T	Academic Affairs	ACAD	Academic Affairs
		CIED	Center for Global Engagement
		HC	Honors College
		LD	Servant Leadership
		ROTC	Military Science Department

Email Groups

For Courseleaf questions: MyCurriculum@ColumbusState.edu

UCC membership: Univ_Curr@ColumbusState.edu

Graduate Council

The Graduate Council recommends new and revised graduate programs and certificates, develops and proposes policies and processes related to graduate studies, and reviews and recommends faculty for teaching at the graduate level and changes in graduate program admissions.

Rationale

Each curriculum change or new course/program proposal should include a rationale that explains the motivation for the current proposal. It needs to be addressed each time a change is proposed. Assessments conducted as part of the Annual Program Review (APR) process and the Comprehensive Program Review (CPR) process are expected to lead to program changes to improve student learning (SACSCOC 7.1); changes that result from these assessments should be indicated in the rationale statement.

Reasons for Delays or Rejections of Proposals (Courses, Programs, New Tracks, New Degrees)

Here are some of the common reasons course proposals, etc., are tabled, returned, or rejected:

- Proposal is missing required components/information (e.g. SLO's, assessments, credit hour statement)

- Proposal is in violation of a CSU/USG/SACSCOC policy or expectation (best if exact policy violation is noted)
- Errors appear in the proposal (course description poorly worded, credit statement is wrong, repeat number is incorrect, and so on)
- Additional approvals/consultations required before the College CC, Graduate Council, or UCC can act (e.g. Teacher Ed, Graduate Council)
- More information is needed to adequately process the proposal (e.g. USG Council on Gen Ed form, teach-out plan for deactivation)
- Other considerations:
 - Proposal should be consistent with actions planned in the most recent Annual Program Review and/or Comprehensive Program Review unless suitable justification is provided.
 - If a substantive change is involved, more information and planning could be required (refer to Substantive Change Policy).

Term Codes

The six digit code used for academic terms in Banner is formed by the four-digit year and 02 (Spring), 05 (Summer), or 08 (Fall). For example, Fall term in the year 2058 would be 205808. Note that course CRNs correspond to this system by starting with 2, 5, or 8 to indicate Spring, Summer, or Fall.

University Curriculum Committee

Curriculum committees at the college and university levels will address all matters dealing with major and minor requirements, new courses, new degree and certificate programs, the core curriculum, and program development. All proposals for new degree programs must be consistent with the CSU's mission and must follow the procedures described by the University Systems Office of Academic Programs (http://www.usg.edu/academic_programs/).

The responsibilities of the **University Curriculum Committee** are to:

- Review and make recommendations on all requests to create new courses, modify existing courses, delete courses, and reactivate courses;
- Review and recommend policies that govern general university requirements;
- Review and make recommendations on all new undergraduate and graduate degree, certificate, and minor program proposals; and;

- Notify the CSU SACSCOC Liaison if any curricular initiative represents a substantive change of the type indicated by the chart in the [Columbus State University Substantive Change Policy \(PDF\)](#)

Courses

Change Course Number

Changing a course number actually entails preparing two course proposals -- one to deactivate the existing course number and one to create a course with the new number. If most course settings other than the number will remain the same, it is advisable to first create the new course using "Propose New Course from Existing Course"; this will carry over all of the original course settings, which can be edited as needed. After you create the new course proposal you can propose deactivating the existing course.

Change Course Title

Changing a course title can be accomplished by modifying the existing course. To do so, search for the course in MyCurriculum Courses. When the desired course appears, select the course and click "Edit Course". In the popup window, edit the Course Title field to reflect the desired course title and select Save Changes.

Course Description - Catalog Style Guide

Course descriptions should be no longer than 75 words (not counting title, requisites, or other apparatus) and be written with as much economy as possible. The following guidelines should help writers develop concise and informative descriptions:

- Write in telegraph style, clipping main clauses and unnecessary modifiers, at least in the first sentence, if not in the entire description.
- Work from the general to the specific.
- Don't confuse syllabus policy with course description.
- Be skeptical of adverbs.
- Indicate a level of instruction (introduction, advanced, survey, etc.) when needed to distinguish from other courses and when it's not obvious from the title or context.
- Make sure the student learning outcomes, which are entered in a separate space, follow logically from the course description.
- Use strong verbs if possible. In the course description below, the verbs addresses and explores are used rather than is, does, or passive voice verbs.

- Requisites, restrictions, and the credit hour statement are entered in their own fields in MyCurriculum and do not need to be entered with the description.
- If the course will be graded on an S/U basis, then the annotation “(S/U grading)” should be included at the end of the course description.
- When in doubt, allow clarity to override other concerns.

Example: PHIL 3130 Existentialism (3-0-3). A study of the 20th-century philosophical and literary movement that addresses fundamental questions about the meaning of human existence. Explores classic existentialist themes such as the "death of God," freedom, despair, absurdity, and authenticity through figures such as Soren Kierkegaard, Friedrich Nietzsche, Martin Heidegger, and Jean Paul Sartre.

Course Number and Suffix Guidelines

The UCC recommends that new courses be numbered according to the guidelines indicated in the table below unless the department is following USG standard course numbering or recognized departmental practice. The table reflects a way of organizing information but caution should be used in reading it. Columns can be read down but rows should not be read across. For example, the K suffix does not apply to just Master’s level courses; a Sophomore level course (1st digit) does not necessarily have a lecture with a lab (2 as 2nd digit).

1st digit	2nd digit	3rd digit	4th digit	Letter Suffix
Course level	Instruction type	Department Use	Sequencing	Special designation
0 Learning Support	0 Zero Credit	0	1-4 Sequence	A 3-Hour Learning Support
1 First Year	1 Lecture	1	5-9 Stand Alone	B 2-Hour Learning Support
2 Sophomore	2 Lecture with Lab	2		C 1-Hour Learning Support
3 Junior	3 Lab	3		G Graduate (5000)
4 Senior	4 Practicum	4		H Honors
5 Combined U/G	5 Special Topics	5		I International

6 Masters	6 Internship (commonly x698)	6		K Combined Lecture and Lab
7 Specialist	7 Seminar	7		L Laboratory
8 Doctoral	8 Independent Study	8		U Undergraduate (5000)
	9 Thesis or Dissertation	9		X Credit by Exam

Course Number Availability

The CIM form will not allow entry of an existing course number and will issue a warning that this number is unavailable. In addition, the Banner SIS report *UCC-Course Numbers Used- (WCOURSE.P_CRSE_UCC)* shows whether a course prefix/number is in use or has ever been used. This can be found in MyCSU.

Course Requisites

- Prerequisite - A prerequisite for a course must be taken prior to that course. It is suggested to indicate a minimum grade fulfillment in prerequisite courses to avoid failed attempts as meeting the prerequisite requirement.
- Corequisite - A corequisite course must be taken at the same time as the course.
- Concurrent prerequisite - A concurrent prerequisite course may have been taken prior to that course or it may be taken at the same time as that course.

Course Type Selections When Both Lecture and Lab are Included

If a course is proposed that involves both lecture and lab based instruction, then three boxes must be checked in order to get the Course Inventory Management System (CIM) to sync properly with Banner:

- Lecture - to indicate some lecture time is involved, AND
- Lab type - select either "Supervised Laboratory" or "Unsupervised Laboratory", AND
- Combination - select either "Lecture/Supervised Laboratory" or "Lecture/Unsupervised Lab"

All three course types must be established for section data entry purposes. The actual course type is the combination of Lecture/Lab but each of these will be scheduled within a CRN on a

separate meeting row to indicate class time. Selecting three course types will allow proper section entry.

Courses at the 5000-level (U/G courses)

At CSU, the 5000 level is reserved for combined graduate and undergraduate courses, which are identified by the G or U suffix. Courses that are expected to be offered only at the undergraduate level should be numbered 4999 and below; courses that are expected to be offered only at the graduate level should be numbered 6000 and above. MyCurriculum treats 5000U and 5000G as separate courses, so the proposers must be careful to keep the common elements identical and distinctive elements appropriate for their level. Note that the Student Learning Outcomes should not be identical for the U and G sections since the G section learning outcomes should be sufficient to justify graduate level credit.

Common elements of the U and G versions of the course

- Title
- Description
- Credit hour statement and type

Distinctive elements

- Rationale
- Equivalence
- Requisites
- Restrictions
- Student Learning Outcomes (required to be level-appropriate)

Credit Hours Statement

Each course in the catalog carries a credit hour statement specifying the numbers of lecture hours, lab hours, and credit hours associated with the course. During course creation/changes, use the “other hours” field to indicate course time required for activities other than lecture or lab; see “Other Hours” for more information. A detailed description of CSU’s credit hours statement can be found in the [CSU Credit Hour Policy and Procedures](#); this document also details reasonable equivalencies by term length, by course type, and across various modes of delivery including hybrid/reduced seat time.

Concentrations and Tracks

See **Tracks and Concentrations**

Deactivation vs Termination of a Course

When Inactivating a course, a decision needs to be made whether to Deactivate the course or Terminate it. If there is a chance that the course could be used or wanted again at a later date, then deactivate it rather than terminate it. If there is no chance this course will ever be needed or used again, then terminate it. If it is terminated, it can never be brought back. See also Inactivating a Course.

Effective Term

Please refer to Catalog Year under General Information.

Equivalent Courses

Equivalent courses function like different sections of the same course. That is, students cannot take two or more equivalent courses for credit, and a course can satisfy a prerequisite if it is equivalent to the course named as the prerequisite. Departments might designate a course as equivalent when they deactivate a course and create a new one with substantially the same content. Making courses equivalent prevents students from innocently taking the same course more than once. (See also Variation Courses)

ITDS Course Subject Code

The ITDS course subject code represents courses that are considered interdisciplinary in nature. Because they are interdisciplinary in nature, no department or college has a priori control over courses in that prefix. However, each existing ITDS course does have an assigned home department and each newly proposed ITDS course should have a designated home department and home college, so those units can exercise appropriate supervision of the credit hour policy, course scheduling, academic appeals and grievances, and requests for transfer credit.

Inactivating a Course

To remove a course from the academic catalog, find the course in MyCurriculum Courses and then select Inactivate. Select the effective term, add a justification for the request, and then select "Start Workflow". When a course is inactivated, it can be deactivated or it can be terminated. Please refer to Deactivation vs Termination of a Course for more information.

Means of Assessment

In the process of developing/revising a course, faculty need to develop the student learning outcomes and plan for types of assessments that lead to the evidence of student learning in the course. This should be reflected in the overall course design as it is proposed in CIM. Individual instructors might vary their specific assessment items and include additional assessment types.

Other Hours

MyCurriculum has a field labeled *Other Hours*. In most cases, this should be left at zero. If lecture and lab fields are left at zero, then the *Other Hours* field should be set to match the credit hours. This allows MyCurriculum to sync with Banner properly.

Prefix and Number Changes for Courses

A course's number and prefix cannot be changed except by deactivating the course and creating a new one with the new number or prefix. When a course is replaced by a new one, the old course remains in Banner as inactive but still plays a role in transcripting, equivalence, and requisites.

Repeat Credit

Courses can be designated to allow students to repeat them for credit. This allows students to take the course more than once and accrue more hours toward their program of study, rather than replace the hours of the previous attempt. The limit on the number of repeats may be set in the course proposal, both by number of hours and number of repetitions. The "number of times a course may be repeated" does not include the initial attempt. These two limits should correspond logically. For example, a 3 hour course that can be repeated twice allows students to accrue a total of 9 credit hours. With variable-hour courses, the proposer should consider whether limiting by hours or by repetitions is more appropriate. Entering 99 indicates no limit.

Student Learning Outcomes for Courses

Each course SLO has the following characteristics:

- Expresses what the student will be able to do with the essential knowledge, skills, and dispositions gained by the end of a course
- Focuses on the product (performance) rather than the process
- Is measurable (i.e. identifiable or observable)
- Is stated in terms that a student can understand.
- Is detailed and specific

- Incorporates an appropriate action verb (Some graduate course SLOs should include action verbs from the highest levels of Bloom’s Taxonomy.)

Additional expectations regarding Student Learning Outcomes for Course Proposals

- Normally 4-6 SLOs. The number of SLOs is a rough guide, and the appropriate number of SLOs is likely to vary according to the level of performance (e.g. higher on Bloom’s taxonomy) expected. When higher level learning outcomes are expected, the number of SLOs will normally be fewer; when recall- and understanding-based learning outcomes are the focus, more SLOs should generally be expected. The number of SLOs might also be influenced by external accreditation considerations.
- Overall, the set of SLOs should be suitable for the level of the course (as judged by the curriculum committees)
- 5000-level courses must have both U and G descriptions
 - There must be a set of shared SLOs
 - The G section must have at least one SLO that distinguishes it from the U section
 - The G section SLO should be suitable for the program and level at which it is offered (as judged by the curriculum committees)

Variable Hours

In rare instances, departments may want to create courses where the credit hour statement is set at the section level rather than the course level. The lower and upper limits of the lecture, lab, and credit hours for the course are designated in the proposal. Variable credit courses can serve specific program needs but at the cost of extra manual entry and potential confusion. At the time of section data entry, departments should make sure each section of a variable credit course complies with CSU’s Credit Hour Policy. If credit hour settings are not manually changed at the time a section is created, Banner will default the credit hour statement to the minimum number in each category.

Variation Courses

Departments may choose to create a variation of a base course by adding a letter suffix - H (Honors), I (International), or X (credit by exam) - to a course number. Variation courses are identical to the base course in all aspects, with the exception of “credit by exam” grade mode for an X variation. The H- and I-suffixes are used to flag sections of the course intended for particular audiences; once the base course is approved, these variations can be added without going through the curriculum approval process. Adding an X course requires approval through the curriculum process. Variation courses are added in CIM to the base course proposal form in the Variation field and will be automatically updated whenever the base course is modified.

Variations are considered an equivalent to the base course by default. (See also Equivalent Courses).

Steps for proposing a new variation course in CIM:

1. Locate the base course using the CIM course search and select “Edit Course”. NOTE: all course modifications will be entered on the base course proposal form.
2. Edit the Rationale to indicate a reason for creating the variant.
3. Select the appropriate value for “Effective Term”.
4. Suitable SLOs should already be entered for the base course. If they are not, these will need to be revised accordingly. NOTE: All course information, including the course title, description, credit hours, and student learning outcomes of a variation will be identical to the base course. The exception to this is grading mode.
5. In the Variations field, select “Add...” and enter the appropriate subject code and course number (base number plus H, I, or X suffix). For H and I courses, the Grade Mode should be set the same as the base course; For X courses, the Grade Mode should be set to “Credit by Exam”.
6. Edit the Means of Assessment to indicate the type(s) to be utilized.

Programs

Academic Program Forecast

Each September the University System of Georgia requests an Academic Program Forecast from institutions. In this forecast we provide a listing of new academic programs that the institution plans to submit to the Board of Regents for review and consideration by the Committee on Academic Affairs during that academic year. We are limited to 4 new programs on the forecast. It would be very uncommon for the institution to submit a new program proposal that hadn't appeared on the forecast (requires a justification).

Area F Guidelines - Regents Advisory Committees

Many programs have USG-level Advisory Committees that provide guidance in program design. Many of these Advisory Committees provide guidelines for placing courses in Area F. Departments should consult their Advisory Committee website when creating or modifying Area F of their programs to make sure they are in compliance with these USG guidelines. [Advisory Committee information](#) can be found on the USG website in the Academic Affairs Division.

Areas G, H, and I of Baccalaureate Programs

- Area G usually includes the subheading *Program Requirements* and is reserved for courses that are required of every student in the program with little choice or variation. This constitutes a program core.
- Area H usually includes the subheading *Program Electives* and allows students to choose from a menu or category set by the program. This allows students to follow their interests within the discipline.
- Area I usually includes the subheading *General Electives* and imposes no restrictions to the courses that can apply (except hours at the 3000+ level if needed to make sure students attain the USG-required total of 39 upper division hours). Programs are strongly encouraged to leave at least 18 hours of unrestricted free general electives. Having this many elective hours of unrestricted general electives carries several benefits:
 - It enables students in the program to complete a minor.
 - It allows a student to graduate on time if they changed majors (by making room for courses in the other major requirements to count in the program of study).
 - It enables transfer students to count more of their transfer courses in their program of study.

Assessments

The assessment methods indicated in the Curriculum System indicate the measures the program will use in its Annual Program Review reports to insure continuous improvement of the quality and effectiveness of the program. This is required for compliance with SACSCOC Principle 7.1.

Bachelor of Arts (BA) vs Bachelor of Science (BS) Degree

At CSU, the essential difference between a BA degree and a BS degree is that a BA requires students to complete a foreign language through the 2001 level. Foreign language credits are usually applied in Area F. However, starting with the 2020-21 catalog, students can choose to apply three hours of foreign language credit in Area B1 (or they can use COMM 1110 Public Speaking).

Certificates

See **Minors and Certificates**

Deactivation and Termination of Academic Programs

In USG policy, “deactivating” a program refers to a temporary suspension. BOR [policy 3.6.2.1](#) permits a university president to deactivate a program without prior approval for a period no longer than two academic years. (See also [Section 2.3.3](#) of the USG Academic Affairs Handbook). This allows time for a review of the program to consider enrollments, deal with faculty shortages, or other concerns. When a deactivation occurs, admission of new students is halted, but students already enrolled in the program should be allowed to continue finishing the program. Suspended programs should not be listed in the college catalog but will remain in the Degrees and Majors inventory of the Board with a notation that they are on a deactivated status.

Terminating a program (also referred to as “closing”) constitutes a substantive change and it requires **prior** approval by both the Board of Regents and SACSCOC. A proposal to terminate a program should be accompanied with a teach-out plan. The teach-out plan must include the following information, in accordance with the [SACSCOC Substantive Change Policy](#):

1. Date of closure (date when new students will no longer be admitted)
2. An explanation of how affected parties (students, faculty, staff) will be informed of the impending closure
3. An explanation of how all affected students will be helped to complete their program of study with minimal disruption
4. An indication as to whether the teach-out plan will incur additional charges/expenses to the students and, if so, how the students will be notified
5. How faculty and staff will be redeployed or helped to find new employment

In most cases, it is expected that students already enrolled in the program will be provided with written notice of the upcoming closure and given a reasonable time frame to complete the program of study before termination occurs.

Degree

For guidance deciding whether to propose a Bachelor of Arts or a Bachelor of Science, please see Bachelor of Arts (BA) vs Bachelor of Science (BS) Degree.

Degrees and Majors Authorized (DMA)

The official list of degrees and majors the USG authorizes CSU, or any system institution, to award is found on the USG’s [DMA website](#).

Effective Term

Please refer to **Catalog Year** under **General Information**.

Endorsement Programs

CSU offers Endorsement Programs to enable educators to document expertise in select areas recognized by the Georgia Professional Standards Commission. Endorsement Programs are not recognized on the academic transcript and are not eligible for federal financial aid. Since neither the USG nor CSU publishes any uniform requirements for Endorsement Programs, requirements for Endorsements should be guided by current Ga PSC rules. CSU does not require Endorsement Programs to publish program level SLOs or conduct Annual Program Reviews.

Hidden Prerequisites

A program contains a “hidden prerequisite” if the program requires a course that, in turn, requires a prerequisite course that is not explicitly required in the program. Ordinarily a program may not have a hidden prerequisite unless it is likely that regularly admitted students will be able to bypass the prerequisite course without any prior college credit. For example, a Bachelor of Arts program may assume that students begin their college study of a foreign language at the 1002 level since the 1001 course is assumed to be completed as a part of the high school college preparatory requirements. Another example of an acceptable hidden prerequisite is a science major which, by BOR policy, requires MATH 1113 Precalculus; MATH 1111 College Algebra is listed as a prerequisite for MATH 1113 but newly admitted students can place directly into precalculus (and current USG policy requires MATH 1113 or higher as the Area A math for science majors).

In most cases, program requirements for the major may not directly or indirectly require the student to choose a particular course in Areas A-E. If a course is available in Areas A-E and it will be needed to complete a course required in the major, then that course should be explicitly required in Area F or Area G of the program unless the USG specifically grants an exception. For example, all science majors have permission to require chemistry in Area D.

Minors and Certificates

	Minor	Certificate
USG guidelines	A minor must contain 15 to 18 semester hours of coursework	<ul style="list-style-type: none">• Certificates require between 9 and 59 credit hours

	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 Area F courses may be counted as coursework in the minor.	<ul style="list-style-type: none"> ● Consistent with Mission ● Consistent with degree programs offered by institution ● Institution maintains enrollment and completion data. ● Students must meet institutional admission requirements ● Courses can't exceed level of courses offered at the institution
Process beyond campus review	No action required beyond UCC/Provost approval.	<ul style="list-style-type: none"> ● Embedded - no USG action required beyond UCC/Provost approval; possible SACSCOC action required. ● Standalone - notification to USG and possible SACSCOC action required.
Financial Aid	Courses in the minor may be covered with financial aid provided that they can be applied to the student's degree without requiring any additional hours.	Certificates must meet federal guidelines for hours (determined by formula for converting classroom to clock hours) and gainful employment status.
Variations	None	<p>Type:</p> <ul style="list-style-type: none"> ● Embedded - awarded upon completion of a degree, not listed separately on Degrees and Majors Inventory ● Standalone - may be awarded as an independent credential <p>Level:</p> <p>Pre-Baccalaureate</p> <ul style="list-style-type: none"> ● CERO - up to 29 hours ● CER1 - 30 to 59 hours <p>Post-Baccalaureate</p> <ul style="list-style-type: none"> ● CERG - beyond Bachelor's, short of Master's ● CERM - beyond Master's, short of doctorate ● CERP - beyond first professional degree
Student Learning Outcomes	A minor does not require Student Learning Outcomes	A certificate requires Student Learning Outcomes which will be assessed in the Annual Program Review report.
Assessment	A minor does not require an annual program review report.	A certificate requires an Annual Program Review report.
USG Academic Forecast	No notification required.	No notification required.

New Programs or Degrees

Internally, new program proposals generally have the following steps required for approval:

1. Listing on the university's Academic Program Forecast, which is submitted to the USG early in the fall semester each year. The USG limits the number of new programs we can include, so a prioritized list is determined by the Provost in consultation with the Council of Deans. (Programs not included when the forecast was submitted require additional justification.)
2. If the program will require additional resources (e.g. new faculty, equipment, or facilities), then the department and dean should make these needs known to the Provost so that the case for support can be developed.
3. Department approval of proposed curriculum, including a curriculum map, Annual Program Review Plan (including program level Student Learning Outcomes, assessment measures, and criteria), and a completed draft of the current BOR new program proposal form¹ (available through the Provost's Office)
4. College approval of proposed curriculum, including a curriculum map, Annual Program Review Plan (including program level Student Learning Outcomes, assessment measures, and criteria), and a completed draft of the current BOR new program proposal form
5. Graduate council approval of proposed curriculum, including a curriculum map, Annual Program Review Plan (including program level Student Learning Outcomes, assessment measures, and criteria), and a completed draft of the current BOR new program proposal form (if a graduate program)
6. UCC approval - documentation should include a curriculum map, Annual Program Review Plan (including program level Student Learning Outcomes, assessment measures, and criteria), and a completed draft of the current BOR new program proposal form
7. Provost's approval

After the internal process is completed, we need to obtain BOR approval and then SACSCOC approval. We initiate a request for BOR approval using the One-step New Academic Program Proposal form. There is a good deal of overlapping information required for the USG form and the SACSCOC prospectus.

Completion of both the BOR form and the SACSCOC prospectus requires the program to coordinate with other parties on campus:

¹ As of July 2020, the current form is the one updated on Feb. 22, 2018.

- Library liaison - needs to write a portion of the prospectus related to Library and Learning Resources relevant to the proposed program.
- Executive Director of Facilities and Vice President for Business and Finance - need to be involved in any discussions and planning for physical resources required (includes space, equipment, and any renovations needed to repurpose existing facilities)
- Budget Director
- The SACSCOC Liaison coordinates the final submissions to USG and SACSCOC. There are portions of the prospectus that the Liaison will probably have to prepare.

For useful resources in preparing the case for program need, proposers are encouraged to visit USG Academic Affairs Handbook [Section 2.3.2 New Academic Programs](#), where they will find an overview addressing new program proposals and a link to resources. One of those resources is [Occupational Projections and Report Resources](#). An additional resource is Qlik Sense Data Enterprise which is a resource provided by USG; the Office of Institutional Research and Effectiveness can access this data.

The USG does not publish specific deadlines for getting proposals to the USG, but one should expect a minimum of 3 months for consideration (very possibly longer). Ideally, we would have BOR approval before submitting the new program prospectus to SACSCOC. However, BOR approval is difficult to predict since the USG Office of Academic Affairs will schedule it in consideration of other priorities for the Board agenda.

SACSCOC has two deadlines for them to receive the new program prospectus:

- July 1 for programs to be implemented Jan 1 - June 30
- January 1 for programs to be implemented July 1 - Dec 30.

It's possible that we don't get the BOR approval in time to meet the SACSCOC deadline. If that happens, we might go ahead and submit to SACSCOC with a note that BOR approval is still pending. It can take several months for SACSCOC to complete the review, so we'll have time to send a copy of the BOR approval as a supplement.

Offered Online

CSU is already approved by the Board of Regents and SACSCOC to offer online degree programs. However, we are required to notify the USG Office of Academic Affairs when a program approved for face to face delivery is taken online. (This triggers the program's listing with Georgia OnMyLine). Therefore, if a department decides to offer an approved program fully online, this should be brought to the attention of the Provost's Office to ensure that the notification occurs and both the institution and the USG can advertise its availability.

Program Maps

Program maps are published in the university catalog for associate's degrees and bachelor's degrees. A program map provides the student with a detailed blueprint of courses to take each semester from the first semester to the last. It works out for the student exactly what to take and when so the student can graduate on time. The existence of the program map also aids the Department Chair in planning when and how often to offer coursework so that a student can graduate on time without attending summers.

Student Learning Outcomes for Programs

Each SLO (course, track, program) has the following characteristics:

- Expresses what the student will be able to do with the essential knowledge, skills, and dispositions gained by the end of a course (or lesson or academic program)
- Focuses on the product (performance) rather than the process
- Is measurable
- Is stated in terms that a student can understand.
- Is detailed and specific.
- Incorporates an appropriate action verb.

Additional expectations of Student Learning Outcomes for Program Proposals

- Program proposals should address how the program structure and required courses are related to the learning outcomes.
- Each outcome assessment should give a detailed statement of the assessment method(s) to be used, not just list an item that will be utilized (e.g. not just "final exam questions"). The assessment method stated here should match what is indicated in the Annual Program Review reports.
- The rationale should reference action items that emerged in the APR/CPR assessment processes, when applicable.
- For programs that have multiple tracks or concentrations, there should be a significant common core of courses shared by all of the tracks.
- A degree program or certificate should include a minimum number of SLOs as follows:
 - Associate's degree - 3
 - Nexus degree - 3
 - Undergraduate certificate - 3
 - Endorsement (undergraduate)-0
 - Bachelor's degree - 4
 - Graduate certificate - 3
 - Endorsement (Graduate)-0

- Master's degree - 3
- Education Specialist degree - 3
- Doctorate - 4
- Undergraduate program with multiple tracks/concentrations should satisfy the following characteristics:
 - All tracks/concentrations should share a minimum of 3 common SLOs
 - Each track/concentration must have at least one SLO that distinguishes it from all other tracks/concentrations
- Graduate programs with multiple tracks/concentrations should satisfy the following characteristics:
 - All tracks/concentrations should share a minimum of 2 common SLOs
 - Each track/concentration must have at least one SLO that distinguishes it from other tracks
- If a program's SLO is revised in a particular catalog year, the Annual Program Review for that academic year should reflect this revision.

Substantive Change Policy

SACSCOC defines a substantive change as "...a significant modification or expansion of the nature and scope of an accredited institution. Under federal regulations, substantive change includes

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.
- A change from clock hours to credit hours
- A substantial increase in the number of clock or credit hours awarded for successful completion program
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50% of educational program.
- The establishment of a branch campus
- Closing a program, off-campus site, branch campus or institution
- Entering into a collaborative academic arrangement that includes only the initiation of a dual or joint academic program with another institution
- Acquiring an other institution or a program or location of another institution

- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
- Entering into a contract by which an entity not eligible for TitleIV funding offers 25% or more of one or more the accredited institution programs.”

Substantive changes generally require external notifications and/or approvals prior to implementation. For more information see:

https://aa.columbusstate.edu/elected_committees/substantive_change_csu_011115.pdf

Upper Division Coursework

In accordance with BOR policy, a baccalaureate degree program requires at least 21 semester hours of upper division courses in the major field and at least 39 semester hours of upper division work overall.