



Registrar's Office – Curriculum Guide

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Section 1: Introduction

This curriculum guide serves as a starting point for faculty and staff who are involved in curriculum changes. It includes the steps, documents and review process required for all curricular changes at Georgia Tech. If you have any questions about the content within this guide, please reach out to the Registrar’s Office by emailing the Curriculum team at curriculum@registrar.gatech.edu.

Institute Curriculum Committee Structure

All curricular changes are reviewed by two committees, the Institute Undergraduate Curriculum Committee (IUCC) or the Institute Graduate Curriculum Committee (IGCC). The work of the IUCC falls into four main categories: Curriculum Matters, Student Petitions, General Education and Undergraduate Policy, and Study Abroad. There are three subcommittees, General Education and Undergraduate Policy, Administrative Multidisciplinary Unit on Curricular Matters (AMCM), and Study Abroad, who meet separately to conduct their business. Occasionally, work groups are formed to discuss specific matters to policy and/or procedure.

Similarly, the work and the subcommittees of the IGCC fall into the same categories mentioned above with the exception of the General Education and Undergraduate Policy subcommittee and the addition of the Responsible Conduct for Research subcommittee. Please review the chart below for a breakdown of each committee and subcommittee.

Committee	Subcommittee	Type
	General Education and Policy Subcommittee	Undergraduate only

Institute Undergraduate Curriculum Committee (IUCC)	Administrative and Multidisciplinary Unit on Curricular Matters	Joint
	Study Abroad Subcommittee	Joint
Institute Graduate Curriculum Committee (IGCC)	Responsible Conduct for Research Subcommittee	Graduate only
	Administrative and Multidisciplinary Unit on Curricular Matters	Joint
	Study Abroad Subcommittee	Joint

Types of Curricular Changes

The types of curricular changes that are reviewed by the committees include but are not limited to the examples in the table below. The full review process for the curricular changes is included later in the guide in the Curriculum Review Process section.

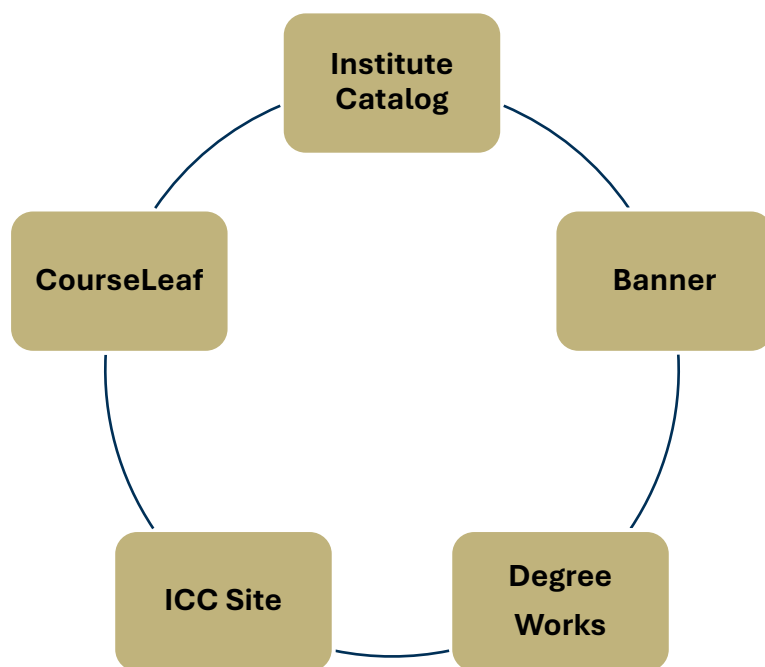
Degrees	Courses	Minors	Certificates
•New degree program •Modifying an existing degree program •Adding or modifying a track within a degree program •Deactivating or terminating a degree program •Updating program modality	•New courses (with or without attribute) •Modifying prerequisites on an existing course •Deactivating courses •Requesting an attribute to an existing course •Adding a cross-listing to a course	•New minors •Modifying an existing minor •Deactivating or terminating minor •Adding or modifying a track for a minor	•New certificates •Modifying an existing certificate •Deactivating or terminating a certificate

Systems and Information Impacted by Curriculum

It is important to understand the different systems and sources of information that are impacted by changes in curriculum. The image below serves as a visual to show that these systems are linked together in order to maintain accuracy and consistency for faculty, staff and students. With the exception of Banner, these systems and sources of information are maintained by the Registrar's Office Curriculum Team. The Institute Catalog is shown at the top as a representation that all requirements listed in the catalog are implemented in the other systems listed. To better understand when an approved curriculum can take effect in

any of the systems listed, please refer to the Effective Dates for Catalog section in this guide.

Note: The Curriculum Team (curriculum@registrar.gatech.edu) oversees the scribing and requirements shown in DegreeWorks while the Degree Certification Team (dc@registrar.gatech.edu) helps with student degree audits, exceptions and degree certification.



Section 2: Curriculum Timeline

The meeting dates and deadlines listed in this section are crucial for timely review of curriculum proposals. Please review the dates below for curriculum change submissions.

Date	Action
November 10	Deadline to submit new undergraduate degree proposals to ICC site to be reviewed by IUCC in December
November 12	Deadline to submit new graduate degree proposals to ICC site to be reviewed by IGCC in December
April 6 – IUCC meeting	Last IUCC meeting for a curricular change to be implemented in the upcoming catalog year

April 8 – IGCC meeting	Last IGCC meeting for a curricular change to be implemented in the upcoming catalog year
May XX – First day of summer term	Publication of academic catalog and curriculum cycle opens for the next academic year

Please keep in mind meeting dates for IGCC, IUCC and Faculty Senate as this is when curriculum requests are heard and voted on. Specific steps on how to place a curriculum proposal on an agenda for a meeting are included later in this guide.

Meeting Type	Meeting Date	Deadline for Proposals
Institute Undergraduate Curriculum Committee (IUCC) Meeting	August 18, 3-5 p.m.	July 29
Institute Graduate Curriculum Committee (IGCC) Meeting	August 20, 3-5 p.m.	July 31
IUCC Meeting	September 8, 3-5 p.m.	August 18
IGCC Meeting	September 10, 3-5 p.m.	August 20
IUCC Meeting	September 29, 3-5 p.m.	September 8
Whole Faculty Meeting	October 6, 3-5 p.m.	--
IUCC Meeting	October 20, 3-5 p.m.	September 29
IGCC Meeting	October 22, 3-5 p.m.	October 1
IUCC Meeting	November 10, 3-5 p.m.	October 20
IGCC Meeting	November 12, 3-5 p.m.	October 22
Faculty Senate Meeting	November 17, 3-5 p.m.	--
IUCC Meeting	December 1, 3-5 p.m.	November 10
IGCC Meeting	December 3, 3-5 p.m.	November 12
IUCC Meeting	January 12, 3-5 p.m.	December 22
IGCC Meeting	January 14, 3-5 p.m.	December 24
IUCC Meeting	January 26, 3-5 p.m.	January 5
IUCC Meeting	February 9, 3-5 p.m.	January 19
IGCC Meeting	February 11, 3-5 p.m.	January 21
Whole Faculty Meeting	February 23, 3-5 p.m.	--
IUCC Meeting	March 2, 3-5 p.m.	February 9
IGCC Meeting	March 4, 3-5 p.m.	February 11
IUCC Meeting	April 6, 3-5 p.m.	March 16
IGCC Meeting	April 8, 3-5 p.m.	March 18
Faculty Senate Meeting	April 13, 3-5 p.m.	--
IUCC Meeting	May 18, 3-5 p.m.	April 27
IGCC Meeting	May 20, 3-5 p.m.	April 29

IUCC Meeting	June 15, 3-5 p.m.	May 25
IGCC Meeting	June 17, 3-5 p.m.	May 27
IUCC Meeting – <i>last meeting for the 25-26 academic year</i>	August 3, 3-5 p.m.	July 13
IGCC Meeting – <i>last meeting for the 25-26 academic year</i>	August 5, 3-5 p.m.	July 15

Section 3: Curricular Changes to Academic Programs

Requesting New Programs

Requesting a new program requires a high level of collaboration across the Institute from multiple departments. Proposers should allow for ample time for proposal preparation, review, and approvals.

New courses associated with a new program proposal must be submitted separately as a new course proposal on the ICC site. More information about submitting new courses can be found in the Requesting New Courses section of this guide. If a proposed new program lists existing courses from outside units in the curriculum, then proposers should obtain approval from the units offering those courses.

New degree proposals for the upcoming catalog year should be submitted to either the IUCC or IGCC in the summer or fall before the desired effective term. Proposals for new programs, in order to be effective in the upcoming catalog year, must be approved at the Academic Faculty Senate Meeting in February in order to be reviewed by the Board of Regents. It is highly recommended that any new program proposals be presented in the fall term to ensure enough time for Board of Regents approval.

The proposing department or school should schedule a preliminary meeting to present at meeting before submitting the final proposal. As seen in the full review process flowchart in Curriculum Review Process section in this guide, after items are submitted to the ICC site they are forwarded to the Vice Provost for Undergraduate or Graduate Education for review and approval. Items are not placed on an agenda until approved by the Vice Provost.

A copy of the required proposal packet for a new program and the requirements associated with the proposal can be found on the ICC site under New Degree. Colleges will also be required to propose the new program on the Academic Forecast. Colleges should plan to list any new programs on the Academic Forecast requested by USG/BOR. Programs not listed on the forecast may experience a delay in being placed on a BOR agenda. The forecast request is sent to all colleges by the Office of Academic Effectiveness around the first of the calendar year.

Modifications to Existing Programs

Degree modifications should be heard in time for the February Senate meeting. This is to allow time for changes in the catalog to be made so units may review those changes to confirm appropriate actions.

The following information is required as a part of the proposal packet when submitting a program modification to the ICC site:

1. Rationale for changing the approved program.

- a. Reference and hyperlink to the current catalog any GT rules, regulations, and policies associated with this request.
- b. For exceptions, state clearly the requested exception to the rule, regulation, and/or policy.
- c. Explain what you are requesting to change—add/delete courses, tracks, options categories of courses, pick list of courses, cluster of courses, specialization and explanation of why.
- d. Include basis of the why—recommendation of external advisory board, external APR review committee, internal faculty review, formal survey, formal assessment, etc.
- e. State the key differences between the current program and the proposed new one—such as total program hours, hours of core/electives, etc.
- f. Provide information for any change to any of the following administration and support areas.
 - i. Program leadership
 - ii. Faculty and support staff levels
 - iii. Space requirements
 - iv. Technology and/or learning resources
 - v. Instructional delivery and/or format

2. New Course Proposal (NCP) forms associated with degree modification, if applicable. (These also must be submitted separately from program medication to ICC site.)

3. Document of currently approved vs. proposed program curriculum.

- a. Describe the course requirements for your current program, including any specializations, concentrations, and tracks, prerequisites, required courses, and electives (free and required).
- b. To show the currently approved program—use the GT catalog and include the website link.

- c. Next, highlight additions and show deletions to the program by using strikeout and highlighting tools.

If the modification of the degree program is considered a substantive change, increasing or decreasing program credit hours by 25% or more, the Office of Academic Effectiveness should be notified as SACSCOC approval will be required.

Deactivating vs. Terminating a Degree Program

Deactivating and terminating a degree program are two distinct actions as defined by USG, SACSCOC and the Institute. Deactivation refers to temporarily suspending a program and indicates that the Institute is no longer enrolling students in that program. Deactivation cannot exceed two academic years. A program that has been deactivated within that time frame can be reinstated. A program can be terminated after it has been deactivated. Terminating a degree program refers to when an institution is no longer authorized to offer the program which requires Board of Regents approval.

Requirements for Deactivating a Degree Program

If a school or college is seeking to end a degree program, it is required that they first follow the steps to deactivate the program before terminating it. The deactivation of a program is expected to address the conditions listed below in order to be approved and implemented within the Institute. These conditions can also be found in the proposal packet for deactivating a program on the ICC site.

1. **Provide evidence for deactivation.** Provide copies of the studies and decisions that warrant deactivation of the program. This should include information on possible societal (region, state, and national concerns) impact.
2. **Count of students enrolled.** Provide a report from Institutional Research and Planning (IRP) or the Registrar's Office to verify how many students are currently enrolled in the program and anticipated graduation dates.

3. **State the reasons for deactivating.**

Note: If there are no students currently enrolled in the program, there is no need to complete the following steps, and you can stop at this step. The following information is relevant only if the program has students currently enrolled.

4. **Provide teach-out plans.** State the plans for allowing those students already in a program to complete degree requirements with minimal disruption including specific information:
 - a. How students will be notified of program deactivation
 - b. How students will be counseled on completing the program

Note: Teach-out plans must be approved by SACSCOC in advance of implementation. At minimum, the teach-out plan would include the results of degree audits on all students in the program to identify those courses that would have to be taught in order for the students to meet degree requirements. The plan would also need to indicate how those courses would be staffed until the students have all graduated. In addition to instructional matters, the plan would also need to address how administrative and other support for the program would ensue until all students have graduated.

5. **Provide communication plan.** How will affected parties (students, faculty, non-tenured faculty, and staff) be informed of the impending deactivation?
6. **Other considerations that must be addressed.**
 - a. What will be done to minimize the impact of the deactivation of the program on the faculty, non-tenured faculty, and staff involved, specifically:
 - i. How faculty, non-tenured faculty, and staff will be notified of the deactivation
 - ii. How faculty, non-tenured faculty, and staff will be redeployed or helped to find new employment
 - b. What will be done to ensure that deactivation of the program does not weaken other programs (graduate, undergraduate, or professional) for which the department may be responsible?
 - c. What plan (e.g., retaining current faculty and/or recruiting new faculty), if any, is there for subsequent reactivation or reinstatement, respectively, of the deactivated program? The plan should address how instruction, administrative support, and other support for the program would be ensured.

Terminating a Degree Program

If a degree program is not seeking to be reactivated within two academic years, then steps should be taken to terminate the program. The information below should be included in the proposal packet when submitted to the ICC site.

1. Whether or not students are currently matriculating through the program. Include enrollment numbers by cohort years.
2. That all remaining students in the program have been appropriately advised and counseled concerning degree program options. Provide a brief description of the approved teach-out plan.

3. Confirmation that termination of the program will or will not have an adverse impact on faculty members or students associated with the degree program.
4. The projected start and end dates of this termination action.

Once the proposal is submitted and has been routed through the Institute's curriculum governance process, the Office of Academic Effectiveness will submit a request to terminate to USG and SACSCOC. Once the requests have been approved by both USG and SACSCOC, the program will be removed from the upcoming catalog.

Core IMPACTS and Field of Study Requirements

The USG ensures alignment across all public institutions with the Core IMPACTS and Field of Study requirements. Per USG, Core IMPACTS must consist of at least 42 credits hours, and Field of Study must consist of 18 credit hours. Only 1000- and 2000-level courses are permitted within Core IMPACTS; 3000- and 4000-level courses are permitted within Field of Study, but it should not be a requirement of the student to complete those courses as a part of the Field of Study. Each domain within Core IMPACTS has a minimum number of credit hours that must be completed. More information on the USG requirements for Core IMPACTS and Field of Study can be found in the USG's [Academic and Student Affairs Handbook](#).

To reference Georgia Tech's specific requirements within Core IMPACTS, please refer to the Institute Catalog [Core IMPACTS page](#).

Understanding and Updating CIP Codes

The CIP (Classification of Instructional Programs) coding system provides a "taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity" as explained on the [NCES \(National Center for Education Statistics\)](#) website. The coding model is reviewed approximately every 10 years.

The Registrar's Office and the Office of Institutional Research and Planning work together with academic programs that wish to have their CIP code changed. The new coding list that is revised every ten years is reviewed to determine if it gives us new options or better options. It is also possible to place a special request to have a program assigned a new code, but that is a long and tedious process.

It is important to note that CIP codes are assigned to programs and to courses to reflect accurately their focus. The definition of the CIP code should match as closely as possible the focus of the program. It is not STEM designation or other considerations that would be the main basis on which to request a change. It would be to make certain that the CIP code reflects the nature of the program.

If units have further questions on how to update a program's CIP code, please reach out to curriculum@registrar.gatech.edu.

Section 4: Curricular Changes to Courses

Requesting New Courses

Academic units should allow for a minimum of four to six weeks for proposal preparation, review, and obtaining the necessary signatures for new courses. Please review the list of IUCC and IGCC meetings and target a meeting date to present the new course proposal. It is preferred that new courses are taught at least twice as Special Topics before requesting a permanent course listing. The approval of new courses does not constitute a degree or minor modification. Those proposals will need to be submitted separately.

All new courses will require the New Course Proposal (NCP) form. A copy of the form can be found on the ICC site. The following guidelines should be considered when requesting a new course:

1. **Need** for the course
 - a. Why is the course being proposed?
 - b. Will it meet a program requirement?
 - i. If so, the expectation is that a certificate/minor/degree modification is submitted along with the new course proposal.
 - ii. A new course proposal alone does not incorporate a course into any curriculum.
 - iii. If it does not meet a program requirement, either for a degree, minor, or certificate, what is the audience for it?
For undergraduate courses only: if the course will be proposed after created to carry a Core IMPACTS (general education) attribute, it will have to follow all of the internal and USG processes to be considered (IUCC General Education and Policy Subcommittee approval and final approval by the USG General Education Council).
2. **Sustainability** of the course
 - a. Is a tenure-track faculty member listed as one of the instructors?
 - b. Is there at least one other qualified instructor who could teach the class?
 - c. Can it likely generate sufficient enrollment when offered to make it worthwhile?

- d. Will this new course be competing with existing courses and therefore be in competition with resources such as classroom space? Or, is there a plan by the academic unit to stagger offerings of their courses so that the inventory for each term does not continue to grow where resources such as classroom are impacted?
- 3. **Special Topics:** Has the course been taught as special topics or in any other format or manner?
 - a. It is the expectation that a course be taught at least once and preferably twice in Special Topics format before requesting a permanent number.
 - b. The course may be approved after having been taught only once, but proposers should be prepared to explain why approval makes sense after only one trial.
 - c. The reason for this requirement is that content needs to be tested before it is entered into the catalog with a permanent number. There is an assumption that the learning outcomes make sense and are being met with the content as it exists. This can only be determined if the course has been taught previously.
 - d. If the course has not been taught in Special Topics format, has it been taught:
 - i. Can it likely generate sufficient enrollment when offered to make it worthwhile?
 - ii. Will this new course be competing with existing courses and therefore be in competition with resources such as classroom space? Or, is there a plan by the academic unit to stagger offerings of their courses so that the inventory for each term does not continue to grow where resources such as classroom are impacted?
 - iii. Does this mean an existing course will be deactivated if this one is approved?
 - iv. *For graduate courses only:* at the undergraduate level and is now being requested at the graduate level? If so, the requirements for undergraduate and graduate students need to be clearly outlined in the syllabus. The assumption is that graduate students would have additional assignments or responsibilities above those required of undergraduates in the class.
 - e. Has the course been taught as part of non-credit programs such as the certificates through College of Lifetime Learning (CLL/GTPE)? If so, and the course is being requested at the upper-division level, is there evidence that the content has been tried out at that level (what backgrounds did the students have that would support it)?

- f. Is there any other manner in which the content has been tested or tried out?
If so, and the audience could be varied, what evidence would there be that the content was taught to that audience at the graduate level?
- 4. **Duplicate Content:** Does the content of the course duplicate that of another course in the School/College or elsewhere on campus?
 - a. It is expected that the proposer would have done their homework on this question as part of submitting the NCP. That means the proposer would have scanned offerings in similar or appropriate academic units to determine whether there is any duplication. This could be done through the listing of courses in the Catalog where there are brief descriptions. The title of another course or the brief description might lend a clue as to whether more research is needed.
 - b. If there is or appears to be duplication, the proposer must explain why the new course should be allowed to go forward.
 - c. If there is duplication and there is enough to indicate that students should not be able to get credit for taking both (all) courses, this needs to be indicated on the NCP so that equivalencies can be noted.
- 5. **Syllabus:** Does the syllabus clearly address the important areas with the appropriate language?
 - a. The [Catalog link here](#) includes all required criteria that should be included on a syllabus.
 - b. This [CTL template](#) is a good resource for developing an effective syllabus and is recommended as the template to accompany an NCP.
 - c. Requirements in the syllabus cannot contradict GT policy. For example, attendance requirements in the course cannot contradict the Institute policy on Excused Absences.
 - d. *For graduate courses only:* If the course is to be cross-listed at the 4000- and 6000-level, is the syllabus clear in terms of the extra assignments that students in the 6000-level would have to complete to justify the credit at the 6000-level. There has to be a clear explanation of the alternative assignments that the graduate students are doing.
- 6. **Final Check:** Has the NCP has been completed fully and clearly?
 - a. All questions on the NCP must be answered.
 - b. The NCP should not be submitted until it has been fully completed and proofread by the unit.
 - c. The IUCC and IGCC reserves the right to send an NCP back for corrections or additional information which may delay its addition to the agenda.

- d. The proposer should make certain that the credit hours requested accurately reflect the effort required and that make sense given the method of instruction described further down in the NCP.
- e. It is very strongly recommended that the course be created with all grade modes as an option. Even if it is the intention of the School to teach it in letter grade mode only, for example, it is recommended that all grade modes be requested so that if the need arises, a section of the course could be offered pass/fail or audit. This leaves the option open to the offering unit, and they can adjust as needed without having to come back for a course modification. Reasons for this might include:
 - a. Curriculum can change. In that process, the School or College might decide that a course has evolved to the point where it needs to be offered in a different grade mode than it has been in the past. If the course were created with all grade modes as the option, the NCP would not have to be revised and come back for approval.
 - b. There might be a term in which a section of a course normally graded one way, would out of necessity needed to be graded differently for that term or for a special audience. This might be due to a special group of students needing the course, such as visiting scholars, or a contract to offer the course to a specific audience which needs a different grade mode.

Course Numbering System Guidelines

The Registrar's Office has guidelines for numbering new courses. To see the structure for numbering both undergraduate and graduate level courses, please review the [Course Numbering System](#) on the Registrar's Office website. After reviewing this document, to look at available course numbers that have not yet been used, log into Banner and navigate to the SCACRSE screen.

If a course has already been set up as a Special Topics, then use that Special Topics number until the next Catalog term. There is not a simple way to 'replace' course numbers as the new number must be scheduled, students must be moved which can have negative implications on waitlist and other factors (exceptions may apply to capstones and/or internship courses).

Understanding Credit Structure and Scheduling Type

This section gives a brief overview of credit structure at Georgia Tech. If you have specific questions on scheduling a course, please reach out to the Scheduling team within the Registrar's Office (scheduling@registrar.gatech.edu).

Courses can be defined four ways at Georgia Tech:

1. **Effort 1 – Lecture:** 1:1 ratio of in-seat effort to credit hours.
2. **Effort 2 – Studio:** 2:1 ratio of in-seat effort to credit hours.
3. **Effort 3 – Laboratory:** 3:1 ratio of effort to credit hours. There are three types of labs that can be scheduled: supervised, unsupervised and mixed.
4. **Effort 4 – Recitation:** Zero-credit, non-credit bearing activities as part of a degree.

To review the full explanation of each type, please refer to the [Institute Catalog](#).

Choosing a Grade Mode

There are three grade modes to choose from when creating a course: (1) letter grade, (2) pass/fail and (3) audit. It is highly recommended that when proposing a new course that all grade modes be selected on the New Course Proposal (NCP) form. If all three are selected, a course can always be modified at the section level when scheduled if the mode needs to change. However, if all three modes are not selected when the course initially goes through the approval process and a grade mode needs to be changed in the future, a course modification will need to be submitted and reviewed by either the IUCC or IGCC.

Requesting Course Attributes

There are many attributes that can be added to a course. A few examples of the most commonly used attributes are Humanities, Social Sciences, Ethics and STEM. New courses seeking a USG Core IMPACTS attribute, like Humanities or Social Sciences, require additional approvals beyond the IUCC. Courses can be approved and offered before the core attribute is assigned; however, students that take the course during this time will not earn the attribute.

Additionally, a new course must be fully approved through the governance process before the proposer is able to request an attribute be added to a course. If the course is requesting to be used in Core IMPACTS, the IUCC General Education and Policy Subcommittee and the USG must also approve of the course and attribute. Once adding the attribute has been approved through the internal governance process, proposers should work with the Office of Undergraduate Education to request approval from the USG to add the attribute and placement within Core IMPACTS. Similarly, a course requesting a STEM attribute also

requires USG approval. Once a new course has moved through the full governance process, proposers should work with the Registrar's Office and the Office of Undergraduate Education and Student Success to request approval from the USG to assign an attribute.

The Ethics attribute is a Georgia Tech-local list which must be submitted to the GenEd and Policy Subcommittee. If recommended by GEPS, the request is sent to the IUCC for approval.

Course Equivalencies and Cross-Listings

Course equivalency means that if a student takes one course that is equivalent to another course in the catalog and Banner, then one instance of the course will be discounted on the student record. In the catalog, you can click on a course and in the description, you will see if credit is not awarded for other courses if a student takes it. When registering, students should be careful not to register for a course that has a course equivalency they have already completed without being instructed to do so by a faculty member or an advisor.

Requesting a cross-listing for an existing course requires an NCP form, a syllabus, and a signature page. Courses which are being proposed as being added as a cross-listing to an existing graduate-level course do not need to meet this requirement of being taught as Special Topics in order to request a permanent number. However, if a course is cross-listed at both the undergraduate and graduate levels, then the course syllabus will need to indicate the difference in rigor for the different levels.

Adjusting Prerequisites or Corequisites

Adjusting prerequisites or corequisites to do require approval by the IUCC or IGCC but should be submitted to the ICC site with a summary of the proposed changes. The summary will be placed on the agenda as an informational item for the Committee. Prerequisites are only able to be added to permanent course numbers. Courses being taught as Special Topics are not able to have prerequisites.

Deactivating Courses

If a School has courses that are no longer used in a degree program as a requirement or have not been taught for multiple terms, they may consider deactivating those courses. Deactivating courses requires a submission to the ICC site with a summary of the reason for deactivation. If a course is still a requirement in a degree program (within the school requesting or another school), it is expected that the unit requesting the deactivation will notify programs that are impacted. Additionally, if a course is being deactivated within a program where it is still a requirement, a degree modification will also need to be submitted.

Beginning in Spring 2025, an effort was made to reduce the number of active courses within Core IMPACTS that had not been taught in five or more years. These courses were deactivated in Banner. The process to deactivate courses within Core IMPACTS that have not been taught within that timeframe will be a routine process that occurs every academic year.

Section 5: Minors, Certificates and Other Curricular Changes

Minors

An undergraduate minor must contain 15 to 18 semester hours of coursework with at least 9 hours of upper-division coursework. Courses taken to satisfy any of the Core IMPACTS domains may not be counted as coursework in the minor. However, Field of Study courses may be counted as coursework in the minor. Unless specifically noted otherwise, approved minors will be available to undergraduate students in any major, with the exception of the minor's respective major program.

A copy of the required proposal packet for a new minor and the requirements associated with the proposal can be found on the ICC site under New Minor. When submitting a proposal for a minor change, any new courses associated with new or existing minors must be submitted separately for approval via the ICC website as a new course proposal.

Before requesting a new minor or modification to an existing minor, please review the [undergraduate minor guidelines](#) in the academic catalog.

Similarly, [graduate minor requirements](#) can be found in the academic catalog. Please review the requirements before proposing a new minor or a modification to an existing minor.

Certificates

Georgia Tech currently offers three types of certificates: (1) undergraduate embedded certificates, (2) graduate embedded and (3) graduate standalone certificates. Specific Georgia Tech certificate guidelines and offerings can be found in the [Institute catalog](#).

Embedded Certificates

Embedded certificates are earned as a part of the academic degree program or major a student is enrolled in and are only applicable to the students within that specific degree program. The creation of a new embedded certificate as a part of an existing degree

program does not require notification to or approval by the University System of Georgia or Board of Regents, but it may require a new course proposal or a degree modification proposal which would require approval from the IUCC or IGCC.

All new embedded certificates will require a proposal form. A copy of the form can be found on the ICC site. The following should be answered when requesting a new embedded certificate:

1. **Briefly describe** the certificate program, its objectives, and how it is consistent with the Institute mission.
2. **State student learning outcomes.**
3. **Comparison to other USG programs.** Do any other USG institutions offer a similar program? If there are similar programs, please list those and advise if this proposed certificate may affect the other program or the success of this program. Also state whether a collaborative arrangement with the other institution(s) would be beneficial.
4. **Program requirements.** List curriculum requirements/program of study. Please review the catalog to ensure certificate meets all [Institute guidelines](#).
5. **Cost.** Provide an estimate of the annual cost to offer this certificate program and indicate requirement for increase in faculty workload, reallocation of current budget, student fees, grants, and external dollars.
6. **Space/Facilities.** State whether or not additional space or special facilities are required to support the certificate program.
7. **Tracking enrollment and credit requirements.** State enrollment and academic award of credit requirements for this certificate program. Who will administer and track certificate enrollment and award information?
8. **Expected number of students to complete.** List the projected number of students who will complete this certificate annually over a three-year period and provide the method used to estimate this number.

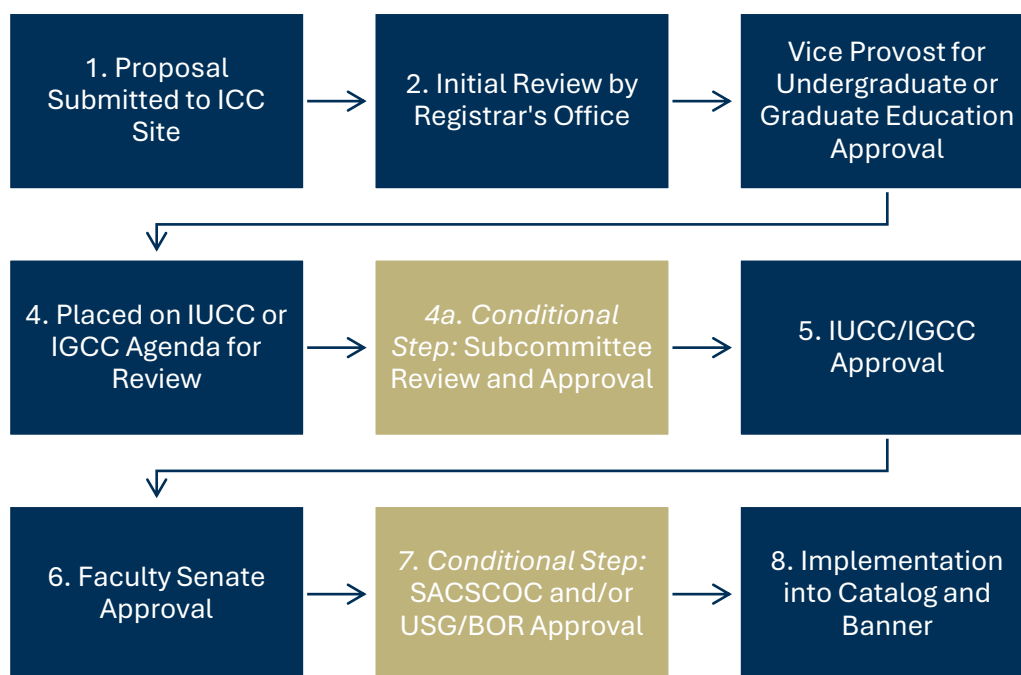
Standalone Certificates

Standalone certificates act separately from a specific degree program or major a student has chosen and are able to be enrolled in as a distinct offering. The USG has different categories for both undergraduate and graduate standalone certificates depending on length and requirements. The different categories and definitions can be found in the [USG Academic and Student Affairs Handbook](#). The steps for requesting a new or modifying an existing standalone certificate are similar to the steps that are required for degree programs and require USG approval.

Georgia Tech only offers standalone certificates at the graduate level. Similar to a new degree program, requesting a new standalone certificate also requires a high level of collaboration across the Institute and units should meet with the following offices to be able to have the necessary information for the proposal: Office of Academic Effectiveness, Budget Office, the Office of Graduate Education, Institute Planning & Research and the Library.

Section 6: Curriculum Review Process

Most of the curriculum changes that have been listed in this guide follow the process below. Depending on the type of change or the college the change originates from, further review or steps may be required.



1. **Proposal Submitted to ICC Site:** Depending on the change being requested, different documentation is required. Please reference the program and course sections of this guide or the ICC Site to see what is required.
2. **Initial Review by Registrar's Office:** From the time the proposal is submitted on the ICC site to it being placed on an ICC agenda, please allow up to 6-8 weeks for Registrar's Office review and Office of Undergraduate Education review. This includes time for an initial review from RO and time to address any concerns, omissions or other questions about the proposal.
3. **Vice Provost for Undergraduate or Graduate Education Approval:** After items are submitted to the ICC site they are forwarded to the Vice Provost for review and

approval. Items are not placed on an agenda until approved by the Vice Provost. New program proposals more than likely will require more time for review.

4. **Placed on IUCC or IGCC Agenda for Review:** For new program proposals, units should schedule a time to present to the Institute Undergraduate/Graduate Curriculum Committee as an Information Item prior to the request for a formal vote.
 - a. **Subcommittee Review:** Further review by a subcommittee of the IUCC or IGCC may be required depending on the type of proposal.

*The deadline for submission of the final proposal to the Institute Curriculum Committees, including all signature pages, is **three** weeks prior to the meeting at minimum. We cannot guarantee that a proposal will make a certain ICC meeting.*

5. **IUCC or IGCC Final Approval.**
6. **Faculty Senate Approval:** The Faculty Senate will have final approval for any items that have been approved by the IGCC or IUCC.
7. **SACSCOC and/or USG/BOR Approval:** External approval or notification may be required to external groups such as SACSCOC, USG or BOR depending on the type of proposal. To see what type of proposals require external review, please refer to the Changes Requiring External Review section in this guide.
8. **Implementation into Catalog and Banner:** Once the proposal has been approved at each of these steps, it is able to be implemented into the next catalog. USG and BOR approvals will be sent to the proposing unit and the Registrar's Office from the GT Office of Academic Effectiveness.

Some curricular changes can be handled administratively. Examples include changing a course prerequisite or corequisite, changing a course title or description (as long as it is not a significant departure from the original) or deactivating courses. These changes can be handled administratively and as informational items to the IUCC or IGCC. A submission to the ICC site with a summary of the changes is still required as seen in the chart below.

Required Documentation by Proposal Type

The following steps and documents are required to complete before submitting to the ICC site. At a minimum, the deadline for submission of the final proposal to the Institute Curriculum Committees, including all signature pages, is **three** weeks prior to the meeting. Aside from the Academic Forecast, each of the documents listed below can be found on the ICC site by navigating the type of proposal you plan on submitting.

Proposal Type and Required Documentation
<u>New Programs</u> 1. Propose new program on Academic Forecast. Colleges should plan to list any new programs they plan to propose on the Academic Forecast requested by USG/BOR. Programs not listed on the forecast may experience a delay in being placed on a BOR agenda. The forecast request is sent to all colleges by the Office of Academic Effectiveness around the first of the calendar year. 2. Complete proposal packet. Please review the program packet for new programs carefully as proposers should schedule meetings with the Office of Academic Effectiveness, Budget Office, the Office of Graduate Studies/Undergraduate Admissions, Institute Planning & Research, the Library, and other relevant parties to review the proposal and receive feedback while completing the proposal form. 3. Complete signature page.
<u>Program Modification</u> 1. Complete the proposal packet. 2. Show the suggested changes. Take the current curriculum in catalog and edit to show the proposed changes. 3. Complete signature page.
<u>Deactivating or Terminating Program</u> 1. Complete the proposal packet. 2. Complete signature page. 3. If deactivating, teach out plans for students are required. Not required to be placed on ICC agenda but will be required for SACS approval.
<u>New Courses or Adding an Attribute to an Existing Course</u> 1. New Course Proposal (NCP) form. The new course proposal form was last updated November 18, 2022. It is recommended not to save a copy, but to pull the form from the ICC site for each proposal in case there is a new form available. 2. A proposed syllabus. Please visit the Center for Teaching and Learning website for syllabus guidelines. 3. Complete signature page. If you are seeking a USG core attribute to a new or existing course, you will also need to provide the following in addition to the documents above: 4. Supplemental Core Curriculum Course Proposal form. Use the corresponding Humanities or Social Sciences core attribute forms from the ICC site.
<u>Modifying Prerequisites on an Existing Course, Course Title or Description</u> 1. Complete summary of suggested change. Note: Prerequisite modifications do not require a vote by the curriculum committee, however, must be submitted for the ICC site for review prior to the Office of the Registrar updating the catalog.
<u>Deactivating Courses</u> 1. Complete summary of suggested change. Course deactivation proposals should specify exactly when the course will be offered last.

It is expected the department will notify other departments of their pending course deactivation, so other units may plan accordingly if the course deactivation impacts their programs.

New (or Existing) Undergraduate or Graduate Minors and Embedded Certificates

- 1. Complete the proposal packet.**
- 2. Complete signature page.**

Note: If you wish to modify an existing minor or certificate, the documents listed here are also required for submission.

New Standalone Certificate

- 1. Complete the proposal packet.**
- 2. Complete signature page.**

If there are new courses associated with the new certificate the documents for new courses in this chart will also be required as a separate submission.

Effective Dates for Catalog

Proposers should keep in mind that the catalog is published every year at the beginning of the summer term. Therefore, the last chance for a curriculum change to be heard by the Faculty Senate is the April meeting with the approval from either IUCC or IGCC prior to that meeting.

The effective term of a new course depends on three considerations: (1) when the course is approved by the Faculty Senate, (2) if the next term(s) scheduled has rolled and (3) if registration for the next term is in progress.

- Any new courses approved from December – February may be effective in the upcoming summer term.
- Any courses approved from March – April will need to go into effect the next spring term. For example, any new courses approved at the April 2025 meeting will need to go into effect spring 2026 since registration for summer/fall 2025 will be underway.
- Courses approved May – November will need to go into effect the next summer term. For example, any courses approved at November Senate meeting will go into effect summer 2026 since registration for spring 2026 is already underway.

All new degree programs and minors become effective at the beginning of the next curriculum year following final approval by the IUCC/IGCC, Faculty Senate, and USG/BOR unless SACSCOC approval is required (implementation may be extended 6-9 months if SACSCOC approval is needed). If SACSCOC approval is required, note that receipt by January 1 for implementation after July 1 and July 1 receipt for implementation date following January 1.

In addition to the catalog being updated with the changes, Banner and Degree Works will also be updated for students falling into future catalog years.

Keeping in mind the effective date for a new course according to the section above, proposers should work with their School and the Scheduling team within the Registrar's Office to schedule the course for the term they would like it offered. The Scheduling team can be emailed at scheduling@registrar.gatech.edu.

Changes Requiring External Review

As seen in the curriculum review process flowchart above, there are some program or course changes that require external notification or approval. These external stakeholders can include SACSCOC, USG/BOR or other accrediting bodies for specific programs. The chart below shows changes that require external notification or approval.

Type	Example	Type of External Review Required
Degrees	New degree program	SACS, USG, BOR
	Modifying existing degree	If substantive change, SACS; may require USG approval depending on type of change
	Adding or modifying track within existing program	Not required
	Deactivating or terminating degree program	SACS, USG, BOR
	New distance learning program	
	New external dual degree program	
	New external joint degree program	
Courses	New courses	Not required
	New courses to be used within Core IMPACTS	USG
	Modifying prerequisites for an existing course	Not required
	Deactivating courses	Not required
	Requesting a new course with an attribute	USG
	Requesting an attribute to an existing course	USG
Minors	New minors (including new interdisciplinary minors)	Not required
	Modifying an existing minor	
	Adding or modifying a track for a minor	
	Deactivating or terminating minor	

Certificates	New embedded certificate	Not required
	New standalone certificate	SACS, USG, BOR
	Modifying existing certificate	Not required
	Deactivating or terminating embedded certificate	Not required
	Deactivating or terminating standalone certificate	SACS, USG, BOR

Editing a Catalog Page

Some pages in the catalog that have designated page owners are able to be edited without having to be routed to the ICC, like program descriptions or overviews. When an edit is submitted, it is routed to the Registrar's Office's Curriculum team who reviews each submission and approves or denies. Editors cannot edit program requirements or course pages. Those changes must be routed through the Institute Curriculum Governance process.

In preparation for the upcoming catalog to be released at the beginning of the summer term, the Curriculum team will communicate to all page owners when the catalog is open for edits along with the deadline. This process happens once a year at the beginning of the spring term. If you believe you should be added as a page owner, please email curriculum@registrar.gatech.edu.

Section 7: Curriculum Updates Tracking

Insight into the curriculum process is important for students, faculty and staff. There are three resources available to see where a curriculum proposal may be in the process.

IUCC or IGCC Agendas. If you have submitted a recent proposal to the ICC site and are expecting it to be discussed in an upcoming IUCC or IGCC meeting, you can check the meeting dates and corresponding agendas listed on the [Curriculum website](#).

IUCC or IGCC Meeting Minutes. If you believe the proposal has already been discussed in an IUCC or IGCC meeting and you need to see if it was approved, denied or tabled, you can log into the ICC site to view the minutes of the meeting. Please keep in mind that even if the proposal was approved by either the IGCC or IUCC, it will move on to the Faculty Senate for final approval.

IUCC or IGCC Annual Reports. Annual reports are created at the end of every academic year to show the curriculum proposals that have been fully approved throughout the year and will be implemented into the new catalog. You can view the previous year's annual report on the [Curriculum website](#).

Section 8: Resources

Helpful Links

[Curriculum Support at Georgia Tech | Curriculum Support at Georgia Tech](#)

[USG Academic Affairs Handbook](#)

[USG Catalog of Approved Academic Programs \(CAAP\)](#)

[Georgia Tech Catalog](#)

[ICC Site](#)

[Curriculum Governance | Registrar's Office | Georgia Tech](#)

[Georgia Tech Faculty Governance](#)

[Center for Teaching and Learning – Syllabus Support](#)

[Course Numbering System Guidelines](#)