

Approval, Routing, and Notification Manual
Policies for the Course and Curriculum Process

Faculty Senate Academic Affairs

Updated: March 3, 2026

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Tracking of Changes and Edits

- Updates approved by FSAAC on March 3, 2026
- Updates approved by FSAAC on October 15, 2024
- Updated Summer 2023 with approved changes from Faculty Senate Academic Affairs in AY23
- Updates approved by Faculty Senate Academic Affairs on May 3, 2022
- Approved unanimously by Faculty Senate Academic Affairs on May 19, 2020

Hyperlinks to Helpful Pages for Deadlines and Timelines

- Curriculum Deadlines: <https://www.k-state.edu/curriculum/deadlines/>
- Catalog Deadlines: <https://www.k-state.edu/curriculum/deadlines/catalogdeadlines/>
- Graduate School Timeline for Proposals: <https://www.k-state.edu/grad/faculty-resources/course-and-curriculum/>

Introduction

This manual outlines the procedures to be followed for all matters relating to additions, changes, and removals of academic courses, curricula, academic credentials, degrees, and academic policies at K-State. This document also describes the roles and responsibilities of departments, colleges, Faculty Senate committees, and the Faculty Senate as a whole, as well as the Office of the Registrar and Provost Office, in the course and curriculum process. It also outlines the routing sequence for approvals and notifications of changes and additions to courses and curricula.

While course and curriculum proposals originate and are initially approved in academic units, the Faculty Senate is the governing body that oversees the approval process for all matters of course and curriculum. The University Handbook, Appendix E, Section A describes the powers of the faculty, and states that the Faculty Senate may establish policies governing all academic matters, including requirements for courses and academic plans, requirements for degrees, academic standards for students and the institution, and evaluation of the educational program. At times, these powers are subject to final approval by the Kansas Board of Regents.

This manual provides overall instructions for the vast majority of proposals. Scenarios not addressed in this manual can occur. In those cases, the Faculty Senate Academic Affairs Committee, in coordination with the Faculty Senate Leadership Council and others as necessary, will determine a suitable route for proposal review and approval.

A proposal must be approved at each step prior to moving to the next step for approval (in rare and exceptional circumstances, the Faculty Senate Academic Affairs Committee, with approval of the Faculty Senate Leadership Council, may suspend this requirement). At any stage during the approval process, a reviewing body may refer the proposal back to the previous reviewing body, and/or may consult with the originating department or group. Additionally, if a proposal is denied at any stage, it is no longer viable and will not be considered.

Abbreviations

- FS - Faculty Senate
- FSAAC - Faculty Senate Academic Affairs Committee
- FSEEXEC - Faculty Senate Executive Committee
- FSLC - Faculty Senate Leadership Council
- GCAAC - Graduate Council Academic Affairs Committee
- GC - Graduate Council
- KBOR - Kansas Board of Regents

A glossary of terms is provided in the Glossary Section of this document.

Calendar and Deadlines

For submission deadlines, see: <https://www.k-state.edu/curriculum/deadlines/index.html>

FSAAC accepts proposals throughout the academic year. However, the catalog must be finalized by the publication date of the catalog set by KBOR, and that is considered the official contract for an entire academic year of curriculum. The deadlines provided in the link above allow K-State to meet that deadline. The goal is to work ahead and provide a full year for students to have an understanding of the course options in advance of enrolling.

Graduate course and curriculum proposals (except DVM proposals) must be approved by the GC first to be considered by FSAAC. If approval from KBOR is necessary and a college is seeking an effective date of the following fall term, all documentation should be submitted to FSAAC in time for its second meeting in November of the preceding year. Colleges should plan curriculum changes at least one year in advance to allow sufficient time for review and approval. While FS has no control over how quickly KBOR acts, early planning reduces the risk of delays. For changes requiring only FS approval, proposals should reach FSAAC by the second meeting in September for implementation the following spring, or by the second meeting in February for implementation the following Fall. Submission by these deadlines does not guarantee the anticipated effective date, as questions concerns, or missing information often cause delays. Colleges should use these timelines and schedule faculty meetings early in the planning cycle.

Note: The Office of the Registrar updates the K-State Catalog based on the guidance provided on the [Catalog Deadlines](#) website.

Additional Note: Credit and noncredit microcredentials are reviewed/approved throughout the calendar year using an expedited process in the curriculum system. More information on the specifics of the process is provided in this document. All microcredentials require a supplemental

data collection form, which includes relevant and detailed assessment information, and the metadata aligned with the university's digital credentialing platform.

Responsibilities of Approving Bodies

This section describes the primary responsibilities of the various approving bodies for academic proposals. Individual academic units and colleges have primary responsibility for the quality of their course and curricula offerings. K-State faculty and academic units have common and overlapping interests. Faculty Senate as a body is responsible for ensuring that the university's offerings as a whole function together for the common good of the university and its students. When evaluating any proposal, these bodies should consider their responsibilities to K-State.

K-State's official credit courses and curricula are listed in the K-State Catalog. Additions, removals, or changes to this Catalog are made via the course and curriculum management system..

The university has several types of proposals to update its catalog: standard, expedited, academic/elective list updates, academic degree maps, curriculum maps, microcredentials, system update requests, etc. All changes to courses or curricula can be made via standard proposals. These are processes which can be obtained through shorter processes such as expedited, academic list updates and system update requests for qualifying proposals.

Credit and noncredit microcredentials have a separate approval process, which includes temporary and permanent approvals. Specifics about that process are included in this document. Both credit and noncredit microcredentials are included on K-State's microcredential website.

College/Department/Academic Unit Responsibilities

Faculty Senate requires that all standard course and curriculum matters are approved by:

- 1) Initial Review Step (administrative support step)
- 2) Faculty of the academic unit
- 3) The college course and curriculum committee (or its equivalent)
- 4) All college faculty

Additionally, FS requires that all expedited proposals be voted on by the faculty of the academic unit and the college course and curriculum committee (or the equivalent). Academic list updates require a vote from the responsible academic unit. Systems update proposals do not need a vote from either the faculty in the academic unit or the college.

Although FS allows each academic unit and college to create its own rules and procedures for approving course and curriculum changes, additions, and discontinuances, such rules must be in accordance with the rules or procedures of the academic unit or college. If no such rules are set, then a strict majority vote is required to move a proposal to the next approval body.

Academic units and colleges/schools are responsible for ensuring that their courses cover the appropriate topics as described in the course description and have an appropriate amount of work to satisfy the definition of a credit hour. Furthermore, academic units and colleges/schools are responsible for ensuring that their degree programs, described by the curriculum listed in the K-State catalog, provide students with appropriate knowledge, skills, and student learning outcomes. Any individual who believes a particular class or curriculum is not satisfying these requirements should speak to administration.

Academic units and colleges/schools are responsible for ensuring all course and curriculum proposals are submitted through appropriate curriculum protocols as reflected in the K-State Undergraduate and Graduate Catalogs. Keeping this document up to date is vital for students, faculty, advisors, and administration. Courses not offered for a substantial amount of time should be removed to avoid problems for advisors and students. If a change in offerings has occurred, the semesters offered should be updated via the system's request update form. If substantial changes to a course have occurred, then the course title, description, credit hours, etc. should be updated to accurately reflect the current content covered in the course. If a consistent substitution to a curriculum requirement is occurring, the curriculum should be updated to reflect the change as a suitable option for all students.

Please note that the proposing unit can table or withdraw their proposal at any stage.

Graduate School Responsibilities

The Graduate School, through the operation of the Graduate Council, is responsible for approving all courses above 599 and graduate curriculum proposals (except for DVM courses and curriculum) before such programs are considered by FSAAC. Graduate Council's course and curriculum policies and processes are detailed in the [Graduate Council Constitution](#). Once graduate-level course and curriculum proposals have been approved by the Graduate Council, they continue to be routed to FSAAC. To learn more about the timeline for Graduate Course and Curriculum proposals please visit: [Graduate Course and Curriculum](#).

Faculty Senate Responsibilities

Faculty Senate approves all course and curriculum additions, changes, and removals. It also approves some university-wide academic policies. All new degree and interdisciplinary programs, as well as some academic policies, must receive final approval from the Provost, and all new degree programs must be approved by KBOR. Faculty Senate's primary purpose with respect to course and curriculum approval is to ensure that the university's courses and curricula, as described in the catalog, provide a quality education consistent with the mission of the university. Faculty Senate approves the course and curriculum information found in the university catalog, University Handbook, or other official documents. Faculty Senate does not initiate course and curriculum proposals but rather evaluates proposals from academic units. Although FS has responsibility for subsequent approval, much of the primary review of responsibility is delegated to FSAAC.

There is no policy restricting what academic units may propose, but proposals can and at times should be rejected. Academic units have legitimate interests in the education of students in their programs and sometimes have reason to teach versions of content that are also being taught by

other units. While there is value in teaching subject matter in a way that applies to one's own discipline, units are encouraged to consider the purpose and functioning of the university as a whole, with its concentrations of expertise in different subject areas. Academic units should avoid duplicating course effort or directly competing for students or credit hours. The university and its students often benefit when students in a curriculum take instruction from outside units. Originators of proposals are encouraged to consider whether collaborating with outside units on curricula or courses (for example, to request a different academic unit to create a particular kind of course) might provide more overall benefit to students and the university.

Members of any voting body may vote to approve or not approve proposals according to their own judgment. Members may vote not to approve a proposal if they believe it does not meet K-State standards of education, does not work well in the K-State collection of other course offerings and curricula, or generally does not benefit the university. Note, too, that members of a committee may vote to approve a proposal that they think deserves FS deliberation, even if they do not endorse the proposal themselves.

Faculty Senate's primary responsibility begins when a college or school approves a course or curriculum proposal, or upon receipt of a university-wide proposal. These proposals route through FSAAC, FSEEXEC, and FS. Faculty Senate Executive Committee may return a proposal to FSAAC, make minor amendments if approved by the proposing entity, or place the proposal on the FS consent or discussion agendas. Both FSAAC and FS may take any of the following actions:

- a) Approve the proposal as submitted.
- b) Approve the proposal with minor changes. These need to be small changes and made with the consent of the proposing unit.
- c) Table the proposal. This may allow additional investigation, including consulting with other entities, including but not limited to departments, faculty, students, university committees, and administration.
- d) Request that the proposal be returned to the college for revision or modification. Unlike tabling, this outcome requires edits for the proposal before it can be reviewed by FSAAC and/or FS.¹
- e) Reject the proposal. A proposal is rejected when it receives 50% or fewer votes for approval. There is no appeal for a rejected proposal.
- f) Refer the proposal to the Provost for review of potential resource concerns. Even though funding or resource decisions are not within FSAAC's purview, if the information provided in the proposal raises questions or concerns, FSAAC can refer the matter for further review. Once the FSAAC chair has been notified that the concerns have been addressed, the proposal may be returned to FSAAC for reconsideration, at which point any of the actions outlined above may be taken.

Some of the most common reasons for proposals not being immediately approved are:

- a) The proposal appears to negatively impact another academic unit. E-mail correspondence **MUST** be uploaded to the curriculum proposal.
- b) Insufficient notification of impacted units.

¹ Please note that in curriculum system (Curriculog) language this is a rejection to previous step.

- c) Credit hours do not appear to be appropriate.
- d) Course number doesn't align with the appropriate SLO's for the course level. Please see [Course Definitions and Policies](#) to learn more about course number decisions.
- e) The component (e.g., lab, studio, activity, seminar) does not appear to be appropriate.
- f) A perceived lack of expertise or resources to offer the course or curriculum.
- g) Course title and description are not compatible or do not match.
- h) Course title or description is too short or too long.
- i) The proposal or policy appears to negatively impact students, faculty or the university.

Proposals may be returned if they are miscategorized as expedited or standard.

Occasionally, another academic unit objects to a course, curriculum, or university-wide proposal.

- Disagreeing bodies should attempt to reach an amicable agreement as soon as possible.
- Early communication tends to decrease the amount of disagreement and typically improves the course or curriculum proposals.
- Every attempt should be made to resolve issues at the lowest possible level before reaching FSAAC.

If no such agreement is reached, then the objection should be formally handled in FSAAC.

Representatives from interested parties will be invited to an FSAAC meeting and given a chance to discuss the issues. It is the responsibility of all parties to attend the FSAAC meeting. During the meeting, the Faculty Senate Academic Affairs Committee will take one of the above actions to ensure the timeliness of shared governance. As a reminder, a simple majority is needed to approve the proposal.

When a proposal is approved by FSAAC, it moves to FSEXEC. Faculty Senate Executive Committee sets the agenda for FS. Items from FSAAC go on either the discussion agenda or the consent agenda. Typically, FSAAC recommends that course and curriculum changes go on the FS's consent agenda. Some items by default that go onto the discussion agenda are:

- Controversial items (proposal received a non-unanimous vote at FSAAC)
- Proposals that affect or change university policies
- All proposals for new degrees, minors, and certificate programs.

In extenuating circumstances, FSAAC may request that an item be placed on the FS agenda in advance of a final vote from FSAAC. In this situation, an FSAAC meeting is expected between the FSEXEC and FS meetings. If the proposal is tabled, amended, or is not approved unanimously at that FSAAC meeting, then the proposal will be pulled by FSAAC from either the discussion or consent agenda for the upcoming FS meeting. In such a case, the proposal may be moved to the next FS meeting.

Faculty Senate also has the responsibility of ensuring that proposals follow the proper procedures. Any individual who believes that a proposal has not followed the proper procedure (missed steps in departments, colleges, or university) should immediately contact the chair of FSAAC. The chair of FSAAC will investigate and, in consultation with FSAAC and FSLC, will

ensure that a proposal follows proper routing procedures prior to moving to either FSAAC's or FS's agenda.

Provost Office Responsibilities

All items requiring KBOR approval are sent to the Provost's Office once approved by FS for review. Upon approval, the Provost forwards the proposal to the Board of Regents. Only new program proposals require full KBOR approval. Other proposals, including name changes to a degree program, require only the approval of the Council of Chief Academic Officers and the President of KBOR. A department or unit name change does not require FS approval, but does route through the Provost Office and must be approved by the Council of Chief Academic Officers and the President of KBOR. A complete list of items needing KBOR approval, as well as the New Program Proposal form, can be found on the [KBOR website](#).

Kansas Board of Regents (KBOR) Responsibilities

The Kansas Board of Regents staff receives the proposal. The length of time necessary for approval varies depending on meeting dates and when the proposal was received. New program proposals first appear on the Council of Chief Academic Officers' agenda for a first and second reading. If approved unanimously at the second reading, the proposal is automatically placed on the agenda for the Council of Presidents meeting that same day. After approval by the Council of Presidents, the proposal is reviewed by the Board Academic Affairs Standing Committee (BAASC). Approval at BAASC automatically places the proposal on the next (or same day) KBOR agenda for approval. KBOR may take any of the following actions on the new degree program:

- 1) Reject the proposal without conditions
- 2) Refer the proposal back for revision, modification, or clarification
- 3) Approve the proposal. The Board of Regents Secretary is responsible for notifying the University if the proposal has been approved or not; the proposal becomes official when the Board of Regents passes the motion for approval.

Responsibilities for Communicating Proposal Decisions

If a proposal is rejected at any step, the chair of the committee that voted to reject the proposal is responsible for communicating this action to the contact person, the department chair, and the appropriate college dean(s). The chair should let these individuals know that there is no process for appeal and may describe why the proposal failed.

Upon approval of a course, curriculum, or university-wide proposal, Faculty Senate will notify the campus of the approval through the official notification system and protocols. This list includes Academic Deans, Academic Department Heads, Graduate School Dean (if applicable), Office of Admissions, Office of the Registrar, Institutional Research, and others by request. The dean's office personnel are responsible for notifying members of their college of the approved changes.

The Office of the Registrar and college offices coordinate incorporating approved course and curriculum proposals into applicable university-wide systems and the university catalog. The Provost's office and FS coordinate incorporating approved university-wide policies into the K-State University Handbook or other documents.

When KBOR approves new programs, degree name changes, or department name changes, the Office of the Registrar will be notified by the Provost's Office. At this point, the Office of the Registrar will begin to coordinate and align with effective dates to make changes to systems under the authority of the Office of the Registrar, such as the University Catalog, degree audit, and other affiliated systems or websites that display program information. This process does not typically happen in the middle of a semester, and changes for an upcoming academic/catalog year occur over the summer months, typically taking several weeks. Once the Office of the Registrar has completed this work, they will notify the contact person to inform them that the department/college can begin to market the program. At this point, the academic unit can make the necessary changes to its own website information and begin to market the new or changed program.

Approving University Course & Curriculum

This section describes the approval and routing processes for course and curriculum proposals. Proposals begin with an individual academic unit and receive final approval by either FS or KBOR. Refer to the [Deadlines](#) as published on the Curriculum Website.

All proposals default to standard routing. Changes with limited impact outside of the academic unit may be eligible to follow an expedited procedure. Certain changes to the elective lists can follow an elective list update. For minor changes, which assist in maintaining an accurate university catalog or other university systems, a systems request update procedure can be followed.

Please note that there are specific regulations on proposing K-State Core courses. Please see the [K-State Core Routing](#) section for definitions, as well as routing processes and procedures.

Course and curriculum changes, additions, and removals begin in the responsible academic unit. Submitting incomplete or poorly written proposals delays implementation and creates additional work for not only committees and administration, but also the proposing individuals. Individuals are encouraged to review the best practices in submitting courses and curriculum proposals. Steps for all approvals and notifications for curriculum and course changes, for both undergraduate and graduate levels, can be found below.

Course and Curriculum Standard Routing

Any proposal can be routed as a standard proposal. The minimum routing and voting bodies are as follows.

Minimum Voting Bodies:

- 1) College faculty (notification to campus must occur at least 10 calendar days prior to a vote)
- 2) Academic unit (department) faculty
- 3) College course/curriculum committee or the equivalent
- 4) Graduate Council committees (for courses greater than 599 and all graduate curriculum, except for DVM courses and curriculum, which skip the Graduate Council's review and approval)
 1. Graduate Council Assessment and Review Committee (if it is a new program)
 2. Graduate Council Academic Affairs Committee
 3. Graduate Council
- 5) Faculty Senate committees
 4. Faculty Senate Academic Affairs Committee (a minimum of 10 calendar days will occur between the receipt of a proposal and this committee's vote)
 5. Faculty Senate Executive Committee
 6. Faculty Senate (Note that the approval process for most proposals ends at this step). A small percentage of proposals continue and require KBOR approval.
 7. Some examples include:
 - a) New degree-granting programs, majors, and new minors (if they exceed KBOR guidelines),
 - b) Name changes to a degree program,
 - c) Upgrading a degree program (B.S. becomes an M.S., etc.), and
 - d) Dividing or merging degree programs.

This oversight is not limited to these items. Please see KBOR's [website](#) for more information.
- 6) Provost approval is required for any curriculum-related proposals that require KBOR approval
- 7) KBOR approval

Proposals can be modified at any stage by the procedures of the voting body at that stage. The voting body suggesting the change must receive assurance from the originating academic unit that their changes are acceptable before moving the amended proposal forward. If the suggestion comes from either GC or FS approving body, the chair of the committee should decide the appropriate level of agreement from previous voting bodies.

- For minor changes, this agreement may just be an email from the contact person.
- For larger changes, the Dean of the originating college should be supportive of the change.

In certain instances, the changes may need to return to receive a formal vote by the academic unit and/or the college's faculty.

The originating unit of a proposal may withdraw the proposal entirely from any further or future consideration at any stage of the routing process up until FS approval. It may also request to pull a proposal from the agenda of the next voting body in the routing process, while it addresses newly discovered concerns or mistakes.

Routing of Standard Proposals that do not require KBOR approval

Course: changes, additions and removals

Curriculum: changes, additions of secondary majors, concurrent programs, sub-plans (emphases, options, specializations, tracks, concentrations), and some removals*

Certificate: additions, changes, and removals

Minor: additions, changes and removals

* Curriculum removal may have special policies, see K-State Handbook [Appendix K](#) and [Appendix N](#) and other university documentation. Programs should check the routing for removing a curriculum.

Step	Responsible Group	
Academic Units and Colleges		
1	Develop the proposal by the academic unit that is responsible for the course prefix or curriculum.	
2	Notify impacted units both inside and outside of the college. If the college is responsible for the prefix or curriculum skip steps 3 and 4.	Approval encouraged but not needed
3	Unit Course & Curriculum Committee (if required by the academic unit)	Vote
4	Academic unit faculty	Vote
5	College Course and Curriculum Committee (or equivalent)	Vote
6	College faculty (materials must be submitted 10 calendar days prior to the vote)	Vote
7	College dean's office forwards to either FSAAC or GCAAC. All courses above 599 and graduate curriculum (except for DVM courses and curriculum) go to step 8. Other proposals proceed to step 11.	
Graduate Council		
8	Graduate Council Academic Affairs Committee	Vote
9	Graduate Council	Vote
10	Graduate School forwards to FSAAC	
Faculty Senate		
11	Faculty Senate Academic Affairs Committee (materials must be submitted 10 calendar days prior to vote)	Vote
12	Faculty Senate Executive Committee (votes to put item on Consent Agenda or Discussion Agenda)	Vote
13	Faculty Senate	Vote

14	Faculty Senate's office notifies appropriate departments, academic units, colleges and the Office of the Registrar.
15	Office of the Registrar changes the K-State Catalog and notifies the academic units of the updated catalog change.

Routing for New Degree Programs

Associate, Bachelor's, Master's, and Doctoral Degrees

Step	Responsible Group	
Academic Units and Colleges		
1	Develop the proposal by the academic unit that is responsible for the course prefix or curriculum.	
2	Notify impacted units both inside and outside of the college. If the college is responsible for the prefix or curriculum skip steps 3 and 4.	Approval encouraged but not needed
3	Unit Course & Curriculum Committee (if required by the academic unit)	Vote
4	Academic unit faculty	Vote
5	College Course and Curriculum Committee (or equivalent)	Vote
6	College faculty (materials must be submitted 10 calendar days prior to vote)	Vote
7	College dean's office forwards to either FSAAC or GCAAC. All graduate curriculum (except for DVM curriculum) go to step 8. Other proposals proceed to step 12.	
Graduate Council		
8	Graduate Council Assessment and Review Committee	Vote
9	Graduate Council Academic Affairs Committee	Vote
10	Graduate Council	Vote
11	Graduate School forwards to FSAAC	
Faculty Senate		
12	Faculty Senate Academic Affairs Committee (materials must be submitted 10 calendar days prior to vote)	Vote
13	Faculty Senate Executive Committee (votes to put item on Discussion Agenda)	Vote
14	Faculty Senate	Vote
15	Faculty Senate's office forwards to the Office of the Provost	
Provost Office		
16	Provost	Vote
17	Office of the Provost forwards to KBOR	
KBOR		
18	COCAO - 1st Reading	
19	COCAO - 2nd Reading	Vote
20	COPs	Vote
21	KBOR (BAASC & full Board)	Vote
22	KBOR notifies the Provost Office	

23	The Provost Office notifies Faculty Senate, appropriate departments, academic units, colleges and the Office of the Registrar.
24	Office of the Registrar changes the K-State Catalog and notifies the academic units of the updated catalog change.

Routing for Some New Minors and Degree Name Changes

Step	Responsible Group	
Academic Units and Colleges		
1	Develop the proposal by the academic unit that is responsible for the course prefix or curriculum.	
2	Notify impacted units both inside and outside of the college. If the college is responsible for the prefix or curriculum skip steps 3 and 4.	Approval encouraged but not needed
3	Unit Course & Curriculum Committee (if required by the academic unit)	Vote
4	Academic unit faculty	Vote
5	College Course and Curriculum Committee (or equivalent)	Vote
6	College faculty (materials must be submitted 10 calendar days prior to vote)	Vote
7	College dean's office forwards to either FSAAC or GCAAC. All graduate curriculum (except for DVM curriculum) go to step 8. Other proposals proceed to step 12.	
Graduate Council		
8	Graduate Council Assessment and Review Committee	Vote
9	Graduate Council Academic Affairs Committee	Vote
10	Graduate Council	Vote
11	Graduate School forwards to FSAAC	
Faculty Senate		
12	Faculty Senate Academic Affairs Committee (materials must be submitted 10 calendar days prior to vote)	Vote
13	Faculty Senate Executive Committee (votes to put item on Discussion Agenda)	Vote
14	Faculty Senate	Vote
15	Faculty Senate's office forwards to the Office of the Provost	
Provost Office		
16	Provost	Vote
17	Office of the Provost forwards to KBOR	
KBOR		
18	COCAO	Vote
19	KBOR President and CEO	Vote
20	KBOR notifies the Provost Office	
21	The Provost Office notifies Faculty Senate, appropriate departments, academic units, colleges and the Office of the Registrar.	
22	Office of the Registrar changes the K-State Catalog and notifies the academic units of the updated catalog change.	

K-State Core/General Education Routing

The K-State Core framework covers six disciplinary areas: English, Communications, Mathematics & Statistics, Natural & Physical Sciences, Social & Behavioral Sciences, and Arts and Humanities. In addition, a seventh area is reserved for institutionally designated use, which K-State is keeping as unrestricted electives. In total, the framework takes up 34-36 credit hours of 100 and 200-level coursework. Some 300 and 400-level coursework is allowable in requirements/buckets 4-6 but only if the courses do not require a pre- or co-requisite. Students who complete their general education elsewhere cannot be required to take additional general education coursework in the disciplinary areas of the framework without permission from KBOR to continue requiring courses in the K-State Core. {<https://www.k-state.edu/general-education/>}

The Provost will form a Kansas State University General Education Council, comprised of Associate Deans for Academics at each undergraduate-serving college or campus, or their designee. Proposals to create or change the list of approved disciplines or adjustments to courses must be submitted to the General Education Council. Note that 100- and 200-level courses in disciplines specified by the KBOR Framework and courses approved for systemwide transfer may **not** be removed from the list of approved courses without approvals and discussion within the KBOR protocols for Statewide Transfer.

A General Education Committee Disciplinary Advisory Board will be formed for each of the general education areas. The General Education Council will make initial staggered appointments for three faculty members for each of the disciplinary areas, two of whom will be from the disciplines approved on the K-State Core for those requirements. Faculty will serve three years. After the initial appointments, Kansas State University General Education Council will appoint the Disciplinary Advisory Board members following the composition of two faculty from the disciplines approved on the K-State Core and one additional faculty.

The General Education Council will forward courses or disciplines proposed for inclusion to the appropriate Advisory Board for that area. After receiving the Advisory Board report, the Council should decide whether to recommend the course or discipline for inclusion or not. Courses or disciplines recommended for inclusion will be forwarded to the Faculty Senate Committee on Academic Affairs and will then be handled in the usual process.

- Faculty Senate Academic Affairs Committee (the proposal must be presented a minimum of 10 calendar days prior to the committee meeting)
- Faculty Senate Executive Committee
- Faculty Senate

Resources:

[KBOR Systemwide General Education](#): Chapter III.A.18

[KBOR Systemwide Transfer \(SWT\) Courses](#)

Course & Curriculum Expedited Routing

Under certain circumstances, a course or curriculum proposal may follow expedited routing. Use the following criteria to determine if a proposal qualifies for this routing.

A course proposal is expedited if all the following are true:

- The proposal is a course change or drop (course additions cannot be expedited).
- The change does not impact an academic unit outside of the proposing college or school.
- There is no prefix change(s) or cross-listing involved in the proposed change.
- The course meets one of the following criteria:
 - It is not part of any curriculum offered outside of the proposing college or school. This is verified by running the impact report and including it with the proposal. Refer to the [Impacted Units](#) Section of this manual.
 - It is part of the curriculum, but only among a list of numerous other options (technical, free, unrestricted, humanities, etc., electives).
- Students from outside of the proposing college rarely enroll in the course.
- The proposal consists of Minor changes, such as renumbering, renaming, or changing course descriptions due to changes in current practices or terminology in the discipline; or other changes **that don't affect another unit** outside the proposing college, such as changing the term offered, prerequisites, credit hours, components (lecture, lab), etc.
- The course proposal does not add, change, or remove a K-State Core designation from an existing course. However, dropping a course can be an expedited process, even if the course has a K-State Core designation.
- The course proposal does not combine two or more courses that result in dropping one of the course numbers.

A curriculum proposal may use the expedited process if all the following are true:

- The proposal is a change – does not add or discontinue a curriculum subplan type (subplan is the term used in the student information system, but it encapsulates what KBOR refers to as a Concentration – emphasis, endorsement, option, track, specialization, etc.).
- The required total number of credit hours for completion of a program is not changing.
- The proposal does not impact another unit outside of the college.
- This proposal does not add or delete a course(s) that impact enrollment of courses outside the college.
- There is no addition of course(s) outside the college that were not previously required.
- The degree name is not changing.
- This proposal is not a substantial rewrite of a curriculum.

Proposals that begin as expedited and are moved to standard create additional work for many people, including the proposing unit. If in doubt, a standard proposal is always acceptable. Having to reroute a proposal from expedited to standard WILL cause further delay.

Below are some common mistakes where individuals incorrectly start an expedited proposal that had to be moved to standard routing.

1. The proposal impacts another unit outside the college, and the impacted unit is highly supportive.
2. The proposal impacts another unit outside the college, and the unit received no response.
3. Course prefixes or number changes.
4. Change in the number of credit hours of a curriculum.
5. Changing requisites involving courses outside of the proposing college.
6. Cross-listed courses, even if the cross-listing is in the same college.
7. There is perceived subject overlap with content delivered by another college.

Expedited proposals go through the following steps for approval. However, at any time prior to approval, a faculty senator may request that the chair of FSAAC change the proposal to a standard proposal. Such a request is always honored. Any bodies that have approved of the proposal do not need to reapprove the proposal.

Minimum Voting Bodies:

1. Department faculty.
2. College course/curriculum committee or the equivalent (notification to campus must occur at least 10 calendar days prior to a vote). Some colleges may also require a vote by their faculty.
3. Graduate Council for graduate curriculum and courses greater than 599 except for DVM courses and curriculum. Both GCAAC and GC vote on the proposal.
4. FSAAC takes one of the following actions:
 - a) Approves the proposal on behalf of FS.
 - b) Moves the proposal to a standard proposal and votes to determine where the proposal is in the standard routing process (determines next voting group).

Routing for Expedited Approval Processes

Expedited routing only exists for certain type of proposals that do not impact units outside of the college.

- Course:** changes and removals
- Curriculum:** changes
- Certificate:** changes
- Minor:** changes

Step	Responsible Group	
	Academic Units and Colleges	
1	Develop the proposal by the academic unit that is responsible for the course prefix or curriculum.	
2	Notify impacted units inside of the college. If the college is responsible for the prefix or curriculum skip steps 3 and 4.	Unanimous approval needed, but not a vote

3	Unit Course & Curriculum Committee (if required by the academic unit)	Vote
4	Academic unit faculty	Vote
5	College Course and Curriculum Committee (or equivalent). If college faculty vote is not required by the college, skip step 6	Vote
6	College faculty (materials must be submitted 10 calendar days prior to vote) only if required by the college.	Vote
7	College dean's office forwards to either FSAAC or GCAAC. All courses above 599 and graduate curriculum (except for DVM courses and curriculum) go to step 8. Other proposals proceed to step 11.	
Graduate Council		
8	Graduate Council Academic Affairs Committee	Vote
9	Graduate Council	Vote
10	Graduate School forwards to FSAAC	
Faculty Senate		
11	Faculty Senate Academic Affairs Committee (materials must be submitted 10 calendar days prior to vote).	Vote
12	Faculty Senate's office notifies appropriate departments, academic units, colleges and the Office of the Registrar.	
13	Office of the Registrar changes the K-State Catalog and notifies the academic units of the updated catalog change.	

Elective List Update Routing

Many academic units have specified electives that apply to their curricula. These lists usually appear on the academic unit's website and in electronic systems to check for graduation requirements. The academic elective lists are part of the curriculum but can be changed with an elective list update proposal. These elective lists are typically large and can be changed with a separate routing mechanism. This allows academic units to rapidly add or remove courses to this elective list without needing an extensive approval process.

Changes to the K-State Catalog (e.g., number of hours, title of list, etc.) follow either the standard or expedited process. Also, when first removing this type of list from the catalog and placing it on the unit's or college's website, the proposal needs to go through the standard routing approval process. Once that is completed, changing these lists of specified electives requires the following steps:

For a departmental or academic unit's list, an elective list update proposal is created.

- The departmental or academic unit faculty must vote in favor of the change.
- Any impacted units must be contacted.
- If there is support from the impacted units, then the proposal routes to the Academic Dean (nonvoting), who forwards it to the Office of the Registrar to update the catalog and other systems.
- If there is no support from the impacted units, then the proposal should be routed as a standard proposal.

For a college elective list, an elective list update proposal is created.

- The course and curriculum committee or its equivalent must vote in favor of the change. If expedited proposals are voted on by the college faculty, then the college faculty must also vote in favor of the change.
- Any impacted units must be contacted.
- If there is support from the impacted units, then the proposal routes to the Office of the Registrar to update the catalog and other systems.
- If there is no support from the impacted units, then the proposal should be routed as a standard proposal.

Any individual who believes that an elective list has been updated without proper contact and agreement should contact the chair of FSAAC, who will investigate. If deemed appropriate, the change may need to be resubmitted and routed as a standard proposal. This process will also determine whether the proposal requires the college’s approval or if the proposal moves directly to FSAAC.

Routing for Academic Elective List Updates

Curriculum: Adding or removing courses from a college elective list.

Step	Responsible Group	
	College	
1	Develop the proposal by the college that is responsible for the elective list	
2	Notify impacted units both inside and outside of the college.	Unanimous approval needed, but not a vote
3	College Course and Curriculum Committee (or equivalent). If the college does not require its faculty to vote on expedited changes, then skip step 4	Vote
4	College faculty (materials must be submitted 10 calendar days prior to vote.)	Vote
5	College dean’s office forwards to the Office of the Registrar	
6	Office of the Registrar changes the K-State Catalog and notifies the college of the updated catalog change.	

Curriculum: Adding or removing courses from a departmental elective list.

Step	Responsible Group	
	Academic Units and Colleges	
1	Develop the proposal by the academic unit that is responsible for the elective list	
2	Notify impacted units both inside and outside of the college.	Unanimous approval needed, but not a vote
3	Unit course and curriculum committee (if required by the academic unit)	Vote
4	Academic unit faculty	Vote

5	Department forwards to dean's office
6	College dean's office forwards to the Office of the Registrar
7	Office of the Registrar changes the K-State Catalog and notifies the academic units of the updated catalog change.

Academic Degree Maps Routing

This form is for bachelor's and associate programs only.

1. Submit the form "Curriculum – New or Change – Academic Degree Maps" for a new or changed curriculum.
2. Complete this form and build the Academic Degree Map.
3. Separate proposals must be submitted for each subplan.
4. It is approved by the college curriculum committee and then routed to the Office of the Registrar for processing.

Microcredentials Routing

1. Microcredential approval may be sought by any Major Academic Unit (MAU) at K-State. The term Major Academic Unit includes all Colleges, K-State Salina and Olathe, K-State Libraries, K-State Extension, K-State Graduate School, and the Staley School of Leadership.
2. Each MAU shall set up an internal process for MAU approval for microcredentials. This need not follow the usual curriculum approval process but can be tailored to allow faster approvals when needed.
 - a. Each Dean or Director of an MAU shall inform the Grad Council and Faculty Senate of their internal processes.
 - b. Interdisciplinary proposals can come from any college and only need official approval from one unit (but at the next level, all involved units will, of course, be queried about their support).
 - c. All requests for microcredentials, whether credit or non-credit, must come through a Major Academic Unit.
3. Approval for a microcredential may be requested for a term not to exceed 18 months, permanent approval, or both.
 - a. Term approvals may be granted by the joint agreement of the Faculty Senate President, the designated chair of the Faculty Senate Academic Affairs committee, the VP of Academic Innovation or AVP of Academic Innovation. For graduate credit-bearing microcredentials (except DVM), the Dean of the Graduate School. Term approvals may not be extended without a vote of the Faculty Senate.

- b. Permanent approval of a for-credit microcredential will require approval from the Office of Assessment and the Faculty Senate. For graduate credit-bearing microcredentials (except DVM), the Graduate School serves as the approving unit. Approval from these bodies will follow the usual process for curriculum approvals.
- c. Permanent approval of non-credit microcredentials follows the term approval process.

System Request Update Routing

System request updates are primarily for courses and involve very minor course changes that do not require formal course approval and do not have an impact on another academic unit outside the college. These are updates to one of the current electronic systems used to offer or record classes (e.g., scheduling, graduation check, catalog, etc.).

System request updates are limited and are processed and changed in one of the systems. These items are processed by the Office of the Registrar and do not go through the FS approvals. If the Office of the Registrar has any doubt about whether a proposal can be a systems update, they should contact the chair of FSAAC. If a proposed change requires additional approval, the proposal will be rejected, and the proposer will be required to submit a new proposal for the change through either the standard or expedited routing process.

Note that there is no FS oversight of this process. Any faculty senator who believes a system request update has been inappropriately used should request that FSAAC investigate. This request for investigation must be done within the academic year of the system's request being processed. FSAAC may undo a system request update and require the proposal to follow an expedited or standard process.

The following items may use the System Request Update form.

- a) Correct a typo, misspelling, or grammatical error (courses or curriculum)
- b) Correct or update the short title (23-character field, used on the official transcript)
- c) Correct or update the repeat for credit field
- d) Correct or update the typically offered field
- e) Correct or update the grading basis
- f) Correct or update course attributes (does not include K-State Core designations, Pathways designations, or university-level tracking mechanisms that require other committee approvals)
- g) Correct or update topics title
- h) Edit for Vet Med only: credit allowed field
- i) Other minor changes (as allowed by Office of the Registrar in consultation with the chair of FSAAC)

Routing for Systems Update Request

Only a very limited number of changes qualify for a systems update request.

Step	Responsible Group
Academic Units and Colleges	
1	Develop the proposal by the department or college. If a college proposal, skip step 2.
2	Department head or chair approves proposal and forwards to dean's office.
3	Dean's office approves and forwards to the Office of the Registrar.
4	Office of the Registrar updates the requested system and notifies the college.

Routing But No Voting Bodies:

1. Department chair/head or department faculty suggest the change.
2. Dean's office personnel, in conjunction with the college course and curriculum committee, request change to the Office of the Registrar.
3. The Office of the Registrar processes the request. The Office of the Registrar should consult the FSAAC chair if it is in doubt about whether the change should be considered a systems request update.

Course Topics Routing

Course topics updates are strictly for use for departments/units to add topics to existing courses already approved to allow for multiple topics. These updates do not have an impact on another academic unit outside the college.

Course topics updates are limited and are processed and changed in one of the systems. Immediately after initial review, these items are processed by the Office of the Registrar and do not go through the FS approvals. If a proposed topic is rejected the college scheduler will work with the requesting department to adjust the proposed topic or submit a new topic proposal

Interdisciplinary Programs Approval Process

Interdisciplinary programs have special routing dependent on the entities involved. These proposals are always routed as standard, but have additional routing steps. This section describes the routing and approval for these types of proposals.

Interdisciplinary Programs: Undergraduate

Interdisciplinary programs involve units in two or more colleges must use the process outlined below. These programs are designed to teach the students to explore the relationship among concepts and solve complex problems from more than one perspective. Interdisciplinary programs can include certificate programs, secondary majors, or degree programs. For new degree programs, the Board of Regents requires [additional information](#) and [forms](#).

New Undergraduate Interdisciplinary Programs

Planning and Proposal Development

- **Concept Paper and Draft Budget:** Faculty interested in creating a new interdisciplinary program should work together to develop a [concept paper](#) and draft budget for the program. They are encouraged to make contact with the Provost's designee early in their deliberations for advice on the process. In developing their ideas and especially their budget, they are strongly encouraged to discuss their proposal with appropriate department heads and deans.
- **Deans Council:** When the concept paper and draft budget are ready, the Provost's designee will arrange for these items to be placed on the agenda for the Deans Council. The Council will not vote on the proposal but can provide feedback on whether resources will be available. This step will also allow other colleges that may not have been initially considered to point out where they may have a beneficial role in the proposal.
- **Identification of voting units:** Before Faculty Senate and the administration approve the proposal, they will want to see that it has been evaluated by faculty who are knowledgeable in the area. It is important to identify appropriate voting units early to ensure proper support and minimize delays. The organizers will meet with the Provost's designee and the Chair of the Faculty Senate Academic Affairs Committee, who will advise them on which units should vote on the proposal. It is not necessary that every unit that has personnel involved in the project vote on the project. However, at least two K-State departments (or comparable units) from different colleges must vote on the project, as must their respective college curriculum committees. Because interdisciplinary programs vary greatly, the Provost's designee and the Chair of the Faculty Senate Academic Affairs Committee may recommend more than two units vote in specific cases. Note that the organizers are always free to have additional units vote if they feel this will strengthen their case.
- **Proposal Development:** With feedback from the Deans Council and the identification of voting units, the interdisciplinary faculty should identify an initial program director and develop a formal proposal and budget. During this process, the faculty will need to consult with appropriate academic units to ensure that resources, including faculty time and assignments, will be available to the program.
- **Support Agreement:** A support agreement that indicates what each department and college will provide to the program should be drafted and signed by department heads and deans. In addition to listing resources, the agreement should specify how the program will be administered and how changes will be handled. The support agreement should show support for teaching the required courses on a regular basis. The proposers and administrators are welcome to consult with the Provost's designee on what issues other programs have faced and how they dealt with them in order to develop appropriate plans before problems develop.
- **Affected Units:** The formal proposal should be sent to any affected units for comment. Affected units include those that could see changes in enrollment in courses or programs

they offer, should the proposal be adopted. The approval of these units is not required, but as the proposal moves forward, a cover page must document that affected units were asked for comment at least 10 days prior to the first unit vote. The cover page must include any comments, positive or negative, received from affected units, or note that no comments were received.

Designated Academic Departments/Units Vote

- The departments/units identified by the Provost's designee and the Chair of Faculty Senate Academic Affairs must vote on the proposal. If a designated unit votes no, the proposal must be revised and resubmitted. After resubmission, the proposal may go forward without positive votes from all designated units. The primary coordinator of the program, who is identified in the concept paper, will ensure the proposal has all final edits made prior to being distributed to the designated college curriculum committees for their votes.

Designated College Curriculum Committees Vote

- The curriculum committees of colleges housing the designated voting units must also vote on the proposal. The proposal may go forward without positive votes from all such curriculum committees.
- The dean's office of the college curriculum committee, which is the first to vote on the proposal, will send it to the course and curriculum listserv 10 days prior to the vote. This allows time for comment by all colleges and departments. The dean's office of the college curriculum committee, which was last to vote on the proposal, will be responsible for sending the approved proposal to the listserv and for forwarding the proposal to the Faculty Senate Academic Affairs Committee.

Faculty Senate Academic Affairs Committee Vote

- A minimum of 10 calendar days are required between the time the material approved by the last college curriculum committee is received by the Faculty Senate Academic Affairs Committee and the time that it will be considered. The Academic Affairs Committee will vote on whether to send the proposal to the full Faculty Senate. The Academic Affairs Committee is not bound by earlier votes from various units and may choose to reject the proposal or to request additional information before deciding. The proposers will be invited to attend the Academic Affairs Committee meeting when the proposal is on the agenda to answer questions if they arise.

Faculty Senate Vote

- If the Academic Affairs Committee of Faculty Senate approves the proposal, the Chair of Academic Affairs will take the proposal to the Faculty Senate Executive Committee. The Faculty Senate Executive Committee places the item on the agenda for the next Faculty Senate meeting. The committee may request minor clarification or editorial corrections, or refer the item back to the Academic Affairs Committee of Faculty Senate. Once placed on the agenda, the full Faculty Senate will vote on the proposal. As with the Academic Affairs Committee, the full Faculty Senate is not bound by earlier votes and may choose to reject the proposal or to send it back for improvement. The proposers will be invited to

attend the Faculty Senate meeting when the proposal is on the agenda to answer questions if they arise.

- The Faculty Senate Secretary will notify the College Deans' offices and other appropriate offices of the approval of the program for records and publications. If necessary, the Provost will then start the process of getting approval from the Board of Regents.

Formation of Interdisciplinary Advisory Committee

- Following the Faculty Senate Approval of the new program, the faculty participating in the interdisciplinary program will meet and elect an Interdisciplinary Advisory Committee composed of the Program Director and a minimum of five members with representation beyond a single department. The Committee will be responsible for providing input to the Program Director relative to admission requirements, course and curriculum changes, and student learning outcomes, and will assist with program review. The Interdisciplinary Advisory Committee will meet at least two times a semester or when requested to do so by the Program Director.

Changes to Undergraduate (Course & Curriculum) Interdisciplinary Programs

Planning and Proposal Development

- Proposed changes should be taken to the Interdisciplinary Advisory Committee, who will consult with the Provost's designee. The Program Director, or their designee, will be responsible for overseeing communication with other units and making any necessary edits to the proposal as it moves through the approval process.
- The Interdisciplinary Advisory Committee will document support for the proposed changes by the interdisciplinary faculty and notify other affected units (departments, programs, and/or colleges).

Affected Units

- Units that will likely see changes in enrollment, should the proposal be adopted, must be considered affected. The approval of these units is not required, but the proposal must document that affected units were asked for comment at least 10 days prior to the first unit vote. The proposal must include any comments, positive or negative, received from affected units, or note that no comments were received.

Designated Academic Department(s)/Unit(s) Vote

- The department(s)/unit(s) in which the course(s) are being changed must approve the proposed changes. If a designated unit votes no, that will require the proposal to be revised and resubmitted. After resubmission, the proposal may go forward without positive votes from all designated units.

Designated College Curriculum Committees Vote

- The curriculum committee of colleges housing any academic department/unit in which changes are proposed must also vote on the proposal. The proposal may go forward without positive votes from all such curriculum committees.

- The dean's office of the college curriculum committee, which is the first to vote on the proposal, will send it to the course and curriculum listserv 10 days prior to the vote. This allows time for comment by all colleges and departments. The dean's office of the college curriculum committee, which was last to vote on the proposal, will be responsible for sending the final proposal to the listserv and for forwarding the proposal to the Academic Affairs Committee of Faculty Senate if it is a standard process proposal. If it is an expedited proposal, the notification of its approval via the listserv will also serve as notification to the appropriate offices for records and publication.

Faculty Senate Academic Affairs Committee Vote

- For a standard process proposal, a minimum of 10 calendar days are required between the time the material approved by the last college curriculum committee is received by the Academic Affairs Committee of Faculty Senate and the time that it will be considered. The Academic Affairs Committee of Faculty Senate will vote on whether to send the proposal to the full Faculty Senate. The Academic Affairs Committee is not bound by earlier votes from various units and may choose to reject the proposal or to request additional information before deciding. The proposers may be invited to attend the Academic Affairs Committee meeting when the proposal is on the agenda to answer questions if they arise.

Faculty Senate Vote

- If the Academic Affairs Committee of Faculty Senate approves the proposal, the Chair of Academic Affairs will take the proposal to the Faculty Senate Executive Committee. The Faculty Senate Executive Committee places the item on the agenda for the next Faculty Senate meeting. The committee may request minor clarification or editorial corrections, or refer items back to the Academic Affairs Committee of Faculty Senate. Once placed on the agenda, the full Faculty Senate will vote on the proposal. As with the Academic Affairs Committee, the full Faculty Senate is not bound by earlier votes and may choose to reject the proposal or to send it back for improvement. The proposers may be invited to attend the Faculty Senate meeting when the proposal is on the agenda to answer questions if they arise.
- The Faculty Senate Secretary will notify the College Dean's offices and other appropriate offices of the approval of the course/curriculum changes for records and publications.

Interdisciplinary Programs: Graduate

Interdisciplinary programs that involve units in two or more colleges must use the process outlined below. These programs are designed to teach the students to explore the relationship among concepts and solve complex problems from more than one perspective. Interdisciplinary programs can include graduate certificate programs or graduate degree programs. For new degree programs, the Board of Regents requires [additional information](#) and [forms](#).

Planning and Proposal Development

- **Concept Paper and Draft Budget:** Faculty interested in creating a new interdisciplinary program should work together to develop a [concept paper](#) and draft budget for the program. They are encouraged to make contact with the Dean of the Graduate School early in their deliberations for advice on the process. In developing their ideas and especially their budget, they are strongly encouraged to discuss their proposal with appropriate department heads and deans.
- **Dean's Council:** When the concept paper and draft budget are ready, the Dean of the Graduate School will arrange for these items to be placed on the agenda for the Deans Council. The Council will not vote on the proposal, but can provide feedback on whether resources will be available. This step will also allow other colleges that may not have been initially considered to point out where they may have a beneficial role in the proposal.
- **Identification of voting units:** Before Faculty Senate and the administration approve the proposal, they will want to see that it has been evaluated by faculty who are knowledgeable in the area. It is important to identify appropriate voting units early to ensure proper support and minimize delays. The organizers will meet with the Dean of the Graduate School and the Chair of the Academic Affairs Committee of Faculty Senate, who will advise them on which units should vote on the proposal. It is not necessary that every unit that has personnel involved in the project vote on the project. However, at least two K-State departments (or comparable units) from different colleges must vote on the project, as must their respective college curriculum committees. Because interdisciplinary programs vary greatly, the Dean of the Graduate School and the Chair of the Academic Affairs Committee of Faculty Senate may recommend more than two units vote in specific cases. Note that the organizers are always free to have additional units vote if they feel this will strengthen their case.
- **Proposal Development:** With feedback from the Deans Council and the identification of voting units, the interdisciplinary faculty should identify an initial program director and develop a formal proposal and budget. During this process, the faculty will need to consult with appropriate academic units to ensure resources, including faculty time and assignments, will be available to the program.
- **Support Agreement:** A support agreement that indicates what each department and college will provide to the program should be drafted and signed by department heads and deans. In addition to listing resources, the agreement should specify how the program will be administered and how changes will be handled. The support agreement should show support for teaching the required courses on a regular basis. The proposers and administrators are welcome to consult with the Dean of the Graduate School on what issues other programs have faced and how they dealt with them in order to develop appropriate plans before problems develop.

- **Affected Units:** The formal proposal should be sent to any affected units for comment. Affected units include those that could see changes in enrollment in courses or programs they offer, should the proposal be adopted. The approval of these units is not required, but as the proposal moves forward, a cover page must document that affected units were asked for comment at least 10 days prior to the first unit vote. The cover page must include any comments, positive or negative, received from affected units, or note that no comments were received.

Designated Academic Departments/Units Vote

- The departments/units identified by the Dean of the Graduate School and the Chair of Faculty Senate Academic Affairs must vote on the proposal. The Graduate School can facilitate obtaining votes from designated units. If a designated unit votes no, the proposal must be revised and resubmitted. After resubmission, the proposal may go forward without positive votes from all designated units. The Graduate School needs to be notified of the outcome of each of the designated academic unit votes, (gradinfo@ksu.edu). The primary coordinator of the program, who is identified in the concept paper, will ensure the proposal has all final edits made prior to being distributed to the designated college curriculum committees for their votes.

Designated College Curriculum Committees Vote

- The curriculum committees of colleges housing the designated voting units must also vote on the proposal. The proposal may go forward without positive votes from all such curriculum committees.
- The Graduate School (gradinfo@ksu.edu) will be responsible for sending the proposal to the course and curriculum listserv 10 days prior to the first college curriculum committee vote. This allows time for comment by all colleges and departments. Once the last college curriculum committee has voted, the Graduate School will send out the approved proposal to the course and curriculum listserv.

Graduate School Vote

- **Assessment and Review.** Materials must be received by the 10th of the month in order to be considered by the Assessment and Review Committee of the Graduate Council during that same month. The Assessment and Review Committee of the Graduate Council will review and vote on the Assessment of Student Learning Plan. If approved, the proposal will be forwarded to the Academic Affairs Committee of the Graduate Council for a vote. The proposers will be requested to attend all Graduate Council meetings when the proposal is on the agenda to present an overview of the program and respond to questions if they arise.
- **Academic Affairs.** The Academic Affairs Committee of the Graduate Council will review the curriculum of the proposal. If approved, the proposal will be added to the agenda of the next Graduate Council meeting. If not approved, the proposal will be returned to the interdisciplinary program faculty for revision.
- **Graduate Council.** Following approval by the Assessment and Review and Academic Affairs committees, the proposal will be submitted to the full Graduate Council for a

vote. If approved, the proposal will be forwarded to the Academic Affairs Committee of Faculty Senate. If not approved, the proposal would be returned to the interdisciplinary program faculty for revisions and resubmission to the Graduate Council Academic Affairs Committee.

Faculty Senate Academic Affairs Committee Vote

- A minimum of 10 calendar days are required between the time the material approved by the Graduate Council is received by the Academic Affairs Committee of Faculty Senate and the time that it will be considered. The Academic Affairs Committee of Faculty Senate will vote on whether to send the proposal to the full Faculty Senate. The Academic Affairs Committee is not bound by earlier votes from various units and may choose to reject the proposal or to request additional information before deciding. The proposers will be invited to attend the Academic Affairs Committee meeting when the proposal is on the agenda to answer questions if they arise.

Faculty Senate Vote

- If the Academic Affairs Committee of Faculty Senate approves the proposal, the Chair of Academic Affairs will take the proposal to the Faculty Senate Executive Committee. The Faculty Senate Executive Committee places the item on the agenda for the next Faculty Senate meeting. The committee may request minor clarification or editorial corrections, or refer the item back to Faculty Senate Academic Affairs Committee. Once placed on the agenda, the full Faculty Senate will vote on the proposal. As with the Academic Affairs Committee, the full Faculty Senate is not bound by earlier votes and may choose to reject the proposal or to send it back for improvement. The proposers will be invited to attend the Faculty Senate meeting when the proposal is on the agenda to answer questions if they arise.
- The Faculty Senate Secretary will notify the College Dean's offices and other appropriate offices of the approval of the program for records and publications. If necessary, the Provost will then start the process of getting approval from the Board of Regents.

Formation of Interdisciplinary Advisory Committee

- Following the Faculty Senate Approval of the new program, the faculty participating in the interdisciplinary program will meet and elect an Interdisciplinary Advisory Committee composed of the Program Director and a minimum of five members with representation beyond a single department. The Committee will be responsible for providing input to the Program Director relative to admission requirements, course and curriculum changes, and student learning outcomes, and will assist with program review. The Interdisciplinary Advisory Committee will meet at least two times a semester or when requested to do so by the Program Director.

Changes to Graduate (Course & Curriculum) Interdisciplinary Programs

Planning and Proposal Development

- Proposed changes should be taken to the Interdisciplinary Advisory Committee, who will consult with the Dean of the Graduate School. The Program Director, or their designee,

will be responsible for overseeing communication with other units and making any necessary edits to the proposal as it moves through the approval process.

- The Interdisciplinary Advisory Committee will modify the agreement to reflect the proposed changes, document support for the proposed changes by the interdisciplinary faculty, and notify other affected units (departments, programs, and/or colleges).

Affected Units

- Units that will likely see changes in enrollment, should the proposal be adopted, must be considered affected. The approval of these units is not required, but the proposal must document that affected units were asked for comment at least 10 days prior to the first unit vote. The proposal must include any comments, positive or negative, received from affected units, or note that no comments were received.

Designated Academic Department(s)/Unit(s) Vote

- The department(s)/unit(s) in which the course(s) are being changed must approve the proposed changes. The Graduate School can facilitate obtaining votes from designated units. If a designated unit votes no, the proposal must be revised and resubmitted. After resubmission, the proposal may go forward without positive votes from all designated units.

Designated College Curriculum Committees Vote

- The curriculum committees of colleges housing any academic department/unit in which changes are proposed must also vote on the proposal. The proposal may go forward without positive votes from all such curriculum committees.
- The Graduate School (gradinfo@ksu.edu) will be responsible for sending the proposal to the course and curriculum listserv 10 days prior to the first college curriculum committee vote. This allows time for comment by all colleges and departments. Once the last college curriculum committee has voted, the Graduate School will send out the approved proposal to the course and curriculum listserv.

Graduate School Vote

- **Academic Affairs.** The Graduate School will forward the proposed changes to the Academic Affairs Committee of the Graduate Council for a vote. If approved, the proposed changes will be added to the agenda of the next Graduate Council meeting. If not approved, the proposed changes will be returned to the interdisciplinary program faculty for revision. The proposers may be requested to attend the Graduate Council Academic Affairs Committee meeting when the proposed changes are on the agenda to present an overview of the program and respond to questions if they arise.
- **Graduate Council.** The Graduate School will forward the proposed changes to the Graduate Council for a vote. If approved, the proposal will be forwarded to the Academic Affairs Committee of Faculty Senate if it is a standard process proposal. If it is an expedited proposal, the Graduate School will notify appropriate offices of its approval for records and publication. If not approved, the proposed changes would be returned to the interdisciplinary program faculty for revisions and resubmission to the Graduate Council

Academic Affairs Committee. The proposers may be requested to attend the Graduate Council Academic Affairs Committee meeting when the proposal is on the agenda to present an overview of responses to the Graduate Council objections and respond to questions if they arise.

Faculty Senate Academic Affairs Committee Vote

- For a standard process proposal, a minimum of 10 calendar days are required between the time the material is approved by the Graduate Council is received by the Academic Affairs Committee of Faculty Senate and the time that it will be considered. The Academic Affairs Committee of Faculty Senate will vote on whether to send the proposed changes to the full Faculty Senate. The Academic Affairs Committee is not bound by earlier votes from various units and may choose to reject the proposal or to request additional information before deciding. The proposers may be invited to attend the Academic Affairs Committee meeting when the proposed changes are on the agenda to answer questions if they arise.

Faculty Senate Vote

- If the Academic Affairs Committee of Faculty Senate approves the proposed changes, the Chair of Academic Affairs will take the proposal to the Faculty Senate Executive Committee. The Faculty Senate Executive Committee places the item on the agenda for the next Faculty Senate meeting. The committee may request minor clarification or editorial corrections or refer items back to the Academic Affairs Committee of Faculty Senate. Once placed on the agenda, the full Faculty Senate will vote on the proposal. As with the Academic Affairs Committee, the full Faculty Senate is not bound by earlier votes and may choose to reject the proposal or to send it back for modification. The proposers may be invited to attend the Faculty Senate meeting when the proposal is on the agenda to answer questions if they arise.
- The Faculty Senate Secretary will notify the College Dean's offices and other appropriate offices of the approval of the proposed changes for records and publications.

University Honors Program Approval Process

Only the standard routing process will be used for these proposals. Additionally, this process only applies to courses that lack disciplinary affiliation.

1. **Department** - The proposal is initiated by the department via the curriculum system. The administrative leadership team in the University Honors Program (UHP) Office, along with at least three faculty members who have recently taught, or are presently teaching, Honors courses, will serve as the Department/Unit. Department heads/chairs of departments possibly impacted by the proposal will be contacted, and documentation will be included with the proposal.
2. **College Course/Curriculum committee** – The UHP College Coordinator Committee will serve as the College Curriculum Committee. A representative from each college serves on this committee, and these representatives, appointed by their respective colleges, reflect varied positions, i.e., Associate and Assistant Deans, Academic Advisors, etc. The UHP

College Coordinator Committee can provide oversight regarding “affected areas” and can notify them as needed.

3. **College faculty** - UHP proposals need to be approved by at least two colleges, including the College of Arts & Sciences. Arts & Sciences plays a consistently active role in offering Honors courses, and UHP proposals are most likely to have an impact on their college as a result. The second college will be determined by the UHP College Coordinator Committee. The UHP College Coordinator Committee may have additional colleges vote if the impact will be significant for additional colleges. It should be ensured that all departments and units have been notified of the change, and issues should be resolved. Once approved at this step, the proposal will follow the typical standard process.
4. **Faculty Senate Academic Affairs** will review the proposal, and if approved, it will move forward to the Executive Committee. That committee may approve it, request minor clarification or editorial corrections, or refer the proposal back to FS Academic Affairs for further discussion. If approved, it will move forward to Faculty Senate. If approved by Faculty Senate, it will be considered final and sent on for processing by the Office of the Registrar.

University-Wide Academic Policies Approval Process

This section describes the approval process for university-wide academic policies. These policies vary greatly and may be included in the University Handbook or in other policy documents. A few such policies include honors programs, grading policies, retake policies, K-State Core general education, advising, and admissions.

Proposals to change university-wide academic policies may come from any entity on campus. Proposing units may include faculty, staff, administration, departments, colleges, and any of K-State’s senates. Individual proposals within colleges or departments can be approved at the college level, unless such a policy sets a new precedent that impacts other colleges. Anyone who believes a college’s or department’s policy will or has set a new precedent for the university should contact the chair of FSAAC within the first year of approval. The chair will investigate to determine whether or not the policy is precedent-setting and needs approval by FS. In this situation, the policy will follow the standard approval procedures prior to the college or department implementing or re-implementing the policy.

- 1) Graduate Council Academic Affairs and Graduate Council (if the proposal involves graduate student policies)
- 2) Faculty Senate Academic Affairs Committee (the proposal must be presented a minimum of 10 calendar days prior to the committee meeting)
- 3) Faculty Senate Executive Committee (decides whether the proposal requires two readings)
- 4) Faculty Senate
- 5) Provost (if the policy goes in the University Handbook, or it is a major proposal)
- 6) Board of Regents (in some cases)

Course Definition and Policies

This section provides a general definition and policies related to K-State courses. However, many proposals have unique characteristics that are not contained in this document. Voting bodies are encouraged to consider any precedent-setting aspects or other unintended consequences when considering such proposals. For information on [best practices](#) in completing course and curriculum proposals.

Course Descriptions

Poor course descriptions frequently lead to delays in approval. Problem/Topic courses tend to have one-sentence course descriptions. Courses with titles typically have two or three sentences and typically have a list of topics covered. Descriptions are typically never more than one paragraph.

Not all statements need to be complete sentences. Descriptions that begin with examines, a survey of, principles of, applications of, compares, explores, tend to work well.

One should not supply an extensive laundry list of topics, authors, etc., such as a topic for each class period. Instead, topics should be grouped into larger domain fields to create a short list of topics. Do not include information that is likely to change over time. Additionally, one should avoid acronyms in both the description and title.

Topics Courses

Most academic units have topics or problems courses. These types of courses allow for academic units to teach new topics and determine if the course is beneficial to its students. As such, it is easy for an academic unit to offer a topics course with content that substantially overlaps with content from another course on campus.

An academic unit offering the same topics or problems course at least 3 times in a six-year window is required to formally create the course through a proposal. Making the course a permanent addition to the catalog allows students and advisors outside of the academic unit better opportunities to see and enroll in the course.

Any faculty member who believes an academic unit is consistently teaching a topics course with substantial overlap to an existing course on campus should contact the chair of FSAAC.

Catalog Updates and Course Removals

Maintaining an accurate catalog description for courses and curricula is vital to the university. When the Office of the Registrar reports any data from any course or curriculum (transfer, transcript, etc.), the assumption is that the content taught is what the catalog had at the time.

Additionally, students and advisors use the catalog to plan future semesters. While an academic unit may have excellent communication with its students, rarely is such information communicated across the entire university. Thus, the catalog is the primary method to communicate offerings to individuals outside of the academic unit. Please keep the catalog up to date, which includes the semesters offered.

If an academic unit has not offered a course for a substantial amount of time, then a course removal proposal should be processed. Such courses are clearly not a priority for the academic unit, and some students still think the course will be offered. Students may inquire about a course that is no longer being offered. Failure to remove the course creates unnecessary additional work for students, academic advisors, and administrators. Once a department removes the course, it may occasionally teach the course as a topics course. In general, courses that have not been offered for **five (5) academic years** are considered **inactive** and may be subject to removal from the university course repository and the catalog.

Components of a Course

The K-State Catalog describes the major components of K-State courses. This consists of a prefix and number, title, short title, description, credit hours, pre- and co-requisites, semesters offered, grading basis, K-State Core tags, and other information. The catalog description serves as the official record of the course content and effort. Individuals teaching classes have a responsibility to ensure that their offering of the course is consistent with the current version as contained in the K-State Catalog. It is emphasized that faculty have academic freedom, and different faculty may offer differing versions of the same course while still being required to maintain the student learning outcomes as described in the approved curriculum, regardless of modality offered.

When voting on a course proposal, individuals are voting on the content that will be reflected in the course syllabus and in the K-State Catalog.

New Prefix:

Occasionally, a group may wish to create a new set of course prefixes (CC, ECON, ENGL). Individuals should submit the appropriate curriculum form to the Office of the Registrar and the chair(s) of FSAAC to request a new course prefix. Once it is verified by those parties that the new prefix is appropriate and available, it will then be made available in the curriculum system for use by the requesting unit.

Voting for approval of the first course with the new prefix is also voting to approve the new course prefix. Each prefix is associated with an academic unit, and an academic unit may be responsible for multiple course prefixes. Additionally, no two prefixes can be identical.

When a department drops a course, the course number cannot be reissued for five years. Additionally, course numbering should follow the K-State Handbook as follows:

000-099:	No credit courses. (Developmental/Pre-College/Remedial)
100-299:	Lower division undergraduate. Designated as freshman-sophomore courses.
300-499:	Upper-division undergraduate. Designated as junior-senior courses.
500-699:	Upper-division undergraduate. Primarily for juniors and seniors, with enrollment of less than 50% of master's students.
700-799:	Graduate and upper-division. For master's students primarily, with enrollment of less than 50% undergraduate students.
800-899:	Designed primarily for master's students.
900-999:	Designed primarily for doctoral students.

[KBOR Policy Manual II-A-2](#) provides additional guidelines and percentage limits for undergraduate or graduate students based upon the course number.

Course Proposals

An academic unit wishing to create, change, or drop a course must complete a course proposal in the curriculum system. Any academic unit may start a course creation, but the department responsible for a course must initiate a change or removal proposal. The majority of items on the course proposal are self-explanatory. Some of the most necessary or frequently missed items include:

Contact Person: Any questions related to the proposal are directed to the contact person.

Title (Long and Short): The long title is the official title of the course. The short title is limited in the number of characters and will appear on the official transcript. Individuals should be able to grasp the idea of the course from the title.

Descriptions: The description, together with the title, should give students, faculty, and advisors an overview of what is covered in the course, which is valuable during enrollment, determining transfer credit, and preparing to teach the course.

The course description does not need to be lengthy, but it should be at least a few sentences/phrases that clearly identify the major topics and/or skills to be covered in the course. The description must also be clear to a non-expert audience. The catalog description must apply to all sections and all modalities of a course to be offered over the life of the description, and thus not be tailored to an individual instructor's version of the course.

For example, describing the amount of time spent on a topic, style of instruction, or assessment techniques is inappropriate because they change based on the instructor's academic freedom. Important course elements that are part of the offering unit's objectives for the course may be mentioned. For example, the description may mention that the course is writing-intensive. Descriptions should not encourage or recruit students to take the course. However, a description can discourage students from taking the course (credit is not granted for both COMM 105 and 106, BSIE students cannot receive credit for IMSE 680).

If a course has some uncommon characteristics, the description should include useful information for students and advisors. For example, students will be required to participate in a lab that measures their own strength or participate in role-playing. Special scheduling should also be included. For example, the course has two weekend trips or requires 160 hours of clinical time.

Credit hours: The K-State [University Handbook F115](#) has the definition of a credit hour and a half credit hour. Each course must assign an appropriate number of credit hours that fit the amount of student effort expected in the course.

Pre- and corequisites: A prerequisite is a course or achievement that must be completed prior to enrolling in a course. A corequisite is a course or achievement that must be completed or occurring simultaneously with the class.

One can also limit by major, junior or senior standing, grade in a course, or other requirements. Between the course title, course description and pre- and corequisites, students should be able to determine whether or not they have the necessary background to succeed in the course.

Instructors can always waive any pre- or corequisite. Thus, “or instructor permission” should not be included as a prerequisite condition. However, certain courses always require instructor permission (research courses, etc.), and instructor permission should be listed as a prerequisite. This instructor permission should never be preceded by “or.”

Offerings: Standard offerings are Fall, Spring, Summer, and Intersession (August, January, May). Offerings for courses offered every other year should include even or odd years. On sufficient demand is discouraged, but allowed, as it provides minimal information for administrators, advisors, and students.

Grading Type: Courses must be designated as letter grade or credit/no credit.

K-State Core Tags: K-State Core is used to assure that every undergraduate student receives a minimum breadth in their general undergraduate education. No courses 500-level or above should have a K-State Core tag with the exception of requirement/bucket 7 which is limited to 100 and 200-level courses only. K-State Core tagged courses impact the entire university.

Rationale: The rationale should describe why the academic unit is requesting the change or removal. If the request is for a new course, then the rationale should include both the need for the course and the anticipated demand. The rationale should help all individuals in the voting process determine the quality and appropriateness of the proposal for K-State.

Justifying Expedited Process: If an academic unit is pursuing an expedited process, then the proposal must include a statement that the proposal meets all requirements of an expedited change. This statement should be the first sentence or paragraph in the impact statement.

Cross-listed, Dual-listed, Combined, and Equivalent Courses

Cross-listed Course(s):

Courses are frequently cross-listed among academic units. The procedures portion describes additional requirements to create, change or drop cross-listed courses. Cross-listed courses can never follow an expedited process, even if the cross-listing occurs in the same college.

Cross-listing is an administrative way for two or more academic units to share responsibility for a single course. The same course is offered collaboratively by *two or more academic units* and identified by the *same course hundred level (i.e., both 2xx, 3xx, etc.), course name, course description, K-State Core tags, and learning objectives*. Cross-listed courses are combined in the course catalog and when scheduling and are subject to the retake policy as repeated courses.

Cross-listed courses must be identical in every way, apart from the subject code (prefix) and course number, and should only be created as a benefit to students. If a course is important to students in another program, that alone is not a valid reason for cross-listing, as this can be handled in other ways within the curriculum. Cross-listing is not meant to be used for combining or merging (for purposes of getting one section in CANVAS) the same course taught by the same

faculty member into one section (i.e., four sections of ENGL *101 being rolled into one CANVAS section). Trying to do this presents problems with faculty load, enrollment numbers, and reporting.

Example:

ART/ENTOM 302: Art and Insects

GENAG/DAS/LEAD 225: Fundamentals of Global Food Systems Leadership

MUSIC 650/THRE 671: History of The Opera

AGRON 606/GEOG 605: Remote Sensing of the Environment

SOCIO 633/ANTH 613: Gender, Power and International Development

Procedures: One academic unit takes the lead and creates a proposal. This proposal must have all cross-listed courses indicated and highlighted. This proposal must contain the faculty vote in favor of the proposed addition, change or removal for every department that has the course cross-listed. Once these votes are obtained, this proposal will only route through the proposing academic unit's college, without requiring college approval from every cross-listed college. The proposal will then move to either GCAAC or FSAAC.

In the event that not all academic units agree with the addition, change, or removal, the academic units are encouraged to propose that the cross-listed courses become a separate course from each academic unit. An academic unit can create a proposal to separate a cross-listed course without a departmental vote from the other departments where the course is cross-listed. However, notification must occur.

Dual-Listed Course(s):

The same course is offered by *the same academic unit* and identified typically by the *same course name*, but with different course prefixes, numbers, and levels. Each course should have clear learning outcomes that address the differences in the course level combinations, between an undergraduate/graduate course combination or master/doctoral course combination.

These courses are typically for undergraduate/graduate combinations, and DO NOT typically deviate more than one course (hundred) level as defined by KBOR (e.g., 500/600 or 600/700) or for master/doctoral combinations (e.g., 700/800 or 800/900). Justification must be provided for deviations of more than one course description level. Example:

ACCTG 642/ACCTG 852: Accounting Research and Communication

ARCH 706/ARCH 817: Architectural Design Studio VII

LAR 725: Research Methods / PLAN 803: Community Research Methods

Combined, Co-Convended Course(s):

The temporary linking of one or more separate courses that are independent of each other but are combined into one class offering (same time/day and Facility ID) for administrative convenience. Co-Convended courses will have a similar course title and can be used for dual offerings of the same course (both undergraduate and graduate) or courses within different subject areas.

These courses are typically smaller cohorts of students in similar courses by topics but will vary in course level. The academic department is maximizing teaching and space resources by co-convening the course into a common day/time and space offering to ensure maximum utilization of a studio or lab space. Each course offering that is taught in a co-convened manner is independent of the other and has clear learning outcomes that address the specific course level.

Example:

ARCH 302: Architectural Design Studio I and ARCH 401: Accelerated Architectural Design Studio I

MUSIC 111: Concert Choir and MUSIC 400: Concert Choir and MUSIC 842: Concert Choir

ART 375: Intermediate Metals & Jewelry and ART 680: Topics in Contemporary Metals and Jewelry

Special Topics Course(s):

MUSIC 255: Lower-Division Performance and MUSIC 455: Upper-Division Performance

Equivalent Course(s):

Courses offered by *one or more academic units* with different course numbers and course names and may have a similar or different course prefix. Equivalent substitute courses are noted in the catalog that they cannot be taken for credit if credit has been received in specified equivalent course(s). Equivalent courses are subject to the retake policy as repeated courses.

Example:

STAT 325: Introduction to Statistics; STAT 340: Biometrics; STAT 350: Business & Economic Statistics

KIN 360: Anatomy and Physiology or BIOL 441/442: Human Body

Additional Notes

Course Merge: If you have a course or series of courses that do not meet one of the options above, and the course has a separate day/time offering, but you would like to put the courses together in the LMS (CANVAS) for administrative convenience, that is known as a course merge and is only done in CANVAS. Students in a merged course in CANVAS should not be permitted to see or interact with students in the other merged sections outside of their own course. Refer to [FERPA and Merging Courses in CANVAS](#) for additional information. This is not a curriculum process.

General University Courses

The GEN prefix is reserved for general undergraduate university courses. By definition, these courses do not have an academic home, and numerous academic units may offer these classes. The creation, change or dropping of these courses begins in the Provost's office and moves to FSAAC and then FS.

The GRAD prefix is reserved for general graduate university courses. By definition, these courses do not have an academic home, and numerous academic units may offer these classes. The creation, change or dropping of these courses begins with the graduate school. These proposals are moved from GCAAC, GC, FSAAC, and to FS.

Curriculum Definitions and Policies

A curriculum consists of the course requirements for a student to receive an academic credential, such as undergraduate degree, graduate degree, certificate, or minor from K-State. A curriculum should describe the minimum requirements for an individual to achieve the academic credential. These minimum requirements should be designed so that students successfully completing the requirements have developed sufficient knowledge and skills to merit the receipt of the particular academic credential. Curricula provide the standard requirements. However, dean's offices may approve deviations from the curricula.

The official location for all academic credentials is the K-State Catalog. Curriculum information contained on departmental, college, and various other websites is not considered an official university document.

The curriculum lists all of the courses and other requirements that are needed to earn the respective academic credential. Departments and colleges might offer a sample semester-by-semester plan for the typical student in that curriculum; such a plan is offered only as a guide rather than a requirement. Courses requiring a particular order should use prerequisites to ensure the order.

The majority of curricula have three types of courses: core courses, restricted electives, and free or unrestricted electives. Core courses must be completed. Restricted or specified electives allow students to choose from a list of approved courses. Unrestricted or free electives can be any course.

The university and KBOR have various requirements for the completion of credentials, such as minimum GPA or minimum number of hours. These requirements should not be listed in the curriculum. Adding, changing, or removing these requirements can only be done by changing KBOR or university-wide academic policy. KBOR requires all bachelor's degree programs to have at least 120 hours of credit. Currently, programs with more than 120 hours will require an exemption from KBOR.

Both colleges and academic units may also assign additional requirements. Such requirements are typically listed in paragraph form and become a portion of K-State's catalog. Dropping, adding, or changing these requirements is a curriculum change and must be approved by FS.

Curriculum Proposals

Any academic unit may initiate a new curriculum, but changes to an existing curriculum may only be initiated by the academic unit responsible for delivering that curriculum. Dropping a

curriculum may require special routing, and individuals should consult the K-State Handbook and other policies.

Adding a new curriculum requires substantially more documentation. Academic units seeking to create a new degree should discuss the degree with individuals in the Provost's Office. The Provost's office will help identify documentation that needs to be included. Some items that are frequently included with the proposal are identifying an assigned CIP code (obtained from Institutional Research or the Provost Office), student learning assessment plan, market survey, jobs for graduates, preparation for graduate work, budget, additional faculty/staff resources, etc.

Unlike course descriptions, no standard exists for curricula format. All proposals for curricula changes should summarize the changes or additions and provide the reason for the change in the rationale.

Impacted Units

Adding, dropping, or changing curriculum requirements can have a dramatic impact upon the university. The academic unit making the proposal must contact all potentially impacted units. Contacting these departments early in the process can increase collaboration, avoid disagreements, and create stronger degrees.

The proposing unit should recognize that the impact may not be limited only to academic units. Offices such as the Graduate School, Libraries, and IT services may need to be contacted if there is going to be an impact. Additionally, if a program requires something beyond the standard admissions procedures, the Recruitment and Admissions Office should be contacted. For new programs, these offices should be contacted early so that preparations can begin to be made to have a successful launch of the program.

Purpose of the Impact Statement

The purpose of the impact statement is to ensure that academic offerings across the university remain cohesive and coordinated. Many academic units share teaching interests and rely on each other to provide appropriate instruction for their students. New courses or significant changes to existing ones, including modifications to content or titles, may overlap with existing offerings and impact other units.

To address this, the proposing unit is responsible for identifying and assessing any potential impacts their proposal may have on other academic units before submitting it for approval. While it is not always possible to predict every impact, the proposing unit must make a good-faith effort to identify and engage with potentially affected units.

For existing courses, the first step in assessing potential impact is running a Curriculum impact report and reviewing historical enrollment data. However, this report does not capture all possible overlaps. For instance, if a course introduces substantial new content that traditionally falls under the purview of another unit, that unit could be affected, even if not flagged in the report.

Therefore, proposing units must go beyond the curriculum report by proactively reaching out to departments that may be affected, such as those offering similar content or using the course as an elective. This outreach should be directed to the department head or program director and must be done via a recordable method, typically email. While conversation is encouraged, written documentation is required. Failure to properly document outreach often results in proposal delays.

All correspondence with potentially impacted units, including both the original outreach and any replies, must be uploaded into the course/curriculum proposal. This can be pasted directly into the impact field or added as an attachment. If no response is received within a reasonable time, it can be assumed that there are no objections, but documentation of outreach must still be uploaded to demonstrate that an effort was made.

If an impacted unit was not contacted in a timely manner and raises concerns, the proposal should be tabled by FSAAC until those concerns are addressed. If such concerns arise during review by FS or FSEXEC, the proposal should be returned to FSAAC to ensure impacted units are heard. Conversely, if a unit was contacted and knowingly withheld objections to stall the proposal, FS and FSEXEC should consider this context before deciding whether to send the proposal back to FSAAC.

In cases where three or more departments within a single college are impacted, the proposing unit may contact the college directly instead of each department. This communication should be sent to the associate dean for academics (or equivalent). Comprehensive and timely outreach is essential to prevent delays in the approval process.

Expedited Proposals & Impact

If a proposal is being submitted through an expedited process, the impact statement must begin with a clear justification that the proposal qualifies for expedited review. This justification should appear as the first sentence or paragraph in the impact statement.

Contacting and Documenting Impacted Units

Most proposals are delayed in the approval process due to a perceived negative impact on another unit at K-State. The initiating unit must attempt to determine all impacted units and to contact them directly. The emails and responses, if received, are pasted into the impact field or included as attachments to the proposal. If multiple emails and discussions have occurred, please include that documentation also. Conversations or phone calls are not considered an official method of contacting impacted academic units. However, such conversations can eliminate numerous concerns and are highly encouraged, with follow-up emails sent to confirm the outcome of the conversations. See the [Business Process & Guidelines](#) document for sample communications.

Assessment of Student Learning

In accordance with the criteria of the Higher Learning Commission, KBOR policy for new degree programs, and K-State procedures, an approved Assessment of Student Learning plan must be included with any new program proposal. When making changes to a curriculum, programs should make sure that the student learning outcomes are still being assessed. For assistance in developing or maintaining an appropriate assessment plan, contact the Office of Assessment. See the [assessment template and resources](#) for assistance.

New Academic Programs and Kansas Board of Regents Approval

As noted earlier, KBOR policy [Academic Affairs [Chapter II, Section A.](#)] stipulates that Board approval is required for the establishment of new degree programs. KBOR requires additional information that is not required for Faculty Senate approval. However, FS requires that the document prepared for KBOR accompany any new degree proposal prior to FSAAC having its vote. Furthermore, voting bodies may question items from the KBOR document. Any academic unit seeking to establish a new degree should contact the Office of the Provost to obtain documentation, forms, advice, and other helpful suggestions. The process is simpler if this contact happens early in the degree development process.

When KBOR considers the establishment of a new degree program or major, information regarding its rationale, need, market, quality, and financial outlook becomes paramount. The KBOR manual outlines the policies, procedures, and criteria the Board utilizes when reviewing requests for new academic degrees and majors. The proposers of such academic programs should follow the procedures and complete the [required form](#) for the establishment of a new degree program. Best practices for completing this form can be found on the Provost's website.

New Doctoral Programs

When an institution proposes a new doctoral program, KBOR is required to employ three external consultants selected by the President and CEO to review the requesting institution's ability to deliver the proposed program and to review all similar programs in the system, if there are any. The criteria referenced in the KBOR policy manual shall be followed by the consultants in determining the quality of the proposed program. The Council of Chief Academic Officers, the Council of Presidents and the Board shall review the consultants' report before a final decision regarding the proposed doctoral program is rendered. See KBOR policy manual, [Chapter II, Section A.7.g.](#) for further detail.

Kansas Board of Regents Collaborative Degree Programs

Collaborative programs/degrees are defined as programs/degrees developed and/or approved jointly by more than one institution (2-2 agreements, etc.). Students from each participating institution may study parts of the program/degree at the collaborating institutions. In this policy, "program" refers to a formal academic course of study. Although most programs result in a degree or a major within a degree, in some cases, such as teaching endorsements, a program does not result in a major or a degree. For requirements related to submission of these kinds of

proposals, see full text from the KBOR policy manual [Academic Affairs, [Chapter III, Section A.](#)]

Awarding Degrees

Approval of an associate's degree, bachelor's degree, master's degree, first professional degree (e.g., DVM), or earned doctorate: The Dean of the College is responsible for determining the award of degrees and forwarding on to the Office of the Registrar.

A final Fall/Spring/Summer conferral list, along with a monthly retro conferral/add back list, is sent to FSAAC and FS in alignment with the Faculty Senate Constitution and the symbolic references to the role of Faculty and Shared Governance at K-State in ratifying the Graduation lists.

Degree conferral only occurs three times each year, after the conclusion of the Fall, Spring, and Summer terms. The conferral date is the date that will be posted on the official transcript and the diploma. This is the date when the degree is considered officially awarded. A degree is a credential.

Honorary Degrees

[University Handbook, Section F140](#) Kansas State University may award honorary degrees upon approval by FS and KBOR {[Board of Regents Policy and Procedures Manual, Chapter III, Section 9b\(6\)](#)}.

Posthumous Degree & “In Memoriam” Recognition

(University Handbook, Section [F150](#) & [F151](#))

A student who dies while actively pursuing a degree at Kansas State University may be considered for a Posthumous Degree or “In Memoriam” Recognition. For either of these, a student must be deemed to have been in good standing or warning, both academically and with respect to conduct. See University Handbook for further details.

Additional Policies

There still remain additional policies and unwritten practices regarding course and curriculum. Individuals and committees may not support a proposal for a variety of reasons (unwritten policies), and the voting members collectively decide whether or not a course, curriculum or academic policy is currently appropriate for K-State. Some additional written requirements are contained below.

Undergraduate Degree Requirements

See [University Handbook, Sections F120-F123](#)

Master's Degree Requirements

See Graduate Handbook: <https://www.k-state.edu/grad/graduate-handbook/chapter2.html>

Doctoral Degree Requirements

See Graduate Handbook: <https://www.k-state.edu/grad/graduate-handbook/chapter3.html>

Undergraduate Academic Certificate Requirements

See [University Handbook, Section F170](#)

Graduate Certificate Requirements

See Graduate Handbook: <http://www.k-state.edu/grad/graduate-handbook/chapter4.html>

Undergraduate Academic Minors Requirements

See [University Handbook, Section F160](#)

Glossary

Academic Career:

A grouping of all academic work undertaken by a student grouped into a single statistical record. KSU uses Undergraduate, Graduate, and Veterinary Medicine careers.

Academic Program:

The academic entity to which a student applies and is admitted and from which a student graduates. Controls many factors at the student level such as academic level, academic load, academic calendar, and academic group for tuition calculation purposes, grading scheme, and admissions evaluation scheme. After you establish academic programs, you can create academic plans (which are subdivisions of academic programs) and academic sub plans (which are subdivisions of academic plans). *KSU interpretation: Academic program represents the college owning the Plan, whether the Plan is undergraduate or graduate, and whether the Plan is degree or non-degree.*

Academic Plan:

An area to study leading to a formal award given by an institution — such as a degree, diploma, or certificate — that is within an academic program or within an academic career.

Academic Sub Plans:

(Emphasis, Option, Specialization, Track, Concentration) - Areas of further specialization within academic plans. A list of requirements, as a subset of the requirements for a plan, which provides a narrower scope in the program of study. KSU uses terms such as emphasis, option, specialization, track, concentration, and a preprofessional program.

Certificate:

A program of courses that emphasizes a focused specialty area of study as part of or beyond the requirements for the B.S., M.S., or Ph.D. degrees. It is designed to increase the knowledge and skills of individuals such as to enhance their employability and opportunities for promotions and salary benefits.

CIP Code – Classification of Instructional Program Code:

This is a code used by the federal reporting service to classify programs within general and specific areas. The Office of Planning and Analysis provides suggested CIP codes with a definition which will assist departments in selecting the appropriate code for a new program.

Collaborative Degree:

Collaborative programs/degrees: Programs/degrees developed and/or approved jointly by more than one institution; students from each participating institution may study parts of the program/degree at the collaborating institution.

Combined Course(s):

The temporary linking of one or more separate courses that are independent of each other but are combined into one class offering (same time/day and Facility ID) for administrative convenience.

Concurrent Enrollment:

Taking a course during the same term as another. Abbreviation: Conc.

Cross-listed Course(s):

Cross-listing is an administrative way for two or more academic units to share responsibility for a single course. The same course is offered collaboratively by two or more academic units and identified by the same course hundred level (i.e., both 2xx, 3xx, etc.), course name, course description, K-State Core tags, and learning objectives Curriculum (also see Academic Plan)

Degree Program (also see Academic Plan)

Discipline:

An area of study representing a branch of knowledge, such as mathematics. A field of study.

Distance delivered program:

Certificate or degree programs in which 67% or more of the required courses may be taken as distance-education (distance delivered) courses.

(NOTE: the HLC language is 50% or more of the required courses may be taken as distance-delivered courses- this change is due to the analysis of current K-State online programs and the need lower tuition charges for online programs to meet budget revenues.)

Distance delivered course:

Courses in which at least 75% of the instruction and interaction occurs via electronic communication, correspondence or equivalent mechanisms, with the faculty and students physically separated from each other.

(NOTE: This is the same as the current HLC language).

Double Major:

A student may elect to pursue two majors at one time. Two majors in the same degree type being pursued by a student at one time (i.e. BS in Mathematics and BS in Geography).

Dual Degree:

A student may elect to pursue two degrees at one time.

Two unique degree types in which a student has elected to pursue at one time (i.e. BS in Mathematics and a BS in Business Administration - BSBA).

Dual-listed Course:

The same course is offered by *the same academic unit* and identified typically by the **same course name**, but with different course prefixes, numbers, and levels.

Equivalent Courses:

Courses offered by *one or more academic units* with different course numbers and course names and may have a similar or different course prefix.

First Professional Program:

A first professional degree is an award that requires completion of a program that met all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work prior to entering the program; and (3) a total of at least 6 academic years of college work to complete the degree program, including prior required college work plus the length of the professional program itself. First professional degrees may be awarded in the following 10 fields:

- Chiropractic (D.C. or D.C.M.)
- Dentistry (D.D.S. or D.M.D.)
- Law (L.L.B., J.D.)
- Medicine (M.D.)
- Optometry (O.D.)
- Osteopathic Medicine (D.O.)
- Pharmacy (Pharm.D.)
- Podiatry (D.P.M., D.P., or Pod.D.)
- Theology (M.Div., M.H.L., B.D., or Ordination)
- Veterinary Medicine (D.V.M.)

Focus Area:

A focus area is an identified content or subject area within an academic major that allows students to concentrate on their coursework in a particular theme or specialization. Unlike formal sub-plans or options that require separate coding or transcript notation, focus areas are used internally for advising and curricular guidance and do not appear on official student records/transcripts. Focus areas provide structure and clarity within the major without the need for additional administrative tracking or program codes.

Interdisciplinary Major:

A major that provides a study of multiple disciplines rather than the narrower focus required by a major in a single discipline.

Interdisciplinary Minor:

A minor that provides a study of multiple disciplines rather than the narrower focus required by a minor in a single discipline.

K-State Core Course:

A course that has been tagged to assist students in fulfilling certain University General Education requirements.

Major:

A program of courses that meets the requirements for a degree in a field of study. Major (discipline): “A subject of academic study chosen as a field of specialization... characterized by the majority of courses required at the junior/senior level, generally from a specific academic department.” The subject or subject areas upon which a student chooses to place principal academic emphasis.

Minor:

(also referred to by the Kansas Board of Regents as a “concentration”) A systematic program of study in an area of emphasis outside a student’s major. A program of study with a minor emphasis in a field of specialization outside a student’s major field of study. Minors are offered by academic departments and administered by a director, who is a faculty member of the academic department that offers the minor.

Option (see Academic Sub Plan)

Program (see Academic Plan)

Secondary Major:

An interdisciplinary major that must be completed along with a primary major course of study. A secondary field of specialization, an interdisciplinary program of study that is completed in addition to a major. These programs are administered by a director and a supervisory committee of faculty representing the various academic departments offering courses for the secondary major.

Sub curriculum (see Academic Sub Plan)

Appendix A: Microcredentials

Approved by FS Academic Affairs on March 21, 2023

Approved by Faculty Senate on April 11, 2023

Microcredential Development

Faculty have the authority to set requirements for credit or noncredit microcredentials. In the absence of specific directives, students should be required to earn a minimum of 2.000 GPA undergraduate (3.000 graduate) or better to receive credit. Noncredit microcredentials focus on measuring skills or competency acquisition using pass/fail grading.

Departments may use the existing “Credit by Departmental Exam” policy and procedures to consider noncredit microcredentials for credit (refer to [University Handbook, Section F76](#)).

Microcredential lifecycle management is a continuous process of review, evaluation, improvement, and in some cases discontinuation. Faculty ensure ongoing relevancy, quality and consider opportunities for stackability.

Microcredential Stackability

Microcredentials, like many other types of credentials (e.g., degrees, certificates), represent individual achievement and mastery in specified areas. Over time, a learner’s portfolio of acquired skills or competencies may combine to provide a competitive advantage and/or improve employability in the workforce. While each microcredential has immediate value, it is important to note that stackable microcredentials are not a type of credential. The term stackable refers to a framework whereby various microcredentials stack together with other microcredentials or other learning experiences to meet the requirements of a certificate, bachelor’s or advanced degree.

Microcredential stackability from an institutional perspective, which is focused on providing multiple pathways into K-State, may be intentional and part of a larger strategic enrollment plan.

Revoking/Removing a Microcredential

If a learner is identified as having an academic integrity issue or the university learns that the person completing the work was not the learner of record, the microcredential should be revoked. For credit microcredentials, this would fall under the university’s current academic integrity policy.

For noncredit microcredentials, the unit overseeing the university’s badging system would revoke the learner’s credential upon receiving notification from the appropriate Major Academic Unit.

Retroactive Awarding a Microcredential

Once a microcredential has been approved through the Microcredential Approval Process, microcredentials are available for enrollment. Coursework that was completed prior to a microcredential being approved in the curriculum system is not eligible to receive a microcredential retroactively.

University Branded Digital Credentials

Consistency in microcredential badge design is critical to the long-term success of microcredentials at Kansas State University. Successful completion of a microcredential will result in issuing a K-State-branded credit or noncredit badge to the learner. It is essential that all major academic units adhere to the university-approved credit and noncredit badge templates.

In rare situations, noncredit microcredentials may be partially created by K-State subject matter experts in partnership with other outside entities. Successful completion will result in issuing a noncredit badge to the learner that is co-branded under both K-State and the outside entity's branding. Specific guidance, using the community engagement lens, must be met concerning the partnership in order for K-State to issue co-branded badges.

The Carnegie Classification's elective classification for [community engagement](#) describes collaboration between institutions and their larger communities (local, regional/state, national, global). Opportunities to co-create microcredentials with external partners (e.g., companies/industries, professional associations, community organizations, governmental agencies) as part of the university's community engagement may occur. In these instances, microcredential badges may be co-branded with both K-State and the external partner's branding. In addition to co-creating a microcredential under the auspices of community engagement, an outside entity may wish to partner in creating a unique co-branded microcredential for their stakeholders (e.g., employees, members, constituents) taught by K-State subject matter experts.

To determine whether a co-branded microcredential is appropriate for using the university's resources, a series of guiding questions has been developed:

- Is the subject matter expert a K-State employee?
- Is the subject matter expert embedded in a major academic unit at K-State? If not, can the subject matter expert partner with a major academic unit to seek approval of the microcredential? (Major Academic Units include all colleges, K-State Libraries, K-State Research and Extension, K-State Graduate School, and the Staley School of Leadership)
- Will the partnership with an outside entity to provide a microcredential lead to a mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity? Does the partnership: enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good?
- Is the outside entity an existing public or private sector company/organization with its own unique branding and subject matter expertise?

All credit and noncredit digital badges will be issued using a single digital credentialing platform selected by the university.

[Additional Microcredential Resources](#)

Appendix B: K-State Core

Approved by FS Academic Affairs on November 22, 2022

Approved by Faculty Senate on January 24, 2023

Context:

In June 2022 KBOR made changes to the general education requirements for all Regents universities. All Regents universities must adjust their general education curriculum by Fall 2024 to be in compliance with the policy. FSAAC discussed strategies to align K-State's General Education requirements with the new KBOR policy. Members of the FSAAC solicited input from their caucuses on a series of questions related to the design of the new general education curriculum. Members of FSAAC then reported relevant information back to the FSAAC. The Co-Chairs, Drs. Andrew Bennett and Brandon Kliewer, took this detailed information and created a proposal, in consultation with the rest of FSAAC which was then approved by FS Academic Affairs along with the full Faculty Senate.

The Academic Affairs committee provided this proposal to Faculty Senate on January 24, 2023, and it was approved. Amendments to the K-State Core proposal were submitted in writing 15 days before the meeting. These were reviewed, however, no amendment to the K-State Core was approved.

Resources:

- KBOR [June 15-16, 2022 Meeting: Proposed General Education Policies](#)
 - Passed with a Fall 2024 Effective Term for full Implementation.
- [KBOR Systemwide Transfer \(SWT\) Courses](#)

To modify the K-State Core disciplines and courses, see the next section.

Modifying the K-State Core

Approved by FS Academic Affairs

Approved by Faculty Senate on January 24, 2023

- The Provost will form a Kansas State University General Education Council, comprised of Associate Deans for Academics at each undergraduate-serving college or campus, or their designee. Proposals to change the list of approved disciplines or courses should be submitted to the General Education Council. Note that 100- and 200-level courses in disciplines specified by the KBOR Framework, and courses approved for systemwide transfer may **not** be removed from the list of approved courses.
- A General Education Committee Disciplinary Advisory Board will be formed for each of the general education areas. The General Education Council will make initial staggered appointments for three faculty members for each of the disciplinary areas, two of whom will be from the disciplines approved on the K-State Core for those requirements. Faculty will serve three years. After the initial appointments, Kansas State University General

Education Council will appoint the Disciplinary Advisory Board members following the composition of two faculty from the disciplines approved on the K-State Core and one additional faculty.

- The General Education Council will forward courses or disciplines proposed for inclusion to the appropriate Advisory Board for that area. After receiving the Advisory Board report, the Council should decide whether to recommend the course or discipline for inclusion or not. Courses or disciplines recommended for inclusion will be forwarded to the Faculty Senate Committee on Academic Affairs and will then be handled in the usual process.
 - Faculty Senate Academic Affairs Committee (the proposal must be presented a minimum of 10 calendar days prior to the committee meeting)
 - Faculty Senate Executive Committee
 - Faculty Senate

Supplemental information

Overview of Decisions

Proposed K-State Core; Proposed Retirement of K-State 8

Approved by FS Academic Affairs

Approved by Faculty Senate on January 24, 2023

1. **Retire the K-State 8:** On October 4, 2022, the FSAAC indicated that compliance with the KBOR Gen Ed would override the K-State 8 program. The results from the caucus input were shared on October 18, and it was unanimously reported that we should retire K-State 8.
2. **No university-wide requirements for a B.S. vs. B.A.:** While individual colleges may wish to add requirements to distinguish a B.S. from a B.A., there is not consensus for a university-wide set of requirements.
3. **All General Education courses in buckets 1-6 are at the 100- and 200-levels:** KBOR designates general education-level courses as those numbered in the 100- and 200-levels. To maintain consistency across the system, making sure that our offerings are at the same level as those that students are transferring into K-State, we will use 100- and 200-level courses in our general education core. **This does not apply to systemwide transfer courses which are acceptable no matter what level they transfer to K-State.**
4. **College of Agriculture Courses:** Kansas State University's College of Agriculture is unique in the KBOR system. Therefore, the KBOR framework did not include agriculture in any of the disciplinary areas, but in consultation with the college dean's offices, we included classes that fit in the appropriate buckets.
5. **Bucket 7:** It was the decision of the body to leave Bucket 7 as elective credit hours.

6. **“Double Dipping”:** Students will have the ability to count one course that fits into two disciplinary buckets for buckets 4-7. Students still need to take a total of 34-35 credit hours total of coursework in the general education framework.
7. **Performance Courses:** It was voted to affirm that Kansas State University will accept performance courses in Bucket #6.

Appendix C: Applied Learning Experience Courses

Designating Undergraduate Courses as Applied Learning Experience Courses

Kansas State University is committed to providing all degree-seeking students with an Applied Learning Experience before they graduate, fulfilling our commitment to prepare students for life beyond K-State.

Courses will be designated as an Applied Learning Experiences course in the course catalog. Courses meeting the Applied Learning Experience will be tagged within the following categories:

- Global
- Internship
- Community-Engaged Learning
- Creative
- Research
- Leadership

Deadlines: To be included in course designation for the next academic year, a course must be through the approval process by February 1 of the previous academic year or the established date of the registrar (e.g., February 1, 2026, for designation in the 2027 catalog).

Review Committee: The Provost will form a Kansas State University **Applied Learning Experience (ALE) Course Team**. The ALE Course Team will have a representative from each college across all campuses who will serve as voting members. Each college representative appointed by the Provost will serve a two-year term. The terms will be staggered so as to have a maximum of 6 members turning over at one time. The Julie and Roger Davis Executive Director for Applied Learning, or their designee, will serve as a non-voting, ex-officio member and as the convener of the ALE Course Team. The Vice Provost for Academic Affairs and Innovation, or their designee, will serve as a non-voting, ex-officio member. Members of the ALE Core Team may serve as non-voting, ex-officio members.

The ALE Course Team will meet a minimum of once a month during the academic year. The primary purpose of the ALE Course Team will be to review courses for inclusion in the catalog as an ALE course. The ALE Course Team may also consider exceptions as necessary from the registrar's office. The ALE Course Team may also make recommendations to the ALE Core Team for improving the implementation process.

Review Process: Proposals to create a new course or designate an existing course as an applied learning experience course must be submitted to the ALE Course Team. All courses will be reviewed in accordance with the ALE Course Checklist created by the University Steering Committee for Applied Learning Experiences. The Course Team will decide whether to designate the course as an Applied Learning Experience course or not.

To obtain approval for listing in the catalog, a course must go through the process outlined below:

1. Complete the ALE Course Form and submit it within the course management system.
2. Receive approval at the department or college level.
3. Receive approval from the ALE Course Team. The ALE Course Team will review each course proposal using the [ALE Course Checklist](#).

a. If the course is approved and does not currently exist in the catalog, it will be forwarded to the Faculty Senate Committee on Academic Affairs and will then be handled in the usual approval process.

- Faculty Senate Academic Affairs Committee (a minimum of 10 calendar days will occur between the receipt of a proposal and this committee's vote)
- Faculty Senate Executive Committee
- Faculty Senate

b. If the course is approved and currently exists in the catalog, and no additional changes are being made to the course other than adding the ALE designation, it will be forwarded to the registrar for inclusion in next year's academic catalog.

c. Courses that are denied for inclusion will be returned to the appropriate school or college with a brief rationale noting the option to resubmit to the ALE Course Team or to remove the Applied Learning Experience designation request and move forward by sending the proposal to the Faculty Senate committees for review.