

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

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1. Introduction

This manual describes 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 describes the routing sequence for approvals and notifications of such changes and additions to the 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, 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 step, 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 in Appendix C of this document (Appendix C: Glossary).

2. Calendar and Deadlines

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

FSAAC accepts proposals throughout the academic year. Graduate course and curriculum proposals (except DVM proposals) must be approved by the GC first to be considered by FSAAC. One should typically allow a month for GC to process proposals and send them to 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. However, FS has no control over how fast KBOR approves curriculum. For changes with final approval in FS, the proposals should be at FSAAC by the second meeting in September for a spring implementation or the second meeting in February for a Fall implementation. Thus, colleges should note these deadlines and consider having faculty meetings early in the semester. Submission to FSAAC by these deadlines does not guarantee that a proposal will be effective at the anticipated date. Questions, concerns, or missing information often causes delays in approval.

Note: The Office of the Registrar updates the K-State Catalog throughout the year after proposals are approved. Once a year, the Office of the Registrar publishes an official annual K-State Catalog. The Office of the Registrar uses this official catalog for any requests relating to academic activity for that particular year.

Additional Note: Credit and noncredit microcredentials are reviewed/approved throughout the calendar year using an expedited process in Curriculog. 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 information/metadata aligned with the university's digital credentialing platform.

3. 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 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. As of 2020, additions, removals or changes to this Catalog are made via the course and curriculum management system, Curriculog. Any reference to Curriculog in this document should be read as referring to whatever curriculum management system is being used by K-State at the time. The university has four types of proposals to update its catalog: standard, expedited, academic list updates, and system update requests. All changes to the Catalog can be made via standard proposals. Processes with fewer voting bodies can be obtained through 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.

Department/Academic Unit and College Responsibilities

Faculty Senate requires that all standard course and curriculum matters are voted on by faculty of the academic unit, the college course and curriculum committee (or its equivalent), and that college approval occurs only after a vote by its faculty. Additionally, FS requires all expedited proposals are 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 maintaining a current and correct course and curriculum listing 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 systems 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.

Academic units shall maintain a historical record of all approved course and curriculum including their descriptions. Additionally, the rules for course and curriculum approvals, shall be maintained by them, if they are different than the minimum required by FS.

Graduate School Course and Curriculum Responsibilities

The Graduate School, through the operation of 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 route to FSAAC.

Faculty Senate's Course, Curriculum and Academic Policy 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. FS'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 catalog information, and although syllabi may be requested for informational purposes, FS only approves the 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 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 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 judgements. 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, FSEXEC 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. A strict majority vote is required to move a proposal forward to the next step.
- b) Approve the proposal with minor changes 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.
- 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 consideration of resource issues. After the FSAAC chair has been notified that the resource issues are resolved, the proposal may then be reconsidered by FSAAC, which may then take any of the above actions.

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

- a) The proposal appears to negatively impacts another academic unit.
- b) Insufficient notification of impacted units.
- c) K-State 8 tags are not appropriate or do not meet criteria.
- d) Credit hours do not appear to be appropriate.
- e) A perceived lack of expertise or resources to offer the course or curriculum.
- f) Course title and description are not compatible.
- g) Course title or description is too short or too long.
- h) The proposal or policy appears to negatively impact students, faculty or the university.

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. 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. Faculty Senate Academic Affairs Committee will take one of the above actions, unless the proposing unit desires to withdraw 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 consent agenda. Typically, FSAAC recommends course and curriculum changes go on the FS's consent agenda. Some items that by default 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 degree, minor, and certificate programs.

To expedite the approval process, FSAAC may request that an item be placed on the FS agenda in advance of a final vote from FSAAC. In this situation, a 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 for Course and Curriculum Proposals

All items requiring KBOR approval are first sent to the Provost's Office 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, or a new minor outside an existing 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

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 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 Approved or Rejected Proposals

If a proposal is rejected at any step, the chair of the committee that voted to reject the proposal is responsible to communicate 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 COURSEANDCURRIC@listserv.ksu.edu email address. 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 the university catalog. The Provost's office and FS coordinate incorporating approved university wide policies into the K-State Handbook or into 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 Office. At this point, the Office of the Registrar will begin to make changes to systems under the Office of the Registrar such as the University Catalog, degree audit, and other affiliated systems or websites that display program information. This process typically

takes 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 their own website information and begin to market the new or changed program.

4. Approving University Course and Curriculum

This section describes the approval processes for course and curriculum proposals. The review/approval process for credit and noncredit microcredentials is outlined in Section 11. Proposals begin with an individual academic unit and receive final approval by either FS or KBOR. Once approved, K-State's catalogs are modified to incorporate the approved proposal. All proposals can be processed following the standard routing. Changes with minimal impact outside of the academic unit may follow an expedited procedure. Certain changes to 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.

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 see Appendix B for best practices in submitting course and curriculum proposals ([Appendix B: Best Practices for Successful Course and Curriculum Proposals](#)). Steps for all approvals and notifications for curriculum and course changes, for both undergraduate and graduate levels, can be found in [Appendix A: Routing Tables for Various Proposals](#).

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) Academic unit (department) faculty
- 2) College course/curriculum committee or the equivalent
- 3) College faculty (notification to campus must occur at least 10 calendar days prior to a vote)
- 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)
 - Graduate Council Assessment and Review Committee (if it is a new program)
 - Graduate Council Academic Affairs Committee
 - Graduate Council
- 5) Faculty Senate committees
 - 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

- 6) A small percentage of proposals continue and require KBOR approval. Some examples include new degree granting programs, majors, new minors (if they exceed KBOR guidelines), a name change to a degree program, upgrading a degree program (B.S. becomes an M.S., etc.), and dividing or merging degree programs. This oversight is not limited to these items. Please see KBOR's [website](#) for more information.
- 7) Provost approval is required for any curriculum-related proposals that require KBOR approval
- 8) KBOR approval

Specific approval processes for interdisciplinary programs and University Honors program are described in Section 5 of this document.

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.

Course and 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.
- 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.
 - It is part of 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 change involves renumbering, renaming, or changing course descriptions due to changes in current practices or terminology in the discipline.
- The course proposal does not add, change, or remove a K-State 8 tag from an existing course. However, dropping a course can be an expedited process, even if the course has K-State 8 tags.
- 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.
- The proposal does not add or discontinue a curriculum or subcurriculum (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 impacts enrollment of courses outside the college.
- There is no addition of course(s) outside the college which were not previously required.
- The degree name is not changing.
- This proposal is not a substantial re-write of a curriculum.

Proposals that are begun as expedited and are moved to standard create additional work for many people including the proposing unit. When in doubt, a standard proposal is always acceptable and only increases the approval process by approximately one month. Below are some common mistakes where individuals incorrectly start an expedited proposal that had to be moved to standard routing.

- a) The proposal impacts another unit outside the college and the impacted unit is highly supportive.
- b) The proposal impacts another unit outside the college and the unit received no response.
- c) Course prefix or number changes.
- d) Change in the number of credit hours of a curriculum.
- e) Changing requisites involving courses outside of the proposing college.
- f) Cross listed courses, even if the cross listing is in the same college.
- g) 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 to the chair of FSAAC that an expedited proposal be changed to a standard proposal. Such a request is always honored. Any bodies that have approved the proposal do not need to reapprove the proposal.

Minimum Voting Bodies:

- a) Department faculty.
- b) 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.
- c) Graduate Council for graduate curriculum and courses greater than 599 except for DVM courses and curriculum. Both GCAAC and GC vote on the proposal.
- d) 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).

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 to the Office of the Registrar to update the catalog and other systems.
- If there is not 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 not 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.

Course and Curriculum 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, graduating 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 of 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 that

believes a system request update has been inappropriately used should request that FSAAC investigate. This request for investigation must be done within a year of the systems 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 for transcript)
- c) Correct or update repeat for credit field
- d) Correct or update typically offered field
- e) Correct or update grading basis
- f) Correct or update course attributes
- g) Correct or updated Enrollment Requirement Group
- h) Correct or update topics title
- i) Edit for Arts and Sciences only field
- j) Edit for Vet Med only: credit allowed field
- k) Other minor changes (as allowed by Office of the Registrar in consultation with the chair of FSAAC)

Routing But No Voting Bodies:

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

5. Approval Processes for Interdisciplinary and Honors Programs

Interdisciplinary programs and courses listed towards the honors designation have special routing. 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 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 [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 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 Provost's designee 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 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. For example, if a new program director is chosen from a different department, will resource allocation change as well? 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 that is 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 that 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 Academic Affairs Committee of Faculty Senate.

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 Academic Affairs Committee of Faculty Senate 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 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.

Course/Curriculum Changes – Undergraduate 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 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 that is 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 that 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](#).

New Graduate 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 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.
- **Deans 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. For example, if a new program director is chosen from a different department, will resource allocation change as well? 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 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 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 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 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.

Course/Curriculum Changes – Graduate 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 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 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 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 Course and Curriculum Approvals

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

Process

1. Department - The proposal is initiated by the department via Curriculog. 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 Committee 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.

6. Approving University Wide Academic Policies

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 8 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)

7. Course Definitions 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, see Appendix B.

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 8 tags, and other information. The catalog description serves as official record of the course content and effort. Individuals teaching classes have a responsibility 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 maintaining the student learning outcomes as described in the catalog regardless of modality offered.

When voting on a course proposal, individuals are voting on the content in the K-State Catalog. As a result, syllabi are not approved by FS. However, committees may ask to see a sample syllabus to help to better understand the proposal and the topics being taught.

New Prefix: Occasionally, a group may wish to create a new set of course prefixes (CC, ECON, ENGL). Individuals should contact 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 Curriculog 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 toward degree requirements
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, primarily for graduate level. For master's students primarily; with enrollment of less than 50% undergraduate students.
800-899:	Graduate master's and professional course beyond the undergraduate level
900-999:	Graduate level, 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 Curriculog. 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 transcripts. 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 upon 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: K-State 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 (F, S, SU, INT). 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 8 Tags:** K-State 8 tags are used to assure that every undergraduate student receives minimum breadth in their general undergraduate education. No courses 700 level or above should have a K-State 8 tag since those are for graduate students. K-State 8 tagged courses impact the entire university. Dropping a K-State 8 tag can only be an expedited process if the department is also dropping the course. Either the title or course description must address the K-State tag. A voting body may request a sample syllabus to help the committee determine the appropriateness of the tag. Committees should recognize that syllabi change based upon the individual teaching the course. Individuals should consult the K-State 8 tag documentation to assure that courses meet the tag's criteria (www.k-state.edu/kstate8). **K-State 8 will be replaced by the K-State Core in Fall 2024. Only tags for new courses, or a necessary correction to an existing tag, will be considered at this time.*

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.

Impact Statement: The purpose of the impact statement is to assure that the offerings of the university function cohesively as a whole. Many academic units and faculty have common interests in teaching and units rely on other units to appropriately instruct their students. New offerings or substantial changes in course content or titles can overlap content from existing courses, which may impact additional units. Therefore, the impact of a proposal on other units must be assessed prior to approval.

The proposing unit is responsible for contacting all impacted units. While it is impossible to predict the full impact on every other academic unit, the proposing unit should make their best attempt to determine what possible impact the proposal may have. For existing courses, determining this impact begins by running the Curriculog impact report and examining past student enrollments. The impact report does not identify all possible impacted units. For example, if a course adds significant new content that is typically covered in courses offered by another unit, then the course change might impact another unit. This type of impact would not be included in the Curriculog impact report.

The proposing academic unit should make every effort to contact every unit with an identified or anticipated impact. This contact should be to the chair or department head through an email. Conversations are encouraged, but a written and recordable means of communication is required. If three or more departments from the same college are impacted, the college can be notified instead of the individual departments. Such a college wide notification should be sent to the associate dean for academics or the equivalent. Thoroughness in contacting all units with an identified or anticipated impact will help avoid delay in the approval process.

If the proposing unit fails to contact an impacted unit and a unit objects to the proposal, the proposal should be tabled by FSAAC while all impacted units have a chance to understand the potential impact. If this lack of contact and objection is discovered in either FSEEXEC or FS, these bodies should move to

return the proposal to FSAAC, which will allow a proper audience for the objecting units. Conversely, if an impacted unit is contacted and intentionally withholds the objection from coming to FSAAC to delay the proposal, both FS and FSEEXEC should take these facts into account when determining whether or not to send a proposal back to FSAAC.

Incorrectly documenting the contact typically delays a proposal. The text from the email to the impacted units along with the response (if received) must be uploaded into Curriculog. This can be cut and pasted directly into the impact field or uploaded as a separate file. If no response from the impacted unit is received within a reasonable time, the proposing unit can assume the impacted unit has no concerns.

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 8 tags, and learning objectives*. Cross-listed courses are combined in the course catalog and when scheduling in KSIS 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/THTRE 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 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-Convened 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-Convened 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

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 Merged Courses](#) 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.

8. 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 are not official university documents.

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 assure 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, minimum number of hours, or K-State 8 requirements. 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 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. Proposals should include a before and after version as a file in Curriculog. Typically, the items that are being removed are crossed through and the added items are highlighted (underlined and either highlighted or in a different font color).

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. See the contacting impacted units under the course section, earlier in this manual, for details about contacting and documenting the contact.

The proposing unit should recognize that the impact may not only be limited to academic units. Such offices as the Graduate School, Libraries, IT services, K-State Online may need to be contacted if there is going to be an impact. Additionally, if a program is requiring 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.

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.

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. The following website provides a template and resources: <http://www.k-state.edu/assessment/toolkit/planning/newprograms.html>

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 become 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.](#)]

9. Awarding Degrees

Awarding of Degrees

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

Honorary Degrees ([K-State policy](#))

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 and "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.

10. Miscellaneous 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

<https://www.k-state.edu/provost/universityhb/fhsecf.html>

Undergraduate Academic Certificate Requirements

See University Handbook, Section F170: <https://www.k-state.edu/provost/universityhb/fhsecf.html>

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>

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: <https://www.k-state.edu/provost/universityhb/fhsecf.html>

Minors Serving Non-K-State Graduates:

See the University Handbook, Section F160: <https://www.k-state.edu/provost/universityhb/fhsecf.html>
<https://www.k-state.edu/provost/universityhb/fhsecf.html>

Appendix A: Routing Tables for Various Proposals

These tables provide the general routing for proposals. Academic units and colleges may add additional steps and voting bodies. These should be noted in the documentation of the proposal.

Routing of Standard Proposals that do not require KBOR approval

Course: changes, additions and removals

Curriculum: changes, additions of secondary majors, concurrent programs, emphases, options, specializations, tracks, concentrations, and some removals*

Certificate: additions, changes and removals

Minor: additions (except for stand alone minors), changes and removals

- * Curriculum removal may have special policies, see K-State Handbook Appendices K and N and other university documentation. Programs should check 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 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 Degrees, Bachelors, 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.	

Routing for Expedited Approval Processes

Expedited routing only exists for certain type of proposals that do not impact units outside of the college. See additional information in [Section 4](#).

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.	

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.	

Routing for Systems Update Request

Only a very limited number of changes qualify for a systems update request. See [Section 4](#) to determine if a proposal qualifies.

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.

Appendix B: Best Practices for Successful Course and Curriculum Proposals

This appendix provides suggestions and best practices for courses, curricula and contacting impacted units. The content here should help academic units develop quality proposals suitable for adoption at K-State. When a proposal comes forward that fails to meet certain standards, the proposal is likely to be tabled while additional research, clarification or corrections occur. Not only does this slow the approval process, but it also creates substantially more work for faculty senators, staff and even the proposing unit. It is in everyone's best interest to create quality proposals that will be approved with minimal discussion in committees.

Courses

Numbering, Prerequisite and Corequisite

The course numberings should follow the general university definitions based upon class standing. As such, courses should typically not have a corequisite or prerequisite that is a higher-level course, based upon 100s. If the courses are across colleges, this may occasionally be acceptable, but within the same college, the practice is highly discouraged. Courses at the 100 and 200 level should have zero or a very limited number of prerequisites. Most courses over 400 should have a corequisite or prerequisite course. Graduate courses should not have prerequisites at the 100 or 200 level.

If a course is a prerequisite to a course that is also a prerequisite, then only the last course in the sequence should be listed as a prerequisite. For example, Calculus I is a prerequisite to Calculus II. A course requiring Calculus II as a prerequisite should not also list Calculus I as a prerequisite.

Titles

In most situations, avoid short or long titles. Abbreviations or acronyms in the long title should be avoided if possible. Typically, abbreviations in a title involve a professional organization or credential. An example of a suitable abbreviation in a title is NCAA Coaching Certification. If an abbreviation is used in the title, the meaning of the abbreviation should appear in the description.

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 should never be 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 syllabus-type 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 strongly encouraged 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 that 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.

Multiple Level Courses

An academic unit may wish to teach two courses simultaneously. For instance, 675 and 875 are offered in the same classroom at the same time and with slightly different assignments. In such situations, the proposal should describe how the course will assure both an 800 level and a 600 level of instruction at the same time. In general, multilevel courses should not differ by more than 200 as maintaining satisfactory instruction at both levels becomes incredibly challenging.

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 to 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 in a substantial amount of time (decade), 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.

Course Examples

Several examples are taken from either the K-State catalog or submitted proposals.

Sample of poorly written title and description for a new course

Course Title: *ENGL 324 -Television.*

Description: *Study of television as a genre from historical beginnings to contemporary moment.
Emphasis on form and critical analysis.*

Typically Offered: Fall, Spring, Summer

Credits: 3

K-State 8: Aesthetic Interpretation

Prerequisite: *ENGL 200 or instructor permission*

Title: The title is weak. “Television” is not descriptive of any content. The title provides minimal knowledge of what will be taught/learned.

Description: The first line is excellent and describes the purpose of the course. The remainder of the description is very short and provides minimal description of what students can expect. It would be nice to provide a brief comment that would justify the K-State 8 tag involving the aesthetic. Additionally, different sections of the course could cover different genres, which creates vastly different experiences for students.

Prerequisite: Instructor permission is redundant. The instructor can always waive a prerequisite.

A more appropriate course is

Title: *ENGL 324 –Television Genres.*

Description: *Study of television as a genre from historical beginnings to contemporary moment.*

Students will watch television genres and critically analyze them through written reports with an emphasis on form. The department’s website has a list of genres offered according to semester and section.

Typically Offered: Fall, Spring, Summer

Credits: 3

K-State 8: Aesthetic Interpretation

Prerequisite: *ENGL 200*

Sample of new course with description that is too long and overly descriptive

Course Title: IMSE 801 - Systems Engineering Fundamentals

Description: *Systems engineering is an interdisciplinary engineering management process used to develop an integrated, life-cycle balanced set of system solutions that satisfy customer needs. This course provides the fundamentals of a systems engineering approach to solving complex engineering systems problems. This course will address systems engineering processes and tools as they relate to the development and life cycle management of complex systems.*

Topics included in the course are analyzing customer’s needs, requirements development, systems design, development and integration, developing technical performance measures, system verification and managing cost, schedule, and risk in engineering tasks. This course is applicable to all engineering disciplines involved with complex engineering systems.

Typically Offered: Fall even years

Credits: 3

Title: The title is fine.

Offerings are well described on a two-year cycle.

Description: The first sentence defines system engineering and should be removed. The description is split into two paragraphs, which is never correct. The final line describes who should take the course and can also be an attempt to recruit students. Such comments are never correct. However, one can provide limited advising information, such as this course cannot be used for the MSIE degree.

A more appropriate description is

Description: *This course provides the fundamentals of a systems engineering approach to solve complex engineering systems problems arising during the development and continuing into life cycle management. The course focuses on engineering processes and tools by studying customers' needs, requirement development, system design, integration, technical performance measures, system verification, managing cost, scheduling, and risk.*

Example of course description that includes syllabus information

Title: ENGL 490 - Development of the English Language.

Credits: 3

Course Description: *Depicts the English language in its place among other world languages, and introduces students to the major ways in which English has changed through time. Considers both internal and external influences as causes of language change. The course will be divided into thirds, with thirds covering pre and Dark Ages, the Renaissance and pre-World War II.*

Prerequisite: ENGL 200 or 210.

Typically Offered: Fall, Spring

K-State 8: Historical Perspectives

The title describes the course and the course description aligns with the title. Since the course description discusses how English has changed through time, the Historical Perspective tag appears to be appropriate.

The last sentence is a syllabus type of a statement. An improved description is

Course Description: *Depicts the English language in its place among other world languages, and introduces students to the major ways in which English has changed through the Dark Ages, the Renaissance and pre-World War II. It considers both internal and external influences as causes of language change.*

Curriculum

Curricula should clearly describe the minimum requirements for an individual to achieve the degree. An individual should be able to understand all the requirements to earn the academic credential from reading the curriculum contained in the K-State Catalog. The best curricula do not need an advisor to act as an interpreter, but the advisor helps the students select an appropriate method to complete the requirements for the academic credential.

Many curricula have notes or additional requirements. Additional requirements should be stated prior to the course listings. Frequently these requirements are listed in paragraph form. Curricula themselves should not dictate the specific order of courses in a schedule. The order of courses should be maintained through the prerequisites.

Contacting and Documenting Impacted Units

Most proposals are delayed in the approval process due to a perceived negative impact upon 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.

Two sample emails are below and are based upon whether the impact is perceived to be minor or substantial.

Sample email with almost no impact and an invitation to participate

The IMSE department is planning to add IMSE 887 – Stochastic Optimization. Statistics teaches several stochastic classes. The course description and a sample syllabus are attached. We believe that this class is substantially different from any courses you teach. We hope that some of your students will desire to take this class.

If you have any concerns, please let me know. I will happily schedule a meeting to discuss your concerns. If we cannot reach an amicable agreement, then you should contact the chair or co-chairs of the Faculty Senate Academic Affairs Committee. We will then be informed when the course is on their agenda, and we will both be invited to discuss the issues.

Sample email with the potential for substantial impact

The IMSE department is planning to offer IMSE 540 – Statistical Applications in Industrial Engineering. The course description and a syllabus are attached. Currently STAT 511 is required in IMSE's curriculum. The department faculty have voted to change the STAT 511 requirement in our curriculum to an Advanced Statistical Elective. Students will be able to take STAT 511 or IMSE 540 to fulfill this requirement. We anticipate that many IMSE students will select IMSE 540. However, those students seeking a Statistics minor will still take STAT 511. We don't know the exact impact on your enrollment in STAT 511, but estimate that between 30 and 40 students will no longer enroll in Stat 511 each year.

If you have any concerns, please let me know. I will happily schedule a meeting to discuss your concerns. If we cannot reach an amicable agreement, then you should contact the chair or co-chairs of the Faculty Senate Academic Affairs Committee. We will then be informed when the course is on their agenda, and we will both be invited to discuss the issue.

Sample Curricula as a list

Animal Sciences and Industry (B.S.) - Business Option

Courses in the department give instruction in selection, breeding, feeding, management, and marketing of beef and dairy cattle, horses, poultry, sheep, swine, and companion animals, as well as instruction in the processing and use of the products these animals provide. There are six options of study to choose from: animal products, bioscience/biotechnology, business, communications, production/management, and science/pre-vet.

In addition to classrooms, office space, and laboratories located in Weber and Call Halls, the department maintains several animal and poultry units within easy access to the campus that house the beef and dairy cattle, horses, swine, sheep, and poultry used for teaching and research.

Bachelor's Degree Requirements

General Courses (20 hours)

[ASI 101 - Foundations in Animal Sciences & Industry](#) Credits: 1

[BIOL 198 - Principles of Biology](#) Credits: 4

[CHM 210 - Chemistry I](#) Credits: 4

[COMM 105 - Public Speaking IA](#) Credits: 2

[ENGL 100 - Expository Writing I](#) Credits: 3

[ENGL 200 - Expository Writing II](#) Credits: 3

[MATH 100 - College Algebra](#) Credits: 3

Agriculture

AGEC 120 - Agricultural Economics and Agribusiness Credits: 3

Plus 2 courses from 2 other Agriculture departments-minimum of 5 credit hours. (1 hour courses cannot be applied, cannot use courses from AGECEC)

Communications Elective (2-5 hours)

See departmental list

Business & Economics (24 hours)

[ACCTG 231 - Accounting for Business Operations](#) Credits: 3

[ACCTG 241 - Accounting for Investing and Financing](#) Credits: 3

Business and Economic Electives Minimum 18 hours

See departmental list

Agriculture Electives (8 hours)

[AGEC 120 - Agricultural Economics and Agribusiness](#) Credits: 3

Agriculture Electives Minimum 5 hours

See departmental list

Select 2 courses from 2 other agriculture departments NOT from AGECEC. (1 hour courses cannot be used)

Mathematics/Statistics/Computers (3 hours)

ASI 290 - Microcomputer Appls in Animal Science Credits: 3
CIS - Any course
MATH 150-799
STAT 325, 340, 350
AGEC 115 - Decision Tools for Ag Economics & AgBus Credits: 2

Humanities/Social Sciences (9 hours)

[ECON 110 - Principles of Macroeconomics](#) Credits: 3

Humanities/Social Sciences electives Minimum 6 hrs

See departmental list

Maximum 3 hours from participatory courses. Courses must be taken from at least 2 different departments.

Animal Science Core (42-43 hours)

[ASI 102 - Principles of Animal Science](#) Credits: 3

[ASI 318 - Fundamentals of Nutrition](#) Credits: 3

[ASI 320 - Principles of Feeding](#) Credits: 3

[ASI 400 - Farm Animal Reproduction](#) Credits: 3

[ASI 500 - Genetics](#) Credits: 3

[ASI 533 - Anatomy and Physiology](#) Credits: 4

[ASI 580 - Animal Sciences and Industry Career Preparation](#) Credits: 1

Introductory Labs Select 2 courses

[ASI 105 - Animal Sciences and Industry](#) Credits: 1

[ASI 106 - Dairy and Poultry Science](#) Credits: 1

[ASI 107 - Companion Animal and Horse Lab](#) Credits: 1

Animal Products Select 1 course

[ASI 350 - Meat Science](#) Credits: 3

[ASI 361 - Meat Animal Processing](#) Credits: 2

[ASI 405 - Fundamentals of Milk Processing](#) Credits: 3

[ASI 640 - Poultry Products Technology](#) Credits: 3

[FDSCI 305 - Fundamentals of Food Processing](#) Credits: 3

Animal Management Select 2 courses

[ASI 515 - Beef Science](#) Credits: 3

[ASI 520 - Companion Animal Management](#) Credits: 3

[ASI 521 - Horse Science](#) Credits: 3

[ASI 524 - Sheep and Meat Goat Science](#) Credits: 3

[ASI 535 - Swine Science](#) Credits: 3

[ASI 621 - Dairy Cattle Management](#) Credits: 3

[ASI 645 - Poultry Management](#) Credits: 3

Animal Science Electives Minimum of 12 hours

See departmental list

9 hours must be $\geq$ 500-level, no more than 6 hours combined from ASI 561, ASI 599 and ASI 661.

Unrestricted Electives (8-12 hours)

Total credit hours required for graduation: (120)

45 hours must be at the 300-level or above
Must satisfy K-State 8 general education requirements.

Sample Curriculum by Semester

For brevity, only the senior year is shown. This curriculum shows various types of selective elective lists and a departmental list. Several additional departmental requirements (e.g. a limited number of D's) are in the notes below the curriculum.

Fall semester (15 credit hours)

[IMSE 015 - Engineering Assembly](#) Credits: 0

[IMSE 633 - Production Planning and Inventory Control](#) Credits: 3

[IMSE 643 - Industrial Simulation](#) Credits: 3

IMSE Elective Credits: 3

Professional Elective Credits: 3

Engineering Elective Credits: 3

Spring semester (16 credit hours)

[IMSE 015 - Engineering Assembly](#) Credits: 0

** [IMSE 580 - Manufacturing Systems Design and Analysis](#) Credits: 4

[IMSE 685 - Principles of Manufacturing Information Systems](#) Credits: 3

IMSE Elective Credits: 3

Professional Elective Credits: 3

Professional Elective Credits: 3

IMSE Curriculum Notes:

Elective Courses: The list of departmentally approved elective courses is available at:

<http://www.imse.ksu.edu/undergraduate/current/>

Statistics Elective: Choose one course from the approved department elective list.

Computer Programming Elective: Choose one course from the approved department elective list.

Engineering Electives: The 9 hours of basic engineering credit may not include more than 6 hours from a single department and the 9 hours must be selected from the approved departmental list.

Professional Electives: The 9 credit hours of professional electives are designed so that the student may specialize in an area of interest. Any class in the approved departmental list may count toward the professional elective requirement.

IMSE Electives: The IMSE electives must be selected from the IMSE department. Each class must also be at least 3 credit hours.

Substitutions: ECON 120 can substitute for ECON 110. LEAD 350 can substitute for MGMT 420; IMSE 591 and IMSE 592 can substitute for IMSE 580. Concurrent or prerequisite requirement for both IMSE 580 and IMSE 591 is 24 credit hours of IMSE courses above the 500 level.

Humanities and Social Science Electives: are to be selected from the College of Engineering Humanities and Social Science Elective list.

K-State 8: The courses required from a BSIE degree satisfy five of the [K-State 8](#) areas. The student must fulfill the aesthetic experience, global perspectives, and historical perspectives tags. Most students will fill these tags with their humanities, social science or professional electives. ECON 110

fulfills the global perspective area. For additional information about the General Education K-State 8 program, check the requirements specified by the College of Engineering.

IMSE Graduation Criterion: At most 6 credit hours of IMSE 500+ courses that earned a D may be applied to a student's B.S.I.E. graduation requirements.

IMSE Course Retake Criterion: Any IMSE course being taken for a third time in any five-year period may not be used to fulfill a student's B.S.I.E. graduation requirements.

IMSE Assembly Requirement: Each semester a student must enroll in IMSE 015 unless he/she is a concurrent B.S./M.S.I.E. student in which case he/she must enroll in either IMSE 015 or IMSE 892.

*Prerequisite for ENGL 415 is a "B" or better in ENGL 100. ENGL 200 must be taken if ENGL 100's grade $\leq$ "C".

Appendix C: 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 pre-professional 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.

Concurrent Degree: An approved concurrent and coordinated program whereby a student can complete an undergraduate degree while completing courses for a master's degree or graduate certificate.

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

Cross-listed, Dual-listed, Combined, and Equivalent Courses: see page 28 of this manual.

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).

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.)

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

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

K-State 8 Course: A course which 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 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 which offers the minor.

Option (see Academic Sub Plan)

Program (see Academic Plan)

Secondary Major: Interdisciplinary major which must be completed along with a primary major course of study. A secondary field of specialization, an interdisciplinary program of study which 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 D: 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. To meet the Applied Learning Experience graduation requirement, a course must meet the [ALE Framework](#).

Courses will be designated as an Applied Learning Experiences course in the course catalog. Courses meeting the Applied Learning Experience graduation requirement 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 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.

11. Microcredential Approval Process

Approved by FS Academic Affairs on March 21, 2023

Approved by Faculty Senate on April 11, 2023

1. All microcredentials approved for the 2022-2023 academic year will have their approval extended through the 2023-2024 academic year.
2. Microcredential approval may be sought by any Major Academic Unit (MAU) at K-State. The term Major Academic Unit includes all Colleges, K-State Libraries, K-State Research and Extension, K-State Graduate School, and the Staley School of Leadership.
3. 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 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.
4. Approval for a microcredential may be requested for a term not to exceed 18 months, a permanent approval, or both.
 - a. Term approvals may be granted by the joint agreement of the Faculty Senate President, the designated chair(s) of the Faculty Senate Academic Affairs committee, the Vice Provost of Academic Affairs and Innovation, and, for graduate microcredentials, the Dean of the Graduate School. Term approvals may not be extended without a vote of Faculty Senate.
 - b. Permanent approval of a for-credit microcredential will require approval from the Office of Assessment and Faculty Senate, and, for graduate microcredentials, Graduate School approval (following whatever process the Graduate School adopts). Approvals from these bodies will follow the usual process for curriculum approvals.
 - c. Permanent approval of non-credit microcredentials follows the term approval process.

Microcredential Approval, Routing, and Notification

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 Curriculog 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

Refer to the [K-State Microcredentials website](#) for more information.

12. K-State Core

General Education

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 Kliwer, 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.

K-State Core

General Information

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:

https://www.kansasregents.org/academic_affairs/transfer-articulation

To modify the [K-State Core disciplines and courses](#), please see the next page.

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.