
2018-2019

Kentucky Community and Technical College System
An Equal Opportunity Institution
Revised July 2018
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## 2018-2019 KCTCS Curriculum Approval Timeline

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<th>KCTCS Senate Committee Meetings (CRC &amp; Rules)</th>
<th>Reviewed Materials to System Committee Chairs/Colleges for Review/Feedback</th>
<th>KCTCS Council Meetings</th>
<th>Materials to Local Colleges for Approval</th>
<th>Final College Decisions due to System Office or Request for Extension</th>
<th>Final Notification and Documents to Colleges*</th>
<th>Courses/ Curriculum Inputted into PS Catalog#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>8-7-18 Versailles Rooms 113/114</td>
<td>8-7-18 Versailles Room 112</td>
<td>8-7-18 Versailles Room 112</td>
<td>8-7-18 Versailles Room 112</td>
<td>8-7-18 Versailles Room 112</td>
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<td>8-7-18 Versailles Room 112</td>
<td>8-7-18 Versailles Room 112</td>
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<tr>
<td>Cycle D</td>
<td>3-29-19 Versailles Rooms 102A/B</td>
<td>4-5-19</td>
<td>4-12-19</td>
<td>4-5-19</td>
<td>4-5-19</td>
<td>4-5-19</td>
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<td>4-5-19</td>
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* Notification dates may vary depending on the number of extension requests by the colleges.

- CRC proposals due in electronic form (Word document) to sydney.baseheart@kctcs.edu. Mail signature page to Sydney Baseheart at 300 N. Main St. Versailles, KY 40383.
- Rules proposals due in electronic form to jillian.frost@kctcs.edu. Mail signature page to Jillian Frost at 300 N. Main St. Versailles, KY 40383.

# Additional pre-requisite coding may occur after this deadline.

The following agenda items will be forwarded to Council for approval.

- All courses submitted for general education, cultural studies status, and digital literacy status.
- All system articulation agreements.
- All rules action items
Introduction/Overview – Curriculum and Program Development

It is important to clarify that system wide curriculum approval and program approval for a college are two distinct processes. (See Figure 1)

Curriculum VS. Program Approval

Approval of a curriculum makes a given program curriculum available for a college to include in a new program proposal or to replace existing program curricula with a more up-to-date program. Once a new curriculum is approved, a college with an existing program has a one-year period to begin implementation of the latest system-wide curriculum.

The existence of an approved curriculum is a prerequisite for new program approval for a college, except for “pilot status” approval for new certificate programs (for only one year).

Curriculum/Program Development Principles

Multiple Entry and Exit Points - In order to provide optimal flexibility and support lifelong learning, multiple entry and exit points are to be included in program design when warranted by workforce needs and are often “embedded” in a degree program.

Seamlessness – Curriculum will be developed in a manner that recognizes credit for existing program competencies. (e.g., certificate and diploma programs will be applicable toward degree programs.)

Alignment – Maximum curriculum alignment (e.g., content and level of instruction result in equivalent learner competencies) should improve seamlessness and reduce redundancy. In order to promote curriculum alignment among KCTCS colleges, occupational profiling will provide the basis for curriculum development to assure alignment with validated competencies and workforce needs. Where parallel programs exist, faculty will work to integrate the curricula in order to establish seamlessness throughout KCTCS and to prevent unnecessary confusion.

Curriculum Approval

All new and revised curriculum/course proposals must be submitted to the KCTCS Curriculum Review Committee (CRC) and the KCTCS Senate Council for peer review prior to local college approval.
Figure 1
Curriculum Development to Program Approval Continuum

*If program already exists at a college, a “rollover” is processed after the college votes to support the curriculum from each cycle.

Curriculum Developed by Committee or College

Faculty Senate Reviews Curriculum With Approval by Local College(s) Approval Process

College Submits Program Proposal to Offer Approved Curriculum*

EEO Eligibility Status – Automatic / Waiver Approved

To Chanceller
Certificates, Diploma Tracks, and AAS/AFA Degree Tracks if college is approved to Offer

To Board of Regents
New Diploma AA and AS Degrees AFA and AAS Degrees
**Revising Existing Curricula:** Processes will assure that programs for which approved curricula already exist will not introduce new curricula without review by appropriate committee approval. An example of this process is the Industrial Maintenance Technology (IMT). This workgroup, consisting of representatives from each college offering the program, revised an existing IMT curriculum and created a state-of-the-art curriculum for use by all colleges throughout KCTCS.

**Developing New Curricula:** Processes will assure that any college wishing to offer technical and occupational programs for which there is not already an approved curriculum will submit a notification of intent to the Chancellor’s office. Following this notification, the Chancellor may create a system-wide Faculty Curriculum Committee if other colleges are in the process of developing similar curricula. If specific to a particular college, that college may choose to develop the curriculum. All curricula must be approved through the KCTCS Curriculum Approval process.

**Program Approval**

During review of program proposals, Curriculum and Programs staff will review all proposals to determine whether the curriculum as submitted is identical to or different from approved KCTCS program curriculum. (This includes credit certificate curricula.) If the program curriculum is approved as proposed, no further review is necessary.

If a program proposal does not include the approved curriculum, the college faculty must present the curriculum for review and approval. Curriculum committee approval must be given before any new program can be submitted to the KCTCS Board of Regents.
Approval Process and Formats

Curriculum Development/Approval Process
4.11 Policy on Program Approval

The Board of Regents must approve for KCTCS institutions all new programs that lead to the awarding of an associate in arts degree, associate in fine arts degree, associate in science degree, associate in applied science degree, and a diploma. In order to enhance the System's responsiveness to business and industry pursuant to the goals of the Kentucky Postsecondary Education Improvement Act of 1997 (as amended), the KCTCS President may approve new credit certificate programs upon recommendation by the KCTCS Chancellor. The KCTCS Board of Regents must ratify the approval of certificate programs at its next regularly scheduled meeting following the KCTCS President's approval.

KCTCS institutions submitting new program proposals must meet all equal opportunity employment and affirmative action eligibility criteria. New programs must support the Kentucky Postsecondary Education Improvement Act (as amended) goals of being responsive to the needs of students and employers, avoiding unnecessary program duplication, and increasing inter-institutional collaboration. New programs must adhere to all KCTCS program approval policies and procedures, the KCTCS Policy on Collaborative Program Development, and all applicable Council on Postsecondary Education policies and procedures.

As the chief executive officer of KCTCS, the KCTCS President is authorized to promulgate administrative procedures to implement this policy.
4.12 Policy on Collaborative Program Development

Kentucky Community and Technical College System (KCTCS) collaborated program development processes shall meet criteria specified by the accrediting bodies of the respective community and technical colleges and any required programmatic standards.

KCTCS program development shall be collaborative, with optimal collaboration the expectation. Program collaboration may consist of fully collaborative programs, joint programs, and articulation/transfer agreements. (See Attachment A)

KCTCS offerings shall include programs that lead to the awarding of: Associate in Science Degrees; Associate in Arts Degrees; Associate in Fine Arts Degrees; Associate in Applied Science Degrees; Certificates; Diplomas; and Continuing Education Units. (See Attachment B)

The high quality, responsive programs resulting from collaborative program development shall meet state, regional and community needs and provide the education and training necessary for developing a workforce with the skills to meet the needs of new and existing industries and improve the quality of life and employability of citizens.

The KCTCS President (or designee) is charged with developing curricula frameworks which shall include (but not be limited to) the consistent use of prefixes, common course numbering, and the elimination of unnecessary duplication in all KCTCS curricula.

The KCTCS President is authorized to develop appropriate procedures and criteria in order to implement the policy delineated above.
### Program Collaboration Continuum

<table>
<thead>
<tr>
<th>Types of Collaboration</th>
<th>Collaborative Program</th>
<th>Joint Program</th>
<th>Articulation/Transfer Agreements (Programmatic)</th>
<th>Avoidance of Unnecessary Duplication</th>
</tr>
</thead>
</table>
| Characteristics        | A collaborative program is an academic program under the sponsorship of more than one institution or organization and contains elements of resource sharing agreed upon by the partners. None of the participating institutions delivers the entire program alone, and the partnering institutions/organizations share responsibility for the program’s delivery and quality. The credential awarded may indicate the collaborative nature of the program.  
  • If only one institution (primary) offers the degree or credential but other institutions or organizations (secondary) provide some resources, the program at the secondary institution(s) is registered on the Council’s Registry of Degree Programs in an “enrollment-only” reporting category.  
  • If the degree or credential is offered by all institutions participating in the resource-sharing arrangement but only one institution is listed on a graduate’s diploma, the program is registered on the Council’s Registry of Degree Programs in an enrollment- and degree-granting category for each institution participating in the joint program. | A joint program is an academic program that is sponsored by two or more institutions leading to a single credential or degree, which is conferred by all participating institutions. None of the participating institutions delivers the entire program alone, and all participating institutions and organizations share responsibility for all aspects of the program’s delivery and quality.  
  • The program is registered on the Council’s Registry of Degree Programs in an enrollment- and degree-granting category for each institution participating in the joint program. | • Course-by-Course Transfer Credit or Accepted Course Equivalencies  
• Inter-Institutional Agreements  
• Statewide Agreements | Minimum Required |

**High-Level Collaboration**

**Low-Level Collaboration**
KCTCS Program Description

- Associate in Science Degree

A. An Associate in Science (AS) degree is designed to transfer into a Baccalaureate of Science degree at a four-year institution. It consists of a general education core requirement of 33 credit hours and additional degree requirements of 12 credit hours and 15 credit hours of electives for 60 credit hours.

B. General Education Core Requirements:
   - Written Communications: 6 credit hours
     Students who complete ENG 105 must take an additional 3 credit hours of General Education from any of the General Education categories.
   - Oral Communications: 3 credit hours
   - Arts and Humanities: 6 credit hours
     One course must be selected from Humanities and one course from Heritage.
   - Quantitative Reasoning: 6 credit hours
   - Natural Sciences: 6 credit hours
     One science course must include a laboratory experience.
   - Social and Behavioral Sciences: 6 credit hours
     Two disciplines must be represented and different from those in the Arts and Humanities category.

Subtotal: 33 credit hours

C. Associate in Science Requirements (Beyond the Core Requirements):
   Select courses from headings in the Core categories and/or Foreign Language. At least 6 credit hours must be selected from Quantitative Reasoning and/or Natural Sciences. Students are advised to choose hours to satisfy pre-major requirements at the institution to which they are transferring.

Subtotal: 12 credit hours

D. Other Requirements: Electives*
   Students are advised to choose hours to satisfy pre-major requirements at the institution to which they are transferring.

Subtotal: 15 credit hours

Total: 60 credit hours

*Computer/digital literacy must be demonstrated either by competency exam or by completing an approved computer/digital literacy course.

Note: General Education Category Certification - All required hours have been completed within a specific category in the general education core requirements.
General Education Full Certification - All 33 hours of general education core requirements have been completed.
Associate in Arts Degree

A. An Associate in Arts (AA) degree provides a foundation in liberal arts and is designed for transfer into a Baccalaureate of Arts degree at a four-year institution. It consists of a general education core requirement of 33 credit hours and additional degree requirements of 12 credit hours and 15 credit hours of electives for 60 credit hours.

B. General Education Core Requirements:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communications</td>
<td>6 credit hours</td>
</tr>
<tr>
<td>Oral Communications</td>
<td>3 credit hours</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>6 credit hours</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3 credit hours</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>3 credit hours</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>9 credit hours</td>
</tr>
<tr>
<td>Quantitative Reasoning OR Natural Sciences</td>
<td>3 credit hours</td>
</tr>
</tbody>
</table>

Subtotal                        33 credit hours

C. Associate in Arts Requirements (Beyond the Core Requirements):

Select courses from headings in the Core categories and/or Foreign Language. At least 6 credit hours must be selected from Arts and Humanities and/or Social and Behavioral Sciences and/or Foreign Language. Students are advised to choose hours to satisfy pre-major requirements at the institution to which they are transferring.

Subtotal                        12 credit hours

D. Other Degree Requirements: Electives*

Students are advised to choose hours to satisfy pre-major requirements at the institution to which they are transferring.

Subtotal                        15 credit hours

Total                            60 credit hours

*Computer/digital literacy must be demonstrated either by competency exam or by completing an approved computer/digital literacy course.

Note: General Education Category Certification - All required hours have been completed within a specific category in the general education core requirements.

General Education Full Certification - All 33 hours of general education core requirements have been completed.
Associate in Fine Arts Degree

A. An Associate in Fine Arts (AFA) degree is designed to transfer into a Baccalaureate of Fine Arts (BFA) program at a four-year institution. It consists of a general education requirement of 24 credits, a fine arts core of 18 credit hours, and 18 additional credit hours of concentration for a 60 credit hour minimum.

B. General Education Component:

Written and Oral Communications 9 credit hours

*Students who complete ENG 105 must take an additional 3 credit hours of General Education from any of the General Education categories.*

Arts and Humanities 3 credit hours

*The course chosen to satisfy this requirement must be from a discipline other than the discipline in the Fine Arts Core and/or Concentration.*

Quantitative Reasoning 3 credit hours

Natural Sciences 3 credit hours

*Must include a laboratory experience for general education certification in the Natural Sciences category.*

Social and Behavioral Sciences 6 credit hours

Subtotal 24 credit hours

C. Fine Arts Core*

Sub-Total 18 credit hours

D. Concentration

Sub-Total 18 credit hours

Total 60 credit hours

*Computer/digital literacy must be demonstrated either by competency exam or by completing an approved computer/digital literacy course.*
Associate in Applied Science Degree

A. An Associate in Applied Science (AAS) degree prepares students for technical employment within a two-year period and consists of a minimum of 60 credit hours including a minimum of 15 credit hours of general education and meets the distribution of credit described below:

B. General Education Component:

Quantitative Reasoning 3 credit hours
Natural Sciences 3 credit hours
Social/Behavioral Sciences 3 credit hours
Heritage/Humanities 3 credit hours
Written Communication 3 credit hours

Subtotal 15 credit hours

The above are minimum general education requirements; additional hours may be required in specific program curricula.

C. Technical & Support Component*

Subtotal 45-53 credit hours

*Computer/digital literacy must be demonstrated either by competency exam or by completing an approved computer/digital literacy course.

General Education and Technical & Support Components must be distributed so that programs do not exceed 68 credit hours.

Total 60-68** credit hours

**Existing Approved Programs:

- An approved program with a curriculum of 60-68 credit hours does not require KCTCS Board of Regents action.
- An exception to the total credit hour limit may be made by the KCTCS Board of Regents if a program has external degree requirements which must be met necessitating an exception request. Documentation (such as specialized accreditation requirements and/or the results of a detailed industry validation of a specialized curriculum) must be submitted to the KCTCS Board of Regents with the request for an exception to the total credit hour limit.

**New Programs:

- New programs require KCTCS Board of Regents action.
- New programs should be designed with a 60-68 credit hour total limit.
- An exception to the total credit hour limit may be made by the KCTCS Board of Regents if a new program has external degree requirements which must be met necessitating such a request. A request for an exception to the total credit hour limit, including supporting documentation (such as specialized curriculum), must be submitted with the program proposal.

D. AAS degree programs should incorporate multiple exit points, i.e., awarding certificates and diplomas, when possible.

Diploma Program
A. A diploma program is designed to prepare students for technical employment within a one- to two-year period (36-60 credit hours). The total number of credit hours for the diploma must not exceed those required for a degree in the same program of study. A prescribed program of technical and general education courses is designed to prepare students for a specific job title.

Diploma programs provide: preparation for a specific occupation, credit toward an associate degree, and continued training opportunities for certificate program graduates.

B. General Education (select six credits from the following areas)
   - Area 1 = Written/Oral Communications, Humanities, or Heritage 3 credit hours
   - Area 2 = Social/Behavioral Sciences, Natural Sciences, or Quantitative Reasoning 3 credit hours
   
   Subtotal 6 credit hours

The diploma program contains general education courses emphasizing the skills identified in the SCANS (Secretary’s Commission on Achieving Necessary Skills) that are critical to entry-level workforce success for persons prepared at the diploma level.

C. Technical & Support*

   Subtotal 30-54 credit hours

*The Technical and Support requirements must include a work experience component between 1 and 12 credit hours.

D. Computer/digital literacy must be demonstrated either by competency exam or by successfully completing a computer/digital literacy course as outlined in the program of study.

   Total Credit Hours 36-60 credit hours
Certificate Program

A. The primary purpose and features of certificate programs of study are to provide marketable, entry-level skills for a time period less than that required for diploma or associate degree programs. Certificates are organized programs of study consisting of courses designed to meet a defined set of competencies. Certificates qualify students to take external licensure, vendor-based, or skill standards examinations in the field. If standardized external exams are not available in the field of study, certificates prepare students at skill levels expected of employees in an occupation found in the local economy.

Requirements for a certificate are applicable to the requirements of a diploma or associate degree in the same or a related field of study. Requests for exceptions to this characteristic must accompany the documentation needed for approval.

B. Certificates may contain general education courses emphasizing the skills identified in the SCANS report that are critical to entry-level workforce success for persons prepared at the certificate level, and associated with the diploma or associate degree program.

The Secretary’s Commission on Achieving Necessary Skills (SCANS) identified three foundation skills and five competencies necessary for success in the workplace:

- **Foundation Skills**
  - Basic Skills – reading; writing; arithmetic and mathematics; listening; and speaking;
  - Thinking Skills – thinking creatively; making decisions; solving problems; knowing how to learn; and reasoning;
  - Personal Qualities – individual responsibility; self-esteem; sociability; self-management; and integrity/honesty.

- **Competencies**
  - Resources – allocating time; money; materials; space; and staff;
  - Interpersonal Skills – working on teams; teaching others; serving customers; leading; negotiating; and working well with people from culturally diverse backgrounds;
  - Information – acquiring and evaluating data; organizing and maintaining files; interpreting and communicating; and using computers to process information;
  - Systems – understanding social; organizational; and technological systems; monitoring and correcting performance; and designing or improving systems;
  - Technology – selecting equipment and tools; applying technology to specific tasks; and maintaining and troubleshooting technologies.
C. Program Length

A certificate requires completion of an academic program in less than one academic year or is designed for completion in less than 30 semester credit hours by a student enrolled full time. Certificates generally range from 12-30 credit hours. Those certificates with fewer than 12 credit hours or greater than 30 credit hours must include a compelling rationale for either a shorter or longer program.
EXCEPTION REQUEST
TO
TOTAL CREDIT HOUR LIMIT

Program Name: ________________________________

Check One:
☐ New
☐ Existing

College(s):

Request: (Briefly State)

Rationale: (Briefly State; add Attachment, if needed.)

Supporting Documentation: (Identify; add as an Attachment.)

Signatures:
If college submission:
Curriculum Committee Chair __________________________ Date ________________
Chief Academic Officer ______________________________ Date ________________
College President ________________________________ Date ________________

If submission for multiple colleges:
KCTCS Curriculum Committee Chair ____________________ Date ________________
Chief Academic Officers ______________________________ Date ________________
College Presidents ________________________________ Date ________________
KCTCS Chancellor ________________________________ Date ________________
4.14 Policies and Procedures Relating to Implementation of Distance Learning Instructional Support in Academic Affairs, Student Affairs, and Business Affairs

In order to support the successful implementation of distance learning instruction by Internet and interactive television (ITV)/video conference network, the following definitions, policies, responsibilities, and procedures pertaining to Academic Affairs, Student Affairs, and Business Affairs are hereby established.

4.14.1 Definitions

A. **Home College** is defined as the college to which the student is admitted and from which the student will receive a credential upon successful completion of a program of study. The Home College must have program approval in order to serve as the Home College for a given degree.

B. **Delivering College** for the purposes of Internet courses is defined as the college at which the faculty member teaching the class is employed (faculty member may be employed by more than one college as an adjunct). For ITV, the Delivering College is the college from which the class originates.

C. **Online Learning** refers to courses delivered by the Internet (World Wide Web). Online learning may be a combination of synchronous and asynchronous or only asynchronous. The teacher and student are separated by time or place or both time and place.

D. **Interactive Television (video conference, ITV, or closed circuit)** refers to courses delivered point to point or point to multi-point through two-way, compressed video. Video conference/ITV is synchronous where the student and teacher are separated only by space.

E. **Distance Learning Coordinators Peer Team** includes one representative from each college recommended by local presidents/CEOs for appointment by the KCTCS President.

F. **Video Conference/ITV facilitators** manage ITV facilities and procedures at each college.

G. **KCTCS Online** is the umbrella name for presenting Learn on Demand (the Virtual Learning Initiative - VLI model) and Learn by Term (the Semester-based Courses)

H. **Learn on Demand Charter Colleges**: In April 2012 the KCTCS President appointed six college presidents to serve on the Learn on Demand Leadership Team. The Learn on Demand Leadership Team colleges are designated as the Learn on Demand Charter Colleges. The colleges include Big Sandy CTC, Elizabethtown CTC, Jefferson CTC, Somerset CC, Southeast Kentucky CTC, and West Kentucky CTC.

4.14.2 Policies

A. All distance learning modalities will reflect the Principles of Good Practices and Kentucky Virtual Campus (KYVC) Course Development Resource established by the Kentucky Council on Postsecondary Education and the Kentucky Virtual Campus (KYVC).

B. The Distance Learning Coordinators Peer Team consisting of one representative from each college and appointed by the KCTCS President will identify and recommend policies and procedures in distance learning.
C. Courses and programs to be delivered via technology will be based upon appropriate needs assessments and demand as determined at the local level and implemented in coordination with the KCTCS System Distance Learning Office.
D. Program curriculum committees with representatives from each KCTCS College offering the program will review curriculum and monitor each online program for quality consistent with programs delivered in a traditional format.
E. KCTCS policies and procedures shall be applied to all degree-seeking students.
F. Distance learning activities will be in compliance with all accreditation requirements.
G. Internet programs and classes offered statewide may be posted by the Kentucky Virtual Campus.

**4.14.3 Responsibilities:**

**4.14.3.1 System Office**

A. System Office will assist in the tracking of student success, course history, and effectiveness of support.
B. System Office will manage assessment of services and will utilize common, online assessment tools.
C. System Office will maintain system-wide Learn by Term (distance learning, semester-based) homepage that includes links to each college’s distance learning website, the KCTCS Distance Learning Bookstore link, information on statewide library services, and a general student orientation. Plus the System Office maintains a comprehensive homepage for Learn on Demand.
D. System Office will guide faculty in securing permission of U.S. copyrighted material consistent with intellectual property policies.
E. The System Director of Distance Learning Technologies or designee will serve as KCTCS representative to KET meetings.
F. System Office will support the need to provide faculty and students 24/7-server support and help desk accessible by a single, published toll-free telephone number.
G. System Office will support training in the use of online tools and instructional design support.
H. System Office in cooperation with Chief Academic Officers will post files of credentials for faculty teaching via video conference/ITV and the Internet in the KCTCS Enterprise Content Management System. The credentials will be captured as a true copy in accordance with KCTCS policies and procedures, and accessible only by appropriate HR personnel and Chief Academic Officers.
I. System Office will ensure faculty and staff have access to appropriate training in distance learning policies and procedures.
J. System Office will provide system-wide coordination and support for colleges participating in distance learning activities including the publishing of a guide for implementing distance learning.
K. System Office will serve as liaison to Kentucky Virtual Campus (KYVC).
4.14.3.2 Delivering College

A. Delivering College will provide teaching faculty for programs and classes delivered via technology. (Internet faculty from a Delivering College for Learn by Term will be considered adjunct faculty to the Home Colleges for accreditation purposes; facilitators for Learn on Demand are hired by the Lead Delivering College as adjunct faculty.)

B. Delivering College will determine faculty compensation and faculty load for Learn by Term. Faculty compensation for Learn on Demand is determined through the tuition-based formula with any additional compensation approved by the Learn on Demand Leadership Team while faculty load is determined through collaboration between the Lead College and the faculty’s home college.

C. Delivering College will complete the Kentucky Virtual Campus (KYVC) course submission form for each course offered via KYVC and posted at www.kyvc.org.

D. Delivering College will assign unique section numbers for both Learn by Term, and Learn on Demand, and colleges will enter the appropriate PeopleSoft Instruction Mode for both Learn by Term and Learn on Demand.

E. Delivering College offering a new online course will follow quality assurance standards and guidelines for Internet course continuous improvement prior to delivery and again during first semester delivery of course and thereafter.

F. Delivering College will execute Student Evaluation of Instruction instrument.

G. Delivering College will provide students’ final grades to Home College.

H. Delivering College will communicate ISBN for identified textbook through local college Bookstore Managers or directly submit course and book information to the bookstore 24/7 at KCTCS Distance Learning Bookstore.

I. Delivering College, in cooperation with System Office, will post files of credentials for faculty teaching via ITV and the Internet in the KCTCS Enterprise Content Management System. The credentials will be captured as a true copy in accordance with KCTCS policies and procedures, and accessible only by appropriate HR personnel and Chief Academic Officers.

J. Delivering College will communicate test requirements to Home College testing site at the beginning of each semester.

K. Delivering College will communicate testing site location and contact to student and informs the student of his/her responsibility for scheduling proctored test.

L. Delivering College will cancel classes and will notify Home College and students that the class is cancelled.

M. Delivering College will schedule Learn by Term classes using appropriate instruction mode in PeopleSoft for publication at KYVC programs and courses, through PeopleSoft Self Serve, and at local colleges’ websites and the appropriate instruction mode for Learn on Demand for http://online.kctcs.edu.

N. Delivering College will identify video conference/ITV facilitator.

O. For the purpose of distributing FTE and tuition, Delivering Colleges using video conference/ITV will execute an agreement to deliver and receive video conference/ITV classes using the video conference/ITV Cost Sharing form.

P. Delivering College Chief Academic Officer will, upon request, provide access to evaluation of instruction of faculty to Home College Chief Academic Officer.
Q. The formal College Board Appeal process follows the Student Code of Conduct and will be managed at the Delivering College.

4.14.3.3 Home College

A. Home College will provide student affairs including advising, admission, enrollment, drop/add, withdrawals, library, bookstore, tutoring, assessment and placement, and testing.
B. Home College will assist the student in the complaint and appeal process by referring him/her to the Chief Academic Officer at the Delivering College. The formal College Board Appeal process follows the Student Code of Conduct and will be managed at the Delivering College.
C. Home College will distribute funds to students receiving financial aid.
D. Home College bookstores may provide online ordering and purchasing for identified Learn by Term courses through the KCTCS Distance Learning Bookstore.
E. Home College is responsible for the collection of all tuition and fees.
F. Home College will recommend that the student be awarded a credential.
G. Home College will maintain a testing site to accommodate students participating in distance learning activities including proctored testing and appropriate facilities to accommodate programs offered by the Home College.
H. Home College will provide networked computer facilities to accommodate students taking Internet classes.

4.14.3.4 Kentucky Virtual Campus (KYVC)

A. KYVC accepts Learn by Term (Semester-based Courses) postings for marketing at the KYVC website (www.kyvc.org)
B. KYVC will receive student inquiries.
C. KYVC will communicate student inquiries for online courses to KCTCS Home College designated by the student.
D. KYVC Call Center will support KCTCS online students and faculty with Helpdesk in coordination with KCTCS 24/7 Help Desk.

4.14.3.5 Learn on Demand

A. KCTCS Online is the approved umbrella name for Learn on Demand (VLI) and Learn by Term (Semester-based Courses).
B. Learn on Demand is a systemwide virtual learning initiative (VLI) whose oversight is vested in the KCTCS Learn on Demand Leadership Team. The delivery of complete programs offered through Learn on Demand (certificate, diploma, or degree) will be authorized through oversight by the KCTCS Learn on Demand Leadership Team.
C. Learn on Demand participating colleges will display courses designated with the “VL” instruction mode on the Learn on Demand website.
D. Learn on Demand will receive student applications.
E. Learn on Demand will communicate student requests for online courses to KCTCS Home Colleges.
F. Learn on Demand Call Center will support students and faculty with 24/7 Helpdesk.
G. *Learn on Demand* modularized courses will not be available for a credit by special examination (as each module will include a built in pre-test and post-test).

H. *Learn on Demand* will provide central services (including Learn on Demand success coaches) and will recharge the delivering colleges for the Learn on Demand Central Services in proportion to the assessed revenue for Learn on Demand courses.

*Learn on Demand* provides the following Central Services:

1. Faculty training and support
2. Training in quality assurance
3. Instructional design support
4. Review of best practices implementation to assist in quality assurance
5. Software contracts, e.g., Blackboard, Wimba, SoftChalk
6. Website construction and maintenance, and integration with PeopleSoft
7. “Front door” website with electronic student services, i.e., admission, registration, enrollment, schedules, cost calculators, help desk, advising, etc.
8. Grant-making for program development and delivery
9. Call center and help desk
10. Virtual Student Success Coaches for Learn on Demand students
11. IT design and support
12. Outsource services as appropriate, e.g., tutoring, advising, Web design
13. Marketing of programs and for faculty recruitment

I. *Learn on Demand* Charter Colleges’ Responsibilities:

1. Learn on Demand Charter Colleges are Big Sandy Community & Technical College, Elizabethtown Community & Technical College, Jefferson Community & Technical College, Somerset Community College, Southeast Kentucky Community & Technical College, and West Kentucky Community & Technical College.
2. The KCTCS President, the presidents of the Learn on Demand Charter Colleges, and the KCTCS President's cabinet will comprise the Learn on Demand Leadership Team and will direct the operations of Learn on Demand. The Learn on Demand Leadership Team will meet at least quarterly to review Learn on Demand implementation and make decisions as necessary.
3. Each Learn on Demand delivering college will contribute 10% of its Learn on Demand revenue to the Learn on Demand Distribution Pool. Delivering colleges will retain the other 90% of the tuition revenue.
4. The Learn on Demand Charter Colleges and the KCTCS System Office will receive equal shares of the annual Learn on Demand Distribution Pool.
5. Each of the Learn on Demand Charter Colleges will include in its headcount enrollment the number of Learn on Demand students who identify that college as the home college.
6. Each of the Learn on Demand Charter Colleges will commit to increasing the average number of credit hours enrolled by Learn on Demand students each term from the current level to 8 credit hours per term by the spring 2014 term and to the average number of credit hours per term for all KCTCS students by the spring 2016 term. The Learn on Demand Leadership Team will identify and review strategies that may be used by Learn on Demand colleges to fulfill these commitments.
7. Each of the Learn on Demand Charter Colleges may, at its discretion, leave the group of Learn on Demand Charter Colleges with six months prior notice.
8. Each of the Learn on Demand Charter Colleges acknowledges that failure to fulfill its
responsibilities as outlined in this charter may result in its removal from the group of Learn on Demand Charter Colleges, based on the consensus of the Learn on Demand Leadership Team.

9. The Learn on Demand Leadership Team may, at its discretion and based on the consensus of the Learn on Demand Leadership Team, add other KCTCS colleges to the Learn on Demand Charter Colleges upon demonstrated ability of another KCTCS college to fulfill the responsibilities of an Learn on Demand Charter College as outlined in this charter. If another KCTCS college is added to the Learn on Demand Charter Colleges, the Learn on Demand Leadership Team will determine the provisions (rights and responsibilities) under which the college will be added.

10. Each of the Learn on Demand Charter Colleges and the KCTCS System Office will promote Learn on Demand by including Learn on Demand in a prominent place in the college's web page and in the college's local marketing efforts.

11. Each of the Learn on Demand Charter Colleges and the KCTCS System Office will promote Learn on Demand by including Learn on Demand in a prominent place in the college's web page and in the college's local marketing efforts.

J. Other KCTCS Colleges (those not delivering Learn on Demand courses):
   1. Each other KCTCS college will include in its headcount enrollment the number of Learn on Demand students who identify that college as the home college but will not record tuition revenue for those students (tuition is recorded at the delivering college).

K. Learn on Demand Project Development and Delivery is determined through project proposal submissions to the Learn on Demand Leadership Team.
   1. A Learn on Demand project will have one college as the Lead College.
   2. For approved projects, the Lead College receives:
      a. a nonrecurring loan for development of the program,
      b. an instructional budget for the delivery of the program, and
      c. an additional allocation for the program(s) which they develop and deliver.
   3. The Lead College will create a return on investment (ROI) plan as part of the project proposal submission that shows how the program will be self-sustaining and generate net revenue.
   4. The Lead College will ensure there is enough faculty for its program delivery so that enrollments in any course will not be capped (see # 7).
   5. The Lead College will recruit faculty for its program.
   6. The Lead College, in cooperation with System Office, will post files of credentials for faculty/instruction facilitators teaching via ITV and the Internet in the KCTCS Enterprise Content Management System. The credentials will be captured as a true copy in accordance with KCTCS policies and procedures, and accessible only by appropriate HR personnel and Chief Academic Officers.
   7. The Lead College will decide, based on resources, the number of students per instructional-facilitated section.
   8. The Lead College will be responsible for program/course reviews and revisions through regular college/system processes.
   9. The Lead College will implement best practice guidelines developed by the VLI.

L. Learn by Term – see 4.14.3 Responsibilities

M. The Learn on Demand Charter will be reviewed annually by the Learn on Demand Leadership Team.
### 4.14.3.6 Distance Learning Student

A. Student will identify a Home College. The degree-seeking student applies for admission at the Home College.

B. Student will schedule testing site for any required proctored testing.

C. Student will secure all books, eResources, and other materials.

D. All students enrolling in an online or Internet-dependent class are responsible for activating their KCTCS.edu email account.

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<th>Date Approved by President, KCTCS</th>
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Recommended by: (SIGNED) 8-4-14  (SIGNED) 8-4-14

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Date: 8-30-06; 8-19-08; 8-24-10; 6-18-13; 7-17-13; 8-4-14
General Education Transfer

General Education Transfer Policy and Implementation Guidelines
(Effective Fall Semester 2012)

Unit/Department: Academic Affairs

CPE Contact
Aaron Thompson, Vice President
Email: aaron.thompson@ky.gov
THE GENERAL EDUCATION TRANSFER POLICY AND IMPLEMENTATION GUIDELINES

Eastern Kentucky University
Kentucky Community and Technical College System
    Kentucky State University
    Morehead State University
    Murray State University
    Northern Kentucky University
    University of Kentucky
    University of Louisville
    Western Kentucky University

Kentucky Council on Postsecondary Education

Revised June 2011
Effective Fall Semester 2012
Introduction

The Statewide Transfer Committee and staff of the Kentucky Council on Postsecondary Education performed a review of state policy and implementation guidelines facilitating the transfer of credits between public colleges and universities in the Commonwealth. Through this process a series of recommendations for improvement of the statewide transfer policy and implementation guidelines were developed. The Council of Chief Academic Officers met April 2011 to discuss the policy, and they support these recommendations. Upon approval by the Council on Postsecondary Education (June 2011), the policy will take effect fall semester 2012. The Statewide Transfer Committee and the Statewide General Education Taskforce are charged with the implementation and annual review of the revised policy.

The following guidelines reflect approved updates to the General Education Transfer Policy and Implementation Guidelines (2004). The spirit of the original policy – emphasizing the professional integrity of all public institutions in the acceptance of general education coursework between institutions – remains a key element of the revised policy. The updated General Education Transfer Policy and Implementation Guidelines (2012) will be in effect for all students admitted for the fall semester 2012.

General Education Transfer Policy

*KRS 164.2951(2)* states, *The Council on Postsecondary Education, in collaboration with the public universities and community and technical colleges, shall:*

(a) *Facilitate the development and implementation of a statewide agreement for alignment of Kentucky Community and Technical College lower-division associate of arts and associate of science coursework that shall be accepted and fully credited to related bachelors degree programs by all public universities. The agreement shall specify the general education learning outcomes and program-specific prerequisite learning outcomes of the coursework. Where applicable curricula shall be reviewed to determine comparability of core content standards required under KRS164.302. The agreement shall direct that the associate of arts and associate of science coursework meeting the learning outcomes specified shall be accepted for transfer and degree credit, whether earned as individual courses or within block programs;*

(h) *Guarantee that, upon admission to a public university, graduates of an associate of arts or an associate of science degree program approved by the council in consultation with the public universities shall be deemed to have met all general education requirements;*
The General Education Transfer Policy outlines the purpose and guidelines for the transfer of general education across Kentucky's public postsecondary institutions. The purpose of the Kentucky General Education Transfer Policy is to:

- Emphasize aspects of general education requirements that are common among public institutions in Kentucky and encourages completion of approved AA/AS transfer programs.
- Promote the acceptability of general education credits as students transfer from one public institution to another.
- Enhance cooperation among institutions with respect to academic advising for undergraduates who plan to transfer from one public institution to another.

The policy requires a minimum of 30 unduplicated semester credit hours or the equivalent (may include an approved SACS justification for fewer hours) to meet the general education component of a baccalaureate degree. The core components of the policy include communication, arts and humanities, quantitative reasoning, natural sciences, and social and behavioral sciences, as outlined within the Statewide General Education Core.

Basic Assumptions and Principles

1. The transfer of general education credits is predicated on the acquisition of competencies in broad academic areas, rather than on a comparison of individual courses taken at one institution or another. The issue is not how particular general education courses at the sending institution match up with general education courses at the receiving institution, but how the competencies and student learning outcomes in various general education programs are similar to one another.

2. Each institution recognizes the professional integrity of all other public institutions in the acceptance of their general education program.

3. Universities will recognize the completion of AA/AS transfer degrees (meeting all required transfer components) by admitting students to junior level standing and accepting the corresponding general education credits as meeting institution-wide lower-division general education requirements at the receiving institution. Students are encouraged to complete an AA/AS prior to transferring.

4. The General Education Transfer Policy applies to students who are accepted for admission into one of Kentucky's public higher education institutions. Students should be aware of the admission requirements of the institution into which they intend to transfer.

5. The General Education Transfer Policy applies to students who transfer from one Kentucky public higher education institution to another Kentucky public higher education institution with the intention of completing their educational program at the receiving institution. Students who intend to transfer credits back to their home (degree-granting) institution may
be required to obtain prior written approval from their home institution.

6. The general education requirements covered in this policy are not intended to fulfill general education requirements for particular majors. Requirements of a specific major will not be set aside by this policy. This is a most important distinction and should be noted by students and their advisors.

7. The transfer system at all institutions will include an audit process through which the sending institution will certify to the receiving institution the general education certification levels that have been completed by the student.

8. Close cooperation and communication among colleges and universities is essential for facilitating the transfer process for students and to enable the participating institutions to maintain timely and comprehensive information. Particular attention will be paid to academic advising on each campus and to interaction among campuses in order to inform students about the nuances of general education requirements at the various institutions.

9. Each receiving institution will provide a process for students to appeal decisions related to the transfer of general education credits.

**Certification of General Education Blocks**

There are three levels of general education certification. Each level is based on the number and category of courses taken (see Statewide General Education Core). Students can complete general education courses in categories (also referred to as blocks), as a core component, and as a complete general education program. Each level of certification is identified below.

1. **General Education Category Certified.** Students who have completed some but not all of the five categories in the Core Component will be “Category Certified” for purposes of transfer. Individuals in this situation must fulfill all of the remaining general education requirements of the receiving institution that have not been satisfied through “Category” certification.

2. **General Education Core Certified.** Students who have completed all of the categories—the core component—with a minimum of 30 unduplicated credit hours will be “Core Certified” for purposes of transfer. Individuals in this category must fulfill the remaining general education requirements of the receiving institution that have not been satisfied through the core component.

3. **General Education Fully Certified.** Students who have completed a general education program, with a minimum of 30 unduplicated semester credit hours or the equivalent (may include an approved SACS justification for fewer hours) which includes the core component and all additional institutional-specific general education courses, will be “General Education Fully Certified” for purposes of transfer. If the receiving institution’s general education program requires a sum of hours that is less than the total the student has taken
at the sending institution, the excess hours will be accepted for transfer by the receiving institution and evaluated for application toward degree requirements. There may be graduation requirements beyond general education requirements that a student will need to complete (e.g., senior year capstone experiences).

<table>
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<th>STATEWIDE GENERAL EDUCATION CORE</th>
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Pursuant to the Southern Association of Colleges and Schools’ Commission on Colleges (SACS-COC) Principles of Accreditation (2010 Edition) Core Requirement, this policy requires a minimum of 30 unduplicated semester credit hours or the equivalent (may include an approved SACS justification for fewer hours) to meet the general education component of a baccalaureate degree. All student-learning outcomes in each category must be met through courses identified within each category.

**Communications – 6-9 hours**
- Written Communications (WC)
- Oral Communications (OC)
Each written or oral communication course must meet multiple student-learning outcomes,* including the student-learning outcome specific to written or oral communication.

**Quantitative Reasoning (QR) – 3-6 hours**
Each quantitative reasoning course must meet all the student-learning outcomes,* which reflect the possibility of courses from mathematics and/or statistics.

**Arts and Humanities (AH) – 6-9 hours**
Each of the Arts and Humanities courses must meet multiple student-learning outcomes.*

**Natural Sciences (NS) – 3-7 hours**
Each natural science course must meet all the student-learning outcomes.* At least one course must include a hands-on project using scientific principles whether offered in a lecture or laboratory setting (SL).

**Social and Behavioral Sciences (SB) – 6-9 hours**
At least two courses from different disciplines must be taken to meet all of the student-learning outcomes.*

**CERTIFICATION LEVELS for FALL 2011:**

- **General Education Category Certification:** Completed at least one but not ALL of the categories listed above.
- **General Education Core Certification:** Completed ALL of the categories listed above.
- **General Education Full Certification:** Completed ALL of the categories listed above PLUS any additional general requirements(s) of the sending institution.

* Student-learning outcomes are listed and described in the Appendix.
Institutional Responsibility

Preparing Students for Transfer

Advising. Advising at both sending and receiving institutions and an inter-institutional network are essential to the successful implementation of this transfer policy. Academic advisors and other institutional staff concerned with transfer should enforce and strengthen, if necessary, policies and procedures and should establish an inter-institutional communications link (e.g., through a statewide Web presence for easier communication among institutional staff addressing similar issues).

Sending and receiving institutions are to advise transferring students that general education certification does not set aside specific major or programmatic requirements where coursework may be used to satisfy both a general education requirement and another specific degree requirement (e.g., a course serves as satisfying both a general education requirement and a supporting course requirement). 13KAR2:020(5)(2)

Publicity. The general education transfer policy and the courses that meet general education requirements should be easily accessible to students. The transfer policy should be included in each institution’s catalog for easy reference. The general education transfer policy and the courses designated for completion of general education requirements will be reviewed annually by a subcommittee of the Statewide Transfer Committee and institutional representatives.

Certification of Transcripts. The sending institution will indicate, either on the transcript or as an attachment to the transcript, whether the student is Fully Certified, Core Certified, Category Certified in general education, or if they have completed any of the coded general education courses (e.g., WC, OC, AH, QR, NS, SL, and SB) at their institution. If general education coursework has been earned at more than one public Kentucky institution, will conduct a comprehensive review for certification and must include certifications received from previous institutions. Transfer certifications will be processed for all students requesting a transcript to be sent to a Kentucky public postsecondary institution (excluding students requesting transcripts for application to master’s, doctorate, or professional degree programs).

a. If a public sending institution endorses the use of credits earned from a regionally accredited public or independent college or university for satisfying a general education requirement (category, core, fully certified, or coded course), the receiving institution will accept this decision.

b. If a public sending institution endorses the use of credits from a non-regionally accredited institution for satisfying a general education requirement (category, core, fully certified, or coded course), the certifying institution must have a policy stated in the undergraduate catalog regarding the acceptance of coursework in accordance with SACS standards and a process of assessment to ensure that certified coursework demonstrates that student learning outcomes for the statewide general education category have been met.
The sending institution will indicate, either on the transcript or as an attachment to the transcript, whether the student is Fully Certified, Core Certified, Category Certified in general education or if they have completed any of the coded general education courses (e.g., WC, OC, AH, QR, NS, SL, and SB) at their institution. **KRS 164.2951(2)(c)**

c. The sending institution will certify courses with satisfactory national exam scores listed in the "Kentucky Standard Acceptable Scores for National Exams" Table. **KRS 164.2951(2)(e)**

**Receiving Transfer Students**

**Transfer Certification.** Transfer certification from any KCTCS college or Kentucky public university will be accepted as documented and analyzed according to transfer policies. The receiving institution must review the transcript and notify the student of their remaining requirements within one semester of their admittance. This does not preclude an institution from evaluating the transcript for administrative errors.

a. The receiving institution will accept a coded course (e.g., WC, OC, AH, QR, NS, SL, and SB) as meeting part of the requirement for the general education category associated with the code, unless the course has been determined to be equivalent and has a direct articulation to a course that fulfills a requirement in a different category of general education at the receiving institution. The category assigned by the sending institution will be honored unless it is to the advantage of the student to award a different category.

b. If the sending institution certifies standardized credit by exams (e.g., College Level Examination Program, Advanced Placement, or other accepted examinations) for application to its general education requirements, the receiving institution will recognize these requirements as having been fulfilled. **KRS 164.2951(2)(e)**

**Applying Credit.** The general education transfer component and additional transfer articulations already in place should be supplemented by an institutional commitment that, to the extent possible, the transfer of any remaining credit hours beyond the general education transfer component to the receiving institution will be treated as liberally as possible to maximize the transferability of credit toward meeting degree requirements.

**Transfer Student Grades.** Receiving institutions will treat transfer students’ grades in the same way they treat native student grades. Specifically, an institution that accepts “D” grades for native students will accept “D” grades for transfer students. While a “D” grade will be accepted as a course transferred, program requirements may prohibit a “D” grade from being accepted toward specific academic program requirements of the receiving institution. The treatment of transfer student grades also applies to students receiving pass/fail grades.

**Student Appeals.** Each institution shall have a written student appeals process in their catalog. It will provide for institutional review of transfer decisions. A second state-level review will be available for transfer decisions. **KRS 164.2951(2)(m)**
General Education Assessment

All Kentucky public universities and KCTCS colleges are expected to assess, in accordance with SACS-COC **Principles of Accreditation** (2010 Edition) and based upon nationally accepted standards, the student learning outcomes associated with their general education programs, indicate the relationship to the faculty-generated Statewide General Education Student Learning Outcomes, and provide evidence of ongoing assessment that ensures comparability for transfer purposes on a three-year cycle. **KRS 164.2951(2)(c)**

Student Responsibility and Access to Transfer Information

Students are encouraged to complete their lower division general education requirements study prior to transfer. Students are responsible for planning their transfer by working with their advisor, reviewing institutional catalogs, and using the statewide transfer website to determine how their coursework will transfer.

The General Education Transfer Policy applies to students who are accepted for admission into one of Kentucky's public higher education institutions. Students planning to transfer should be aware of the admission requirements of the institution into which they intend to transfer. General education certifications noted on a student's transcript will be applicable upon admission into the receiving institution.

Since the provisions of this policy address only institution-wide lower division general education requirements, students are advised to be aware of the general education requirements of the college or school within the university and the general education requirements of the degree program to which they plan to transfer.

Additional Questions Related to Transfer

**Will information about the completion of transfer credits at one institution be automatically sent to another institution or must students request this service?**

Recent changes to institutional practices include the documentation of transcript certification on ALL transcripts requested by students wishing to transfer to one of Kentucky’s public postsecondary institutions. Some institutions have the capability to include general education certification on the transcript by using an automated process. Other institutions do not. Students should confirm with the registrar that a general education audit will be performed via their transcript request.

**Who will receive the documentation certifying general education transfer?**

A central office on each campus will receive the transfer information. Normally, the admissions office would handle this task.
Does this policy affect general education requirements for specific majors?

No. The General Education Transfer Policy does not add to, subtract from, or change any general education courses required for a major. Students need to work closely with their advisors to determine what relationship, if any, exists between requirements for general education and requirements for a specific major. This is a most important issue and should be carefully noted.

What appeal do students have in the case of misunderstandings or disagreements?

Each institution has a process for appeals related to the General Education Transfer Policy. Also, each institution will appoint a person to serve as the official institutional liaison with respect to the policy. Students in need of assistance should contact that individual.

Who are considered transfer students?

Transfer students are those who transfer from one public higher education institution (sending institution) to another public higher education institution (receiving institution) with the intention of completing their educational program at the receiving institution.

Who are transient (or visiting) students?

Transient students are students in good standing in any recognized institution who enroll in another institution with the intention of transferring the credits earned to their home institution.

Does the transfer policy allow students to receive duplicate credit by taking courses at one institution and repeating equivalent or similar courses at another institution?

No. The General Education Transfer Policy does not impact the policies of the respective institutions with regard to duplicate course credit. Students should work closely with their academic advisors to make appropriate course selections before and after transferring from one institution to another.

How will college credit earned through high school dual enrollment be evaluated for meeting general education requirements?

Students earning college credit while completing secondary school requirements will have those credits evaluated to determine whether they meet the statewide general education learning outcomes.
Appendix

Statewide General Education Student Learning Outcomes (SLOs) KRS 164.2951(2)(c)
All of the student-learning outcomes in each category must be met through courses identified within each category.

**Written (WC) and Oral (OC) Communication**

1. Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre. (LEAP A, B, C and D)*
2. Listen and speak competently in a variety of communication contexts, which may include public, interpersonal, and/or small-group settings. (LEAP B, C and D)*
3. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts. (LEAP B and D)*
4. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view; and construct informed, sustained, and ethical arguments in response. (LEAP B, C and D)*
5. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas. (LEAP B and D)*

**WC** courses must meet the first SLO and **OC** courses must meet the second SLO, with both types of courses meeting at least two of the remaining three SLOs.

**Quantitative Reasoning (QR)**

1. Interpret information presented in mathematical and/or statistical forms. (LEAP B)*
2. Illustrate and communicate mathematical and/or statistical information symbolically, visually, and/or numerically. (LEAP A, B and C)*
3. Determine when computations are needed and to execute the appropriate computations. (LEAP B)*
4. Apply an appropriate model to the problem to be solved (LEAP A, C and D)*
5. Make inferences, evaluate assumptions, and assess limitations in estimation modeling and/or statistical analysis. (LEAP B, C and D)*

**QR** courses should meet all five SLOs.
**Arts and Humanities (AH)**

1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities. (LEAP A and B)*

2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments. (LEAP B)*

3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities. (LEAP A and B)*

4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts. (LEAP A, B and C)*

5. Evaluate enduring and contemporary issues of human experience. (LEAP A and D)*

Foreign Language: Demonstrate competency in a foreign language. Foreign language study develops essential skills and cultural awareness critical for success in a multilingual world.

At least two **AH** courses must be taken to meet all of the student-learning outcomes. Each **AH** course should meet at least three of the five SLOs.

**Natural Sciences (NS)**

Conduct a hands-on project using scientific principles (category experience).

1. Demonstrate an understanding of the methods of science inquiry. (LEAP A and B)*

2. Explain basic concepts and principles in one or more of the sciences. (LEAP A and B)*

3. Apply scientific principles to interpret and make predictions in one or more of the sciences. (LEAP A, B and D)*

4. Explain how scientific principles relate to issues of personal and/or public importance. (LEAP A, B, C and D)*

**NS** courses should meet the four SLOs. Each institution’s general education natural science block must meet the category experience.

**Social and Behavioral Sciences (SB)**

1. Demonstrate knowledge of at least one area of the social and behavioral sciences. (LEAP A and D)*

2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences. (LEAP A, B, C and D)*
3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience. (LEAP A, B, C and D)*

4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance. (LEAP A, B, C and D)*

5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences. (LEAP A and D)*

At least two SB courses from different disciplines must be taken to meet all of the student-learning outcomes.

* Kentucky’s Statewide General Education Student Learning Outcomes are mapped to the American Association of Colleges and Universities’ (AAC&U) Liberal Education for America’s Promise (LEAP) Essential Learning Outcomes—as a guiding vision and national benchmarks for college learning and liberal education in the 21st century.
System Wide Curriculum Committee

A System wide Curriculum Committee is composed of faculty from each college offering the program. These committees may be technical, e.g., automotive, radiography, business administration systems or general education (quantitative reasoning, biology, oral communications). The approval mechanism for this type of curriculum development is shown in Figure 2.

The curriculum committee is responsible for the development, revision, and alignment of curricula that may be offered by any college in the system. Committee members are charged with several responsibilities. Among them is communication of the committee’s activities with other faculty. System curricula must proceed through the KCTCS approval process in order to have final approval. Once approved by the curriculum committee, the curriculum will be forwarded to the Chancellor/Chancellor’s designee for peer review by the KCTCS CRC/Council.

After review by the KCTCS Curriculum Review Committee (CRC), the document is forwarded to the KCTCS Senate Council for final review prior to approval by the local colleges who are approved to offer the program. Once courses and curriculum are processed by Council, no further changes/edits can be made by the college during the approval process. If the college determines that changes/edits are needed, the proposal should be resubmitted in the next cycle/cycles. An exception to this practice is if errors are found such as titles, number of credits, etc. that have been put on the form that are incorrect. These corrections will be done administratively by system staff.

Figure 2
System-Wide Originated Proposals
System Curriculum Committee Guidelines:

Each general education area and technical program has a system committee to review and revise the courses/curriculum.

Composition:

To ensure representative statewide views are provided, general education committees have representatives from all 16 colleges; technical curriculum committees consist of a representative from each college offering the program.

System curriculum committee representatives are appointed to the specific committee(s) per the Provost/Chief Academic Officer from the offering college(s).

- When a committee is formed, a notice is sent to the Provost/Chief Academic Officer that a representative is needed from their college. Once a name is received at the System Office, the individual is added to the curriculum committee list.
- If a standing committee needs initial appointments added or representatives replaced, the Provost/Chief Academic Officer should contact System Office staff.
- This list is posted on SharePoint under KCTCS Faculty Senate – Curriculum Committees – Curriculum Committee Members.
- If a member is not listed under a specific college but the college has the program, faculty interested in representing their college on the system committee, should contact the Provost/Chief Academic Officer.

Meetings:

Curriculum committee meetings typically occur a minimum of one to two times per year. Meetings may be initiated per a college, members of the committee, or by system office staff. Each committee is supported by system office staff as determined by the Chancellor’s office.

Common Practices:

- The chair and system staff will collaborate on date, time, and location of the meeting. The chair keeps the committee, the colleges, and system staff informed of planning. See “Role of the Curriculum Chair” for more details on specific responsibilities.
- Depending on availability of resources, travel may be paid for one representative from each college per committee.
- Each system wide curriculum committee has one member per college (among those colleges with approved programs) and that member is the official voting member of the committee.
- Each committee elects a chair (or co-chairs) to lead the committee meetings and represent the committee at system functions, e.g., annual senate meeting, curriculum review committee.
meeting, senate council meeting, etc. The term of the chair will be for a period of one (1) or two (2) years or as decided by the committee. (See “Role of the Curriculum Chair”)

- If colleges wish to develop a proposal locally, it is customary practice that the provost/chief academic officer will contact the system office to determine if other colleges in the system are also interested or are developing similar programs. In addition, it is suggested that local college proposals have input from appropriate system committees, if applicable.
Role of Curriculum Chair:
Curriculum committee chairs serve as the System representatives for their respective disciplines. As the representative, additional leadership responsibilities may be required including: work on Kentucky’s Industry Sector Strategies, dual credit, transfer, Credit for Prior Learning, etc.

Pre-meeting:
- Determine need for meeting – request from faculty, dean, college, and as required per the “Curriculum Committee Guidelines”
- Contact system staff support for possible dates, location sites, and agenda items.
- Determine needed resources for committee members and notify staff support.
- Send notice or have system staff support send notice to curriculum committee and cc chief academic officers and others as appropriate.
- Keep committee and system staff involved in planning and curriculum development/revision.

During Meeting:
- Make sure that a committee member is elected as Secretary or a committee member volunteers to take minutes.
- Facilitate the meeting.
- Resolve conflict.
  - Keep on task.
  - Make sure everyone has an opportunity to speak.
  - Guide group to completion of meeting goals.
- Encourage committee members to communicate committee activities with academic dean(s) and other college faculty within the same discipline.

After Meeting:
- Review meeting notes and post to SharePoint.
- Follow up with assignments and meet target dates.
- Determine who will complete and submit forms for course or curriculum development/revision
- Assist with input/review of curriculum/course forms for accuracy
- Represent the group at the CRC/Senate Council approval process
Curriculum Originated At College

The following diagram (Figure 4) illustrates the curriculum development process for a proposal originating at a college. Curriculum documents typically flow from the college to the KCTCS Faculty Senate Council. Proposals for new curricula, curriculum revisions (including new tracks), certificates/diplomas, new courses, course revisions, course deletions and minor course revisions all follow the same approval procedures. Curriculum documents usually originate with the program or division faculty. Program or division faculty should involve appropriate KCTCS college faculty when revising, editing, or developing curricula. These documents are then reviewed via the college curriculum approval process.

If approved by the college faculty, the proposal is submitted via the Chief Academic Officer/designee to the Chancellor’s office for peer review by the KCTCS Curriculum Review Committee (see instructions below). The KCTCS Curriculum Review Committee forwards curriculum to the KCTCS Senate Council for the final review. The curriculum is then forwarded to the local colleges who are approved to offer the program for final approval. Once courses and curriculum are processed by Senate Council, no further changes/edits can be made by the college during the approval process. If the college determines that changes/edits are needed, the proposal should be resubmitted in the next cycle/cycles. An exception to this practice is if errors are found such as titles, number of credits, etc. that have been put on the form that are incorrect. These corrections will be done administratively by system staff. The Chancellor’s Office will send approval information to all the colleges.

Figure 4
College-Originated Proposals
(If course/curriculum impacts other colleges, Chancellor's Office initiates program curriculum committee. See System Curriculum Committee Process.)
Kentucky Community and Technical College System
Academic Council Curriculum Framework

Frameworks: The Rationale
The goal of community college educators is to help students achieve their educational goals—including transfer to four-year institutions. Course numbers held in common by institutions ensure ease of transfer between institutions and allow for broader use of transfer agreements and 2+2 agreements among institutions.

Curriculum frameworks provide guidelines for consistent documentation of the learning outcomes and content of programs and courses while decreasing confusion among students and advisors as to what courses are equivalent.

The Principles from the Southern Association of Colleges and Schools states in Principle 3.4.10, that “The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.” While the content and quality of the curriculum resides with the faculty, it is incumbent upon college and system administration to develop curriculum frameworks for that curriculum so that courses are not duplicated or numbered in a way that impedes a student’s ability to transfer between system colleges or to a four-year institution.

In an effort to create a curriculum framework that KCTCS faculty curriculum committees may use to document content and outcomes of courses, the Academic Council has been reviewing best practices from other states.

The Academic Council has recommended this framework with the end goal of a list of commonly-shared prefixes and framework practices that enhance student transferability for KCTCS.

Course Framework Guidelines
- Only one or two prefixes are utilized per discipline and each represents a specific area of that discipline (MAT and STA for Math, for example).
- New prefixes are approved by the System Office. An updated prefix list to begin the process will be provided by the Academic Council with input from college faculty and division chairs.
- Use only a 3 letter prefix for each topic area designation.
- Use only a 3 number course designation (exception is course modules -modularized curriculum-with 4 numbers):
  - 000-099 Below college level
  - 100-199 First year courses
  - 200-299 Second year courses
- Determine a “percentage of commonality.” If any course contains at least 75% of the same learning outcomes and/ or course competencies as another course, then they are the same course.
- Colleges have the opportunity to use developed courses and contextualize them to their community and/or discipline needs.
- All existing courses will be reviewed by the individual curriculum committees for renumbering and review of competencies.
- If a course within a technical program meets a general education course’s outcomes, the program should use the general education equivalency course. First examine the alignment of content: if an OST technical writing course and an ENG technical writing course are equivalent, then the ENG number, and course content, must be used for ease of transfer. Certainly the credentials of the teaching faculty member must be reviewed to ensure that appropriate SACS credentialing is met.
- Using curriculum revision (increasing credit hours or increasing the contact hour/credit hour ratio) for the purpose of addressing workload issues is prohibited. Such proposals will be returned unprocessed.

Developing curriculum frameworks and common course numbering is an important next step for KCTCS courses to be recognized and accepted by their four-year higher education institution partners.
RESOLUTION

KCTCS SENATE COUNCIL ON CURRICULUM CREDIT HOURS AND WORKLOAD

WHEREAS, the Kentucky Community and Technical College System (KCTCS) Senate Council is dedicated to maintaining the academic integrity of the system’s curriculum, and

WHEREAS, increasing the educational benefit to students should be the paramount concern of curriculum design and/or revisions, and

WHEREAS, KCTCS faculty value the seamless transferability of courses and credits, student access and affordability, and timely completion of degree requirements, and

WHEREAS, KCTCS Council has observed an increase in course credit hours in response to workload issues, and

WHEREAS, courses with inflated credit hours undermine the above mentioned values,

NOW, THEREFORE, BE IT RESOLVED that the KCTCS Senate Council affirms that curriculum and faculty workloads are separate issues and workload issues should not influence curriculum design or revisions.

ADOPTED this twenty-third day of April, 2010

ATTEST:

Clarissa Hill, Chair
KCTCS Senate Council

Approved 4/23/10
Things to check on Curriculum/Course proposals –

Courses: (See Course Form Instructions – in the Curriculum & Rules Development and Program Approval Process Manual.)

✓ Check all course titles, prefixes (three letters), and numbers against the catalog.
✓ Make sure credits and contact hours are correct mathematically.
✓ Make sure that the credits/contact hours are the same on all areas of the course form.
✓ Make sure that the course description begins each statement with a verb.
✓ Make sure what is listed as “present” is the same as published in the catalog or on The Point.
✓ Make sure that resources are less than five years – if over five years, is there a rationale?
✓ Are the resources in APA (6th ed.) format?
✓ Is the implementation date spring to spring or fall to fall? If not, is there a request for early implementation and a rationale?
✓ Is there a justification for all changes made in the proposal?
✓ Is there duplication? How is this addressed?
✓ Is this course seeking a change in components, credit hours, or grading basis? If so, was a new course form (with a new course number) used rather than a revision form.
✓ Check that all new courses have the course attribute marked.
✓ Are modular revisions, minor revisions, or dropped courses on modular course forms rather than regular forms?


✓ Check first page credits and titles against those in the body of the proposal – make sure they are the same. Check to make sure that the same credentials are listed in both areas (make sure they have not omitted any in either area).
✓ Check titles of each credential to make sure they are the same –
  • against page 1 listing
  • title for competencies
  • body of the proposal
  • titles for sequencing
✓ The appropriate SOC and CIP code must be provided for all New Curriculum (A800). Instructions on determining SOC and CIP are outlined on form A800-Q8.
✓ Make sure what is listed as “present” is the same as published in the current KCTCS catalog or on SharePoint.
✓ Check to make sure that the correct general education competencies are in the proposal.
✓ Check diploma requirements to make sure Area 1 and Area 2 general education courses are included. Digital Literacy should not be in general education but in the technical core listing.
✓ Check course titles, prefixes (three letters), numbers, and credits against the catalog for each credential.
✓ Check total hours on each credential to make sure they are correctly added.
✓ Is this a duplicative curriculum? What is the rationale?
✓ Make sure credentials fall within the following parameters –
  • AFA – 60 credit hours
    o Must have 24 credit hours of general education in the following categories – Written and Oral Communications, Natural Sciences, Quantitative Reasoning, Arts and Humanities, and Social and Behavioral Sciences.
    o Must have 18 credit hours in the Fine Arts Core* component and 18 credit hours in the Concentration component.
    o *Computer/digital literacy must be demonstrated either by competency exam or by completing an approved computer/digital literacy course.
• AAS – 60 – 68 credit hours (or has obtained or will obtain an exception from the KCTCS Board of Regents)
  o Must have a minimum of 15 credit hours of general education in the following categories – Written Communication, Natural Sciences, Quantitative Reasoning, Social/Behavioral Sciences, Heritage/Humanities.
  o Must have 45-53 credit hours* in Technical & Support components.
  o *Computer/digital literacy must be demonstrated either by competency exam or by completing an approved computer/digital literacy course.
  o General Education and Technical & Support Components must be distributed so that programs do not exceed 68 credit hours (Exception: Exception to Total Course Credit Limit approved or will be approved by the KCTCS Board of Regents.)
• Diploma – 36-60 credit hours (Is there justification if it is below 36?)
  o Cap grants require a minimum of 48 credits.
  o Must have general education – Area 1 = Written/Oral Communications, Humanities, or Heritage 3 credit hours; and Area 2 = Social/Behavioral Sciences, Natural Sciences, or Quantitative Reasoning 3 credit hours.
  o Must have 30-54 credit hours in Technical & Support* component.
  o *The Technical and Support requirements must include a work experience component between 1 and 12 credit hours.
  o Computer/digital literacy must be demonstrated either by competency exam or by successfully completing a computer/digital literacy course as outlined in the program of study.
• Certificate – 12-30 (Is there justification if it is above or below the range?)
  o To qualify for financial aid as a standalone certificate – it must be **16 credits and at least 15 weeks in duration**
Course Form Instructions

The following course formats are available: New Course, Course Revision, Minor Course Revision, Drop a Course, General Education Status, Cultural Studies Status, Digital Literacy Status, Lower Division University Course, Modular Credit Course-New, Modular Credit Course-Revision, Modular Credit Course-Drop, Course to be Retained, and New Prefix Request. Instructions for course form actions are provided below.

Type of Action: Select course form for action requested:

- **New Course (A100)** – Course not previously offered. This form must also be used when changing course components, credit hours, or the grading basis.

- **Revision (A200)** – Major revision of existing course. Implementation term (#16) and Deactivation term must be consecutive terms for all colleges, e.g., implementation of revisions in fall 2014 requires discontinuation of present course data in spring/summer 2014. For phased-in implementation of course revisions, e.g., colleges adopt courses in different terms, use “new” course action.

- **Minor Revision (A300)** – Use this form when the present course will not be offered after the implementation of the proposed changes. Use for non-substantive changes. Minor course changes are one or more of the following:
  - Catalog number (course prefix/number) – If number is being changed, please seek assistance from system office prior to change to determine if the number has previously been used. If new prefix is being requested, submit new prefix request form.
  - Description (editorial change)
  - Title (editorial change)
  - Requisites (pre-requisite or co-requisite)

  Implementation term (#5) and Deactivation term (#6) must be consecutive terms for all colleges, e.g., implementation of revisions in fall 2014 requires discontinuation of present course data in spring/summer 2014. For phased-in implementation of course revisions, e.g., colleges adopt courses in different terms, use “new” course action.

- **Drop (A400)** – Discontinue existing course.

- **General Education Status (A500)** – Add or delete General Education Status for approved courses. Mark Add or Delete. If adding course, complete questions 1 – 13 and 14 (if applicable); if deleting course, complete questions 1 – 6 and 15. Attach the General Education Status Rubric form.

- **Cultural Studies Status (A550)** – Add or delete Cultural Studies Status for approved courses. Mark Add or Delete. If adding course, complete questions 1 – 11; if deleting course, complete questions 1 – 6 and 12. Attach the Cultural Studies Status Rubric form.

- **Digital Literacy Status (A-575)** – Add or Delete Digital Literacy Status for Approved Course(s) or Program(s) Mark Add or Delete. If adding course(s), complete questions 1- 10; if deleting course(s), complete questions 1-5 and 11.

- **Lower Division University Course (A600)** – Request to offer a lower academic division course from a four-year state supported college or university. (See Rules of
the Senate Section III, 2.5.) Indicate if it holds general education status at the offering university. Provide documentation.

- **Modular Credit Course (A700 – A780)** – Segments of full-credit courses. Also check “new” or “revision” box to indicate if modules are being established for a new parent course or an existing parent course. The primary (parent) course for which modular credit is being established should be attached to this form. Complete a Modular Credit Course Attachment for each module. **Use module course guidelines when completing form. If changing course components, credits, or grading basis, a modular credit course - new form must be used.**

- **New Prefix Request** – This form must be submitted for New/Revised courses which require a new prefix rather than an existing prefix.

- **Course to be Retained** – This form is submitted if a college does not approve a course and wishes to retain the original prefix/number. (Rules of the Senate – Section III. 2.1)

**Instructions for Data Items**

**Present Course Data**
(As listed in the current approved course inventory.) If completing a revision or minor revision form, present course data should be listed first then the proposed course data. If data is the same and no changes are being made, put “No change.”

**Proposed Course Data (Numbers correspond with new and revised course formats only. For other forms, find appropriate component.**)

1. Catalog Number (course prefix and number); use format ABC 123. If new prefix or number is needed, contact Sydney Baseheart concerning course prefix and/or number availability.

2. Course Title (Titles longer than 30 characters will be condensed on student transcripts) Indicate if this is a pilot course.

3. Justification. Reason for the action being requested. Include rationale for every change or group of changes. If the course is new, and not part of an approved program, the college may be asked to provide the appropriate CIP code.

4. Submitting Entity: Name of curriculum committee or college submitting proposal.

5. Persons Primarily Responsible for Proposal: (Section identifying persons responsible for preparing the proposal may be omitted if the course form is part of a curriculum package.) List college faculty/curriculum committee members who developed/revised the course. Include teaching area and name of college for each individual listed. Prior to submission, re-check that members are still active and current.

6. System Office Staff. Usually the staff member who provides support for the curriculum committee, but may include others.
7-9. Involvement of others. Is this course or program offered at other colleges? If yes, have these colleges been involved? Have outside agencies/industries been involved? List name(s).

10. Credit/Contact Hours
   a. Semester Credit Hours: Enter minimum and maximum semester credit for the course. Enter the same credit amount as minimum and maximum if course has fixed credit, e.g., 3 credits.
   b. Semester Contact Hours: Enter total amount of contact/class time for the course. Include contact hours for all scheduled components in item 14. (See credit/contact hour ratio chart.)

11. Grading Basis. Choose one grading basis. Use Letter Grades/No GPA for developmental courses – grades may be given, but will not calculate in g.p.a.

12. Repeat for additional credit. Check “yes” if the student may repeat the course and receive additional credit. This usually applies to special topics courses that can be repeated for additional credit if a different topic is taken. Indicate maximum amount of credit a student may earn and the total number of completions. For example, for a 3-credit course that may be repeated with different topics up to a maximum of 9 credits, enter 9 total credits and 3 completions.

   The number of completions should be based on the minimum number of credits
   Example: Course credits 1-4; Number of total credits in course – 6; then the total number of completions should be 6 (Total credits in course (6 credits) divided by the minimum number of course credits (1 credit) = 6 repeats.)

13. Open Entry – Open Exit. Check “yes” to permit a college to schedule the course as open entry – open exit. Checking “yes” does not require all colleges to use this scheduling option. Check “no” to prohibit all colleges from using open entry – open exit scheduling feature.

14. Course Attribute: Mark one of the following course attributes: DEVL (Transitional), GE (General Education), TECH (Technical), or OTHR (Other).

15. Components. Complete 14a OR 14b. (See table for suggested credit hour/contact hour ratios for the components.)
   14a. Check all components that require scheduling. For each component that is checked, enter the credit hours and contact hours for each component that is checked. Examples: a three-credit lecture course will usually have 45 contact hours; a one-credit laboratory course will usually have 30 contact hours. OR
   14b. If components are integrated, and only one component (lecture or lab) needs scheduling, rather than both lecture and lab, complete this section.

16. Requisites. (Pre-requisite is defined as a course or condition needed for entry into another course or program. A co-requisite is defined as a compulsory accompanying course: a course of study that must be taken along with another.)
Identify course pre-requisites and/or co-requisites. If a course(s) may be taken either as a pre-requisite or co-requisite, use pre- or co-requisite box. Requisites must be stated in measurable terms. If a minimum grade is required in a pre-requisite course, state the grade. If specific courses must be taken prior to this course, identify the courses. Do not use terms such as “acceptable,” “satisfactory,” “successful completion,” “equivalent,” or “all program courses.” If instructor consent is permitted in lieu of the stated prerequisite, include the term “or consent” within the paren for the course(s) for which consent is applicable. Use the following formats:

a. A and B and C and D when all courses must be taken. Example: BIO 137 and BIO 139 and ENG 101 and CIT 105.

b. A or B or C or D when any in the list may be taken. Example: OST 105 or CIT 105 or VCA 150.

c. (A and B and C) or (D and E) when all courses in a group must be taken, but the student may choose the group.

d. (A and B) or C or D when the student may choose from a list of courses, but one choice requires 2 courses to be taken. Example: BIO 135 or (BIO 137 and BIO 139)

e. A and B and (C or D) when three courses must be taken, but student may choose one from a listed pair. Example: ELT 232 and ELT 234 and (CIT 130 or ELT 107)

f. Any combination above with the additional provision that the instructor may waive all prerequisites. Example: (BIO 135 and (AHS 115 or CLA 131 or OST 105)) or consent.

17. Implementation Term. (#13 in Revision; #5 in Minor Revision) Date requested action would become effective. Courses that have completed the approval process by the end of December may be implemented no sooner than summer/fall of the following academic year. Those courses that have completed the approval process by the end of May, may be implemented no sooner than spring of the following academic year unless justification warrants early implementation. (New and Minor Revision courses are less likely to be problematic than revised course changes.) (Example: Approved December 2013 will be implemented summer or fall 2014; Approved March 2014 will be implemented spring 2015).

a. New, General Education Status, Cultural Studies Status, and Lower Division University – course scheduled beginning this term

b. Revision and Minor Revision – revised version scheduled beginning this term. If this date and course discontinuation term overlaps, the course revision will be treated as a new course.

c. If course is approved after the February/March Council meeting for implementation the following fall semester, an implementation plan must accompany the request.

18. Proposed Course Description. Course description as it will appear in the catalog. Do not begin the description with phrases such as “this course will” and “the student will.” Each statement in the course description must begin with a verb. Course descriptions should be concise but include major points of the course outline,
academic requirements (if applicable), any special requirement that the student must complete.

Example: *Introduces students to fiber optic communication systems and up-to-date fiber techniques including how to design, install, test and maintain fiber optic single mode networks. Emphasizes Single Mode fiber optic installation with the associated international standards, theory, and practices. Prepares the student to work with fiber optic splicing, testing and troubleshooting equipment that is found in the workplace.*

**Requisites and credit/contact hours do not need to be included in description. The system office will insert the requisites, credit/contact hours when information is entered in PS.**

19. **Course in approved curricula.** Indicate if the course is part of (or going to be part of) a curriculum leading to a credential. If yes, identify the curriculum, e.g., occupational therapy assistant. If this course will be a required (or listed as an elective) course, submit a New Curriculum or Curriculum Revision document.

#General Education. If this course is recommended as a general education course, complete the General Education Status Format also. **Courses must have final course approval prior to submission for general education status.**

20. **Student Learning Outcomes.** Course competencies/student learning outcomes are required for each course. Courses that are part of a curriculum have competencies/student learning outcomes related to program competencies/student learning outcomes. Begin the statement of competencies/student learning outcomes using the following format:

Example: (Begin the statement with a capital letter and end with a period.)
Upon completion of this course, the student can:

1. Use a software development kit to write, compile, debug, test, and run programs written in both C & C++.
2. Write programs that use operators and assignments correctly.
3. Write programs that use primitive data types correctly.
4. Write programs that use arrays.
5. Write simple applications.

Competencies need to be measurable. Avoid vague verbs, e.g., know, discuss, be aware of, and understand.

21. **Course Outline.** Provide a two-level outline using the format below. Each main topic (I, II, III, etc.) must have at least two subtopics (A, B, C, etc.)

I. Main Topic
   A. Subtopic
   B. Subtopic
II. Main Topic
A. Subtopic
B. Subtopic

Although courses may have more than two levels, a third-level outline is not necessary for these forms. Exception: Modular course outlines do not have to be two-level.

22. List Experiments/Activities. Courses with components other than lecture, e.g., laboratory, clinical practicum, etc., must include a sample list of experiment topics, or activities. This list does not have to be all-inclusive.

23. Suggested Text. List suggested textbook(s) using APA (6th edition or current) bibliographic standards. If textbook(s) is/are more than five years old, indicate the rationale for listing them (See #23).

Examples:
Journal article:


Books:


24. Rationale for using textbook(s)/resources greater than five years.

25. Are other courses equivalent to the new or revised course? (Example: MNA 100 and NAA 100).

Signatures
Submit an original signature page (A000) to accompany each course/curriculum request. Curriculum chairs need to sign the signature page if being submitted by a system committee.
Section V.  
2.0 Credit, Loads, and Academic Standards

2.0.1 Credit/Contact Hours (Course, Course Components)

2.0.1.1 Instructional Components Definitions

In general, undergraduate courses are developed on the principle that one credit hour of lecture equates to fifteen (15) class hours per session. Laboratory, Clinical Practice, Cooperative Work Experience, and Practicum credit is determined by curriculum-specific needs and program accrediting agencies. The descriptions include:

2.0.1.1.1 Lecture

The lecture class hour is a nominal hour of classroom activity (a minimum of 50 minutes) devoted to formal instruction. This definition is applicable only when the course format requires that the teacher is actively involved in instructional activities. Students will be expected to work at out-of-class assignments pertaining to the course on a regular basis, generally averaging two hours of out-of-class study for each hour of formal class activity. Lecture type courses require preparation for class by both faculty members and students.

2.0.1.1.2 Laboratory

A laboratory class hour shall consist of a minimum of 50 minutes of educational activity in which students will be carrying out experiments, perfecting skills, or practicing activities under the direction of a faculty member. Laboratory instruction is normally combined with another mode such as lecture for a cohort of students in the same class and is used to reinforce concepts or skills learned as a result of another teaching method. Laboratory type courses require preparation for lab by both faculty members and students.

2.0.1.1.3 Clinical Practice

A clinical practice class hour, a component of many health and human services programs, is a form of laboratory instructional delivery strategy, which is applicable only to these programs, for practical purposes. A clinical practice class hour is a minimum of 60 minutes and is similar to regular laboratory hours except that it may occur in a facility that provides professional clinical services to the public. The instructor will always be a faculty member of the college and responsible for the design of the learning experience, its implementation, and the evaluation of student progress toward achieving predetermined course objectives.

2.0.1.1.4 Cooperative Work Experience

Cooperative work experience is paid employment experience related to a student’s occupational objectives coordinated by a member of the professional staff and/or instructor of the college who assists the student and his/her supervisor in planning the experience and visits the site of the experience for a student/supervisor conference at least once during the semester. The instructor assigns the course grade after appropriate consultation with the supervisor and/or professional staff.
2.0.1.5 Practicum

Practicum is an unpaid learning activity related to a student’s occupational objectives in which a work experience is integrated with academic instruction. It includes such concepts as internships, externships, field experiences, etc. in which the student applies previously or concurrently learned concepts to practical work situations within an occupation field.

2.0.1.6 Private Instruction

Private instruction, also referred to as applied instruction, is music instruction in voice or an instrument, in a weekly private session with a focus on musical technique, interpretation, and performance practice. 1 hour credit is equivalent to 15 thirty minute lessons per semester.

2.0.1 Contact/Credit Ratios

Suggested ratios include, but are not limited to, the following individual or integrated combination of components. Ratios may be adjusted to meet the specified requirements of individual programs or accrediting organizations. Generally, where contact hours are appropriate, contact hours for one (1) credit hour are as follows:

<table>
<thead>
<tr>
<th>Course Component</th>
<th>One (1) Credit Hour Equates To:</th>
<th>Contact/Credit Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Fifteen (15) class hours</td>
<td>Ratio: 15:1 (1 credit hour)</td>
</tr>
<tr>
<td>Laboratory</td>
<td>Thirty (30) to forty-five (45) class hours</td>
<td>Ratios: 30:1 to 45:1</td>
</tr>
<tr>
<td>Clinical Practice</td>
<td>Forty-five (45) to sixty (60) class hours</td>
<td>Ratios: 45:1 to 60:1</td>
</tr>
<tr>
<td>Cooperative Work Experience</td>
<td>Sixty (60) to ninety (90) class hours</td>
<td>Ratios: 60:1 to 90:1</td>
</tr>
<tr>
<td>Practicum</td>
<td>Sixty (60) to ninety (90) class hours</td>
<td>Ratios: 60:1 to 90:1</td>
</tr>
<tr>
<td>Private Instruction</td>
<td>Seven and one half (7.5) to fifteen (15) class hours</td>
<td>Ratios: 7.5:1 to 15:1</td>
</tr>
</tbody>
</table>
1. New Course Prefix*:

2. Course Prefix Title:

3. Requested by: (College or Curriculum Review Committee)

4. Curriculum Area:

5. Implementation Term:

6. Justification:

Approved By:

<table>
<thead>
<tr>
<th>Chair Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Curriculum Review Committee</td>
<td></td>
</tr>
</tbody>
</table>

Approved By:

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Academic Officer</td>
<td></td>
</tr>
</tbody>
</table>

*New course prefix is limited to four (4) characters.

Criteria for establishing new course prefixes:

- Course prefix may not duplicate any active or inactive prefix in the KCTCS course catalog.
- Course prefixes are used to identify a curriculum area or discipline. A new prefix may be created when it designates:
  - A credential consisting of at least four (4) courses, or
  - A series of four (4) related courses that do not result in a credential
- An exception to the minimum of four (4) courses may be made if it is justified by the college or curriculum committee.

The System Office assigns new course numbers and prefixes. Contact Sydney Baseheart at Sydney.Baseheart@kctcs.edu.
Course to be Retained
Expedited Form

<table>
<thead>
<tr>
<th>1. Course to be Retained: (Provide Prefix, Number, and Title)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Requested by College:</td>
</tr>
<tr>
<td>3. Justification:</td>
</tr>
</tbody>
</table>

Approved By:

__________________________     ____________________________
Signature                                                                                  Date
Chief Academic Officer

SYSTEM USE ONLY

Course Prefix (NEW) and/or Number Assigned to new course:

Curriculum Area:

Implementation Term:

Use of this form will result in a duplicated course. A duplicated course is defined by the Academic Council Curriculum Framework as *any course that contains at least 75% of the same learning outcomes and/or course competencies as another course.*

Criteria for reconciling duplicated courses:

- Once identified as a duplicate course, system staff will request representatives from colleges/curriculum committees that are affected by the duplicated course(s) to meet in order to discuss similarities and differences. The representatives will develop a plan of action for eliminating the duplication.
- This form cannot be used to retain a duplicated course (on the duplicated course list).

Please forward request to: Sydney Baseheart, KCTCS, 300 N. Main Street, Versailles, KY 40383 or Sydney.Baseheart@kctcs.edu.
# New Course Form

For help filling out the form press F1 or look at the bottom of the screen. For additional instructions, see Course Form Instructions.

| Type of Action | New Course – Course not previously offered. |

1. Catalog Prefix and Number*:

2. Course Title:

   **Pilot Course Information:**

   Are you requesting pilot status only at this time? Yes ☐ No ☐

   Implementation Date?

   Are you requesting pilot status in addition to regular approval process? Yes ☐ No ☐

   Implementation date? Fall or Spring? Year?

   Has this course been previously approved as pilot status Yes ☐ No ☐

3. Justification for requested action.

4. Submitting Entity: Curriculum Committee:

   Or College:

5. Person(s) Primarily Responsible for Proposal (Complete item only if course is not part of a curriculum package. Verify that members are still current and active prior to submission.):

<table>
<thead>
<tr>
<th>Name</th>
<th>Teaching Area</th>
<th>College</th>
</tr>
</thead>
</table>

A100 2018-2019
Involvement of Others (Identify Individuals):

6. System Office Staff:

7. Others:

8. Is this course offered at other colleges? □ Yes □ No
   If yes, have they been involved in the development of this course? □ Yes □ No □ N/A

9. Is this course duplicative or similar to other courses offered by KCTCS? □ Yes □ No
   If yes, Justification:

10. Credit / Contact Hours: 10a. Semester Credit Hours: Minimum Maximum
     10b. Semester Contact Hours: If lab, etc., ratio of contact hours to credit hours. (See contact/credit hour ratio chart)


12. Repeat for additional credit: □ Yes □ No
     (Repeat for additional credit. Check “yes” if the student may repeat the course and receive additional credit. This usually applies to special topics courses that can be repeated for additional credit if a different topic is taken. Indicate maximum amount of credit a student may earn and the total number of completions. For example, for a 1-4 credit course that may be repeated with different topics up to a maximum of 6 credits, enter 6 total credits and 6 completions.)

     The number of completions should be based on the minimum number of credits Example: Course credits 1-4; Number of total credits in course – 6; then the total number of completions should be 6. (Total credits in course (6 credits) divided by the minimum number of course credits (1 credit) = 6 repeats.)

     PeopleSoft will prevent students from enrolling when either the number of total credits is met or the number of total completions is met.

     If yes, complete the following:

     Total credits allowed: Total completions:

13. Open Entry – Open Exit: □ Yes □ No
14. Course Attribute: Each course will be assigned one of the following course attributes:

☐ DEVL (Transitional) ☐ TECH (Technical) ☐ OTHR (Other)

*Since new courses must be approved prior to gaining general education status, cultural studies status, or digital literacy status, these attributes will be assigned administratively upon status approval.*

15a. Components (Check all components that require scheduling. For each component that is checked, enter the credit hours and contact hours for each component that is checked.):

<table>
<thead>
<tr>
<th>Component</th>
<th>Credit Hours</th>
<th>Contact Hours</th>
<th>Component</th>
<th>Credit Hours</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>☐</td>
<td>☐</td>
<td>Practicum</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Laboratory</td>
<td>☐</td>
<td>☐</td>
<td>Co-Op</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Clinical</td>
<td>☐</td>
<td>☐</td>
<td>Discussion</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

OR

15b. Integrated Components (If components are integrated, and only one component (lecture or lab) needs scheduling, rather than both lecture and lab, complete this section.)

<table>
<thead>
<tr>
<th>Lecture/Lab Credit</th>
<th>Lecture Contact</th>
<th>Lab Credit</th>
<th>Lab Contact</th>
</tr>
</thead>
</table>

16. Requisites:

- Pre-requisite ☐ Yes ☐ No If yes, list: ☐
- Co-requisite ☐ Yes ☐ No If yes, list: ☐
- Pre-requisite or Co-requisite ☐ Yes ☐ No If yes, list: ☐

17. Implementation Term (Course scheduled to begin, ex. Fall 2014):

18. Proposed Course Description (Course description as it will appear in the catalog. Each statement must begin with a verb):

<table>
<thead>
<tr>
<th>Course Proposal Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Will this course be a part of an approved curriculum/curricula? ☐ Yes ☐ No</td>
</tr>
</tbody>
</table>

If yes, which curriculum/curricula?
(Submit a New Curriculum or Revision Form)
Course Student Learning Outcomes/Competencies and Delivery:

20. Proposed Course Student Learning Outcomes/Competencies (If part of an organized curriculum, how does it relate to program learning outcomes/competencies? Begin statement with a capital letter and end with a period.):

Upon completion of this course, the student can:

1. 

21. Course Outline (Two-level outline required. Although courses may have more than two levels, the third level is not necessary.)

   I. Click here to enter the first main topic. To tab within the outline, press CTRL+TAB.
      A. Click here to enter the subtopic.
      B. Click here to enter the second subtopic. To add additional subtopics, press the ENTER key then press CTRL+TAB.
   II. Click here to enter the second main topic. To tab within the outline, press CTRL+TAB.
      A. Click here to enter the subtopic.
      B. Click here to enter the second subtopic. To add additional subtopics, press the ENTER key then press CTRL+TAB.

22. List of experiments/activities (Courses with components other than lecture. e.g., laboratory, clinical, practicum, etc., must include a sample list of experiment topics or activities. Does not have to be all-inclusive.):

23. Indicate sample suggested classroom resources for course (Should not have publishing date greater than five years.)

   Example:

   SUGGESTED LEARNING RESOURCES FOR THIS COURSE

24. Provide a rationale for using textbook/references older than five years.
25. May this course be used as an equivalent for other courses? **Yes**
   If yes, please list.

No

**Signatures:** Complete and submit a signature page for every proposal.

*The System Office assigns new course numbers. Contact Sydney Baseheart at Sydney.baseheart@kctcs.edu.*
Course Form – Revision

For help filling out the form press F1 or look at the bottom of the screen. For additional instructions, see Course Form Instructions.

<table>
<thead>
<tr>
<th>Type of Action</th>
<th>Revision – Major revision of an existing course.</th>
</tr>
</thead>
</table>

If no changes occur, put “No Change.”

1. Catalog Prefix and Number:
   - Present:  
   - Proposed:

2. Course Title:
   - Present:  
   - Proposed:

3. Justification for requested action (Provide a justification/rationale for each change or group of similar changes):

4. Submitting Entity: Curriculum Committee:
   or College:

5. Person(s) Primarily Responsible for Proposal (Complete item only if course is not part of a curriculum package. Verify that members are still current and active prior to submission):  
   - Name
   - Teaching Area
   - College

Involvement of Others (Identify Individuals):

6. System Office Staff:

7. Others:

8. Is this course offered at other colleges?  □ Yes  □ No
   If yes, have they been involved in the development of this course?  □ Yes  □ No

9. Is this course duplicative or similar to other courses offered by KCTCS?  □ Yes  □ No
   If yes, Justification:
10. Credit /Contact Hours: (If revision contains a change of credit hours (#10), grading basis (#11), or components (#14), use the A100 – New Course Form.)

Present
10a. Semester Credit Hours: Minimum | Maximum

Proposed
10a. Semester Credit Hours: Minimum | Maximum

Present
10b. Semester Contact Hours: If lab, etc. Ratio of contact hours to credits:

Proposed
10b. Semester Contact Hours: If lab, etc. Ratio of contact hours to credits:

11a. Present
Grading Basis: ☐ Graded- (Includes grades: A,B,C,D,E calculates in the GPA) ☐ P/NP (Includes grades: P,F not included in the GPA) ☐ ABC/NC (Includes grades: A,B,C,D,MP,F,P not included in the GPA)

11b. Proposed
Grading Basis: ☐ Graded- (Includes grades: A,B,C,D,E calculates in the GPA) ☐ P/NP (Includes grades: P,F not included in the GPA) ☐ ABC/NC (Includes grades: A,B,C,D,MP,F,P not included in the GPA)

12. Repeat for additional credit. Check “yes” if the student may repeat the course and receive additional credit. This usually applies to special topics courses that can be repeated for additional credit if a different topic is taken. Indicate maximum amount of credit a student may earn and the total number of completions. (For example, for a 1-4 credit course that may be repeated with different topics up to a maximum of 6 credits, enter 6 total credits and 6 completions.)

The number of completions should be based on the minimum number of credits Example: Course credits 1-4; Number of total credits in course – 6; then the total number of completions should be 6. (Total credits in course (6 credits) divided by the minimum number of course credits (1 credit) = 6 repeats.)

PeopleSoft will prevent students from enrolling when either the number of total credits is met or the number of total completions is met.

12a. Present
Repeat for additional credit: ☐ Yes ☐ No

If yes, complete the following:
Total credit earned in course:
Total completions:
12b. Proposed
Repeat for additional credit:  ☐ Yes  ☐ No

If yes, complete the following:
Total credit earned in course:
Total completions:

13. Open Entry – Open Exit:  ☐ Yes  ☐ No

14a. Present Components (Check each component to be scheduled. More than one box can be checked.):

<table>
<thead>
<tr>
<th>Component</th>
<th>Credit Hours</th>
<th>Contact Hours</th>
<th>Component</th>
<th>Credit Hours</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>☐</td>
<td></td>
<td>Practicum</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td>☐</td>
<td></td>
<td>Co-Op</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Clinical</td>
<td>☐</td>
<td></td>
<td>Discussion</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

Proposed Components (check each component to be scheduled):

<table>
<thead>
<tr>
<th>Component</th>
<th>Credit Hours</th>
<th>Contact Hours</th>
<th>Component</th>
<th>Credit Hours</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>☐</td>
<td></td>
<td>Practicum</td>
<td>☐</td>
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</tr>
<tr>
<td>Laboratory</td>
<td>☐</td>
<td></td>
<td>Co-Op</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Clinical</td>
<td>☐</td>
<td></td>
<td>Discussion</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

OR

14b. Integrated Components (combined components; only first component scheduled)

Present:

Lecture/ Lab Credit  Lecture Credit  Lecture Contact  Lab Credit  Lab Contact

Proposed:

Lecture/Lab Credit  Lecture Credit  Lecture Contact  Lab Credit  Lab Contact

15a. Present Requisites:
Pre-requisite  ☐ Yes  ☐ No  If yes, list:
Co-requisite  ☐ Yes  ☐ No  If yes, list:
Pre-requisite Or  ☐ Yes  ☐ No  If yes, list:
Co-requisite

15b. Proposed Requisites:
Pre-requisite  ☐ Yes  ☐ No  If yes, list:
Co-requisite  ☐ Yes  ☐ No  If yes, list:
Pre-requisite Or  ☐ Yes  ☐ No  If yes, list:
Co-requisite

16. Implementation Term (Course scheduled to begin, ex. Fall 2014)

17. Course Description:

Present:
Proposed:

Course Proposal Rationale:

18. Will this course be a part of approved curriculum/curricula?  □ Yes  □ No

If yes, which curriculum/curricula?
(Submit Curriculum Development Revision Form)

Course Student Learning Outcomes/Competencies and Delivery:

19. Course Student Learning Outcomes/Competencies:

Present:
Upon completion of this course, the student can:
1.

Proposed: (If part of an organized curriculum, how does it relate to program learning outcomes/competencies?):
Upon completion of this course, the student can:
1.

20. Course Outline (Two-level outline required):

Present:

Proposed:

21. List of experiments/activities. (If laboratory or clinic is involved include a sample listing):

Present:
1.

Proposed:

22. Indicate suggested learning resources for course (Should not have publishing date greater than five years):

Example:

SUGGESTED LEARNING RESOURCES FOR THIS COURSE
23. Provide a rationale for using textbook/references older than five years.

24. Is this course equivalent to other courses? **Yes** **No**
   If yes, please list.

**Signatures:** Complete and submit a signature page for every proposal.

*The System Office assigns new course numbers. Contact Sydney Baseheart at Sydney.baseheart@kctcs.edu.*
Course Form – Minor Revision

For help filling out the form press F1 or look at the bottom of the screen. For additional instructions, see Course Form Instructions.

<table>
<thead>
<tr>
<th>Type of Action</th>
<th>Minor Revision – May include a revision in catalog number, description, title, or requisites.</th>
</tr>
</thead>
</table>

If no changes occur, put “No Change.”

1. Catalog Number (Prefix and Number):
   - Present: 
   - Proposed: 

   If no changes occur, put “No Change.”

2. Course Title:
   - Present: 
   - Proposed: 

   Course Proposal Rationale (Provide a justification/rationale for each change or group of similar changes):

3. Justification for requested action:

4. Submitting Entity: Curriculum Committee: 
   or College:

5. Implementation Term: (Course scheduled beginning this term, Ex. Fall 2014): 

6. Deactivation Term (Last term the present course will be offered by any college, ex. Summer 2014): 

7. Person(s) Primarily Responsible for Proposal: (Complete item only if course is not part of a curriculum package. Verify that members are still current and active prior to submission):

<table>
<thead>
<tr>
<th>Name</th>
<th>Teaching Area</th>
<th>College</th>
</tr>
</thead>
</table>

A300  2018-2019
**Involvement of Others** (Identify Individuals):

8. System Office Staff:

9. Others:

10. Is this course offered at other colleges? Have they been involved in the development of this course?
   - Yes  □  No  □

11. Is this course duplicative or similar to other courses offered by KCTCS?  □ Yes  □ No
    If yes, Justification:

12. Course Description:
    
    **Present:**

    **Proposed:**

13. **Present Requisites:**
    
    Pre-requisite  □
    Co-requisite  □
    Pre-requisite
    Or
    Co-requisite

    **Proposed Requisites:**
    
    Pre-requisite  □
    Co-requisite  □
    Pre-requisite
    Or
    Co-requisite

**Signatures:** Complete and submit a signature page for every proposal.

*The System Office assigns new course numbers. Contact Sydney Baseheart at Sydney.baseheart@kctcs.edu.*
Drop a Course Form

For help filling out the form press F1 or look at the bottom of the screen. For additional instructions, see Course Form Instructions. If course listed on the Curriculum Revision form, a form is not necessary.

<table>
<thead>
<tr>
<th>Type of Action</th>
<th>Drop – Discontinue existing course.</th>
</tr>
</thead>
</table>

1. Catalog Prefix and Number:

2. Course Title:

   Course Proposal Rationale:

3. Justification for requested action:

4. Submitting Entity: Curriculum Committee:

   or College:

5. Person(s) Primarily Responsible for Proposal (Complete item only if course is not part of a curriculum package. Verify that members are still current and active prior to submission.):

   | Name | Teaching Area | College |

Involvement of Others (Identify Individuals):

6. System Staff:
7. Others:

8. Is this course part of an approved curriculum/curricula? □ Yes □ No
   If yes, which curriculum/curricula? (Submit a Curriculum Revision form.)

9. Is this course currently included in the approved list of General Education courses? □ Yes □ No
   If yes, indicate competency area:

10. Is this course a requisite for another course? □ Yes □ No
    If yes: *Complete course revision/minor revision form to remove the pre- / co- requisite.
    Pre-requisite for:
    Co-requisite for:

11. Should the dropped course be made an equivalent to another course for the purpose of repeats? □ Yes □ No
    If yes, list courses.

12. Deactivation Term (Last term the present course will be offered by any college):

   **Signatures:** Complete and submit a signature page for every proposal.

*The System Office assigns new course numbers. Contact Sydney Baseheart at Sydney.baseheart@kctcs.edu.
Pathway for General Education Approval

New courses or course revisions may be initiated by a college or by a curriculum committee. For a course to be granted General Education Status for use by all KCTCS colleges, it must first be approved as a course. After the course has been approved, the course may be submitted for general education status. The KCTCS CRC reviews and recommends the course to Council for approval of general education status. Before a course may be approved for Cultural Studies Status, the course must first be approved for General Education status.

1. Involvement of Local College Faculty
   - Program Coordinator
   - Division Chair
   - Academic Dean

2. Involvement of other colleges/faculty who teach in discipline/subject.

FOR NEW COURSE:
Develop Course

System Committee initiates a course

Reviewed by local colleges/other faculty

Approved Course – Submitted for General Education Status

KCTCS CRC Review

KCTCS Council Approval

KCTCS CRC Review

KCTCS Council Review

Local College Approval
Course - General Education Status
(Course must be approved prior to submission for General Education Status.)

For help filling out form press F1 or look at the bottom of the screen. For additional instruction see course Form Instructions.

Type of Action General Education Status – Add or Delete General Education Status for Approved Courses (If adding course, complete questions 1-13 and 14 (if applicable); if deleting course, complete questions 1-6 and 15.)

Add: □  Delete: □  Reaffirmation: □

1. Catalog Prefix /Number:

2. General Education Course Category:
   (From CPE Reporting Guidelines)

3. Title:

4. Submitting Entity:  Curriculum Committee:
   College:

5. Person(s) Primarily Responsible for Proposal: (Complete item only if not part of a curriculum package. Verify that members are still current and active prior to submission.):

   Name  Teaching Area  College

6. Involvement of Others (Designate Individuals):
   a. System Office Staff:
   b. Others:
7a. Semester Credit Hours: Minimum Maximum

7b. Semester Contact Hours:

8. Proposed Effective Date for Addition:

9. Course Description:

10. For inclusion in General Education list:
   
   Credential Area: ☐ AA/AS ☐ AAS
   ☐ AFA ☐ Diploma

11. Across the Curriculum Learning Outcomes/Competencies: (List implementation activities for applicable learning outcomes/competencies listed below. For a class to be approved for Gen Ed status, it must meet multiple learning outcomes/competency statements.)
   
   A. Knowledge of human cultures and the physical and natural worlds through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.

   B. Intellectual and practical skills, including
      • inquiry and analysis
      • critical and creative thinking
      • written and oral communication
      • quantitative literacy
      • information literacy
      • teamwork and problem solving

   C. Personal and social responsibility, including
      • civic knowledge and engagement (local and global)
      • intercultural knowledge and competence
      • ethical reasoning and action
      • foundations and skills for lifelong learning

   D. Integrative and applied learning, including synthesis and advanced accomplishment across general and specialized skills.

12. KCTCS Course (Complete #13) ☐ University Course (Complete #14) ☐

13. a. Approved Course Student Learning Outcomes/Competencies: (Insert Official Approved Student Learning Outcome/Competency Listing)
   
   1.
b. Course Outline (Insert Official Course Outline)
   
   I. Click here to enter the first main topic. To tab within the outline, press 
   CTRL+TAB.
   A. Click here to enter the subtopic.
   B. Click here to enter the second subtopic. To add additional subtopics, press 
   the ENTER key then press CTRL+TAB.
   
   II. Click here to enter the second main topic. To tab within the outline, press 
   CTRL+TAB.
   A. Click here to enter the subtopic.
   B. Click here to enter the second subtopic. To add additional subtopics, 
   press the ENTER key then press CTRL+TAB.

c. Rationale for adding to list:

14. a. Approved University Course Student Learning Outcomes/Competencies (If student learning 
outcomes/competencies are not available from the university, the submitting entity should prepare 
student learning outcomes/competencies compatible with the course description and outline/syllabus 
obtained from the university.)

   I.

b. Course Outline (If an outline has not been developed, the submitting entity should prepare an outline 
compatible with the course description.)

   I. Click here to enter the first main topic. To tab within the outline, press 
   CTRL+TAB.
   A. Click here to enter the subtopic.
   B. Click here to enter the second subtopic. To add additional subtopics, press 
   the ENTER key then press CTRL+TAB.
   
   II. Click here to enter the second main topic. To tab within the outline, press 
   CTRL+TAB.
   A. Click here to enter the subtopic.
   B. Click here to enter the second subtopic. To add additional subtopics, press 
   the ENTER key then press CTRL+TAB.

15. Delete from General Education List.

   a. General Education Category:

   b. Rationale for Deletion:

   c. Last Term Valid:

**Signatures:** Complete and submit a signature page for every proposal.
Rubric to Assess General Education Course Status

Date: ___________

Course Prefix and Number: ________________

Title of Course Seeking General Education Status: ___________________________________________________________

(Attach Document to the General Education Status Form (A500) when seeking General Education Status)

A general education core curriculum will enable KCTCS colleges to graduate men and women who are intellectually flexible, articulate, reflective, creative, and prepared for continuous learning. For all students, this implies some understanding of the value of higher education and the world of work and career fields related to their own abilities, interests, and needs. The general education core competencies will enable students to develop their own values, pursue goals, and contribute to the political, moral, social, and cultural enrichment of society. (KCTCS Catalog)

To be considered a General Education course, a course must meet all four criteria below, and the course must meet the CPE Statewide General Education Student Learning Outcomes for its category.

<table>
<thead>
<tr>
<th>Criteria for General Education Course Status</th>
<th>Meets</th>
<th>Does Not Meet</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course content contributes to a broad base of knowledge (e.g., does not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course provides information essential to a specific academic discipline yet is applicable to multiple areas of study.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course is not taught in a Fine Arts studio format (e.g., drawing, acting, guitar, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course is designed for transfer to other institutions based upon general education categories established by SACS and CPE: Written and Oral Communication, Quantitative Reasoning, Arts and Humanities, Natural Sciences, and Social and Behavioral Sciences.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12-28-10: 4-1-11; Approved by Council 4-21-11; Revised 10-19-12
### Demonstration of CPE Statewide General Education Student Learning Outcomes
*(The proposal should demonstrate how the course will meet the student learning outcomes for its category.)*

<table>
<thead>
<tr>
<th>Written (WC) and Oral (OC) Communication: WC</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>courses must meet the first SLO and OC courses must meet the second SLO, with both types of courses meeting at least two of the remaining three SLOs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre. (LEAP A, B, C and D)*

2. Listen and speak competently in a variety of communication contexts, which may include public, interpersonal, and/or small-group settings. (LEAP B, C and D)*

3. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts. (LEAP B and D)*

4. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view; and construct informed, sustained, and ethical arguments in response. (LEAP B, C and D)*

5. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas. (LEAP B and D)*

<table>
<thead>
<tr>
<th>Quantitative Reasoning (QR): QR courses</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>should meet all five SLOs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Interpret information presented in mathematical and/or statistical forms. (LEAP B)*

12-28-10: 4-1-11; Approved by Council 4-21-11; Revised 10-19-12
2. Illustrate and communicate mathematical and/or statistical information symbolically, visually, and/or numerically. (LEAP A, B and C)*

3. Determine when computations are needed and to execute the appropriate computations. (LEAP B)*

4. Apply an appropriate model to the problem to be solved (LEAP A, C and D)*

5. Make inferences, evaluate assumptions, and assess limitations in estimation modeling and/or statistical analysis. (LEAP B, C and D)*

**Arts and Humanities (AH):** AH courses should meet at least three of the five SLOs. Foreign Language: Demonstrate competency in a foreign language. Foreign language study develops essential skills and cultural awareness critical for success in a multilingual world.

1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities. (LEAP A and B)*

2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments. (LEAP B)*

3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities. (LEAP A and B)*

4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts. (LEAP A, B and C)*

5. Evaluate enduring and contemporary issues of human experience. (LEAP A and D)*
**Natural Sciences (NS):** NS courses should meet the four SLOs. Each institution’s general education natural science block must meet the category experience: Conduct a hands-on project using scientific principles.

1. Demonstrate an understanding of the methods of science inquiry. (LEAP A and B)*

2. Explain basic concepts and principles in one or more of the sciences. (LEAP A and B)*

3. Apply scientific principles to interpret and make predictions in one or more of the sciences. (LEAP A, B and D)*

4. Explain how scientific principles relate to issues of personal and/or public importance. (LEAP A, B, C and D)*

**Social and Behavioral Sciences (SB):** SB courses should meet at least three of the five SLOs.

1. Demonstrate knowledge of at least one area of the social and behavioral sciences. (LEAP A and D)*

2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences. (LEAP A, B, C and D)*

3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience. (LEAP A, B, C and D)*

4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance. (LEAP A, B, C and D)*
5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences. (LEAP A and D)*

* Kentucky’s Statewide General Education Student Learning Outcomes are mapped to the American Association of Colleges and Universities’ (AAC&U) Liberal Education for America’s Promise (LEAP) Essential Learning Outcomes - as a guiding vision and national benchmarks for college learning and liberal education in the 21st century.
Course – Cultural Studies Status
(Course must have General Education Status)

For help filling out form press F1 or look at the bottom of the screen. For additional instruction see course Form Instructions.

Type of Action   Cultural Studies Status – Add or Delete for Approved Courses (If adding course, complete questions 1-11; if deleting course, complete questions 1-6 and 12.) A Cultural Studies course is identified as a course that examines groups traditionally excluded from or marginalized in mainstream Western curriculum. The major thrust is the study of one or more non-traditional/underrepresented cultures.

Add: ☐    Delete: ☐    Reaffirmation: ☐

1. Catalog Prefix /Number:

2. General Education Course Category:
   (From CPE Reporting Guidelines)
   Note: The Cultural Studies courses will appear as a listing within the standard general education categories.

General Education Status: All cultural studies courses must have general education status.

Does this course already have general education status? Yes ☐   No ☐

If not, will this course be submitted for General Education Status at the same time as Cultural Studies Status? Yes ☐

3. Title:

4. Submitting Entity: Curriculum Committee:
   College:

5. Person(s) Primarily Responsible for Proposal: (Complete item only if not part of a curriculum package. Verify that members are still current and active prior to submission.):

<table>
<thead>
<tr>
<th>Name</th>
<th>Teaching Area</th>
<th>College</th>
</tr>
</thead>
</table>

A550  2018-2019
6. Involvement of Others (Designate Individuals):
   a. System Office Staff:
   b. Others:

7. Credit / Contact Hours:
   7a. Semester Credit Hours: Minimum Maximum
   7b. Semester Contact Hours:

8. Proposed Effective Date for Addition:

9. Course Description: (Cultural studies courses state cultural emphasis in their course descriptions. List culture or cultures and how these cultures are studied).

10. For inclusion in Cultural Studies list:
   a. Degree Area: ☐ AA/AS ☐ AAS
      Degree Area: ☐ AFA

11. a. Approved Course Student Learning Outcomes/Competencies: (Insert Official Approved Student Learning Outcome/Competency Listing) If a university course and student learning outcomes/competencies are not available from the university, the submitting entity should prepare student learning outcomes/competencies compatible with the course description and outline/syllabus obtained from the university.
   b. Course Outline (Insert Official Course Outline. If a university course and if an outline has not been developed, the submitting entity should prepare an outline compatible with the course description.)
      I. Click here to enter the first main topic. To tab within the outline, press CTRL+TAB.
         A. Click here to enter the subtopic.
         B. Click here to enter the second subtopic. To add additional subtopics, press the ENTER key then press CTRL+TAB.
      II. Click here to enter the second main topic. To tab within the outline, press CTRL+TAB.
         A. Click here to enter the subtopic.
         B. Click here to enter the second subtopic. To add additional subtopics, press the ENTER key then press CTRL+TAB.

   c. Rationale for adding to list:

12. Delete from Cultural Studies Status list.
   a. Rationale for Deletion:
   b. Last Term Valid:

Signatures: Complete and submit a signature page for every proposal.
Rubric to Assess Cultural Studies Course Status

Date: ________________

Course Prefix and Number: _______________________

Title of Course Seeking Cultural Studies Status: _____________________________________________________________________

(Please attach a copy of the Cultural Studies status form, A550.)

To meet the requirements for a Cultural Studies course, a course must meet all criteria below and demonstrate how the course will meet them.

<table>
<thead>
<tr>
<th>Criteria for Cultural Studies Course Status</th>
<th>Meets</th>
<th>Does Not Meet</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The major focus is the study of one or more cultures that are traditionally excluded from or marginalized in mainstream American curriculum.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course demonstrates a cultural emphasis in its catalog description.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course is typically listed under the Social &amp; Behavioral Sciences, Arts &amp; Humanities, or Foreign Language categories.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course must have General Education status.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course – Digital Literacy Status

For help filling out form press F1 or look at the bottom of the screen. For additional instruction see course Form Instructions.

**Type of Action**  
Digital Literacy Status – Add or Delete Digital Literacy Status for Approved Course(s)  
(If adding a course or courses within a program or seeking reaffirmation, complete questions 1-10; if deleting course, complete questions 1-5 and 11.)

Add: □  Delete: □  Reaffirmation: □

1. Catalog Prefix /Number(s):

2. Title(s):

3. Submitting Entity:  
   Curriculum Committee:  
   College:

4. Person(s) Primarily Responsible for Proposal:  
   (Complete item only if not part of a curriculum package. Verify that members are still current and active prior to submission.):

<table>
<thead>
<tr>
<th>Name</th>
<th>Teaching Area</th>
<th>College</th>
</tr>
</thead>
</table>

5. Involvement of Others (Designate Individuals):
   a. System Office Staff:
   b. Others:
9. **Digital Literacy Definition:** For a course or a sequence of courses to be approved for Digital Literacy status, it/they should include all elements of the definition. The definition reads “The ability to ethically and responsibly use technology to skillfully locate, evaluate, use, create, and communicate information to improve the quality of life and employability of students.” Please indicate how each conceptual element of the definition below is met by including the course prefix with number and the specific student learning outcome(s)/competency(ies) which meet each element.

A. **Ethical** - used to denote an element of self-monitoring which is expected in a profession. Students should internalize an ethical standard of behavior in application of their digital literacy skills.

   Prefix & Course Number:

   Associated Student Learning Outcome(s)/Competency(ies):

B. **Responsible** - refers to an obligation to fulfill expectations in a manner consistent with generally accepted standards. While "ethical" implies an internal process, "responsibly" is more an external construct which is exhibited in behavioral terms.

   Prefix & Course Number:

   Associated Student Learning Outcome(s)/Competency(ies):

C. **Technology** - while this term could be broken down into the different types of technology one would encounter, an exhaustive listing was counterproductive to a succinct and usable definition. Technology is meant to include all tools of technology that will lead to the behavioral outcomes identified in the definition.

   Prefix & Course Number:
Associated Student Learning Outcome(s)/Competency(ies):

D. Skillful - used to denote a level of proficiency expected of a KCTCS graduate. Exact refinement or leveling of this proficiency should be addressed as the definition is operationalized.

Prefix & Course Number:

Associated Student Learning Outcome(s)/Competency(ies):

E. Locate - the ability to identify sources of information and bring those to bear in learning or problem-solving.

Prefix & Course Number:

Associated Student Learning Outcome(s)/Competency(ies):

F. Evaluate - to determine the appropriateness of the information identified through the search process. The student should be able to identify what is credible and relevant to the task.

Prefix & Course Number:

Associated Student Learning Outcome(s)/Competency(ies):

G. Use - the facility with which the student can use technology to effect an end result.

Prefix & Course Number:

Associated Student Learning Outcome(s)/Competency(ies):

H. Create - the ability to construct information in an effective manner through the use of the appropriate technology tool/s.

Prefix & Course Number:
Associated Student Learning Outcome(s)/Competency(ies):

I. Communicate - Viewed as an extension of the verb "create", the student should be able to effectively convey information through the use of appropriate technology tool/s.

Prefix & Course Number:

Associated Student Learning Outcome(s)/Competency(ies):

J. Quality of Life and Employability - To maintain a focus on the overall development of the student, it is important to recognize the significance of adding to the quality of life of the individual. While the community college preparation should lead one to gainful/satisfactory employment, that preparation should also add value to one's life.

Prefix & Course Number:

Associated Student Learning Outcome(s)/Competency(ies):

10. a. Approved Course Student Learning Outcomes/Competencies: (Insert Official Approved Student Learning Outcome/Competency Listing. If multiple courses, attach the course student learning/competencies to this form.)
   1.

b. Course Outline (Insert Official Course Outline. If multiple courses, attach the course outlines to this form.)
   I. Click here to enter the first main topic. To tab within the outline, press CTRL+TAB.
   A. Click here to enter the subtopic.
   B. Click here to enter the second subtopic. To add additional subtopics, press the ENTER key then press CTRL+TAB.
   II. Click here to enter the second main topic. To tab within the outline, press CTRL+TAB.
   A. Click here to enter the subtopic.
   B. Click here to enter the second subtopic. To add additional subtopics, press the ENTER key then press CTRL+TAB.

c. Rationale (for course or combination of courses) for adding to list:

11. Delete from Digital Literacy List.
a. Rationale for Deletion:

b. Last Term Valid:

**Signatures:** Complete and submit a signature page for every proposal.
# Lower Division University Course Form

For help filling out the form press F1 or look at the bottom at the screen. For additional instructions, see Course Form Instructions.

<table>
<thead>
<tr>
<th>Type of Action</th>
<th>Lower Division University Course - Request to offer a lower academic division course from a four-year state supported college or university. See Rules of the Senate (Section III 2.5).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notification to University</td>
<td>According to Rules of the Senate (Section III, 2.5), the college will document notification to the appropriate university department of its intent to offer the course.</td>
</tr>
</tbody>
</table>

Provide documentation of “notification to the appropriate university department of its intent to offer the course.”

Documentation is attached? ☐ Yes ☐ No

<table>
<thead>
<tr>
<th>General Education Status:</th>
<th>Any university course or combination of university courses that can be used to satisfy the university requirements for a general education category will also satisfy the KCTCS requirements for that general education category.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does this course satisfy university requirements for general education status at the offering university? ☐ Yes ☐ No</td>
</tr>
</tbody>
</table>

Documentation attached? ☐ Yes ☐ No

If yes, what attribute (category) has been assigned?

1. Name of institution and state that originally offers the course.

2. Course Prefix and Number:

3. Course Title:

4. Submitting Entity: Curriculum Committee:
   College:

5. Justification for Course:

6. Will this course be a part of approved curriculum/curricula? ☐ Yes ☐ No
   If yes, which curriculum/curricula?
7. Person(s) Primarily Responsible for Proposal (Verify that members are still current and active prior to submission):

<table>
<thead>
<tr>
<th>Name</th>
<th>Teaching Area</th>
<th>College</th>
</tr>
</thead>
</table>

8. Involvement of Others (Designate Individuals):
   a. System Office Staff:
   b. Others:

9. PROPOSED EFFECTIVE DATE:

10. Proposed Course Designations:

<table>
<thead>
<tr>
<th>Credit / Contact Hours</th>
<th>10a. Credit Hours:</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10b. Contact Hours:</td>
<td>If lab, etc., ratio of contact hours to credit hours. (See contact/credit hour ratio chart)</td>
<td></td>
</tr>
</tbody>
</table>

   10c. Requisites:
   Pre-requisites: □ Yes □ No If yes, list:
   Co-requisites: □ Yes □ No If yes, list:

11. 11a. Grading Basis: □ Letter Grades □ Pass/Fail □ Letter Grades/NO GPA
11b. Repeat for additional credit:  □ Yes  □ No
If yes, how many times:  Indicate total credit earned in course:

12. Course Components (check all that require scheduling)
   □ Lecture   □ Lab   □ Clinical   □ Practicum   □ On-line Course

13. Description:

14. Course Student Learning Outcomes/Competencies (Begin statement with a capital letter and end with a period):
   Upon completion of this course, the student can:
   1.  

15. Course outline (Two-level outline required):
   I.  Click here to enter the first main topic. To tab within the outline, press CTRL+TAB.
       A.  Click here to enter the Subtopic.
       B.  Click here to enter the second subtopic. To add additional subtopics, press the
           ENTER key then press CTRL+TAB.
   II. Click here to enter the second main topic. To tab within the outline, press CTRL+TAB.
       A.  Click here to enter the Subtopic.
       B.  Click here to enter the second subtopic. To add additional subtopics, press the
            ENTER key then press CTRL+TAB.

16. List of experiments/activities (If laboratory or clinic is involved):
   1.  

17. Indicate suggested Learning Resources
   Example:

   SUGGESTED LEARNING RESOURCES FOR THIS COURSE

   Type in name and date, then press TAB. Type in title of text, then press TAB. Type in edition and publishing information, then press TAB.

Submit form, documentation of notification to the appropriate university department of its intent to offer the course, and signature page or minutes of local CRC meeting to Sydney Baseheart at Sydney.baseheart@kctcs.edu.
Module Definitions and Guidelines

**Definitions:**

**Parent Course** – The approved course from which modules are derived.

**Module** – a standalone segment/component of the parent course for which content (description, requisites, outline, competencies, and activities/experiments) has been determined and credit assigned. The course is approved thru the KCTCS course/curriculum approval process. The sum of constituent segments is equal to the credit of the parent course (exceptions may apply in rare cases, e.g., NPN 125 & 201*). Credit is awarded upon successful completion of a course module.

A module is one of the methods through which the segment is delivered. A module may be offered in any number of formats (on-ground, on-line, hybrid, web-enhanced). The module is a discreet segment of a parent course.

**Pilot Course** – A new course that is developed to meet the immediate needs of the community or is offered to discover and correct content or problems before full implementation. (The Procedure for Offering New Courses on a Pilot Basis can be found in Rules of the Senate, Section III, 2.6).

**Early implementation** – New courses that have completed the approval process by the end of December may be implemented no sooner than summer/fall of the following academic year. Those courses that have completed the approval process by the end of May, may be implemented no sooner than spring of the following academic year. (Example: Approved December 2013 will be implemented summer or fall 2014; Approved March 2014 will be implemented spring 2015).

Colleges or curriculum committees that wish to implement courses/curriculum sooner than the fall to fall or spring to spring schedule is defined as early implementation. Courses that have been revised are not eligible for early implementation unless the changes were processed using the minor course revision form. In those cases, the college should request early implementation.

**Guidelines:**

- A parent course equals the sum of its modules *. Wherever the parent course is listed in a curriculum framework, it will be understood that the modularized courses may be taken in lieu of the parent course. To conserve space in the catalog, the modularized credit courses will not be listed as "Ors" for the parent course. It will be understood. Although credit will be given for each modular course, credit for the parent course will not be given unless all required modular credit courses connected to the parent course have been completed successfully or transcripted as having been completed, e.g., portfolio, STEP tests, etc.

  System involvement must be sought in the development of the modularized courses, especially in the division of content, competencies, and credit.

  Both the parent course and the modularized credit courses will be part of the academic advising and the requisite checking component of PeopleSoft.

  If the parent course has not been revised for ten or more years, the competencies and content must be reviewed for applicability to current needs. If no revision is needed, documentation must be provided in the justification that the content is current.

- Students registering for general education modules should receive the following information. When a student registers for a General Education Module, the student must complete all of the modules in that series to fulfill General Education category requirements, e.g., ECO 101 – 3 credits meets the Social/Behavioral Sciences category requirement. If ECO 101 has three modules, ECO 1011, ECO 1012, and ECO 1013, all three ECO 101 modules must be completed before the Social/Behavioral Sciences category.
requirement will be fulfilled. The student cannot take three modules from three different courses to meet the general education category requirement, e.g., ECO 1011, ECO 2011, and PSY 1101.

- **Active status** – If either the parent course or one of its modularized credit courses has been offered within a four year period (Rules of the Senate, Section III. 2.4), both the parent course and all modular credit courses will remain as active courses.

- **Revision** – If either the parent course or one of its modules is revised, the parent course and/or the appropriate modularized course(s) should also be revised.

- **Module Numbering** –
  - Modularized Courses are designated as a four digit number/character. The first three digits are those of the parent course. The last digit/character is the number of the modularized segment/component, e.g., XXX 2021, XXX 2022, and XXX 2023 or XXXA, XXXB, and XXXC.
  - The number of modularized credit courses is limited to nine per parent course.

- **Module Title** –
  - The title needs to be specific to content in the module – not the parent course title.
  - The title should contain no more than 30 characters (including spaces). If the course title must exceed 30 characters, include an abbreviated title not to exceed 30 characters for inclusion in the KCTCS course catalog.

- **Module Content** –
  - Parent courses must have competencies and outlines before modularization can occur.
  - The competencies/outline/experiments and activities (if applicable) of the modules should encompass those contained in the parent course.
  - The module outline and competencies need to be specific to the content in that specific module. (The entire parent course outline and list of program competencies should not be included in every modularized course.)
  - A competency may be repeated in one or more of the modules but the competency should show an increasing level of understanding in each module. For instance, in Module 1 the competency might say (Demonstrate) in module 2 it might say (Analyze) and in module 3 it might say (Evaluate). The idea is if a competency is met in the first module, there is no need to meet the same exact competency in the next module. Another example would be if the competency states (understanding the culture in China). In module 1 it might be phrased (understanding the religious culture in China). Module 2 might state (understanding the social culture in China) and module 3 might state (understanding the political culture in China).
  - The requisites for the parent course should be the same as the requisites for the first module. Exception: If the modularized courses are not sequential, e.g., the first module required prior to taking the second module; the second module required prior to taking the third module, etc., the same requisite of the parent course must be attached to one of the modularized courses.
  - The total credit/contact hours of lecture/lab/clinical/practicum, etc. of the module should equal those of the parent course.

Example:
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits/Contacts</th>
<th>Lecture/Lab</th>
<th>Pre-requisites</th>
<th>Co-requisites</th>
<th>Pre- or Co-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRX 120 – Basic Blueprint Reading</td>
<td>3/45(^1)</td>
<td>Lecture – 3/45(^2) Lab – 0(^3)</td>
<td>None(^3)</td>
<td>None(^3)</td>
<td>None(^3)</td>
</tr>
<tr>
<td>BRX 1201 – MI Print Reading Fundamentals</td>
<td>0.75/11.25</td>
<td>Lecture – 0.75/11.25 Lab – 0</td>
<td>None(^3)</td>
<td>None(^3)</td>
<td>None(^3)</td>
</tr>
<tr>
<td>BRX 1202 – M2 Drawing Views and Setup</td>
<td>0.75/11.25</td>
<td>Lecture – 0.75/11.25 Lab – 0</td>
<td>BRX 1201 or Consent</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>BRX 1203 – M3 Dimensioning and Tolerances</td>
<td>0.75/11.25</td>
<td>Lecture – 0.75/11.25 Lab – 0</td>
<td>BRX 1202 or Consent</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>BRX 1204 – M4 Specialized Engineering Drawing Types</td>
<td>0.75/11.25</td>
<td>Lecture – 0.75/11.25 Lab – 0</td>
<td>BRX 1203 or Consent</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Total for BRX 120 Modules</td>
<td>3/45(^1)</td>
<td>Lecture – 3/45(^2) Lab – 0(^3)</td>
<td>None(^3)</td>
<td>None(^3)</td>
<td>None(^3)</td>
</tr>
</tbody>
</table>

1. The credits/contact hours for the modules must equal the parent course. 2. The components of the modules, e.g. lecture/lab/clinical/coop, etc. must equal the parent course. 3. The requisites of the first module must be the same as the parent course unless the modules are not sequential. If they are not sequential, one or more of the modules must have the same requisites as the parent course.

*In rare instances, modules may have two separate sums that equal the parent course, e.g., NPN 125 (NPN 1251 +1252+1253+1254 OR NPN 1255 + 1256 + 1257).*
Modular Credit Course - New

For help filling out the form press F1 or look at the bottom of the screen. For additional instructions, see Course Form Instructions.

**Type of Action**

Modular Credit Course – Segments of full-credit courses.

Also check “new” or “revised” to indicate if modules are being established for a new course or an existing course.

**Parent Course:**

- [ ] New Course
- [ ] Existing Course

**Pilot Course Information:**

- Are you requesting pilot status only at this time? □ Yes □ No

- Implementation Date?

- Are you requesting pilot status in addition to regular approval process? □ Yes □ No

- Implementation date? Fall or Spring? Year?

- Has this course been previously approved as pilot status □ Yes □ No

Complete one attachment for each modular credit course.

**I. Primary (Parent) Course Information:**

1. Catalog Prefix & Number:

2. Title:

3. Submitting Entity: Curriculum Committee:
   Or College:

4. Person(s) Primarily Responsible for Proposal (Complete item only if course is not part of a curriculum package. Verify that members are still current and active prior to submission.):

<table>
<thead>
<tr>
<th>Name</th>
<th>Teaching Area</th>
<th>College</th>
</tr>
</thead>
</table>

A700 (Insert Modular course prefix and number here.) 2018-2019
Involvement of Others (Identify Individuals):
5. System Office Staff:
6. Others:

II. Modular Credit Module Information
1. Catalog Prefix and Number*:
   Modular Courses have four digits/characters, Ex. XXX 2031/203A
2. Title:
   (Must be 30 characters or less including spaces.)
3. Rationale for modular credit:
4. Credit / Contact Hours: 4a. Semester Credit Hours: Minimum Maximum
   4b. Semester Contact Hours:
5. Open Entry – Open Exit  □ Yes □ No
6a. Components: (check each component to be scheduled)
   Component Credit Hours Contact Hours
   Lecture □ Practicum □
   Laboratory □ Co-Op □
   Clinical □ Discussion □
   OR
6b. Integrated Components (combined components; only first component scheduled)
   Lecture/Lab Lecture Contact Lab Credit Lab Contact
   Lecture □ Lecture Contact □ Lab Credit □ Lab Contact □
7. Requisites (If a course may be taken either as a pre-requisite or co-requisite, use pre- or co-requisite box.):
   Pre-requisite □ Yes □ No If yes, list:
   Co-requisite □ Yes □ No If yes, list:
   Pre-requisite □ Yes □ No If yes, list:
   OR □ Yes □ No
   Co-requisite
8. Implementation Term:
9. Course Description:

10. Student Learning Outcomes/Competencies/Student Outcomes: (Begin statement with a capital letter and end with a period.): Include those competencies in the parent course. (Student Learning Outcomes/Competencies should be those of the parent course that pertain to this specific module. The wording of the student learning
outcomes/competencies should match the parent course wording. If anything is different, put that information in parenthesis.)

Upon completion of this course, the student can:

11. Course Outline (Two-level outline is not necessary. Please include those components in the parent course that pertain to this specific module. The outline should match the wording of the parent course)

   I. Click here to enter the first main topic. To tab within the outline, press CTRL+TAB.
      A. Click here to enter the subtopic.
      B. Click here to enter the second subtopic. To add additional subtopics, press the ENTER key then press CTRL+TAB.

   II. Click here to enter the second main topic. To tab within the outline, press CTRL+TAB.
      A. Click here to enter the subtopic.
      B. Click here to enter the second subtopic. To add additional subtopics, press the ENTER key then press CTRL+TAB.

12. List of experiments/activities. (If laboratory or clinic is involved include a sample listing):

13. Attach the primary (parent) course for which modular credit is being established.

Signatures: Complete and submit a signature page for every proposal.

*The System Office assigns new course numbers. Contact Sydney Baseheart at Sydney.baseheart@kctcs.edu.
Modular Credit Course - Revision

For help filling out the form press F1 or look at the bottom of the screen. For additional instructions, see Course Form Instructions.

Type of Action

- Modular Credit Course – Revision* – Major revision of an existing modular credit course.

Also check “new” or “revised” to indicate if modules are being established for a new parent course or an existing course.

Parent Course:

- □ New Course
- □ Existing Course

*Revision – If either the parent course or one of its modular credit courses is revised, the parent course and/or the appropriate modular course(s) should also be revised.

Parent Course:

Complete for each modular credit course.

I. Primary (Parent) Course Information:

1. Catalog Prefix & Number:
2. Title:
3. Person(s) Primarily Responsible for Proposal (Complete item only if course is not part of a curriculum package. Verify that members are still current and active prior to submission.):

<table>
<thead>
<tr>
<th>Name</th>
<th>Teaching Area</th>
<th>College</th>
</tr>
</thead>
</table>
II. Modular Credit Course Information

Present:
1. Catalog Prefix and Number*:
   Modular Courses have four
digits/characters, Ex. XXX
   2031/203A

Proposed:
1. Catalog Prefix and Number*:
   Modular Courses have four
digits/characters, Ex. XXX
   2031/203A

Present:
2a. Title:

Proposed:
2b. Title: (Must be 30 characters
or less including spaces.)

3. Rationale for modular credit
course revision:

Present:
4a. Open Entry – Open Exit  □ Yes □ No

Proposed:
4b. Open Entry – Open Exit  □ Yes □ No

Present:
5a. Requisites (If a course may be taken either as a pre-requisite or co-requisite, check pre- or co-requisite box.):
   Pre-requisite □ Yes □ No If yes, list:
   Co-requisite □ Yes □ No If yes, list:
   Pre-requisite □ Yes □ No If yes, list:
   OR □ Yes □ No
   Co-requisite

Proposed:
5b. Requisites (If a course may be taken either as a pre-requisite or co-requisite, check pre- or co-requisite box. The requisites for the parent course should be the same as the requisites for the first module. Exception: If the modularized courses are not sequential, e.g., the first module required prior to taking the second module; the second module required prior to taking the third module, etc., the same requisite of the parent course must be attached to one of the modularized courses.):
   Pre-requisite □ Yes □ No If yes, list:
   Co-requisite □ Yes □ No If yes, list:
Pre-requisite

If yes, list:

OR

☐ Yes ☐ No

Co-requisite

6. Implementation Term:

Present:

7a. Course Description: (Begin each statement with a verb.)

Proposed:

7b. Course Description: (Begin each statement with a verb.)

Present:

8a. Student Learning Outcomes/Competencies: (Begin statement with a capital letter and end with a period.):
Include those student learning outcomes/competencies in the parent course. (Student Learning Outcomes/Competencies should be those of the parent course that pertain to this specific module. The wording of the student learning outcomes/competencies should match the parent course wording. If anything is different, put that information in parenthesis.)

Upon completion of this course, the student can:

Proposed:

8b. Student Learning Outcomes/Competencies: (Begin statement with a capital letter and end with a period.):
Include those student learning outcomes/competencies in the parent course. (Student Learning Outcomes/Competencies should be those of the parent course that pertain to this specific module. The wording of the student learning outcomes/competencies should match the parent course wording. If anything is different, put that information in parenthesis.)

Upon completion of this course, the student can:

Present:

9a. Course Outline (Two-level outline is not necessary. Please include those components in the parent course that pertain to this specific module. The outline should match the wording of the parent course)

I. Click here to enter the first main topic. To tab within the outline, press CTRL+TAB.
A. Click here to enter the subtopic.
B. Click here to enter the second subtopic. To add additional subtopics, press the ENTER key then press CTRL+TAB.
II. Click here to enter the second main topic. To tab within the outline, press CTRL+TAB.
   A. Click here to enter the subtopic.
   B. Click here to enter the second subtopic. To add additional subtopics, press the ENTER key then press CTRL+TAB.

Proposed:

9b. Course Outline (Two-level outline is not necessary. Please include those components in the parent course that pertain to this specific module. The outline should match the wording of the parent course)

   I. Click here to enter the first main topic. To tab within the outline, press CTRL+TAB.
      A. Click here to enter the subtopic.
      B. Click here to enter the second subtopic. To add additional subtopics, press the ENTER key then press CTRL+TAB.

   II. Click here to enter the second main topic. To tab within the outline, press CTRL+TAB.
      A. Click here to enter the subtopic.
      B. Click here to enter the second subtopic. To add additional subtopics, press the ENTER key then press CTRL+TAB.

10a. List of experiments/activities. (If laboratory or clinic is involved include a sample listing):

Present:

10b. Proposed:

11. Attach the primary (parent) course for which modular credit course is being established.

Signatures: Complete and submit a signature page for every proposal.

The System Office assigns new course numbers. Contact Sydney Baseheart at Sydney.baseheart@kctcs.edu.
Modular Credit Course – Minor Revision

For help filling out the form press F1 or look at the bottom of the screen. For additional instructions, see Course Form Instructions.

Type of Action

Minor Modular Credit Course Revision – May include a revision in catalog number, description, title, or requisites.

Also check “new” or “revised” to indicate if modules are being established for a new course or an existing course.

Parent Course:

☐ New Course   ☐ Existing Course

Revision – If either the parent course or one of its modular credit courses is revised, the parent course and/or the appropriate modular course(s) should also be revised.

Complete one attachment for each revised modular credit course.

I. Primary Course Information:

1. Catalog Prefix & Number:
2. Title:
3. Person(s) Primarily Responsible for Proposal (Complete item only if course is not part of a curriculum package. Verify that members are still current and active prior to submission.):

   Name          Teaching Area          College
II. Modular Credit Course Information

Present:
1. Catalog Prefix and Number*:
   Modular Courses have four digits/characters, Ex. XXX
   2031/203A

Proposed:
1. Catalog Prefix and Number*:
   Modular Courses have four digits/characters, Ex. XXX
   2031/203A

Present:
2a. Title:

Proposed:
2b. Title:
   (Must be 30 characters or less including spaces.)

3. Rationale for Modular credit minor revision:

Present:
4a. Requisites (If a course may be taken either as a pre-requisite or co-requisite, use pre- or co-requisite box.):
   | Pre-requisite | yes | no | If yes, list: |
   | Co-requisite  | yes | no | If yes, list: |
   | Pre-requisite | yes | no | If yes, list: |
   | OR            | yes | no | If yes, list: |

Proposed:
4b. Requisites (If a course may be taken either as a pre-requisite or co-requisite, use pre- or co-requisite box. The requisites for the parent course should be the same as the requisites for the first module. Exception: If the modularized courses are not sequential, e.g., the first module required prior to taking the second module; the second module required prior to taking the third module, etc., the same requisite of the parent course must be attached to one of the modularized courses.):
   | Pre-requisite | yes | no | If yes, list: |
   | Co-requisite  | yes | no | If yes, list: |
   | Pre-requisite | yes | no | If yes, list: |
   | OR            | yes | no | If yes, list: |
Co-requisite

5. Implementation Term:

Present:
6a. Course Description:

Proposed:
6b. Course Description:

7. **Attach the primary course for which Modular credit is being established.**

Signatures: Complete and submit a signature page for every proposal.

*The System Office assigns new course numbers. Contact Sydney Baseheart at Sydney.baseheart@kctcs.edu.*
# Drop a Modular Course Form

For help filling out the form press F1 or look at the bottom of the screen. For additional instructions, see Course Form Instructions. If course listed on the Curriculum Revision form, a form is not necessary.

<table>
<thead>
<tr>
<th>Type of Action</th>
<th>Drop – Discontinue existing modular course.</th>
</tr>
</thead>
</table>

1. Catalog Prefix and Number:

2. Course Title:

   **Course Proposal Rationale:**

3. Justification for requested action:

4. Submitting Entity: Curriculum Committee:
   
or College:

5. Person(s) Primarily Responsible for Proposal (Complete item only if course is not part of a curriculum package. Verify that members are still current and active prior to submission.):

<table>
<thead>
<tr>
<th>Name</th>
<th>Teaching Area</th>
<th>College</th>
</tr>
</thead>
</table>

   **Involvement of Others** (Identify Individuals):

6. System Staff:
7. Others:

8. Is this course part of an approved curriculum/curricula? □ Yes □ No
   If yes, which curriculum/curricula? (Submit a Curriculum Revision form.)

9. Is this course currently included in the approved list of General Education courses? □ Yes □ No
   If yes, indicate General Education Category:

10. Is this course a requisite for another course? □ Yes □ No
    If yes: *Complete course revision/minor revision form to remove the pre- / co- requisite.
    Pre-requisite for:
    Co-requisite for:

11. Deactivation Term (Last term the present course will be offered by any college):

Signatures: Complete and submit a signature page for every proposal.

*The System Office assigns new course numbers. Contact Sydney Baseheart at Sydney.baseheart@kctcs.edu.
Curriculum Development Form Instructions

Type of Action: Select the form for the action requested:
- New Curriculum – A curriculum that has never been offered by any KCTCS college
- Revised Curriculum – A curriculum that has previously been approved and requires revision
- Minor Revised Curriculum – A curriculum that has previously been approved and requires a revision in the name of program title, credential title, program assessment instrument, or program description.

1. Curriculum Title: Title of curriculum. This title will be used to alphabetize curricula in the catalog. Please indicate if pilot status is being sought.

2. Credentials: Check each credential level included in curriculum proposal
   List each credential with the following information:
   - Title of program. Do not use the level of the credential as part of the title. Example: A+; not A+ Certificate or A+ Certification. For AAS programs with multiple tracks, list each track.
   - Credits needed to be completed for each credential or track in AAS curricula.
   - Selective Admission. Enter Y or N. For selective admission curricula, indicate if admission criteria are new or revised. Submit new or revised admission criteria for approval via Senate Rules Committee.

3. Submitting Entity: Name of curriculum committee or college submitting proposal.

4. Curriculum Committee Members/College Faculty Responsible for Proposal: List members of curriculum committee or proposing college faculty. Include teaching area and college.

Involvement of Others:

5. System Office Staff. Usually the staff member who provides support for the curriculum committee, but may include others.

6. Others. For proposals submitted by local colleges, other KCTCS colleges must be consulted prior to submission. List faculty at other KCTCS colleges who were consulted. Persons external to KCTCS who were consulted about the proposal should also be listed here.

Present Curriculum Data
(As listed in the current approved program inventory.) If completing a revision form, present curriculum data should be listed first then the proposed curriculum data. If data is the same and no changes are being made, put “No Change.”
**Proposed Curriculum Data**

7. **Implementation Term:** The first term the proposed curriculum may be offered. Implementation is on a fall to fall and spring to spring cycle unless an exemption is permitted.

8. **Summary and Justification:** Provide the appropriate program SOC code and job titles related to each credential in a. and b. (A800 only.) In item c. provide a brief summary of the proposal and the justification for the request. Include justification for each change or group of similar changes.

9. **Program Description:** Provide a brief description of each credential and AAS/AFA track. The description should be a guide for students who may select this program. The description will be published in the catalog. The program description should include a brief narrative of the occupation (if applicable), concise explanation of program that includes place of potential employment, length of program, accrediting body – and requirements that are specified by accrediting body that must be published (if applicable), academic progression/requirements for program, and admission requirements, e.g., selective.

10. **Program Competency/Student Outcomes:**
    a. Program Competency Assessment. Competencies must be assessed. More than one assessment instrument may be needed to assess competencies. Where possible or available, these assessments should be industry-recognized.
    
    b. Student Learning Outcomes. List the expected competencies/student learning outcomes for each credential/track identified above. Include general education student learning outcomes/competencies as applicable in technical programs in degree, diploma, and certificates.

    Example: (Begin statement with a capital letter and end with a period.)
    Upon completion of the program, the graduate can:
    1. Implement the physical therapy plan of care as delegated by the physical therapist.
    2. Demonstrate safe, ethical, and legal practice under the direction of a physical therapist.
    3. Instruct patients, family members, and others as to physical therapy principles and procedures within the plan of care and/or in group education programs.
    4. Describe the scope and function of the physical therapist assistant.

11. **Curriculum:** For each credential, list the following: (Please check catalog for correct catalog number, title, and credit for each course listed.)
    a. Catalog number (Course prefix/number)
    b. Course title
    c. Course credits
    d. Total credits required for each credential

    Use the following format:
    **Credential Level** (AAS)
    General Education (Re-check that all required components are included.)
(list courses)
Technical or support courses
(list courses)

Credential Level (Diploma)
General Education
(list courses)
Technical or support courses
(list courses)

Credential Level (Certificate)
(list courses)

12. Sample Scheduling Plan: Illustrate a typical student schedule taking pre-requisite course requirements into consideration. A student schedule may not exceed 18 credit hours in a fall or spring term. Provide information for as many terms as are needed to complete program requirements. An AAS should be able to be completed in a two year period. Provide a sample scheduling plan for each credential offered.

Curriculum Revision
13. Deactivation term: Indicate the last term in which students will be enrolled in this curriculum at any college. There may be a one-year transition period between the implementation of the proposed curriculum and the deactivation of the present curriculum.

14. Courses to be Deactivated: List courses that will no longer be offered as a result of curriculum alignment or revision. Provide the following information for each course:
   - Catalog Number (Course Number/Prefix)
   - Course Title
   - Credit Hours
   - Last term course will be offered at any college
   - Pre-requisites for this course. If the pre-requisite course will no longer be offered, include it in the list.

15. Dates of Previous Actions: Approval date for original curriculum. Dates for each subsequent revision.

Signatures: Submit an original signature page to accompany this proposal.
# Curriculum Development Form (NEW)

For additional instructions, see Curriculum Development Form Instructions.

**Type of Action:** New Curriculum Development Form  
A curriculum that has never been offered by any KCTCS college.

1. **Curriculum Title:**
   - Pilot Approval: Yes [ ] No [ ] (Pilot may only be used for certificates.)

2. **Credential:**
   - [ ] Certificate
   - [ ] Diploma
   - [ ] AAS
   - [ ] AFA

   List name of each certificate, diploma, degree curricula (For AAS programs with multiple tracks, list each track.).

<table>
<thead>
<tr>
<th>Credential(s)</th>
<th>Title</th>
<th>Credit</th>
<th>Selective Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS/AFA</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(AAS track)</td>
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</tr>
<tr>
<td>Diploma(s)</td>
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<tr>
<td>(diploma – track)</td>
<td></td>
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</tr>
<tr>
<td>Certificate(s)</td>
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</tr>
</tbody>
</table>

3. **Submitting Entity:**
   - Curriculum Committee:
   - College:

4. **Curriculum Committee Members or College Faculty Responsible for Proposal (Verify that members are still current and active prior to submission.):**
   - Name
   - Teaching Area
   - College

**Involvement of Others** (Identify Individuals):

5. **System Office Staff:**
6. **Others:**

**Proposed Curriculum Data**

7. **Implementation Term:**
8. Summary and Justification for Proposal:
   (For assistance in answering a, see the following web link: https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55)
   a. Suggested CIP Code for New Program:
   b. List the specific job titles/occupations that align with each credential. In what occupations will students be
      able to find employment after earning the credential? Each credential within the curriculum should have a
      job title/occupation listed:
      AAS:
      Diploma(s):
      Certificate(s)
   c. Justification and Summary for New Program:
      Begin typing the summary and justification here.
9. Program Description:
   Begin typing the program description here.
10. a. Full Title of Program Competency Assessment Instrument(s). Please list all components of exam that are
    included:
    1. Begin typing the text here. Use the ENTER key to automatically continue the numbering sequence.
    2. Score Range of the Competency Assessment Instrument:
       Minimum Test Score: _____________ Maximum Test Score: ______________
    3. Implementation Date of Assessment Instrument: ______________________
   b. Program Learning Outcomes/Competencies/Student Outcomes: (Separate list for each credential)
      Program Title:
      Upon completion of this program, the graduate can:
      1. Begin typing the text here. Use the ENTER key to automatically continue the numbering sequence.
11. Curriculum (See instructions for format.):
   Program Title:
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>
   Program Title:
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<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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   Program Title:
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<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
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</table>
12. Sample scheduling plan (See instructions):

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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**First Year**

Summer Term

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<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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Fall Term

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<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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Spring Term

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<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
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</table>

**Second Year**

Summer Term

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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Fall Term

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<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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Spring Term

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<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</table>

**Signatures:** Complete and submit a signature page.
## Curriculum Development Form (REVISION)

**Type of Action:** Revised Curriculum Development Form  
A curriculum that has previously been approved and requires revisions.

1. **Curriculum Title:**  
   - **Present:**  
   - **Proposed:**

2. **Credential:**  
   - **Present:**
     - Selective Admission: Yes [ ] No [ ]
   - **Proposed:**
     - Selective Admission: Yes [ ] No [ ]

List name of each certificate, diploma, degree curricula (For AAS programs with multiple tracks, list each track.)

<table>
<thead>
<tr>
<th>Credential(s)</th>
<th>Title</th>
<th>Credit</th>
<th>Selective Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS/AFA</td>
<td></td>
<td></td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td>(AAS track)</td>
<td></td>
<td></td>
<td>Yes [ ] No [ ]</td>
</tr>
</tbody>
</table>

| Diploma(s)    |       |        | Yes [ ] No [ ]      |
| (diploma – track) |       |        | Yes [ ] No [ ]      |

| Certificate(s) |       |        | Yes [ ] No [ ]      |

<table>
<thead>
<tr>
<th>Proposed:</th>
<th>Check titles and credits for accuracy.</th>
<th></th>
<th>Selective Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credential(s)</td>
<td>Title</td>
<td>Credit</td>
<td></td>
</tr>
<tr>
<td>AAS/AFA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(AAS track)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Diploma(s)     |                                       |        |                     |
| (diploma – track) |                                     |        |                     |

| Certificate(s) |                                       |        |                     |

3. **Submitting Entity:** Curriculum Committee:  
   College:

4. **Curriculum Committee Members or College Faculty Responsible for Proposal** *(Verify that members are still current and active prior to submission.)*
   - **Name**
   - **Teaching Area**
   - **College**
Involvement of Others (Identify Individuals):

5. System Office Staff:

6. Others:

Proposed Curriculum Data

7. Implementation Term:

8. Summary and Justification for Proposal:
   Begin typing the text here.

9. Program Description:
   **Present:**
   Begin typing the text here.

   **Proposed:**
   Begin typing the text here.

10a. Program Competency Assessment Instrument:
   **Present:** Program Competency Assessment Instrument:
   
   1. Begin typing the text here. Press the ENTER key to automatically continue the numbering sequence.

   **Proposed:**
   Full Title of Program Competency Assessment Instrument(s). Please list all components of exam that are included:
   
   1. Begin typing the text here. Press the ENTER key to automatically continue the numbering sequence.

   2. Score Range of the Competency Assessment Instrument:
      Minimum Test Score: _____________  Maximum Test Score: _____________

   3. Implementation Date of Assessment Instrument: ______________________

10b. Program Learning Outcomes/Competencies (**Separate list for each credential**):
   **Program Title:** Type in the program title.
   Upon completion of this program, the graduate can:
   **Present:**
   1. Begin typing the text here. Use the ENTER key to automatically continue the numbering sequence.

   **Proposed:**
   1. Begin typing the text here. Use the ENTER key to automatically continue the numbering sequence.

   **Program Title:** Type in the program title.
   Upon completion of this program, the graduate can:
   **Present:**
   1. Begin typing the text here. Use the ENTER key to automatically continue the numbering sequence.

   **Proposed:**
   1. Begin typing the text here. Use the ENTER key to automatically continue the numbering sequence.
Program Title: Type in the program title.
Upon completion of this program, the graduate can:

Present:
1. Begin typing the text here. Use the ENTER key to automatically continue the numbering sequence.

Proposed:
1. Begin typing the text here. Use the ENTER key to automatically continue the numbering sequence.

11. Curriculum (See instructions for format):

**PRESENT:**

<table>
<thead>
<tr>
<th>Program Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Prefix</strong></td>
</tr>
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<td>------------------</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

**PROPOSED:**

<table>
<thead>
<tr>
<th>Program Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Prefix</strong></td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

A900  2018-2019
12. Sample scheduling plan (See instructions):

**PROPOSED:**

**Program Title:**

<table>
<thead>
<tr>
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<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
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<tr>
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<tr>
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**Program Title:**

<table>
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<th>Credit Hours</th>
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<td>Summer Term</td>
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<td>First Year</td>
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<td>Course Title</td>
<td>Credit Hours</td>
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<tr>
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**Second Year**

**Summer Term**

<table>
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<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

**Second Year**

**Fall Term**

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
</table>

**Second Year**

**Spring Term**

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

13. Deactivation Term

14. Courses to be deactivated. *(If listed below, a “drop” course form is not necessary.)*

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Last term course will be offered at any college</th>
<th>Courses for which this course is a prerequisite</th>
</tr>
</thead>
</table>

15. Dates of Previous Actions:
   a. Approval:
   b. Revisions(s)

**Signatures:** Complete and submit a signature page.
## Curriculum Development Form

### (Minor Revision)

<table>
<thead>
<tr>
<th>Type of Action:</th>
<th>Minor Revision Curriculum Development Form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A curriculum that has previously been approved and requires revisions to the Curriculum Title, Program Description, and/or Program Competency Assessment.</td>
</tr>
</tbody>
</table>

1. **Curriculum Title:**
   - **Present:**
   - **Proposed:**

2. **Credential:**
   - **Present:**
     - Certificate
     - Diploma
     - AAS
     - AFA
   - **Proposed:**
     - Certificate
     - Diploma
     - AAS
     - AFA
   - List name of each certificate, diploma, degree curricula (See instructions for format)

   | Present: | 
   |---|---|---|---|---|
   | Credential(s) | Title | Credit | Selective Admission |
   | AAS/AFA (AAS track) | | | |
   | Diploma(s) (diploma – track) | | | |
   | Certificate(s) | | | |

   | Proposed: | Check titles and credits for accuracy. |
   |---|---|---|---|
   | Credential(s) | Title | Credit | Selective Admission |
   | AAS / AFA (AAS track) | | | |
   | Diploma(s) (diploma – track) | | | |
   | Certificate(s) | | | |

3. **Submitting Entity:**
   - Curriculum Committee:
   - College:

4. **Curriculum Committee Members or College Faculty Responsible for Proposal (Verify that members are still current and active prior to submission):**
   - **Name**
   - **Teaching Area**
   - **College**

---

A1000 2018-2019
Involvement of Others (Identify Individuals):

5. System Office Staff:

6. Others:

Proposed Curriculum Data

7. Implementation Term:

8. Summary and Justification for Proposal:
   Begin typing the summary and justification here.

9. Program Description:

Present:

Begin typing the present description here.

Proposed:

Begin typing the proposed description here.

10a. Program Competency Assessment Instrument:

   Present:
   1. Begin typing the text here. Press the ENTER key to automatically continue the numbering sequence.

   Program Competency Assessment Instrument:

   Proposed:
   Full Title of Program Competency Assessment Instrument(s). Please list all components of exam that are included:
   1. Begin typing the text here. Press the ENTER key to automatically continue the numbering sequence.

   2. Score Range of the Competency Assessment Instrument:
      Minimum Test Score: _______________ Maximum Test Score: _______________

   3. Implementation Date of Assessment Instrument: ______________________

15. Dates of Previous Actions:
   a. Approval:
   b. Revisions(s)

Signatures: Complete and submit a signature page.
** Mail the completed hard copy, including all appropriate signatures, to the attention of the person listed in the KCTCS Curriculum and Rules Development Process Manual responsible for committee/council support.

Mail to: KCTCS, Curriculum & Programs, 300 North Main Street, Versailles, KY 40383.
Attention: Sydney Baseheart

---

** KCTCS Curriculum/Course Development Signature Process**

<table>
<thead>
<tr>
<th>*Curriculum/Course Proposal:</th>
</tr>
</thead>
</table>

A. Originating Approval:
   1. College (Local) - - **

<table>
<thead>
<tr>
<th>Principal</th>
<th>(Signed)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Academic Officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local CRC Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College President</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OR

2. System Wide

<table>
<thead>
<tr>
<th>Principal</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>System Curriculum Committee Chair</td>
<td></td>
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<tr>
<td>Chancellor</td>
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B. Curriculum Review Committee:

<table>
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<tr>
<th>Principal</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>System CRC Committee Chair</td>
<td></td>
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</tbody>
</table>

**Review Action:**

- [ ] Returned to committee/college for additional work.
- [ ] Forwarded to KCTCS Council
- [X] As Amended: [ ] As Presented

**Comments:**

C. Faculty Senate Council:

<table>
<thead>
<tr>
<th>Principal</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Council Chair</td>
<td></td>
</tr>
</tbody>
</table>

**Review Action:**

- [ ] Returned to committee/college for additional work.
- [ ] Forwarded to Local Colleges for approval.
- [ ] As Amended: [ ] As Presented

**Comments:**

* Complete and submit a Signature Page for each proposal.

** Mail the completed hard copy, including all appropriate signatures, to the attention of the person listed in the KCTCS Curriculum and Rules Development Process Manual responsible for committee/council support.

Mail to: KCTCS, Curriculum & Programs, 300 North Main Street, Versailles, KY 40383.
Attention: Sydney Baseheart
Approval Process and Formats

Rules Development Process
Senate Rules Change Approval Process

Changes to the Rules of the Senate can originate from a college, charges from the KCTCS Council/Rules Committee, and/or from the KCTCS Chancellor/Chancellor’s designee. Changes that originate at the college level should involve the local Rules Committee and the college faculty. Academic Affairs staff should be consulted as well. The Chancellor will also consult with Legal Counsel if necessary.

Changes that originate from the Chancellor/Chancellor’s designee will be shared via Academic Affairs with the faculty of the affected colleges. Examples of changes originating from the Chancellor/Chancellor’s designee may include updating residency requirements per changes in SACSCOC principles, actions by the KCTCS Board of Regents, or policies of the Council on Postsecondary Education.

Figure 6

Instructions for Submitting Proposals to Faculty Senate Rules Committee

One electronic copy of the proposal is submitted to the KCTCS System Office a minimum of 21 days prior to the meeting. The electronic copy in Microsoft Word as an attachment to an email message should be sent to jillian.frost@kctcs.edu. Please ensure that the document contains the default name extension, “.doc.” Signature pages must also be sent to jillian.frost@kctcs.edu at the time of proposal submission.

The agenda, along with a copy of all items to be considered by the KCTCS Rules Committee, is posted on the Senate Rules Committee SharePoint fourteen days before the Rules Committee meeting. The agenda and meeting materials are shared with faculty and administrators of all colleges. The KCTCS Rules Committee recommends approval or disapproval of each proposal. Recommended changes to the Rules of the Senate are forwarded to the KCTCS Senate Council for final action to approve or ratify each proposal.
Format for Submitting a Proposed Change (5b.) in the Rules

1. Starting with the existing item to be amended, copy it in its entirety. Edit the copy by use of highlighting and strikethroughs as follow:
   a. Words and phrases to be deleted should have strikethroughs, i.e. delete words with strikethroughs.
   b. New (additions) words should be highlighted, i.e. highlight new words to be added.
2. If an item is to be added and/or changed, it should be codified (Step 2 in example below).
3. See the four steps in the format in the example shown below.

Example (Format):

A. Step 1 -- Delete (d) of 4.11 Section I. Change (a) in 2.21 of Section I as follows:

   (1) Eligibility – At the time of election to the Senate Prior to Senate elections, the Chief Administrative Officer of each community college shall be responsible for submitting submit a list of eligible faculty by general education and occupational program areas to the secretary Chairperson of the Senate. The Rules Committee faculty of each college S shall be responsible for certification of the eligibility list except for the first election of the Senate Of Community College System under these revised rules at which time the Chairperson of the Senate shall be responsible for certification of eligibility. prior to submission of the list to the Chairperson of the Senate. Eligibility shall be determined as of the time of the election.

B. Step 2 -- Retype item with changes as it will appear in Rules: (Example from Step 1 above)

   (1) Eligibility – Prior to Senate elections, the chief administrative officer of each college shall submit a list of eligible faculty by general education and occupational program areas to the Chairperson of the Senate. The faculty of each college shall be responsible for certification of the eligibility list prior to submission of the list to the Chairperson of the Senate.

C. Step 3 -- State rationale for the change or addition; for example: The change reflects what is actually done in practice and streamlines the eligibility–certification process.

D. Step 4 – Complete and submit a “Signature Page” for each proposal. Email to: Jillian Frost at jillian.frost@kctcs.edu
Proposal to Change
Rules of the Senate

1. Submission date to Local Rules (Submit 2-3 weeks prior to date due to System Office): ________________

2. Submitting Institution or Committee: ________________________________

   Person (s) Primarily Responsible for Proposal:

<table>
<thead>
<tr>
<th>Name</th>
<th>Teaching Area</th>
<th>College</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

3. Type of Proposal (Check all that apply)
   - [ ] New Rule  - [ ] Revision  - [ ] Deletion

4. Change Information

   Details for Proposed Rules Change
   
   Information
   Section: ________________________________
   Codification: ________________________________
   Subject: ________________________________
   Implementation Date: Following Fall

5. Proposed Changes
   a. Proposal to **ADD** a New Rule of the Senate:
      i. *Rule as it will appear in the Rules of the Senate:*

   b. Proposal to **REVISE** a Rule of the Senate
      i. *Edited version of Rule [strikethrough deletions, highlight (with yellow) additions]*
         
      ii. *Rule as it will appear when revision is approved*
c. Proposal to **DELETE** a Rule of the Senate:
   
   *i. Rule to be Deleted*

6. Rationale for proposed change:

7. Complete and submit a signature page at the time of proposal submission.
# KCTCS Rules Development Signature Process*

*Rules Proposal (Section, Code):

<table>
<thead>
<tr>
<th>A. Originating Approval:</th>
<th>(Original Signature Required)</th>
<th>(Signed)</th>
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</thead>
<tbody>
<tr>
<td>1. College (Local) - - **</td>
<td>________________</td>
<td>__________________</td>
</tr>
<tr>
<td></td>
<td>Chief Academic Officer</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td>Local Rules Committee Chair</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td>College President</td>
<td>Date</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. System-Wide - -</td>
<td>____________________</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td>Chancellor</td>
<td>Date</td>
</tr>
</tbody>
</table>

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<th>B. Rules Committee:</th>
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<tr>
<td>____________________</td>
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<td>Rules Committee Chair</td>
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Action:  □ Approved;  □ Disapproved

Approval:  □ As Amended;  □ As Presented

Comments:

<table>
<thead>
<tr>
<th>C. Faculty Senate Council:</th>
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<tbody>
<tr>
<td>____________________</td>
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<tr>
<td>Council Chair</td>
</tr>
</tbody>
</table>

Action:  □ Approved;  □ Disapproved

Approval:  □ As Amended;  □ As Presented

Comments:

* Complete and submit a Signature Page for each proposal.

Email the completed copy, including all appropriate signatures to the person responsible for committee support: Jillian Frost at jillian.frost@kctcs.edu
Curriculum Rollovers

KCTCS
Curriculum Rollovers

The term “rollover” refers to an internal process whereby KCTCS colleges may replace program curriculum in currently approved programs by parallel, usually updated, curriculum at the same level in occupational/technical areas. If the local college votes to support the curriculum revision at the end of each cycle (A, B, C, D), the college will be rolled over to the new curriculum for which it is currently approved. If a local college does not vote to support a curriculum revision, that program will not be rolled over for the college. The addition of new credentials added to an existing curriculum will be triggered by a request from the local college through the Chief Academic Officer to the Chancellor or the Director of Curriculum and Programs. *The request for a curriculum rollover also triggers changes to the US DOE for financial aid purposes.*

Curriculum Rollover Chart Instructions

**Title:** Curriculum Title

**College:** Name of college where curriculum is offered

**Effective Date:** Term that curriculum rollover becomes effective. If a term is not specified, the term in the curriculum approval document will be used.

*Note:* If the curriculum rollover goes into effect for fall 2014 the college may have enrolled new students in the academic plan for the old curriculum. These students’ records will need to be updated prior to the submission of fall enrollment data.

**Section I:** Credentials in this section require submission of a rollover request. All credentials approved for both old and new curricula are listed. Use the “X to Deactivate” column to indicate the credentials offered by the college. Use the “X to Request New Plan” column to identify the new curriculum credentials the college wishes to offer.

*Note:* Criteria to qualify for a rollover:

- Credential(s) in new curriculum must be at the same or lower level as the approved credentials in the old curriculum. Example: A college approved to offer a diploma in the old curriculum may request a diploma in the new curriculum, but not an associate degree.
- Curriculum content in the new curriculum must be comparable to the content in the old curriculum. A college wishing to offer credentials in a new area of study must complete the relevant program approval process for a new credential or program track.

**Section II:** Credentials in this section have had minor curriculum revisions (changes in credit hours less than 25 percent of the total for the credential.) The college program inventory (approved plans list) will be updated to reflect the change in credit hours. Changes in credential title or credit hours will be submitted to SACS and the U.S. Department of Education. (NOTE: All credentials with title changes or a revision of one or more credit hours must be reported to accrediting agencies and the U.S. DOE.)
Section III: For use by System Office staff

Submission/Approval: Curriculum rollover charts will be completed at the System Office and mailed to the local college President and copied to the Chief Academic Officer. A letter indicating approval will be mailed to the college. After the curriculum rollover is approved, the college’s program inventory will be updated.
### SECTION I - Credentials Requiring a Rollover Request

<table>
<thead>
<tr>
<th>Credential</th>
<th>Credential Title</th>
<th>Old Academic Plan/Sub-plan* Codes</th>
<th>PS Credits</th>
<th>&quot;X&quot; to Deactivate</th>
<th>Credential Title</th>
<th>New Academic Plan/Sub-plan* Codes</th>
<th>Credits</th>
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<th>Entered</th>
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<td>AAS</td>
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</table>

### SECTION II - Credentials Not Requiring a Rollover - College Approved Plans List Updated with New Credit Hours

<table>
<thead>
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<th>Credential</th>
<th>Credential Title</th>
<th>Old Academic Plan/Sub-plan* Codes</th>
<th>PS Credits</th>
<th>&quot;X&quot; to request new plan</th>
<th>New Academic Plan/Sub-plan* Codes</th>
<th>Credits</th>
<th>Approved</th>
<th>Entered</th>
</tr>
</thead>
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<td></td>
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<td>66-67</td>
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<td></td>
<td>Agricultural Technician</td>
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</tr>
</tbody>
</table>

### SECTION III - System Office Academic Affairs Use

Implementation Term: Date Received:
Submitted By: Date Entered:
Approved By: Notes:
Approval Process and Formats

New Program Offerings
New Degree/Diploma Program Approval Process

When a college decides to offer a degree/diploma program for which a curriculum has been approved, the administrative approval process outlined in Figures 7 through 9 must be followed. Posting on the CPE’s Kentucky Postsecondary Program Proposal System (KPPPS) website is required for all new degree and diploma programs and should follow the steps in Figure 7. The Council on Postsecondary Education has delegated its legislative authority to approve degree/diploma programs to the KCTCS Board of Regents. Figure 7 illustrates the KPPPS process.

Figure 7
KPPPS Process for Degree, Diploma, and Certificate (If Certificate is Substantive Change for SACSCOC) Programs

![Diagram of KPPPS Process]

The Notice of Intent (NOI) and KPPPS alerts the public and the CPE staff that a new program proposal is in preparation. Figure 8 illustrates the program approval process for a college.

The Chancellor and the Kentucky Community and Technical College System President and the KCTCS Board of Regents must approve all new degree/diploma program proposals. (See Page 132 for 2018-2019 Submission Schedule.)

*As of 7-1-2017 only those certificates that would require a substantive change for SACSCOC must be posted on the KPPPS website for review and comment. All other certificates are approved per the KCTCS President with ratification by the KCTCS Board of Regents.
Figure 8
New Degree/Diploma Program Approval Process

College Prepares new program proposal

College President → Chancellor/ Curriculum and Programs → KCTCS President → KCTCS Board of Regents

Yes → Automatic

No → Must seek approval for Waiver

EEO Eligibility Status

Approved
**New Program Proposal (Tentative)**

**Submission Schedule**

Figure 9

(Summarizes sample schedules for new KCTCS degree/diploma program administrative approval.)

| Notification of Intent (NOI): To offer a program, the college must file an NOI with CPE prior to the KPPPS posting. Please notify the System Director of Academic Programs & Policies of your intent to offer a program with implementation term as soon as possible. The NOI has to be posted for 30 days, and CPE only opens the 30 day window on the 15th of each month. So if your NOI is posted on May 17th, CPE won’t publically post for the 30 day window until June 15th closing the window on July 14th. |
|---|---|---|---|---|
| Notification of Intent to Offer (NOI) information to the System Director of Academic Programs and Policies | To System Office Prior to May 15th | To System Office Prior to August 15th | To System Office Prior to November 15th | To System Office Prior to February 15th |
| Kentucky Postsecondary Proposal Posting (KPPPS*) Information to Curriculum and Programs | June 30, 2018 | September 14, 2018 | December 14, 2018 | March 29, 2019 |
| Deadline for Kentucky Postsecondary Proposal Posting Information to be Posted on CPE Website | July 9, 2018 | September 21, 2018 | January 9, 2019 | April 5, 2019 |
| Drafts of New Program Proposals and Executive Summary due to the System Director of Academic Programs & Policies | July 25, 2018 | October 12, 2018 | January 25, 2019 | April 26, 2019 |
| Final Complete Electronic Versions of the Program Proposals to System Director of Academic Programs & Policies/President’s Office Staff | August 24, 2018 | November 9, 2018 | February 22, 2019 | May 17, 2019 |
| 5 Hard Copies of Final Proposals due to President’s Office from College/route through System Director of Academic Programs & Policies | August 31, 2018 | November 16, 2018 | March 1, 2019 | May 31, 2019 |
| KCTCS Board of Regents Meeting | September 13-14, 2018 (Elizabethtown CTC) | December 6-7, 2018 (System Office) | March 14-15, 2019** (System Office) | June 13-14, 2019** (TBD) |

*NOI and KPPPS Pre-proposal forms may be submitted at anytime. Dates given are final deadline dates for scheduled Board of Regents meeting.

**Final BOR dates for 2019 will be voted on at the June 2018 KCTCS BOR meeting.

#Notice of Intent to Offer a new program will be shared with the Chancellor by the System Director of Academic Programs and Policies.

**Tips for preparing BOR formal proposal:**

**Order of Proposal:**

- Front cover – Use common program proposal cover. Use heavier paper/cardstock. Center the wording. Put date of Board Meeting on the proposal (for example, March 15-16, 2018).
- Initial Signature Page – See common form. Have proposal for initiation of new degree/diploma program signed by President/CEO of college.
- Executive Summary – Use the document prepared for the Board book.

2018-2019
• Table of Contents
• Proposal (Expanded KPPPS or Full New Program Proposal)
• Appendices
• Back Cover

Binding:
• Use comb binding to put your proposal together.

Guidelines:
• Use BOR protocol for preparing documents.
• Remove header (Approved 9/22/11).
• Use 12 font – Times Roman (may decrease the font in tables).
• Use 1” margins. For binding, you may wish to use 1 ½ “on the left margin.
• Justify content with the left margin. Begin all paragraphs at the margin.
• List the program proposal question then provide the content.
• The credentials sought need to match on action item, signature page, and the first page of the proposal.
• Tab each section (Executive Summary, Table of Contents, Each Section of the Proposal, Appendices).
• Right justify the numbers in the cost/budget form.
• Use front and back within sections.
• Send an electronic version of the Executive Summary with the first draft.
• Submit an electronic pdf copy of final proposals including appendices and 5 hard copies to Sydney Baseheart in the Chancellor’s Office by the designated date. (The electronic proposal should be in pdf format)

New Certificate Request
Submission Process

Figure 10
(Summarizes process for KCTCS administrative approval of new certificates.)

<table>
<thead>
<tr>
<th>Determination of Action necessary to add a new certificate to the college inventory</th>
<th>Chief Academic Officer sends a formal email requesting the addition of the new certificate and the implementation term. Email System Dir. of Academic Programs &amp; Policies.</th>
<th>Chief Academic Officer submits an NOI followed up with a KPPPS proposal, budget, and curriculum sheet for posting and approval at CPE (minimum 60 days process). NOI &amp; KPPPS provided to System Dir of Academic Programs &amp; Policies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic program currently approved to offer at the KCTCS College.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>New Program <strong>does not require</strong> SACSCOC Substantive Change report.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>New Program <strong>will require</strong> SACSCOC Substantive Change report.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
On February 4, 2016, the Council on Postsecondary Education (CPE) announced the findings of its assessment of institutional status to implement new academic degree programs during 2016. The status for all 16 Kentucky Community and Technical College System colleges to submit new program proposals through December 31, 2016 is “Automatic Eligibility.”

The Degree eligibility for 2016 was determined as follows:
- 2014-15 data was used for student enrollment, student associates and credentials earned, and employment of faculty.
- 2014-15 data was used for student retention.

Each KCTCS college is assigned one of two degree program eligibility status categories:
- **Automatic** eligibility status equals continuous progress toward or achievement of at least two of the four objectives.
- **Waiver** eligibility status equals continuous progress toward or achievement of fewer than two of the four objectives.

The designation of automatic eligibility means that KCTCS colleges can submit new academic program requests during 2016 without further action under Kentucky Administrative Regulations 13 KAR 2:060, which implements *The 2010-15 Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development*.

**CPE Equal Opportunity Objectives for KCTCS Colleges:**

1. **Undergraduate Student Enrollment:**
The objective is based on market analysis of the area of the state that contributes 90 percent of entering enrollment at the respective college. The proportion of the headcount enrollment of the college must be equal to the objective, or the college must show progress by enrolling at least one student more than was enrolled the previous year.

2. **Undergraduate First Year to Second Year Student Retention:**
The objective is defined as first-time credential seeking students entering in a summer/fall and returning the subsequent fall semester. The proportion of the undergraduate retention of the college must be equal to the objective, or the college must show progress by retaining at least one student more than was enrolled the previous year.

3. **Undergraduate Student Associate and Credentials Earned:**
The number of headcount of associate degrees and the number of credentials (associate degrees, diplomas, and certificates) awarded by each college. The number of associate degrees and credentials earned must be equal to the objective, or the college must show progress by awarding at least one credential or degree more than granted the previous year.
4. Employment as Faculty:
This objective includes only the full-time faculty of a college. The employment of American Indians/Alaskan Natives, Blacks/African-Americans, and Hispanics/Latinos by the college must be equal to the objective; or the college must show progress by employing at least one full-time faculty more than employed the previous year.

The other two objectives used for the Kentucky public higher educational institutions, Employment of Executive, Administrators, and Managers and Employment of Other Professionals continue to be under review by CPE and the public higher educational institutions due to changes by IPEDS in classifying higher education staff.

The table below presents the status of each KCTCS college per CPE’s official announcement on February 4, 2016.

**KCTCS 2016 DEGREE ELIGIBILITY RESULTS**

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>2016 OFFICIAL SNAPSHOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashland</td>
<td>Automatic</td>
</tr>
<tr>
<td>Big Sandy</td>
<td>Automatic</td>
</tr>
<tr>
<td>Bluegrass</td>
<td>Automatic</td>
</tr>
<tr>
<td>Elizabethtown</td>
<td>Automatic</td>
</tr>
<tr>
<td>Gateway</td>
<td>Automatic</td>
</tr>
<tr>
<td>Hazard</td>
<td>Automatic</td>
</tr>
<tr>
<td>Henderson</td>
<td>Automatic</td>
</tr>
<tr>
<td>Hopkinsville</td>
<td>Automatic</td>
</tr>
<tr>
<td>Jefferson</td>
<td>Automatic</td>
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<tr>
<td>Madisonville</td>
<td>Automatic</td>
</tr>
<tr>
<td>Maysville</td>
<td>Automatic</td>
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<tr>
<td>Owensboro</td>
<td>Automatic</td>
</tr>
<tr>
<td>Somerset</td>
<td>Automatic</td>
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<tr>
<td>Southcentral KY</td>
<td>Automatic</td>
</tr>
<tr>
<td>Southeast KY</td>
<td>Automatic</td>
</tr>
<tr>
<td>West KY</td>
<td>Automatic</td>
</tr>
</tbody>
</table>

**Background**

The current CPE Equal Opportunity Objectives were established in 2010-11 to measure an institution’s ability to serve students from underrepresented populations. The six objectives were identified to be measured as listed above.* These objectives replaced those in the original CPE Kentucky Plan for Equal Opportunities developed in response to a U.S. Department of Education Office for Civil Rights (OCR) finding that “the Commonwealth of Kentucky, in violation of Title VI of the Civil Rights Act of 1964, had failed to eliminate the vestiges of its former de jure racially dual system of public higher education.” In December 2009, OCR released Kentucky from the remedial planning process commonly referred to The Kentucky Plan. Following this action by the federal government, CPE directed its Committee on Equal Opportunities (CEO,) previously charged to monitor the Kentucky Plan, to collaborate with the public institutions to
ensure that the significant progress made was preserved and enhanced throughout public postsecondary education.

On September 12, 2010, CPE adopted the Kentucky Public Education Diversity Policy and Framework for Institution Diversity Plan Development. To implement the policy, CPE required each public institution to develop and submit a college diversity plan, endorsed/approved by the institution’s Board of Regents that outlines strategies to address, at a minimum, the following: (1) student body diversity, (2) student success, (3) workforce diversity, and (4) campus climate.


In September 2011, the KCTCS Board of Regents adopted the Resolution to Endorse Beyond the Numbers, KCTCS 2010-16 Diversity Action Plan for Inclusion, Engagement, and Equity (IE²). Beyond the Numbers is the framework to guide the students, faculty, and staff in advancing diversity, multiculturalism, inclusion, and engagement throughout KCTCS. It aligns with both the CPE statewide diversity policy and the KCTCS 2010-16 Strategic Plan. It is comprised of a systemwide action plan as well as individual action plans for each of the 16 KCTCS colleges and the System Office.

Pursuant to Section 10.2.1 of the KCTCS Board of Regents Bylaws, the Academic Affairs and Curriculum Committee shall advise KCTCS and recommend action on policies related to “….institutional effectiveness, with respect to the Council on Postsecondary Education’s new academic program eligibility based on equal educational opportunities objectives as governed by KRS 164.020(19).”

PLEASE NOTE:

CPE will make determinations on Academic Degree Program Eligibility for fall 2019 during the spring -summer 2019. Until that time, all KCTCS colleges are approved to offer new programs with "Automatic Eligibility." When the CPE degree program eligibility assessment results are released, that information will be shared with the colleges and this booklet will be updated accordingly.
Steps of the Program Proposal Process

1. The college should first form a team to write the Council on Postsecondary Education (CPE) Kentucky Postsecondary Program Proposal System (KPPPS) pre-proposal document. The CPE Pre-Proposal template and user guide are to be used when writing the KPPPS document. This Pre-Proposal document is posted for all universities to view. It also populates the proposal that will be completed and posted after approval of the proposal by the KCTCS Board of Regents. The “Protocol for Board Documents” should be followed in preparing the pre-proposal document. This endeavor should be a collaborative effort among faculty member(s), division/department chair, and the dean of academic affairs. Suggestions for team: a content specialist, someone to check grammar and mechanics, someone to determine if the questions have been answered thoroughly, and someone who writes well. The KPPPS is submitted to the Chancellor’s Office for review prior to posting.

2. Once posted, universities have the opportunity to post comments. If comments are made, KCTCS will have 30 days to respond to the comments. The Chancellor’s Office will notify the college and request that they draft a response to send to the Chancellor’s Office for review and posting. At the end of the 30 day posting and when all issues have been resolved, CPE will release the program for action by the KCTCS Board of Regents.

3. During the 30 day posting period, the college team should develop the Board of Regents proposal using the team approach as described in #1. The proposal format should follow the “Protocol for Board Documents.” The Board members should find no errors in the document (have proofed by English Department), and all questions should be answered. Beginning with the September 2017 Board of Regents Meeting, BOR Proposals may use one of two formats. If the program being added by the college is already being offered at another KCTCS institution, the BOR proposal can be completed with a more formal version of the KPPPS posting. If the program being added by the college is new to KCTCS, the BOR proposal must use the CPE New Program Request template. For both proposals, the college will use the CPE KPPPS budget sheet when preparing the budget information.

4. The Executive Summary and first draft should be submitted according to the designated timeline. The Executive Summary and first draft will be used by SO staff to create the KCTCS BOR Agenda item, which is due much earlier than the full proposal. Please don’t rely solely on the System Office to review and edit the proposal. If there are questions from the Chancellor, or edit suggestions, they will be emailed to the CAO. If the college team has questions regarding any suggested edits, a member should call or e-mail Sydney Baseheart in the Chancellor’s Office. The college development team should review the proposal again and make edits as deemed necessary.

5. The order and guidelines for putting the final proposal together can be found on the “New Program Proposal Submission Schedule.”

6. The CAO should submit an electronic copy of the final proposal including appendices as well as 5 hard copies to Sydney Baseheart in the Chancellor’s Office by the designated date.
7. The CAO should submit to Sydney Baseheart the names and titles (along with Dr., Mr., Miss, Ms.) of individuals that will represent the program at the KCTCS BOR Academic Affairs and Curriculum Committee meeting. The college president should attend the meeting to present the program. If the president cannot be present, the KCTCS President’s Office should be notified.

8. The college group attending the meeting with the college president should prepare a brief presentation of the program proposal. The college president will present the program for approval. The college group attending will assist the college president in responding to questions, if needed.
Protocol for Board Documents

- Use the proper form for the type of item.

- In the narrative sections, use Times New Roman, 12 font.

- Spell out an acronym followed by the abbreviation in parens.

  Example - Association of Community Colleges (AACC)

- Give full dates (July 15, 2012).

- When citing a date range, do as 2008-18.

- Use commas with a full date in a sentence.

  Example – The meeting on February 15, 2007, was held in Room 112.

  Example for partial date – The meeting in February 2007 was held in Room 112.

- Use small case for fall, spring, summer.

- Punctuate a series with commas.

  Example – faculty, staff, and administration

--BUT use a semicolon to separate the items in a series when:

  • There is a series within the series

    Example – The strategic planning session held over the summer was attended by faculty, staff, and students; the Governor; legislators; and other stakeholders.

- Use a comma after a long introductory prepositional phrase (5-6 words or more).

  Example – In fall 2011 and spring 2012,

- Use a comma after an introductory adverb.

  Example – Clearly,

- Follow numbers general rule – spell out one - nine; use figures for numbers above 10.

  Example – There were 14 colleges in the consortia; three online courses were offered.
- Make sure subject and verb agree.

  Example – His dedication and sacrifice were noted; his spirit was applauded.

- Use a comma when joining two sentences with and, but, or nor.

  Example – His dedication and sacrifice were noted, but it was his spirit that was applauded.

- Use a semicolon when joining two sentences with no co-ordinate conjunction.

  Example – His dedication and sacrifice were noted; it was his spirit that was applauded.

- Use a semicolon between two independent clauses when a comma is used in the first independent clause or the second one.

  Example – His dedication and sacrifice, two admirable traits, were noted; but it was his spirit that was applauded.

- Be consistent throughout the entry.

- Capitalize specific proper nouns; otherwise, use small case.

  Example – He received an associate degree; he was granted the Associate in Applied Science in Information Technology at the May graduation ceremony.

- Use a comma after introductory adverbial clauses.

  Example – When he received the degree, he cried.

- Do not use a comma if the adverbial clause comes at the end of the sentence.

  Example – He cried when he received the degree.

- Use parallel construction.

  Example – The actions consisted of the following:

  • Developing a plan.
  • Obtaining funding.
  • Piloting the model.
  • Refining the model.
  • Institutionalizing the refined model.
-Capitalize the first word following a bullet.

   Example – See above bulleted list.

   Note: Use a period at the end of each bullet rather than a semicolon.

-Italicize conferences, legislation, periodicals, books, etc. (formal name).

   Example – *Kentucky Postsecondary Education Improvement Act of 1997*

   Example – *New Horizons Conference on Teaching and Learning*

--Spellout the word “percent.”

   Example – 15 percent.

-When using quotation marks, put periods and commas inside the closing (end) quotation mark.

   Example – The KCTCS Vision is “to create a comprehensive community and technical college system recognized as the nation’s best.”

   Example – “The college received no recommendations from SACS,” according to the formal Visiting Committee report.

-**BUT** place colons and semicolons outside the closing (end) quotation mark.

   Example – The memo sent yesterday said that the cost would be “nominal”; it should have said “minimal.”

   Example – Please send the following items from the file labeled “In Process”: the latest draft of the agreement and GASB Statement 33.

-Capitalize the System Office.

-Capitalize references to the System when referring to all of the colleges and the System Office.

-Do not hyphenate systemwide.

-Do not hyphenate online or ongoing.

-Do not use “district” when referencing a college or the area it serves.

-Make sure names of colleges are correct (not all are CTC). Use “and” not “&” in the college name, if a CTC.

   Example - ______ Community and Technical College (_CTC)
-Use a comma to set off parenthetical expressions.

   Example – He noted, however, the following:

-Use a double space at the end of a sentence

   Example – He gave out the instructions. Then he left.

-Use spell check before sending

-Proofread before sending.
Guide Sheet for Board of Regents Meeting

1. The college President, the Chief Academic Officer and the Program Coordinator of the new program are required to attend the Board of Regents (BOR) Academic Affairs and Curriculum Committee meeting. Please provide the names and titles of all college representatives attending at least four weeks prior to the scheduled meeting. This meeting typically starts sometime between 12:30PM and 2:00PM depending on the meeting agenda on the first day of the two-day BOR meeting. All college representatives should arrive between 11:30AM and 12:00PM. The BOR meetings are typically held at local colleges in June and September and at the System Office and/or Lexington in December and March. If for some reason the college President is unable to attend, they must notify KCTCS President Jay Box as early as possible.

2. Each new program proposal will be reviewed by the BOR Academic Affairs and Curriculum Committee in advance of the meeting. The college representatives will be asked to come forward and sit with the committee. The college representatives should decide prior to the meeting who will be speaking on behalf of the proposal.

3. The college representatives should be prepared to provide brief background information and highlights of the new program. The Executive Summary document contains the highlighted areas of the program that should be discussed. The college presentation should be limited to no longer than 10 minutes. The Executive Summary includes the following information which should be highlighted for the committee:
   - Program Quality and Student Success
   - Support of the Local Community
   - Program Demand and Wage Information
   - Cost and Funding of the Proposed Program

4. After the overview by the college representative(s), the BOR members will ask questions or request additional information.

5. Once all questions and comments are addressed, the BOR Academic Affairs and Curriculum Committee members will vote. Once the vote is recorded, the college representatives are free to leave or return to their seats in the audience.

6. The new proposals will then be taken forward to the full Board of Regents meeting that occurs on the second day. College representatives are not asked to attend this meeting. The chair of the BOR Academic Affairs and Curriculum Committee will take the new program proposals forward for the full board approval.
Pre-Proposal – Basic Information

Institution:

Program Name:
Degree Level:
Degree Designation:

Is the program a pre-baccalaureate certificate, Associate of Applied Science (AAS), or diploma program?

CIP Code (2-Digit):

CIP Code:

Is this a stackable credential?

Is this program an advanced practice doctorate? No

Program Type: Single Institution, Collaborative or Joint?

Proposed Implementation Date:

Institutional Contact Information

First Name:
Last Name:
Title:
Email:
Phone:
Pre-Proposal – Mission:
Centrality to the Institution’s Mission and Consistency with State's Goals

1. Provide a brief description of the program.
   
   Does the Program have any tracks?
   
   If yes, provide the title and description:

2. What are the objectives of the proposed program? (These are not student learning objectives, but rather objectives for the program within the service area.)

3. Explain how the objectives support the institutional mission and strategic priorities and the statewide postsecondary education strategic agenda.

4. Is an approval letter from Education Professional Standards Board (EPSB) required?
1. What are the intended student learning outcomes of the proposed program?

2. How will the program support or be supported by other programs within the institution?

3. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program? 
   Please specify.

4. Will this be a 100% distance learning program?

5. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?

6. Are new or additional faculty needed?
   a. Please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally to support the program.
   b. Will they be fulltime or part time?

7. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

Upload the curriculum including full course names and course descriptions.

Form available at the following link: [http://cpe.ky.gov/policies/kppps.html](http://cpe.ky.gov/policies/kppps.html)

Tracks should be listed on this form indicating the track name and courses associated.
Pre-Proposal – Demand: Program Demand/Unnecessary Duplication

1. Demand

   a) Provide evidence of student demand at the regional, state and national levels. Evidence of student demand is typically in the form of surveys of potential students or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable.

   b) Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of job at the regional, state, and national levels.

   c) If the program proposal is in response to changes in academic disciplinary need, as opposed to employer demand, please outline those changes. Explain why these changes to the discipline necessitate development of a new program.

2. Specify any distinctive qualities of the program.

3. Our records indicate the following similar programs exist

   a. Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.?

   b. Does the proposed program serve a different student population (e.g., students in a different geographic area, non-traditional students, etc.) from existing programs?

   c. Is access to existing programs limited?

   d. Is there excess demand for existing similar programs?

   e. Will there be collaboration between the proposed program and existing programs?

   Please explain the collaborative arrangements with existing programs?

4. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.
Pre-Proposal – Cost: Cost and Funding of the Proposed Program

1. Estimate the level of new and existing resources that will be required to implement and sustain the program using the spreadsheet below.

<table>
<thead>
<tr>
<th>A. Funding Sources, by year of program</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Resources Available from Federal Sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Existing</td>
<td></td>
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<td></td>
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<tr>
<td>Narrative Explanation/Justification:</td>
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</tr>
<tr>
<td>Total Resources Available from Other Non-State Sources</td>
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<tr>
<td>New</td>
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<tr>
<td>Existing</td>
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<tr>
<td>Narrative Explanation/Justification:</td>
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<td>State Resources</td>
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<tr>
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<td>Internal Allocation</td>
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<td>Internal Reallocation</td>
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<td>Existing</td>
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<tr>
<td>Narrative Explanation/Justification:</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td></td>
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<tr>
<td>B. Breakdown of Budget Expenses/Requirements</td>
<td>1st year</td>
<td>2nd Year</td>
<td>3rd Year</td>
<td>4th Year</td>
<td>5th Year</td>
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Pre-Proposal – Assess: Program Review and Assessment

Program Review and Assessment

1. Describe how each program-level student learning outcome will be assessed and how assessment results will be used to improve the program.
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<tr>
<th>Course Profile</th>
<th>Course #</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Type of Course: program core (C) or pre-major/pre-professional (P)</th>
<th>Credit Hours</th>
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**Degree Program Core Courses (i.e., Courses required by ALL students in the Major—includes Premajor or Preprofessional courses)**

Total Credit hours Required for Program Core (i.e., # of hours in degree program core) Note: number recorded will automatically populate Core Hours in “Summary of Total Program Hours” table

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<th>Course Profile</th>
<th>Course #</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Type of Course: program core (C) or pre-major/pre-professional (P)</th>
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### GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or speciality) (if applicable)

- # of REQUIRED Credit hours in Guided Electives (i.e., electives for a focused or track/concentration/speciality are). If 9 hours is required and there are 15 hours to choose from, then only 9 hours are required.

### FREE Elective Courses (i.e., general program electives, open to the students to choose) (if applicable)

- Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable)

---

**Summary of Total Program Hours**

- Required Core Hours (i.e., # of hours in degree program core)
- Required Program Options - Track/Concentration/Specialty Hours (if applicable)
- Guided Elective Hours (i.e., focused or track/concentration/specialty area specific electives) (if applicable)
- Total # of credit hours required for Program

---

**Information to be completed by PIIE Office**

- Total # of Courses (includes new and existing)
- Precentage of new courses (more than 25% may require SACS Substantive Changes)
Program Approval Process
College Development of Program Proposal

Local Program Development Team
Program Advisory Committee
- Discipline Faculty
- Division Faculty
- Academic Dean
- College Faculty
- College President

Committee formed to write KPPPS and proposal

College President Submits Proposal

Eligible to Offer New Academic Programs or Waiver Obtained

Determination of Need & Availability of Resources

Development of Curriculum (if necessary)

Industry survey
Community need
Current trends and issues
Student pool
Qualified faculty
Funding
Facilities & Resources
Curriculum
Evaluation methods

Committee formed to write KPPPS and proposal

Eligible to Offer New Academic Programs or Waiver Obtained
Program Proposal

[Name of Program]

College Name

[Date]
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<tr>
<th>Credential to be Awarded</th>
<th>Program Name</th>
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<td>Track(s): (if applicable)</td>
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<th>College</th>
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CIP Code ______________________

CIP Taxonomy Title ______________________

College President/CEO  Date
EXECUTIVE SUMMARY

*Associate in Applied Science in ________________*

_______________ Community and Technical College

A Proposal for Initiation of a New Degree Program

A. Centrality to the Institution’s Mission and Consistency with State’s Goals

B. Program Quality and Student Success

C. Program Demand/Unnecessary Duplication

D. Cost and Funding of the Proposed Program

E. Program Review and Assessment

F. Conclusion
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A. Mission and Goals......................................................................................................

B. Program Quality & Student Success........................................................................

C. Program Demand......................................................................................................

D. Cost and Funding......................................................................................................

E. Review and Assessment............................................................................................

Appendices....................................................................................................................

A. SACS Faculty Roster.................................................................................................

B. Library Statement ....................................................................................................

C. New Program Budget Calculation Sheet.................................................................
NEW PROGRAM REQUEST FORM

Institution Submitting Proposal

Degree Designation as on Diploma

Title of Proposed Degree Program

With tracks in:

Diplomas/Certificates

Intended Date of Implementation
Evaluation Criteria

A. Centrality to the Institution’s Mission and Consistency with State’s Goals

1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.

2. Explain how the proposed program relates to the institutional mission and strategic plan.

3. Explain how the proposed program addresses the state’s postsecondary education strategic agenda. (Address all that apply.)

4. Explain how the proposed program furthers the statewide implementation plan.

B. Program Quality and Student Success

The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.

1. List all student learning outcomes.

2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

3. Highlight any distinctive qualities of this proposed program.

4. Will this program replace any existing program(s) or tracks within an existing program?

5. Include the projected faculty/student in major ratio.

6. Is there a specialized accrediting agency related to this program? If yes, identify the agency. Do you plan to seek accreditation? If yes, explain your plans for accreditation. If no, explain your rationale for not seeking accreditation.

7. Attach SACS Faculty Roster Form.

8. Describe the library resources available to support this program.

9. Describe the physical facilities and instructional equipment available to support this program.
10. Clearly state the admission and retention, and completion standards designed to encourage high quality.

11. Clearly state the degree completion requirements for the program.

12. Provide the following information for the program and for each track (some categories may not apply to all programs):

   Total number of hours required for degree: ______________________
   Number of hours in general education: ______________________
   Number of hours in degree program core: ______________________
   Number of hours in track: ______________________
   Number of hours in guided electives: ______________________
   Number of hours in free electives: ______________________

13. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions.

14. List courses under the appropriate curricular headings.

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<tr>
<th>General Education Courses</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Credit Hours</th>
<th>New to your college?</th>
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15. Describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.
C. Program Demand/Unnecessary Duplication

Proposed programs must respond to the needs of the academy and to larger economic and social environments. Thus, the institution must demonstrate demand for the proposed program. All proposed programs must address student demand. Programs must also address either employer demand or academic disciplinary needs.

1. Student Demand: Clearly describe all evidence of student demand, typically in the form of surveys of potential students and/or enrollments in related programs at the institution.
   a. Provide evidence of student demand within your area of geographic responsibility as well as the state and national levels.
   b. Identify the applicant pool and how they will be reached.
   c. Describe the student recruitment and selection process.
   d. Identify the primary feeders for the program.
   e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.
   f. Project estimated student demand for the first five years of the program.

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<tr>
<th>Academic Year</th>
<th>Student Enrollment</th>
<th>Projected Degrees Conferred</th>
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2. Employer Demand: Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers’ preferences for graduates of the proposed program over persons having alternative existing credentials and employers’ willingness to pay higher salaries to graduates of the proposed program.

   a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs in the institution’s area of geographic responsibility.
   b. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs in Kentucky.
   c. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the national level.
3. Academic Disciplinary Needs: Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons.
   
a. If the proposed program is an advanced credential (diploma to AAS), explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new program.

4. Similar programs: A similar program is defined as a program with the same or closely related CIP code at the same degree level. A proposed program will not be considered unnecessarily duplicative if it serves a different student population than existing programs and/or if its curriculum is distinctive from that of existing programs at other public institutions in Kentucky.
   
a. Identify similar programs in other SREB states and in the nation.
   b. IF CPE records indicate similar programs exist in Kentucky, does the proposed program differ from existing programs in the state? If yes, please explain.
   c. Does the proposed program serve a different student population (i.e., students in a different geographic area) from existing programs? If yes, please explain.
   d. Is access to existing programs limited? If yes, please explain.
   e. Is there excess demand for existing similar programs? If yes, please explain.
   f. Is there collaboration between the proposed program and existing programs?

D. Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution’s overall need for funds.

1. Will this program require additional resources? Y or N  If yes, provide a brief summary of additional resources that will be needed to implement this program over the next five years.

2. Will this program impact existing programs and/or organizational units within your institution? If yes, please describe the impact.

3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

Cost/Funding Explanation

The funding sources and breakdown of budget expenses/requirements are located in Appendix __ – New Program Budget Calculation Sheet.
E. Program Review and Assessment
Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

1. For each assessment method, please provide indicators of achievement and frequency of data collection:
   a. Which components will be evaluated?
   b. When will the components be evaluated?
   c. When will the data be collected?
   d. How will the data be collected?
   e. What will be the benchmarks to be achieved?
   f. What individuals or groups will be responsible for data collection?
   g. How will the data and findings be shared with faculty?
   h. How will the data be used for making programmatic improvements?

2. What are the measures of teaching effectiveness?
3. What efforts to improve effectiveness will be pursued based on these measures?
4. What are the plans to evaluate students’ post-graduate success?
NEW PROGRAM REQUEST CHECKLIST FORM

Institution Submitting Proposal

Degree Designation as on Diploma

Title of Proposed Degree Program

With tracks in:

Diplomas/Certificates

Intended Date of Implementation
Evaluation Criteria

A. Centrality to the Institution’s Mission and Consistency with State’s Goals

A program should adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution’s strategic plan. There should be a clear connection between the program and the institution’s mission and the state’s goals.

1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.
   • Societal need encompasses social, economic, environmental, and other needs at the local through global levels.

2. Explain how the proposed program relates to the institutional mission and strategic plan.
   • Review your institution’s mission and strategic plan. Highlight which areas of the academic plan will be accomplished through implementation of this program.

3. Explain how the proposed program addresses the state’s postsecondary education strategic agenda. (Address all that apply.)
   The state’s strategic plan for postsecondary education focuses on four areas. Please choose which area(s) your proposed program relates to along with which policy objective(s) that your proposed program will address.
   • College readiness — Will the program increase the number of college-ready Kentuckians entering postsecondary education? Will it increase the number of college-ready GED graduates? Will it increase the effectiveness of Kentucky’s K-12 teachers and school leaders?
   • Student success — Does this program increase high-quality degree production and completion rates and close achievement gaps, particularly for lower-income, underprepared, and underrepresented minority students? Does this program decrease financial barriers to college access and completion?
   • Research, economic, and community development: Does this program increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service, and community outreach?
   • Efficiency and innovation: Does this program increase academic productivity through program innovations? Does this program maximize the use of postsecondary and adult education resources?

4. Explain how the proposed program furthers the statewide implementation plan.
   a. [Link to implementation plan]

New Program Request Form |
B. Program Quality and Student Success

The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.

1. List all student learning outcomes.
   - For example, you can use The Degree Qualifications Profile as a guide. The profile describes five areas of learning – broad, integrative knowledge; specialized knowledge; intellectual skills; applied learning; and civic learning. Lumina Foundation for Education commissioned higher education experts who created reference points or benchmarks that students should be able to meet at the associate, bachelor, and master’s degree levels. This work is related to the Bologna Process which has outlined academic quality standards to ensure comparability of degrees throughout Europe.

2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.
   - You may provide a narrative, a visual (chart, table, graphic), or both that demonstrates the relationships between course-level student learning outcomes and program-level student learning outcomes.

3. Highlight any distinctive qualities of this proposed program.
   - For instance,
     - Are any of your faculty nationally or internationally recognized for expertise in this field?
     - Does this program build on the expertise of an existing locally, nationally or internationally recognized program at your institution?
     - Do you have any specialized research facilities or equipment that is uniquely suited to this program?
     - Will the program be one of 10 or fewer similar programs offered by one of the public institutions within the Southern Regional Education Board region, [http://www.sreb.org/](http://www.sreb.org/)?

4. Will this program replace any existing program(s) or tracks within an existing program?
   - If yes, please specify.

5. Include the projected faculty/student in major ratio.

6. Is there a specialized accrediting agency related to this program? If yes, identify the agency. Do you plan to seek accreditation? If yes, explain your plans for accreditation. If no, explain your rationale for not seeking accreditation.
7. Attach SACS Faculty Roster Form.
   - Faculty resources should be adequate and appropriate for the proposed program. The number of faculty should meet external standards where appropriate.
   - The qualifications of faculty should support the objectives and curriculum of the proposed program.
   - Include faculty research activities in the “Other Qualifications & Comments” column.

8. Describe the library resources available to support this program.
   - Access to the qualitative and quantitative library resources should be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available.
   - Books, periodicals, microfilms, microfiche, monographs, and other collections shall be sufficient in number, quality, and currency to serve the program.
   - Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered.

9. Describe the physical facilities and instructional equipment available to support this program.
   - Physical facilities and instructional equipment must be adequate to support a high-quality program.
   - The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

10. Clearly state the admission and retention, and completion standards designed to encourage high quality.

11. Clearly state the degree completion requirements for the program.
    Within the description, note the use of high-impact educational practices such as:
    - Writing-intensive courses.
    - Collaborative assignments and projects.
    - Undergraduate research opportunities.
    - Service learning and other community-based learning opportunities.
    - Internship opportunities.
    - Capstone courses and projects.
    
    Describe the comprehensive examination process and the capstone project requirements.

12. Provide the following information for the program and for each track (some categories may not apply to all programs):

    Total number of hours required for degree: ______________________
    Number of hours in general education: ______________________
    Number of hours in degree program core: ______________________
    Number of hours in track: ______________________
    Number of hours in guided electives: ______________________
    Number of hours in free electives: ______________________
_____ 13. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions.

- Attach all draft articulation agreements related to this proposed program.

_____ 14. List courses under the appropriate curricular headings.

<table>
<thead>
<tr>
<th>General Education Courses</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Credit Hours</th>
<th>New to Your College</th>
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<th>Prefix &amp; Number</th>
<th>Course Title</th>
<th>Course Description</th>
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<th>Elective Courses</th>
<th>Prefix &amp; Number</th>
<th>Course Title</th>
<th>Course Description</th>
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<th>Courses in Track</th>
<th>Prefix &amp; Number</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Credit Hours</th>
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_____ 15. Describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.

Some questions that may help guide you as you answer this question include:

- Will courses be taught via distance learning methods?
- Will there be courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web?
- Will there be flexible schedules for onsite programs, such as weekend-only classes, early morning and evening meetings, accelerated vacation programs, and critical support services during nontraditional hours?
- Will there be classes at nontraditional locations, such as employer worksites?
- Will there be accelerated course offerings in timeframes shorter than a 16-week semester?
- Will there be multiple entry, exit, and reentry points, including more frequent start times throughout the year?
- Will there be “rolling” entrance and completion times, based on self-pacing?
- Will there be modularized courses that divide a traditional course into several smaller units?
C. Program Demand/Unnecessary Duplication

Proposed programs must respond to the needs of the academy and to larger economic and social environments. Thus, the institution must demonstrate demand for the proposed program. All proposed programs must address student demand. Programs must also address either employer demand or academic disciplinary needs.

1. Student Demand: Clearly describe all evidence of student demand, typically in the form of surveys of potential students and/or enrollments in related programs at the institution.
   Anecdotal evidence is not sufficient. The institution must demonstrate that it has systematically explored studied and can reasonably estimate student demand for the program.
   a. Provide evidence of student demand within your area of geographic responsibility as well as the state and national levels.
   b. Identify the applicant pool and how they will be reached.
   c. Describe the student recruitment and selection process.
   d. Identify the primary feeders for the program.
   e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.
   f. Project estimated student demand for the first five years of the program.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Student Enrollment</th>
<th>Projected Degrees Conferred</th>
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2. Employer Demand: Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers’ preferences for graduates of the proposed program over persons having alternative existing credentials and employers’ willingness to pay higher salaries to graduates of the proposed program.

- Anecdotal evidence is not sufficient. The institution must demonstrate that it has systematically gathered data, studied the data, and can reasonably estimate employer demand for the program.
- Evidence of employer demand may be found at one or more of the following links:
  - Workforce Kentucky
  - Kentucky Cabinet for Economic Development - Department of Commercialization and Innovation: Research Priority Focus Areas
  - Kentucky Division of Workforce and Employment Services – Local Workforce Areas
• University of Kentucky – Center for Business and Economic Research
• Employment Trends by Occupation
• U.S. Department of Labor, Bureau of Labor Statistics – Occupational Projections and Training Data
• U.S. Department of Labor, Bureau of Labor Statistics – Occupational Data
• CareerOneStop Employment Trends by Industry and Occupation
• CareerOneStop Industry Profile
• Top 50 Kentucky Occupations – Ranked by Total Annual Openings Due to Growth and Replacements

a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs in the institution's area of geographic responsibility.

   • Data on wages may be found at some of the links listed above or from disciplinary associations.

b. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs in Kentucky.

c. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the national level.

______ 3. Academic Disciplinary Needs: Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons.

a. If the proposed program is an advanced credential (diploma to AAS), explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new program.

   • Does state licensure require / recommend an advanced credential in the field?
   • Has the specialized accrediting agency recommended the advanced credential as a requirement to work in the profession?

______ 4. Similar programs: A similar program is defined as a program with the same or closely related CIP code at the same degree level. A proposed program will not be considered unnecessarily duplicative if it serves a different student population than existing programs and/or if its curriculum is distinctive from that of existing programs at other public institutions in Kentucky.

a. Identify similar programs in other SREB states and in the nation.

   • SREB states include Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. These are the states that participate in the Academic Common Market, which allows Kentucky students who want to attend an academic program not offered in Kentucky to pay in-state tuition to a school within the SREB. The SREB Electronic Campus program is similar in that it allows Kentucky students to pay in-
state tuition for distance learning programs when those programs are not offered by a Kentucky institution.

• Explain how the proposed program compares to the programs in other states.

b. IF CPE records indicate similar programs exist in Kentucky, does the proposed program differ from existing programs in the state? If yes, please explain.

• Is the curriculum of the proposed program different from that of existing programs?

c. Does the proposed program serve a different student population (i.e., students in a different geographic area) from existing programs? If yes, please explain.

• Is the proposed program online?

• Are existing programs online?

• If so, explain how your program targets a different student population than existing programs? For instance, is it focused on adult learners and provides the flexible programming options required by this student population?

d. Is access to existing programs limited? If yes, please explain.

• For example, are other programs geographically remote from your target student population?

e. Is there excess demand for existing similar programs? If yes, please explain.

• Is there a waiting list at other programs? If so, how many students are on the waiting list?

f. Is there collaboration between the proposed program and existing programs?

• If the proposed program serves the same student population and the curriculum does not differ substantially from existing programs, then the proposing institution should describe the collaborative arrangements being pursued with institutions that offer similar programs.

D. Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution’s overall need for funds.

1. Will this program require additional resources? Y or N If yes, provide a brief summary of additional resources that will be needed to implement this program over the next five years.

• Resources include all categories listed in the spreadsheet below.

2. Will this program impact existing programs and/or organizational units within your institution? If yes, please describe the impact.

The following questions may be used to guide your answer to the question.

• Will this program attract students from existing programs within the institution?
• Will this program attract new students from outside the institution?
• Will this program lead to curricular changes in other programs?
• Will this program lead to the elimination of an existing program?
3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.
   • Include not only the number of new majors and new tuition, but also any evidence of how the program will meet market demands in the state and will result in new revenues for the state.

Cost/Funding Explanation

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. *The total funding and expenses in the table should be the same, or explain sources(s) of additional funding for the proposed program.

USE KCTCS COST FUNDING FORM – ADD TO APPENDICES

E. Program Review and Assessment

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.
   • Describe student performance that is appropriate for demonstration of mastery of each student learning outcome.
   • Explain how faculty will use these assessment data to improve and update the program.

   1. For each assessment method, please provide indicators of achievement and frequency of data collection:
      a. Which components will be evaluated?
      b. When will the components be evaluated?
      c. When will the data be collected?
      d. How will the data be collected?
      e. What will be the benchmarks to be achieved?
      f. What individuals or groups will be responsible for data collection?
      g. How will the data and findings be shared with faculty?
      h. How will the data be used for making programmatic improvements?

   2. What are the measures of teaching effectiveness?
   3. What efforts to improve effectiveness will be pursued based on these measures?
   4. What are the plans to evaluate students’ post-graduate success?
      • Please provide the plan to evaluate post graduate success. This may include, for example, alumni surveys, surveys of schools that accept the program’s alumni, and/or surveys of employers who hire program alumni.
NEW PROGRAM REQUEST FORM

_____________________________________________
Institution Submitting Proposal

___________________________________________________
Degree Designation as on Diploma

_____________________________________________
Title of Proposed Degree Program

With tracks in:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Diplomas/Certificates:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

_____________________________________________
Intended Date of Implementation
A. Mission: Centrality to the Institution’s Mission and Consistency with State’s Goals

1. Provide a brief description of the program

2. What are the objectives of the proposed program? *Address specific institutional and societal needs that this program will address.*

3. Explain how the objectives support the institutional mission and strategic priorities and the statewide postsecondary education strategic agenda.

B. Program Quality and Student Success

1. What are the intended student learning outcomes of the proposed program? *(program-level learning outcomes)*

2. How will the program support or be supported by other programs within the institution?

3. Will this program replace or enhance any existing program(s) or tracks/concentrations/specializations within an existing program? *If so, explain which programs will be enhanced or eliminated.*

4. Will this be a 100 percent distance learning program?

5. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses, nontraditional locations, modularized courses)?

6. Are new or additional faculty needed?
   a. Please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally to support the program.

   b. Note whether faculty will be full-time or part-time.

7. 7a. Explain how curriculum achieves the *program-level* learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.
7b. Provide the following information for the program and for each track (some categories may not apply to all programs):

- Total number of hours required for degree: ______________________
- Number of hours in general education: ______________________
- Number of hours in degree program core: ______________________
- Number of hours in track: ______________________
- Number of hours in guided electives: ______________________
- Number of hours in free electives: ______________________

List courses under the appropriate curricular headings.

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<thead>
<tr>
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<th>Course Title</th>
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<th>Credit Hours</th>
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<th>Prefix &amp; Number</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Credit Hours</th>
<th>New</th>
</tr>
</thead>
</table>
C. Program Demand/Unnecessary Duplication

1. Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand; career opportunities at the regional, state, and national levels; and any changes or trends in the discipline(s) that necessitate a new program.

   a. Student demand: Explain how faculty and staff members systematically gathered data, studied the data, and estimated student demand for the program. **Anecdotal evidence is not sufficient**

   b. Career opportunities: If the program is being proposed to meet employer demand, provide evidence of this within your area of geographic responsibility as well as the state and national levels.

   c. Changes in discipline: If the program is being proposed to meet changes in the academic discipline, please outline those changes and explain why they necessitate the development of a new program.

2. Specify any distinctive qualities of the program

3. Do similar programs exist within KCTCS?

   a. Does the proposed program differ from existing programs in terms of curriculum, focus, objectives, etc.?

   b. Does the proposed program serve a different student population (i.e. students in a different geographic area, non-traditional students) from existing programs?

   c. Is access to existing programs limited?

   d. Is there excess demand for existing similar programs?

4. Describe how the proposed program will articulate with related programs in the state. Describe the extent to which student transfer has been explored and coordinated with other institutions. **Attach all draft articulation agreements related to this proposed program.**

D. Cost and Funding
1. Estimate the level of new and existing resources that will be required to implement and sustain the program using the spreadsheet below. *See KPPPS Cost and Funding Spreadsheet*

   a. Funding sources, by year of program

   b. Breakdown of budget expenses/requirements

E. Program Assessment

   1. Describe how each **program-level** student learning outcome will be assessed and how assessment results will be used to improve the program.
Program Track Approval Process/Suspension Process

A college with an approved program that includes multiple tracks, some of which are not currently offered by the college, may request approval to offer a new track. The administrative approval process, illustrated in Figure 11, reflects prior approval of the track’s curriculum and prior approval of the degree program at that college by the Board of Regents. The college completes the Request for Program/Track Activation/Suspension (A-70) and the college president/CEO submits the completed Program Track Request format (A-80) to the Chancellor. The Chancellor will approve/disapprove the college’s request and notify the college in writing of the decision. Approval by the Chancellor authorizes the college to offer the track.

The administrative process for suspension, illustrated in Figure 12, reflects the suspension process. The college completes the Request for Program/Track Activation/Suspension (A-70) and the college president/CEO submits the completed A-80 form to the Chancellor. The Chancellor will approve/disapprove the college’s request and notify the college in writing of the decision.

![Figure 11: Program Track Activation Approval Process](image1)

![Figure 12: Program Track Suspension /Suspension Process](image2)
Request for Program Track Approval and Program Suspension

Please provide the appropriate information and attach supporting documentation for Program Track Approval /Suspension. Forward this form to the Chancellor.

**College Requesting Action:**

**Date of Request:**

**Type of Action Requested:**
- Approval of Program Track
- Suspend Program or Program Track

**Approval of Program Track**

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<th>AFA</th>
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<td>Track Title:</td>
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**Suspension of Program or Program Track**

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<td>Track Title:</td>
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<td>Phase-Down; Cease Enrollment of New Students in the Program/Track:</td>
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How will the cost savings from the suspended program be allocated for future use at the college?

**Approved:**

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<tr>
<th>College President / CEO</th>
<th>Date</th>
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**Approved:**

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<th>Chancellor</th>
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New Program Track Request Format

_______________ Community and Technical College

A Proposal for Initiation of a New Track Program in

_____________________________________

New Track(s) ___________________________

___________________________________________

Answer the following components. (You may reference the new proposal “user guide” for clarification.)

A. Centrality to the Institution’s Mission and Consistency with State’s Goals

B. Program Quality and Student Success

C. Program Demand/Unnecessary Duplication

D. Cost and Funding of the Proposed Program (How will this program be funded? What resources are available? Faculty? Facilities?)

E. Program Review and Assessment (How will this track be assessed?)

F. Other Comments
Approval Process and Formats

Certificate Development/Approval Process
4.11.1 Criteria for the Approval of a New Credit Certificate Program

KCTCS colleges’ ability to meet the workforce development and training needs of communities as they evolve and change depends on their capacity to respond to those needs. As workplace requirements differ across industries and communities, so should the credentials awarded to those completing prescribed programs of study. Increasingly, there is a demand for educational programs or “modules” shorter than traditional diploma and associate degree programs. While the approval processes for new certificate programs may vary, they will undergo the same development process as other programs.

Note:
1. In order to be considered eligible for federal financial aid, generally certificates must be **15 weeks in length and 16 credit hours**, in the academic year.
2. In addition, federal regulation 34 CFR 668.8(c)(3) provides that in order for a non-degree certificate program to be eligible for federal student aid funds, the program must prepare students for **gainful employment** in a recognized occupation.
3. As regards **Perkins funds**, Public Law 105-332 states, “The purpose of this Act (Carl D. Perkins Vocational and Applied Technology Education Act) is to develop more fully the academic, vocational, and technical skills of secondary students and postsecondary students who elect to enroll in **vocational and technical education programs.**”

4.11.1.1 Features and Characteristics of Certificate Programs

- Organized program of study consisting of courses designed to meet a defined set of competencies.
- Qualifies students to take external licensure, vendor-based, or skill standards examinations in the field. If standardized external exams are not available in the field of study, prepares students at skill levels expected of employees in an occupation found in the local economy.
- Be relevant to the requirements of a diploma or associate in applied science degree in the same or a related field of study.
- May contain general education courses emphasizing the skills identified in the SCANS report that are critical to entry-level workforce success for persons prepared at the certificate level, and associated with the diploma or associate degree program.

The Secretary’s Commission on Achieving Necessary Skills (SCANS) identified three foundation skills and five competencies necessary for success in the workplace:

- **Foundation Skills**
  - Basic Skills – reading, writing, arithmetic and mathematics, listening, and speaking;
  - Thinking Skills – thinking creatively, making decisions, solving problems, knowing how to learn, and reasoning;
  - Personal Qualities – individual responsibility, self-esteem, sociability, self-management, and integrity/honesty.

- **Competencies**
  - Resources – allocating time, money, materials, space, and staff;
Interpersonal Skills – working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;

Information – acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;

Systems – understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;

Technology – selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

4.11.1.2 Certificate Identification

The primary purpose and features of certificate programs of study are to provide marketable skills. Given the numerous ways that the term “certificate” is used within KCTCS and by other agencies, this program of study should have a unique, readily identifiable label.

4.11.1.3 Program Length

Certificate programs containing the features and characteristics outlined above should generally range from 12 credit hours to 30 credit hours in length. Proposals for programs with fewer than 12 credit hours or more than 30 credit hours should include a compelling rationale for either a shorter or longer program.

4.11.1.4 Program Records and Data Reporting

KCTCS colleges now use two methods of recording programs. CPE and all Kentucky institutions use the Classification of Instructional Programs (CIP) taxonomy titles and numbering to organize and describe educational programs. This coding system is used to report program data to the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System.

The second method of recording programs uses the Dictionary of Occupational Titles (DOT) taxonomy developed by the Department of Labor to organize and describe each occupation found in the workforce. Technical colleges have used the coding system from the DOT to associate instructional programs with occupations.

CIP and DOT classification schemes are designed to serve different purposes. Certificate programs will be assigned the appropriate CIP and DOT codes and recorded on the KCTCS program inventory.
4.11.1.5 Student Assessment and Placement

In conformance with the KCTCS Student Assessment and Placement Policy, the expected entry-level academic achievement must be identified for each new certificate. For some certificates, it may be appropriate to identify academic skills at the same level as is required for associate degrees.

4.11.1.6 Approval and Evaluation Processes

Faculty at the proposing college develop KCTCS Certificates using the same processes as for any other new program. Approval proceeds according to the program approval process with review by the KCTCS Chancellor, approval by the KCTCS President, and ratification by the KCTCS Board of Regents. Once approved, Certificate programs are subject to the same evaluation and review processes as any other academic program.

Submission Categories

Certificates may be derived from existing diploma or associate degree programs, developed in conjunction with a new diploma or degree program, or developed independent of any other program.

- **Submission Category A**
  - Certificates not associated with a diploma or associate degree program
  - Certificates associated with a diploma or associate degree program which was implemented more than two years ago and which has not undergone a system-level program review in the past two years

- **Category A – Documentation**
  - Local or regional demand for a program of study of this length
  - Curriculum, including identification of new courses
  - Program competencies
  - External licensing or certifying entity
  - Relationship to new or existing diploma or associate degree program; requests for stand-alone certificates must include compelling justification
  - Collaboration with other institutions in the community in developing and delivering the curriculum
  - Anticipated enrollment and completions for next three years
  - Projected implementation date
  - Resources – faculty, learning resources, facilities, equipment

- **Submission Category B**
  - Certificates associated with a diploma or associate degree program implemented within the past two years
  - Certificates associated with a diploma or associate degree program that has had a program review within the past two years
4.11.1.7 KCTCS Certificate – Expedited Preliminary Approval

The KCTCS Chancellor is authorized to expedite the initiation of a new Certificate providing that the following conditions are met:

1. First-level curriculum approval processes are completed:
   • college division, college curriculum review committee, and college faculty;

2. Full curriculum approval process is completed within four months following the KCTCS Chancellor’s approval:
   • peer review by the Senate Curriculum Review Committee and the Senate Council; final approval by KCTCS college (s).

3. Unless the Senate curriculum review process and final curriculum approval process by KCTCS college(s) is completed, the certificate shall be offered only as a one-time pilot.

4. Colleges must be approved to offer the certificate as specified in section 4.11.1.5 – Approval and Evaluation Processes.

Note: Upon recommendation of the KCTCS Chancellor and approval by the KCTCS President, under exceptional circumstances, the pilot may be extended for an additional cycle.
Certificate Program Approval Process

I. Identification
College: ___________________________ Date ___________________________
President/CEO Signature: ___________________________ Chief Academic Officer Signature: ___________________________
Date Submitted: ___________________________ Date Received: ___________________________
Program Title: ___________________________ CIP Code: ___________________________

II. Curriculum Description: (Attach course sequence, new course identification and competencies)

III. How was need for this program determined?

IV. Collaboration with other institutions (if applicable):

V. Catalog Description: (Description of Program as it will appear in the catalog)

VI. Leads to licensure or certification: Yes ☐ No ☐
   If yes, specify agency and level:

VII. Certificate Part of Existing Diploma or Degree Program: Yes ☐ No ☐
   If yes, identify program:
   If no, project average yearly enrollment and completions: ___________________________

VIII. Admissions Requirements
VIII. a. Assessment / Placement Level (Select from chart) Level I ☐ Level II ☐ Level III ☐
   *PENDING CHANGES TO ASSESSMENT & PLACEMENT IN FALL 2019*

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VIII b. Admission Requirements in addition to Assessment / Placement: Yes ☐ No ☐
   If yes, specify requirements:

IX. Additional resources required: Yes ☐ No ☐
   If yes, specify source:

X. Projected Implementation Date: ___________________________
Procedure for Reactivation of a Program

KY Council on Postsecondary Education Policy on Suspended and Closed Programs:
Effective July 1, 2017, if an academic program has been suspended for fewer than five years, an institution may reinstate the program through the program inventory system.

After a program has been suspended for five years, it will be considered closed, and this status will be updated automatically in the program inventory.

If a program has been closed and an institution wants to reopen the program, an institution must complete the new program approval process.

KCTCS Procedure:
Academic Programs suspended longer than five years:
    Colleges must submit programs for approval through the KCTCS Board of Regents.

Academic Programs suspended five years or less:
    Colleges must submit letter to the KCTCS President/designee with rationale for reactivation of program.
Program Review

Procedure/Forms
**Program Review Process**

KRS 164.020 (16) authorizes the Kentucky Council on Postsecondary Education to eliminate, in its discretion, existing programs or make any changes in existing academic programs at the state's postsecondary educational institutions, taking into consideration these criteria:

1. Consistency with the institution’s mission and the Strategic Agenda.
2. Alignment with the priorities in the strategic implementation plan for achieving the Strategic Agenda.
3. Elimination of unnecessary duplication of programs within and among institutions.
4. Efforts to create cooperative programs with other institutions through traditional means, or by use of distance learning technology and electronic resources, to achieve effective and efficient program delivery.

In compliance with KRS 164.020, the college will complete the Program Review Template and submit to the Chancellor’s Office/Curriculum and Programs. After review and discussion with the college, if applicable, the Program Review document will be submitted by KCTCS to CPE with one of the following recommendations – Continue without Modification; Continue with Modification; or Close within Three Years – as specified by the local college. If the recommendation is to Continue with Modification, the college should submit a three-year plan for program improvements.

**Figure 13**

**KCTCS Process for Program Review**

- **College** prepares program review according to program review timeline and calendar
- **Chief Academic Officer/ Designee**
- **Chancellor’s Office/Academic Policy Coordinator**
- **Submitted to CPE with college recommendation**
- **CPE** communicates feedback to colleges through Chancellor’s office
- **Local college provides feedback to CPE if requested**
Institutions* will post the data for the program review criteria on the Kentucky Postsecondary Program Review System (KPPRS) as well as their recommendations for each program. Council staff will review the data and institutional* recommendations to determine whether the program should continue without modification, continue with modification, or be closed within three years.

For programs that will continue with modification, the college should submit a three-year plan for program improvements. Institutions* shall submit a progress report and a recommendation for the program’s future at the end of this three-year period.

The Council staff will review the progress report and institutional recommendation and will confer with the institution* before determining if the program should continue without modification, continue with modification or should be closed within three years.

*Institution is defined as KCTCS rather than individual colleges.
Academic Program Review

Review of Existing Academic Programs

Unit/Department: Academic Affairs

CPE Contact
Aaron Thompson, Vice President
Email: aaron.thompson@ky.gov
Review of Existing Academic Programs

The review of existing academic programs, along with the approval of new academic programs, is one of the main responsibilities of state higher education coordinating boards. The purposes of these reviews include quality improvements, more efficient use of resources, accountability, and cost effectiveness. Typical criteria for the review of existing programs at the state level relate to quality, cost, duplication, employer and student demand, and reallocation of resources.

1. Background

From 1976 to 1987, the Council on Higher Education (CHE) conducted three reviews of existing programs. The first program reviews assessed all doctoral programs in the late 1970s. Then master's programs and bachelor's programs were assessed. After focusing on degree levels, the next two rounds of program reviews in the 1980s were conducted by discipline. In the 1980s, the Procedures for Review of Existing Programs noted that the four purposes of program review were to determine (1) which programs were operating well; (2) which programs needed to be improved and what resources would be required; (3) which programs were no longer needed in their present form; and (4) which programs were needed but not presently offered.

Focusing on disciplines was more useful than focusing on degree levels, but there were problems with that approach as well. The discipline reviews focused on productivity and duplication, but there were no specific criteria because institutions believed that criteria should vary by mission and institutional size. In addition, there were no clear objectives (e.g. generate dollar savings or decrease the number of programs), so there was also no agreement on acceptable rationales for maintaining programs.

After the review cycle in 1987, the CHE determined that the process should be redesigned with two concepts in mind: (1) institutions should be involved in the design of the new process and (2) the process should focus on program quality. The Council of Chief Academic Officers was charged with redesigning program review. A subcommittee of CAOs was created to develop a definition of quality, but it did not produce one that was accepted by all institutions. Staff and CAOs finally agreed that each institution would define quality for itself. Institutions then noted that the review process was duplicative of SACS and program-specific accreditation reviews. As a result, in May 1989, staff suggested to the CHE that program review activities be merged with statewide and institutional planning activities. The reasoning was that program reviews, especially the assessment of strengths and weaknesses and the determination of the appropriate program mix, would help shape strategic plans and then provide feedback on the implementation of the plans.

The redesign of the program review process, which began in 1988, was completed with the adoption of a new policy in November 1990. The updated policy’s guiding principles were to:
• Promote the qualitative improvement of individual degree programs and institutions.
  o How are institutions defining and assessing quality?
  o How are institutions trying to improve quality?
  o Do institutions follow through on plans to improve quality?

• Ensure an array of degree programs appropriate to each institution’s mission.
  o Are programs performing adequately? What are the strengths? What are the weaknesses?
  o Is the current array of programs meeting the needs identified in the statewide and institutional strategic plans?

• Contribute to planning activities at the institutional and state levels.
  o Has the consolidation of planning and program review been beneficial to both processes?
  o Is program review performing as desired in this new alignment?

As the policy was being revised, there were five expectations of program review extrapolated from the statewide plan for higher education:

• Provisions for assessing quality would be strengthened.
• New procedures should be comprehensive, i.e. contain a mixture of quantitative and qualitative standards which address quality, performance, cost effectiveness, contributions to institutional and statewide goals, and unnecessary duplication.
• Strengthening of undergraduate programs would take precedence over graduate programs.
• There would be increased scrutiny of programs and a more rigorous assessment of their viability and feasibility.
• Program review standards should be incorporated into the review of new programs to ensure quality and prevent unnecessary duplication.

It was agreed that outcomes of the program review process would be:

• Increased emphasis on qualitative considerations and program improvements over time.
• Improved coordination of programs based on institutional and statewide perspectives.
• Targeted institutional missions.

In 1991, the fourth round of reviews was implemented and focused on qualitative assessments that would lead to program improvements. The updated process recognized two categories of programs – nucleus and special. Nucleus programs were traditional liberal arts disciplines at the baccalaureate level that were considered “standard” at most universities. Nucleus programs were considered essential or highly desirable in operating coherent undergraduate programs. All other programs were considered special.

All programs underwent a qualitative review by the institutions, while special programs also underwent a quantitative review by CHE staff. Institutions created their own definitions of and criteria for quality, the reasoning being that the institutions were
responsible for improving the quality of their own programs so they should also assume the responsibility for defining and assessing quality.

The quantitative review addressed productivity levels,\(^1\) unnecessary duplication,\(^2\) and disciplinary concerns. It analyzed items such as workforce shortages and surpluses, pass rates on licensure exams, rapid enrollment growth, and staffing and equipment problems. Each round (i.e., qualitative analysis by institutions and quantitative analysis by CHE staff) of reviews took two years to complete. Staff assumed that actions taken by institutions to improve programs could be analyzed during the next program review cycle five years later. Most institutional reports did not include recommendations to suspend or withdraw programs. Program reviews were interrupted by Gov. Brereton Jones’ Higher Education Review Commission and were officially suspended in October 1993.

In November 1999, the Council on Postsecondary Education (the Council) passed a series of guidelines related to academic programs that streamlined the process of reviewing programs and recognized the need for institutional flexibility within the new postsecondary structures of the Kentucky Postsecondary Education Improvement Act of 1997. The Council’s Guidelines for Review of Academic Program Productivity established the following thresholds to be used to identify programs for review:

- **Associate programs** - average of fewer than 12 degrees awarded during a five-year period.
- **Baccalaureate programs** - average of fewer than 12 degrees awarded during a five-year period.
- **Master’s programs** - average of fewer than seven degrees awarded during a five-year period.
- **Doctoral programs** - average of fewer than five degrees awarded during a five-year period.

After the policies were streamlined, the Council conducted four rounds of program productivity review. In the first round, the Council staff reviewed degree output from 1994-95 to 1998-99, and the Council approved the results in July 2001. In the second round, staff reviewed degree output from 1996-97 to 2000-01, and the Council approved the results in May 2003. In the third round, staff reviewed degree output from 1998-99 to 2002-03, and the Council approved the results in January 2005. At its January 30, 2006, meeting, the Council amended its Guidelines for Review of Academic Program Productivity to specify a four-year review cycle.

The most recent review was conducted in 2008-09 and examined degree output from 2003-04 to 2007-08. First, Council staff analyzed official degree data to identify associate, baccalaureate, master’s, and doctoral programs at each institution that were below the thresholds. Next, staff notified institutions of those programs that were below

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\(^1\) Low productivity was defined as an average of fewer than 10 degrees awarded over a five-year period for certificate, associate, and baccalaureate programs; fewer than 5 degrees for master’s and specialist programs; and fewer than 3 degrees for doctoral programs. Source: March 20, 1997 Memo

\(^2\) Duplication was defined as programs offered by more than four institutions. Source: March 20, 1997 Memo
the thresholds and asked them to apply an efficiency index to programs below the master’s degree level. If the efficiency index for a program at the comprehensive universities was 540 or above, the program was considered to be productive and removed from further review. If the efficiency index for a program at the research universities was 360 or above, the program was considered to be productive and removed from further review. Finally, the institutions were asked to review each remaining low-productivity program and make written recommendations with supporting rationale for continuation, alteration, or closure of the program.

2. Policy

In 1997, KRS 164.020 was amended and provided the Council with additional guidance concerning program review. The statute allows the Council to eliminate or change existing programs at any public institution based on consistency with the institution’s mission and the state’s postsecondary Strategic Agenda, alignment with the state’s postsecondary strategic implementation plan, unnecessary duplication, and interinstitutional cooperation. In addition, Goal 6 of HB 1 (1997) challenges postsecondary institutions to “deliver educational services to citizens in quantities and of a quality comparable to the national average.” KRS 164.020 (16), HB 1 (1997), and Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education 2011-2015 form the basis of the Council’s program review policy.

a. Institutions will conduct periodic reviews of approved academic programs. Each institution may create the forms and internal procedures for the review, but Council staff will require some uniform types of information from all institutions. Each institution will be required to include this information in its internal review process.

b. New associate programs will be reviewed by the institution and the results forwarded to Council staff for review after three years. Upon a successful Council review, these programs will be placed on the regular institutional program review cycle.

c. New baccalaureate programs will be reviewed by the institution and the results forwarded to Council staff for review after five years. Upon a successful Council review, these programs will be placed on the regular institutional program review cycle.

d. New master’s degree programs will be reviewed by Council staff four years after implementation. Upon a successful Council review, these programs will be placed on the regular institutional program review cycle.

e. New doctoral programs will undergo an abbreviated interim review by Council staff after three years and a full review three years after the interim review. Upon completion of a successful abbreviated Council review, these programs will be put on the regular institutional program review cycle.

f. In addition to newly approved programs, Council staff will review all existing programs based on each institution’s review cycle. Programs will be subject to the same program

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3 The efficiency index formula was defined as the total student credit hours in one year (fall and spring semesters) by program or department divided by the total FTE faculty (full-time faculty + 1/3 part-time faculty).
review criteria as newly approved programs. Institutions will need to obtain historical
data from existing programs in order to evaluate them based on the criteria outlined in
the next section. For existing programs, institutions should provide data for at least five
academic years.

g. As required by KRS 164.295 (3), comprehensive universities must submit annual reports
to the Council identifying the full cost of and all funding sources for each approved
applied doctorate and the performance of each approved program.

3. Procedures

Institutions will submit the results of program reviews to Council staff for statewide
review. Institutions may use previously established review procedures, but must include
the following information.

Consistency with institutional mission/Strategic Agenda/strategic implementation plan
will be evaluated by:
  a. Contribution to institutional mission.
  b. Contribution to economic and social welfare goals of HB1 as delineated in the
     statewide postsecondary education Strategic Agenda.
  c. Alignment with statewide postsecondary education strategic implementation plan.

Program quality and student success will be evaluated using:
  a. Evidence of attainment of student learning outcomes.
  b. External awards or other recognition of the students, faculty, and/or program.
  c. Average actual time and credit to degree.
  d. Employer satisfaction with graduates as measured by surveys and/or alumni
     satisfaction.
  e. Job placement or graduate school admission.
  f. Pass rates on licensure/certification exams (if applicable).

Cost and funding will be analyzed in terms of:
  a. Student credit hour per instructional faculty FTE.
  b. Extramural funding.

Program demand and unnecessary duplication will be evaluated using:
  a. Number of students enrolled and credit hour production.
  b. Number of degrees conferred.
  c. Explanation of how the curriculum is different from existing programs at other
     institutions or that access to these programs is limited.
  d. Explanation of pursuit of collaborative opportunities with similar programs at
     other institutions and how collaboration will increase effectiveness and efficiency.

Institutions will post the data for the program review criteria on the Kentucky
Postsecondary Program Review System (KPPRS) as well as their recommendations for
each program. Council staff will review the data and institutional recommendations to
determine whether the program should continue without modification, continue with modification, or be closed within three years.

For programs that will continue with modification, institutions should submit a three-year plan for program improvements. Institutions shall submit a progress report and a recommendation for the program's future at the end of this three-year period. The Council staff will review the progress report and institutional recommendation and will confer with the institution before determining if the program should continue without modification or should be closed within three years.
Overview of CPE/KCTCS Program Review Timeline

Individual programs are categorized by industry sector on the following pages. New programs are reviewed three years from implementation date. After the initial review, the program is placed in the sector which applies to their discipline and follow the five-year review schedule.

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<td>Equine Studies (All Tracks)</td>
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<tr>
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<td>51.0716</td>
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<td>22.0302</td>
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<tr>
<td>50.0406</td>
<td>Visual Communication: Advertising &amp; Design: Communication Arts Technology (All Tracks)</td>
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<td>50.0409</td>
<td>Visual Communication: Advertising &amp; Design: Design and Technology (All Tracks)</td>
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<td>Visual Communication: Multimedia (All Tracks)</td>
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<td>10.0304</td>
<td>Visual Communication: Printing (All Tracks)</td>
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<tr>
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<tr>
<td>15.0399</td>
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<tr>
<td>51.0806</td>
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<tr>
<td>51.0904</td>
<td>Emergency Medical Services – Paramedic (HZC)</td>
</tr>
<tr>
<td>01.0301</td>
<td>Agricultural Studies (HPC)</td>
</tr>
<tr>
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<td>Emergency Medical Services – Paramedic (HPC)</td>
</tr>
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<td>10.0304</td>
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<tr>
<td>47.0201</td>
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<td>41.0301</td>
<td>Applied Process Technologies (All Tracks)</td>
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<tr>
<td>15.1301</td>
<td>Computer Aided Drafting and Design</td>
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<td>MIT: Industrial Maintenance Technology</td>
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<td>16.0503</td>
<td>Plumbing Technology</td>
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<td>15.1102</td>
<td>Surveying and Mapping Technology</td>
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</tr>
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**2020-2021**

*Third-Year New Programs: 2017 Implementation*

<table>
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<th>Program Name</th>
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<tr>
<td>51.0806</td>
<td>Physical Therapist Assistant (HPC)</td>
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<tr>
<td>51.0911</td>
<td>Radiography (HPC)</td>
</tr>
<tr>
<td>51.0908</td>
<td>Respiratory Care (HPC)</td>
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<td>52.0203</td>
<td>Supply Chain Management (BLC)</td>
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<td>51.0904</td>
<td>Emergency Medical Services – Paramedic (BLC)</td>
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<tr>
<td>13.1501</td>
<td>Education (BSC)</td>
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<td>Air Conditioning Technology (OWC)</td>
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<td>Agricultural Technology (MDC)</td>
</tr>
<tr>
<td>46.0302</td>
<td>Electrical Technology (MDC)</td>
</tr>
<tr>
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<td>Medical Assisting (OWC)</td>
</tr>
<tr>
<td>51.0806</td>
<td>Physical Therapist Assistant (HPC)</td>
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**2021-2022**

*Transportation, Distribution, and Logistics AAS Degree Programs*

<table>
<thead>
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<th>Course Code</th>
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<td>47.0604</td>
<td>Automotive Technology (All Tracks)</td>
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<tr>
<td>47.0608</td>
<td>Aviation Maintenance Technology</td>
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<tr>
<td>47.0605</td>
<td>Diesel Technology (All Tracks)</td>
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<tr>
<td>52.0203</td>
<td>Logistics and Operations Management</td>
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<td>49.0399</td>
<td>Marine Technology (All Tracks)</td>
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<tr>
<td>47.0611</td>
<td>Motorcycle Technology (All Tracks)</td>
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**2021-2022**

*Third-Year New Programs: 2018 Implementation*

<table>
<thead>
<tr>
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<th>Program Name</th>
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<tbody>
<tr>
<td>51.0909</td>
<td>Surgical Technology (HPC)</td>
</tr>
<tr>
<td>51.0910</td>
<td>Diagnostic Medical Sonography (BLC)</td>
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<tr>
<td>51.0910</td>
<td>Diagnostic Medical Sonography (ELC)</td>
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<tr>
<td>47.0604</td>
<td>Automotive Technology (GTW)</td>
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<td>47.0605</td>
<td>Diesel Technology (GTW)</td>
</tr>
<tr>
<td>48.0508</td>
<td>Welding Technology (GTW)</td>
</tr>
<tr>
<td>51.0801</td>
<td>Medical Assisting (HZC)</td>
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<tr>
<td>Code</td>
<td>Program Name</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>01.0301</td>
<td>Agricultural Technology (ELC)</td>
</tr>
<tr>
<td>15.0499</td>
<td>Advanced Integrated Technology (ASC)</td>
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<tr>
<td>48.0508</td>
<td>Welding Technology (MDC)</td>
</tr>
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<td>47.0201</td>
<td>Air Conditioning Technology (GTW)</td>
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<tr>
<td>48.0503</td>
<td>Computerized Manufacturing &amp; Machining (GTW)</td>
</tr>
<tr>
<td>51.0000</td>
<td>Health Science Technology (GTW)</td>
</tr>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Program Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.0499</td>
<td>Advanced Integrated Technology (All Tracks)</td>
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<tr>
<td>01.0301</td>
<td>Agriculture Technology</td>
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<tr>
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<td>Apprenticeship Studies</td>
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<td>Criminal Justice (All Tracks)</td>
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<tr>
<td>15.0399</td>
<td>Engineering and Electronics Technology (All Tracks)</td>
</tr>
<tr>
<td>15.0507</td>
<td>Environmental Science Technology</td>
</tr>
<tr>
<td>43.0203</td>
<td>Fire Rescue/Science Technology</td>
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<tr>
<td>30.2001</td>
<td>Global Studies</td>
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<tr>
<td>43.9999</td>
<td>Homeland Security/Emergency Management (All Tracks)</td>
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<tr>
<td>01.0601</td>
<td>Horticulture (All Tracks)</td>
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<tr>
<td>44.0701</td>
<td>Human Services</td>
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<tr>
<td>19.0709</td>
<td>Interdisciplinary Early Childhood Education</td>
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<td>15.0901</td>
<td>Mining Technology (All Tracks)</td>
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<tr>
<td>50.0201</td>
<td>Professional Studio Artist (All Tracks)</td>
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<tr>
<td>24.0101</td>
<td>Associate in Arts/Associate in Science</td>
</tr>
<tr>
<td>50.0602</td>
<td>Associate in Fine Arts: Digital Cinematic Arts</td>
</tr>
<tr>
<td>50.0501</td>
<td>Associate in Fine Arts: Theatre</td>
</tr>
<tr>
<td>50.0702</td>
<td>Associate in Fine Arts: Visual Art</td>
</tr>
</tbody>
</table>

New Associate programs will be reviewed by the institution (KCTCS) and the results forwarded to the Kentucky Council on Postsecondary Education staff for review after three years. Upon a successful Council review, these programs will be placed on the regular institutional program review cycle.
<table>
<thead>
<tr>
<th>Program</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respiratory Care</td>
<td>ASC BLC BSC ELC HPC JFC MDC MYC SEC SKY SMC</td>
</tr>
<tr>
<td>Health Science Technology</td>
<td>ASC BLC BSC ELC HPC JFC MDC WKC</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>BLC GTW HEC HPC JFC OWC</td>
</tr>
<tr>
<td>Diagnostic Medical Sonography (All Tracks)</td>
<td>ELC HZC SKY WKY</td>
</tr>
<tr>
<td>Health Information Technology</td>
<td>BLC GTW HZC JFC</td>
</tr>
<tr>
<td>Biotechnology</td>
<td>MDC</td>
</tr>
<tr>
<td>Biotechnology Laboratory Technician</td>
<td>BLC</td>
</tr>
<tr>
<td>Agricultural Studies</td>
<td>OWC</td>
</tr>
<tr>
<td>Radiography</td>
<td>BLC ELC HPC HZC JFC MDC OWC SEC SKY SMC WKC</td>
</tr>
<tr>
<td>Surgical Technology</td>
<td>BLC BSC HPC HZC JFC MDC OWC SEC SKY SMC WKC</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>HCC WKY BSC SMC BLC</td>
</tr>
<tr>
<td>Medical Laboratory Technician</td>
<td>HEC JFC MDC MYC SEC SMC WKC</td>
</tr>
<tr>
<td>Occupational Therapy Assistant</td>
<td>JFC MDC</td>
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<td>Industrial Maintenance Technology</td>
<td>ASC</td>
</tr>
<tr>
<td>Healthcare Facilities Leadership</td>
<td>OWC</td>
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<tr>
<td>Electrical Technology</td>
<td>GTW</td>
</tr>
<tr>
<td>Supply Chain Management</td>
<td>GTW</td>
</tr>
<tr>
<td>Nursing - Associate Degree (All Programs)</td>
<td>ASC BSC BLC ELC GTW HEC HPC HZC MDC MYC OWC SEC SKY SMC WKC</td>
</tr>
<tr>
<td>Emergency Medical Services - Paramedic</td>
<td>GTW HPC HZC JFC MDC OWC SMC</td>
</tr>
<tr>
<td>Physical Therapist Assistant</td>
<td>BSC HPC HZC JFC MDC SEC SMC WKC</td>
</tr>
<tr>
<td>Massage Therapy</td>
<td>GTW</td>
</tr>
<tr>
<td>Veterinary Technology</td>
<td>OWC</td>
</tr>
<tr>
<td>Nuclear Medicine and Molecular Imaging Technology</td>
<td>BLC</td>
</tr>
<tr>
<td>Surgical First Assisting</td>
<td>MDC</td>
</tr>
<tr>
<td>Digital Cinematic Arts AFA</td>
<td>BLC</td>
</tr>
</tbody>
</table>
Program Review Template

Institution:  

Degree Designation as on Diploma:  

Program Name:  

CIP Code:  

Program Type:  
(collaborative, joint, or single institution)  

Program Implementation Date:  

Program Director:  

Submission Date:  

Institutional Recommendation: (Continue without Modification, Continue with Modification, Close within Three Years)

A. Centrality to the Institution’s Mission and Consistency with State’s Goals

1. Explain how this program has contributed to the institution’s mission.

2. Explain how this program has contributed to the economic and social welfare goals of HB1 as delineated in the statewide postsecondary education strategic agenda – Stronger by Degrees 2011-2015 or Stronger by Degrees 2016-2021.
B. Program Quality and Student Success

1. Briefly describe assessment results from the past five years and explain how these results have been used to make improvements to the program.

2. Describe any external awards or other recognition of the students, faculty, and/or program over the past five years.

3. a. Number of hours required to complete this program:
   b. Include the average actual time to degree for this program in the table below. (KCTCS institutions should address only native students.)
   c. Include the average actual credit to degree is for this program in the table below. (KCTCS institutions should address only native students.)

<table>
<thead>
<tr>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average actual time to degree – native students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average actual credit to degree – native students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average actual time to degree – transfer students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average actual credit to degree – transfer students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. a. Describe employer satisfaction with program graduates.
   b. Describe graduating students’ and alumni satisfaction with program.
5. Job placement, transfer, and graduate school admission.

Include requisite information in the table(s) below.

Associate of Arts and Associate of Science degree programs must address 5b. All other Associate degree programs must address 5a. Bachelor’s and Master’s degree programs must address both 5a and 5c. Doctoral degree programs must address 5a.

a. Include job placement data for program graduates in the tables below.

<table>
<thead>
<tr>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of graduating students who sought employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of students who sought employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of graduating students who gained employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of graduating students who gained employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
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</thead>
<tbody>
<tr>
<td>Type of Job:</td>
<td>Percentage of students employed that type</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of Job:</td>
<td></td>
<td></td>
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<tr>
<td>Type of Job:</td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students finding employment in area of geographic responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of students finding employment in Kentucky</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of students finding employment outside of Kentucky</td>
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</tbody>
</table>
### b. Include transfer data for program graduates. (AA/AS Programs only)

<table>
<thead>
<tr>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
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</thead>
<tbody>
<tr>
<td>Number of graduating students who transferred to a four-year institution</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Percentage of graduating students who transferred to a four-year institution</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
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<th>Year:</th>
<th>Year:</th>
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<th>Year:</th>
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</thead>
<tbody>
<tr>
<td>Major:</td>
<td>Percentage of students who pursued that major</td>
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<table>
<thead>
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<tbody>
<tr>
<td>Major:</td>
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<thead>
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<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
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</thead>
<tbody>
<tr>
<td>Institution:</td>
<td>Percentage of students who transferred to this institution.</td>
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<table>
<thead>
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<tbody>
<tr>
<td>Institution:</td>
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### c. Include graduate school admission data for program graduates.

<table>
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<th>Year:</th>
<th>Year:</th>
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</thead>
<tbody>
<tr>
<td>Number of graduating students who sought graduate school admission</td>
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<td></td>
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<tr>
<td>Percentage of graduating students who sought graduate school admission</td>
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</table>

<table>
<thead>
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<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of graduating students who attained graduate school admission</td>
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<td></td>
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<tr>
<td>Percentage of graduating students who attained graduate school admission</td>
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</table>
6. Does this program lead to licensure or certification? If yes, then include students’ pass rates on licensure/certification exams.

<table>
<thead>
<tr>
<th>Name of Exam</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass Rate</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**C. Program Demand/Unnecessary Duplication**

1. Provide the number of students enrolled, number of graduates, and credit hour production over the past five years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degrees Conferred</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Hour Production</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Are there similar programs at other public institutions in the state? **YES** **NO**

   a. If yes, then explain how the curriculum of this program is different from existing programs at other institutions or that access to these programs is limited at the other institutions.

   b. If yes, describe specific collaborative opportunities your program is pursuing, or can pursue, with these existing programs. In your explanation, describe how the collaboration will increase the effectiveness and efficiency of each program.
### D. Cost and Funding

1. Note the program’s student credit hour per instructional faculty FTE for the past five years.

<table>
<thead>
<tr>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student credit hour per instructional faculty FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Describe any extramural funding that program faculty have attracted over the last five years.

<table>
<thead>
<tr>
<th>Sources of Extramural Funding</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source 1:</td>
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<tr>
<td>Source 2:</td>
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<tr>
<td>Source 3:</td>
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<tr>
<td>Source 4:</td>
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<tr>
<td>Source 5:</td>
<td></td>
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</tr>
</tbody>
</table>

### E. Additional Information

Please use this section to provide any additional information that will help to clarify data provided above or that explains the importance of this program to your campus or community.
Below, you will find each section of the template, with accompanying directions for completing (noted in **Pink**).

<table>
<thead>
<tr>
<th>Institution:</th>
<th>Degree Designation as on Diploma:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Name:</td>
<td>CIP Code:</td>
</tr>
<tr>
<td>Program Type:</td>
<td>Program Implementation Date:</td>
</tr>
<tr>
<td>(collaborative, joint, or single institution)</td>
<td></td>
</tr>
<tr>
<td>Program Director:</td>
<td>Submission Date:</td>
</tr>
<tr>
<td>Institutional Recommendation: (Continue without Modification, Continue with Modification, Close within Three Years)</td>
<td></td>
</tr>
</tbody>
</table>

- **Information within the above table will need to be entered into the Kentucky Program Review System.**
- **Institutional Recommendation:** Council staff will review your submitted program information and recommendations to determine whether the program should “continue without modification”, “continue with modification,” or “close within three years.”
  - If your institutional recommendation is to “continue with modification,” you must submit a three-year plan for program improvements. This plan may be submitted along with program review documents, or may be submitted upon completion of the state-level program review process, if the final decision is for the program to “continue with modification.”
A. Centrality to the Institution’s Mission and Consistency with State’s Goals

1. Explain how this program has contributed to the institution’s mission.

A program should adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution’s strategic plan.

2. Explain how this program has contributed to the economic and social welfare goals of HB1 as delineated in the statewide postsecondary education strategic agenda – Stronger by Degrees.

There should be a clear connection between the program and the state’s postsecondary education goals. The state’s strategic plan for postsecondary education focuses on four areas. Please choose which area(s) your proposed program relates to along with which policy objective(s) that your proposed program addresses. Explain the contribution(s) the program makes to these areas and policy objectives.

- College readiness – Will the program increase the number of college-ready Kentuckians entering postsecondary education? Will it increase the number of college-ready GED graduates? Will it increase the effectiveness of Kentucky’s K-12 teachers and school leaders?
- Student success – Does this program increase high-quality degree production and completion rates and close achievement gaps, particularly for lower-income, underprepared, and underrepresented minority students? Does this program decrease financial barriers to college access and completion?
- Research, economic, and community development Does this program increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service, and community outreach?
- Efficiency and innovation: Does this program increase academic productivity through program innovations? Does this program maximize the use of postsecondary and adult education resources?

3. Explain how this program aligns with the statewide postsecondary education strategic implementation plan.

In your answer, focus on how this program aligns with one or more action steps included in the strategic implementation plan.
B. Program Quality and Student Success

1. Briefly describe assessment results from the past five years and explain how these results have been used to make improvements to the program.

In your answer, please address all of the following:

- State all student learning outcomes of the program.
- Explain how each of these program-level student learning outcomes were evaluated.
  - Include all direct and indirect assessment methods used to evaluate this program.
  - Explain which student learning outcome(s) were assessed by each method and how frequently each method is administered.
  - Include the benchmarks and/or targets identified for the program.
- Briefly summarize assessment results related to each SLO.
- Explain how assessment results have been used to make improvements to the program.
- Explain the program’s measures of teaching effectiveness and what efforts to improve teaching effectiveness have been pursued based on these measures.

2. Describe any external awards or other recognition of the students, faculty, and/or program over the past five years.

In your answer, please:

- Describe any awards from disciplinary associations, nonprofit organizations, governmental agencies, or any other external entities that recognize the accomplishments of this program.
- Describe accomplishments related to student work, faculty teaching and research, and other elements of your program.
- Describe any specialized accreditation attained by the program.
3. a. Number of hours required to complete this program:

*The number of hours does not include general education requirements*

b. Include the average actual time to degree for this program in the table below.

*Average actual time to degree refers to the average number of years it takes for a group of students graduating from a program in a particular year to graduate from the institution. This is not the same as the institution’s actual time to degree. It refers only to the program under review. Average actual time to degree should be calculated for two populations of students – native students and transfer students. The calculation for native students includes time spent on developmental education courses but does not include the time a student was enrolled in dual credit courses. If a student stops out of school for more than two years, he or she is considered a returning student and is not counted in the calculation. For the calculation for transfer students, the starting point is when the student officially transfers to your institution. (KCTCS institutions should address only native students. Four-year institutions may count students that move from an associate degree program to a baccalaureate degree program at their institution as a transfer student.)*

c. Include the average actual credit to degree for this program in the table below.

*Average actual credit to degree refers to the average number of credit hours earned by the group of students within the program graduating in a particular year. These credits include transfer credits and developmental education credits. (KCTCS institutions should address only native students.)*

<table>
<thead>
<tr>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average actual time to degree – native students</td>
<td>Express in number of years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average actual credit to degree – native students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average actual time to degree – transfer students</td>
<td>Express in number of years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average actual credit to degree – transfer students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. a. Describe employer satisfaction with program graduates.

- Include survey results, focus group results, advisory board results, or other evidence of employer satisfaction with program graduates.
- Include any recommendations from employers on how to improve the program to meet the needs of the community.
- AA/AS programs may also describe focus group, survey, or other evidence gathered from baccalaureate institutions to which your students have transferred.

b. Describe graduating students’ and alumni satisfaction with program.

- Include survey results, focus group results, or other evidence of alumni and graduating students’ satisfaction.
- Include any recommendations from alumni on how to improve the program.

5. Job placement, transfer, and graduate school admission.

Include requisite information in the table(s) below.

- Associate of Arts and Associate of Science degree programs must address 5b.
- All other associate degree programs must address 5a. Bachelor’s and Master’s degree programs must address both 5a and 5c.
- Doctoral degree programs must address 5a.

a. Include job placement data for program graduates in the tables below.
- Describe the types of jobs graduates have secured. Are the jobs directly related to the content of the program? Are the jobs indirectly related to the content of the program?
- What percentage of students have found employment in your area of geographic responsibility? In Kentucky? Outside of Kentucky?
- Note any employers who have offered jobs to multiple graduates.
- Provide examples of students who earned distinction in the field of study under review.

<table>
<thead>
<tr>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
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</thead>
<tbody>
<tr>
<td>Number of graduating students who sought employment</td>
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<tr>
<td>Percentage of students who sought employment</td>
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<td></td>
</tr>
</tbody>
</table>
b. Include transfer data for program graduates. (AA/AS Programs only)

- Include number and percentage of degree-seeking AA/AS students who transfer to a four-year institution within Kentucky. (Four-year institutions should indicate if they are unable to obtain this data.)
- List the top majors that your students have pursued at four-year institutions within Kentucky.
- List the top institutions within Kentucky to which your AA/AS graduates are transferring.

<table>
<thead>
<tr>
<th>Type of Job:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Job:</td>
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<td>Type of Job:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year:</th>
<th>Year:</th>
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<th>Year:</th>
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</thead>
<tbody>
<tr>
<td>Type of Job:</td>
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<td>Type of Job:</td>
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<tr>
<td>Type of Job:</td>
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</tr>
</tbody>
</table>

- Number of graduating students who transferred to a four-year institution
- Percentage of graduating students who transferred to a four-year institution
<table>
<thead>
<tr>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major:</td>
<td>Percentage of students who pursued that major</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major:</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Major:</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution:</td>
<td>Percentage of students who transferred to this institution.</td>
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<tr>
<td>Institution:</td>
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<tr>
<td>Institution:</td>
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</tr>
</tbody>
</table>
c. Include graduate school admission data for program graduates.

- **If bachelor’s degree,** note how many and what percentage of students pursue a graduate or professional degree in the field or in related fields. Include the names of graduate schools to which the students were accepted.

- **If master’s degree,** note how many and what percentage of students pursue a doctorate in the field or a related field. Include the names of graduate schools to which the students were accepted.

<table>
<thead>
<tr>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of graduating students who sought graduate school admission</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of graduating students who sought graduate school admission</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Number of graduating students who attained graduate school admission</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of graduating students who attained graduate school admission</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

6. Does this program lead to licensure or certification? If yes, then include students’ pass rates on licensure/certification exams.

<table>
<thead>
<tr>
<th>Name of Exam:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass Rate</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
C. Program Demand/Unnecessary Duplication

- Associate of Arts and Associate of Science programs are not required to address C.2.

1. Provide the number of students enrolled, number of graduates, and credit hour production over the past five years (includes summer, fall, and spring).
  - Credit hour production refers to the number of credit hours produced by program faculty.
  - Number of enrollees and degrees conferred includes totals from summer, fall, and spring semesters.

<table>
<thead>
<tr>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degrees Conferred</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Credit Hour Production</td>
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</tbody>
</table>

2. Are there similar programs at other public institutions in the state?  
   YES  NO

- A similar program is defined as a program with the same or closely related CIP code at the same degree level.
- Programs are not considered duplicative if they serve a different student population than existing programs, or if the curriculum is distinctive from that of existing programs at other Kentucky public institutions.

a. If yes, then explain how the curriculum of this program is different from existing programs at other institutions or that access to these programs is limited at the other institutions.

b. If yes, describe specific collaborative opportunities your program is pursuing, or can pursue, with these existing programs. In your explanation, describe how the collaboration will increase the effectiveness and efficiency of each program.
D. Cost and Funding

1. Note the program’s student credit hour per instructional faculty FTE for the past five years (for the fall and spring semesters only).
   - **Student credit hour per instructional faculty FTE is defined as credit hours taught by program faculty in a unit, department or discipline, divided by the number of instructional FTE (as defined by the institution) of those program faculty.**
   - **Include your institution’s definition of instructional FTE.**

<table>
<thead>
<tr>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student credit hour per instructional faculty FTE</td>
<td></td>
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</tr>
</tbody>
</table>

2. Describe any extramural funding that program faculty have attracted over the last five years.
   - **Extramural funding includes any funds from outside the postsecondary institution that is used to support the program. Possible sources of funds include governmental agencies (local, state, and federal), businesses, private foundations, or individuals.**
   - **In addition to the table, include narrative about the extramural funding, including its purpose, its duration, the total amount of funding over the life of the grant or contract, and any other relevant information.**

<table>
<thead>
<tr>
<th>Sources of Extramural Funding</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source 1:</td>
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<tr>
<td>Source 2:</td>
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<tr>
<td>Source 3:</td>
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<tr>
<td>Source 4:</td>
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<tr>
<td>Source 5:</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
E. Additional Information

Please use this section to provide any additional information that will help to clarify data provided above or that explains the importance of this program to your campus or community.

- Include any additional information to explain academic, social, economic, or other contributions the program makes to your campus or area of geographic responsibility.
- Include any clarification of data points provided above. For example, if the program has graduated many double majors, and you believe that this has affected metrics such as time to degree, please explain that here.
<table>
<thead>
<tr>
<th>Program Review Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution:</strong></td>
</tr>
<tr>
<td><strong>Program Name:</strong></td>
</tr>
<tr>
<td><strong>Degree Designation as on Diploma:</strong></td>
</tr>
<tr>
<td><strong>Program Type:</strong></td>
</tr>
<tr>
<td><strong>CIP Code:</strong></td>
</tr>
<tr>
<td><strong>Program Implementation Date:</strong></td>
</tr>
<tr>
<td><strong>Submission Date:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Institutional Recommendation:</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Level 1: Unacceptable</strong></th>
<th><strong>Level 2: Acceptable</strong></th>
<th><strong>Level 3: Excellent</strong></th>
<th><strong>Program Review Committee Rating</strong></th>
<th><strong>Numerical Rating</strong></th>
<th><strong>Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.1. Consistency with Institutional Mission/Strategic Agenda/Strategic Implementation Plan</strong></td>
<td><strong>Program demonstrates little or no relation/contribution to institutional mission.</strong></td>
<td><strong>Program somewhat demonstrates relation/contribution to institutional mission.</strong></td>
<td><strong>Program demonstrates strong, committed relation/contribution to institutional mission.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**A.2. Contribution to economic and social welfare goals of HB1 as delineated in the statewide postsecondary education strategic agenda * **</td>
<td><strong>Program demonstrates little or no contribution to the state’s economic and social welfare goals.</strong></td>
<td><strong>Program somewhat demonstrates contribution to the state’s economic and social welfare goals.</strong></td>
<td><strong>Program demonstrates strong, committed contribution to state’s economic and social welfare goals.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A.3. Alignment with statewide postsecondary education strategic implementation plan</strong></td>
<td><strong>Program is not aligned with statewide implementation plan.</strong></td>
<td><strong>Program is somewhat aligned with statewide implementation plan.</strong></td>
<td><strong>Program proactively advances the statewide implementation plan.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B.1. Program Quality and Student Success**

<p>| <strong>Use of assessment results</strong> | <strong>Description of assessment results indicates that no assessment plan is in place or that a plan was in place, but assessment results have not been used to improve the program.</strong> | <strong>Description of assessment results indicates an assessment plan is in place, and results have been used to improve the program, but important elements (e.g., use of both direct and indirect measures, all SLOs covered by some form of assessment, use of benchmarks or targets) are missing.</strong> | <strong>Description of assessment results is comprehensive, including explanations of how each SLO was measured and how often, what benchmarks or targets were set, and how results were used to make improvements to the program.</strong> | | |
| <strong>B.2. External awards or other recognition of the students, faculty and/or program</strong> | <strong>Program has no or too few awards or recognition; is not accredited (if accreditor exists).</strong> | <strong>Program has examples of awards or recognition, including accreditation (if applicable).</strong> | <strong>Program has many examples of awards/recognition, including exemplary accreditation results.</strong> | | |
| <strong>B.3.a. Number of hours to complete program</strong> | <strong>Program does not have reasonable number of hours to complete program for its type and level.</strong> | <strong>Program has reasonable number of hours to complete program for its type and level.</strong> | <strong>Program has exemplary number of hours to complete program for its type and level.</strong> | | |
| <strong>B.3.b. Average actual time to degree</strong>** | <strong>Program does not achieve reasonable time-to-degree for its type and level.</strong> | <strong>Program achieves reasonable time-to-degree for its type and level, and/or is trending positively.</strong> | <strong>Program achieves exemplary time-to-degree for its type and level.</strong> | | |
| <strong>B.3.c. Average actual credit to degree</strong>** | <strong>Program’s average is below the institution’s target, but trending upward.</strong> | <strong>Program’s average is below the institution’s target.</strong> | <strong>Program’s average meets or exceeds the institutional target.</strong> | | |
| <strong>B.4.a. Employer satisfaction with graduates as measured by surveys</strong> | <strong>Program does not measure employer satisfaction with its graduates, or has poor results.</strong> | <strong>Employer satisfaction results are generally positive.</strong> | <strong>Program has exemplary employer satisfaction results.</strong> | | |
| <strong>B.4.b. Graduating students’ and alumni satisfaction with program</strong> | <strong>Program does not measure graduating students’ and/or alumni satisfaction, or has poor results in this area.</strong> | <strong>Graduating student and/or alumni satisfaction results are generally positive.</strong> | <strong>Program has exemplary graduating student and/or alumni satisfaction results.</strong> | | |
| <strong>B.5.a. Job placement</strong> | <strong>Program does not measure job placement, or has poor results in this area.</strong> | <strong>Program has good results in job placement for its graduates.</strong> | <strong>Program has exemplary job placement for its graduates.</strong> | | |
| <strong>B.5.b. JAA/AS Programs Only/Transfer of Graduates</strong> | <strong>Program does not measure number of graduating students who transfer, has poor results in this area, or is trending negatively.</strong> | <strong>Program transfers students or is student transfer is trending positively.</strong> | <strong>Program transfers large number of students.</strong> | | |
| <strong>B.5.c. Graduate school admission</strong> | <strong>Program does not measure graduate admission, has poor results in this area, or is trending negatively.</strong> | <strong>Some program graduates are admitted to graduate school or is trending positively.</strong> | <strong>Large number of program graduates are admitted to graduate school.</strong> | | |
| <strong>B.6. Pass rates on licensure/certification exams (if applicable)</strong> | <strong>Pass rates are below the state average.</strong> | <strong>Pass rates are at the state average.</strong> | <strong>Pass rates are above the state average.</strong> | | |</p>
<table>
<thead>
<tr>
<th>Program Demand and Unnecessary Duplication</th>
<th>Level 1: Unacceptable</th>
<th>Level 2: Acceptable</th>
<th>Level 3: Excellent</th>
<th>Program Review Committee Rating</th>
<th>Numerical Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.1.a Number of students enrolled and credit hour production</td>
<td>Program has low enrollment and credit hour production, or is trending negatively in both.</td>
<td>Program has average enrollment and credit hour production, and is trending positively in one or both.</td>
<td>Program has strong enrollment and credit hour production.</td>
<td>Choose Rating for Criterion C.1.</td>
<td></td>
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<tr>
<td>C.1.b Number of degrees conferred</td>
<td>Program is not producing a sufficient number of degrees to sustain itself long-term, or is trending negatively.</td>
<td>Program is producing a sufficient number of degrees to sustain itself, and/or trending positively.</td>
<td>Program is producing a large number of degrees.</td>
<td>Choose Rating for Criterion C.1.</td>
<td></td>
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</tr>
<tr>
<td>C.2.a Differentiated curriculum or access to existing programs is limited</td>
<td>Program is closely similar to existing programs at other KY institutions, nor does it provide access for students beyond the reach of other KY institutions.</td>
<td>Program shows some distinction from existing programs at other KY institutions, or can demonstrate that it provides access for students beyond the reach of other KY institutions.</td>
<td>Program is very distinctive, or clearly demonstrates that it provides access for students beyond the reach of other KY institutions.</td>
<td>Choose Rating for Criterion C.2.a.</td>
<td></td>
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</tr>
<tr>
<td>C.2.b Explanation of pursuit of collaborative opportunities with similar programs at other institutions and how collaboration will increase effectiveness and efficiency</td>
<td>Program does not seek any collaborative opportunities with similar programs at other KY institutions.</td>
<td>Program is planning to seek collaborative opportunities with similar programs at other KY institutions.</td>
<td>Program proactively seeks or engages in collaborative opportunities with similar programs at other KY institutions.</td>
<td>Choose Rating for Criterion C.2.b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.1. Student credit hours per instructional faculty FTE</td>
<td>Program has low SCH/FTE productivity, and/or is trending negatively.</td>
<td>Program has average SCH/FTE productivity, and/or is trending positively.</td>
<td>Program has strong SCH/FTE productivity.</td>
<td>Choose Rating for Criterion 0.1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.2. Extramural funding</td>
<td>Program has little to no outside funding, and is not pursuing funding opportunities.</td>
<td>Program has some outside funding, and is active in pursuing funding opportunities.</td>
<td>Program has significant outside funding, and is very active in pursuing funding opportunities.</td>
<td>Choose Rating for Criterion 0.2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Information

* Programs should contribute to one or more of these areas: **College Readiness** - Will your program increase the number of college-ready Kentuckians entering postsecondary education? What does your program do to recruit new students? **Will it increase Kentucky's K-12 teacher/school leader effectiveness**? **Student Success** - Does the program increase high-quality degree production and completion rates and close achievement gaps, particularly for low-income, underprepared, and URM students? **Research, Economic and Community Development** - Does your program increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service, and community outreach? **Efficiency and Innovation** - Does this program increase academic productivity through program innovations such as online learning or extended campus? Does this program maximize the use of postsecondary and adult education resources?

** College Readiness - What has the program done to increase educational attainment/motivation at the P-12 level or new teacher excellence (Teacher Ed programs)? **Student Success - How many degrees have been conferred? **How many KCTCS transfer students have been recruited?** What are your persistence and graduation rates? **Research, Economic and Community Development** - How many externally funded R&D grants have been awarded? **What are the amounts of these grants?** How many degrees and credentials in STEM+H fields have been awarded? **Efficiency & Innovation - How has your program worked to minimize credits earned by degree graduates for on-time graduation?** What are your program's online offerings?

**Institutions may wish to compare program's average actual time to degree to the institution's overall 3- or 6-year graduation rate

*** 2015 Institution Targets for Avg Credit-to-Degree: EKU = 136; KSU = 130; MoSU = 130; MuSU = 138; NKU = 135; UK = 132; UofL = 136; WKU = 137; KCTCS = 81.

EVALUATION CRITERIA: CPE’s recommendation will be based on the above ratings. All areas of the review will be considered. However, special consideration will be given to the following areas: Use of Assessment Results, AVG actual time to degree, Number of Students Enrolled and Credit Hour Production, and Number of Degrees Conferred.

Last Revised: 11/04/13