CLAYTON STATE CURRICULUM GUIDE
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Office of the Provost & Executive Vice President of Academic Affairs

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SECTION 1: INTRODUCTION

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

This guide offers a starting point for all members of the campus community to understand academic curriculum, including the structures, processes, and administration of curriculum and curriculum-related procedures.

This guide offers resources for faculty and administrators involved in the curriculum process, developing curriculum, information regarding the curriculum approval process, and collects all the policies associated with curriculum review into a single source.

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

1.2: WHY CURRICULUM MATTERS
At Clayton State University, the curriculum is intricately designed to empower students and foster social mobility, which lies at the core of our mission. Through innovative approaches to curriculum design, development, and evaluation, we ensure that academic degree programs transcend traditional boundaries, creating pathways for student success and upward mobility. Faculty-led reviews and enhancements are pivotal in crafting a curriculum that not only enriches learning opportunities but also aligns with our commitment to transforming lives and advancing the university's social mobility mission.

1.3: UNDERSTANDING THE CURRICULUM PROCESS
Implementing new curriculum or changes to the curriculum involves several stages and includes numerous stakeholders and information systems. These stages include curriculum design, curriculum review, and curriculum implementation. As a result of this complex system, care should be taken to ensure ample time to allow for each stage so that all impacts of a curriculum change can be adequately considered. Curriculum changes should be informed by the Comprehensive Program Review (CPR) and/or program accreditation process. The curriculum design process should begin within the department, while actively involving the Academic Program Assessment Committee (APAC) and/or the General Education Assessment Committee (GEAC) to ensure that the curriculum can be appropriately assessed and effectively support student success.

To ensure curriculum quality and integrity, there are multiple stages of review that must occur. All curriculum, new and revised, must go through Clayton State University's review process. In some cases, once the internal CSU review is complete external stake holders such as the USG Board of Regents and/or Southern Association of College and Schools Commission of Colleges (SACSCOC), our institutional accreditor, may need to be notified or complete a review of the curriculum before the implementation of the new or change to curriculum. The implementation of academic programs across campus operates within a complex ecosystem, where managing and synchronizing intricate information is critical to ensuring that students can progress through their programs without impediments. Even minor curriculum changes can have a cascading impact, potentially affecting student progression. To mitigate such challenges, a strict timeline is adhered to, ensuring all systems are updated in time for students to register for their required courses.

Due to the complex nature of the curriculum ecosystem, it is important that the process is not rushed. Rushing the process may not provide adequate time for key stakeholders to review the curriculum proposal and consider the rippling effect that a change may have. All curriculum changes must be fully approved by Academic Affairs no later than March 1st annually. Important Note: If a curriculum change requires approval from the SACSCOC Executive Council, the curriculum changes must be approved prior to the March 1st deadline (i.e., no later than December 1st annually). These early deadlines are necessary to ensure the student registration system and DegreeWorks are updated to reflect any approved changes and to allow the curriculum support team to begin preparing the draft catalog for publication on July 1st to support the student registration process. In addition, the early deadline allows for the notification and/or approval from the University System of Georgia and the Southern Association of College and Schools Commission on Colleges (SACSCOC), the institution's accreditor, prior to a Fall semester implementation. It is imperative for originators to review all department, college, and university curriculum committee calendars to ensure that the proposal will meet this deadline. In addition, the originator should routinely check in on their launched proposals in the CourseLeaf curriculum review system to ensure it is moving along as expected.

1.4: IMPORTANT ANNUAL CURRICULUM DEVELOPMENT DATES

Date	Activity
August 1st	Marks the start of the curriculum cycle for the academic year
4th Monday in February	All curriculum related revisions/proposals requiring Faculty Senate approval must receive approval by this meeting to meet the catalog publication deadline
March 1st ***December 1st**	All proposals must be approved by Academic Affairs by this date for the upcoming catalog year *Curriculum changes requiring approval from SACSCOC Executive Council
March 1st – April 1st	Review of the draft catalog for the upcoming academic year
July 1st	Final catalog publication deadline

SECTION 2: CURRICULUM DESIGN FOR ACADEMIC PROGRAMS

2.1: ACADEMIC ORGANIZATION

Clayton State University is comprised of four academic units, listed below, overseen by the Provost and Executive Vice President for Academic Affairs. Each unit is responsible for the design, review, implementation, and assessment of their academic programs.

College Name & Dean	Departments
College of Arts & Science (COAS) Dwayne Hooks, Interim Dean	English Film, Communication, & Performing Arts Humanities Interdisciplinary Studies Psychology School of Education Social Sciences
College of Business (COB) Jacob Chacko, Dean	Accounting, Economics, & Finance Management, Marketing, & Supply Chain Management
College of Health (COH) Dwayne Hooks, Dean	Dental Hygiene Health & Fitness Management Health Care Management School of Nursing
College of STEM Ebrahim Khosravi, Dean	Archival Studies Computer Science & Information Technology

	Mathematics
	School of Sciences
School of Graduate Studies	All Graduate Curriculum
J. Celeste Walley-Jean, Dean	

2.2: OVERVIEW OF DEGREE & CREDENTIAL REQUIREMENTS

- ASSOCIATE'S AND NEXUS DEGREES: Associate degrees for transfer as well as Nexus degrees require exactly 60 semester hours, including 42 credits for the Core IMPACTS.
- BACHELOR'S DEGREE: Bachelor's Degrees are conferred by Clayton State University after the completion of a formal course of study consisting of at least 120 undergraduate semester credit hours.
- MASTER'S DEGREE: Master's degrees are conferred upon the completion of a formal program of study between 30 and 36 credit hours beyond the bachelor's degree level. A master's degree may not exceed 36 hours unless approved by the University System of Georgia.

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

Curriculum Requirements	Credit Hours
Core IMPACTS Curriculum	42
Core Field of Study	18
Major Program of Study	60
TOTAL	120*

*Exceptions to the maximum degree length requirements can only be made with the approval of the Board of Regents. Please work with the Office of Academic Affairs if planning a degree that exceeds the limits described above.

A Baccalaureate Degree Program Requires:
- Students take at least 21 semester hours of upper-division courses in the major field.
- Students take at least 39 semester hours of upper-division work overall.
- Georgia law requires that each candidate for a degree demonstrate a knowledge of the history and constitution of the United States and Georgia. These requirements may be met by receiving a passing grade (i.e., D or better) in certain courses, or by passing the appropriate examination. The courses and the requirements(s) each course satisfies are as follows:
  - Survey of US History to 1877 (HIST 2111)/US HIST Since Reconstruction (HIST 2111) satisfies the Georgia and US history requirement
  - American Government (POLS 1101) satisfies the Georgia and US Constitution requirement
  - Georgia History & Government (HIST 3110) satisfies the Georgia history and the Georgia Constitution requirement

Core Field of Study: Per the USG Academic & Student Affairs Handbook (Section 2.4.7), the Core Field of Study must be precisely 18 hours and composed of 1000/2000- level courses. Core Field of Study courses may be prerequisites for other Field of Study courses and/or for major courses at higher levels. Courses at the 3000- or 4000-level may also be offered in the Field of Study, but no student may be required to take them. Field of Study Courses should be those that prepare students for entry into their major level courses and should abide by the Field of Study Guidelines

posted by the CAO Advisory Groups (CAGs) for each discipline area. Approval by the Council on General Education is not required for courses that an institution chooses to list in their Field of Study. Instead, the CAO CAGs will periodically review institutional Field of Study course lists for compliance.

Major Field Requirements: Per the USG Academic & Student Affairs Handbook (Section 2.3.1.1), a baccalaureate degree program must require at least 21 semester hours of upper division courses in the major field and at least 39 semester hours of upper division work overall. The program learning outcomes must align to a minimum of 21 upper-division major field courses, as demonstrated on a program curriculum map. When choice is included in the completion of the upper-division major field requirements, all students must still be able to achieve all program learning outcomes, regardless of the combination of the courses that are selected.

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

- Concentration: Majors may have concentrations (required or optional), which are an approved set of courses that upon completion indicate an in-depth knowledge of an area of the major. Due to the additional knowledge that is expected, concentrations will have an additional set of student learning outcomes that must be met in addition to the overall program student learning outcomes. Concentrations are recognized on a student's transcript. Typically, concentration coursework builds on the existing 21 required upper-division major field hours.
- Track: A track can be thought of as an alternative path towards meeting the program student learning outcomes. Therefore, a track is a pathway through a program which may include a unique set of requirements. A track does not appear on a student's transcript.
- Division Level or Program Electives: Division/Program electives can be a list of courses, a list of prefixes and/or levels. Electives need to be defined so that they can be encoded into the program of study and be eligible for federal financial aid. A degree program can have more than one elective option in a program. Program electives may carry such titles as "Upper Division Electives." A student might, for example, choose 4 credits in Upper Division Electives from a grouping of courses identified by the program.
- Free Electives: Courses identified as free electives must be truly free and include any course at any level in the catalog. It is important to be aware that students may enter a program of study with free elective choices already fulfilled.

2.3: SECONDARY PROGRAM CHOICES

Minor: A minor is a prescribed area of academic study consisting of 15-18 semester hours in an undergraduate degree program. A complete list of minor requirements can be found in the Academic Catalog & Student Handbook (https://catalog.clayton.edu/graduation-requirements/undergraduate-graduation-requirements/minor-requirements/). A minor is a secondary academic discipline in addition to a major and cannot be earned without a corresponding degree. The University System of Georgia Academic & Student Affairs Handbook (Section 2.3.8) requires that a minor must contain 15 to 18 semester hours of coursework with at least 9 hours of upper- division coursework. Courses taken to satisfy Core IMPACTS may not be

counted as coursework in the minor. Core Field of Study courses may be counted as coursework in the minor. In order to graduate with a minor, the student must declare the minor through the Office of the Registrar with a completed and approved minor form (Change Major or Change/Add Minor). The requirements for a minor at Clayton State University are listed below and can be found at https://catalog.clayton.edu/graduation-requirements/undergraduate-graduation-requirements/minor-requirements/.

A minor program is a prescribed area of academic study consisting of 15-18 semester hours.
- Minors are not required for graduation, however, they must be completed and awarded in conjunction with a baccalaureate degree.
- Minors will not be awarded separately either before or after the baccalaureate degree has been completed.
- At least nine of the required hours must be at the upper-division level, i.e. courses numbered 3000 or above.
- At least six credit hours of the upper division credit hours must be earned in residence at CSU.
- Courses taken in Field of Study (lower division major requirements) may be counted as coursework in the minor.
- Courses taken to satisfy Core IMPACTS (general education) may NOT be counted as coursework in the minor.
- Students must earn a grade of at least "C" in all course work applicable to a minor.
- Students are limited to 2 minors.

Depending upon the student's major and the requirements of the minor, students may take courses that count toward both the major and the minor. In other words, a minor program may be established that makes it possible for a student to complete a major and a minor after having taken only 120 hours of total course work. The amount of double-counting that is possible will vary based upon the program requirements of the student's major and minor. Some majors require specific minors. Please check your major degree requirements.

Embedded Certificate: An embedded certificate is a certificate consisting of a subset of courses required as part of a degree/major where students in the specified degree/major are awarded the certificate upon graduating in that degree/major. Students do not enroll in this type of certificate; they enroll in the associated degree/major. Embedded Certificates do not require notification to or approval by the University System of Georgia or Board of Regents and they are not listed on the Catalog of Authorized Academic Programs (CAPP).

Stand-Alone Certificate: This is a certificate that a student can solely pursue, separate from any other academic program. A student can declare this certificate and/or graduate from this certificate as they would a degree/major. Standalone certificates require approval to establish, substantively modify, deactivate, or terminate as described in the Academic and Student Affairs Handbook Sections 2.3.2, 2.3.3, and 2.3.4. Stand-Alone Certificates are designed for both non-degree seeking and degree seeking students. As a result, they will have their own admission requirements. A degree-seeking student who meets the applicable policies and admission

requirements of the stand-alone certificate may apply courses completed for the stand-alone certificate toward a degree program or also apply courses completed for that degree program toward a stand-alone certificate. The Office of the Registrar will issue the stand-alone certificate after the student has completed the requirements. Stand-alone certificates are listed on the USG Catalog of Authorized Academic Programs (CAAP), and, under specific circumstances, will require an assessment plan.   The following guidelines are provided to assist institutions with the development of Stand-Alone Certificate programs:

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

The USG classifies stand-alone certificates as follows:

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

2.4: DUAL DEGREES
A dual degree program allows a student to pursue two distinct academic degrees, typically across two or more institutions, resulting in the award of two separate credentials. These programs may share some coursework, but each degree must demonstrate sufficient breadth and depth to maintain academic integrity. Institutions offering dual degrees must ensure that both programs are previously approved by the Board of Regents and submit notification to the University System Office at least two weeks prior to implementation. Any new degree programs created as part of a collaborative arrangement require formal BOR approval and may require notification to the

institutional accrediting body.

Dual degree proposals should include clear rationale, anticipated start date, and details of the collaborative agreement, including responsibilities of each institution. If a dual degree arrangement is dissolved, institutions must notify the University System Office two weeks prior to dissolution and provide timely guidance to faculty and students, including teach-out provisions to avoid adverse impact.

Students completing a dual degree program will receive two separate diplomas, one for each degree. Admission requirements for each program apply independently, and students must meet all applicable policies for both degrees. Dual degree programs are listed in the USG Catalog of Authorized Academic Programs (CAAP) and may require an assessment plan under specific circumstances. Institutions should follow guidelines in the Academic and Student Affairs Handbook Sections 2.3.2, 2.3.3, and 2.3.4 for establishing, modifying, or terminating these programs.

2.5: JOINT DEGREES

A joint degree program is an academic arrangement in which two or more institutions collaborate to offer a single degree program, resulting in one credential jointly conferred by the participating institutions. These programs are designed to leverage shared resources and expertise while maintaining academic quality and integrity. Institutions proposing a joint degree must ensure that the program is approved by the Board of Regents and submit notification to the University System Office at least two weeks prior to implementation. Any new degree program created as part of a joint arrangement requires formal BOR approval. Joint degree proposals should include:

- A clear rationale for the collaboration
- Anticipated start date
- Details of the agreement, including governance, curriculum responsibilities, and resource sharing

If a joint degree arrangement is dissolved, institutions must notify the University System Office two weeks prior to dissolution and provide guidance to faculty and students, including teach-out provisions to prevent adverse impact. Students completing a joint degree program will receive one diploma jointly issued by the participating institutions. Admission requirements must be clearly defined and agreed upon by all partners, and students must meet all applicable policies for the joint program. Joint degree programs are listed in the USG Catalog of Authorized Academic Programs (CAAP) and may require an assessment plan under specific circumstances. Institutions should follow guidelines in the Academic and Student Affairs Handbook Sections 2.3.2, 2.3.3, and 2.3.4 for establishing, modifying, or terminating these programs.

2.6: NON-ACADEMIC CREDENTIALS

Micro-credential: Micro-credentials are digital records of a learner's successful completion of educational activities that lead to professional skills and competencies that are not reflected on a transcript. In many cases, these digital records include archives (metadata) of the work that led to the award. While transcript-based records are restricted to the results of for-credit classes and programs of study, micro-credentials can be granted for any kind of learning initiative. Both

academic and non- academic departments on campus can offer micro-credentials to faculty, staff, and students.

Endorsement: An endorsement is a credential that is awarded by an external body after being recommended by Clayton State University. Students will only be recommended after completing a set of requirements. Endorsements are for education students and are assessed and awarded by the Georgia Professional Standards Commission. Endorsements may be issued in specific areas to recognize additional expertise or may be required to be considered in-field in a designated area. Some endorsements authorize the educator to work in the designated area only at the grade level and subject matter of the base certificate while other endorsements authorize work in all subjects at specific grade levels. The School of Education at Clayton State University currently offers an Endorsement in Teaching English as a Second Language (ESOL). It is a P12 endorsement. Elementary or Secondary Education students may also add the endorsement while completing the certificate program.

2.7: DEGREE PROGRAM CHARACTERISTICS
PROGRAM NAME: The USG keeps a log of all active programs offered at Clayton State on the Catalog of Authorized Academic Programs (CAAP) (Previously known as Degrees and Majors Authorized or DMA). Therefore, the USG must be contacted with any program name changes and the CAAP must be updated prior to the degree being awarded. Once the CAAP is updated to the newly proposed program name, all current and newly accepted students must be updated in the Clayton State Banner Student Information System to the new program major code and follow that program of study requirements for the catalog year that the program name change was approved. A communication plan should be included with the name change proposal that demonstrates how the students will be notified of this change and details regarding options for students to graduate under the current program name should be included. The last date to graduate under the current program name will be the summer prior to the effective date of the name change.

PROGRAM CIP CODES: All Clayton State academic programs are assigned a Classification of Instructional Programs (CIP) code using the most recent edition of the Classification of Instructional Programs (CIP) table. When an academic unit at Clayton State University wishes to create a new academic program or course, the correct six- digit CIP code must be assigned to the proposal. When a new degree or major program proposal is sent to the University System of Georgia Board of Regents for review and approval, the Board of Regents adds two additional digits for an eight-digit CIP code. All eight- digit codes can be found on the USG Catalog of Authorized Academic Programs (CAAP). A program may request to update a program CIP code if it is found that another CIP code better aligns with the program outcomes. When requesting a change to the CIP code of a program, the USG requires an analysis of the course CIP codes to aid in justifying the newly requested program CIP code. Academic Affairs/Executive Director of Assessment & Accreditation will periodically provide a current report of CIP codes reported in Banner and a list of recommendations for how they may be updated. The information is reviewed by the program coordinator and/or department chair to determine if updates need to be made.

PROGRAM MODALITY or DELIVERY MODE: Program modality, or how a program is approved to be offered, appears on the [Catalog of Authorized Academic Programs (CAAP)](). The CAAP identifies three types of modalities. Each is defined below. If a program would like to change its admittance modality, the program must go through the institutional curriculum review process as well as obtain approval from the University System of Georgia and we must submit a notification to SACSCOC.

- On Campus: A program of study leading to a degree completed with 50% or more of courses offered consistently on-site in a classroom setting at a campus, center or instructional site.
- Hybrid: A program of study leading to a degree completed with more than 50% offered consistently online, but some courses in the program will require on-site attendance at a campus, center or instructional site.
- Online: A program of study which can be completed entirely at a distance. No campus visits are required for coursework. Students may be required to attend program orientations or to complete coursework in a specified instructional setting (clinical, internship, practicum).

SECTION 3: COURSE DESIGN & IMPLEMENTATION

3.1: SECTION NUMBERING CONVENTIONS
The section number identifies which part of the term a course runs. For the most part, section numbers should be numeric. Alpha Numeric section numbers containing the letter "G" are restricted to eCore classes.

Section Numbers	
01 – 29	Full semester SEATED/HYBRID
30 – 39	First half semester SEATED
40 – 49	First half semester ONLINE
50 – 59	Second half semester SEATED
60 – 69	Second half semester ONLINE
90 – 99	Full semester ONLINE
G – eCore	Not scheduled by Clayton State

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

Programs cannot reuse an inactive course number for a new course as this may adversely affect a student's degree program, total credits toward graduation, GPA calculation and course registration. For example, even if a number has not been used in ten years, making a new course with that number would change it for all students past and present, thus affecting the transcripts of previous

students. Therefore, inactivated course numbers may not be reassigned to another course. If a course is split into two courses (e.g., a combined lecture/lab course split into separate lectures and lab courses) or vice versa, the course number should not be reused for one of those courses. If a department is unsure if a number has been used before, please contact the Office of the Registrar. They can also assist in assigning a suitable course number.

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

Undergraduate Course Numbering	
0000-0999	Learning Support*
1000-1999	Freshman
2000-2999	Sophomore
3000-3999	Junior
4000-4999	Senior
5000-6999	Graduate

*Learning Support Courses are designed for students deficient in the general competencies necessary for a regular post-secondary curriculum.

It is important to keep the following in mind:
- Graduate students may use graduate-level work only to complete their degree requirements.
- Undergraduate courses may not substitute for or transfer more than one level; (i.e., a 1000-level course may not be used for a 3000-level course and vice versa).
- Graduate-level work may be used only in the undergraduate degree if a Laker2 agreement is in place (maximum 9 credit hours).

COURSE LEVEL GUIDELINES

When creating a new course number, typically the first digit identifies the level of instruction. In general, 1000 and 2000 level courses should consider a larger breadth of study, be foundational, and prepare students with basic knowledge. Courses at the 3000 and 4000 levels should offer a more in- depth study, refine knowledge, and focus on discipline, field, or practice. Corequisite courses are considered "just in time." Corequisite courses that are remediation courses are required courses that are aligned with and offered alongside the appropriate college-level courses.

1000-level courses should be an introduction to the concepts of a field or discipline. These courses should be open to all majors and suitable for college freshmen. Course content should be broad and present basic concepts and terminology in a field or discipline. In general, courses should not have prerequisites unless they are part of a sequence. Exceptions to this exist with some 1000-level math and science courses.

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

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

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

5000-level courses represent the entry point into graduate-level study. These courses are designed for students who have completed a strong foundation at the undergraduate level. They introduce advanced concepts and methodologies that build upon prior knowledge, emphasizing critical thinking, research skills, and professional application. While they may be accessible to well-

prepared undergraduates in some programs, the expectations for depth of analysis, independent learning, and scholarly engagement are significantly higher than in undergraduate courses.

6000-level courses are advanced graduate seminars or specialized courses intended for students who have already completed substantial graduate coursework. These courses demand a high level of academic maturity and are often research-intensive, requiring students to engage deeply with primary literature, theoretical frameworks, and original research or applied projects. They are typically reserved for students in the latter stages of a master's program or those pursuing doctoral-level work. Coursework at this level emphasizes synthesis, innovation, and leadership in the discipline, and often contributes directly to thesis or capstone projects.

CHANGING A COURSE'S LEVEL

All course level changes require justification for the change in rigor, including content, readings, or assignments to explain the request for a level change. When considering changing a course from upper-division to lower-division, please be reminded that all undergraduate degrees require students to graduate with 39 hours of upper-division course work. If you change a course to be a lower-division course, this change could have an impact on this requirement. If a student declared their major on a previous catalog year but needs to take the upper-division version for their upper-division requirement, but the course is now lower-division, the course cannot count towards the 39-hour upper-division requirement. When considering changing a course from lower-division to upper division, if the lower-division version of the course is in a program's Core Field of study, and a student has already taken the course, there is no issue. However, if a student declared their major on a prior catalog year and has not taken the lower-division course yet, a course substitution plan will need to be created for students to complete their Core Field of Study. Additionally, the program should be updated to remove the upper-division course.

In all cases, the best practice is to create a new course. The old course should continue to be taught until all students who need that version have taken it. After this, the old courses should be deactivated and no longer taught. It is also best practice to submit the new course and course deactivation at the same time, with the deactivation having a later implementation date.

COURSE PREFIX AND NAMING GUIDELINES

Course prefixes are often assigned to a department. If a department would like to create a new prefix, they can do so after checking with the Registrar's office that such a prefix has never been used. When developing a 1000- or 2000-level course, check whether the University System of Georgia Board of Regents requires a common course prefix, number, or description that all institutions need to use. These are NOT just for Core Curriculum courses but are for 1000- and 2000-level courses.

There are two versions of a name for the course. The full name of the course will appear in the catalog. When a new course is created, the proposal will also ask for a transcript title, which is how the course will appear on a student's transcript. This transcript title has a 30- character limit, including spaces. Please ensure that the title represents the topic and does not cut off mid-word or use an acronym. It is encouraged to consult with the Office of the Registrar to ensure the course title is appropriate. Course titles and CRNs are automatically populated by Banner. The only exception is for "Special Topics" courses.

COURSE DESCRIPTION GUIDELINES

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

- While not required, it is recommended that course descriptions be limited to 75 words.
- Course descriptions must use proper grammatical structure, including complete sentences and must use present verb tense.
- When writing a course description, it is best to minimize mentioning items that may make the description outdated quickly, such as referencing specific software. Doing so may mean updating the course description more often. A general reader should be able to understand

the course description, and to that extent, it is recommended to avoid using acronyms that general readers would not understand.

- If the course description contains a topical list of course content, it is recommended to note that the course "may include" those topics. If a course says that it "will include" those topics, all sections of a course must cover every topic listed.

COURSE LEARNING OUTCOMES GUIDELINES

Learning outcomes are developed for courses based on the content of the course and the role the course plays in the program. In general, learning outcomes are statements to describe the knowledge or skills students should acquire by the end of a course. A statement of a learning outcome contains a verb and an object. The verb refers to the intended cognitive process, and the object describes the knowledge students are expected to acquire or construct. Recommended guidelines for course learning outcomes are:

- Consider limiting the course-level expected learning outcomes to 4-7 statements for the entire course.
- Focus on knowledge and skills that are universal to the course.
- Focus on the learning rather than describing activities or lessons that are in the course.
- Consider if course outcomes are appropriately aligned with one another.
- The SMART (Specific, Measurable, Attainable, Relevant, Timely) model may be useful in these considerations.

GRADING STRUCTURE GUIDELINES

When submitting a new course proposal in CourseLeaf, faculty are asked to identify the grading mode for the class. There are two grading mode options: S/U (Satisfactory/ Unsatisfactory) or normal (A, B, C, D, F). Per the University System of Georgia Policy Manual, Section 3.5.2, the S/U grading structure is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs. Exceptions to the use of this grading structure for academic coursework must be submitted to the USG chief academic officer for approval.

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

Grading Symbol	Numerical Equivalent
A: Excellent	4.00
B: Good	3.00
C: Satisfactory	2.00
D: Minimum passing	1.00
F: Failure	0.00
WF: Withdrew, failing	0.00

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

Symbols Not Included in Determining Grade Point Average	
Symbol	Meaning
I	This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond their control, was unable to meet the full requirements of the course. If an "I" is not satisfactorily removed during the next semester of attendance or within one calendar year (whichever comes first), the symbol "I" will be changed to the grade "F."
K	This symbol indicates that a student was given credit for the course via a credit by examination program approved by the respective institution's faculty (e.g., CLEP, AP, Proficiency). "K" credit may be provided for a course the student has previously audited if the institutional procedures for credit by examination are followed.
V	This symbol indicates that a student was given permission to audit this course. Students may not transfer from audit to credit status or vice versa. Students may register, however, on a credit basis for a course that has previously been audited.

W	Indicates that a student withdrew without academic penalty. (See the Withdrawal From Courses policy for more information).
WF	Indicates that a student withdrew with academic penalty. (See the Withdrawal From Courses policy for more information).
WM	This symbol indicates that a student was permitted to withdraw under the Board of Regents policy for military service refunds as provided in Board Policy. The use of this symbol indicates that this student was permitted to withdraw without penalty at any time during the term.

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

Explicit (Tangible) and Implicit (Intangible) Prerequisites:
Prerequisites and corequisites need to be written in clear, concise, grammatically correct language and must be explicit to be functional in Banner, the electronic Student Information System that supports student registration, enrollment, and grading. In some cases, the explicit prerequisites can be connected by "and" requirements. For example, a prerequisite can be a "Major in Music and Junior Standing." It is recommended that prerequisite groupings be discussed with the Office of the Registrar to ensure they can be programmed as desired by the department.

Implicit prerequisites are those requirements a department would like for students to have that cannot be coded into Banner. Implicit prerequisites cannot be enforced by Banner, so those that are required should be listed as the last sentence of the course description so that students and advisors understand the experience(s) required for the student to be successful in the course. Examples include high school algebra, language proficiency, knowledge of computer programming, etc.

The following are prerequisites that can be functional in Banner.:
- Course or group of courses
- Test Scores or a score unique to a group of students (e.g., an audition score)
- Credit Hours (30, 60, or 90 increments only) or Enrollment Standing (Freshmen, Sophomore, Junior, Senior, Graduate)
- Students can be restricted by college, department, campus, or program

Below are examples of common prerequisite scenarios and how they should be entered in a CourseLeaf proposal.

Single required prerequisite: Course prefix and number	Example: ENGL 1102
Choice of Prerequisites: Course prefix and number connected with an "or"	Example: MATH 1101 or MATH 1111
Multiple required prerequisites: Course prefix and number connected with an "and"	Example: MATH 1101 and ACCT 2101
Single prerequisite with multiple choices: Course prefix and number connected with an "or"	Example: ENGL 1101 or MATH 1101 or ECON 1101
Multiple required prerequisites with multiple choices: Course prefixes and numbers grouped together by parenthesis and separated by an "or"	Example: (ENGL 1101 and COMM 1100) or (ECON 1101 and PSYC 1101 and SOSC 1101) or AFAM 2010
Minimum required grade for a single course: Course prefix and number with grade requirement	Example: Grade of "B" in BIOL 1111
Minimum required grade for multiple courses: Course prefixes and numbers with grade requirement	Example: Grade of "B" in BIOL 2251 and MATH 1401
Minimum required grade for a single course among multiple choices: Course prefixes and numbers with grade requirement	Example: A Grade of "B" in ENGL 1101 or COMM 1100 or MATH 1101
Admission to a specific program: Listing name of the program	Example: Admission to Master of Science in Clinical/Counseling program
Minimum required grade for a single course among multiple choices with additional prerequisite courses: Grade requirement and a listing of the course prefix and number choices	Example: ENGL 1102 and A Grade of "B" or better in AFAM 2010, WST 2010, or SOCI 2293
Minimum required grade for a single course with additional prerequisite courses: Required course prefix and number followed by a semicolon and course prefix and number with grade requirement	Example: ENGL 1101; A Grade of "B" in BIOL 2251
Special permission; Explain who can give permission for a student to register for the course	Example: Permission of the department chair

Prerequisites and Course Registration: Banner is programmed to include the student's in-progress term when checking prerequisites for course registration. If a student no longer meets a course's prerequisite after successful registration, Banner does not deregister the student from the course. It is the responsibility of academic units to notify and remove students who do not meet prerequisites after registration and prior to the beginning of the new semester. Example: A student taking "Principles of Accounting I" in the fall semester registers for "Principles of Accounting II" in November for the spring semester. The "Principles of Accounting I" course is a prerequisite for "Principles of Accounting II." Later, the student withdraws from the "Principles of Accounting I" (or fails or receives a below-acceptable grade). Banner does not remove the registration for Principles of Accounting II automatically from the student's record.

COURSE MODALITY GUIDELINES
Three (3) broad types of course modalities/instructional methods are recognized at Clayton State University. Each is defined below.
- On-campus (Seated) Course: A course that meets on-campus at a regularly scheduled time as designated in Banner. It is required that such courses utilize D2L at a minimum for reporting grades to students. Must use Main Campus code.
- Hybrid Course: Technology is used to deliver 2 – 50% or less of class sessions but at least one class session is replaced by technology. Must use Main Campus code.
- Online Course: A course that is facilitated solely by technology in either an asynchronous or a synchronous format. Such courses must meet the federal requirements for sustained instructor interaction. The following are subtypes of online courses.
- Entirely at a Distance: All the class sessions are delivered via technology. The course does not require students to visit the campus for any activity (e.g., test/exam, presentation, orientation, etc.). Must use ET campus code. Courses offered entirely at a distance will be eligible for the eTuition rate for students enrolled in eTuition majors. All other majors will pay the regular tuition rate and fees.
- Fully at a Distance: Nearly all the class sessions are delivered via technology. Must use ET campus code. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams. This is generally equivalent to delivering more than 95% of sessions via technology.
- Partially at a Distance: Technology is used to deliver between 51 – 95% of class sessions but visits to a classroom (or similar site) are required. If a course is offered through two-way interactive video, then it should be coded as partially at a distance because students must be in a designated location. Must use Main Campus code.
Summarily, the following generally describes the implementation of the percentage taught online:
- 100% (no campus sessions)
- 99% (1 campus session)
- 96% (2 campus sessions)
- 93% (3 campus sessions)
- 90% (4 campus sessions)
- 60% (MWF with 1 campus and 2 online per week)
- 2% - 50% is online. 2% would indicate only 1 class session is taught online.

Check within your colleges to determine if there are specific guidelines for courses being offered in a hybrid and online modality.

3.3: DEVELOPING BLENDED COURSES
Sections of the same or similar courses may be combined for several reasons. Below are the definition and guidelines regarding how courses may be combined.

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

Equivalent Courses: An equivalent course is a course that is offered under more than one prefix and/or course number. Equivalent courses may be co-taught or taught by one faculty, and as a result the workload should be discussed with the department chair. A course equivalency applies to all sections of the courses, and as a result will be notated in the catalog. To meet graduations requirements, courses should only be equivalent within the same course numbering level (i.e. lower-division undergraduate = 1000-2999; upper-division undergraduate = 3000-4999; graduate = 5000-6999). In addition, equivalent courses must have the same number of credit hours total. Finally, equivalent courses have similar or related course learning outcomes that represent a complete overlap in course content. If one wishes to make courses equivalent a proposal in CourseLeaf should be launched and fully approved through the workflow. This allows for the necessary documentation and system updates to ensure that students do not receive duplicate credit for the courses.

Cross-Listed Courses: Cross-listed courses are courses where two or more sections of courses meet at the same time and are taught by the same instructor. Cross-listed courses must occur in Banner. Cross-listing courses allows the utilization of a unique subject and course numbers for each section. Cross-listed courses each have their own maximum enrollment; however, whichever count is more limiting will be enforced. EXAMPLE: The Cross-list maximum is set to 50. Section 01 is set to a maximum of 10 while Section 02 is set to 50. Because no more than 10 students may register for Section 01, Section 02 will have a maximum of 40 seats available.

Cross-Leveled Course Listing: Cross-level listing refers to offering two courses, one undergraduate and one graduate, at the same time and place (either physically or virtually), with the same instructor that is offered by departments across numbers and/or level. It is expected that the two courses that are cross-leveled listed are owned by the same department. Cross-leveled courses are limited to undergraduate upper-division courses (3000/4000-level) and graduate courses (5000/6000-level). Special topics, directed study, thesis, internships, and practica courses may not be cross-leveled. Generally, the following parameters should guide the decision to offer cross-level courses:
- Cross-leveled courses must be supported by a rationale for combining students of different levels.
- Cross-leveled courses must ensure there is a clear distinction between the requirements of

undergraduate and graduate students, with more advanced course work for the higher-level degree program. This will be demonstrated in two different syllabi that include, but are not limited to, different objectives, assessments and/or outcomes.

- Cross-leveled courses at the graduate level must be taught by faculty with graduate faculty status.
- Sections of cross-leveled courses must share the same modality.

Complete guidelines can be found at Clayton State Cross-Level Course Guidelines.

3.4: DEFINITIONS OF SCHEDULE AND COURSE INSTRUCTION TYPES AND LOCATIONS

Broadly, the various types of instruction are as follows:

- Lecture: Form of instruction in which the instructor presents an educational experience to students, applying any combination of instructional methods.
- Laboratory: This form of instruction is an educational activity with students conducting experiments, perfecting skills, or practicing procedures under the direction of a faculty member.
- Field/Clinical Experiences (e.g., practicum, internship, co-op): These forms of instruction are work placements with organizations whose areas of work are closely related to the student's major. These work experiences are integrated with academic curricular through discipline-specific and/or multi-disciplinary knowledge in a supervised setting. Co-operative education (co-op) is a type of field experience. Students doing a co-op receive academic credit while acquiring discipline-specific professional skills and earning an income.
- Entirely at a distance (E): All the class sessions are delivered via technology. The course does not require students to visit the campus for any activity, including tests/exams, presentations, orientation, etc.). Courses offered entirely at a distance will be eligible for the e-Tuition rate for students enrolled in eTuition majors.
- Fully at a distance (F)

Below are specific Schedule Type definitions:

Description	Definition
Lecture	Instruction in which the instructor presents an educational experience to students, applying any combination of instructional methods.
Lecture/Supervised Laboratory/Clinic AND Lecture/Unsupervised Laboratory/Clinic	Combination or hybrid lecture and supervised laboratory/clinic and contain elements of each of these two course types.
Seminar	Group-based discussion of a topic of interest under the direction of the instructor. Requires the instructor to have less of a leadership role, with responsibility for the discussion and analysis vested in student with the instructor functioning as a facilitator.

Supervised Laboratory/Clinic	Instructing, preparing, and supervising student investigations under the direction and in-time supervision of an instructor. Designed to enhance student concept attainment, problem solving, and critical thinking.
Unsupervised Laboratory/Clinic	Instructing, preparing, and supervising student investigations under the direction but not direct supervision of an instructor. Designed to enhance student concept attainment, problem solving, and critical thinking.
Independent Study	A self-directed approach to the acquisition of knowledge and/or competence in which a student plans and carries out learning activities on their own under minimal instructor direction. Usually used for topics not part of formal course offerings.
Directed Study	An instructor-driven approach to the acquisition of knowledge and/or competence in which a student carries out learning activities on their own under minimal instructor direction. Usually used for topics not part of formal course offerings.
Asynchronous Instruction	Instruction delivered via a distance education platform where students and instructors do not interact at a specific time and/or place.
Synchronous Instruction	Instruction delivered via a distance education platform where students and instructors interact at a specific time and/or place.
Internship/Practicum	Extended field and "hands-on" experiences and/or training under the tutelage of an experienced practitioner and/or university supervisor.

Below are Banner codes for the method in which instruction will be delivered. Please note that not all courses have been approved by the UCC/GAC to be delivered online. If your course does not allow for online/asynchronous instruction, you may not offer the course online until such approval has been obtained.

Schedule Type	Instructional Method	Enter % Online
A – Lecture	10 – Lecture	NO

B – Lecture/Supervised/Unsupervised Lab/Clinic	11 – Lecture/Supervised/Unsupervised Lab/Clinic	NO
D – Seminar	20 – Seminar	NO
E – Supervised lab or Clinic	30 – Supervised Lab	NO
F – Unsupervised lab or Clinic	40 – Unsupervised Lab/Clinic	NO
G – Independent Study	50 – Independent Study	NO
H – Directed Study	55 – Directed Study	NO
I – Practice Teaching	60 – Practice Teaching	NO
N – Internship	81 – Internship/Practicum	NO
M – Asynchronous Instruction	E – Entirely at a Distance (100%)	YES
M – Asynchronous Instruction	F – Fully at a Distance (>95% and ≤ campus visits)	YES
M – Asynchronous Instruction	P – Partially at a Distance (51-95%)	YES
M – Asynchronous Instruction	H – Hybrid (2-50%)	YES
S – Synchronous Instruction	E – Entirely at a Distance (100%)	YES
S – Synchronous Instruction	F – Fully at a Distance (>95% and ≤ campus visits)	YES
S – Synchronous Instruction	P – Partially at a Distance (51-95%)	YES
S – Synchronous Instruction	H – Hybrid (2-50%)	YES
T – Thesis	91 – Thesis	NO
D – Dissertation	92 – Dissertation	NO

The following are the codes for the campus locations on which a course can be offered:
- A – Main Campus
- FC – Fayette Center for Innovation
- HC – Henry County
- ET – Distance Learning (100% Online – Schedule Type must be (E) or Fully (F) ONLY

3.5: UNDERSTANDING COURSE CREDIT HOURS
Below are definitions of terms that apply when understanding how credit hours are awarded.
- Credit Hour: Credits earned for a course.
- Contact Hour: 50 minutes of scheduled instruction, often referred to as "seat time," a measure used to determine lecture, field lab, clinical, practicum, and internship hours. The 10-minute difference between one contact hour and one clock hour is allotted for time to settle into class, to prepare to leave, and "break time" for classes that run over 50 minutes.

The United States Department of Education, our accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and University System of Georgia Policy Manual, Section 3.4.4, all define a semester credit hour as a minimum of 750 minutes of instruction or equivalent.
The Clayton State Credit Hour policy states, "Credit for study at Clayton State University and at all institutions in the University System of Georgia is measured quantitatively in semester hours. One semester credit hour presumes one hour (50 minutes) in class per week plus about two hours (100 minutes) outside of class in study, review, project preparation, and related activities. Most courses are three credit hours, meaning that the class will normally meet 150 minutes per week and that the student should normally plan to spend an additional 300 minutes studying, reviewing, and preparing. A laboratory activity period of two or three clock hours is normally considered the equivalent of one credit hour, since less extensive out-of-class preparation is required and labs require more time in class to complete the hands-on activities. Online courses and web courses are also measured by semester hours. Although the delivery method is non-traditional, the general calculation of spending about 150 minutes per week on task per semester credit hour is still a useful rule of thumb. There are also additional circumstances in which the "standard" number of instructional minutes per week is not consistent with the out of class minutes per week due to the nature of the course and material."

Credit hours can be earned through course lecture, applied lessons, laboratory, or practicums/internships. The credit hours of a course should reflect the content and requirements of the course, as demonstrated in the course syllabus.
Different types of instruction require different amounts of work to earn credit hours. Lectures are direct instruction from faculty, labs and field experiences are supervised instruction, and practicum and internships are typically largely unsupervised by faculty. For each type of instruction, different amounts of time engaging in coursework are necessary to earn credit hours.

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

Type of Course	Minimum Contact Time per Semester	Minimum Out-of-Class Time per Semester	Total Credit Hours
Lecture	2,250	4,500	3
Applied Lesson	750	1,500	1
Laboratory/ Internship	1,500	750	1

Practicum/ Internship	27,000	0	12

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

To earn a credit hour for a lecture-based course, requires a minimum of 750 minutes of instruction over a 15-week class. In addition, the course should require 1500 minutes of out-of- class student work per semester credit hour for a combined total of 2,250 minutes per semester hour. The contact time per semester credit hour must not be less than the minimum. For example, a one credit hour lecture course may exceed the requirement of 750 minutes of instruction and 1500 minutes of out-of-class student work, but it cannot be less than 2,250 minutes per semester hour. Using a laboratory course as an example, from the above table, the lab experience may be scheduled weekly for 110 minutes over a standard 15-week semester totaling 1500 minutes. In addition to this time, students are expected to complete out-of-class work for 50 minutes a week for 15 weeks, for a total of 750 minutes. Collectively (1500 minutes and 750 minutes) meets the 2,250-minute minimum requirement for a 1-credit hour laboratory experience.

DESIGNATING A COURSE AS REPEATABLE FOR CREDIT

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

DEVELOPING A ZERO CREDIT HOUR COURSE

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

- Courses offered for zero credits must be approved through the regular Clayton State curriculum approval process.
- Zero-credit courses are offered for no credit and do not incur tuition or university fee charges; however, course fees may apply.
- Zero-credit courses have satisfactory/unsatisfactory grading and will be reflected on a student's transcript but will not be included in a student's GPA.
- Zero-credit courses must have an instructor of record and a syllabus with all required elements.
- It is encouraged that courses developed for zero credit not exceed 45 experiential hours or 15 contact hours and must recognize faculty workload through teaching or service.

It is encouraged that programs limit the number of zero-credit courses required to prevent overburdening of the students and the faculty/staff. Zero-credit courses already in the catalog are exempt from this policy. As with all courses, if a course change is pursued, it is reconsidered under current policies. Exceptions to this policy will be considered if a justification is included in the proposal for curriculum committee review.

CHANGING THE CREDIT HOURS OF A COURSE

Impact on Other Programs: Editing the credit hours for an existing course may affect other programs utilizing the course. Please review what programs use the course and what courses use the course as a prerequisite to ensure that all affected programs are aware of the credit hour changes.

Impact on Degree Program: In addition to the impact on other programs, the change in credit hours

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

Scenario One: Reducing credit hours
Example: NURS 4000 proposes to change credit hours from 4 credits to 3 credits for the 2026-2027 catalog

> If a student took the original version prior to declaring their major and then declared on a catalog with the reduced credit hour course requirement, they will have extra credit hour that does not fall into a designated area of the program of study. For some students, this extra hour could fall into an elective space. However, many students may not have elective space in their program that can accommodate this extra credit. In this case, the credit will fall into Unused in their degree audit. Additionally, if the course contributes to the 39-hour upper-division requirement, you may need to consider if reducing the credit hours will impact the 39 hours. Regardless, if the credit hour reduction impacts a program's total credit hours consideration will need to be given to how the program will maintain total credit hours.
>
> If a student is declared on a catalog with the 4-credit hour version of the course, but has not taken it yet, and now the course is only offered as 3 credit hours, the student will have an overall program deficiency of 1 credit hour. This may cause a problem at the time of graduation if the student does not meet the minimum graduation hour requirement for their program. A plan must be put in place to address those students who have a deficit.

Scenario Two: Increasing credit hours
Example: MATH 3450 proposes to change credit hours from 3 credits to 4 credits

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

Scenario Three: Course is Split in Two
Example: MATH 1501 (4 credits) proposes a change to become MATH 1501 (3 credits) and is accompanied by a new course proposal – MATH 1501L (1 credit)

> While this curricular change may be desirable, when splitting a course into a lecture and lab, new course numbers for both are required. The three-credit lecture now needs to be renumbered to MATH 1502 and the lab will be renumbered MATH 1502L. DegreeWorks will need to be programmed to allow both MATH 1502 and MATH 1502L to count for the completion of the MATH 1501 requirement. Equivalents can be built in Banner to allow MATH 1501 to be equivalents to MATH 1502 for prerequisites and degree completion for students

who previously successfully completed MATH 1501, but a three-way equivalency (i.e., MATH 1502 = MATH 1501 and MATH 1502L = MATH 1501) is not possible because the system cannot separate out the individual equivalencies.

3.5: ADDITIONAL ASPECTS OF COURSE IMPLEMENTATION

COURSE SUBSTITUTIONS: Course substitution permits a student to use an equivalent course for a required course in the student's curriculum when the substituted course is not officially programmed as an equivalent. For course substitutions, Clayton State uses an online course substitution system which automatically routes the course substitution requests for approval. You can access the system at https://clayton.edu/registrar/forms. All course substitutions are restricted by the following:

- Graduate students may use graduate level work only to complete their degree requirements.
- Graduate-level work may be used only in the undergraduate degree if the student has been approved to take a graduate course or if a 4+1 program is in place (maximum 9 credit hours).
- Undergraduate coursework may not substitute or transfer more than one level. A 1000-level course may not be used for 3000-level course and vice versa.
- Course substitutions should be the exception and not the rule. Although programs are often designed to allow students some flexibility and choice, excessive course substitutions can impact program integrity and course eligibility for financial aid. If a course substitution is becoming routine, the department should determine what is causing these repeated substitutions and revise their curriculum.

COURSE EQUIVALENCY: Clayton State University courses determined by faculty to share the same content and student learning outcomes can be considered equivalent. Equivalent courses are programmed in Banner to be treated as the same course. If a course is a prerequisite for another course, its approved equivalent will satisfy the prerequisite. When proposing a course change, a general rule of thumb is to consider if students who previously took the course have gained the same knowledge as students who will take the new version. An alternative perspective is to consider whether the revised version of the course should be granted to individuals who completed the earlier version. If unclear if the content shift constitutes a new course proposal or a course revision, faculty may justify their request to the reviewing committees.

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

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

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

- If a student took this course five years ago, would the program accept the course when it

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

If there are additional questions about whether courses remain equivalent following course revision, it's best to consult with the Office of the Registrar.

COURSE CIP CODES: The Classification of Instructional Programs (CIP) is a taxonomy of academic disciplines at institutions of higher education in the United States. A CIP code is the accepted federal standard for identifying instructional/academic programs as it allows agencies to understand what academic programs institutions offer no matter the unique names at each institution. The first two digits in the series indicate a broad subject area. Example: 09 Communication, Journalism and Related Programs. The third and fourth numbers in the series represent an intermediate group within that broad subject. Example: 09.09 Public Relations, Advertising, and Applied Communication. While the fifth and sixth numbers in the series indicate the specific subject matter of the individual program or course. Example: 09.0901 Organizational Communication, General. Another example of the CIP taxonomy is Engineering is the broad category 14, Computer Engineering is a program within Engineering 14.09, and Software Engineering is a discipline within Computer Engineering 14.0903.

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

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

If the revised course results in different learning outcomes or significant content differences, the course should be reconsidered as a new course. However, adding or removing clarifying details to a course description should not constitute a new course. But if the content or subject matter is changing then a new course proposal should be considered. Proposed course changes to a description and/or course title are often made to reflect changes to the content of a course. This can include removing outdated language, updating mentioned technology, or defining new terms.

Most of the time, proposing changes for these reasons do not necessitate a new course proposal.

3.7: SUPPLEMENTAL COURSE AND ACADEMIC PROGRAM FEE PROPOSALS AND REVIEWS

A new supplemental course or academic program fee or a change to an existing fee must go through an approval process that involves several steps.

Step 1: The department chair, director, associate dean or dean must complete the Special Course and Academic Program Fee Application Form. The deadline for the form is usually in the first week of October.

Step 2: The Special Course and Academic Program Fee Advisory Committee (SCAPFAC) review the application and decides to recommend, not recommend or amend the new fee.

Step 3: The SCAPFAC recommendations and the applications are sent to the applicable dean, provost, president for review and approval by the first of November.

Step 4: The Elective Fees Template for the next fiscal year is sent to the Budget Office by the USG by January 1 and the template is completed and submitted to the USG by the end of January. All academic program and course fees that were approved by the provost and president are included in the template.

Step 5: All new and existing Academic Program Fees included on the template must be approved by the Board of Regents before students can be charged the fee during the next fiscal year. Supplemental course fees do not require approval (7.3.2 of BOR Policy Manual). All course and program fees are posted on the USG Fiscal Affairs website under elective fees.

The application and other materials required for any academic fees can be found here: https://www.clayton.edu/student-fees/special-course-fees/. If a newly proposed course that includes a special course fee is noted in CourseLeaf and approved by the UCC, this does not mean the fee was approved by the budget process. Approval of the fee is a separate notification. If the approval of the special fee has not been received by the time the proposal reaches the Provost/Provost designee step in the curriculum process, then the proposal will be held until the special fee request has been approved. Please allow up to the end of April for this process to occur.

SCAPFAC ensures that student fee revenues associated with academic courses or programs are used exclusively to support the institution's mission to enrich the educational experience of students and ensures that these fees benefit students more than burdening them with an additional cost. The SCAPFAC requires all existing fees to be reviewed annually. Based on the results of the review the committee will provide recommendations to the provost and president on eliminating, maintaining, reducing or increasing any of the existing fees. Ultimately, it is up to the senior leadership to decide the fate of those existing fees.

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

4.1: GENERAL EDUCATION AND CORE IMPACTS

General Education is the foundation of skills and knowledge that prepare students for success in their majors and in their personal and professional lives after graduation. The IMPACTS Core Curriculum is where the General Education learning outcomes are introduced in designated courses. The outcomes can be found at https://catalog.clayton.edu/graduation-requirements/undergraduate-graduation-requirements/core-curriculum/. Institutions may not require students in particular majors to take specific courses to meet Core IMPACTS requirements, and successful completion of any course listed for a Core IMPACTS domain should be credited toward meeting that Core IMPACTS requirement, even if it is not the most appropriate course for the major.

CORE IMPACTS AT CLAYTON STATE UNIVERSITY
During the Fall 2023 semester, the University System of Georgia approved a new curriculum framework, titled Core IMPACTS. Core IMPACTS at Clayton State include the areas and required credit hour distributions indicated below.
Institutional Priority = 4-5
Mathematics & Quantitative Skills = 3
Political Science & U.S. History = 6
Arts, Humanities, & Ethics = 6
Communicating in Writing = 6
Technology, Mathematics, & Sciences = 10-11
Social Sciences = 6

USG POLICIES GOVERNING CORE CURRICULUM
The University System of Georgia Board of Regents regulates the use of courses in the core curriculum to ensure transferability. Field of Study (previously referred to as Area F) is also considered part of General Education. Although Field of Study is owned by the degree programs, it must follow certain University System of Georgia requirements. Selected regulations for Core IMPACTS are noted below. The complete list of policies is listed in the Board of Regents of the University System of Georgia Academic & Student Affairs Handbook Section 2.4.

The USG denotes system-wide required learning outcomes and career competencies.
- Every institution must have a core curriculum of 42 semester hours.
- Every institution must use common course prefixes, numbers, and descriptions for specified courses (Section 2.4.8).
- All courses in Core IMPACTS must be taught at the collegiate level, be broadly focused, and clearly address the system wide Learning Outcomes for the Core IMPACTS domains.

- Field of Study must total 18 credit hours.
- Every institution must offer a path to completing all Core IMPACTS requirements composed exclusively of 1000- and 2000-level courses. Courses at the 3000- or 4000-level may also be offered in the Field of Study, but no student may be required to take them.
- Physical education activity/basic health requirements may not be placed in Core IMPACTS or the Field of Study.
- Courses with a primary emphasis on studio, performance, field study, or internship may not be placed in Core IMPACTS
- Completion of a course cannot be used to fulfill requirements in more than one Core IMPACTS area or the Field of Study.

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

4.2: CORE IMPACTS CURRICULUM APPROVAL PROCESS

For courses in CORE IMPACTS domains: Each institution will submit new courses proposed for a Core IMPACTS domain to the Council on General Education, which will circulate the courses to the relevant Regents' Academic Advisory Committees for input prior to review by the Council on General Education. Proposals are submitted by Academic Affairs via SmartSheet https://app.smartsheet.com/b/publish?EQBCT=0f572352e91e4b9c8cb7b6f631d32626. To submit proposals to Academic Affairs, once the new course(s) has been approved at all institutional levels (i.e., department, college, UCC, and Faculty Senate), the proposal is submitted in Core IMPACTS Course Inclusion for Academic Affairs review and submission.

For courses in the Field of Study domain: Learning outcomes and courses that are authorized for the Field of Study domain are established by the relevant Regents' Advisory Committees (RACs). Institutions must follow RAC guidelines when making changes to Field of Study course requirements for their degree programs. No formal approval process is needed for institutions to add individual courses to their Field of Study domains; however, the respective RACs review their Field of Study guidelines and institutional offerings regularly to ensure institutional compliance with the RAC-approved guidelines.

SECTION 5: THE CURRICULUM REVIEW PROCESS

5.1: CURRICULUM REVIEW WEBPAGE

The curriculum review process for both undergraduate and graduate curriculum is outlined below and can be found here: Undergraduate Curriculum Committee, Graduate Affairs Committee, and Curricular Planning.

I. NEW PROGRAM PROPOSALS (DEGREE PROGRAMS/MAJORS)

1. Deans will submit a New Degree Program Concept form to Academic Affairs (Associate Provost/Associate Vice President of Academic & Faculty Affairs) for the Executive Vice President of Academic Affairs (EVPAA) to determine demand and feasibility of developing the new proposal.

2. Once the EVPAA has approved the new degree program concept to move forward, the proposal author and/or department chair will complete the USG Academic Degree Program Application and initiate the university curriculum review process in CourseLeaf. The proposal author and/or department chair should attach the completed USG Academic Degree Program Application to the CourseLeaf proposal. Additionally, all courses in a new degree program must be approved prior to its review (see New Course Proposal Process). Please note that the approval of courses in a new program is separate and distinct from the approval of the new program (i.e., approval of courses is not equivalent to approval of the program).

3. After department approval, the department chair routes the new degree program proposal to the college undergraduate or graduate curriculum committee for review and approval.

4. Upon approval by the college curriculum committee, the new degree program proposal is routed to the college Dean for review and approval.

5. Upon approval by the college Dean, the new degree program proposal is routed to the University Curriculum Committee (UCC) or the Graduate Affairs Council (GAC) for review and approval. The proposal author and/or department chair may be invited to the UCC/GAC meeting to present their proposal and answer possible questions.

6. At this point it is beneficial to send a draft of the proposal to the EVPAA or the Office of IE&A to determine if a substantive change approval or notification is required by SACSCOC. Proposals that require approval must be approved by the SACSCOC Executive Council of the Board prior to implementation. The deadline is January 1 for fall implementations and July 1 for subsequent summer or spring implementations. Proposals that do not require approval but require notification must have a notification submitted to SACSCOC prior to implementation. Notifications can be submitted at any time before implementation. The Executive Director of IE&A will ensure that the approval or notification is submitted on time if the program proposal is received at least two weeks prior to the deadline. Once UCC/GAC review is complete, the chair of UCC/GAC will route the new degree program proposal to the Faculty Senate for review and approval. The UCC chair or Vice-Chair will present the approved new degree proposal to Faculty Senate or submit it to Senate Chair for presenting and approval. The Faculty

Senate representative on GAC will present approved graduate proposals to Faculty Senate for documentation. The GAC Chair will approve graduate proposals and route to the EVPAA or designee.

7. Once undergraduate new proposals are approved by Faculty Senate, the Faculty Senate Chair or designee will approve the new undergraduate proposal in CourseLeaf.

8. The EVPAA, or designee, reviews the proposal and submits it to other departments, if required (as per Board of Regents Policy). Once approved by other required departments, the EVPAA, or designee will submit to the USG via Academic Proposals Submissions Portal for approval. The Board of Regents must approve all new program proposals/certificates.

9. Once the EVPAA or designee is informed of BOR approval, the EVPAA or designee will provide final approval of the new proposal in CourseLeaf and the program/certificate will be routed to the Office of the Registrar. Additionally, the EVPAA or designee, will notify the appropriate college/department of the approval.

10. Once the proposal author or department chair receives confirmation of BOR/USG approval, they will request a new Banner code for the approved program/certificate.

11. Once the Office of the Registrar receives the approved Banner code request for the approved program, the new degree program will be added to Banner and the Academic Catalog.

II. NEW COURSE PROPOSALS
1. After department/program approval, a new course proposal is initiated in CourseLeaf. The department chair routes the new course proposal to the college undergraduate or graduate curriculum committee for review and approval.

2. Once approved, the chair of the college undergraduate or graduate curriculum committee routes the new course proposal to the college Dean.

3. Upon college Dean approval, the Dean will route the proposal and any other supporting documents to the UCC/GAC committee.

4. The proposal author and/or department chair will be invited to the UCC meeting to present their proposal and answer possible questions.

5. Once a new course proposal is approved by the UCC or GAC, the UCC Chair or GAC Chair will route the new course proposal to Faculty Senate for either approval (undergraduate) or notification (graduate).

6. After Faculty Senate approval for undergraduate courses (with the exception of Core IMPACTS courses) or notification for graduate courses, the Faculty Senate Chair or designee will approve the proposal in CourseLeaf.

7. Upon approval by Faculty Senate Chair or designee, the proposal is routed to the EVPAA or designee for final approval. **Note:** For Core IMPACTS courses, once approved by Faculty Senate, the EVPAA, or designee will submit to the USG via Academic Proposals Submissions Portal for approval. All Core IMPACTS courses must be approved by the USG Council on General Education.

8. Once the proposal has completed the approval pathway, the University Registrar will include the new course in Banner and subsequently the next academic catalog.

III. MODIFICATION OF EXISTING COURSES:

1. After department/program approval, a course modification proposal is initiated in [CourseLeaf](). The department chair routes the course modification proposal to the college undergraduate or graduate curriculum committee for review and approval.

2. Once approved, the chair of the college undergraduate or graduate curriculum committee routes the course modification proposal to the college Dean.

3. Upon college Dean approval, the Dean routes the proposal and any other supporting documents to the UCC/GAC review and approval.

4. The proposal author and/or department Chair may be invited to the UCC/GAC meeting to present their proposal and answer possible questions.

5. Once a course modification proposal is approved by the UCC or GAC, the UCC Chair or GAC Chair will route the new course proposal to Faculty Senate for either approval (undergraduate) or notification (graduate).

6. After Faculty Senate approval for undergraduate courses or notification for graduate courses, the Faculty Senate Chair or designee will approve the proposal in CourseLeaf.

7. Upon approval by Faculty Senate Chair or designee, the proposal is routed to the EVPAA or designee for final approval.

8. Upon final approval, the proposal is routed to the Office of the Registrar for notification.

IV. MODIFICATION OF EXISTING PROGRAMS:

1. After department/program approval, a degree program modification proposal is initiated in [CourseLeaf](). The department chair routes the degree program modification proposal to the college undergraduate or graduate curriculum committee for review and approval.

2. Once approved, the chair of the college undergraduate or graduate curriculum committee routes the degree program modification proposal to the college Dean.

3. Upon college Dean approval, the Dean routes the proposal and any other supporting documents to the UCC/GAC review and approval.

4. The proposal author and/or department chair will be invited to the UCC/GAC meeting to present their proposal and answer possible questions.

5. Once a degree program modification proposal is approved by the UCC or GAC, the UCC Chair or GAC Chair will route the new course proposal to Faculty Senate for either approval (undergraduate) or notification (graduate).

6. After Faculty Senate approval for undergraduate degree program proposals or notification for graduate degree program proposals, the Faculty Senate Chair or designee will approve the proposal in CourseLeaf.

7. Upon approval by Faculty Senate Chair or designee, the proposal is routed to the EVPAA or designee for final approval.

8. Upon final approval, the proposal is routed to the Office of the Registrar for notification and subsequently inclusion in the next academic catalog.

5.2: CURRICULUM COMMITTEE INFORMATION
All university-level faculty curriculum committees make recommendations to the Provost.

University Committee	Purpose	Website
Undergraduate Curriculum Committee (UCC)	The UCC will address matters relating to undergraduate instruction and curriculum, including but not limited to such matters as new program and new course proposals. All recommendations require Faculty Senate approval.	https://clayton.edu/about/administration/academic-affairs/faculty/undergraduate-curriculum-committee/
Graduate Affairs Committee (GAC)	The GAC is to act upon graduate level curricular matters that are referred by academic departments. The GAC is empowered, for courses numbered 5000 or higher, to approve a program proposal, reject and return a proposal to the originating department, or	https://www.clayton.edu/about/administration/academic-affairs/faculty/graduatecurriculumreviewprocess.pdf

	amend and approve the proposal.	

5.3: ACCREDITATION AND THE EXTERNAL REVIEW BODIES OF ACADEMIC PROGRAMS

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

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

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

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

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

5.4: CATALOG DEADLINES AND EFFECTIVE DATES FOR CURRICULAR PROPOSALS
Each year the catalog deadline is March 1st. If proposals require university-level review, it is recommended that college and department curriculum committees consider UCC, GAC, and Faculty Senate meeting schedules to determine when a proposal must be received by the university-level committee. Both UCC, GAC, and Faculty Senate construct their agenda based on what appears on their respective dockets. Proposed changes must be approved through the entire CSU curriculum review and approval process for the changes to appear in the catalog for the next academic year.

Listed below are the types of changes that must be reviewed and approved through Clayton State University's curriculum process before they can be put into the catalog and implemented.

Program (including degree, minor, and certificate) Changes:
- Creating a new academic program
- Any changes to a program's name
- Changes to a program's CIP code
- Changes to the Program Student Learning Outcomes
- Any changes to a program's catalog description
- Any changes to a program's admission, enrollment, and/or graduation requirements
- Adding or removing any course from a program
- For undergraduate programs, any changes to the Field of Study requirements
- Any adding, deleting, or modifying of a concentration or track
- Changing the elective courses listed in the program
- Changing the program credit hour totals
- The deactivation of a program
- The termination of a program
- Changing a program's modality/instructional method (e.g., from seated or hybrid to 100% online)

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

Some curriculum changes also require notification or approval by external stakeholders. The following chart outlines the types of changes that may need to go through external review. Additionally, internal forms for USG curriculum actions can be found at Academic Affairs/Forms. For questions about USG review, please contact J. Celeste Walley-Jean, Associate Provost & Associate Vice President for Academic & Faculty Affairs, jwalley@clayton.edu. For questions about SACSCOC review, contact Michelle Furlong, CSU's Accreditation Liaison, michellefurlong@clayton.edu.

Changes Requiring External Notification and/or Approval
Existing Academic Program Update: The addition of courses or a program that represents a significant departure (i.e., Between 25-100% of new courses at the same or higher degree level) from current offerings or re-opening a program. A significant departure requires new faculty expertise, facilities, equipment, financial resources, and/or library resources. Such changes are substantive changes and require SACSCOC notification and/or prior approval.
Existing Degree Program Update: Changing a program name, CIP code, and/or changing from the original scope and objectives of the program. Any of these changes may be considered a substantial change and may require BOR external notification and/or approval.
Changing Delivery Method or Location (e.g., distance education, competency-based education, and/or face-to-face). Adding an additional delivery method in which 50% of more of the program will be delivered requires SACSCOC notification prior to implementation.
Program Deactivation or Program Termination: Program deactivation means the institution will stop admitting new students to the program once approvals are obtained. Both the USG/BOR and SACSCOC must be notified. SACSCOC requires approval deactivations prior to implementation to please involve the SACSCOC liaison as soon as the decision is made to stop admitting students. Program termination means the program currently has zero students. Upon approval, CSU is no longer authorized to grant the degree. Program termination requires BOR approval and SACSCOC notification.
Entering a Cooperative Academic Arrangement or a Dual/Joint Academic Program with Another Institution or Entity: Such an agreement may require SACSCOC notification and/or approval.
Establishing or Closing an Off-Campus Instructional Site: Establishing or closing an off-campus instructional site often requires SACSCOC notification or approval prior to implementation. Please involve the SACSCOC Liaison early in the process to ensure an appropriate timeline for approval.
Program Length: Increasing or decreasing a program's length by 25% or more or increasing or decreasing the student's expected time to completion by more than one semester requires SACSCOC approval prior to implementation. Please involve the SACSCOC Liaison early in the curriculum process to ensure an appropriate timeline for approval.

SECTION 6: THE CATALOG

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

6.2: THE CATALOG AND CURRICULUM REVIEW
Curriculum review is required for any additions, changes, or deletions to degree programs and courses in the catalog. Each year the catalog publication date for the upcoming academic year is July 1st. Therefore, originators should review curriculum committee schedules to ensure proposals

can be reviewed and approved by this deadline. The draft catalog is available for review in mid-April and the final catalog on July 1.

6.3: HOW THE CATALOG WORKS

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

6.4: STUDENTS AND THEIR CATALOG YEAR

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

A student may petition to the faculty to retain an old catalog's graduation requirements by filling out a Change Catalog Year through the Registrar's Office.

6.5: ARCHIVED CATALOGS
Archived catalogs can be found online back to 2019. For catalog information prior to 2019 contact the Office of the Registrar at registrar@clayton.edu.

SECTION 7: LINKS TO CURRICULUM RESOURCES

7.1: CURRICULUM RESOURCES
USG Catalog of Authorized Academic Programs (CAAP)
Core IMPACTS Faculty Resource Hub
Curricular Planning
Special Course & Academic Program Fees

7.2: CURRICULUM COMMITTEE LINKS

7.3: BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA CURRICULUM RELATED LINKS
University System of Georgia Board of Regents Academic & Student Affairs Handbook
University System of Georgia Board of Regents Academic & Student Affairs Core Curriculum Section
University System of Georgia Board of Regents Core Field of Study Curriculum Guideline Section
University System of Georgia Board of Regents Major Requirements Section
University System of Georgia Board of Regents Minor Requirements Section
University System of Georgia Board of Regent Certificate Guidelines Section
University System of Georgia Board of Regents Definition of 099 courses and Learning Support
University System of Georgia Board of Regents Required Common Course Prefixes, Numbers, and Descriptions Section
University System of Georgia Academic & Student Affairs Handbook on Grading System

8.4: DEPARTMENT OF EDUCATION
Federal Student Aid
Office of Postsecondary Education
Accreditation: Postsecondary Education Institutions

8.5: SACSCOC
Southern Association of Colleges and Schools Commission on Colleges Index of SACSCOC Documents
Southern Association of Colleges and School Commission on Colleges Substantive Change Resources
Southern Association of Colleges and Schools Commission on Colleges Institutional Resources

8.6: OCCUPATIONAL RELATED LINKS
AAC&U Value Rubrics
NACE Career Ready Competencies
Georgia Professional Standards Commission
Georgia Data on Occupational Labor & Outlook Data
Integrated Postsecondary Education Data Systems (IPEDS)
National Center for Education Statistics: CIP codes
U.S. Bureau of Labor Statistics