INSTITUTIONAL SUMMARY FORM
PREPARED FOR COMMISSION REVIEWS

GENERAL INFORMATION

Name of Institution:  Kennesaw State University

Name, Title, Phone number, and email address of Accreditation Liaison
Jorge Perez, PhD
Vice Provost for Institutional Effectiveness and SACSCOC Liaison
Office:  470-578-3569                          Cell:  770-815-1571
Email:  jperez@kennesaw.edu

Name, Title, Phone number, and email address of Technical Support person for the Consolidation Substantive Change Report
Susan Paraska, PMP
Director of Planning, Policy, and Performance
Office of Institutional Effectiveness
Office number:  470-578-6976 Mobile:  770-310-3862
Email:  sparaska@kennesaw.edu

IMPORTANT:

Accreditation Activity (check one):

☐ Submitted at the time of Reaffirmation Orientation
☐ Submitted with Compliance Certification for Reaffirmation
☐ Submitted with Materials for an On-Site Reaffirmation Review
☐ Submitted with Compliance Certification for Fifth-Year Interim Report
☒ Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
☐ Submitted with Merger/Consolidations/Acquisitions
☐ Submitted with Application for Level Change

Submission date of this completed document:  July 24, 2015
EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)
   - ☒ Diploma or certificate program(s) requiring less than one year beyond Grade 12
   - ☒ Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
   - ☐ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
   - ☐ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
   - ☒ Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
   - ☒ Professional degree program(s)
   - ☒ Master's degree program(s)
   - ☒ Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
   - ☒ Doctoral degree program(s)
   - ☐ Other (Specify) ______

2. Types of Undergraduate Programs (Check all that apply)
   - ☒ Occupational certificate or diploma program(s)
   - ☐ Occupational degree program(s)
   - ☐ Two-year programs designed for transfer to a baccalaureate institution
   - ☒ Liberal Arts and General
   - ☒ Teacher Preparatory
   - ☒ Professional
   - ☐ Other (Specify) ______

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

☐ Private (check one)
   - ☐ Independent, not-for-profit
     Name of corporation OR
     Name of religious affiliation and control: ______
   - ☐ Independent, for-profit *
     If publicly traded, name of parent company: _____
INSTITUTIONAL INFORMATION FOR REVIEWERS

Directions:
*Please address the following and attach the information to this form.*

1. History and Characteristics
Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

The Consolidated Kennesaw State University

The consolidation of Kennesaw State University (KSU) and Southern Polytechnic State University (SPSU) was approved by SACSCOC in December 2014 and by the Board of Regents (BOR) of the University System of Georgia (USG) in January 2015, effective that month. The mission of the consolidated institution, approved by the BOR in April 2014, is:

Kennesaw State University offers high-quality and productive undergraduate, graduate, continuing education, and co-curricular programs. These include learning opportunities in architecture, the arts, business, computing, education, engineering and engineering
technology, health and human services, honors experiences, humanities and social sciences, interdisciplinary studies, leadership development, the natural and physical sciences, study abroad, and other related disciplines. The University’s research, scholarship, creative activities, and public service initiatives expand and apply knowledge, contribute to the economic development, and improve the quality of life in the local communities, Georgia, the nation, and the world.

The KSU community values open, honest, and thoughtful intellectual inquiry, innovative and creative problem solving, professionalism, expertise, collaboration, integrity and ethical behavior, engaged citizenship, global understanding, sustainability, mutual respect, and appreciation of human and cultural diversity. The University community strives continually to enhance student success, improve institutional quality, and respond to public demand for higher education.

The main campus is located at 1000 Chastain Road, Kennesaw, Georgia (Cobb County) and is home to 10 of the 13 University’s colleges: Bagwell College of Education, Coles College of Business, College of the Arts, College of Continuing and Professional Education, College of Humanities and Social Sciences, College of Science and Mathematics, Graduate College, Honors College, University College, and the WellStar College of Health and Human Services. The Marietta campus (9 miles to the south), located at the former SPSU campus, is a full-service satellite campus of the consolidated KSU and is home to three of the 13 colleges: College of Architecture and Construction Management, College of Computing and Software Engineering, and the Southern Polytechnic College of Engineering and Engineering Technology. KSU offers more than 100 undergraduate and graduate degrees, including a growing array of doctoral programs.

KSU is classified as a Level VI comprehensive doctoral university within the University System of Georgia. There are over 32,000 traditional and non-traditional students enrolled, with approximately 55% being female. Approximately one-third of the consolidated University’s students are minorities. On-campus student housing totals approximately 5,300 residents. It is the third-largest public university in the state of Georgia. The new KSU retains the previous focus of the consolidated institutions on selective admissions.

_Kennesaw State University (prior to consolidation)_

KSU began as a two-year junior college, was chartered by the BOR in October 1963,
and opened in 1966 with an enrollment of 1,014 and a principal focus on lower-
division transfer to four-year baccalaureate programs. Since then, the institution has
grown rapidly in enrollment, mission, and degree offerings. Baccalaureate degrees
were initiated in 1978, master's degrees in 1985, and doctoral degrees in 2007. On-
campus student housing was initiated in 2002 and now includes 3,500 on-campus
residents. KSU competes in NCAA Division I athletics and will begin its football
program in 2015. Awarded university status in 1996, KSU is now one of four
comprehensive doctoral universities in the University System of Georgia, one tier
below the System’s four research universities. Before consolidation, KSU’s 10
colleges included the College of the Arts, Michael J. Coles College of Business,
College of Continuing and Professional Education, Leland and Clarice C. Bagwell
College of Education, Graduate College, WellStar College of Health and Human
Services, Honors College, College of Humanities and Social Sciences, College of
Science and Mathematics, and University College. With a student population of over
25,700 in Fall 2014, KSU was the third-largest public university in the state of Georgia.
KSU’s geographic service area was primarily the northwest region of Georgia,
including the greater metropolitan Atlanta area, with 66 percent of students coming
from northwest Georgia, 14 percent from other Georgia counties, 14 percent from
states other than Georgia, and 6 percent from other countries. The student
composition at KSU reflected a diverse student body that included traditional and non-
traditional undergraduate students. The average age of undergraduate students was
23 and the average age of graduate students was 34. The student body was 58
percent female and 42 percent male, with 31 percent minority students. Admission to
KSU was selective for all undergraduate and graduate levels.

Southern Polytechnic State University (prior to consolidation)

SPSU was established in 1948 as a two-year division of Georgia Institute of
Technology to prepare technicians to bridge the gap between engineers and
craftsman. The Technical Institute first opened its doors at the retired Naval Air Station
facilities in Chamblee, Georgia, with 116 students. In 1949, the division became the
Southern Technical Institute. Twelve years later, it moved to its present campus in
Marietta, Georgia. SPSU began offering bachelor’s degrees as a four-year college in
1970, and was one of the first technical institutes in the nation to offer the Bachelor of
Engineering Technology degree. In 1980, the college became independent from
Georgia Tech as a stand-alone senior college of the University System of Georgia. It
was one of 10 in the category of state universities, two tiers below the four research
universities. In 1987, the college changed its name to Southern College of
Technology, and in 1996 it became Southern Polytechnic State University. Its five
academic schools included Architecture and Construction Management, Engineering Technology, Engineering, Computing and Software Engineering, and Arts and Sciences. SPSU grew to over 6,700 students by Fall 2014, with men outnumbering women almost 4 to 1 and minorities approaching 50 percent. On-campus student housing accommodated 1,800 resident students. 2013-14 was the final season of SPSU’s intercollegiate athletic competition in the National Association of Intercollegiate Athletics in preparation for consolidation.

2. List of Degrees

*List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.*

The approved listing of active and continuing degree programs for the consolidated KSU is provided in Table 1 below. The term dates for degrees awarded are for FY2014: Summer 2013, Fall 2013, and Spring 2014 (per the annual IPEDS submission—the FY2015 IPEDS data were not yet available prior to submission of this report). Degrees awarded are reported for the separate institutions, as the consolidation had not occurred until Spring 2015.

**Table 1. Active and Continuing Degree Programs**

<table>
<thead>
<tr>
<th>Active and Continuing Degree Programs (Post-Consolidation)</th>
<th>Originating Institution</th>
<th>FY14 KSU Degree Awards</th>
<th>FY14 SPSU Degree Awards</th>
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<tbody>
<tr>
<td>Doctorates</td>
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<tr>
<td>Doctor of Business Administration</td>
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<tr>
<td>Doctor of Education in Special Education</td>
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<tr>
<td>Doctor of Education in Teacher Leadership</td>
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<td>Doctor of Nursing Science</td>
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### Substantive Change Report: KSU

#### Institutional Summary

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<tr>
<th>Program</th>
<th>Institution</th>
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<tr>
<td>Doctor of Philosophy in Analytics and Data Science</td>
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<td>Doctor of Philosophy in International Conflict Management</td>
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#### Education Specialists

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<tr>
<td>Education Specialist in Educational Leadership for Learning</td>
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<tr>
<td>Education Specialist in Instructional Technology</td>
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<td>Education Specialist in Secondary Education</td>
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#### Master’s

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<td>Master of Arts in American Studies</td>
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<td>Master of Arts in Integrated Global Communication</td>
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<td>Master of Education in Early Childhood Education</td>
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<td>Master of Education in ESOL, Teaching English to Speakers of Other Languages</td>
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<td>Master of Education in Reading</td>
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### Institutional Summary

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<thead>
<tr>
<th>Program</th>
<th>Institution</th>
<th>Students</th>
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<tbody>
<tr>
<td>Master of Public Administration</td>
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<td>Master of Science in Applied Exercise and Health Science</td>
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<td>Master of Science in Applied Statistics</td>
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<td>Master of Science in Architecture</td>
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<tr>
<td>Master of Science in Chemical Sciences</td>
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<td>Master of Science in Computer Science</td>
<td>KSU &amp; SPSU</td>
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<td>Master of Science in Conflict Management</td>
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<td>Master of Science in Construction Management</td>
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<td>Master of Science in Criminal Justice</td>
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<tr>
<td>Master of Science in Applied Engineering</td>
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<tr>
<td>Master of Science in First-Year Studies</td>
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<tr>
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<tr>
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<tr>
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<td>Master of Science in International Policy Management</td>
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<td>Master of Science in Nursing for Advanced Care Management and Leadership</td>
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<td>Master of Social Work</td>
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### Bachelor's

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<tr>
<th>Program</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Bachelor of Apparel and Textiles</td>
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<tr>
<td>Bachelor of Applied Science in Information Technology</td>
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<td>Bachelor of Applied Science in Manufacturing Operations</td>
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<td>Program</td>
<td>Institution(s)</td>
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<td>Bachelor of Applied Science in Supply Chain Logistics</td>
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<td>Bachelor of Arts in Music</td>
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<tr>
<td>Bachelor of Science in Electrical Engineering</td>
<td>SPSU</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Science in Electrical Engineering Technology</td>
<td>SPSU</td>
<td>41</td>
</tr>
<tr>
<td>Bachelor of Science in Early Childhood Education</td>
<td>KSU</td>
<td>22</td>
</tr>
<tr>
<td>Bachelor of Science in Environmental Engineering Technology</td>
<td>SPSU</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Science in Environmental Sciences</td>
<td>SPSU</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Science in Exercise Science</td>
<td>KSU</td>
<td>125</td>
</tr>
<tr>
<td>Bachelor of Science in Geographic Information Science</td>
<td>KSU</td>
<td>20</td>
</tr>
<tr>
<td>Bachelor of Science in Health and Physical Education</td>
<td>KSU</td>
<td>18</td>
</tr>
<tr>
<td>Bachelor of Science in History Education</td>
<td>KSU</td>
<td>39</td>
</tr>
<tr>
<td>Bachelor of Science in Human Services</td>
<td>KSU</td>
<td>93</td>
</tr>
<tr>
<td>Bachelor of Science in Industrial Engineering Technology</td>
<td>SPSU</td>
<td>38</td>
</tr>
<tr>
<td>Bachelor of Science in Information Technology</td>
<td>SPSU</td>
<td>51</td>
</tr>
<tr>
<td>Bachelor of Science in Integrative Studies</td>
<td>KSU</td>
<td>70</td>
</tr>
</tbody>
</table>
### Bachelor of Science Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Institution</th>
<th>Offered</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Mathematics</td>
<td>SPSU</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Computational and Applied Mathematics</td>
<td>KSU</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Mathematics Education</td>
<td>KSU &amp; SPSU</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Science in Mechanical Engineering</td>
<td>SPSU</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Mechanical Engineering Technology</td>
<td>SPSU</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Mechatronics Engineering</td>
<td>SPSU</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Middle Grades Education</td>
<td>KSU</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Nursing</td>
<td>KSU</td>
<td>222</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Physics</td>
<td>SPSU</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Physics (with secondary teacher certification)</td>
<td>SPSU</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Political Science</td>
<td>KSU &amp; SPSU</td>
<td>73</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor of Science in Public Relations</td>
<td>KSU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Psychology</td>
<td>KSU &amp; SPSU</td>
<td>225</td>
<td>8</td>
</tr>
<tr>
<td>Bachelor of Science in Sociology</td>
<td>KSU</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Software Engineering</td>
<td>SPSU</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Sport Management</td>
<td>KSU</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Survey and Mapping</td>
<td>SPSU</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Systems Engineering</td>
<td>SPSU</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Technical Communication</td>
<td>SPSU</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Telecommunications Engineering Technology</td>
<td>SPSU</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** In March 2015, the Bachelor of Science in Mathematics, originating on the Kennesaw campus, changed to a Bachelor of Science in Computational and Applied Mathematics. The Bachelor of Science in Mathematics, originating on the Marietta campus, remains the same.

### Advanced Certificates (Post-Baccalaureate Less Than One Year)

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Institution</th>
<th>Offered</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Studies</td>
<td>KSU</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Autism Spectrum Disorders</td>
<td>KSU</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Communications Management</td>
<td>SPSU</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Content Development</td>
<td>SPSU</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Creative Writing</td>
<td>KSU</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Digital and Social Media</td>
<td>KSU</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Educational Assessment and Measurement</td>
<td>KSU</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Health Information Technology</td>
<td>SPSU</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
## Substantive Change Report: Consolidation

### Kennesaw State University

#### Institutional Summary

<table>
<thead>
<tr>
<th>Program</th>
<th>Institution</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPCC and Big Data Analytics</td>
<td>KSU</td>
<td>0</td>
</tr>
<tr>
<td>Information Security and Assurance</td>
<td>KSU &amp; SPSU</td>
<td>1</td>
</tr>
<tr>
<td>Information Technology Foundations (Graduate Certificate)</td>
<td>SPSU</td>
<td>7</td>
</tr>
<tr>
<td>Instructional Design</td>
<td>SPSU</td>
<td>0</td>
</tr>
<tr>
<td>Leadership and Ethics</td>
<td>KSU</td>
<td>13</td>
</tr>
<tr>
<td>Nonprofit Management and Leadership</td>
<td>KSU</td>
<td>0</td>
</tr>
<tr>
<td>Nursing Administration and Health Policy</td>
<td>KSU</td>
<td>0</td>
</tr>
<tr>
<td>Nurse Educator</td>
<td>KSU</td>
<td>0</td>
</tr>
<tr>
<td>Online Teaching</td>
<td>KSU</td>
<td>0</td>
</tr>
<tr>
<td>Professional Writing for International Audiences</td>
<td>KSU</td>
<td>0</td>
</tr>
<tr>
<td>Quality Assurance</td>
<td>SPSU</td>
<td>13</td>
</tr>
<tr>
<td>Software Engineering</td>
<td>SPSU</td>
<td>2</td>
</tr>
<tr>
<td>Software Engineering Foundations (Graduate Certificate)</td>
<td>SPSU</td>
<td>0</td>
</tr>
<tr>
<td>Special Education</td>
<td>KSU</td>
<td>0</td>
</tr>
<tr>
<td>Systems Engineering</td>
<td>SPSU</td>
<td>0</td>
</tr>
<tr>
<td>Technical Communication</td>
<td>SPSU</td>
<td>0</td>
</tr>
<tr>
<td>Visual Communication and Graphics</td>
<td>SPSU</td>
<td>0</td>
</tr>
<tr>
<td>User Experience(Post Masters Certificate)</td>
<td>SPSU</td>
<td>0</td>
</tr>
<tr>
<td>Information Technology Security</td>
<td>KSU</td>
<td>13</td>
</tr>
<tr>
<td>Computer Science Foundations (Graduate Certificate)</td>
<td>BOR approval date 6/4/2015. No degrees awarded during this time period.</td>
<td></td>
</tr>
</tbody>
</table>

#### Certificates Less Than One Year

<table>
<thead>
<tr>
<th>Program</th>
<th>Institution</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apparel Product Development</td>
<td>SPSU</td>
<td>0</td>
</tr>
<tr>
<td>Architectural Studies</td>
<td>SPSU</td>
<td>0</td>
</tr>
<tr>
<td>Facilities Management</td>
<td>SPSU</td>
<td>1</td>
</tr>
<tr>
<td>Geographic Information Sciences</td>
<td>KSU</td>
<td>0</td>
</tr>
<tr>
<td>Geographical Information Systems</td>
<td>SPSU</td>
<td>0</td>
</tr>
<tr>
<td>Health Information Technology</td>
<td>SPSU</td>
<td>10</td>
</tr>
<tr>
<td>Information Security</td>
<td>SPSU</td>
<td>10</td>
</tr>
<tr>
<td>Information Systems</td>
<td>KSU</td>
<td>4</td>
</tr>
<tr>
<td>Interdisciplinary Music and Entertainment Business</td>
<td>KSU</td>
<td>15</td>
</tr>
<tr>
<td>Land Development</td>
<td>SPSU</td>
<td>0</td>
</tr>
<tr>
<td>Land Surveying</td>
<td>SPSU</td>
<td>1</td>
</tr>
</tbody>
</table>
3. Off-Campus Instructional Locations and Branch Campuses

List all locations where 50% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission’s definitions and the directions as specified below.

*Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers 50% or more of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. The list should include only those sites reported and approved by SACSCOC. Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.*

The Kennesaw campus is the main campus, located in Kennesaw, Georgia. The Marietta campus is located in Marietta, Georgia, and is a full-service off-campus instructional site of the consolidated KSU, where three of the university’s 13 colleges have their home base of operations and program delivery. The Marietta campus functions as an off-campus instructional site, not a branch campus. KSU has no branch campuses in that none of the off-campus instructional sites has its own budgetary and hiring authority. All sites are supported by the centralized administrative support services of the main campus. Most degree programs offered at the Marietta campus are programs that originated at SPSU and remain offerings of the three colleges based there—the Southern Polytechnic College of Engineering and Engineering Technology, the College of Architecture and Construction Management, and the College of Computing and Software Engineering of Kennesaw State University.

In addition to the Marietta campus, KSU offers degree programs at four additional off-campus instructional sites. There is also one off-campus instructional site that is
inactive at present.

This limited and targeted off-campus instruction is provided largely as a convenience location for cohorts of working adults pursuing a specific graduate or undergraduate degree. Because of the relatively close proximity of these off-campus instructional sites to the main campus, off-campus site students may complete some degree requirements with courses taken at the main campus. In all cases, students have access to all main-campus physical and virtual resources.

Dual enrollment classes are not offered at high school locations. Dual enrollment students must take their college-level courses on the Kennesaw or Marietta campuses.

**Off-Campus Instructional Sites Offering 50% or More of a Degree Program**

<table>
<thead>
<tr>
<th>Name of Site:</th>
<th>Marietta Campus (9 miles from main campus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Address:</td>
<td>1100 South Marietta Parkway, Marietta, GA 30060</td>
</tr>
<tr>
<td>Date Approved by SACSCOC:</td>
<td>December 7, 2014 (via consolidation approval)</td>
</tr>
<tr>
<td>Date Implemented:</td>
<td>January 13, 2015</td>
</tr>
<tr>
<td>Currently Active?:</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Specific Educational Programs Offered (>50%) at this Site:

- Master of Science in Architecture
- Master of Science in Civil Engineering
- Master of Science in Computer Science
- Master of Science in Construction Management
- Master of Science in Applied Engineering
- Master of Science in Information Design and Communication
- Master of Science in Information and Instructional Design
- Master of Science in Information Technology
- Master of Science in Quality Assurance
- Master of Science in Software Engineering
- Master of Science in Systems Engineering

- Bachelor of Apparel and Textiles
- Bachelor of Applied Science in Information Technology
- Bachelor of Applied Science in Manufacturing Operations
- Bachelor of Applied Science in Supply Chain Logistics
Bachelor of Architecture
Bachelor of Arts in New Media Arts
Bachelor of Arts in Physics
Bachelor of Arts in Writing and New Media
Bachelor of Science in Civil Engineering
Bachelor of Science in Civil Engineering Technology
Bachelor of Science in Computational and Applied Mathematics
Bachelor of Science in Computer Engineering Technology
Bachelor of Science in Computer Game Design and Development
Bachelor of Science in Computer Science
Bachelor of Science in Construction Engineering
Bachelor of Science in Construction Management
Bachelor of Science in Electrical Engineering
Bachelor of Science in Electrical Engineering Technology
Bachelor of Science in Environmental Engineering Technology
Bachelor of Science in Industrial Engineering Technology
Bachelor of Science in Information Technology
Bachelor of Science in Mathematics
Bachelor of Science in Mathematics Education
Bachelor of Science in Mechanical Engineering
Bachelor of Science in Mechanical Engineering Technology
Bachelor of Science in Mechatronics Engineering
Bachelor of Science in Physics
Bachelor of Science in Physics (with secondary teacher certification)
Bachelor of Science in Software Engineering
Bachelor of Science in Survey and Mapping
Bachelor of Science in Systems Engineering
Bachelor of Science in Technical Communication
Bachelor of Science in Telecommunication Engineering Technology

Advanced Certificate in Communications Management
Advanced Certificate in Content Development
Advanced Certificate in Health Information Technology
Advanced Certificate in HPCC and Big Data Analysis
Advanced Certificate in Information Technology Foundations
Advanced Certificate in Instructional Design
Advanced Certificate in Quality Assurance
Advanced Certificate in Software Engineering
Advanced Certificate in Software Engineering Foundations
Advanced Certificate in Systems Engineering
Advanced Certificate in Technical Communication
Advanced Certificate in Visual Communication and Graphics
Advanced Certificate in User Experience
Advanced Certificate in Information Technology Security
Graduate Certificate in Computer Science Foundations

Certificate in Apparel Product Development
Certificate in Architectural Studies
Certificate in Facilities Management
Certificate in Geographical Information Systems
Certificate in Health Information Technology
Certificate in Land Development
Certificate in Land Surveying
Certificate in Logistics
Certificate in Production Design
Certificate in Project Management
Certificate in Quality Principles
Certificate in Specialty Construction

Name of Site: Dalton State College (64 miles from the main campus)
Physical Address: 650 College Drive, Dalton, GA 30720
Date Approved by SACSCOC: December 7, 2014
Date Implemented: January 13, 2015
Currently Active? Yes (presently a site for KSU, last reviewed in 2007 Reaffirmation)

Specific Educational Programs Offered (>50%) at this Site (active and continuing post-consolidation):
  • Master of Business Administration

Name of Site: Cobb Galleria Centre (13 miles from the main campus)
Physical Address: 700 Galleria Parkway SE, Atlanta, GA 30339
Date Approved by SACSCOC: December 7, 2014
Date Implemented: January 13, 2015
Currently Active? Yes (presently a site for KSU, last reviewed in 2007 Reaffirmation)
Specific Educational Programs Offered (>50%) at this Site (active and continuing post-consolidation):

- Master of Business Administration

<table>
<thead>
<tr>
<th>Name of Site:</th>
<th>Paulding County Instructional Site (20 miles from the main campus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Address:</td>
<td>25 Courthouse Square, Dallas, GA 30132</td>
</tr>
<tr>
<td>Date Approved by SACSCOC:</td>
<td>December 7, 2014</td>
</tr>
<tr>
<td>Date Implemented:</td>
<td>January 13, 2015</td>
</tr>
<tr>
<td>Currently Active?</td>
<td>Yes (presently a site for KSU, approved by SACSCOC on July 30, 2010).</td>
</tr>
</tbody>
</table>

Specific Educational Programs Offered (>50%) at this Site (active and continuing post-consolidation):

- Education Specialist in Early Childhood Education
- Master of Education in Early Childhood Education
- Bachelor of Science in Early Childhood Education
- Bachelor of Science in Psychology
- Bachelor of Business Administration in Accounting

<table>
<thead>
<tr>
<th>Name of Site:</th>
<th>Smitha Middle School (7 miles from the main campus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Address:</td>
<td>2025 Powder Springs Rd, Marietta, GA 30339</td>
</tr>
<tr>
<td>Date Approved by SACSCOC:</td>
<td>December 7, 2014</td>
</tr>
<tr>
<td>Date Implemented:</td>
<td>January 13, 2015</td>
</tr>
<tr>
<td>Currently Active?</td>
<td>No. This site was originally approved by SACSCOC on September 6, 2011. KSU offered the Master of Education in Instructional Technology at this location. The last cohort of students finished at this site at the end of Summer 2014. Decisions related to continuing instruction at this site are pending.</td>
</tr>
</tbody>
</table>
Institutions with off-campus instructional sites at which the institution offers 25-49% credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment—are required to notify SACSCOC in advance of initiating the site. For each site, provide the information below.

<table>
<thead>
<tr>
<th>Name of Site:</th>
<th>Atlanta Metropolitan State College (28 miles from the main campus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Address:</td>
<td>1630 Metropolitan Pkwy, SW, Atlanta, GA 30310</td>
</tr>
<tr>
<td>Date Approved by SACSCOC:</td>
<td>December 7, 2014</td>
</tr>
<tr>
<td>Date Implemented:</td>
<td>January 13, 2015</td>
</tr>
<tr>
<td>Currently Active?</td>
<td>Yes (presently a site for KSU, SACSCOC notified on July 29, 2014)</td>
</tr>
</tbody>
</table>

Specific Educational Programs Offered (25-49%) at this Site (active and continuing post-consolidation):

- Bachelor of Science in Early Childhood Education Birth Through Kindergarten

**Branch campus**—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, **and** (4) has its own budgetary and hiring authority. *The list should include only those branch campuses reported and approved by SACSCOC.* Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

Not applicable. KSU does not have branch campuses.

4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered
through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

In response to the changing landscape of higher education, KSU embraces a blended instructional model to meet the learning needs of 21st century learners as well as to provide flexible scheduling options for students with other professional or family responsibilities. Some programs are intentionally designed and marketed as fully online programs, with students taking all coursework online as a separate and stand-alone cohort. Other degree programs may be available online, but are intended to serve as an alternative delivery mode, providing additional options for flexibility and choice, and are considered convenience options. These programs are generally taken in conjunction with on-campus classes and are not intended to be established or tracked as separate cohorts. The consolidating institutions were both approved to offer distance education. KSU was initially approved in 2001 and SPSU in 1997.

KSU does not offer correspondence education but does offer both online and hybrid courses and degree programs. Online courses are defined as courses in which 95 percent or more of the course is delivered at a distance, while hybrid courses are defined as courses in which 50-95 percent of the course is delivered at a distance. In addition to courses offered 50 percent or more online, the GeorgiaView Vista, Desire to Learn (D2L), and D2L Brightspace online learning platforms have been used extensively to provide supplemental and technology-enhanced activities and resources within the majority of face-to-face course. The list of credit-bearing programs in which 50 percent or more of the credit hours will be delivered through distance education is provided in Table 2 below.

In addition to these options for online courses, the USG has established and funded an electronic core curriculum, eCore. On September 9, 2014, the BOR adopted a resolution that eCore would be available to students at all comprehensive universities, state universities, and state colleges within the University System. Prior to consolidation, SPSU was an affiliate institution offering eCore. KSU is now an affiliate. eCore is a convenient and adaptable option for students to complete general education requirements online. eCore courses are offered by affiliate institutions in the USG, all of which are accredited by the Southern Association of Colleges and Schools Commission on Colleges. KSU students can register for and attend eCore through the
institutional Banner system without any transfer or transient admission requirements. These courses are designed, developed, taught, and supported by USG faculty. Faculty who teach e-Core courses must be properly credentialed at their home institution and are selected to teach eCore classes after approval by their department chair, academic dean, and vice president of Academic Affairs.

### Table 2. Educational Programs Using Distance Education

<table>
<thead>
<tr>
<th>Active Programs Taught Via Distance Education</th>
<th>Synchronous (S)</th>
<th>Asynchronous (A)</th>
<th>Or Both (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Education in Instructional Technology</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor of Education in Teacher Leadership</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Specialist in Curriculum and Instruction</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Specialist in Instructional Technology</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Specialist in Teacher Leadership</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Education in Early Childhood Education</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Education in Educational Leadership</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Education in ESOL, Teaching English to Speakers of Other Languages</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Education in Instructional Technology</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Education in Middle Grades Education</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Education in Secondary Education</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Education in Special Education</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Education in Teacher Leadership</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Science in First-Year Studies</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Science in Information Design and Communication</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Science in Information &amp; Instruction Design</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Science in Information Technology</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Science in International Policy Management</td>
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<td>Bachelor of Apparel and Textiles</td>
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<tr>
<td>Bachelor of Applied Science in Manufacturing Operations</td>
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<td>Bachelor of Applied Science in Supply Chain Logistics</td>
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<tr>
<td>Bachelor of Business Administration in Information Security and Assurance</td>
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<tr>
<td>Bachelor of Science in Integrative Studies</td>
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<tr>
<td>Bachelor of Science in Sociology</td>
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<td>Advanced Certificate, Autism Spectrum Disorder</td>
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<td>Advanced Certificate, Communications Management</td>
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<td>Advanced Certificate, Content Development</td>
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<td>Advanced Certificate, Digital and Social Media</td>
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<td>Advanced Certificate, Educational Assessment and Measurement</td>
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<td>Advanced Certificate, HPCC and Big Data Analysis</td>
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<td>Advanced Certificate, Instructional Design</td>
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<td>Advanced Certificate, Leadership and Ethics</td>
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<td>Advanced Certificate, Online Teaching</td>
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<td>Advanced Certificate, Software Engineering (Graduate Certificate)</td>
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<td>Advanced Certificate, Special Education</td>
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<td>Advanced Certificate, Technical Communication</td>
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<td>Advanced Certificate, User Experience (Post Masters Certificate)</td>
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<tr>
<td>Advanced Certificate, Visual Communication and Graphics</td>
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</table>
5. Accreditation

(1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

(3) List any USDOE recognized agency (national and programmatic) that has terminated the institution’s accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

SACSCOC is the primary accreditor for Kennesaw State University. It serves as the gatekeeper for federal funding. In addition, the programs listed in Table 3 below are accredited by specialized or professional accrediting agencies. No sanctions or negative actions had been taken by accrediting bodies, no agencies had terminated accreditation, and no programs had voluntarily withdrawn accreditation within the two years prior to the submission of this report. The table below identifies the accrediting agency, programs accredited, date of last review, and any associated findings.

Table 3. Accredited KSU Programs

<table>
<thead>
<tr>
<th>Accrediting Agency (Acronym)</th>
<th>KSU Programs Accredited</th>
<th>Year of Last Review</th>
<th>Determination of Accreditation Review</th>
<th>Findings (if any)</th>
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<tbody>
<tr>
<td>Southern Association of Colleges and Schools</td>
<td>Kennesaw State University</td>
<td>2007</td>
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<td>None</td>
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<td>Commission on Colleges (SACSCOC)</td>
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<td>Engineering and Technology (ABET)</td>
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<tr>
<td>ABET</td>
<td>Bachelor of Science in Civil Engineering</td>
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<td><strong>Engineering</strong></td>
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<td>ABET</td>
<td>Bachelor of Science in Telecommunications Engineering Technology</td>
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<td><strong>American Chemical Society (ACS)</strong></td>
<td>Bachelor of Science in Biochemistry</td>
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<td>ACS</td>
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<td><strong>American Council for Construction Education (ACCE)</strong></td>
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<td><strong>American Council on the Teaching of Foreign Languages (ACTFL)</strong></td>
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<td>ACTFL</td>
<td>Foreign Languages – Alternative Certification*</td>
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<td>*Non-degree subset of courses within an approved degree program. Listed separately for Georgia Professional Standards Commission purposes.</td>
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<td><strong>Association for Childhood Education International (ACEI)</strong></td>
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<td><strong>Association of Collegiate Business Schools and Programs (ACBSP)</strong></td>
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<td><strong>Association for Middle Level Education (AMLE)</strong></td>
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<td>Council for Exception Children (CEC)</td>
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<td>International Association to Advance Collegiate Schools of Business (AACSB)</td>
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<td>- Master of Business Administration - Executive MBA</td>
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<td>- Master of Business Administration - WebMBA</td>
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<td>AACSB</td>
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<td>2014</td>
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</table>
Institutional Summary

<table>
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<tr>
<th>Institution/Accrediting Body</th>
<th>Program Name</th>
<th>Accreditation Year</th>
<th>Accreditation Status</th>
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<tbody>
<tr>
<td>Security and Assurance</td>
<td>Bachelor of Business Administration in Information Systems</td>
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<td>AACSB</td>
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<td>Bachelor of Business Administration in Professional Sales</td>
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<td>International Facility Management Foundation (IFMA)</td>
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<td>National Architectural Accrediting Board (NAAB)</td>
<td>Bachelor of Architecture</td>
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<td>National Association of Schools of Art and Design (NASAD)</td>
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<td>NASAD</td>
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<td>NASAD</td>
<td>Bachelor of Science in Art Education</td>
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<td>National Association of Schools of Music (NASM)</td>
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<td>NASM</td>
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<td>Degree Program</td>
<td>Accreditation Year</td>
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<td>National Association of Schools of Theatre (NAST)</td>
<td>Bachelor of Arts in Theatre and Performance Studies</td>
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<td>National Association of Sport and Physical Education (NASPE)</td>
<td>Bachelor of Science in Health and Physical Education</td>
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<td>National Council for Accreditation of Teacher Education/ Council for Accreditation of Educator Preparation (NCATE/CAEP)</td>
<td>Professional Teacher Education Unit and Specialized Professional Association Recognized Programs*</td>
<td>2012</td>
<td>Accredited</td>
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*The KSU Education Preparation Provider was last reviewed by NCATE in 2012. In 2013, the two national teacher education accrediting agencies were consolidated into the Council for Accreditation of Education Preparation (CAEP). CAEP accreditation will be awarded to each teacher preparation unit after successfully completing the next scheduled review. It is customary to see NCATE/CAEP to indicate the consolidated approval of education preparation providers.

<table>
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<tr>
<th>Organization</th>
<th>Degree Program</th>
<th>Accreditation Year</th>
<th>Accreditation Status</th>
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<td>2011</td>
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<tr>
<td>National Council for Teachers of English (NCTE)</td>
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<td>Master of Arts in Teaching (Secondary Education - Biology Concentration)</td>
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Institutional Summary

<table>
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<th>Year</th>
<th>Accreditation</th>
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*A concentration within the Bachelor of Science. Listed as a separate program for Professional Standards Commission purpose.

<table>
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<tr>
<th>Institution</th>
<th>Program Description</th>
<th>Year</th>
<th>Accreditation</th>
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<tbody>
<tr>
<td>Network of Schools of Public Policy, Affairs, and Administration Commission on Peer Review and Accreditation (NASPAA-COPRA)</td>
<td>Master of Public Administration</td>
<td>2011</td>
<td>Accredited</td>
<td>None</td>
</tr>
<tr>
<td>TESOL International Association</td>
<td>Master of Arts in Teaching (TESOL concentration)</td>
<td>2011</td>
<td>Accredited</td>
<td>None</td>
</tr>
</tbody>
</table>

6. Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

KSU does not have any limitations, suspensions, or terminations by the U.S. Department of Education with regard to student financial aid programs during the previous three years. In addition, there have not been any issues regarding reimbursement or any other exceptional status in regard to federal or state financial aid.

Document History

Adopted: September 2004
Revised: March 2011
Revised: January 2014
Part 1. Overview

1.A. *Provide the names, addresses, and current accreditations of the institutions involved in the change. If applicable, provide the proposed name for the new institution.*

Kennesaw State University (KSU) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master’s, education specialist, and doctoral degrees and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Kennesaw State University.

The address of the main campus of the consolidated university is 1000 Chastain Road, Kennesaw, GA 30144.

Prior to consolidation, both Southern Polytechnic State University (SPSU) and KSU were public institutions in the University System of Georgia (USG) and accredited members of SACSCOC. In addition to accreditation by SACSCOC, which applies to the entire institution, the following programs at the consolidated KSU are accredited by discipline-specific agencies.

<table>
<thead>
<tr>
<th>Accrediting Agency</th>
<th>Address</th>
<th>KSU Programs Accredited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation Board for Engineering and Technology</td>
<td>415 North Charles St. Baltimore, MD 21201</td>
<td>Bachelor of Business Administration in Information Systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Science in Civil Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Science in Civil Engineering Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Science in Computer Engineering Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Science in Computer Game Design and Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Science in Computer Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Science in Construction Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Science in Electrical Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Science in Electrical Engineering Technology</td>
</tr>
</tbody>
</table>
### Part 1: Overview

<table>
<thead>
<tr>
<th>Bachelor of Science in Industrial Engineering Technology (Including Bachelor of Applied Science in Supply Chain Logistics and Bachelor of Applied Science in Manufacturing Operations)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Information Technology</td>
</tr>
<tr>
<td>Bachelor of Science in Mechanical Engineering</td>
</tr>
<tr>
<td>Bachelor of Science in Mechanical Engineering Technology</td>
</tr>
<tr>
<td>Bachelor of Science in Mechatronics Engineering</td>
</tr>
<tr>
<td>Bachelor of Science in Software Engineering</td>
</tr>
<tr>
<td>Bachelor of Science in Surveying and Mapping</td>
</tr>
<tr>
<td>Bachelor of Science in Systems Engineering</td>
</tr>
<tr>
<td>Bachelor of Science in Telecommunications Engineering Technology</td>
</tr>
<tr>
<td>American Chemical Society</td>
</tr>
<tr>
<td>Bachelor of Science in Biochemistry</td>
</tr>
<tr>
<td>Bachelor of Science in Chemistry</td>
</tr>
<tr>
<td>American Council for Construction Education</td>
</tr>
<tr>
<td>Master of Science in Construction Management</td>
</tr>
<tr>
<td>Bachelor of Science in Construction Management</td>
</tr>
<tr>
<td>American Council on the Teaching of Foreign Languages</td>
</tr>
<tr>
<td>Bachelor of Arts in Modern Language and Culture (French, German, Spanish Concentration)</td>
</tr>
<tr>
<td>Foreign Languages – Alternative Certificate*</td>
</tr>
</tbody>
</table>

*Non-degree subset of courses within an approved degree program. Listed separately for Georgia Professional Standards Commission purposes.

<p>| Association for Childhood | 1101 16th St., NW, |
| Bachelor of Science in Early Childhood Education |</p>
<table>
<thead>
<tr>
<th>Organization</th>
<th>Address</th>
<th>Degree Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education International</td>
<td>Suite 300 Washington, DC 20036</td>
<td></td>
</tr>
<tr>
<td>Association of Collegiate Business Schools and Programs</td>
<td>11520 West 119th St. Overland Park, KS 66213</td>
<td>Master of Business Administration</td>
</tr>
<tr>
<td>Association for Middle Level Education</td>
<td>4151 Executive Parkway, Suite 300 Westerville, OH 43081</td>
<td>Bachelor of Science in Middle Grades Education</td>
</tr>
<tr>
<td>Commission on Collegiate Nursing Education</td>
<td>One Dupont Circle, NW Suite 530 Washington, DC 20036</td>
<td>Master of Science in Nursing for Primary Care Nurse Practitioner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Science in Nursing for Advanced Care Management and Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Science in Nursing</td>
</tr>
<tr>
<td>Council for Exceptional Children</td>
<td>2900 Crystal Drive, Suite 1000 Arlington, VA 22202-3557</td>
<td>Master of Education, Special Education – General Curriculum</td>
</tr>
</tbody>
</table>
### Part 1: Overview

| Institution Name                                      | Address                                      | Programs Offered                                      |
|-------------------------------------------------------|----------------------------------------------|
| International Association to Advance Collegiate Schools of Business | 777 South Harbour Island Blvd Suite 750 Tampa, FL 33602 | Doctor of Business Administration Master of Accounting Master of Business Administration, including:  
- Executive MBA  
- Executive MBA for Families in Business  
- WebMBA  
Master of Science in Information Systems Bachelor of Business Administration in Accounting Bachelor of Business Administration in Economics Bachelor of Business Administration in Finance Bachelor of Business Administration in Information Security and Assurance Bachelor of Business Administration in Information Systems Bachelor of Business Administration in International Business Bachelor of Business Administration in Management Bachelor of Business Administration in Marketing Bachelor of Business Administration in Professional Sales Bachelor of Science in Construction Management – Facility Management Concentration Bachelor of Architecture Master of Arts in Teaching (Art Education concentration) |
### Part 1: Overview

<table>
<thead>
<tr>
<th>National Association of Schools of Design</th>
<th>11250 Roger Bacon Drive, Suite 21 Reston, VA 20190-5248</th>
<th>Bachelor of Arts in Art History</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Association of Schools of Design</td>
<td>11250 Roger Bacon Drive, Suite 21 Reston, VA 20190-5248</td>
<td>Bachelor of Fine Arts in Art</td>
</tr>
<tr>
<td>National Association of Schools of Design</td>
<td>11250 Roger Bacon Drive, Suite 21 Reston, VA 20190-5248</td>
<td>Bachelor of Science in Art Education</td>
</tr>
<tr>
<td>National Association of Schools of Music</td>
<td>11250 Roger Bacon Drive, Suite 21 Reston, VA 20190-5248</td>
<td>Bachelor of Arts in Music</td>
</tr>
<tr>
<td>National Association of Schools of Theatre</td>
<td>11250 Roger Bacon Drive, Suite 21 Reston, VA 20190-5248</td>
<td>Bachelor of Music in Music Education</td>
</tr>
<tr>
<td>National Association of Schools of Theatre</td>
<td>11250 Roger Bacon Drive, Suite 21 Reston, VA 20190-5248</td>
<td>Bachelor of Music in Music Performance</td>
</tr>
<tr>
<td>National Association of Schools of Theatre</td>
<td>11250 Roger Bacon Drive, Suite 21 Reston, VA 20190-5248</td>
<td>Bachelor of Arts in Theatre and Performance Studies</td>
</tr>
<tr>
<td>National Association of Sport and Physical Education</td>
<td>1900 Association Drive Reston, VA 20191</td>
<td>Bachelor of Science in Health and Physical Education</td>
</tr>
<tr>
<td>National Council for Accreditation of Teacher Education/ Council for Accreditation of Educator Preparation</td>
<td>1140 19th St., Suite 400 Washington, DC 20036</td>
<td>Professional Teacher Education Unit and Specialized Professional Association Recognized Programs*</td>
</tr>
</tbody>
</table>

*The KSU Education Preparation Provider was last reviewed by NCATE in 2012. In 2013, the two national teacher education accrediting agencies were consolidated into the Council for Accreditation of Education Preparation (CAEP). CAEP accreditation will be awarded to each teacher preparation unit after successfully completing the next scheduled review. It is customary to see NCATE/CAEP to indicate the
consolidated approval of education preparation providers.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Address</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Council for the Social Studies</td>
<td>8555 Sixteenth St. Suite 500 Silver Spring, MD 20910</td>
<td>Bachelor of Science in History Education</td>
</tr>
<tr>
<td>National Council for Teachers of English</td>
<td>1111 W. Kenyon Road Urbana, IL 61801-1096</td>
<td>Master of Arts in Teaching, English</td>
</tr>
<tr>
<td>National Council for Teachers of Math</td>
<td>1906 Association Drive Reston, VA 20191-1502</td>
<td>Master of Arts in Teaching (Secondary Education - Math Concentration)</td>
</tr>
<tr>
<td>National Science Teachers Association</td>
<td>1840 Wilson Blvd Arlington, VA 22201</td>
<td>Master of Arts in Teaching (Secondary Education - Biology Concentration)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Arts in Teaching (Secondary Education - Chemistry Concentration)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Arts in Teaching (Secondary Education - Physics Concentration)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Science in Biology (Biology Education Track)*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Science in Chemistry (Chemistry Education Track)*</td>
</tr>
<tr>
<td>Network of Schools of Public Policy,</td>
<td>COPRA c/o NASPAA 1029</td>
<td>Master of Public Administration</td>
</tr>
</tbody>
</table>

*A concentration within the Bachelor of Science. Listed as a separate program for Professional Standards Commission purpose.
A. Provide a timeline for the change. Discuss the rationale for the change. Include the dates for state approval and implementation of the change along with supporting documentation. If applicable, briefly outline the process in place to ensure the continuing academic integrity of the institution(s).

Table 2. Timeline for Change

<table>
<thead>
<tr>
<th>Approval Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/12/2013</td>
<td>Board of Regents (BOR) gives approval for pursuing consolidation of Kennesaw State University and Southern Polytechnic State University, creating a new Kennesaw State University under KSU President Dan Papp.</td>
</tr>
<tr>
<td>12/20/2013</td>
<td>Presidents of KSU and SPSU notify SACSCOC of their intent to consolidate and to submit Prospectus by 10/1/2014.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>USG BOR Consolidation Announcement [1]</td>
</tr>
<tr>
<td>Letter from Drs. Papp and Rossbacher to SACSCOC [2]</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>1/13/2014</td>
</tr>
<tr>
<td>4/7/2014</td>
</tr>
<tr>
<td>4/16/2014</td>
</tr>
<tr>
<td>10/1/2014</td>
</tr>
<tr>
<td>12/7/2014</td>
</tr>
<tr>
<td>1/6/2015</td>
</tr>
<tr>
<td>7/1/2015</td>
</tr>
<tr>
<td>7/2015</td>
</tr>
<tr>
<td>8/2015</td>
</tr>
<tr>
<td>9/1-3/2015</td>
</tr>
</tbody>
</table>
Part 1: Overview

Rationale for Change

In his September 14, 2011, report [13] to the USG BOR, Chancellor Huckaby announced that a study would be conducted to determine if “any campus consolidations would further our teaching, research, and service missions in a more fiscally prudent way.” On November 8, 2011 [14], the USG BOR approved six principles to be utilized in assessing potential consolidations:

- Increase the opportunities to raise education attainment levels;
- Improve accessibility, regional identity, and compatibility;
- Avoid duplication of academic programs while optimizing access to instruction;
- Create significant potential for economies of scale and scope;
- Enhance regional economic development; and
- Streamline administrative services while maintaining or improving service level and quality.

Excerpts from the Vision, Mission, and Goals Statements [15] of the BOR and the USG that are particularly pertinent to the purpose of this consolidation include:

- “The University System of Georgia will create a more educated Georgia…” (Vision Statement);
- “The mission of the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia…by bringing [its] resources…to bear on the economic development of the State and the continuing education of its citizens.” (Mission Statement);
- “The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians by [achieving]...[Goal] Educating graduates who are intellectually and ethically informed individuals with well-defined skills and knowledge who are capable leaders, creative thinkers, and contributing citizens;” and
- “The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians by [achieving]...[Goal] 6.
Increasing, diversifying, and strategically allocating resources."

In January 2012, the USG announced the proposed consolidation of eight of the 35 public institutions in the USG based on findings from the BOR’s 2011 study and the principles for assessing potential consolidations. The chancellor's guiding principles and Board's actions were heavily influenced by long-term and ongoing environmental scanning of past, current, and prospective economic and governmental conditions as well as state-level and national concerns about key issues such as degree completion rates, educational attainment levels of the workforce, public demand for higher education opportunities, tuition costs, cutbacks in governmental expenditures, and increased governmental efficiency. By December 2012, the prospectuses for all four proposed institutional consolidations effective January 2013 were approved by SACSCOC. By the end of 2013, all four of the newly consolidated institutions had successfully completed their SACSCOC Substantive Change Committee visits and follow-up reviews by the Commission and were operating as fully consolidated institutions.

In early 2013, the USG launched its 2013-2018 Strategic Plan [16], which begins with the following statement:

“The University System of Georgia will create a more educated Georgia that is prepared for the global, knowledge economy by increasing degree completion, ensuring academic excellence, spurring research and creativity, driving business creation, and making effective and efficient use of resources.”

To achieve this mission, the USG identified three strategic imperatives:

- Academic Excellence and Degree Completion;
- Economic Development and World Class Research; and
- Accountability, Efficiency, and Innovation.

Each imperative contains actions items that, if completed, will result in the achievement of each strategic imperative. Of these, Imperative 3 - Accountability, Efficiency, and Innovation specifically relates to the consolidation of KSU and SPSU as follows:

“The USG is committed to pursuing operational efficiencies and being a model steward of resources. Institutional consolidation, reducing administrative costs, closer monitoring of degree programs, and improving and expanding the shared services function all contribute to greater resource management.”
Following the success of the previous consolidations, Chancellor Huckaby publicly announced in November 2013 a proposed second round of consolidations and recommended that Kennesaw State University (KSU) and Southern Polytechnic State University (SPSU) consolidate [1]. The chancellor’s presentation to the BOR in November 2013 proposing the KSU and SPSU consolidation described the objective of consolidation this way [17]:

“The University System of Georgia is preparing students for the 21st century economy and citizenship. Today, the System must look internally to ensure that it has a 21st century structure, providing a network of institutions offering the proper range of degrees and opportunities in research and service to students and faculty. The purpose of campus consolidation is to increase the system’s overall effectiveness in creating a more educated Georgia.”

That presentation pointed out that these two public universities with largely complementary educational missions, located within 10 miles of each other in Cobb County—metropolitan Atlanta, could capitalize on the following opportunities as a consolidated university of over 31,000 students by:

- Expanding the ability to create more workforce-related degrees. KSU had its largest enrollments in various professional fields of business, teacher education and educational leadership, health and human services, communication, and other applied pursuits but lacked the strong programs in engineering, technology, and architecture that SPSU offered. The new university would be more comprehensive in its degree offerings;
- Opening the door for a wider array of student activities. This was especially true for the 6,500 SPSU students who would benefit from KSU’s broader array of student activities, which includes a Division I football program. At the same time, SPSU had a number of student activities not available to KSU students from which KSU students could benefit;
- Eliminating the trend toward duplication of programs. Over the years, SPSU had expanded its array of educational programs into areas similar to or duplicative of KSU programs in business, communication, teacher education, arts, and science. KSU had established duplicative programs in the fields of computing and instructional technology. Consolidation would eliminate such duplication;
- Allowing for seamless transfer of students. The first choice of transfer students from SPSU was KSU. As one university, students who wished to change majors from SPSU programs to KSU programs and vice versa would be free to do so without formal institutional transfer; and
• Combining resources to enhance responsiveness to regional economic and community development needs. Combining KSU’s $271 million operating budget with SPSU’s $72 million budget, streamlining administrative overhead, and forging a more comprehensive and efficient array of educational programs would strengthen the consolidated institution’s influence and impact on regional economic and community development.

### Ensuring Academic Integrity

One of the early steps in the process of consolidation was the adoption of a new mission. The new mission statement guided, and will continue to guide, decisions such as admissions criteria, tuition policy, and core curriculum learning outcomes for all committees, departments, programs, and services. The new mission statement, reflecting a consolidation of the missions of the two previous institutions, is:

Kennesaw State University offers high-quality and productive undergraduate, graduate, continuing education, and co-curricular programs. These include learning opportunities in architecture, the arts, business, computing, education, engineering and engineering technology, health and human services, honors experiences, humanities and social sciences, interdisciplinary studies, leadership development, the natural and physical sciences, study abroad, and other related disciplines. The University’s research, scholarship, creative activities, and public service initiatives expand and apply knowledge, contribute to the economic development, and improve the quality of life in the local communities, Georgia, the nation, and the world.

The KSU community values open, honest, and thoughtful intellectual inquiry, innovative and creative problem solving, professionalism, expertise, collaboration, integrity and ethical behavior, engaged citizenship, global understanding, sustainability, mutual respect, and appreciation of human and cultural diversity. The University community strives continually to enhance student success, improve institutional quality, and respond to public demand for higher education.

Both institutions spent 2014 planning and preparing for the consolidation. As one of the first steps, the presidents of KSU and SPSU worked to establish the Consolidation Implementation Committee (CIC), a 28-member team of faculty, staff, and students from KSU and SPSU, who worked together to provide coordination and collaborative leadership as the new Kennesaw State University was constructed. To achieve even
broader and more inclusive representation of faculty and academic administrators, the Expanded Consolidation Implementation Committee (ECIC) [18] was created, with membership increasing from 28 to 47. The ECIC was formed by adding 12 faculty members representing the academic schools at SPSU and the degree-granting colleges at KSU. The respective Faculty Senates at both universities handled the selection process. In addition, two academic deans were added, one from each university, as well as two department chairs, one from each university. A representative of SPSU’s Staff Council was also added, as were representatives from KSU’s Staff Senate and Administrative Senate.

To assist in navigating the complex process of consolidation, 81 Operational Working Groups (OWGs) [19] were established to address how the new university would handle consolidation of all of its programs, services, and support functions. Each of the 700 consolidation tasks identified by the System Office staff and others identified by KSU and SPSU were assigned to the appropriate OWG.

The involvement of constituents from both KSU and SPSU campuses and communities in consolidation planning and approvals was extensive and broad-based. The 81 OWGs were organized into 22 areas. Each was headed by an area coordinator who sits on the 28-person Consolidation Implementation Committee (CIC). Some area coordinators coordinated more than one area. Each was co-chaired by KSU and SPSU personnel who were selected based on their areas of expertise relating to the focus of each OWG. These co-chairs then selected OWG members from both campuses who had expertise relating to the tasks assigned to each OWG.

This approach to organizing the hands-on work of the consolidation process resulted in broad participation from many individuals across the two universities. The consolidation committee structure allowed for processes, procedures, decisions, and recommendations to be discussed by individuals with the most knowledge and experience who do the daily work on the complex topics required for consolidation. In addition, in the interest of keeping all members of the campus community and others fully informed on the progress of consolidation planning and approvals, a public KSU-SPSU Consolidation website [20] is maintained where membership, all pertinent developments, updates, recommendations, and the final report are posted. The structure of the consolidation committees facilitated a flow of communication up and down the levels of review and increased the dissemination of information among internal and external members of the University community.

As the record of published meeting agendas and notes reflects [21], the CIC convened two to three times a month beginning December 2013 to conduct its work in coordinating the OWGs and reviewing and refining their recommendations.
as consolidation plans unfolded. The ECIC completed its work on recommended new mission and vision statements and administrative organization during the first three months of 2014. On April 7, 2014, the senior administrative structure [22] for post-consolidation KSU was released to the campus community and published on www.ksuspsuconsolidation.com. On April 16, 2014, the BOR approved the new mission statement [5] for the consolidated KSU.

The work of the CIC and ECIC continued into 2015. As the work of the OWGs was completed and recommended action plans were made, the recommendations were reviewed and proposed by the CIC to the president for adoption. A running account of approved CIC recommendations [23] was posted on the KSU-SPSU Consolidation website. Some OWGs, such as those involved in course-level curricular issues of consolidation, continued their work into 2015 in preparation for early registration and the full implementation of the consolidated curriculum in Fall Semester 2015.

Finally, in adherence to the commitment both campuses have to shared governance, decisions such as curricular changes have gone through the shared governance processes on each campus or within a special combined governance group as appropriate.

It is important to note that no substantive reduction has occurred as a result of this consolidation in the types and delivery locations of existing degree programs or the quality of support services provided to students. Any reductions noted in the combined authorized list of degree programs for KSU have resulted from the deletion of deactivated or inactive programs, or from the efficiencies of consolidating two similar programs into one. By improving the efficiency of delivery through the elimination of duplicate services and programs, KSU is able to leverage the education resources of the previous institutions to increase access and quality program availability to all its students. This consolidation also has the potential to raise educational levels and accelerate economic development throughout Georgia, contributing to the USG’s mission of creating a more educated Georgia.

Evidence:

1.  KSU and SPSU Consolidation Announcement
2.  Letter from Drs. Papp and Rossbacher to SACSCOC
3.  ECIC Meeting Notes from January 13, 2014
4.  ECIC Meeting Notes from April 7, 2014
5.  Agenda – USG BOR – April 2014, Approving KSU Vision, Mission, and Name
6. **KSU-SPSU Prospectus Cover Letter**
7. **SACSCOC January 14, 2015 Consolidation Approval Letter**
8. **BOR Resolution January 2015 Approval of Consolidation**
9. **BOR Meeting Agenda April 2015 Budget Information**
10. **Houston Davis Memorandum KSU Final DMA**
11. **SACSCOC Information Outline – KSU Onsite Visit**
12. **SACSCOC – 2015 Annual Meeting Schedule**
13. **Dr. Huckaby Announcement Exploring Consolidation**
14. **BOR Principles for Consolidation**
15. **USG BOR Vision, Mission, and Goals**
16. **USG 2013-18 Strategic Plan**
17. **Chancellors Presentation on Consolidation, November 2013**
18. **CIC-ECIC Membership List**
19. **Operational Working Groups List**
20. **KSU-SPSU Consolidation Website**
21. **Consolidation Committee Published Meeting Agendas and Notes**
22. **KSU Approved Post-Consolidation Senior Administrative Structure**
23. **Approved Consolidation Recommendations**
Part II. Impact of the change on selected requirements of the Principles of Accreditation

C. Educational Programs

CR 2.1 The institution has degree-granting authority from the appropriate government agency or agencies. (Degree-granting Authority)

Compliance Statement

Kennesaw State University (KSU) is compliant with this core requirement.

Impact of Consolidation

The consolidation of KSU and Southern Polytechnic State University (SPSU) obviously had a notable impact on the degree-granting authority of both institutions. As of the effective date of consolidation, January 13, 2015, SPSU was officially no longer an independent accredited member of the University System of Georgia (USG) and became one with KSU. Some aspects of SPSU’s operations, including its student records, accounting systems, and financial aid operations, as well as its FY2014-15 audit functions and degree-granting activity, continue to operate separately from KSU’s during the continuing transition period to full consolidation, but do so under the new KSU’s authority and administrative oversight. Those functions will be fully consolidated with KSU’s early in FY2015-16. The consolidation also changed KSU’s degree-granting authority substantively in that most non-duplicating degree programs previously offered by SPSU are now part of KSU’s authorized educational offerings. Consequently, KSU’s comprehensive array of degree programs has expanded significantly through the inclusion of degree offerings in engineering, engineering technology, architecture, construction management, and computer technology.

Narrative

When the state of Georgia reorganized public higher education in 1931, it transferred the control of all state colleges and universities to the Board of Regents (BOR) of the newly created USG. The Official Code of Georgia Annotated (OCGA), §20-3-51, states, “The government, control, and management of the university system and all of its institutions shall be vested in the board of regents” [1]. This control and management includes the authority to “abolish or add degrees” (OCGA §20-3-32) [2]. With very similar language, the Constitution of the State of Georgia (Article VIII, Section IV, Paragraph 1b) charges the BOR with “the government, control, and management of the University System of Georgia and all of the institutions in said system”[3]. Thus, the
BOR is given the authority to grant degrees, which the BOR then vests in USG institutions, including KSU [4].

In November 2013, the BOR issued the directive to pursue consolidation of SPSU and KSU [5]. The BOR approved the mission for a consolidated KSU in April 2014 [6]. In December 2014, SACSCOC granted its approval as gatekeeper for U.S. Department of Education recognition for SPSU to be consolidated with KSU [7]. In January 2015, the BOR adopted the resolution authorizing the new consolidated KSU effective immediately [8]. The final Degrees and Majors Authorized (DMA) for the consolidated KSU was approved by the BOR in March 2015 [9].

CR 2.1 Evidence of Compliance

1. OCGA § 20-3-51
2. OCGA § 20-3-32
3. Constitution of the State of Georgia, Article VIII, Section IV, Paragraph 1b
4. BOR Policy Manual 3.8
5. USG Announcement, November 2013, to Pursue Consolidation
6. BOR Approval of the New University’s Mission Statement in April 2014
7. SACSCOC Letter Approving Consolidation
8. BOR Authorization of the New Consolidated KSU
9. KSU Final DMA List Letter Houston Davis
Part II. Impact of the change on selected requirements of the *Principles of Accreditation*

B. Governance and Administration

**CR 2.2** The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution’s programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution.

*(Governing Board)*

**Compliance Statement**

Kennesaw State University (KSU) is in compliance with this core requirement.

**Impact of Consolidation**

The consolidation of KSU and Southern Polytechnic State University (SPSU) had no impact on, and resulted in no changes to, the membership or responsibilities of the governing board.

**Narrative**

The institution has a governing board of at least five members that is the legal body with specific authority over the institution.
The Board of Regents of the University System of Georgia (BOR-USG) is the governing board for the public colleges and universities that compose the USG, including KSU. Pursuant to Article VIII, Section IV, Paragraph 1(a) of the Constitution of the State of Georgia:

There shall be a Board of Regents of the University System of Georgia which shall consist of one member from each congressional district in the state and five additional members from the state at large, appointed by the Governor and confirmed by the Senate. The Governor shall not be a member of said board...[1]

Currently, Georgia has 14 congressional districts. The Board consists of one member from each of these congressional districts and five additional members from the state at-large for a total of 19 board members. The list of governing board members, their presiding officer, their congressional districts, occupations, professional affiliations, and terms of office are shown in Table 1.

Table 1. Roster of the Board of Regents of the University System of Georgia for 2014-2015

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Occupation</th>
<th>Affiliation</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Dean Alford, P.E.</td>
<td>Regent</td>
<td>President and CEO Allied Energy Services</td>
<td>4th Congressional District</td>
<td>2012-2019</td>
</tr>
<tr>
<td>W. Paul Bowers</td>
<td>Regent</td>
<td>Chairman, President, and CEO Georgia Power</td>
<td>At-large</td>
<td>2014-2020</td>
</tr>
<tr>
<td>Lori Durden</td>
<td>Regent</td>
<td>VP for Economic Development Ogeechee Technical College</td>
<td>12th Congressional District</td>
<td>2013-2020</td>
</tr>
<tr>
<td>Larry Ellis</td>
<td>Regent</td>
<td>CEO of ESSE</td>
<td>5th Congressional District</td>
<td>2013-2017</td>
</tr>
<tr>
<td>Rutledge Griffin, Jr.</td>
<td>Regent</td>
<td>Former Chairman and CEO of Griffin L.L.C.</td>
<td>8th Congressional District</td>
<td>2013-2018</td>
</tr>
<tr>
<td>Thomas Hopkins, Jr.</td>
<td>Regent</td>
<td>Physician</td>
<td>3rd Congressional District</td>
<td>2010-2017</td>
</tr>
<tr>
<td>James M. Hull</td>
<td>Regent</td>
<td>Member Manager of Hull Property Group</td>
<td>At-large</td>
<td>2013-2016</td>
</tr>
<tr>
<td>Doreen Stiles Poitevint</td>
<td>Regent</td>
<td>Partner in Stiles Apartments and A.B. Stiles Enterprises</td>
<td>2nd Congressional District</td>
<td>2011-2018</td>
</tr>
</tbody>
</table>
The legal authority of the BOR over the institution is derived from the Constitution of the State of Georgia, Article VIII, Section IV, Paragraph 1(b):

….The government, control, and management of the University System of Georgia and all of the institutions in said system shall be vested in the Board of Regents of the University System of Georgia. [1]

and the Official Code of Georgia Annotated (OCGA) § 20-3-31:

The board of regents shall have power:
(1) To make such reasonable rules and regulations as are necessary for the performance of its duties;… [2]

In addition, Article 1, Section 2 of the Board of Regents Bylaws clearly articulates the authority of the Board over its member institutions:
...The government, control, and management of the University System of Georgia and each of its institutions are vested by the people of Georgia exclusively with the Board of Regents of the University System of Georgia. The Board of Regents possesses such other authority as is granted by the Constitution of the State of Georgia and by acts of the General Assembly. [3]

The operations of KSU are managed under the authority of the university’s Chief Executive Officer (CEO), President Daniel Papp, who reports to the Board of Regents (BOR) through the CEO of the University System of Georgia (USG), Chancellor Hank Huckaby.

**The board is an active policy-making body for the institution.**

The BOR is very active and meets on a regular basis. The full Board meets eight times a year unless the press of business requires it to meet more often. Additionally, special meetings of the Board are called as needed each year. Agendas for the meetings are publicly available on the BOR website the Friday prior to the meeting. An archive of agendas and meeting minutes is also publicly posted on the BOR’s website [4].

Article VI of the BOR Bylaws states:

> The Board of Regents shall be responsible for the operation of the University System of Georgia as provided by the Constitution of the State of Georgia and laws enacted pursuant thereto. The Committees of the Board shall review policy matters in the areas of jurisdiction assigned to them and advise the Board as to what, if any, changes of policy should be made. Each of the standing Committees shall keep informed with respect to the manner in which the policies of the Board are being administered in its jurisdiction. [5]

There are multiple BOR committees that support the work of the Board of Regents [6]. Standing committees consist of between five and ten members and a majority is required for a quorum for the transaction of business. The Chair of the Board and the Chancellor serve as ex officio members of all Committees. The Chair of the Board has the authority to vote, the Chancellor does not. The Chair of the Board may appoint members of the Board to special or ad hoc Committees as needed to fulfill the duties and responsibilities of the Board.

A pertinent example of the BOR’s control over the institutions in the USG and the exercise of its policy-making authority can be seen in the actions taken by the BOR in
recent years to consolidate 10 of its 35 member institutions into five new institutional entities as follows:

- In his report to the BOR in September 2011, USG Chancellor Huckaby stated: “Looking ahead, we must ensure that our System has the appropriate number of campuses around the state. We need to be organized in ways that truly foster service to our students in the most effective way and that ensure our faculty are properly deployed and supported. Therefore, I believe it is time for the system to study if campus consolidations are justified and will enhance our ability to serve the people of Georgia at less cost.” [7]

- At its November 2011 meeting [8], the Board of Regents adopted six “Principles for Consolidation” that have been used subsequently by University System staff and the Board’s Committee on Consolidation to assess if any campus consolidations would further the USG’s teaching, research, and service missions in a more fiscally prudent way. The following principles approved by the BOR guided consolidation analysis:
  1. Increase opportunities to raise education attainment levels;
  2. Improve accessibility, regional identity, and compatibility;
  3. Avoid duplication of academic programs while optimizing access to instruction;
  4. Create significant potential for economies of scale and scope;
  5. Enhance regional economic development;
  6. Streamline administrative services while maintaining or improving service level and quality.

- At its January 2012 [9] meeting the Board of Regents voted in favor of pursuing four consolidations among eight USG institutions (Georgia Health Sciences University with Augusta State University, North Georgia College & State University with Gainesville State College, Middle Georgia College with Macon State College, and South Georgia College with Waycross College). These proposed consolidations were approved by SACSCOC in December 2012 and finalized by the BOR in January 2013.

- Under the Board’s new Strategic Plan adopted in August 2013 [10], increased efficiencies and effectiveness throughout the System to better serve students and the state are a priority. Consequently, the potential for additional consolidations remains an active policy of the governing board.
• Thus, in November 2011 [8], the Board approved a proposal to consolidate two additional institutions (KSU and SPSU) into a new university (KSU). This fifth USG consolidation was approved by SACSCOC in December 2014 [11] and finalized by the BOR in January 2015 [12].

The board is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program.

The BOR is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide sound educational programs and services. The responsibility of overseeing the financial matters and resources of the USG is given to the BOR by the Constitution of the State of Georgia, Article VIII, Section IV:

(c) All appropriations made for the use of any or all institutions in the university system shall be paid to the board of regents in a lump sum, with the power and authority in said board to allocate and distribute the same among the institutions under its control in such way and manner and in such amounts as will further an efficient and economical administration of the university system.
(d) The board of regents may hold, purchase, lease, sell, convey, or otherwise dispose of public property, execute conveyances thereon, and utilize the proceeds arising therefrom; may exercise the power of eminent domain in the manner provided by law; and shall have such other powers and duties as provided by law.
(e) The board of regents may accept bequests, donations, grants, and transfers of land, buildings, and other property for the use of the University System of Georgia. [1]

Every year the Georgia General Assembly allocates funds to higher education. The BOR has established a USG funding formula for requesting these annual state appropriations. The Bylaws of the BOR, Article XII provides that:

The Board shall make the allocation of funds to the several institutions at the April meeting or the next regular meeting following the approval of the Appropriations Act or as soon thereafter as may be practicable in each year, and shall approve the budgets of the institutions and of the office of the Board of Regents at the regular June meeting in each year or as soon thereafter as may be practicable. The Board of Regents shall be the only medium through which formal requests shall be made for appropriations from the General Assembly and the Governor of the State of Georgia. [13]
The BOR sets tuition and fees once appropriations and other legislative funding decisions are made. Evidence of the governing board’s fiscal actions for the most recent fiscal year, FY2016, is contained in the minutes of April 2015 [14]. In addition to adjusting tuition and fees to maintain adequate funding, the BOR’s current institutional consolidation initiative is aimed at reducing administration costs and redirecting savings to the expansion of educational programs and services.

**The board is not controlled by a minority of board members or by organizations or interests separate from it.**

The BOR is not controlled by a minority of Board members. BOR Bylaws Article III, Section 4 states that:

> At all meetings of the Board of Regents, a majority of the members of the Board shall constitute a quorum for the transaction of business. The action of a majority of the members of the Board present at any meeting shall be the action of the Board, except as may be otherwise provided by these Bylaws [15].

Each BOR Board member must be notified a minimum of five days in advance of regular or special meetings. Attendance at meetings of the Board is a duty of each Board member and failure to attend without good and valid cause or excuse for three consecutive meetings may result in a member’s removal from the Board.

**Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.**

According to § 45-10-22 of the OCGA [16], it is unlawful for BOR members, as public officials with limited powers, “to transact any business with the agency for which such public official serves.” The Code of Ethics for government service contained in the OCGA, § 45-10-1 [17], also prohibits such conflicts of interest. Additionally, OCGA, § 45-10-26 requires all public officials to file an annual financial disclosure statement for transactions of more than $9,000 with the state or any state agency “for himself, herself, or on behalf of any business, or any business in which such public official or employee or any member of his or her family has a substantial interest…”[18]. Examples of the required “State Business Transaction Disclosure Report” [19] and an “Affidavit of Public Officer” [20] are attached. Adherence to these laws is monitored regularly, using disclosure statements that are reinforced through ethics training. The Regents undergo annual ethics training as required by Board Policy 8.2.20.2 [21]. A sample of these
Ethics Training and Policy Acknowledgements provided to Regents in 2014 is attached [22]. These documents are subject to public scrutiny as facilitated by Georgia’s open records and open meetings regulations.

CR 2.2 Evidence of Compliance

1. Constitution of the State of Georgia, Article VIII, Section IV, Paragraph 1
2. OCGA §20-3-31
3. BOR Bylaws Article 1, Section 2
4. Archive of Board of Regents Meeting Minutes
5. BOR Bylaws VI
6. USG BOR 2015 Committees
7. Huckaby Report to BOR
8. BOR Principles of Consolidation
9. BOR January 2012 Minutes
10. USG BOR Strategic Plan
11. SACSCOC Consolidation Approval
12. BOR Consolidation Approval
13. BOR Bylaws XII
14. BOR Minutes, April 2015
15. BOR Bylaws Article III, Section 4
16. OCGA § 45-10-22
17. OCGA § 45-10-1
18. OCGA § 45-10-26
20. Example – Affidavit of Public Officer
21. BOR Policy Manual 8.2.20.2
22. Annual Ethics Training Regents
Part II. Impact of the change on selected requirements of the Principles of Accreditation

B. Governance and Administration

CR 2.3 The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (Chief Executive Officer)

Compliance Statement

Kennesaw State University (KSU) is in compliance with this core requirement.

Impact of Consolidation

The consolidation of KSU and Southern Polytechnic State University (SPSU) had no impact on the existing roles and responsibilities of a university president in the University System of Georgia (USG).

Narrative

When the Board of Regents (BOR) announced, on November 1, 2013, that KSU and SPSU would consolidate, the Board also named Dr. Dan Papp as the president of the new institution that would be formed from the consolidation [1]. Dr. Papp has been the president of KSU since July 1, 2006. He is not a member of the BOR, does not serve as presiding officer of the BOR, and is not chief operating officer of the USG. His primary responsibilities are to the institution, as detailed in the current position description [2].

The USG Organization Chart shows the relationship between the presidents of the USG institutions and the BOR [3]. BOR Policy Manual Section 2.5 [4] defines the role, authority, and responsibilities of a president of a USG institution:

2.5.1 Executive Head of Institution

The president of each USG institution shall be the executive head of the institution and of all its departments, and shall exercise such supervision and direction as will promote the efficient operation of the institution. The president shall be responsible to the Chancellor for the operation and management of the institution, and for the execution of all directives of the Board and the Chancellor. The president’s discretionary powers shall be broad enough to enable him/her to discharge these responsibilities.
2.5.2. Ex-Officio Faculty Chair:
The president shall be the ex-officio chair of the faculty and may preside at meetings of the faculty. The president and/or the president’s designee shall be a member of all faculties and other academic bodies within the institution. He/she shall decide all questions of jurisdiction, not otherwise defined by the Chancellor, of the several councils, faculties, and officers. The president shall have the right to call meetings of any council, faculty, or committee at his/her institution at any time. The president shall have the power to veto any act of any council, faculty, or committee of his/her institution but, in doing so, shall transmit to the proper officer a written statement of the reason for such veto. A copy of each veto statement shall be transmitted to the Chancellor. At those institutions that have a council, senate, assembly, or any such body, the president or the president’s designee may chair such body and preside at its meetings. The president shall be the official medium of communication between the faculty and the Chancellor and between the council, senate, assembly, or any such body and the Chancellor (BoR Minutes, 1993-94, p. 239; April, 2007).

2.5.3 Personnel Policies:
The president shall be responsible for the initial appointment of faculty members and administrative employees of each institution, the salary and all promotions of each, and be authorized to make all reappointments of faculty members and administrative employees, except as otherwise specified in this Policy Manual. The president has the right and authority to grant leaves of absence for up to one (1) year for members of the faculty for study at other institutions or for such reasons as the president may deem proper. He/she shall make such reports as required from time to time to the Board, through the Chancellor or his/her designee, of the condition of the institution under his/her leadership (BoR Minutes, February 2007; November 2013). The president of each institution, or his/her designee, is authorized to accept on behalf of the Board the resignation of any employee of his/her institution (BoR Minutes, 1977-78, p. 123; 1982-83, p. 225).

2.5.4. Agreements:
The president of each institution, or the president’s designee, shall have the authority to execute, accept, or deliver, on behalf of the Board, the following types of research agreements, settlement agreements, service agreements, and reciprocal emergency law enforcement agreements affecting his/her institution:
1. Research or service agreements whereby the institution concerned, for monetary compensation or other good and valuable consideration, agrees to
perform certain institution-oriented research or other personal services within a time period of one (1) year or less.

2. Agreements between USG institutions and hospitals or other organized medical facilities, both public and private, whereby the hospital or medical facility concerned agrees to provide clinical services to nursing and other students enrolled in nursing and allied health programs at the institution concerned. Said agreements shall be subject to cancellation by either party (BoR Minutes, October 2013).

3. Reciprocal emergency law enforcement agreements between USG institutions and county and municipal authorities, as authorized by the Georgia Mutual Aid Act, as amended (BoR Minutes, 1993-94, pp. 63-64).

4. Settlements of grievances and complaints, including those filed by state and federal agencies, that do not include a monetary commitment of more than $100,000. Notice of settlements shall be filed with the University System Office of Legal Affairs (BoR Minutes, May 2006; April, 2007).

5. Any agreements necessary for the day-to-day operation of the institution (BoR Minutes, April, 2007).

*BOR Policy Manual* Section 1.2.1 states, “The Chancellor shall be the chief executive officer of the USG as well as the chief executive officer of the Board of Regents…” [5] Henry “Hank” M. Huckaby is the current chancellor of the USG.

**CR 2.3 Evidence of Compliance**

1. [BOR Consolidation Announcement](#)
2. [Daniel S. Papp, President, Job Description](#)
3. [BOR Organization Chart](#)
4. [BOR Policy Manual 2.5](#)
5. [BOR Policy Manual 1.2.1](#)
Part II. Impact of the change on selected requirements of the *Principles of Accreditation*

A. Integrity and Institutional Mission

CR 2.4 The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. *(Institutional Mission)*

**Compliance Statement**

Kennesaw State University (KSU) is in compliance with this core requirement.

**Impact of Consolidation**

The impact of the institutional consolidation required a consolidation of the KSU and Southern Polytechnic State University (SPSU) mission statements into a single and more comprehensive mission statement for the new University that was approved by the governing board.

**Narrative**

During the April 2014 meeting of the Board of Regents (BOR) of the University System of Georgia (USG), the following mission statement was approved by the BOR [1] for the consolidated Kennesaw State University (KSU):

Kennesaw State University offers high-quality and productive undergraduate, graduate, continuing education, and co-curricular programs. These include learning opportunities in architecture, the arts, business, computing, education, engineering and engineering technology, health and human services, honors experiences, humanities and social sciences, interdisciplinary studies, leadership development, the natural and physical sciences, study abroad, and other related disciplines. The University’s research, scholarship, creative activities, and public service initiatives expand and apply knowledge, contribute to the economic development, and improve the quality of life in the local communities, Georgia, the nation, and the world.

The KSU community values open, honest, and thoughtful intellectual inquiry, innovative and creative problem solving, professionalism, expertise, collaboration, integrity and ethical behavior, engaged citizenship, global
understanding, sustainability, mutual respect, and appreciation of human and cultural diversity. The University community strives continually to enhance student success, improve institutional quality, and respond to public demand for higher education.

This mission statement reflects a consolidation of the mission statements of two previously independent institutions, KSU and SPSU. Merging these mission statements was relatively easy, as the two universities shared many of the same educational values. Both institutions were committed to the centrality of high-quality teaching and learning, the facilitation of student success, and the provision of research and service that contributes to the economic development and quality of life of the communities served. This mission statement reflects these values and emphasizes quality programs, leadership development, intellectual inquiry, ethical behavior, global learning, engaged citizenship, and respect for cultural diversity. In addition, the consolidated University’s mission statement is more comprehensive in its scope of degree programs than was the case for the individual partner institutions prior to consolidation.

The consolidated KSU is committed to serving the educational needs of the region and state by providing a range of degree programs, baccalaureate through doctoral levels, that produce highly-qualified graduates who are prepared for the workforce, contribute to the economy, and improve the quality of life for the community and beyond. The mission statement clearly demonstrates the institution’s commitment to teaching excellence and student learning. This commitment is evidenced by the wide array of student support services, innovative programs, activities, and workshops offered. These offerings enrich the educational experience and accommodate a student population with a broad range of educational aspirations and academic preparation.

The mission statement also addresses KSU’s commitment to research and public service. The scope of the consolidated University’s research and service mission is broad, including basic as well as applied commitments to knowledge building and community advancement. Students are provided opportunities to participate in research and public service through service-learning activities, clinical experiences, directed research, internships, and volunteer opportunities. Students are engaged with the global community through study abroad and other offerings. These various initiatives prepare graduates to contribute to local communities, Georgia, the nation, and the world.

The consolidated mission of KSU is published, ensuring that it is readily available to all members of the University community, on the KSU Consolidation website [2], as well as in the University Handbook [3] and the KSU 2015-2016 Fact Book [4].
CR 2.4 Evidence of Compliance

1. BOR April 2014 Meeting – Approval of KSU Mission
2. KSU Published Mission Statement
3. University Handbook
4. KSU 2015-2016 Fact Book
Part II. Impact of the change on selected requirements of the *Principles of Accreditation*

### E. Institutional Effectiveness

**CR 2.5** The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (*Institutional Effectiveness*)

**Compliance Statement**

Kennesaw State University is in compliance with this core requirement in that the consolidated university has in place the staffing and resources to support a broad array of institution-wide, integrated, and research-based planning and evaluation processes that incorporate a systematic review of institutional mission, goals, and objectives for the new university and achieve quality enhancements and mission accomplishments for the institution as a whole.

**Impact of Consolidation**

Prior to consolidation, Kennesaw State University (KSU) and Southern Polytechnic State University (SPSU) demonstrated the effectiveness of their ongoing, institution-wide, integrated, and research-based planning and evaluation processes. Evidence of this was contained in their last reaffirmation of accreditation reports in 2007 and 2009, respectively. The fundamental elements of those existing institutional planning and evaluation processes continue following institutional consolidation. However, those processes have been expanded and enhanced substantially by the addition of System-level and institution-level planning and evaluation processes instituted to implement the KSU-SPSU institutional consolidation in all aspects of the University’s functional operations.

**Narrative**

The consolidation of KSU and SPSU is a prime example of institutional effectiveness, initiated at the System level and implemented at the institutional level, following the strategic imperatives and mission of the University System of Georgia and the governing board. In his
opening remarks to the Board of Regents of the University System of Georgia in November
2011, USG Chancellor Henry Huckaby stated the objective of consolidation [1].

“The University System of Georgia is preparing students for the 21st century economy
and citizenship. Today, the System must look internally to ensure that it has a 21st
century structure, providing a network of institutions offering the proper range of
degrees and opportunities in research and service to students and faculty. The purpose
of campus consolidation is to increase the system’s overall effectiveness in creating a
more educated Georgia.”

Aligned with that objective, the BOR that fall formed a Special Consolidation Committee that
studied and continues to assess opportunities for potential institutional consolidations that
satisfy six guiding principles:

1. Increase opportunities to raise education attainment levels;
2. Improve accessibility, regional identity, and compatibility;
3. Avoid duplication of academic programs while optimizing access to instruction;
4. Create significant potential for economies of scale and scope;
5. Enhance regional economic development; and
6. Streamline administrative services while maintaining or improving service level and
quality.

Guided by those principles, the BOR approved the pursuit of the consolidation of SPSU and
KSU in November 2013, and approved the actual consolidation of the two institutions [2], on
January 6, 2015, after receiving the required approval from SACSCOC in December 2014.
When electing to pursue consolidation, the governing board concluded that these two public
universities had compatible and complementary educational missions, had campuses located
within 10 miles of each other off I-75, and would capitalize on the following opportunities as a
consolidated University of over 31,000 students:

- **Expanded ability to create more workforce degrees.** KSU has its largest enrollments
  in the professional fields of business, teacher education and educational leadership,
  health and human services, communication, and other applied pursuits. That array of
  workforce-related professional degrees was expanded significantly following
consolidation with the addition of SPSU's degree programs in engineering, engineering technology, architecture, and construction management. Consolidation created a more comprehensive array of degree programs at the new KSU, raising the institution’s regional identity and educational service to students.

- **Opened the door for a wider array of student activities.** This is especially true for SPSU students, who are benefitting now from a wider array of KSU student activities and student support services following consolidation. This includes a Division I football program beginning in Fall 2015. In addition, student events and traditions offered at SPSU are being retained in the new KSU, benefitting all students.

- **Eliminated the trend toward duplication of programs.** Over the years, SPSU had begun expanding its educational programs into areas well established at KSU such as business, teacher education, arts, and sciences. Similarly, KSU had expanded into computing fields well established at SPSU. The consolidation eliminated program duplications and strengthened the faculty ranks for collaborative programming in areas that had been competing programs in the past.

- **Allowed for seamless transfer of students.** KSU has been the first choice for transfer students from SPSU. As a consolidated University, students wishing to change majors from the engineering, engineering technology, architecture, and construction management fields to business, education, health and human services, and a variety of arts and science pursuits may now do so without formal institutional transfer. This seamlessness is expected to increase retention, progression, and graduation rates for the new KSU as the need for students to transfer is reduced.

- **Combined resources enhance responsiveness to regional economic and community development.** Combining KSU’s FY2015 $271 million operating budget with SPSU’s $72 million budget created substantial economy of scale for the new University. Streamlining administrative overhead and forging a more efficient set of administrative support services freed substantial resources (approximately $5 million) for redirection to strategic priorities, including academic program expansion. Combining faculty resources of the two universities strengthened educational programs. Furthermore, the new KSU’s FY16 operating budget approved by the BOR increased from $359.6 million in the previous year to $378.8 million this year, enabling the new
University’s future influence and impact on regional economic and community development.

Institutional consolidation required the establishment of an elaborate planning and evaluation process for consolidation implementation at the System and institutional levels that is ongoing, integrated, and institution-wide in its coverage, and research-based.

- A 28-member institution-level Consolidation Implementation Committee (CIC) [4] of faculty, staff, administrators, and students oversees all aspects of the consolidation at the front lines of institutional implementation.
- The CIC was expanded to 47 members [5], including more faculty representation from every college and school, when reviewing and recommending the consolidated institution’s mission and organizational structure.
- Eighty-one Operational Working Groups (OWGs) [6] were established and are coordinated by the CIC to re-evaluate specific programs, support services, and functional operations and to make recommendations to the CIC and president as to how the new University should operate.

Each of the more than 700 consolidation tasks identified in the System Office’s consolidation tracker spreadsheet was assigned to the appropriate OWG for follow-up. This comprehensive planning and evaluation process incorporated a systematic review of institutional mission, goals, and outcomes, and a comprehensive re-evaluation of the operations and business practices across all functional areas of the University to identify the recommended models for consolidation. The evidence of that extensive and continuing work is fully documented on the KSU-SPSU Consolidation website. This elaborate planning and evaluation process focused on the effective achievement of a smooth transition of institutional consolidation and operated as an extra layer of planning and evaluation on top of the normal planning and evaluation processes of the USG and KSU.
The year-long consolidation planning and evaluation process in 2014 yielded numerous OWG recommendations and CIC/presidential approvals [7] as documented on the Consolidation website. Those included new vision and mission statements for the consolidated University and a Consolidated Strategic Plan for KSU 2015-2016. The consolidation planning and evaluation process continued into 2015 after successfully transitioning to a new administrative organization in January 2015, coinciding with the official effective date of the consolidation. A consolidated payroll system was initiated, beginning with the 2015 calendar year. By April 2015, the consolidated Banner system was operational in support of early registration for fall semester, the first term for the consolidated curriculum’s initiation. The consolidated budget for the new KSU was developed and approved by June 2015 and became effective July 1, 2015. The transition to a consolidated federal financial aid system was completed in summer 2015. Plans for the consolidation’s smooth transition into Fall Semester 2015 were implemented. Clearly, substantial progress has been made toward the achievement of the Consolidated Strategic Plan’s Goal 1, Objective 1: Integrate programs, policies, and procedures to ensure a seamless consolidation.

Other Ongoing Institutional Planning and Evaluation Processes Beyond those of Consolidation

As a public university operating within a state system, KSU is subject to state regulations and accountability initiatives that mandate the existence of a robust set of ongoing, integrated, institution-wide, and research-based planning and evaluation processes. While consolidation planning and evaluation processes influenced routine planning and evaluation processes, their fundamental elements and procedures operated independently from consolidation. Several of the more notable routine planning and evaluation processes included:

- **Strategic Planning and Evaluation Processes.** The BOR develops and adopts an updated strategic plan for the USG every five years (currently for 2013-2018 [8]) and expects member institutions to maintain current strategic plans consistent with the governing board’s strategic directions. The formulation of those institutional plans involves the systematic review and revision of mission, goals, and objectives aimed at key strategic priorities. KSU’s last five-year strategic plan for 2012-2017 [9] was
reformulated as part of the consolidation planning and evaluation process in 2014, resulting in the Consolidation Strategic Plan for KSU 2015-2016 [10]. KSU’s president will initiate the Strategic Thinking and Planning (STP) Committee in 2016 to guide the institution-wide process of developing and adopting the five-year 2017-2022 strategic plan for KSU. This strategic planning and evaluation process ensures the systematic review of institutional mission, goals, and outcomes every five years.

The BOR’s 2013-2018 Strategic Plan for the USG begins with the System mission statement:

The University System of Georgia will create a more educated Georgia that is prepared for the global, knowledge economy by increasing degree completion, ensuring academic excellence, spurring research and creativity, driving business creation, and making effective and efficient use of resources.

To achieve this mission, the USG is driven by three strategic imperatives:

1. Academic Excellence and Degree Completion;
2. Economic Development and World Class Research; and
3. Accountability, Efficiency, and Innovation.

Although institutional consolidation serves all three strategic imperatives, it is specifically referenced in Imperative 3 as follows:

The USG is committed to pursuing operational efficiencies and being a model steward of resources. Institutional consolidation, reducing administrative costs, closer monitoring of degree programs, and improving and expanding the shared services function all contribute to greater resource management.

Section 2.9 on Institutional Effectiveness [11] of the BOR Policy Manual states:

Each institution shall have a strategic planning process that maintains a current strategic plan in which institutional priorities are defined and through which the institution’s mission is carried out in accordance with the strategic directions and guiding principles established by the Board of Regents. The faculty and staff of
each institution shall be involved in developing the planning process and shall be included in the structure by which the plan is implemented.

The **vision and mission statements** [12] for the new KSU developed by the Expanded Consolidation Implementation Committee and approved by the KSU president and the BOR in 2014 reinforce the key elements of the USG’s commitment to academic excellence, impactful research and community service, and contributions to economic development, locally and globally. They read as follows:

**KSU Vision Statement**
Kennesaw State University will be a world-class comprehensive university recognized for its excellence in education, discovery, innovation, technology, and community engagement at all levels from local to global. The KSU experience will empower the members and graduates of the University community to have the vision, ability, and courage to transform the future.

**KSU Mission Statement**
Kennesaw State University offers high-quality and productive undergraduate, graduate, continuing education, and co-curricular programs. These include learning opportunities in architecture, the arts, business, computing, education, engineering and engineering technology, health and human services, honors experiences, humanities and social sciences, interdisciplinary studies, leadership development, the natural and physical sciences, study abroad, and other disciplines. The University’s research, scholarship, creative activities, and public service initiatives expand and apply knowledge, contribute to economic development, and improve the quality of life in local communities, Georgia, the nation, and the world.

The KSU community values open, honest, and thoughtful intellectual inquiry, innovative and creative problem solving, professionalism, expertise, collaboration, integrity and ethical behavior, engaged citizenship, global understanding,
sustainability, mutual respect, and appreciation of human and cultural diversity. The University community strives to enhance student success, improve institutional quality, and respond to public demand for higher education.

The tight alignment and close integration of the 2015-2016 Consolidated Strategic Plan for KSU with the 2013-2018 Strategic Plan for the USG is obvious in the Consolidated Plan’s list of strategic goals and objectives as follows:

- **Goal 1**: Transform two distinct educational institutions into one student-centered comprehensive university.
  - Objective 1: Integrate programs, policies, and procedures to ensure seamless consolidation.
  - Objective 2: Preserve and build upon the strengths and best practices of SPSU and KSU in advancing the operations and creating the culture of the consolidated university.

- **Goal 2**: Promote excellence and innovation in education through teaching, supervising, and mentoring students; research, creative activity, and scholarship; and professional service.
  - Objective 1: Improve on-campus, off-campus, and online learning environments.
  - Objective 2: Increase the number of faculty, administrators, and staff who are nationally and internationally recognized for their research, scholarship, creative activity, and professional service.
  - Objective 3: Increase external funding generated for teaching, supervising, and mentoring; research, creative activity, and scholarship; and professional service.

- **Goal 3**: Improve recruitment, retention, progression, and graduation rates (RRPG) in accord with Complete College Georgia by enhancing the quality, breadth, and relevance of academic programs so graduates are prepared for work and life.
  - Objective 1: Strengthen KSU’s data-centered approach to RRPG initiatives.
  - Objective 2: Expand student participation in academic engagement activities.
Objective 3: Create and implement strategies to improve RRPG rates.
Objective 4: Expand educational opportunities via articulation agreements.

Goal 4: Increase engagement and prominence in the local community, Georgia, the nation, and the world.
Objective 1: Develop and implement a framework that creates synergies among community engagement initiatives.
Objective 2: Raise the profile of KSU’s academic programs, research, scholarship, and creative activity.
Objective 3: Identify and nurture existing programs and areas of excellence that have achieved or have potential to achieve national or international prominence.
Objective 4: Recognize and reward engagement in KSU’s local, state, national, and international communities.

Goal 5: Foster a welcoming, diverse, and inclusive environment while enhancing the collegiate experience and sense of community within the university.
Objective 1: Promote a culture of consistent high-quality service.
Objective 2: Enhance the co-curricular and extra-curricular experience for students.
Objective 3: Promote an institutional culture of diversity, inclusion, and sensitivity.
Objective 4: Enhance the work experience and the job environment for all KSU employees.
Objective 5: Expand opportunities for the community to engage with the University.

Goal 6: Expand resources and improve operational efficiency and effectiveness.
Objective 1: Ensure that facilities and infrastructure keep pace with growth and evolving sustainability standards.
Objective 2: Improve business processes, organizational structure, and staffing.
Objective 3: Increase revenue and support to the University from appropriate sources.
KSU’s **Office of Institutional Effectiveness** [13] is charged with taking the lead to coordinate the reporting of regular evaluations of the extent to which KSU’s mission and strategic goals and objectives are achieved for the institution as a whole as well as within its programs and services.

- **Campus Master Planning and Evaluation Processes.** Professionally developed campus master plans (CPM) are required of USG institutions as a key element for justifications and approvals of major and minor capital improvements by the governing board. An expert architecture firm is engaged to coordinate the master planning process with campus-wide input. The CPM includes a detailed evaluation and comparative analysis of space usage and allocation using national standards to justify proposed construction and renovation of facilities.

  Facilities, infrastructure, and campus features are central to supporting the faculty, students, and staff. The institution’s campus master plan provides a venue for institutional effectiveness and is an example of continuous improvement. Development of the KSU CMP for the consolidated university is underway with the recent award of funding by the President’s Planning and Budgeting Advisory Committee to initiate the master planning process.

  Teaching, learning, research, and administration are directly impacted by their environs. Prospective students, donors, and employers are inspired by the same surroundings. Space and infrastructure form the backbone for productivity and success; they require diligent investment, adaptation, preservation, and use to ensure success across the University. Effectiveness of the institution’s campus master plan is determined through annual review by KSU’s constituents and leadership in addition to the USG Office of Real Estate and Facilities and the BOR Committee on Real Estate and Facilities.

  The CMP process includes the involvement of representative students, faculty, staff, administrators, and members of KSU’s governing board, advisory boards, and foundation.
Data, analyses, and reporting are provided by Enterprise Information Management and Institutional Research (EIM-IR), the University System of Georgia, and an architectural firm. Methods of data collection and input are managed through general focus groups, specialized focus groups, formal surveys, and collaborative meetings of University committees and stakeholders. OWG-57 [14] established the following goals for the CMP process:

- Maintain and provide facilities that support campus mission, vision, and strategic plans;
- Preserve and enhance SPSU’s and KSU’s outstanding reputations;
- Improve utilization and provide enough space for a growing and diverse campus community;
- Plan so that students are able to complete required courses conveniently on one campus (as much as possible);
- Provide environmentally friendly facilities solutions that are efficient, sustainable, and practical.

Once developed, the campus master plan will be submitted to the USG Office of Real Estate and Facilities for review and use in the USG budget process. Funding requests for construction, rehabilitation, renovation, and modernization are expected to be aligned with the CMP.

In 2014, the Campus Master Planning OWG-57 kicked off preparations for the 2015 master planning process to commence for the consolidated University. The first step in that process was hiring a professional master planning team with assistance, guidance, and input from the USG’s Real Estate and Facilities personnel. The recently completed master plan updates for KSU [15] and SPSU [16] will serve as the starting point for this effort. Revised projections and academic and strategic priorities for the new KSU will be reviewed and related to physical space allocations. Input will be sought from faculty, staff, administrators, and students in the process.
• **Budget Planning and Evaluation Processes.** The University’s president, Dr. Daniel S. Papp, leads the decision-making process for operationalizing and assessing the effectiveness of mission and goals attainment. As described in [BOR policy][17], the president “shall exercise such supervision and direction as will promote the efficient operation of the institution.” The President’s Cabinet [18] is composed of the vice presidents of major divisions and other senior administrators strategically selected by the president to represent key functions of the consolidated University.

KSU’s budget planning begins in a decentralized manner and ends with a data-based decision document reflective of a collaborative, integrated process. Aligned with budgeting guidance handed down by the BOR and the state of Georgia, KSU’s president along with administration and academic leaders take the lead to ensure alignment of the budget with the institution’s mission, goals, and strategic initiatives. The leadership team has the responsibility and authority for revenue generation and spending decisions and is in the best position to know the impact of resource use and related decisions. KSU units prepare budget proposals and recommendations as aligned with the University’s strategic plan. This is coupled with data and reports[^1] regarding projected enrollment and graduation rates, curricular and co-curricular programming, facilities and resources requirements, and development/fundraising activities to prioritize University actions for each fiscal year.

In the spirit of shared governance and open campus communication on budgetary issues, the President’s Planning and Budgeting Advisory Committee (PPBAC) [19] was formed in 2006 and has continued to operate throughout the consolidation. The PPBAC’s membership is broad-based and representative of faculty, staff, students, and key administrative officers and academic administrators. As the [agendas and handouts posted on the PPBAC website][20] indicate for the five meetings held during the 2014-2015 academic year, the PPBAC is briefed regularly and its advice is sought throughout the year by President Papp on issues of year-end budget allocation priorities, annual budget proposal priorities, budget allocations and directives from the BOR, and student tuition and fees revenue projections and

[^1]: Provided by KSU’s Enterprise Information Management and Institutional Research (EIM-IR) Office.
allocations. The 2015-2016 Consolidated KSU Strategic Plan guides planning, budgeting, and evaluation processes of the PPBAC and campus administrators in this process.

KSU’s FY16 capital projects budget request to the BOR included proposed improvements to academic and administrative facilities at the Kennesaw and Marietta campuses. Collaboration among major divisions of Academic Affairs and Operations produced a list of prioritized improvements recommended for the FY16 budget request.

In a specific example, proposed improvements to the English Building[21] addressed instructional space (faculty and students) and administrative space as excerpted from the online form. Note the specific reference to Goal 5 of the KSU Strategic Plan highlighted on page 3 of the form:

“The English Building (formerly the Humanities Building) consists of two (2) sections. The original 35,091 SF facility was built in 1980 and a more recent 32,176 SF addition was added on the south side. The original portion of the overall facility has not had a major renovation since it was built and is in poor condition. The renovation is planned to include mechanical/electrical upgrades, new finishes throughout the corridors, renovation and ADA compliance of the restrooms, replacement of windows, and other modifications. The College of Humanities and Social Sciences needs additional classroom and administrative space, and so an expansion of the facility is also proposed along with the renovation. This addition to the north side of the existing building will include academic classroom and student study space that will be placed into the overall Kennesaw State University inventory as well as additional faculty office space to ease the overcrowding within the college. Additional administrative space for the Chief Diversity Office and/or Ombuds is also included.”

Evaluation of the effectiveness of a facility or space improvement such as the English Building occurs in quantitative and qualitative form as part of the overall planning, budgeting, and evaluation process. Staff of the Facilities Services Division (FSD) collaborate with academic units and staff in Enterprise Information Management-Institutional Research (EIM-IR) on space utilization and management.
• Facilities/space needs are identified during unit-level budget development, refined during division-level meetings, and forwarded to the Office of the Vice President for Operations and Chief Business Officer/Chief Information Officer [22] for compilation.
• The Office of Financial Management validates budget requests as aligned with strategic goals and, as applicable, external mandates to present to the PPBAC [23] at its monthly meetings.
• PPBAC decisions are reflected in budget packages forwarded to the USG for action by the BOR.

As reflected in the final version of the consolidated University’s budget approved by the PPBAC, one of KSU’s capital improvement requests was included in the BOR budget for approval by the state Legislature. The English Building renovation and addition were approved for $4.9 million in FY16 [24]. The remainder of improvements will be completed with Major Repair and Renovation funds allocated to KSU. An overview of the BOR-approved budget is included as evidence [25].

• RRPG Planning and Evaluation Processes. Student progression and degree completion are the heart of Goal 3 of KSU’s Consolidated Strategic Plan. The goal is aligned with that of the University System of Georgia’s Complete College Georgia Plan and the USG Strategic Plan for degree completion. Progress and achievement of recruitment, retention, progression, and graduation rates (RRPG) are addressed in Goal 3.

Both KSU and SPSU developed strategies and reported progress to the USG on their CCGA plans. Continuation of those efforts were reviewed by Operational Working Group-18 [26], which adopted many of the consolidating universities’ goals and initiatives to continue efforts related to RRPG. Some of these efforts were underway and are now a focus of the consolidated university by the new university’s Strategic Enrollment Planning (SEP) Council. The SEP Council is charged with developing a multi-year, data-informed comprehensive strategic enrollment plan aimed at enhancing and improving student recruitment, persistence, progression, and degree completion. Key elements of the SEP Plan include:
  • key performance indicators identification;
• situation analysis and identification;
• situation analysis and assessment;
• strategy development and quantifiable goal identification;
• enrollment and revenue projections;
• action and support plan development; and
• effective implementation and evaluation and assessment.

Results of this planning and budgeting process contribute to continuous assessment of KSU’s success in ensuring that key areas of the University’s infrastructure and support consistently and effectively impact student learning, achievement, and degree completion. Reports from this collaborative body also serve as data-based research for the University’s Strategic Planning and Thinking Committee and to University leadership in designing the strategic plan for 2017-2022.

Leadership includes a council, a steering team, working groups, and plan authors. Members represent the University from all levels and across a broad spectrum of functional areas that directly impact students in their goals to learn and succeed.

• Strategic Enrollment Planning (SEP) Council responsibilities include assessing progress toward goal attainment, monitoring key performance indicators, and setting planning priorities and funding. SEP Council members represent the offices of the president, provost, vice president for Operations, and the Enrollment Services Division.

• SEP Steering Team responsibilities include coordinating the planning process, ensuring completion of data collection and analysis, managing the focus, and writing the strategic enrollment management plan. SEP Steering Team members represent the Office of the President (Faculty Executive Assistant, Special Assistant for Consolidation, and Chief Diversity Officer), the Provost’s Office (Admissions, Colleges, Faculty, Financial Aid, Registrar, and Distance Education), the vice president for Operations Office (Enterprise Information Management-Institutional Research, Bursar, Financial Management, and Facilities), and the vice president for Student Affairs Office.
• **SEP Working Groups** are responsible for identifying key performance indicators, developing comprehensive situation analysis, identifying and prioritizing strategy, developing action plans and quantifiable goals, and developing a funding strategy. Each co-chaired working group is focused on these areas: Academic Affairs, Recruitment, Persistence, Student Success, Graduation, Diversity, Research and Data, Infrastructure, and Marketing.

• **SEP Plan Authors** are members of each of the working groups who serve as project management leads for the SEP Council and perform duties associated with drafting plan documents.

In addition to the SEP Council, KSU initiates programs that focus on student populations identified through internal study such as the RRPG of Hispanic and Latino students².

One such program begun in 2010 focused on Hispanic and Latino students. Funded by a $660,000 grant from The Goizueta Foundation [27], the project is led by a nationally-recognized consulting firm that developed a model for RRPG that was initiated at KSU and used at 15 other USG institutions [28]. The program is ending its fourth year, with results showing an increase in student success and graduation rates for Hispanic and Latino students. Recently, KSU, in partnership with its largest feeder schools, was awarded a $3.2 million grant by the U.S. Department of Education [29] to develop and implement strategies to “increase transfer and completion rates for underrepresented and low-income community and technical college students seeking a four-year degree.” The model that has brought success for Hispanic and Latino students is the foundation for the Transfer Advocacy Gateway (TAG) program, a first-of-its-kind program worldwide. Assessment activities and improvement decisions associated with these programs are conducted in other areas across KSU, serving as evidence of research-based assessment and continuous improvement that directly impact the quality of education and the institution’s ability to accomplish its mission.

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² The RRPG of Hispanic and Latino students was also a strategic initiative of Southern Polytechnic State University’s (SPSU) Student and Enrollment Services. SPSU also received funding from The Goizueta Foundation.
• **Educational Program Planning and Evaluation Processes.** KSU’s Consolidated Strategic Plan calls for the initiation of up to three degree programs per year that support economic development (Goal 2, Objective 3, Action Step 3). Since the effective date of the consolidation in January, 2015, three new degree programs of that nature have already been proposed to and approved by KSU’s governing board--namely a B.S. in Public Relations, an M.S. in Healthcare Management and Informatics, and a Ph.D. in Analytics and Data Science. All three were documented as being innovative and responsive to some of the fastest growing occupations in the nation. All three were subject to KSU’s educational program planning and evaluation processes and represent significant additions to the educational program offerings of the university.

Educational program development, review, and improvement include several areas of collaborative engagement to support program faculty and faculty curriculum committees. Consolidation OWGS reviewed processes of KSU and SPSU to affirm the continuation of existing processes with some enhancements. For example, KSU’s online curriculum management system, Curriculog, will continue to provide faculty and support staff easy access to forms and documents to complete steps for review and approval of course and program proposals. Online actions available via Curriculog include establishing new programs, modifying existing programs and deactivating and terminating curricula, all according to BOR policy and USG procedures. Curriculog leverages a series of online forms to collect information according to information detailed in the USG “Formal Proposal for New Degree Programs” form. Several key elements highlighted in the proposal form require the institution to have completed a review of its mission, budget, and resources. Data, budget, and infrastructure information and support are provided by Enterprise Information Management-Institutional Research, Enrollment Services, Facilities Services Division, and the Office of Financial Management.

KSU’s multi-phase review process ensures that program and student learning outcomes developed and approved by the faculty are supported by the institutional leadership through the planning and budgeting processes. Included in each proposal is a description of how the requested program action (new, modified, deactivated, or terminated) fits with the
institutional mission and how it may impact existing degrees and majors offered by KSU and by other USG institutions. This ensures alignment with the institution’s mission and strategic plan, enabling seamless integration into the institutional assessment plan and evaluation system.

All programs are integrated into the consolidated University’s periodic review (evaluation) schedule. Faculty review programs following the Academic Program Improvement (API) procedures; accredited programs follow requirements of their respective accrediting body. The CIC approved recommendations by OWG-19 [34] to continue KSU’s existing assessment, evaluation, and improvements protocols and practices. To affirm this, the CIC approved the recommended policy, Institutional Effectiveness Planning and Assessment, for review and approval by KSU’s shared governance bodies. Additionally, a new electronic system was approved for implementation in Fall 2015. Faculty, administrators, and staff have three primary ways to monitor and document the quality of educational programs as part of the institution’s continuous improvement effort:

- Initial Review and Approval of New Academic Programs;
- Annual Academic Program Improvement Reports; and
- External Accreditation Review (specialized and professional accrediting agencies).

Recommendations for improvement resulting from assessment reports are reviewed by the University’s Assessment Council. This cross-representative body prepares an annual report for the President’s Cabinet with recommendations on priorities for consideration to ensure continued improvement of programs and student achievement. Another example of KSU's integrated process for effectiveness and continuous improvement may be seen in Goal 2, Objective 1 concerning improving the University’s learning environments. Action Step 4 focuses on increasing the number and quality of online courses and degrees offered based on student demand and the changing environment. Integration of functional area experts, KSU offices, and University processes are achieving this goal.

Within Academic Affairs, the Office of Technology Enhanced Learning supports the provost, deans, and program faculty when decisions are made by faculty and academic leadership to
develop an online course or degree program. Integrated planning, evaluation, and assessment include the use of reports on course and program area growth by level and student type along with program forecasts and discussion on alternative delivery options for courses and programs within the University’s faculty curriculum committees, at the department, college, and University levels. Because required support for an online program is similar to that of an on-campus or off-site program, integrated review and approval of a proposal involves the vice president for Operations and the vice president for Student Affairs. Additionally, an online course or program is tied to USG-level initiatives and to KSU strategic initiatives. Once approved, online programs offered by KSU are listed on the USG’s website for available online programs.

Factored into the decision process are the consideration of competitive programs and examination of enrollment data. As with all program proposals, KSU proposals to establish an online program are carried forward to KSU’s governing body, the Board of Regents of the USG, following the same process as with on-campus or off-site programs. KSU’s review and approval process, discussed earlier in this narrative, is built upon the BOR’s proposal requirements, which include a clear link to the institution’s mission, establishing appropriate program goals and outcomes, assessment and evaluation of learning outcomes, meeting external accrediting requirements, and identifying institutional support in funding, staffing, and student support.

The quality of online programs begins with the development process and continues through assessment. Faculty use two institutional resources for online instructional design: the Distance Learning Center (DLC) and the Center for Excellence in Teaching and Learning (CETL). These offices support faculty in a collaborative fashion with instructional design and course certification (according to Quality Matters national rubric). The DLC offers faculty expertise in DL technologies, course development and accessibility, best practices, and course management effectiveness with assistance in building a robust and rich learning platform. The DLC leads KSU’s faculty peer-review process for online teaching certification.

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3 The vice president for Operations is also the chief information officer and chief budget officer.
In addition to education and technology, the DLC provides a forum for strategic planning, continuous improvement, and collaboration by way of the colleges’ Distance Learning coordinators and the Distance Learning Executive Committee [39]. CETL offers faculty workshops and one-on-one assistance with online courses pedagogy in addition to its established faculty support for making KSU’s educational programs active learning-centered environments. Collectively, KSU’s integrated services and support ensure that online offerings are continually assessed to respond to demand and quality.

Institutional Quality Improvements and Mission Accomplishments

Achievement of KSU’s mission is a blend of ongoing integrated and intersecting processes managed across the University through collaboration, expertise, and oversight. The synergy of single and overlapping decision processes culminates in proposals and recommendations acted upon by the University’s leadership, and as appropriate, approved by its governing board. The results of this collective effort are visible through positive changes in student success rates, increased synergy of students and faculty because of appropriate facilities and space, and streamlined support due to the refinement and improvement of administrative processes and work streams. KSU’s success lies in interdependent workings across a landscape of initializing, resourcing, enhancing, and monitoring defined goals to keep its mission at the forefront of decisions and actions.

At each level of the consolidated University, planning, evaluation, and decision-making activities are ongoing, data-based, integrated, and effect continuous improvement. Throughout the University, an ongoing flow and use of data and information results in recommendations for action and implementation of solutions.

- The president meets with his direct reports individually, most on a weekly basis, as well as on an as-needed basis, to address time-sensitive matters.
- The president attends meetings of the shared governance bodies on a periodic basis to address time-sensitive matters, to update members, and to conduct question-and-answer sessions.
• The President’s Cabinet meets weekly to discuss issues, proposals, and information central to the University’s mission.

• The provost and vice president of Academic Affairs holds monthly meetings with the academic deans to review and act upon academic programming, budget, strategic plan progress, enrollment management support, and other mission priorities. Annual retreats provide the provost and deans time for deeper review and collaboration on these topics, with the first for the consolidated University having taken place in May 2015. In addition, the provost meets monthly with his direct reports and as situations may require. These regular interactions enable the Academic Affairs leadership and staff to oversee, manage, monitor, respond, and align decisions and actions with the University’s goals and mission.

• The vice president for Operations and chief information officer and chief business officer meets regularly with his direct reports on the spectrum of University operations and support. Examples of these include enterprise data management, budget and fiscal affairs, information technology support, facilities and infrastructure integration, library operations, and human resources services that ensure consistency with goals and actions in KSU’s strategic plan.

Continuing Improvement in Institutional Quality and Mission Accomplishment

Goal 1 of the consolidated strategic plan calls for transforming two distinct educational cultures into one student-centered comprehensive university. Achieving Goal 1 requires a seamless and transparent consolidation based on the implementation of decisions of the OWGs, leadership groups, and KSU’s governing body. KSU stakeholders and constituents are integral to the accomplishment of this goal. Thus, systematic, ongoing, and effective communication with stakeholders is essential. Updates, news releases, committee actions, and implementation activity are visibly documented on the KSU-SPSU Consolidation website. The University president takes every opportunity to inform the University and the public on the transformation as demonstrated in monthly updates, in “Opening of the University” addresses delivered at the beginning of each fall semester, in “State of the University” addresses during the year, at graduation ceremonies, and at KSU’s annual All Boards’ Day. The consistent message is that the consolidated KSU is student-centered through its educational programs, student activities,
academic and student support programs, and its connection to the community. Achieving a smooth and seamless consolidation is a major mission accomplishment as defined by KSU’s governing board.

Examples of continuous improvement and mission accomplishment as a result of the consolidated University’s ongoing planning and evaluation processes are evidenced in actions initialized by KSU units following approval by the CIC and in some cases the USG and BOR. Highlights of those improvements and accomplishments emanating from KSU’s planning and evaluation processes are as follows—the new KSU has:

- successfully completed the Prospectus phase of the SACSCOC Substantive Change review and approval [45] process for institutional consolidation;
- adopted new vision and mission statements which has governing board approval and are operational;
- instituted a new organizational structure that achieves substantial administrative cost savings while elevating several former SPSU schools to colleges and retains the Southern Polytechnic identity for the College of Engineering and Engineering Technology at KSU [46];
- engaged a new University leadership team [47] to implement the new organizational structure and vision and mission of KSU;
- hired the founding vice president for Economic Development and Community Engagement, a new strategic position in the University [48];
- hired a new vice president for Student Affairs [49];
- hired a new senior vice provost for Academic Affairs [50];
- hired a new dean of the College of Computing and Software Engineering [51];
- appointed a new dean of University College [52];
- appointed a new Cabinet-level faculty executive assistant to the president (from the SPSU Computer Science faculty) [53];
- adopted a consolidated strategic plan to serve the new University from 2015-2016 [54] during which time a Strategic Thinking and Planning Committee will be charged to begin the process of developing the University’s next five-year strategic plan;
• successfully **consolidated the payroll processing system** [55], effective at the start of the 2015 calendar year;
• **consolidated the Banner student information system and early registration system** [56] for Fall Semester 2015 classes under the consolidated curriculum;
• successfully **developed a board-approved FY16 consolidated operating budget** [refer to 25] for the new university that is effective July 1, 2015;
• received a FY2016 operating budget increase of $6.86 million to supplement reallocated cost savings from consolidation;
• received a FY2016 budget allocation of $4.9 million to renovate and expand the English Building on the Kennesaw campus[refer to 24];
• received $12.55 million from the state to **acquire the BrandsMart property** [57] for KSU’s expansion;
• consolidated the federal financial aid programs of the former SPSU and KSU for the new KSU, effective for the Fall Semester, 2015;
• completed a consolidated RRPG plan aimed at continued institutional improvement in retention and graduation rates and degree awards;
• received board approval for three new degree programs, including another Ph.D. program, that are innovative and responsive to the needs of economic development [refer to 30];
• maintained a shared governance structure that continues to uphold a set of principles and practices through which faculty, staff, and students participate in important decisions on the operation of the University;
• engaged in a thorough review and revision of policies, handbooks, and catalogs to ensure a smooth transition of authority and responsibilities;
• initiated the development of a new campus master plan that will engage the expanded KSU community;
• created **an institutional effectiveness (IE) policy** [58] and IE handbook that combined the best practices of each university;
• approved the establishment of a University Assessment Council with representatives from the faculty, staff, and students;
• acquired an electronic system to assist in University-wide preparation and completion of
assessment activities, reporting, and quality improvement at all levels of the consolidated University;

- elevated and reorganized its Office of Institutional Effectiveness headed by a vice provost to ensure the implementation and completion of researched-based planning and evaluation, institutional assessment and effectiveness reporting, and integration of information and results with institutional processes that result in continuous improvement based on the mission of the consolidated university;

- earned the prestigious [2015 Community Engagement Classification](#) from the Carnegie Foundation for the Advancement of Teaching;

- received the largest single gift in the University’s 52-year history of $5 million from a renowned hospitality industry executive and CEO of the Georgia Aquarium, with board approval for the naming of KSU’s [Michael A. Leven School of Culinary Sustainability and Hospitality](#).

### Conclusion

In closing, the consolidated KSU has reviewed policies and processes that impact how it incorporates its mission, goals, and outcomes that ensure continuing and progressive improvement in quality across the institution and its effectiveness in accomplishing its mission. In addition to the President’s Cabinet, the president’s advisory committees and boards, University standing committees, and KSU’s shared governance bodies, key units that contribute to support institution-wide, research-based planning and evaluation include:

- Enterprise Information Management and Institutional Research, which facilitates and supports KSU’s continuous improvement and quality efforts by providing enterprise data management, predictive analytics reports, decision support tools and support, reporting for external agencies, and consultation;

- The Office of Financial Management, which oversees the life cycle of planning, budgeting, procuring, contracting, and accounting processes to ensure compliance with regulations, laws, and policy that contribute to the effective use of institutional funds; and

- The Office of Institutional Effectiveness, which provides expertise and guidance on regional and programmatic accreditation and compliance, the assessment of evaluation of KSU units.
and goals, performance reporting, and policy development and integration, and which leads the University’s Assessment Council.

KSU’s integrated processes ensure that planning, budgeting, and implementation decisions are based on mission-related needs that result in a deliberate, strategic assessment of effectiveness.

**CR 2.5 Evidence of Compliance**

1. USG [Chancellor’s Remarks to the BOR on Consolidation] in 2011
2. USG News Release: [BOR on KSU and SPSU Consolidation]
3. University [System Office Consolidation Working Group]
4. KSU-SPSU [Consolidation Implementation Committee (CIC)]
5. KSU-SPSU [Expanded CIC]
6. KSU-SPSU [Consolidation Operational Working Groups (OWGs)]
7. [CIC Approved Recommendations]—Overview and Samples
8. USG Strategic Plan 2013-2018
9. KSU Strategic Plan 2012-2017
10. KSU Consolidated Strategic Plan 2015-2016
11. BOR [Policy 2.9, Institutional Effectiveness]
12. KSU [Vision and Mission Statements]
13. [Office of Institutional Effectiveness]
14. OWG-57 [Members]
15. KSU Campus Master Plan—2012 Update
16. SPSU Campus Master Plan—2011 Update
17. BOR [Policy 2.5.1—Executive Head of Institution]
18. KSU [President’s Cabinet]
19. KSU [President’s Planning and Budgeting Advisory Committee (PPBAC)]
20. PPBAC [Website]
21. [English Building Renovation—USG Submission Form]
22. KSU [Organizational Chart—Vice President for Operations] and Chief Information Officer and Chief Business Officer
23. KSU [PPBAC—Budget Update]
24. BOR FY16 Capital Budget and MRR
25. BOR FY16 Operating and Capital Budget Overview
26. OWG-18 [Members]
27. KSU News Release: [Award of Grant by The Goizueta Foundation] (January 2010)
28. List of USG Institutions Conducting RRPG Programs for Hispanic and Latino Students
29. KSU News Release: [Award of Grant by the U.S. Department of Education] (September 2014)
30. News Releases: [BOR Approval of KSU Programs (B.S., M.S., and Ph.D.)]
31. BOR [Policy 3.6—Creation and Elimination of Academic Programs]
32. USG Academic Affairs Handbook, 2.3—Academic Programs
33. USG Formal Proposal for New Degree Program and First Distance Learning Delivery
34. OWG-19—Members
35. USG Georgia On My Line Website
36. KSU Distance Learning Center (DLC)—About
37. The Center for Excellence in Teaching and Learning—About
38. Quality Matters™ Rubric
39. DLC Coordinators and DLC Executive Committee
40. KSU Organizational Chart—Provost and Vice President for Academic Affairs
41. KSU Organizational Chart—University Information Technology Services
42. KSU-SPSU Consolidation Website
43. KSU President—Monthly Campus Update
44. KSU President—State of the University Address
45. SACSCOC Accreditation Actions, December 7, 2014
46. KSU Organizational Structure—Colleges
47. KSU Leadership Structure
49. News Release: Vice President for Student Affairs
50. News Release: Senior Vice Provost for Academic Affairs
51. News Release: Dean of the College of Computing and Software Engineering
52. News Release: Dean of University College
53. News Release: President’s Faculty Executive Assistant
54. News Release: KSU Consolidated Strategic Plan
55. Consolidation of KSU Financial Management Systems—Information
56. News Release: Consolidation of KSU Banner System
57. News Release: KSU Acquires BrandsMart Property
58. KSU Institutional Effectiveness Planning and Assessment Policy
60. News Release: KSU Receives $5 Million to Name Culinary Sustainability and Hospitality Program
Part II. Impact of the change on selected requirements of the *Principles of Accreditation*

C. Educational Programs

CR 2.7.2  The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (*Program Content*)

Compliance Statement

Kennesaw State University (KSU) is in compliance with this core requirement.

Impact of Consolidation

Prior to consolidation, both Southern Polytechnic State University (SPSU) and KSU demonstrated compliance with this core requirement, and the new KSU continues to be in compliance because so little has changed in this regard. The majority of KSU’s and SPSU’s degree programs were unchanged as a result of the consolidation as they were non-duplicative. Those that were duplicative were typically discontinued in favor of one of the existing degree programs. Those programs either were continued without modification or were modified slightly to better accommodate the consolidation. The consolidated set of degree programs matches the new mission of the consolidated KSU as approved by the governing board. In addition, many programs were accredited by discipline-specific accreditors at both KSU and SPSU prior to the consolidation. These program accreditations, which ensure coherence, remain unchanged after consolidation. The full list of these program accreditations is in the Institutional Summary.

Narrative

All degree programs offered by the new KSU and based in the University’s colleges are listed in the 2015-2016 undergraduate catalog [1] and graduate catalog [2]. All degree programs embody a coherent course of study, are compatible with the institution’s stated mission, are based upon appropriate fields of study, and are similar to programs offered at comparable institutions.

Degree Program Consistency with Stated Mission

The stated mission for the new KSU as approved by the governing board reads as follows:
Kennesaw State University offers high-quality and productive undergraduate, graduate, continuing education, and co-curricular programs. These include learning opportunities in architecture, the arts, business, computing, education, engineering and engineering technology, health and human services, honors experiences, humanities and social sciences, interdisciplinary studies, leadership development, the natural and physical sciences, study abroad, and other related disciplines. The University’s research, scholarship, creative activities, and public service initiatives expand and apply knowledge, contribute to the economic development, and improve the quality of life in the local communities, Georgia, the nation, and the world.

The KSU community values open, honest, and thoughtful intellectual inquiry, innovative and creative problem solving, professionalism, expertise, collaboration, integrity and ethical behavior, engaged citizenship, global understanding, sustainability, mutual respect, and appreciation of human and cultural diversity. The University community strives continually to enhance student success, improve institutional quality, and respond to public demand for higher education.

A strong correlation and consistency exist between the wording of the first two sentences of the mission statement and the new KSU’s 13 colleges that serve as homes to the educational programs offered by the University. Those college identities and their campus locations are as follows:

- Bagwell College of Education, Kennesaw Campus
- Coles College of Business, Kennesaw Campus
- College of Architecture and Construction Management, Marietta Campus
- College of the Arts, Kennesaw Campus
- College of Computing and Software Engineering, Marietta Campus
- College of Continuing and Professional Education, Kennesaw Campus
- College of Humanities and Social Sciences, Kennesaw Campus
- College of Science and Mathematics, Kennesaw Campus
- Graduate College, Kennesaw Campus
- Honors College, Kennesaw Campus
- Southern Polytechnic College of Engineering and Engineering Technology, Marietta Campus
- University College, Kennesaw Campus
- WellStar College of Health and Human Services, Kennesaw Campus
The dominant degree programs that had been offered by SPSU in Marietta, and that continue to be based in colleges on the Marietta campus of the new KSU, include architecture, engineering and engineering technology, and computing and related disciplines. All these programmatic areas of study are identified in the KSU’s stated mission. The dominant programs that had been offered by KSU in Kennesaw, and that continue to be based in colleges on the Kennesaw campus of the new KSU, include the arts, business, education, health and human services, humanities and social sciences, natural and physical sciences, graduate studies, continuing education, leadership studies, interdisciplinary studies, and related disciplines. All these programmatic areas of study are also identified in the KSU’s mission statement.

Characteristics of Degree Programs that Embody a Coherent Course of Study

Degree programs at KSU embody a coherent course of study in several notable ways. The most prominent way involves the use of course numbers. The number ranges are intended to signify increasing levels and complexity of study within a discipline or degree program. The 1000 and 2000 course numbers are typically assigned to courses that serve the lower-division studies of freshmen and sophomores for the completion of the foundational undergraduate general education requirements and prerequisite studies for, and introductions to, more advanced studies in the upper division of undergraduate coursework. The 3000 and 4000 course numbers are typically assigned to courses that serve the upper-division studies of juniors and seniors in their major and minor fields of study for a baccalaureate degree. Undergraduate capstone courses typically have the highest course numbers, in the 4000s, of the discipline. The 5000 course numbers are typically reserved for “transition” courses at the graduate level that provide prerequisite foundations for students lacking sufficient undergraduate preparation for a graduate program. The 6000 through 9000 course numbers are assigned to courses required to complete graduate degree programs. Master’s degree programs tend to have the lower level and less advanced graduate courses numbered in the 6000s or 7000s. Doctoral programs tend to have the most advanced studies, in the 8000s and 9000s. Doctoral dissertation coursework typically has the highest, 9000, number in the discipline.

Coherence is established early in undergraduate programs with general education courses. The general educational requirements for all undergraduate programs at KSU are guided by the core curriculum established by the University System of Georgia (USG). The University’s General Education Curriculum (GEC) requires that 60 credit hours of the undergraduate degree program be general education courses and, of those, 18 hours be related to the major [3]. These 18 hours often include courses that introduce students to the discipline or are prerequisites for upper-level major courses,
enabling students to progress from broad general courses to courses related to the major and from there into courses required for the major.

Another notable way in which coherence is ensured is through the use of course prerequisites. Prerequisites specify the completion of a course that should be accomplished before taking the next course in the sequence or the next course that relies on prior knowledge or performance. Catalog course listings contain the course prerequisite requirements that the faculty have built into the curriculum.

Another notable characteristic of coherence in a course of study is the practice of requiring specific courses to be taken in a degree program’s required core components and its elective concentration/track components to ensure program coverage of essential knowledge and skills. Free electives are typically minimized in such degree program designs that are highly prescriptive for degree completion.

Several Representative Examples of Coherent Programs of Study

Listed below are examples of how coherence is established in different types of programs at KSU.

Nursing Programs

The first example is found in Table 1 below and includes the undergraduate, graduate, and doctoral programs of the WellStar School of Nursing. The prerequisites, undergraduate program requirements, graduate program requirements, and doctoral program requirements demonstrate how the curriculum is progressive and coherent throughout the progressive levels.

The undergraduate nursing program prerequisite general education courses are taken during the first two years of study and provide a foundation in the liberal arts and sciences [3]. Students take courses in the humanities, history, biology, chemistry, microbiology, mathematics, and statistics. These courses foster growth in competencies such as written and verbal communication skills, the ability to engage in effective working relationships, the ability to function as responsible global citizens, and critical thinking/problem-solving skills. These prerequisite courses provide a strong foundation upon which to base the practice of nursing. These courses are typically assigned course numbers in the 1000 or 2000 series.

Students typically begin nursing courses as a junior. The beginning nursing courses have a primary focus on students’ emerging competencies such as communication in nursing, professional values, and the provision of basic nursing care. These all have
course numbers in the 3000s. Subsequent nursing courses require a higher level of learning and develop and sharpen these competencies while concentrating on the application of knowledge and skills in various areas of increasingly complex nursing practice. Courses in the senior year all carry course numbers in the 4000s. Courses in the nursing undergraduate program must also be taken in a specified sequence. For example, NURS 3209 is a first-semester course. It covers many of the basics such as infection control, patient assessment, communication skills, medication administration, and patient safety. Students are required to progress in a lock-step sequence, with the courses each semester building on the content of the preceding ones. This progression can be seen on the WSON website [4]. The courses and content in the undergraduate program move from simple to complex, build upon previous knowledge, and are logically sequenced and coherent.

A bachelor’s degree in nursing is required for admission into the graduate degree nursing program since the curricula of the graduate nursing programs build on the knowledge and competencies of the undergraduate degree. Graduate nursing curricula provide for the attainment of advanced knowledge and advanced practice of nursing; courses are logically sequenced and coherent. The curricula of the WSON graduate programs are sequenced in such a way that all entering students take the same core courses in the first semester. These include advanced practice nursing roles, advanced health assessment, health maintenance and health promotion, advanced pharmacology, and advanced pathophysiology. These common core nursing courses are all sequenced in the 7000s and provide students with the foundational knowledge upon which to build advanced nursing practice, regardless of program or track. After completing these common core courses, students branch out into their area of specialization and continue until graduation. The coursework of the WellStar Primary Care Nurse Practitioner Program is sequenced in the 8000s and focuses specifically on competencies related to the nurse practitioner caregiver role in primary care. This sequencing can be seen on the WSON website [5].

A master’s degree in nursing from a nationally accredited program is required for admission to the doctoral nursing program. The Doctor of Nursing Science program builds upon master’s level education and is designed to prepare scholars for leadership roles in nursing education, health policy related to vulnerable populations, and research. All coursework in the doctoral program carries course numbers in the 9000 series and has been sequenced for progression by faculty to maintain coherence [6].

Coherence is also demonstrated within the programs that are accredited by discipline-specific entities, many of which require programs to embody a coherent course of study based on commonly accepted standards and practice. Both the undergraduate and
graduate programs of the WSON are accredited by the Commission on Collegiate Nursing Education (CCNE) and have been since 2002 and 2007, respectively. Prior to that, both programs were accredited for many years by the National League for Nursing Accrediting Commission. As part of compliance with Standards 1 and 3 for accreditation, these programs must provide evidence that their curriculum is congruent with the parent institution’s mission and goals; developed, implemented and revised to reflect relevant professional nursing standards and guidelines; logically structured; and built upon previous learning and knowledge [7].

Table 1. Coherence in Nursing Programs

<table>
<thead>
<tr>
<th>WellStar School of Nursing</th>
<th>Baccalaureate Degree in Nursing</th>
<th>123 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GEC Requirements [3]</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lower Division Major Requirements (Area F)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 2221 and 2221L</td>
<td>Anatomy &amp; Physiology I and Lab</td>
<td></td>
</tr>
<tr>
<td>BIOL 2222 and 2222L</td>
<td>Anatomy &amp; Physiology II and Lab</td>
<td></td>
</tr>
<tr>
<td>BIOL 2261</td>
<td>Microbiology and Lab</td>
<td></td>
</tr>
<tr>
<td>PSYC 1101 or PSYC 2105</td>
<td>General Psychology or Social Issues: Perspectives in Psychology</td>
<td></td>
</tr>
<tr>
<td>Directed or General Elective</td>
<td>3-6 credit hours</td>
<td></td>
</tr>
<tr>
<td><strong>Undergraduate Upper Division Major Requirements [4]</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 3317</td>
<td>Pathophysiology</td>
<td></td>
</tr>
<tr>
<td>NURS 3209</td>
<td>Holistic Nursing</td>
<td></td>
</tr>
<tr>
<td>NURS 3302</td>
<td>Professionalism &amp; Ethics</td>
<td></td>
</tr>
<tr>
<td>NURS 3303</td>
<td>Pharmacology</td>
<td></td>
</tr>
<tr>
<td>NURS 3309</td>
<td>Health Assessment</td>
<td></td>
</tr>
<tr>
<td>NURS 3313</td>
<td>Adult Health Nursing</td>
<td></td>
</tr>
<tr>
<td>NURS 3314</td>
<td>Mental Health Nursing</td>
<td></td>
</tr>
<tr>
<td>NURS 3318</td>
<td>Parent/Child Nursing</td>
<td></td>
</tr>
<tr>
<td>NURS 4402</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>NURS 4412</td>
<td>Community Nursing</td>
<td></td>
</tr>
<tr>
<td>NURS 4414</td>
<td>Complex Health Nursing</td>
<td></td>
</tr>
<tr>
<td>NURS 4416</td>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td>NURS 4417</td>
<td>Clinical Practicum</td>
<td></td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>Free Elective</td>
<td></td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>Free Elective</td>
<td></td>
</tr>
<tr>
<td><strong>Master of Science in Nursing - Primary Care Nurse Practitioner Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>40 Credit Hours [5]</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 7715</td>
<td>Professional Advanced Practice Role Development &amp; Health Care Issues</td>
<td></td>
</tr>
</tbody>
</table>
### CR 2.7.2 – Program Content

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7725</td>
<td>Advanced Practice Theory</td>
</tr>
<tr>
<td>NURS 7735</td>
<td>Advanced Health Assessment, Health Maintenance &amp; Health Promotion</td>
</tr>
<tr>
<td>NURS 7746</td>
<td>Research Applications in Nursing</td>
</tr>
<tr>
<td>NURS 7755</td>
<td>Advanced Pharmacology</td>
</tr>
<tr>
<td>NURS 7765</td>
<td>Advanced Pathophysiology</td>
</tr>
<tr>
<td>NURS 8800</td>
<td>Clinical Management of Selected Common Health Conditions in Adults</td>
</tr>
<tr>
<td>NURS 8805</td>
<td>Clinical Management of Selected Common Health Conditions in Children</td>
</tr>
<tr>
<td>NURS 8830</td>
<td>Clinical Management of Reproductive Health</td>
</tr>
<tr>
<td>NURS 8851</td>
<td>Primary Care Residency II</td>
</tr>
<tr>
<td>NURS 8852</td>
<td>Primary Care Residency III</td>
</tr>
<tr>
<td>NURS 8853</td>
<td>Primary Care Residency IV</td>
</tr>
<tr>
<td>NURS 8854</td>
<td>Primary Care Clinical Project</td>
</tr>
</tbody>
</table>

### Doctorate of Nursing Science

#### 60 Credit Hours [6]

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 9000</td>
<td>Structure of Scientific Inquiry</td>
</tr>
<tr>
<td>NURS 9005</td>
<td>Theoretical Basis of Nursing</td>
</tr>
<tr>
<td>NURS 9010</td>
<td>Bioethical Issues</td>
</tr>
<tr>
<td>NURS 9015</td>
<td>Applied Quantitative Scholarly Inquiry</td>
</tr>
<tr>
<td>NURS 9025</td>
<td>Applied Qualitative Scholarly Inquiry</td>
</tr>
<tr>
<td>NURS 9035</td>
<td>Practicum in applied Nursing Research</td>
</tr>
<tr>
<td>NURS 9100</td>
<td>Health Policy</td>
</tr>
</tbody>
</table>

#### Concentration Cores

- **Leadership in Responses to Health Disparities**
  - NURS 9105: Philosophical Foundations of Responses to Health Disparities
  - NURS 9110: Sociopolitical Theories and Models in Health Disparities

- **Leadership in Nursing Education Track**
  - NURS 9205: Philosophical Foundations of Nursing Education
  - NURS 9210: Curriculum Theories/Models in Nursing

#### Elective and Support Courses

**ELECTIVES**

One elective must be specified as an education elective. Courses may be chosen from new or existing courses. Other courses include: NURS 9300, NURS 9310

#### Support Courses

- NURS 9101: Statistics I
- NURS 9102: Statistics II

**Dissertation**

- NURS 9400: Dissertation
Biology Program

The Bachelor of Science in Biology provides evidence of coherence in a program that has multiple options for specialization as detailed in Table 2 [8]. Like all undergraduate programs, biology majors begin with the General Education Curriculum [3], which offers a comprehensive, coherent series of interrelated courses in the liberal arts and sciences. The GEC at KSU offers a menu of choices within the core curriculum. While departments and programs may determine specific GEC courses in each area that will be required of its majors, biology elects to allow students to choose from a variety of courses within each area. The GEC provides students with a foundation of critical skills necessary for both life and success in their field, global and U.S. perspectives, written communication, reading comprehension, and scientific reasoning.

In addition to the GEC, all undergraduate biology majors then take a common core of introductory biology courses. The GEC and common core of biology courses provide the student with a framework of knowledge that is connected and organized about important core concepts. This core provides students with a broad base of the same foundational knowledge and skills and prepares students to choose and to succeed in the desired area of specialization. Required cognate courses in chemistry and statistics add breadth to that foundation. Students then begin the upper-level biology courses that branch out into the area of specialization, a major field of concentration in biology.

The constituent parts of this curriculum progress logically and its sequencing provides coherence by organizing from simple to complex. Each step builds on previously learned content and extends concepts.

<table>
<thead>
<tr>
<th>Table 2. Coherence in Undergraduate Degree in Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baccalaureate Degree in Biology</strong></td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
</tr>
<tr>
<td>General Education [3]</td>
</tr>
<tr>
<td>Lower Division Major Requirements (Area F)</td>
</tr>
<tr>
<td>BIOL 1107</td>
</tr>
<tr>
<td>BIOL 1107A</td>
</tr>
<tr>
<td>BIOL 1108</td>
</tr>
<tr>
<td>BIOL 1108L</td>
</tr>
<tr>
<td>PHYS 1111 or</td>
</tr>
<tr>
<td>PHYS 2211</td>
</tr>
<tr>
<td>Biological Principles I</td>
</tr>
<tr>
<td>Biological Principles I Laboratory</td>
</tr>
<tr>
<td>Biological Principles II</td>
</tr>
<tr>
<td>Biological Principles II Laboratory</td>
</tr>
<tr>
<td>Introductory Physics I</td>
</tr>
<tr>
<td>Principles of Physics I</td>
</tr>
<tr>
<td>BS Biology</td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>PHYS 1112 or PHYS 2212</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Upper Division Major Requirements (45 Credit Hours)</strong></td>
</tr>
<tr>
<td>BIOL 3300</td>
</tr>
<tr>
<td>BIOL 3300L</td>
</tr>
<tr>
<td>BIOL 3370</td>
</tr>
<tr>
<td>BIOL 3370L</td>
</tr>
<tr>
<td>BIOL 3410</td>
</tr>
<tr>
<td>BIOL 4399</td>
</tr>
<tr>
<td>STAT 3125</td>
</tr>
<tr>
<td>CHEM 3361</td>
</tr>
<tr>
<td>CHEM 3361L</td>
</tr>
<tr>
<td>CHEM 3362</td>
</tr>
<tr>
<td>CHEM 3362L</td>
</tr>
</tbody>
</table>

**GENERAL BIOLOGY TRACK (25 Credit Hours)** is designed to allow flexibility in preparing students for multitude of biological roles.

Any 3000- or 4000-level Biology course (with the exception of BIOL 3317 or BIOL 3396). A student must have a minimum of four laboratory courses: BIOL 3300L, BIOL 3370L; plus any two upper-level Biology laboratory courses of the student’s choosing. A student may take up to four credit hours of any 3000 or 4000-level Physics, Chemistry, Math, Statistics, GIS, or SCI 3360, HIST 3377, POLS 4456, PSY 4410, or BIOL 3398.

**PRE-PROFESSIONAL TRACK (25 credit hours)** is designed to prepare students for post-baccalaureate education in the medical and professional fields. Course specifications exist for students interested in the Human Medicine, Veterinary Medicine, Pharmaceutical Sciences, Dentistry, Optometry, and a number of related fields.

**Pre-M.D./Dentistry/Optometry/Pharmacy**

| BIOL 3340                      | Microbiology                      |
| BIOL 4431                      | Human Physiology                  |
| CHEM 3500                      | Biochemistry                      |
|                                |                                  |
| Electives (14 Credit Hours)    |                                  |
| BIOL 3110                      | Directed Methods                  |
| BIOL 3315                      | Vertebrate Zoology                |
| BIOL 3327                      | Medical Genetics                  |
| BIOL 3338                      | Histology                         |
| BIOL 3375                      | Behavioral Biology                |
| BIOL 3390                      | Developmental Biology             |
| BIOL 4400                      | Directed Study                    |
### PRE-D.V.M.

**Required Courses (15 Credit Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 3340</td>
<td>Microbiology</td>
</tr>
<tr>
<td>BIOL 4350</td>
<td>Comparative Vertebrate Anatomy</td>
</tr>
<tr>
<td>BIOL 4431</td>
<td>Human Physiology</td>
</tr>
<tr>
<td>CHEM 3500</td>
<td>Biochemistry</td>
</tr>
</tbody>
</table>

**Electives (10 Credit Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 3110</td>
<td>Directed Methods</td>
</tr>
<tr>
<td>BIOL 3315</td>
<td>Vertebrate Zoology</td>
</tr>
<tr>
<td>BIOL 3327</td>
<td>Medical Genetics</td>
</tr>
<tr>
<td>BIOL 3338</td>
<td>Histology</td>
</tr>
<tr>
<td>BIOL 3375</td>
<td>Behavioral Biology</td>
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<tr>
<td>BIOL 3390</td>
<td>Developmental Biology</td>
</tr>
<tr>
<td>BIOL 4400</td>
<td>Directed Study</td>
</tr>
<tr>
<td>BIOL 4402</td>
<td>Research Internship</td>
</tr>
<tr>
<td>BIOL 4440</td>
<td>Toxicology</td>
</tr>
<tr>
<td>BIOL 4465</td>
<td>Immunology</td>
</tr>
<tr>
<td>BIOL 4475</td>
<td>Virology</td>
</tr>
<tr>
<td>BIOL 4486</td>
<td>Bioethics</td>
</tr>
</tbody>
</table>

**CHEM 3500L** Biochemistry Laboratory

**CELL, MOLECULAR, AND DEVELOPMENTAL BIOLOGY TRACK (25 credit hours)** is designed to prepare students for graduate school in a number of sub-disciplines that focus on cellular and sub-cellular processes or use a range of molecular techniques.

**Required Courses (11 Credit Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 3390</td>
<td>Developmental Biology</td>
</tr>
<tr>
<td>CHEM 3500 or</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>CHEM 3501</td>
<td>Biochemistry 1: Structure and Function of Biological Macromolecules</td>
</tr>
<tr>
<td>CHEM 3500L or</td>
<td>Biochemistry Laboratory</td>
</tr>
<tr>
<td>CHEM 3501L</td>
<td>Biochemistry I Laboratory</td>
</tr>
<tr>
<td>BIOL 4100 or</td>
<td>Molecular Genetics</td>
</tr>
<tr>
<td>CHEM 4500</td>
<td>Methods in Nucleic Acid and Protein Biochemistry</td>
</tr>
</tbody>
</table>
### Electives (14 Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 3110</td>
<td>Directed Methods</td>
</tr>
<tr>
<td>BIOL 3301</td>
<td>Introduction to Biotechnology</td>
</tr>
<tr>
<td>BIOL 3327</td>
<td>Medical Genetics</td>
</tr>
<tr>
<td>BIOL 3338</td>
<td>Histology</td>
</tr>
<tr>
<td>BIOL 3340</td>
<td>Microbiology</td>
</tr>
<tr>
<td>BIOL 3398</td>
<td>Practical Internship</td>
</tr>
<tr>
<td>BIOL 4100</td>
<td>Molecular Genetics</td>
</tr>
<tr>
<td>BIOL 4400</td>
<td>Directed Study</td>
</tr>
<tr>
<td>BIOL 4402</td>
<td>Research Internship</td>
</tr>
<tr>
<td>BIOL 4411</td>
<td>Stem Cell Technology</td>
</tr>
<tr>
<td>BIOL 4465</td>
<td>Immunology</td>
</tr>
<tr>
<td>BIOL 4475</td>
<td>Virology</td>
</tr>
<tr>
<td>BIOL 4486</td>
<td>Bioethics</td>
</tr>
<tr>
<td>BIOL 4490</td>
<td>Special Topics in Biology</td>
</tr>
<tr>
<td>BIOL 4630</td>
<td>Advanced Topics in Cell &amp; Molecular Biology</td>
</tr>
<tr>
<td>CHEM 4500</td>
<td>Methods in Nucleic Acid and Protein Biochemistry</td>
</tr>
</tbody>
</table>

**ECOLOGY AND ENVIRONMENTAL BIOLOGY TRACK (25 Credit Hours)** is designed for students interested in pursuing a career in the field of Ecology or Environmental Biology.

### Required Courses (15 Credit Hours)

**Organismal Courses (at least 6 Credit Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 3310</td>
<td>Invertebrate Zoology</td>
</tr>
<tr>
<td>BIOL 3315</td>
<td>Vertebrate Zoology</td>
</tr>
<tr>
<td>BIOL 3320</td>
<td>Plant Morphology</td>
</tr>
<tr>
<td>BIOL 3335</td>
<td>Natural History of Georgia</td>
</tr>
<tr>
<td>BIOL 3372</td>
<td>Aquatic Biodiversity</td>
</tr>
<tr>
<td>BIOL 4322</td>
<td>Plant Systematics</td>
</tr>
</tbody>
</table>

**Concept and Techniques Courses (at least 9 Credit Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 3110</td>
<td>Directed Methods</td>
</tr>
<tr>
<td>BIOL 3340</td>
<td>Microbiology</td>
</tr>
<tr>
<td>BIOL 3371</td>
<td>Limnology</td>
</tr>
<tr>
<td>BIOL 3373</td>
<td>Methods in Aquatic Ecology</td>
</tr>
<tr>
<td>BIOL 3375</td>
<td>Behavioral Biology</td>
</tr>
<tr>
<td>BIOL 3380</td>
<td>Evolutionary Biology</td>
</tr>
<tr>
<td>BIOL 3720</td>
<td>Sustainability at KSU</td>
</tr>
<tr>
<td>BIOL 4242</td>
<td>Ecological Genetics</td>
</tr>
<tr>
<td>BIOL 4333</td>
<td>WIKIed Biology</td>
</tr>
<tr>
<td>BIOL 4400</td>
<td>Directed Study</td>
</tr>
</tbody>
</table>
BIOL 4402  Research Internship
BIOL 4422  Plant Ecology
BIOL 4440  Toxicology

Electives (10 Credit Hours)

Any 3000- or 4000-level Biology course (with the exception of BIOL 3317, BIOL 3396, or BIOL 3398). A student may include up to 4 credits of any 3000 or 4000-level Physics, Chemistry, Math, Statistics, GIS, or HIST 3377 or POLS 4456.

**PLANT BIOLOGY TRACK (25 Credit Hours)** is designed for students interested in attending graduate school or entering the professional workforce where plants are the principal study organism.

<table>
<thead>
<tr>
<th>Required Courses (16 Credit Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 3320  Plant Morphology</td>
</tr>
<tr>
<td>BIOL 4322  Plant Systematics</td>
</tr>
<tr>
<td>BIOL 4420  Plant Physiology</td>
</tr>
<tr>
<td>BIOL 4422  Plant Ecology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives (9 Credit Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 3110  Directed Methods</td>
</tr>
<tr>
<td>BIOL 3301  Introduction to Biotechnology</td>
</tr>
<tr>
<td>BIOL 3335  Natural History of Georgia</td>
</tr>
<tr>
<td>BIOL 3372  Aquatic Biodiversity</td>
</tr>
<tr>
<td>BIOL 4100  Molecular Genetics</td>
</tr>
<tr>
<td>BIOL 4242  Ecological Genetics</td>
</tr>
<tr>
<td>BIOL 4333  WIKIed Biology</td>
</tr>
<tr>
<td>BIOL 4400  Directed Study</td>
</tr>
<tr>
<td>BIOL 4402  Research Internship</td>
</tr>
<tr>
<td>BIOL 4620  Advanced Topics in Ecology &amp; Evolution</td>
</tr>
<tr>
<td>BIOL 4630  Advanced Topics in Cell &amp; Molecular Biology</td>
</tr>
<tr>
<td>CHEM 3500  Biochemistry</td>
</tr>
<tr>
<td>GEOG 3900  Biogeography</td>
</tr>
</tbody>
</table>

**MICROBIOLOGY TRACK (25 Credit Hours)** is designed for students with a strong interest in pursuing professional work or graduate education in microbiology.

<table>
<thead>
<tr>
<th>Required Courses (8 Credit Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 3340  Microbiology</td>
</tr>
<tr>
<td>BIOL 3341  Advanced Microbiology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives (17 Credit Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 3110  Directed Methods</td>
</tr>
<tr>
<td>BIOL 3301  Introduction to Biotechnology</td>
</tr>
<tr>
<td>BIOL 3398  Practical Internship</td>
</tr>
</tbody>
</table>
BIOL 4200 | Industrial Microbiology  
BIOL 4400 | Directed Study  
BIOL 4402 | Research Internship  
BIOL 4460 | Medical Microbiology  
BIOL 4465 | Immunology  
BIOL 4475 | Virology  
BIOL 4480 | Food Microbiology  
BIOL 4490 | Special Topics in Biology  
BIOL 4620 | Advanced Topics in Ecology & Evolution  
BIOL 4630 | Advanced Topics in Cell & Molecular Biology  
BIOL 4635 | Advanced Topics in Microbiology  
BIOL 4800 | Diagnostic Microbiology

**BIOTECHNOLOGY TRACK (25 Credit Hours)** is designed for students interested in pursuing a career in the multitude of biotechnology companies in the Atlanta region and around the world.

| Required Courses (18 Credit Hours) |  |
|-----------------------------------|  |
| BIOL 3301 | Introduction to Biotechnology  
| BIOL 3340 | Microbiology  
| BIOL 4100 | Molecular Genetics  
| BIOL 4415 | Introduction to Bioinformatics  
| CHEM 3500 or  
CHEM 3501 | Biochemistry  
Biochemistry I: Structure and Function of Biological Macromolecules  
| CHEM 3500L or  
CHEM 3501L | Biochemistry Laboratory  
Biochemistry I Laboratory  

| Electives (7 Credit Hours) |  |
|----------------------------|  |
| BIOL 3110 | Directed Methods  
| BIOL 3341 | Advanced Microbiology  
| BIOL 3398 | Practical Internship  
| BIOL 4100 | Molecular Genetics  
| BIOL 4200 | Industrial Microbiology  
| BIOL 4400 | Directed Study  
| BIOL 4402 | Research Internship  
| BIOL 4411 | Stem Cell Technology  
| BIOL 4455 | Case Studies in Forensic Science  
| BIOL 4460 | Medical Microbiology  
| BIOL 4480 | Food Microbiology  
| BIOL 4486 | Bioethics  
| BIOL 4490 | Special Topics in Biology  
| BIOL 4630 | Advanced Topics in Cell & Molecular Biology  

Substantive Change Report: KSU  
CR 2.7.2 – Program Content
**BIOL 4800** | Diagnostic Microbiology

**CYTOGENETICS TRACK (25 credit hours)** is designed to prepare students for a variety of cytogenetic laboratory opportunities, from diagnostic and basic research to graduate students in molecular cyto genetics.

### Required Courses (17 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 3327</td>
<td>Medical Genetics</td>
</tr>
<tr>
<td>BIOL 4300</td>
<td>Chromosome Preparation &amp; Analysis</td>
</tr>
<tr>
<td>BIOL 4310</td>
<td>Cytogenetics Practicum</td>
</tr>
</tbody>
</table>

### Electives (8 Credit Hours)

Any 3000- or 4000-level Biology course (with the exception of BIOL 3317, BIOL 3396, or BIOL 3398). A student may include CHEM 3500 and CHEM 3500L or CHEM 3501 and CHEM 3501L.

### Free Electives (12 Credit Hours)

Any credit courses in University curriculum.

**Architecture**

The undergraduate degree in architecture provides another example of coherence in a degree program [9]. The B.ARC H program is a five-year professional degree in architecture, leading to eligibility for licensure (Architectural Registration Exam). The program is centered on the 10-semester studio sequence, which proceeds from the basic fundamentals of design and architecture through the technical aspects of building and comprehensive design to investigations of the urban condition. The first year begins with an orientation to architecture designed to introduce the student to the culture of the profession, important precedents, and the significance of design. First-year studios introduce the student to the basic orthographic projections and drawing media, foundational design concepts, and frameworks for conceptualizing architecture, including formal and phenomenal positions. Each year extends the student’s abilities to conceptualize, represent, and manipulate architecture. It culminates in the fifth year’s exploration of architecture as a form of design research. Reinforcing the studios are sequences in design communication, architecture, culture, structure, environmental technology, and professional practice. Collectively, these courses provide a more holistic understanding of the design process necessary for the production of functional and meaningful architecture. The curriculum as detailed in Table 3 builds from simple to complex, each layer of knowledge building on the preceding layers, and is sequenced so that students are prepared for the next level of learning. The B.ARC H program is currently accredited by the National Architectural Accrediting Board AAB and has been since 1995. This accreditation ensures that standards for the curriculum, including content and coherence, are met.
### Table 3. Coherence in Undergraduate Degree in Architecture

<table>
<thead>
<tr>
<th>Baccalaureate Degree in Architecture – 153 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong><strong>GEC [3]</strong></strong></td>
</tr>
<tr>
<td><strong>Lower Division Major Requirements</strong></td>
</tr>
<tr>
<td>ARCH 1001</td>
</tr>
<tr>
<td>ARCH 1002</td>
</tr>
<tr>
<td>ARCH 1241</td>
</tr>
<tr>
<td>ARCH 2003</td>
</tr>
<tr>
<td>ARCH 2242</td>
</tr>
<tr>
<td>One credit from MATH 1113 and one credit from MATH 2253 will be added to Area F.</td>
</tr>
<tr>
<td><strong>Bachelor of Architecture [9]</strong></td>
</tr>
<tr>
<td>ARCH 1000</td>
</tr>
<tr>
<td>ARCH 2004</td>
</tr>
<tr>
<td>ARCH 2111</td>
</tr>
<tr>
<td>ARCH 3112</td>
</tr>
<tr>
<td>ARCH 2211</td>
</tr>
<tr>
<td>ARCH 2311</td>
</tr>
<tr>
<td>ARCH 3011</td>
</tr>
<tr>
<td>ARCH 3012</td>
</tr>
<tr>
<td>ARCH 3113</td>
</tr>
<tr>
<td>ARCH 4116</td>
</tr>
<tr>
<td>ARCH 3211</td>
</tr>
<tr>
<td>ARCH 3212</td>
</tr>
<tr>
<td>ARCH 3313</td>
</tr>
<tr>
<td>ARCH 3314</td>
</tr>
<tr>
<td>ARCH 4013</td>
</tr>
<tr>
<td>ARCH 4014</td>
</tr>
<tr>
<td>ARCH 4114</td>
</tr>
<tr>
<td>ARCH 4224</td>
</tr>
<tr>
<td>ARCH 4225</td>
</tr>
<tr>
<td>ARCH 4226</td>
</tr>
<tr>
<td>ARCH 4417</td>
</tr>
<tr>
<td>ARCH 5015</td>
</tr>
<tr>
<td>ARCH 5016</td>
</tr>
<tr>
<td>ARCH 5017</td>
</tr>
</tbody>
</table>
Programs are Based on Fields of Study Appropriate to Higher Education

The consideration and scrutiny given new program proposals at both the institutional level and at the Board of Regents ensure that degree programs are based on fields of study appropriate to higher education. The BOR requires that any new degree program proposal include information about how the proposed program is consistent with nationally accepted trends and standards in the discipline. It also requires that any materials from national accrediting agencies or professional organizations containing curriculum standards for the proposed program be submitted with the proposal [10].

As detailed in the Institutional Summary, KSU has many degree programs that are accredited by specialized or professional accrediting agencies. These accreditations offer support that these programs are based on fields of study appropriate for higher education. Furthermore, undergraduate and graduate degrees are on the rise as essential educational achievements for many professional pursuits and career paths. For example, registered nurses (RNs) are increasingly required to have BSN degrees for entry into the field and career advancement. Similarly, new career opportunities in primary health care delivery for nurses require an MSN for nurse practitioners. Achieving state teacher certifications requires completion of an appropriate bachelor’s degree, and graduate degrees through the doctorate are required for career advancement in the K-12 schools. Licensure in accounting and architecture now requires the equivalent of five years of collegiate study, often involving a bachelor’s and master’s degree. Licensed engineers require bachelor’s degrees in engineering or engineering technology. MBAs are in high demand for corporate leadership positions. Earned doctoral degrees are the expected credential for university faculty positions and graduate program instruction. Graduate degree programs are offered in higher education for virtually all of the undergraduate programs at KSU, underscoring the importance of undergraduate preparation in those fields. Clearly, the array of degree programs offered at KSU is appropriate for higher education.

CR 2.72 Evidence of Compliance

1. KSU 2015-2016 Undergraduate Catalog
2. KSU 2015-2016 Graduate Catalog
3. KSU 2015-2016 Undergraduate General Education Curriculum
4. BSN Nursing Curriculum Sequencing
5. MSN Nurse Practitioner Curriculum Sequencing
6. DNS Curriculum Sequencing
7. Commission on Collegiate Nursing Education Standards for Accreditation
8. BS Biology Curriculum Sequencing
9. B.ARCH Curriculum
10. BOR Formal Proposal for a New Degree Program Form
Part II. Impact of the change on selected requirements of the *Principles of Accreditation*

C. Educational Programs

**CR 2.7.4** The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.")

**Course work for Degrees**

**Compliance Statement**

Kennesaw State University (KSU) is compliant with this core requirement.

**Impact of Consolidation**

Southern Polytechnic State University (SPSU) and KSU were compliant with this requirement before consolidation, and the new KSU remains compliant at every degree level after consolidation. Furthermore, KSU currently offers all required coursework for many more than one degree program at the bachelor’s, master’s, specialist, and doctoral degree levels.

**Narrative**

A full listing of degrees and required courses of each can be found in the appropriate undergraduate or graduate catalog available online [1] [2]. In the tables below, compliance is documented by spotlighting one degree program at each degree level, the courses required to complete that degree program, and the terms when each course in the listing was taught at KSU during the previous five semesters, Summer 2013 through Fall 2014 [3]. KSU strives to offer courses required for degree completion at least once every two years and does so more often when student demand is high for those courses. In all of the degree programs spotlighted below and at all degree levels, all courses listed to satisfy degree completion requirements have been taught at KSU
by KSU faculty. Program electives are offered based on demand and need. Every elective will not be taught every semester; however, a sufficient number and variety are taught to enable students to meet degree completion requirements. Electives not taught in the five semesters listed in the examples below have an n/a in the “Terms Taught” column.

Table 1. Bachelor of Science in Nursing Curriculum

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Courses</th>
<th>Terms Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 credit hours</td>
<td>Area A (9-10 credit hours):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engl 1101, 3 hours</td>
<td>Su 13, Fa 13, Sp 14, Su 14, Fa 14</td>
</tr>
<tr>
<td></td>
<td>Engl 1102, 3 hours</td>
<td>Su 13, Fa 13, Sp 14, Su 14, Fa 14</td>
</tr>
<tr>
<td></td>
<td>Math 1101, 3 hours</td>
<td>Su 13, Fa 13, Sp 14, Su 14, Fa 14</td>
</tr>
<tr>
<td></td>
<td>Math 1111, 3 hours</td>
<td>Su 13, Fa 13, Sp 14, Su 14, Fa 14</td>
</tr>
<tr>
<td></td>
<td>Math 1107, 3 hours</td>
<td>Su 13, Fa 13, Sp 14, Su 14, Fa 14</td>
</tr>
<tr>
<td></td>
<td>Math 1112, 3 hours</td>
<td>Su 13, Fa 13, Sp 14, Su 14, Fa 14</td>
</tr>
<tr>
<td></td>
<td>Math 1113, 3 hours</td>
<td>Su 13, Fa 13, Sp 14, Su 14, Fa 14</td>
</tr>
<tr>
<td></td>
<td>Math 1190, 3 hours</td>
<td>Su 13, Fa 13, Sp 14, Su 14, Fa 14</td>
</tr>
<tr>
<td></td>
<td>Area B (5 credit hours):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCI 2105, 2 hours</td>
<td>Su 13, Fa 13, Sp 14, Fa 14</td>
</tr>
<tr>
<td></td>
<td>SOCI 2201, 3 hours</td>
<td>Su 13, Fa 13, Sp 14, Su 14, Fa 14</td>
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<tr>
<td></td>
<td>AADS 1102, 3 hours</td>
<td>Su 13, Fa 13, Sp 14, Su 14, Fa 14</td>
</tr>
<tr>
<td></td>
<td>AMST 1102, 3 hours</td>
<td>Su 13, Fa 13, Sp 14, Fa 14</td>
</tr>
<tr>
<td></td>
<td>COM 1109, 3 hours</td>
<td>Su 13, Fa 13, Sp 14, Su 14, Fa 14</td>
</tr>
<tr>
<td></td>
<td>FL 1002, 3 hours</td>
<td>Fa 13, Sp 14, Fa 14</td>
</tr>
<tr>
<td></td>
<td>GWST 1102, 3 hours</td>
<td>Fa 13, Sp 14, Fa 14</td>
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<tr>
<td></td>
<td>LALS 1102, 3 hours</td>
<td>Sp 14, Fa 14</td>
</tr>
<tr>
<td></td>
<td>PAX 1102, 3 hours</td>
<td>Sp 14, Fa 14</td>
</tr>
<tr>
<td></td>
<td>PHIL 2200, 3 hours</td>
<td>Su 13, Fa 13, Sp 14, Su 14, Fa 14</td>
</tr>
<tr>
<td></td>
<td>RELS 1102, 3 hours</td>
<td>Sp 14, Su 14, Fa 14</td>
</tr>
<tr>
<td></td>
<td>Area C (6 credit hours)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENGL 2110, 3 hours</td>
<td>Su 13, Fa 13, Sp 14, Su 14, Fa 14</td>
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<tr>
<td></td>
<td>ART 1107, 3 hours</td>
<td>Su 13, Fa 13, Sp 14, Su 14, Fa 14</td>
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<td></td>
<td>MUSI 1107, 3 hours</td>
<td>Su 13, Fa 13, Sp 14, Su 14, Fa 14</td>
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<td></td>
<td>TPS 1107, 3 hours</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<td>---------</td>
</tr>
<tr>
<td>DANC 1107</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>CHEM 1151/1151L</td>
<td>4 hrs.</td>
<td></td>
</tr>
<tr>
<td>CHEM 1152/1152L</td>
<td>4 hrs.</td>
<td></td>
</tr>
<tr>
<td>ECON 1100</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>HIST 1110</td>
<td>3 hours</td>
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</tr>
<tr>
<td>POLS 1101</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>University-Wide Fitness for Living</td>
<td>3 credit hours</td>
<td></td>
</tr>
<tr>
<td>HPS 1000</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>BIOL 2221/2221L</td>
<td>4 hours</td>
<td></td>
</tr>
<tr>
<td>BIOL 2222/2222L</td>
<td>4 hours</td>
<td></td>
</tr>
<tr>
<td>BIOL 2261</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>PSYC 1101</td>
<td>3 hours, or</td>
<td></td>
</tr>
<tr>
<td>PSYC 2105</td>
<td>2 hours</td>
<td></td>
</tr>
<tr>
<td>PSYC 3305</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>Directed or General Electives: 3-6 credit hours</td>
<td></td>
<td>Choose from any offered</td>
</tr>
</tbody>
</table>
### Table 2. Executive Master of Business Administration Curriculum

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Courses</th>
<th>Term(s) Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core requirements</td>
<td>GBA 7211, 4 hours</td>
<td>Fa 13, Fa 14</td>
</tr>
<tr>
<td></td>
<td>GBA 7212, 2 hours</td>
<td>Fa 13, Fa 14</td>
</tr>
<tr>
<td></td>
<td>GBA 7221, 6 hours</td>
<td>Sp 14</td>
</tr>
<tr>
<td></td>
<td>GBA 7222, 4 hours</td>
<td>Sp 14</td>
</tr>
<tr>
<td></td>
<td>GBA 7231, 2 hours</td>
<td>Su 13, Su 14</td>
</tr>
<tr>
<td></td>
<td>GBA 7232, 2 hours</td>
<td>Su 13, Su 14</td>
</tr>
<tr>
<td></td>
<td>GBA 7233, 3 hours</td>
<td>Su 13, Su 14</td>
</tr>
<tr>
<td></td>
<td>GBA 7241, 9 hours</td>
<td>Fa 13, Fa 14</td>
</tr>
<tr>
<td></td>
<td>GBA 7242, 6 hours</td>
<td>Fa 13, Fa 14</td>
</tr>
<tr>
<td></td>
<td>GBA 7251, 7 hours</td>
<td>Sp 14</td>
</tr>
<tr>
<td></td>
<td>GBA 7253, 3 hours</td>
<td>Sp 14</td>
</tr>
<tr>
<td>48 Credit Hours</td>
<td>GBA 7212, 2 hours</td>
<td>Fa 13, Fa 14</td>
</tr>
<tr>
<td></td>
<td>GBA 7221, 6 hours</td>
<td>Sp 14</td>
</tr>
<tr>
<td></td>
<td>GBA 7222, 4 hours</td>
<td>Sp 14</td>
</tr>
<tr>
<td></td>
<td>GBA 7231, 2 hours</td>
<td>Su 13, Su 14</td>
</tr>
<tr>
<td></td>
<td>GBA 7232, 2 hours</td>
<td>Su 13, Su 14</td>
</tr>
<tr>
<td></td>
<td>GBA 7233, 3 hours</td>
<td>Su 13, Su 14</td>
</tr>
<tr>
<td></td>
<td>GBA 7241, 9 hours</td>
<td>Fa 13, Fa 14</td>
</tr>
<tr>
<td></td>
<td>GBA 7242, 6 hours</td>
<td>Fa 13, Fa 14</td>
</tr>
<tr>
<td></td>
<td>GBA 7251, 7 hours</td>
<td>Sp 14</td>
</tr>
<tr>
<td></td>
<td>GBA 7253, 3 hours</td>
<td>Sp 14</td>
</tr>
</tbody>
</table>
Table 3. Educational Specialist in Instructional Technology Curriculum

<table>
<thead>
<tr>
<th>Educational Specialist in Instructional Technology</th>
<th>30 credit hours all offered by KSU</th>
<th>Graduate Catalog [6]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Core</td>
<td>EDRS 8000, 3 hours</td>
<td>Fa 13, Sp 14, Su 14, Fa 14</td>
</tr>
<tr>
<td>9 credit hours</td>
<td>EDRS 8900, 3 hours</td>
<td>Sp 14, Fa 14</td>
</tr>
<tr>
<td></td>
<td>EDUC 8100, 3 hours</td>
<td>Su 13, Fa 13, Sp 14, Su 14, Fa 14</td>
</tr>
<tr>
<td>Track 1 Certification</td>
<td>ITEC 7305, 3 hours</td>
<td>Su 13, Fa 13, Sp 14, Su 14, Fa 14</td>
</tr>
<tr>
<td>21 credit hours</td>
<td>ITEC 7400, 3 hours</td>
<td>Su 13, Fa 13, Sp 14, Su 14, Fa 14</td>
</tr>
<tr>
<td></td>
<td>ITEC 7410, 3 hours</td>
<td>Fa 13, Sp 14, Su 14</td>
</tr>
<tr>
<td></td>
<td>ITEC 7430, 3 hours</td>
<td>Fa 13, Sp 14, Su 14, Fa 14</td>
</tr>
<tr>
<td></td>
<td>ITEC 7445, 3 hours</td>
<td>Su 13, Fa 13, Su 14</td>
</tr>
<tr>
<td></td>
<td>ITEC 7460, 3 hours</td>
<td>Su 13, Fa 13, Sp 14, Fa 14</td>
</tr>
<tr>
<td></td>
<td>ITEC 7500, 3 hours</td>
<td>Su 13, Fa 13, Sp 14, Su 14, Fa 14</td>
</tr>
<tr>
<td>Track 2 Advanced Certification</td>
<td>This track launches in Summer of 2015</td>
<td>Not launched</td>
</tr>
<tr>
<td>Advanced Certification</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4. Ph.D. in International Conflict Management Curriculum

<table>
<thead>
<tr>
<th>Ph.D. in International Conflict Management</th>
<th>75 credit hours all offered by KSU</th>
<th>Graduate Catalog [7]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement</td>
<td>Courses</td>
<td>Term(s) Taught</td>
</tr>
<tr>
<td>Core Seminars</td>
<td>INCM 9001, 3 hours</td>
<td>Sp 14</td>
</tr>
<tr>
<td>12 credit hours</td>
<td>INCM 9002, 3 hours</td>
<td>Fa 14</td>
</tr>
<tr>
<td></td>
<td>INCM 9005, 3 hours</td>
<td>Sp 14</td>
</tr>
<tr>
<td></td>
<td>INCM 9006, 3 hours</td>
<td>Sp 14, Fa 14</td>
</tr>
<tr>
<td>Core Research Method</td>
<td>INCM 9101, 3 hours</td>
<td>Fa 13, Fa 14</td>
</tr>
<tr>
<td>Requirements</td>
<td>INCM 9102, 3 hours</td>
<td>Fa 13, Sp 14</td>
</tr>
<tr>
<td>9 credit hours</td>
<td>INCM 9103, 3 hours</td>
<td>Fa 14</td>
</tr>
<tr>
<td>Research Method Electives</td>
<td>Choose 1: INCM 9210, 3 hours</td>
<td>Fa 13, Fa 14</td>
</tr>
<tr>
<td>3 credit hours</td>
<td>INCM 9230, 3 hours</td>
<td>Sp 14</td>
</tr>
<tr>
<td></td>
<td>INCM 9250, 3 hours</td>
<td>Sp 14</td>
</tr>
<tr>
<td></td>
<td>INCM 9290, 3 hours</td>
<td>n/a</td>
</tr>
<tr>
<td>Faculty Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Work for Degrees</td>
<td>Credits</td>
<td>Term(s)</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>&amp; Dissertation Colloquium</strong></td>
<td>2 credit hours</td>
<td></td>
</tr>
<tr>
<td>INCM 9004, 1 hour</td>
<td>Fa 14</td>
<td></td>
</tr>
<tr>
<td>INCM 9600, 1 hour</td>
<td>Fa 13, Sp 14, Fa 14</td>
<td></td>
</tr>
<tr>
<td><strong>Program Curricular Electives</strong></td>
<td>31 credit hours</td>
<td></td>
</tr>
<tr>
<td>INCM 9320, 3 hours</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>INCM 9330, 3 hours</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>INCM 9340, 3 hours</td>
<td>Fa 14</td>
<td></td>
</tr>
<tr>
<td>INCM 9350, 3 hours</td>
<td>Fa 13</td>
<td></td>
</tr>
<tr>
<td>INCM 9360, 3 hours</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>INCM 9370, 3 hours</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>INCM 9380, 3 hours</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>INCM 9410, 3 hours</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>INCM 9430, 3 hours</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>INCM 9450, 3 hours</td>
<td>Fa 13</td>
<td></td>
</tr>
<tr>
<td>INCM 9451, 3 hours</td>
<td>Fa 14</td>
<td></td>
</tr>
<tr>
<td>INCM 9510, 3 hours</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>INCM 9530, 3 hours</td>
<td>Fa 13, Sp 14</td>
<td></td>
</tr>
<tr>
<td>INCM 9550, 3 hours</td>
<td>Fa 13, Sp 14, Fa 14</td>
<td></td>
</tr>
<tr>
<td>INCM 9601, 1 hour</td>
<td>Fa 13, Fa 14</td>
<td></td>
</tr>
<tr>
<td>INCM 9602, 1 hour</td>
<td>Fa 13, Fa 14</td>
<td></td>
</tr>
<tr>
<td>INCM 9603, 1 hour</td>
<td>Fa 14</td>
<td></td>
</tr>
<tr>
<td>INCM 9604, 1 hour</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>INCM 9605, 1 hour</td>
<td>Fa 13, Sp 14, Fa 14</td>
<td></td>
</tr>
<tr>
<td>INCM 9606, 1 hour</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>INCM 9607, 1 hour</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>INCM 9608, 1 hour</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>INCM 9609, 1 hour</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>INCM 9610, 1 hour</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>INCM 9611, 1 hour</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>INCM 9613, 1 hour</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>INCM 9650, 1-3 hours</td>
<td>Fa 13, Sp 14, Su 14</td>
<td></td>
</tr>
<tr>
<td><strong>International Experience (required)</strong></td>
<td>3-9 credit hours</td>
<td></td>
</tr>
<tr>
<td>INCM 9700, 3-9 hours</td>
<td>Su 13, Fa 13, Sp 14, Su 14, Fa 14</td>
<td></td>
</tr>
<tr>
<td><strong>Dissertation Research</strong></td>
<td>Up to 15 credit hours</td>
<td></td>
</tr>
<tr>
<td>INCM 9900, 1 hour</td>
<td>Fa 13, Sp 14, Su 14, Fa 14</td>
<td></td>
</tr>
</tbody>
</table>
CR 2.7.4 Evidence of Compliance

1. KSU 2015-2016 Undergraduate Catalog
2. KSU 2015-2016 Graduate Catalog
3. KSU Course History, Summer 2013 through Fall 2014
4. KSU Undergraduate Catalog, Bachelor of Science in Nursing
5. KSU Graduate Catalog, Executive Master of Business Administration
6. KSU Graduate Catalog (Archived), Educational Specialist in Instructional Technology
7. KSU Graduate Catalog, Ph.D. in International Conflict Management
Part II. Impact of the change on selected requirements of the Principles of Accreditation

D. Faculty

CR 2.8 The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs. (Faculty)

Compliance Statement
Kennesaw State University is in compliance with The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Core Requirement 2.8.

Impact of Consolidation
The consolidation did not have an impact on compliance with this requirement, since the consolidating institutions both had a strong commitment to employing an adequate number of full-time faculty prior to consolidation, and no full-time faculty positions were eliminated as a function of consolidation.

Narrative
Kennesaw State University (KSU) has adequate full-time faculty to support the mission of the university and to ensure the quality and integrity of the academic programs. Adequate full-time faculty are available for each degree program and delivery mode. One goal of the USG’s consolidation initiative is for the new institution to achieve substantial savings from streamlined administrative staffing for redirection to the academic mission of the university. It is worth noting that the number of full-time faculty positions in the new KSU’s operating budget for Fiscal Year (FY) 2016 has increased by 21 positions, a 2 percent increase over the combined total for KSU and SPSU in FY2015.

Kennesaw State University Mission
In April 2014, the Board of Regents of the University System of Georgia (BOR-USG) approved a new mission for KSU as part of the preparations for consolidation, which states:

Kennesaw State University offers high-quality and productive undergraduate, graduate, continuing education, and co-curricular programs. These include learning opportunities in architecture, the arts, business, computing, education, engineering and engineering technology, health and human services, honors experiences, humanities and social sciences, interdisciplinary studies, leadership development, the natural and physical sciences, study abroad, and other related disciplines. The
University’s research, scholarship, creative activities, and public service initiatives expand and apply knowledge, contribute to economic development, and improve the quality of life in local communities, Georgia, the nation, and the world.

The KSU community values open, honest, and thoughtful intellectual inquiry, innovative and creative problem solving, professionalism, expertise, collaboration, integrity and ethical behavior, engaged citizenship, global understanding, mutual respect, and appreciation of human and cultural diversity. The University community strives continually to enhance student success, improve institutional quality, and respond to public demand for higher education.

Central to both the previous KSU and Southern Polytechnic State University (SPSU) missions and the new mission is a focus on student-centered teaching and high-quality educational programs. As with the KSU 2012 mission statement, the new mission gives recognition to the increased emphasis on research, scholarship, and creative activity that has become more prominent in how the institution determines adequacy of full-time faculty. That growing commitment to research, scholarship, and creative activity has been reinforced by the expansion of graduate programs at KSU, including several doctoral degrees, and by KSU’s elevation by the Board of Regents to the Comprehensive Universities category of University System of Georgia institutions, as described in BOR Policy Manual Section 2.10:

**Comprehensive Universities**

Institutions classified as comprehensive universities offer a number of undergraduate and master’s-level programs with some doctoral programs. Typically, associate-level degrees are not offered at comprehensive universities. Graduate programs at comprehensive universities are characterized as master’s-dominant. While teaching is a core focus at all USG institutions, the emphasis on basic and applied research is heavier at comprehensive universities than state universities or state colleges, but not emphasized as heavily as research universities. It is expected that institutions within this sector will be committed to being world-class academic institutions. [1]

**Determination of Quality and Adequacy**

KSU uses the following measures to determine the quality and adequacy of full-time faculty to support the primary mission of teaching and the evolving research mission.
Quality
1. Hiring of qualified full-time faculty;
2. Performance expectations (annual and multi-year reviews) of employed faculty;
3. Comparison between the rate of increase in overall student enrollment and the rate of increase in full-time faculty;
4. Program accreditations reflecting a quality faculty by national standards.

Adequacy
1. Comparison of full-time faculty to part-time faculty and to total enrollment;
2. Percentage of full-time tenure-track faculty;
3. Full-time faculty by college;
4. Full-time faculty by discipline;
5. Comparison of full-time faculty and total students enrolled;
6. Class size trends;
7. Student-to-faculty ratio as related to strategic plan goals;
8. Student-to-faculty ratio as compared to comparable institutions;
9. Full-time teaching online and rank;
10. Student to faculty interactions – National Survey of Student Engagement (NSSE);
11. Research and external funding;
12. Expenditures supporting the mission;

Hiring Qualified Full-Time Faculty
KSU’s mission drives the allocation of resources and guides faculty hiring decisions. Given that teaching is central to the University’s mission, KSU puts a highly knowledgeable and effective instructor in front of every class. KSU details the expectations and responsibilities of faculty in position advertisements, which typically indicate teaching as a primary expectation, and research, scholarship, creative activity, and service as important but secondary responsibilities. As evidenced in the following position advertisements for full-time faculty, KSU seeks individuals who demonstrate the ability to teach effectively and requests application materials such as teaching evaluations and statements of teaching philosophies to ensure a commitment to learner-centered teaching.

- Assistant or Associate Professor in Strategic Management [2]
- Assistant or Associate Professor of Theatre [3]
- Assistant or Associate Professor of Information Systems [4]
- Director of First-Year Seminars, Assistant or Associate Professor [5]
- Assistant, Associate or Full Professor of Applied Statistics [6]
- Assistant Professor of Biology [7]
• Lecturer in Spanish [8]
• Nurse Practitioner, Clinical Assistant Professor in Nursing [9]
• Assistant or Associate Professor of Health and Physical Education [10]
• Assistant or Associate Professor of Educational Leadership (Two Faculty Positions) [11]
• Executive Director, KSU Entrepreneurship Center, and Lecturer of Management [12]
• Clinical Assistant or Associate Professor of Mathematics Education [13]
• Lecturer or Senior Lecturer of Physics [14]

In addition to stating the institution’s expectations for quality teaching, faculty are evaluated to determine if they are academically and/or professionally qualified to teach the courses they will be assigned to teach. This process is initially done at the time hiring decisions are made. Department chairpersons must indicate whether faculty recommended for hire are academically qualified for the instructional assignments they will have. New hires slated to teach graduate courses are expected to hold an earned terminal degree that qualifies them to teach courses within the specific discipline(s). A new hire who will teach undergraduate courses is expected to hold an appropriate master’s degree, or higher, appropriate for teaching in the specific discipline. Alternatively, a new faculty member may have exceptional professional experience combined with academic preparation that qualifies him or her to teach courses within a specific discipline at a particular level. If a faculty member has qualifications to teach identified courses other than academic degrees, then that individual must be qualified using the KSU SACSCOC Faculty Credentials Compliance form [15], which identifies, documents, and justifies why the faculty member is qualified to teach the courses he or she will be assigned to teach. This completed form is reviewed and either approved or denied by the college dean, the vice president of Research, and dean of Graduate College, if the faculty will teach graduate courses, and ultimately the provost and vice president for Academic Affairs.

Performance Expectations
Though KSU’s faculty members engage in activities relating to teaching, research/creative activity, and professional service, they are first and foremost committed to teaching, supervision, and mentoring students. The Faculty Performance and Assessment section of the KSU Faculty Handbook [16] states the following:

Teaching, Supervising, and Mentoring Effectiveness
The faculty and administration of Kennesaw State University are committed to quality instruction. The primary purpose of university faculty is to engage students, colleagues, and others in activities that facilitate
learning and contribute to learner development and educational advancement. In order to help faculty capture and document their work, KSU provides the following descriptions of instructional activities and basic expectations of faculty effort.

**Institutional Objectives for Teaching, Supervising, and Mentoring**

Highly effective teaching and learning are the central institutional priorities of Kennesaw State University. In addition, service and research/creative activity that strengthen teaching and address community interests play important supportive roles. In both undergraduate and graduate programs, faculty, staff, and administrators are committed to providing a challenging and facilitative collegiate environment that fosters high-quality academic preparation, critical thinking, global and multicultural perspectives, interpersonal skills, leadership development, social responsibility, and lifelong learning. [17].

The commitment to teaching, as well as research, scholarship, creative activity, and service, are further evidenced in the annual review and promotion and tenure processes. Faculty are required to establish annual goals relating to teaching, mentoring, and supervision of students; research, scholarship, and creativity activity; professional service; and/or administration and leadership using the Faculty Performance Agreement (FPA). [18] The Annual Review Document (ARD) is then used to document performance relating to those annual goals in the performance areas for the previous year. [18]

Through the completion of an Annual Review Document and a Faculty Performance Agreement, faculty are also required to identify their primary roles and responsibilities; to show how the activities in the three performance areas advance the mission of the department, college, and University; and to illustrate the quality and significance of the annual activities in the three performance areas.

Tenure and promotion decisions are based on demonstrated performance in the three areas (teaching; research and creative activity; and professional service), as outlined in the Section 3.3 of the Faculty Handbook on Review and Evaluation of Faculty Performance [19]. The alignment of the hiring expectations, annual and multi-year review criteria, and the connection to the strategic plan all evidence that the institution employs quality full-time faculty who support the institutional mission and ensure the quality and integrity of its academic programs.

**KSU Faculty Categories and Faculty Responsibilities**

To achieve its mission, KSU uses the following categories of full-time faculty:
• Tenure and Tenure-track faculty – hold an earned doctorate, acceptable terminal degree, or other acceptable credential, are appointed to one of the professorial ranks; are eligible for tenure after a probationary period; are eligible for promotion to associate professor and full professor; and have performance expectations in teaching, supervision, and mentoring; research, scholarship, and creative activity; and professional service.

• Non-tenure track faculty with professorial rank – hold an earned doctorate, acceptable terminal degree, or other acceptable credential, are appointed to one of the professorial ranks; are eligible for promotion to associate professor and full professor; and have performance expectations in teaching, supervision, and mentoring; research, scholarship, and creative activity; and professional service; and are not eligible for tenure.

• Non-tenure track clinical faculty – appointed in clinical or applied disciplines; hold an earned doctorate, acceptable terminal degree, or other acceptable credential, are appointed to one of the professorial ranks; are eligible for promotion to associate and full professor; generally spend less time engaged in research, scholarship, and creativity activity; and are not eligible for tenure. Clinical faculty are typically making contributions in clinical, educational, industry, and/or professional settings on university, college, department committees, and local, regional, and national professional organizations that have an professional, applied focus.

• Non-tenure-track lecturers/senior lecturers – hold at least a master's degree in the field or closely related discipline; lecturers are eligible for promotion to senior lecturer; have performance expectations in teaching, supervision, and mentoring; professional service that relates to teaching, supervision, and mentoring; and are not eligible for tenure.

• Limited Term faculty – hired on a limited term basis (typically nine months); hold at least a master’s degree in the field or closely related discipline; and have expectations in teaching, supervision, and mentoring; and are not eligible for tenure.

• Visiting faculty – faculty visiting from another institution or on temporary assignment at KSU and are not eligible for tenure.

Faculty Workload Models
KSU’s Faculty Handbook provides sample faculty workload models [20] and establishes some core standards. The standards provide guidance for estimating contributions from various portions of a faculty member’s workload. For example, a semester-long, three-credit course ordinarily represents 10 percent of faculty effort for the academic year, and each full-time faculty member must allocate at least 5 percent of his or her time to professional service activities essential to the life of the institution. Each department
establishes, in writing, appropriate class sizes (equating to the 10 percent teaching effort) for the various courses taught, and equivalencies for non-standard faculty activities (e.g., supervision of significant student research). Table 1 represents examples of workload models in effect at KSU.

**Table 1. KSU Workload Models**

<table>
<thead>
<tr>
<th>Workload Model</th>
<th>% of Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Emphasis</strong></td>
<td></td>
</tr>
<tr>
<td>4-4 course load teaching</td>
<td>80%</td>
</tr>
<tr>
<td>Research and Creative Activity</td>
<td>10%</td>
</tr>
<tr>
<td>Service</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td><strong>Teaching – Research/Creative Activity Balance</strong></td>
<td></td>
</tr>
<tr>
<td>3-3 course load teaching</td>
<td>60%</td>
</tr>
<tr>
<td>Research and Creative Activity</td>
<td>30%</td>
</tr>
<tr>
<td>Service</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td><strong>Teaching – Service Balance</strong></td>
<td></td>
</tr>
<tr>
<td>3-3 course load teaching</td>
<td>60%</td>
</tr>
<tr>
<td>Research and Creative Activity</td>
<td>10%</td>
</tr>
<tr>
<td>Service</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td><strong>Research/Creativity Activity Emphasis</strong></td>
<td></td>
</tr>
<tr>
<td>2-2 course load teaching</td>
<td>40%</td>
</tr>
<tr>
<td>Research and Creative Activity</td>
<td>50%</td>
</tr>
<tr>
<td>Service</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td><strong>Administration Emphasis</strong></td>
<td></td>
</tr>
<tr>
<td>Service</td>
<td>70%</td>
</tr>
<tr>
<td>Research and Creative Activity</td>
<td>10%</td>
</tr>
<tr>
<td>Teaching</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

As indicated in the workload models above, KSU ensures that adequate faculty resources are dedicated to professional service by requiring that all full-time faculty allocate at least 5 percent of their time to professional service activities, such as serving on committee(s), advising, etc. Furthermore, some faculty dedicate much more time to such service, and professional service is evaluated as part of both annual and multi-year reviews of tenure-track faculty.
Adequacy of Full-Time Faculty to Support the Mission
KSU uses a variety of methods and metrics to analyze the adequacy of full-time faculty to support the institutional mission. A review of these methods and metrics demonstrates that KSU has managed the number of full-time faculty well and, despite tremendous growth, in a manner that has assured the quality and integrity of its academic programs and ability to carry out the KSU mission.

Comparison of Full-Time Faculty, Part-Time Faculty to Total Enrollment
KSU is one of the three largest institutions in total enrollment in the University System of Georgia, and both KSU and SPSU experienced significant growth over the past several years. [21] As reflected in Table 2, KSU and SPSU demonstrated strong commitments to maintaining adequate full-time faculty to address the mission by increasing the number of full-time faculty by 4 percent and 23 percent, respectively, since 2009.

Table 2. Full-Time Faculty, Part-Time Faculty, Total Faculty, and Total Enrollment

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Total Full-Time Faculty</th>
<th>Total Part-Time Faculty</th>
<th>Total Faculty</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KSU</td>
<td>SPSU</td>
<td>KSU</td>
<td>SPSU</td>
</tr>
<tr>
<td>2009</td>
<td>690</td>
<td>180</td>
<td>554</td>
<td>98</td>
</tr>
<tr>
<td>2010</td>
<td>730</td>
<td>200</td>
<td>572</td>
<td>87</td>
</tr>
<tr>
<td>2011</td>
<td>735</td>
<td>214</td>
<td>576</td>
<td>100</td>
</tr>
<tr>
<td>2012</td>
<td>715</td>
<td>203</td>
<td>648</td>
<td>89</td>
</tr>
<tr>
<td>2013</td>
<td>731</td>
<td>226</td>
<td>684</td>
<td>96</td>
</tr>
<tr>
<td>2014</td>
<td>721</td>
<td>221</td>
<td>705</td>
<td>98</td>
</tr>
<tr>
<td>% Increase</td>
<td>4%</td>
<td>23%</td>
<td>27%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Source: IPEDS Human Resource Survey from the IPEDS Data Center.
* Total Part-Time Faculty includes part-time staff who are classified based on the IPEDS definition of “Primary Instruction."

Table 3 indicates the distribution of faculty among the degree-granting colleges of the consolidated institution, which is related to the number of students, the number of programs, and the level of programs in that college.
Table 3. Full-Time Faculty by College for Spring Semester 2015

<table>
<thead>
<tr>
<th>College</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bagwell College of Education</td>
<td>85</td>
</tr>
<tr>
<td>Coles College of Business</td>
<td>160</td>
</tr>
<tr>
<td>College of Architecture and Construction Management</td>
<td>31</td>
</tr>
<tr>
<td>College of Computing and Software Engineering</td>
<td>42</td>
</tr>
<tr>
<td>College of Humanities and Social Sciences</td>
<td>318</td>
</tr>
<tr>
<td>College of Science and Math</td>
<td>170</td>
</tr>
<tr>
<td>College of the Arts</td>
<td>62</td>
</tr>
<tr>
<td>Southern Polytechnic College of Engineering and Engineering Technology</td>
<td>74</td>
</tr>
<tr>
<td>University College</td>
<td>39</td>
</tr>
<tr>
<td>WellStar College of Health and Human Services</td>
<td>97</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,058</strong></td>
</tr>
</tbody>
</table>

Source:  KSU Faculty Information System (FIS) Census Snapshot for Spring Semester 2015

Full-Time Faculty by Discipline

The Full-Time Faculty by College, Discipline, and Degree Levels Offered for Spring Semester 2015 table shows that KSU has an adequate number of full-time faculty to teach the programs offered [22]. This document disaggregates full-time faculty data by discipline and provides a side-by-side comparison between the programs offered by level and by discipline with the number of full-time faculty. The table shows a healthy distribution of full-time faculty by program discipline, which helps ensure the integrity of the curriculum in those programs. In a few cases, interdisciplinary programs utilize faculty from multiple disciplines. As a result, those programs contain a footnote to denote that no faculty are assigned to only that program. Faculty teaching in interdisciplinary programs are counted within their primary discipline area to avoid counting individual faculty more than one time. It is important to note that KSU also employs “administrative faculty” who are full time at the institution and teach courses, and whose responsibilities are primarily outside the departments and therefore not reflected in the data presented in this narrative. Nevertheless, their experience and
involvement in the academic programs significantly reinforces the strength of the full-time faculty.

Another indicator of adequacy of full-time faculty is program accreditations. Most programmatic accrediting agencies scrutinize the number and qualifications of faculty, especially full-time faculty, who contribute to the program. Table 4 lists KSU’s accredited programs.

Table 4. KSU Accredited or Approved Educational Programs

<table>
<thead>
<tr>
<th>KSU Programs Accredited</th>
<th>Accrediting Agency (Acronym)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Business Administration in Information Systems</td>
<td>Accreditation Board for Engineering and Technology (ABET)</td>
</tr>
<tr>
<td>Bachelor of Science in Civil Engineering</td>
<td>ABET</td>
</tr>
<tr>
<td>Bachelor of Science in Civil Engineering Technology</td>
<td>ABET</td>
</tr>
<tr>
<td>Bachelor of Science in Computer Engineering Technology</td>
<td>ABET</td>
</tr>
<tr>
<td>Bachelor of Science in Computer Game Design and Development</td>
<td>ABET</td>
</tr>
<tr>
<td>Bachelor of Science in Computer Science</td>
<td>ABET</td>
</tr>
<tr>
<td>Bachelor of Science in Construction Engineering</td>
<td>ABET</td>
</tr>
<tr>
<td>Bachelor of Science in Electrical Engineering</td>
<td>ABET</td>
</tr>
<tr>
<td>Bachelor of Science in Electrical Engineering Technology</td>
<td>ABET</td>
</tr>
<tr>
<td>Bachelor of Science in Industrial Engineering Technology (Including Bachelor of Applied Science in Supply Chain Logistics and Bachelor of Applied Science in Manufacturing Operations)</td>
<td>ABET</td>
</tr>
<tr>
<td>Bachelor of Science in Information Technology</td>
<td>ABET</td>
</tr>
<tr>
<td>Bachelor of Science in Mechanical Engineering</td>
<td>ABET</td>
</tr>
<tr>
<td>Bachelor of Science in Mechanical Engineering Technology</td>
<td>ABET</td>
</tr>
<tr>
<td>Bachelor of Science in Mechatronics Engineering</td>
<td>ABET</td>
</tr>
<tr>
<td>Bachelor of Science in Software Engineering</td>
<td>ABET</td>
</tr>
<tr>
<td>Bachelor of Science in Surveying and Mapping</td>
<td>ABET</td>
</tr>
<tr>
<td>Bachelor of Science in Systems Engineering</td>
<td>ABET</td>
</tr>
<tr>
<td>Bachelor of Science in Telecommunications Engineering Technology</td>
<td>ABET</td>
</tr>
<tr>
<td>Bachelor of Science in Biochemistry</td>
<td>American Chemical Society (ACS)</td>
</tr>
<tr>
<td>Bachelor of Science in Chemistry</td>
<td>ACS</td>
</tr>
</tbody>
</table>
## KSU Programs Accredited

<table>
<thead>
<tr>
<th>Program</th>
<th>Accrediting Agency (Acronym)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science in Construction Management</td>
<td>American Council for Construction Education (ACCE)</td>
</tr>
<tr>
<td>Bachelor of Science in Construction Management</td>
<td>ACCE</td>
</tr>
<tr>
<td>Bachelor of Arts in Modern Language and Culture (French, German, Spanish Concentration)</td>
<td>American Council on the Teaching of Foreign Languages (ACTFL)</td>
</tr>
<tr>
<td>Foreign Languages – Alternative Certification*</td>
<td>ACTFL</td>
</tr>
<tr>
<td>Bachelor of Science in Early Childhood Education</td>
<td>Association for Childhood Education International (ACEI)</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>Association of Collegiate Business Schools and Programs (ACBSP)</td>
</tr>
<tr>
<td>Bachelor of Science in Middle Grades Education</td>
<td>Association for Middle Level Education (AMLE)</td>
</tr>
<tr>
<td>Master of Science in Nursing for Primary Care Nurse Practitioner</td>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
</tr>
<tr>
<td>Master of Science in Nursing for Advanced Care Management and Leadership</td>
<td>CCNE</td>
</tr>
<tr>
<td>Bachelor of Science in Nursing</td>
<td>CCNE</td>
</tr>
<tr>
<td>Master of Education, Special Education – General Curriculum</td>
<td>Council for Exceptional Children (CEC)</td>
</tr>
<tr>
<td>Master of Social Work</td>
<td>Council on Social Work Education (CSWE)</td>
</tr>
<tr>
<td>Doctor of Business Administration</td>
<td>International Association to Advance Collegiate Schools of Business (AACSB)</td>
</tr>
<tr>
<td>Master of Accounting</td>
<td>AACSB</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>AACSB</td>
</tr>
<tr>
<td>Master of Science in Information Systems</td>
<td>AACSB</td>
</tr>
<tr>
<td>Bachelor of Business Administration in Accounting</td>
<td>AACSB</td>
</tr>
<tr>
<td>Bachelor of Business Administration in Economics</td>
<td>AACSB</td>
</tr>
<tr>
<td>Bachelor of Business Administration in Finance</td>
<td>AACSB</td>
</tr>
<tr>
<td>Bachelor of Business Administration in Information Security and Assurance</td>
<td>AACSB</td>
</tr>
<tr>
<td>Bachelor of Business Administration in Information Systems</td>
<td>AACSB</td>
</tr>
<tr>
<td>Bachelor of Business Administration in International Business</td>
<td>AACSB</td>
</tr>
<tr>
<td>Bachelor of Business Administration in Management</td>
<td>AACSB</td>
</tr>
<tr>
<td>Bachelor of Business Administration in Marketing</td>
<td>AACSB</td>
</tr>
<tr>
<td>KSU Programs Accredited</td>
<td>Accrediting Agency (Acronym)</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Bachelor of Business Administration in Professional Sales</td>
<td>AACSB</td>
</tr>
<tr>
<td>Bachelor of Science in Construction Management – Facility Management Concentration</td>
<td>International Facility Management Foundation (IFMA)</td>
</tr>
<tr>
<td>Bachelor of Architecture</td>
<td>National Architectural Accrediting Board (NAAB)</td>
</tr>
<tr>
<td>Master of Arts in Teaching (Art Education concentration)</td>
<td>National Association of Schools of Art and Design (NASAD)</td>
</tr>
<tr>
<td>Bachelor of Arts in Art History</td>
<td>NASAD</td>
</tr>
<tr>
<td>Bachelor of Fine Arts in Art</td>
<td>NASAD</td>
</tr>
<tr>
<td>Bachelor of Science in Art Education</td>
<td>NASAD</td>
</tr>
<tr>
<td>Bachelor of Arts in Music</td>
<td>National Association of Schools of Music (NASM)</td>
</tr>
<tr>
<td>Bachelor of Music in Music Education</td>
<td>NASM</td>
</tr>
<tr>
<td>Bachelor of Music in Music Performance</td>
<td>NASM</td>
</tr>
<tr>
<td>Bachelor of Arts in Theatre and Performance Studies</td>
<td>National Association of Schools of Theatre (NAST)</td>
</tr>
<tr>
<td>Bachelor of Science in Health and Physical Education</td>
<td>National Association of Sport and Physical Education (NASPE)</td>
</tr>
<tr>
<td>Professional Teacher Education Unit and Specialized Professional Association Recognized Programs*</td>
<td>National Council for Accreditation of Teacher Education/Council for Accreditation of Educator Preparation (NCATE/CAEP)</td>
</tr>
<tr>
<td>Bachelor of Science in History Education</td>
<td>National Council for Social Studies (NCSS)</td>
</tr>
<tr>
<td>Master of Arts in Teaching, English</td>
<td>National Council for Teachers of English (NCTE)</td>
</tr>
<tr>
<td>Bachelor of Science in English Education</td>
<td>NCTE</td>
</tr>
<tr>
<td>Master of Arts in Teaching (Secondary Education - Math Concentration)</td>
<td>National Council for Teachers of Math (NCTA)</td>
</tr>
<tr>
<td>Bachelor of Science in Mathematics Education</td>
<td>NCTA</td>
</tr>
<tr>
<td>Master of Arts in Teaching (Secondary Education - Biology Concentration)</td>
<td>National Science Teachers Association (NSTA)</td>
</tr>
<tr>
<td>Master of Arts in Teaching (Secondary Education - Chemistry Concentration)</td>
<td>NSTA</td>
</tr>
<tr>
<td>Master of Arts in Teaching (Secondary Education - Physics Concentration)</td>
<td>NSTA</td>
</tr>
</tbody>
</table>
Average Class Size Trends
As stated in the mission, KSU is committed to providing a supportive environment in which students may be successful. Part of what KSU examines to ensure that students have a quality learning environment is class size trends. KSU strives to maintain small class sizes, as appropriate for the content and disciplines. As illustrated in Table 5, 82 percent of KSU course sections had less than 35 students enrolled in Spring Semester 2015. Course sections offered with 35-99 students constituted 17 percent, and only 1 percent of course sections had enrollments higher than 99 students.

<table>
<thead>
<tr>
<th>Course Sections</th>
<th>% &lt; 16</th>
<th>% 16-35</th>
<th>% 35-99</th>
<th>% &gt; 99</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>KSU</td>
<td>40</td>
<td>42</td>
<td>17</td>
<td>1</td>
<td>24</td>
</tr>
</tbody>
</table>

Source: *USG Census Data Snapshot*

Student-to-Faculty Ratio
The Integrated Postsecondary Education Data System (IPEDS) calculation of full-time equivalent faculty is becoming the national standard used when calculating student-to-faculty ratio and is the formula now used by the National Center for Education Statistics College Navigator website. Using this calculation for Fall Semester 2014, the most recent year for which data is available, KSU’s student-to-faculty ratio was 21:1, SPSU’s was 21:1, and the ratio for the consolidated institution is 21:1. Examination of FTE student-to-faculty ratio is an important consideration when comparing adequacy of faculty between institutions within and beyond the University System of Georgia. Such comparisons indicate that the consolidated institution’s FTE student-to-faculty ratio is near the average for both USG comprehensive universities and other comparable and institutions.
Table 6. IPEDS Student-to-Faculty Ratio for Comparable Institutions

<table>
<thead>
<tr>
<th>Institutional Name</th>
<th>IPEDS Student-to-Faculty Ratio&lt;sup&gt;1,2&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>USG Comprehensive Universities:</strong></td>
<td></td>
</tr>
<tr>
<td>Kennesaw State University (consolidated)</td>
<td>21</td>
</tr>
<tr>
<td>Georgia Southern University</td>
<td>22</td>
</tr>
<tr>
<td>University of West Georgia</td>
<td>19</td>
</tr>
<tr>
<td>Valdosta State University</td>
<td>21</td>
</tr>
<tr>
<td><strong>Other Comparable Institutions:</strong></td>
<td></td>
</tr>
<tr>
<td>California State University-Fullerton</td>
<td>26</td>
</tr>
<tr>
<td>California State University-Long Beach</td>
<td>26</td>
</tr>
<tr>
<td>California State University-Northridge</td>
<td>26</td>
</tr>
<tr>
<td>San Diego State University</td>
<td>29</td>
</tr>
<tr>
<td>San Francisco State University</td>
<td>26</td>
</tr>
<tr>
<td>San Jose State University</td>
<td>25</td>
</tr>
<tr>
<td>Florida International University</td>
<td>26</td>
</tr>
<tr>
<td>Kennesaw State University</td>
<td>21</td>
</tr>
<tr>
<td>Indiana University-Purdue University-Indianapolis</td>
<td>17</td>
</tr>
<tr>
<td>University of Nevada-Las Vegas</td>
<td>21</td>
</tr>
<tr>
<td>University of North Carolina at Charlotte</td>
<td>19</td>
</tr>
<tr>
<td>Kent State University at Kent</td>
<td>21</td>
</tr>
<tr>
<td>Portland State University</td>
<td>20</td>
</tr>
<tr>
<td>Temple University</td>
<td>15</td>
</tr>
<tr>
<td>University of North Texas</td>
<td>23</td>
</tr>
<tr>
<td>The University of Texas at Arlington</td>
<td>23</td>
</tr>
<tr>
<td>The University of Texas at San Antonio</td>
<td>25</td>
</tr>
<tr>
<td>Texas Tech University</td>
<td>24</td>
</tr>
<tr>
<td>George Mason University</td>
<td>16</td>
</tr>
<tr>
<td>University of Wisconsin-Milwaukee</td>
<td>19</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>22</td>
</tr>
</tbody>
</table>

1. The ratio of FTE students to FTE instructional staff, i.e., students divided by instructional staff. Students enrolled in “stand-alone” graduate or professional programs and instructional staff teaching in those programs are excluded from both full-time and part-time counts. Stand-alone graduate or professional programs are programs, such as medicine, law, veterinary, dentistry, social work, or public health, in which faculty teach virtually only graduate-level students (also referred to as “independent” programs). Each FTE value is equal to the number of full-time students/staff plus one-third the number of part-time students/staff.

2. Values are from the 2012 and 2013 IPEDS Fall Enrollment Survey.
Full-Time Faculty Teaching Online
KSU offers 22 fully-online degree programs, in which 100 percent of the program is offered and completed online. In addition, a fully-online option is available for 13 other degree programs, allowing students to complete the program online, face-to-face, or some combination of the two. The university offers 26 online certificate programs, some of which are also available face-to-face.

The majority of KSU’s fully online courses are taught by full-time faculty. In Spring 2015, 65 percent of fully online courses were taught by full-time faculty.

Student-Faculty Interaction
KSU leadership uses the extent to which students and faculty interact as a supporting measure to determine the adequacy of the institution’s full-time faculty. The measure used to determine student and faculty interaction is The National Survey of Student Engagement (NSSE). The NSSE survey is administered annually to randomly generated first-year and senior-year students from institutions across the country electing to participate in the survey for that year. As part of the institutional data summary, NSSE provides comparative data from three other participant groups:

- KSU Peers – Universities that are similar to KSU in structure in terms of number of students in each grade level, percent of students who live on campus, and being located in cities comparable to Kennesaw.
- KSU Aspirations – Universities that are similar to KSU in structure in terms of number of students and are more exemplar and well known around the country.
- L4/NR – Participating universities were initially placed in one of six classes – this class describes the large four-year institutions in which the majority are non-residential.

Kennesaw State University participates in NSSE on a regular three-year basis. Data represented below is for KSU prior to consolidation and does not include SPSU students. NSSE data for the consolidated institution will be available after KSU’s next administration of the survey.

NSSE recently revised the annual survey. The current NSSE survey purposefully clusters survey items into engagement indicator themes and high-impact practices. One of the engagement indicators is Experiences with Faculty (EF) and comprises Student-Faculty Interaction (SF) and Effective Teaching Practices (ET). The rationale for SF states that “Interactions with faculty can positively influence the cognitive growth, development, and persistence of college students.” Items in SF seek to determine the extent to which students:
• Talked about career plans with a faculty member,
• Worked with a faculty member on activities other than coursework (committees, student groups, etc.),
• Discussed course topics, ideas or concepts with a faculty member outside of class, and
• Discussed academic performance with a faculty member.

The rationale for ET states that “student learning is heavily dependent on effective teaching.” Items in ET seek to determine the extent to which instructors:
• Clearly explained course goals and requirements,
• Taught course sessions in an organized way,
• Used examples or illustrations to explain difficult points,
• Provided feedback on a draft or work in progress, and
• Provided prompt and detailed feedback on tests or completed assignments.

The graph below presents a comparison of first-year (FY) and senior (SY) student results on the SF, ET, and total EF. On average, seniors had a higher SF, ET, and EF score than first-year students.

![Figure 1. Experiences with Faculty: First Year and Senior Students](image)

Relative to comparator institutions on the EF composite by first-year and senior classes, KSU seniors outperformed peer and aspirational institutions, but KSU first-year students underperformed against the L4/NR institutions.
The results found in the 2013 NSSE are consistent with previous iterations in 2008 and 2011. Senior students average higher than both Kennesaw State first-year students and also against peer and inspirational institutions. First-year students average either the same or lower against comparator institutions. This shows that as students progress through Kennesaw State, they have higher quality interactions with faculty. Among first-year students, those with a higher GPA rated their experiences with faculty higher, as indicated below. There is also the same phenomenon within seniors, with those having a higher GPA also having a higher-quality experience with faculty.

The collective evidence from these measures indicates that KSU employs adequate full-time faculty to support the mission of the University and to ensure the quality and integrity of the academic programs for each program and each delivery mode.
Research and External Funding
As the role of KSU’s research mission evolves, the institution is monitoring the number of proposals being submitted for research and external funding, and the actual award amounts to measure the level of faculty support for the institutional research mission. Table 7 reflects the number of proposals submitted and the total amount of awards granted by fiscal year (FY) since 2009.

Table 7. Number of Proposals Submitted and Awards Granted

<table>
<thead>
<tr>
<th></th>
<th>Southern Polytechnic State University</th>
<th>Kennesaw State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposals Submitted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount Requested</td>
<td>$11,364,154</td>
<td>$19,630,999</td>
</tr>
<tr>
<td>Principal Investigators Requested</td>
<td>42</td>
<td>54</td>
</tr>
<tr>
<td>Proposals Awarded</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>Amount Awarded a</td>
<td>$753,889</td>
<td>$964,518</td>
</tr>
<tr>
<td>Principal Investigators Awarded</td>
<td>20</td>
<td>24</td>
</tr>
</tbody>
</table>
Amount Awarded a  $8,485,360  $9,443,187b  $16,632,938 b  $10,088,078 b  $11,002,823 b  $9,031,311
Principal Investigators Awarded  90  100  143  145  95  69

a  Amount of funding awarded totals reflect annual and multi-year awards if funds for multi-year awards were given in a single year.
b  Includes over $2.5 million annually for KSU to implement the Georgia Virtual High School for the Georgia Department of Education.

Excluding the Georgia Virtual High School contract and a few large awards in Fiscal Year 2011, funding has grown each year. The decrease in requested funds after FY2012 by KSU represents a reduction in high-dollar, low-success proposals. Overall, the data indicates that KSU and SPSU faculty have gradually increased their success in external research and grant funding, which bodes well for the consolidated institution.

Expenditures Supporting Mission
Another measure of adequacy to support full-time faculty to achieve the mission is evidenced by funding and resources devoted to teaching, research, and service. Without appropriate funding levels, full-time faculty cannot adequately ensure the integrity and quality of the academic programs.

Even in the challenging economic times of the past five years, KSU and SPSU increased total revenues, increased expenditures for instruction and academic support, and maintained strong commitments to research and public service, as reported in the SACSCOC Annual Financial Profiles for 2010, 2011, 2012, 2013, and 2014. Table 8 lists revenues and select, targeted expenditures for the past five years.

Table 8. Revenue and Targeted Expenditures

<table>
<thead>
<tr>
<th></th>
<th>Southern Polytechnic State University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Total Revenue and Other Additions</td>
<td>$63,779,676</td>
</tr>
<tr>
<td>Instruction Expenditures</td>
<td>$24,568,338</td>
</tr>
<tr>
<td>Research Expenditures</td>
<td>$414,267</td>
</tr>
</tbody>
</table>
Allocation of Funds by Department
The consolidated institution uses a vertical budgeting process that starts with the department. Employees within the departments are responsible for identifying areas of need within their area, including faculty positions, staff positions, and/or operating funds. The program-level requests require a rationale indicating how the request directly correlates to a strategic institutional/system goal. The departments and programs submit their prioritized list of new funding requests to the college dean, who then prioritizes the requests based on the college’s strategic needs and initiatives. Each dean determines the type of information, data, and supporting documentation required. One example of how a department justifies and lobbies for new faculty positions is provided by the Department of Communication in its 2015 budget request narrative. [23]

The deans submit their prioritized requests to the provost and vice president for Academic Affairs. After some consultation, the provost and vice president for Academic Affairs determines the overall funding request for Academic Affairs. The Academic Affairs request is presented to the President’s Planning and Budget Committee. Based, in part, on the committee’s recommendation, the president makes the University’s new
funding requests to the Fiscal Affairs Office of the University System of Georgia. The FY16 New Funding Allocations reflects the commitment to funding for new faculty positions. [24]

This vertical funding process ensures that program faculty have a voice in identifying and prioritizing their departmental and program needs to ensure the integrity and quality of the academic programs.

**CR 2.8 Evidence of Compliance**

1. *Board of Regents Policy Manual Section 2.10*
2. Position Advertisement – Strategic Management
3. Position Advertisement – Theatre
4. Position Advertisement – Information Systems
5. Position Advertisement – First-Year Seminars
6. Position Advertisement – Applied Statistics
7. Position Advertisement – Biology
8. Position Advertisement – Spanish
9. Position Advertisement – Nursing
10. Position Advertisement – Health and Physical Education
11. Position Advertisement – Educational Leadership
12. Position Advertisement – Entrepreneurship Center
13. Position Advertisement – Mathematics Education
14. Position Advertisement – Physics
15. KSU Faculty Credentials Form
16. 2015-2016 *KSU Faculty Handbook*
17. *KSU Faculty Handbook Section 2.4*
18. *KSU Faculty Handbook Section 3.7*
19. *KSU Faculty Handbook Section 3.3*
20. *KSU Faculty Handbook Section 2.2*
22. Full-Time Faculty by Discipline, Spring 2015
23. Department of Communication 2015 Budget Request
24. KSU FY2016 Allocation of State Appropriations
Part II. Impact of the change on selected requirements of the Principles of Accreditation

F. Library/Learning Resources

CR 2.9 The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. (Learning Resources and Services)

Compliance Statement
Kennesaw State University is in compliance with this core requirement.

Impact of Consolidation

No substantive changes have occurred as a result of the consolidation of Kennesaw State University (KSU) and Southern Polytechnic State University (SPSU) with respect to the support of students and faculty or to their access to library collections, services, or other library-related learning, and information resources. The Sturgis and Johnson libraries on the Kennesaw and Marietta campuses, respectively, of the new KSU continue to provide the same levels of service and resources previously available before consolidation. Those two substantial libraries are now consolidated under the administrative oversight of a single assistant vice president of Library Services reporting to the vice president of Operations.

Student and faculty access to the statewide library collections of the GALILEO Interconnected Libraries (GIL) and the state’s online virtual library collections (GALILEO) are also unaffected by the consolidation and are available.
Students enrolled in online courses and programs and those at off-site instructional locations continue to have access to library resources online and over the Internet, and through in-person access to and borrowing privileges at the state’s GIL network.

Narrative

KSU Libraries

The mission statement for the consolidated libraries of Kennesaw State University states:

The mission of the Kennesaw State University Library System is to be involved in teaching, learning, and discovery taking place at Kennesaw State University. Essential to achieving this mission is a Library System that selects, organizes, presents, and preserves resources for the KSU community of faculty, students, and scholars.

Both the Kennesaw and Marietta campuses continue to have full-service on-site libraries, online training on services and resources, and active agreements to provide access to electronic databases and print collections through consortial arrangements, which are described throughout this narrative. Library facilities are open at each campus as discussed below, librarians and staff are accessible 24/7 via email and chat, and access to online collections and resources remains accessible 24/7.

Students, faculty, and staff maintain their access to and borrowing privileges from the collections of other college and university libraries in the state of Georgia. For example, KSU is a member of the GALILEO Interconnected Libraries (GIL) system [1] and Georgia’s virtual library, GALILEO [2] (Georgia Library Learning Online). GIL alone includes all 30 state colleges and universities in the University System of Georgia (USG) and has over 13 million bibliographic records in its USG Union Catalog, including
the resources of the state’s top research universities, the libraries of the Atlanta History Center, and the Georgia Department of Archives and History. GALILEO provides anywhere/anytime electronic access to over 200 databases, indexing thousands of periodicals, newspapers, and scholarly journals, with more than 10,000 journal titles provided in full-text. GALILEO serves USG and Technical College System of Georgia institutions; Georgia public libraries and K-12 schools; and some private colleges, universities, and K-12 schools.

The consolidated KSU continues to benefit from these services because they are funded by the state of Georgia and supported by the USG Office of Information and Instructional Technology. In addition, the KSU libraries have access outside GALILEO to full-text databases, historical newspapers, government documents, sound recordings, photographic archives, musical scores, and data-sets. Access to and use of the rich array of GIL and GALILEO resources has not changed or been affected in any way as a result of consolidation.

The libraries of the consolidated University are less than 10 miles apart and located off a major north-south corridor accessible by interstate, state highway, county bus transportation, and campus shuttle. Both libraries are available to all KSU students and faculty in addition to having specific resources at their respective locations. The KSU libraries’ information, learning services, and programs are defined on a single library website and accessed electronically through the GIL portal. Associated policies, procedures, workflow, and assessment were consolidated to ensure that educational and research needs continue to be delivered appropriately without interruption and meet the needs and expectations of students and faculty.

- The Horace W. Sturgis Library on the Kennesaw campus provides support for undergraduate and graduate degree programs in the arts, business, education, health professions, human services, humanities, social sciences, sciences, and mathematics. Primary service areas are access and reserves; collection...
development; library instruction programs; research and consulting assistance; institutional repository and copyright services; interlibrary loan and GIL Express; Government Document Repository; digital publishing and journal hosting; and research and consulting services.

- The L. V. Johnson Library on the Marietta campus provides support for undergraduate and graduate degree programs in architecture, construction management, computer science, engineering, and engineering technology. All the services available at the Kennesaw campus will be available at the Marietta campus.

User-focused Support and Services
The KSU Library System \[5\] in cooperation with KSU University Information Technology Services (UITS) maintains more than 130 public reference workstations at Sturgis Library and the Bailey & Family Performance Arts Center on the Kennesaw campus and at the Johnson Library on the Marietta campus. These workstations provide easy access to electronic books, journals, documents, scores, video/audio tracks, government documents, maps, databases, and data-sets across the entire range of subject fields taught at the University. In addition, each workstation has access to additional software such as Microsoft productivity software. The Library System also has more than 50 tablets and laptop computers for check out within the library buildings.

KSU librarians serve as subject liaisons to the faculty and academic program directors. This arrangement forges a strong relationship between teaching faculty and library faculty. Procedurally, either teaching faculty or library faculty contact each other about materials for purchase, assistance with online resources and instructional sessions, or assistance with research needs. Requests for purchases may also be made via the library electronic request form. Individual librarians responsible for a subject or discipline area have a variety of selection aids and analytical information available such as YBPs.
GOBI Service [6], Choice [7], Resources for College Libraries [8], and Bowker's Book Analysis System [9] in developing the collections.

Through Demand Driven Acquisitions [10], book titles become part of the KSU online catalog. During discovery, students and faculty can browse these e-books for free or borrow them. Upon the second loan of an individual title, an automatic purchase takes place. This method benefits library users by providing access to a larger number of books and by purchasing only those that are used by students and/or faculty. Items maintained in the KSU libraries book repository can be retrieved within four hours of a request.

Selection of new materials in all formats is completed under the guidance of the library's Collection Development Office. Similarly, replacement or removal of library materials is as important as the purchase of new books and learning resources. This process takes place on a regular basis within the libraries. Though most duplications and heavily worn copies are withdrawn, they are first examined by librarians and staff, who often consult with faculty of the associated programs and departments before making decisions on removal. Additionally, the Library System staff have an emergency response and disaster plan [11] that details actions to be taken in the event of an emergency and actions to take to preserve the collection to mitigate damage to the libraries' physical resources.

Library Collections and Collaborative Resources

Faculty and students at each campus have access to an immense amount of scholarly and research literature through the holdings and licenses of the consolidated libraries. Approximately 30 percent of the KSU Library System’s monograph collection is available in electronic form. Other collections that are fully online—or approaching fully online—format in full text/image/sound types are available to faculty and enrolled students at all times via secure login with their KSU network identification and password, regardless of their locations. These collections include:
• 165,872 e-books;
• 50,000 e-journal titles;
• 13,557 Federal Serial Sets (approximately 9.7 million pages);
• 56,000 federal maps;
• 45,000 music scores;
• 1,000,000 tracks of music;
• 15,500 video titles;
• 1,000,000 art images;
• 90 collections of data-sets representing over 12,000,000 data points.

The KSU Library System uses a discovery service that enables students and faculty to search across multiple databases, the consolidated libraries catalog, and the Digital Commons—all in one search effort. This discovery layer increases each search by making it easier to find content in a variety of formats. The impact is best illustrated in Table 1 below. KSU Library System users searched the primary databases more than 27 million times during 2014. As the second largest USG user, KSU users accounted for 30 percent of all uses of the USG’s three largest universities. KSU users account for 79 percent of all Proquest searches among the top users.
Table 1. Comparison of Library User Search Activity\(^1\) (as of March 2015)

<table>
<thead>
<tr>
<th></th>
<th>2013 January - December</th>
<th>2014 January - December</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ebsco Searches</td>
<td>Lexis-Nexis Searches</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>69,049,128</td>
<td>46,108</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>50,273,306</td>
<td>28,720</td>
</tr>
<tr>
<td>Kennesaw State University and Southern Polytechnic State University (combined)</td>
<td>47,557,609</td>
<td>16,793</td>
</tr>
<tr>
<td>Totals</td>
<td>166,880,043</td>
<td>91,621</td>
</tr>
</tbody>
</table>

Each campus library provides learning and information resources that are consistent with the needs of KSU’s academic programs at each degree level, thereby ensuring adequate support of the consolidated University’s mission for teaching, research, and public service. Students, faculty, and staff will continue to have access to information resources in a variety of formats such as audiovisual, print, microform, electronic, and data sets.

Both libraries’ collections are searchable through the integrated library system (Voyager) that is a common USG interface to individual library holdings available to

\(^1\) The methodology for count searches is determined by the University System of Georgia in coordination with the database vendors.
students and faculty regardless of their location. The consolidated libraries continue to participate in a number of collaborative organizations and consortia that enhance the availability of print and electronic resources for students and faculty, regardless of their physical locations. Regional, national, and international resource-sharing memberships facilitate resource sharing and consortia purchasing discounts. Examples of current and continuing resource sharing and purchasing consortial groups include those described below. Listings of cost-sharing databases and journals [12] are included as evidence with this narrative.

- Through collaboration and resource sharing, GeorgiA LiBrary LEarning Online (GALILEO) provides access to library information for all Georgia citizens and seeks to improve local library services by lowering institutional costs for database subscriptions while increasing online access to a wider range of shared electronic materials. Georgia’s virtual library was initiated in 1995 by the USG. GALILEO supports more than 100 core databases and 10,000 journal titles in full-text that are enhanced by 200 other databases funded either by Sturgis Library or Johnson Library to discipline-specific, peer-reviewed journals. Participating members include the USG’s 30 public colleges and universities (including KSU), 29 private colleges and universities in Georgia, 24 TCSG institutions, 13 public library systems, two special libraries in Georgia, and hundreds of K-12 public schools.

- GALILEO Interconnected Library (GIL) provides access to the collections in the libraries of all 30 USG institutions of higher education. The purpose of this interlibrary cooperation is to allow each institution to participate and share resources equitably while developing the necessary core resources for each local institution. Access to these consortia collections is through each library’s online catalog (GIL) and the Union Catalog for GIL. GIL is the integrated library management system for acquiring, cataloging, discovering, and circulating the collections of all libraries in the 30 USG institutions (including KSU), the Atlanta
History Center, and the Georgia Department of Archives and History. GIL maintains an online Union Catalog of more than 13 million bibliographic records housed across the USG, two-thirds of which are unique holdings at one of the member libraries. GIL Express facilitates borrowing materials across the system. USG students, faculty, and staff have access to all eligible circulating material at all USG libraries through either on-site or remote requesting services.

- The Atlanta Regional Council for Higher Education (ARCHE) [13] comprises 20 public and private colleges, universities, and other institutions of higher learning in the Atlanta area. The diversity of institutional missions represented by the membership includes liberal arts colleges, major research universities, comprehensive undergraduate/graduate universities, a school of medicine, a college of art, faith-related institutions, historically black colleges and universities, and single-gender colleges. The consortium provides access to more than 10 million titles through interlibrary loans and interlibrary use. Interlibrary loan is available through truck delivery of library materials. A supplemental advantage of ARCHE over GIL is that its membership includes 12 private colleges and universities in the Atlanta area that provide library usage and lending [14] to member faculty, students, and staff such as KSU. Consequently, KSU has access to unique collections at institutions such as Emory University, Agnes Scott College, Clark Atlanta University, Morehouse College, Spelman College, the Savannah College of Art and Design-Atlanta, the International Theological Center, and others.

- KSU is a member of the Center for Research Libraries (CRL) [15]. More than 204 college, university, and independent research libraries in the United States and other countries are members. Since 1949, member libraries have worked together to identify, preserve, and acquire critical evidence and documentation

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2 The ARCHE website is not yet updated and separately reflects the two consolidating universities.
for advanced research and teaching. Researchers, faculty, and students of member libraries benefit from CRL collections and services such as access to primary source material from national archives, foreign and national government documents, trade and industrial journals, and newspapers. CRL collections are associated with the fields of science, technology, engineering, agriculture, humanities, social sciences, and law.

- KSU is a charter member of **LYRASIS** [16] (formerly known as SOLINET: Southeastern Library Network), a national and international bibliographic cooperative in library resource management [17]. LYRASIS uses its large library membership to secure discounted purchasing prices and licensing fees for a wide variety of eResources and eContent materials. Upon consolidation, membership for the consolidated libraries will be retained under the KSU name.

- KSU libraries participate in the **Federal Depository Library Program** (FDLP) [18] administered by the U.S. Government Printing Office. FDLP libraries offer free public access to collections on demographic, legal and regulatory information, statistics, careers, consumer information, public health reports, non-classified policy and national strategy documents, federal courts case and docket information, and business and trade information. Additionally, through partnerships, the FDLP provides public access to project or resource information developed by universities and public agencies.

- The **Digital Commons at KSU** [19] is a licensed suite of tools and services that enable participating institutions to develop their own open access repository, host conferences, support faculty scholarship, and provide digital journal and monograph publishing. At KSU, the content in digital repositories is managed by staff of the KSU Graduate Library and is easily found through search engines. Aside from institutional repositories, scholarly works are easily accessed through the Digital Commons Network. The network provides free access to peer-
reviewed journal articles, book chapters, dissertations, and conference proceedings in 10 fields from more than 300 colleges and universities. A list of articles available in the Digital Commons on engineering is included as evidence. The Digital Commons website hosts the intellectual and creative works of the consolidated University.

**KSU’s Library Facilities and Resources**

The **Sturgis Library** is housed in a modern and recently renovated 104,000-square-foot facility in the center of the Kennesaw campus [21]. An additional 6,000 square feet of on-campus warehouse space for book storage is also utilized. The library building provides seating for 636 students/users and office space and workrooms for 40 librarians and support staff. The four floors offer users space for classes, group/individual study, meetings, and research. University archives, rare books, and stacks are co-located with assisting staff, and productivity equipment such as copiers, scanners, and film readers are conveniently located on several floors. The Sturgis Library maintains 89 workstations that provide access to electronic books, journals, documents, musical scores, video and audio tracks, government documents, maps, databases, and datasets providing resources to a broad range of subject fields. More than 50 percent of the library’s monograph collection is available in electronic form. The collection is available to faculty and enrolled students via secure network login regardless of location or time of day. Examples of other learning resources and services provided by the Sturgis Library include copyright consulting, guides to literature, mobile access and resources for current technologies, group presentations and study rooms, digital scanning, laptop and iPad loan service, and convenient copy/print locations within the library’s facilities.

This spring, the ground and first floors of the Sturgis Library were renovated, creating an improved front entrance for the Sturgis Library. The entrance creates an open, inviting space, increases computing resources (50 more computer stations), and provides open collaborative space and small group rooms. The first floor will also be opened to create
more collaborative space, seating, and floor space. These improvements directly benefit students and faculty by increasing overall seating by 350 seats, adding needed collaborative space, incorporating a variety of technology resources, and providing a classroom large enough to allow for collaborative work by librarians, faculty, and students.

The Johnson Library [22] on the Marietta campus is housed in a 60,000-square-foot facility. The library building provides seating for 373 students/users, eight office/work spaces for 11 librarians and support staff, and 34 study rooms. The study rooms include space for faculty and staff Web conferencing, collaborative technology-equipped rooms for students, and copier and scanner space. The three floors of the Johnson Library offer users space for classes, group/individual study, meetings, and research. University archives, rare books, special collections, and stacks are co-located with the staff. Productivity equipment such as copiers/printers, scanners, and film readers is located throughout the facility in addition to a laptop loan service. The library maintains more than 70 workstations and 16 scanners that provide access to electronic books, journals, and databases across a broad range of subject fields. More than 10 percent of the library’s monograph collection is available in electronic form via secure network login regardless of the user’s location or time of day.

Administration and Staffing of the Libraries
The consolidated libraries (Sturgis and Johnson) employ qualified faculty and staff [23] who assist and support faculty and students regardless of program, research area, or location. As the organizational chart [refer to 5] reflects, administrative oversight of all library operations is the responsibility of the assistant vice president and dean of Library Services. The Sturgis and Johnson libraries are managed by professional librarians physically located at both campuses. Librarians engage with students and faculty at the University’s instructional sites and with those in online courses and programs through technologies such as chat, email, and telephone.
Both libraries adhere to the Association of College and Research Libraries standards, which require a master’s degree in library and information science from an institution accredited by the American Library Association (ALA) for any person employed as a professional academic librarian. Presently, 32 full-time librarians hold an ALA-accredited master’s in library science or its equivalent. Eleven librarians hold an additional master’s degree, and four possess a doctoral degree. In total, the consolidated libraries employ 18 support staff, three graduate research assistants, and 30 student assistants. Additionally, one of the librarians serves as the assessment lead, collecting and analyzing service and performance data for continuous improvement of services and programs.

Some of the projected efficiencies resulting from this consolidation are

- librarians who possess a broader range of advanced credentials serving faculty, students, staff, and the public.
- centralized library staff for:
  - management of all databases;
  - book and journal ordering; and
  - Interlibrary Loan and Document Delivery Office recordkeeping services.
- consolidated staffing to oversee services such as:
  - the KSU libraries’ website—primary link to virtual services;
  - 24/7 chat and online reference service;
  - cataloging and processing;
  - budgeting, supply ordering, and financial processes;
  - facilities management;
  - study room booking service; and
  - utilization of off-campus book repository with delivery.

**Student and Faculty Access and Training**

Access to library staff, resources, and services is essential for students and faculty, regardless of their location or need, whether that is at clinical or internship sites, at off-
campus locations, and/or via distance learning technologies. The libraries publish their operating schedules for in-person/walk-in access and service. Hours are adjusted to accommodate the need for increased access such as during exam periods. Online library services are accessible via individual user login authentication all day, every day, and online and distance education students also benefit from ubiquitous access to high-quality information resources. For example, each library offers orientation sessions and instruction for accessing on-site and virtual resources; borrowing and loan programs; archives and special collections; research assistance; and use of library facilities for study groups and meetings.

Library staff are available to all users by a variety of means, both virtually and in person. In collaboration with the Office of Student Development in the Division of Student Affairs, the libraries meet the needs of patrons with disabilities. Facilities at each campus are ADA compliant. Specific needs are met as outlined below.

- Assistive software is used to access online library resources such as JAWS screen reading software and E-Text Reader for people with visual disabilities and learning disorders.
- Textbooks can be converted to audio or electronic format.
- Subtitled videos, audio, and other alternative formats are available for students and faculty.
- Furnishings are modified for wheelchair access.
- Librarians and library staff retrieve items from stacks, shelves, and resource areas.

Library faculty deliver instruction in the use of information resources through group and individual sessions as well as workshops. The libraries also provide online tutorials, user guides, and reference assistance. Library staff who serve as liaisons to program faculty collaborate with those faculty and students to develop learning resources associated with program curricula and research. Librarians also collaborate with faculty as a whole to develop effective search strategies; assist with critical literature reviews...
for research proposals; introduce information resources at faculty meetings; and produce scholarly publications and presentations.

The consolidated University’s department of University Information Technology Services (UITS) provides general technology training resources. The UITS department serves as a primary point of contact to students and faculty for network access, campus applications, and productivity software and tools. UITS services and provides support and training to faculty and students for the University’s learning management system, Desire2Learn (D2L) Brightspace.

**Relevant Discipline-specific GALILEO Resources and Discipline-specific Refereed Journals for Doctoral Programs**

Because the KSU libraries (Sturgis and Johnson) are participating members of GALILEO (Georgia Library Learning Online), the University has excellent resources to support current and planned degree programs and areas of study. Library resources include access to the combined collections of the state’s most comprehensive research universities and the state’s most valued special-focus collections. Examples of online discipline-specific databases available through GALILEO relevant to the consolidated institution’s instructional, research, and service mission are:

- All disciplines: Research Library at Proquest;
- Business Administration: ABI/Inform;
- Education: ERIC;
- Engineering: Engineering Village;
- Health professions: MedLine and Ovid;
- Science: Web of Science and ScienceDirect;
- Social Sciences: Social Science Citation Index, CQ Research, and Lexi-Nexis.

GALILEO permits access to relevant refereed journals in full-text online to support KSU’s doctoral students and faculty in education, business, data analytics, nursing, and international conflict management. GALILEO Interconnected Libraries (GIL) and the
Atlanta Regional Council for Higher Education (ARCHE) offer KSU doctoral students and faculty convenient, Atlanta area-based, on-site access to and borrowing privileges at Georgia’s premier doctoral research university libraries, including those at the University of Georgia, Georgia Institute of Technology, Emory University, and Georgia State University. Specific examples of the most notable refereed journals available for KSU’s doctoral/thesis programs through GALILEO are:

- All disciplines: Academic Search Complete;
- Business Administration: Econ Lit (with full text);
- Computer Science: CS Index;
- Education: EBSCO Images, Education Journals;
- Engineering: Compendex;
- Health professions: CINAL Complete, Merck, JAMA; and
- Social Sciences: Economist (historical archive), Europa World, ICPSR, military journals (Proquest).

**Funding of the Libraries**

The budgets and administrative organizations of the existing libraries were consolidated under the direction of the assistant vice president of Library Services, who will continue to work toward efficiencies in operational and management areas. Initially, little change in overall library funding and staffing is anticipated as a result of the consolidation. The FY2016 operating budget for the consolidated libraries is projected to be approximately $5 million, as shown in Table 2.

**Table 2. Approved Budget for Consolidated Libraries (as of April 2015)**

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Projected FY2016 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Services</td>
<td>$3,161,856</td>
</tr>
<tr>
<td>Travel</td>
<td>$35,000</td>
</tr>
<tr>
<td>Operating Supplies and Expenses</td>
<td>$1,416,084</td>
</tr>
<tr>
<td>Equipment Capital Outlay</td>
<td>$387,060</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$5,000,000</strong></td>
</tr>
</tbody>
</table>
Student and faculty access to the latest information in journals and books is critical to teaching, learning, and research. The greatest impact of consolidation concerns access to electronic collections that were licensed by Sturgis Library. To ensure a broader educational experience for students and faculty of the new University, the KSU Library System has changed all licenses to access all electronic digital content. With these changes comes increased cost based on FTE. This cost will be addressed in current and future years to ensure that access to learning resources for all disciplines is met.

The Department of Museums, Archives, and Rare Books

The Division of Museums, Archives, and Rare Books (MARB) for the consolidated KSU comprises services and operations formerly at both KSU and SPSU. The executive director of MARB [24] continues as a direct report to the vice president of Operations and chief information officer/chief business officer. The MARB staff [25] consists of full-time professional and support staff, two faculty liaisons, and two distinguished scholars.

No substantive changes are projected as a result of the consolidation with regard to services, collections, and educational resources available to the consolidated University’s students, faculty, staff, and the broader community. Table 3 details the services offered at each campus at this time.

<table>
<thead>
<tr>
<th>Kennesaw Campus</th>
<th>Marietta Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archives</td>
<td>Archives</td>
</tr>
<tr>
<td>Museums:</td>
<td>Art collection within library</td>
</tr>
<tr>
<td>• Museum of History and Holocaust Education</td>
<td></td>
</tr>
<tr>
<td>• Bernard A. Zuckerman Museum of Art</td>
<td></td>
</tr>
<tr>
<td>Rare Books Collection</td>
<td>Rare Books Collection</td>
</tr>
<tr>
<td>• Bentley Rare Book Gallery</td>
<td></td>
</tr>
<tr>
<td>Records Management</td>
<td></td>
</tr>
<tr>
<td>• Office of Records Management</td>
<td></td>
</tr>
</tbody>
</table>
All patrons of KSU's Museums, Archives, and Rare Books services continue to be able to access catalog records in GIL for items held by KSU. The KSU Archives uses GIL as a supplementary access point for collection-level records. Archival materials are searched primarily through a custom, open-space portal called Archon, a standard software tool used by archives to present hierarchical information and archival finding aids. On-site access to collections at both campuses is by appointment, with reference services provided by phone or email. Patrons and users access information about archives and collections through a single, consolidated website of the MARB.

In summary, no significant impacts in MARB have occurred with regard to access to and services for students, faculty, staff, or the public as a result of consolidation.

CR 2.9 Evidence of Compliance

1. GALILEO Interconnected Libraries (GIL)—About
2. GALILEO—About
3. KSU Area Map—Kennesaw and Marietta Library Locations
4. GIL Portal Web Screen for KSU
5. KSU Library System—Organizational Chart
6. YBP GOBI Service—About
7. Choice—About
8. Resources for College Libraries—About
9. Bowker—About
10. Demand Driven Acquisition—About
11. KSU Library System Emergency Response and Disaster Plan
12. KSU Library System Cost-Sharing Resources
13. ARCHE Membership
14. ARCHE Loan Program
15. CRL Information
16. LYRASIS—KSU Membership
17. LYRASIS Information
18. **FDLP—KSU Membership**
19. **Digital Commons at KSU**
20. **Digital Commons—Samples**
21. **KSU Sturgis Library**—Kennesaw Campus Location
22. **KSU Johnson Library**—Marietta Campus Location
23. **KSU Librarians—Credentials and Responsibilities**
24. **KSU Department of Museums, Archives and Rare Books (MARB)**—Organizational Chart
25. **KSU MARB Staff—Credentials and Responsibilities**
Part II. Impact of the change on selected requirements of the Principles of Accreditation

G. Student Services

CR 2.10 The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. (Student Support Services)

Compliance Statement

Kennesaw State University is in compliance with this core requirement.

Impact of Consolidation

Consistent with its mission, the consolidated Kennesaw State University (KSU or the University) has a wide variety of student support programs, services, and activities that promote student learning and enhance the development of its students. That array of student support services is greater and benefits more students as a function of consolidation than was the case prior to consolidation.

As independent institutions, Southern Polytechnic State University (SPSU) and KSU each had a wide variety of student support services, programs, and activities for which there was substantial overlap in function and intent, all of which had to be coordinated and consolidated for the new KSU. Consolidation efforts moved into high gear in January 2015 when the new KSU came into existence with the goal of being fully integrated by Fall Semester 2015.

In one instance, consolidation initiatives began very early in the process. To properly support student athletes and their families and avoid potential negative consequences on student athlete eligibility, SPSU discontinued its intercollegiate athletics programs at the end of the 2013-2014 academic year, prior to consolidation in January 2015. In keeping
with KSU’s Consolidated Strategic Plan for 2015-2016 [1], seamless integration from the students’ perspective of support services, programs, and activities guided consolidation efforts.

Consolidation resulted in a streamlined administrative structure under a single student affairs officer for most student support services [2], a single officer for operations, business, and technology [3], and a single chief academic officer for student services [4]. Other changes in the new University’s organizational chart occurred, including some new identities for consolidated units and shifts in reporting relationships. For example, KSU’s Division of Student Success was renamed the Division of Student Affairs to more accurately represent the mission and impact of the division, which includes student learning and development beyond the classroom. The renaming also aligns KSU with peer universities nationwide. In another example, the admissions and registrar functions, which had reported to the chief student affairs officer at SPSU, were consolidated with KSU’s under the chief academic officer.

**Narrative**

**Consistency of Student Support Services with the KSU Mission and Strategic Plan**

The provision of student support services that promote student learning and enhance student development is consistent with the following excerpts from KSU’s Mission Statement [5] and Consolidated Strategic Plan 2015-2016, respectively:

“Kennesaw State University offers high-quality and productive … co-curricular programs. …The University community strives continually to enhance student success…”

“Goal 1: Transform two distinct educational institutions into one student-centered comprehensive university.

Goal 1, Objective 1: Integrate programs, policies, and procedures to ensure
seamless consolidation.

Goal 3: Improve recruitment, retention, progression, and graduation rates....

Goal 4: Increase engagement and prominence in the local community, Georgia, the nation, and the world.

Goal 5: Foster a welcoming, diverse, and inclusive environment while enhancing the collegiate experience and sense of community within the University.”

Student Support Services at KSU
An alphabetical listing and brief description of key KSU student support services, programs, and activities follows. While the list is comprehensive, it does not capture every student support activity or program, and the narrative provides a full representation of key student support services. In addition to their description, the contribution of each support service to promoting student learning and enhancing student development is identified. The impact of consolidation on many of the services is included within the program or service area as is the availability of a program or service to a student enrolled in distance education or off-site locations.

Admissions Offices
The admissions offices (undergraduate, graduate, and global) are typically one of the first points of contact prospective students have with KSU. The KSU admissions offices contribute to student learning and development by ensuring that applicants for admission are appropriately prepared academically for entry into and probable success in the University and their chosen academic programs. Admissions counselors assist prospective students in making informed decisions about attending KSU through frequent information sessions and campus tours, personal counseling sessions about qualifications, and informative materials on admissions websites. Since the admissions offices at both SPSU and KSU were already following Board of Regents (BOR) of the University System of Georgia (USG) policies and procedures for admissions and were using standardized admissions software with common applications and connectivity across the USG institutions, institutional consolidation in these areas has been
accomplished without much difficulty. Although the processing of admissions applications is centralized for the new KSU, admissions counselors have offices on both the Kennesaw and Marietta campuses to facilitate support services to prospective students interested in pursuing programs offered by different colleges on the two campuses. Since most transactions of prospective students with the admissions offices occur online, over the phone, or through the Web, online students are accommodated through the same contact mechanisms that prospective on-campus students use.

**Adult Learner Programs**

Adult Learner Programs (ALP) provides a variety of innovative academic and social support services to meet student learning and student development needs of non-traditional, adult learners, online, and commuter students attending the University. ALP services include academic support such as tutoring and counseling, topical workshops, new student orientation seminars, and advising for current and prospective students. ALP staff members serve as liaisons and advocates to help non-traditional students succeed in and out of the classroom and will have offices at the Kennesaw and Marietta campuses.

Prior to consolidation, KSU’s ALP services were well established and more extensive than those at SPSU. As a result, several ALP programs are partnering to form an alliance called the Student Learning Alliance. This alliance, composed of student affairs professionals on both campuses, will ensure a smooth introduction to and transition of key adult learner programs and services. Consolidation brings comparable ALP services to both the Marietta and Kennesaw campuses. Key resources, activities, and programs offered through Adult Learner Programs include:

- **First-Year Seminar for Returning Adults (KSU 1101).** This seminar addresses the transitional needs of non-traditional students. During the seminar, returning adult students are educated in college survival skills that include how to think critically, develop reasoning abilities, and express themselves in both oral and written forms. The Division of Student Affairs offers KSU 1101 on the Marietta campus and the Kennesaw campus.
• **The Lifelong Learning Center.** The Lifelong Learning Center (LLC) is a resource center for adult learners (students over the traditional college age or living “non-traditional” college lifestyles such as having a family or being employed full time). The Division of Student Affairs is discussing with the KSU Facilities Services Division the establishment of a center on the Marietta campus.

• **Adult Learner Programs Online Community.** This online tool gives students direct access to information and issues concerning adult learner students such as academic support, career services information, University events, ALP programs and services, and other pertinent resources. The Online Community provides a forum for students to connect with each other and with the ALP staff by engaging in discussions on matters relevant to them and helps them to become more engaged. Knowing about University events and services will help to enhance their social and academic experience at Kennesaw State University.

• **Adult Learner Programs Website and Social Media.** ALP communicates with its constituency on issues and concerns of the adult learner and non-traditional student population through electronic platforms such as the ALP website, Online Community, Facebook, Twitter, Blog, and LinkedIn.

• **ALP Book Subsidy Lottery Program.** This program assists non-traditional, adult learner, and commuter students in offsetting a portion of the cost of textbooks and supplies. The ALP Book Lottery Program provides 35 awards on an annual basis to students with financial need who are enrolled on a part-time basis.

• **ALP Childcare Subsidy Lottery Program.** This program was established to help KSU student parents offset a portion of childcare costs while attending college. The ALP Childcare Subsidy Lottery Program provides awards on an annual basis to an average of 20 adult learners.

• **Adult Learner Student Organization (ALSO).** The mission of ALSO is to serve as an advocate for the non-traditional student community of KSU by addressing its issues, needs, and concerns. ALSO provides an environment for networking among peers, academic support, a social outlet, and a place to find student resources. ALSO is a member of the Association for Non-Traditional Students in
Higher Education (ANTSHE). A KSU delegation participates in ANTSHE conferences held each spring.

- **Academic Tutoring Services.** ALP provides both in-person and online academic tutoring services. KSU students are offered a 50-minute appointment with a tutor available during mornings, afternoons, evenings, and weekends. Tutoring is provided in more than 50 subjects. With the addition of programs in engineering, architecture, and technology, ALP has expanded its offerings to students in those disciplines. KSU students also have Pearson “SmartThinking” online tutoring services [6] available for 3000-, 4000-, and graduate-level courses.

- **Academic Planning and Advising.** ALP provides academic and career planning advisement to prospective and current adult learner, non-traditional, and commuter students. The Division of Student Affairs is reviewing staffing to provide an ongoing service on the Marietta campus.

- **Legacy Owls Toastmasters.** KSU Legacy Owls Toastmasters Club provides a mutually supportive and positive learning environment in which adult learners, traditional students, alumni, and community members have the opportunity to develop communication and leadership skills, which in turn will foster their self-confidence and personal growth. Club members are discussing holding meetings at both campuses to increase interest and participation.

**Behavioral Response Team**

The consolidated Kennesaw State University fosters a proactive climate of care that can be achieved only through cooperative input from the entire community. To that end, KSU's Behavioral Response Team (BRT) takes a planned approach to identifying and assisting individuals who are distressed and/or exhibiting abnormal, threatening, or dangerous behavior. Through early identification, the team connects individuals of concern with the resources they need to succeed and hopefully prevent crises. The BRT is a multidisciplinary team that meets regularly to assess and manage concerns brought to the attention of the team. The team provides consultation to individuals and departments, outreach to the community, and coordination of a host of resources, such as the online “At
Risk” training to help better prepare faculty, staff, and students to assess and respond to individuals in crisis. The BRT is chaired by the dean of Students and includes representatives and consulting members from counseling and psychological services, health services, academic affairs, public safety, residence life, student conduct and academic integrity, human resources, legal affairs, student disability services, and strategic safety and security.

Prior to consolidation, the Southern Polytechnic State University had a similar service called the Students of Concern Team. Since consolidation, that team has been restructured to mirror the existing Behavioral Response Team. The dean of Students chairs both teams. Each campus team meets independently to address specific and unique needs of those at the Kennesaw campus and the Marietta campus. The Division of Student Affairs has consolidated information to create a single, shared database so members of both teams have full access to all reports. The members of each campus-based team are encouraged to periodically attend the meetings held on the other campus to better understand the broader context of behavioral response across the University. Additional training and engagement opportunities are being offered to all members of both campus teams.

**Bursar’s Office**

The Bursar’s Office reports to the Office of Finance and Accounting within the Division of Operations. Office staff handle student accounts, accounts receivable, and cashier services. Its services provide accurate information on approved student tuition and fees, accept student payments, disburse student refunds (including financial aid), administer scholarship funds, and collect payments on Perkins loans and KSU emergency loans. Full-service operations are available at both the Marietta and Kennesaw campuses. The Marietta location was renovated to provide a more visible presence and easier access for students and campus users.
Campus Awareness, Resource, and Empowerment (CARE) Center
This center serves all enrolled students and will have a presence at the Marietta and Kennesaw campuses co-located with Counseling and Psychological Services. Both locations will house a pantry stocked with food along with toiletries and other needed personal items. Staff work on a rotating basis between both campuses to ensure availability of case management services.

The CARE Center’s mission is built on a social justice model that provides a comprehensive response to reduce and eventually eradicate student issues with homelessness, navigating the foster care system, and food necessities. This is accomplished by fostering emotional well-being and access to nutritional and financial assistance to improve students’ ability to obtain academic success. Each institution within the University System of Georgia has a designated contact [7], and the CARE Center serves as the support center for KSU students.

Career Services Center
The mission of the Career Services Center (CSC) is to educate and assist students to successfully meet the challenges of the ever-changing work environment for which they are preparing. CSC staff are located at both campuses in full-service centers and also have staff offices within some of the colleges at both campuses. CSC staff members work closely with students, employers, and faculty members to help build bridges and make connections that will meet the needs of all KSU students, from entering freshmen through alumni. The CSC offers undergraduate and graduate students the ability to:

1. link their personal needs, skills, abilities, interests, values, and goals to their career choices;
2. research and think critically about occupations and opportunities in the working environment;
3. understand the importance of gaining experience in career fields of interest prior to graduation to enhance their employment potential through internships, cooperative education, volunteer work, and other related opportunities; and
4. formulate a career plan by researching businesses related to academic majors, preparing and using a résumé, and developing interviewing skills to successfully compete in the job search process.

The center staff offers individualized and University-wide programs and services designed to respond to a variety of student needs and interests. Some of these include:

- career-specific workshops with employer panels;
- career fairs (more than six each year);
- topical presentations and workshops;
- experiential education program (internships and cooperative education);
- digital mock interviewing;
- online interview preparation;
- international job search assistance;
- on-campus interviewing with area companies;
- online career portfolio; and
- online job postings.

**Center for Health Promotion and Wellness**

A department of the WellStar College of Health and Human Services, the Center for Health and Wellness strives to improve the health and well-being of students and employees through awareness and education by encouraging students and employees to assume more responsibility for their health and well-being. The staff’s primary goal is to assist the University community in achieving a balance in the intellectual, emotional, physical, social, environmental, and spiritual development of the whole person and to provide an environment that is supportive of positive health practices. Programming focuses on helping students and employees reduce lifestyle risk factors. The center also serves as a learning resource for future exercise and health science students. Located in the Dr. Betty L. Siegel Student Recreation and Activities Center, the staff provides services and programs shown below for all students.

- Fitness Testing uses the Microfit testing system to capture blood pressure, resting
heart rate, body composition, cardiovascular endurance, and other health factors to provide an assessment of health;

- The Peer Health Education Program trains student leaders to assist in presentations for student groups such as fraternities and sororities, residence halls, clubs, and other student-oriented groups;
- Nutrition Services collaborates with Culinary Services & Hospitality to provide the latest information on nutrition and healthy eating; and
- Health Beat online podcasts provide health and wellness information.

Collaborative Events include:

- Weekly “Farmers’ Market on the Green” during fall and spring semesters;
- CPR classes and training;
- Nutrition demonstrations and weekly recipes; and
- Walkathons.

**Center for Student Leadership**

The Center for Student Leadership (CSL) empowers students to effect positive change in their communities through self-discovery, collaborative relationships, and experiential learning. The CSL’s vision is to be a model of best practices for developing leaders who are engaged, ethical, and globally aware. The CSL has a dual reporting line to the University College and the Division of Student Affairs.

As a result of consolidation, CSL staff members are engaging with Marietta campus student leaders and students to determine the types of leadership programs that would be most beneficial to them. The goal is to develop a full-service CSL at the Marietta campus with two full-time professional staff members and administrative support. CSL staff are connecting with the Marietta campus in the following ways:

- establishing an office in the Student Involvement suite;
- requesting a full-time professional for the Marietta campus;
meeting with Residence Life and Student Life staff to build relationships and collaborative programming for Marietta students;

- expanding CSL leadership initiatives to both campuses based on needs assessment and meetings with Marietta staff and students; and

- initiating StrengthsQuest and True Colors training with members of the Marietta campus Residence Life staff and students.

Using nationally recognized leadership models, CSL professional staff members design programs and initiatives to expand the scope of leadership development across Kennesaw State University. The CSL provides weekly, semester-long, and year-long experiences to cover the scope of leadership development and community engagement in local, national, and international venues.

CSL staff assess programs and initiatives using standards prescribed by the Council for the Advancement of Standards in Higher Education. CSL staff members teach at least once a year in a first-year seminar or leadership studies course, serve on University committees, and work with student groups and KSU departments to develop programs for specific interests. Examples of current programming are described below.

a. **Engaged Owl Leaders (EOL):** EOL is a semester-long program for first- and second-year students interested in developing leadership skills. Participants meet weekly and work closely with peers who serve in advanced leadership positions.

b. **Domestic Leadership Exchange:** The Domestic Leadership Exchange is a semester-long program designed for students to study a social issue and participate in a national community engagement experience. For the past several years, this program has focused on homelessness awareness. The CSL partners with universities across the country to offer opportunities for students to travel to locations with similar social issues and to develop proficiency in advocacy skills. At the completion of program participation, students create a team presentation to showcase their chosen projects and how they achieved their project objectives.

c. **Finding Leadership In Yourself (FLY):** FLY is a workshop series that consists of free, weekly one-hour workshops that focus on the development of personal
leadership skills. A variety of topics is covered throughout the year to help participants gain and improve self-awareness, knowledge, and skills to become engaged, global, and ethical leaders.

d. **StrengthsQuest Training:** CSL strengths-trained staff members provide staff development and student leadership training sessions using StrengthsFinder 2.0, an assessment created by Gallup, Inc. to enhance personal and team engagement.

e. **“Year of” International Experience:** Staff and faculty of the CSL and “The Year Of Program” (in the Division of Global Affairs) have developed an experience that allows students from KSU and students from a partnering institution explore leadership, service, and an agreed upon social issue as part of a leadership development study abroad experience. This year-long program includes virtual conversations and international trips between KSU and a partnering institution. KSU participants are paired with students from the other institution and complete a team project focused on a selected social issue. Through this experience, students are challenged to see a different part of the world through different lenses and to examine how they use these new relationships and the experiences to create opportunities to work together as world citizens.

f. **Leaders in Kennesaw:** This initiative comprises several programs for upper-class students who desire to enhance their leadership skills through coaching and mentoring opportunities. Recruitment for Fall 2015 occurred on both the Kennesaw and Marietta campuses. These programs include:

1) **Engaged Owl Leader Coordinators:** The Engaged Owl Leader program focuses on upper-class students whose responsibilities include planning weekly sessions, serving as role models and mentors for students in the program, presenting leadership modules, and facilitating small group discussions for up-and-coming KSU student leaders.

2) **L.E.A.D. Owls:** L.E.A.D. Owls is a partnership with the KSU Department of Athletics to meet unique needs of student-athletes and their expanding engagement with the larger University community and peers within and outside of athletics. The overarching goal is to prepare student-athletes to
excel as leaders in the classroom, in the community, and in competition.

3) **Owl Leadership Fellows:** This program is committed to actively developing upper-class students to be engaged citizens within the KSU community. This is a student-run, student-led initiative that offers workshops, planning CSL events and programs, and peer-leading opportunities.

4) **Peer Leading:** The Peer Leading program provides present KSU students opportunities to serve new students during their transition to college by providing academic and personal support while polishing their own leadership and coaching skills. Peer leaders serve as bridges between first-year instructors and new students in first-year seminar courses.

5) **THRiVE:** A partnership between the CSL and the Department of First-Year and Transition Studies, THRiVE provides first-year students with leadership development and assistance in transitioning to college. This year-long program consists of an academic component during fall semester and a co-curricular leadership component during spring semester. New students receive academic, social, personal, and logistical support. They participate in early registration, summer team-building retreats, academic success workshops, and enrollment in a KSU1200 first-year seminar that focuses on leadership development and academic success. THRiVE participants also receive support from a graduation coach, supportive faculty and staff, and peer leaders. For FY15, all program components will be offered on the Kennesaw campus. Program managers are discussing the potential for expanding THRiVE benefits to the Marietta campus for FY16.

**Center for Young Adult Addiction and Recovery**

The Center for Young Adult Addiction and Recovery (CYAAR) offers programs that educate and improve understanding among students about addiction and recovery. Prior to consolidation. Prior to consolidation, these types of programs and services were decentralized among a few offices at the Marietta campus. As a result, the CYAAR staff have put into place a centralized location for education, programs, and services for
students on the Marietta campus by way of a full-time assistant coordinator who serves as a bridge to the center on the Kennesaw campus. The coordinator is located in renovated space in the Student Center at the Marietta campus. The presence of the coordinator ensures that students’ needs at the Marietta campus are communicated to center staff at the Kennesaw campus. Beginning in September 2015, the CYAAR staff will provide mandated education programs at the Marietta campus through the Department of Student Conduct and Academic Integrity, recovery support meetings, and counseling support.

The center partners with University groups and other entities such as the Caron-Hanley Foundation and the NCAA to develop and encourage education and collaborative research in young adult addiction treatment and recovery, and to support students struggling and recovering from addictive disorders. Center staff are committed to advancing the field in this at-risk population and to serve as a resource for all students, staff, faculty, and community members seeking information and support in addiction and recovery.

The center’s young adult specialization in addiction and recovery-based research includes the Collegiate Recovery Community (CRC), which was established at KSU in 2007. The CRC supports KSU students in recovery by fostering a peer-to-peer community that emphasizes social, academic, and recovery support. The center also provides addiction prevention education to the student population by collaborating with other KSU offices such as First-Year Programs, Fraternity and Sorority Life, Student Conduct and Academic Integrity, and Residence Life, and conducting sessions in academic classrooms upon request. The CYAAR also provides individual counseling, Myers-Briggs Type Indicator testing, risk assessment, and personal assessment.

**Counseling and Psychological Services**

Counseling and Psychological Services (CPS) has offices at the Kennesaw and Marietta campuses. Counseling services are free to enrolled students.

CPS staff provide a wide range of preventive, developmental, and remedial services to
support students and further KSU’s mission. Services are provided by a multidisciplinary team of mental health providers and supervised graduate student trainees. Counseling services include initial assessment to determine needs and arrange for treatment; emergency counseling to assist students experiencing a mental health crisis; individual, group, and couples counseling to alleviate distress and support development of healthy behaviors; and career counseling to assist with major and career choice. Case management and referral services are available to coordinate resources and facilitate referrals to on- and off-campus providers.

Outreach services include psycho-educational workshops and seminars that provide students with information geared toward preventing development of mental health problems. Training and consultation are offered to faculty, staff, students, and the community. CPS is committed to prevention efforts and activities aimed at reducing stigma and increasing help-seeking, preventing development of psychological problems, and resolving issues before there is a significant impact on functioning.

To best serve the KSU community, CPS proactively establishes working relationships with other KSU units. CPS frequently partners with offices such as the Center for Health Promotion and Wellness and Residence Life to offer psycho-educational activities and workshops on topics such as health relationships, body image, and stress management. CPS frequently makes presentations in academic courses such as KSU 1101 First-Year Seminar and works with academic departments to tailor services to their students. CPS works closely with the Behavioral Response Team and Public Safety at both the policy and procedural level, working with distressed, disruptive, and potentially dangerous students. CPS staff provide consultation to members of the KSU community regarding individuals of concern and regularly attend faculty and staff department meetings to provide education and ensure awareness of resources. Additionally, CPS has an active online presence and participates in a wide variety of University activities throughout the year to ensure the KSU community is aware of its mission and services.
Culinary & Hospitality Services

Culinary & Hospitality Services, a unit of Auxiliary Services and Programs, provides students, faculty, staff, and guests of the University with meal choices designed to exceed industry standards based on value, quality, nutrition, variety, cultural diversity, dietary restrictions, and convenience. Meal plans are designed to be flexible for students, regardless of their enrollment status. This service unit collaborates with the WellStar College of Health and Human Services on dietary education and assistance with dietary needs.

Culinary & Hospitality Services has made only slight changes to its operations as a result of consolidation. Most changes have resulted in increased access to dining options for students on both the Kennesaw and Marietta campuses. Meal plan costs for juniors and seniors—the largest cohort of meal plan holders—has remained unchanged. The following changes were approved by the Board of Regents of the University System of Georgia for the Fall Semester 2015:

- Increase the first-year residential meal plan requirement on both campuses from the Access115 plan ($1,183.00) to the newly created Access220 plan ($1,835.00). This increase is based on a modification of the former Southern Polytechnic State University’s (SPSU) existing meal plan requirement for on-campus, first-year students.

- No changes were made to the sophomore or junior meal plan requirements of the Access14 plan ($160.00) and Access7 ($82.00) plan, respectively.

- SPSU students who earned at least 30 credit hours through Spring 2015 are grandfathered into the meal plan requirements. This will remain in effect as long as these students remained enrolled at KSU.

In addition to meal plan changes, access to on-campus eateries has been extended for students on both the Kennesaw and Marietta campuses via expanded hours of operation for a number of new and existing on-campus eateries. Hours of operation will be evaluated during the 2015-2016 academic year, with additional changes being contingent...
upon a sufficient volume of patronage to support additional costs associated with extended hours.

KSU Catering, managed by KSU Culinary & Hospitality Services, is evaluating potential for expanded catering options at both the Kennesaw and Marietta campuses and introduction of a student-friendly, low-cost catering menu geared toward registered student organizations.

Culinary & Hospitality Services oversees the University’s meal plan program and the operation of two culinary centers for student dining, The Commons on the Kennesaw campus and Stingers on the Marietta campus. In addition to the two dining halls, food service is available at the following eateries on the Kennesaw and Marietta campuses:

<table>
<thead>
<tr>
<th>Kennesaw Campus</th>
<th>The Commons (dining hall)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Burritobowl</td>
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<tr>
<td></td>
<td>Chick-fil-A Express</td>
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<td></td>
<td>Delancey New York Deli</td>
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<td></td>
<td>Frēshens/Starbucks</td>
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<td></td>
<td>Hissho Sushi</td>
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<tr>
<td></td>
<td>Jazzman’s Café and Bakery</td>
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<td>WOW Café</td>
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<table>
<thead>
<tr>
<th>Marietta Campus</th>
<th>Stingers (dining hall)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mondos Subs</td>
</tr>
<tr>
<td></td>
<td>Hornets Nest</td>
</tr>
<tr>
<td></td>
<td>Papa John’s Pizza at SPORKs</td>
</tr>
<tr>
<td></td>
<td>Starbucks at SPORKs</td>
</tr>
</tbody>
</table>

In addition to student dining and food services, each campus offers catering for meetings and events. KSU grows and harvests food from area farms operated by the University. KSU Culinary & Hospitality Services is a true farm-to-table-to-farm organization in that
goods produced on the farm are used to prepare meals served at the University. Any remaining food scraps are returned to the farm as compost. Sustainability efforts for both campuses include reduction of landfill waste by minimizing use of non-recyclable materials, encouraging reduction of food waste by taking only the amount of food that will be consumed during a meal, and purchasing food products from businesses that participate in sustainable practices.

The KSU Food Advisory Committee (FAC) is a University standing committee charged with addressing how best to serve students' dining needs and to integrate innovative and sustainable methods into dining services. The FAC meets the last Tuesday of each month and comprises students, faculty, and staff representatives from KSU’s shared governance bodies and several departments of the Division of Student Affairs.

In addition to reviewing customer service comments, Culinary & Hospitality Services staff conduct assessments throughout each academic year that incorporate standards from national organizations such as the National Association of College and University Food Service (NACUFS) and National Association of College Auxiliary Services (NACAS) to benchmark KSU’s performance against similarly sized institutions throughout the Southeast and the United States. Feedback from surveys is paired with FAC's feedback, focus group findings, and unsolicited comment cards to make improvements in dining services on each campus.

The Commons has been recognized for its dining services and programs [8]. For example, in 2012 it was awarded a NACUFS Sustainability Award, recognizing its leadership in the promotion and implementation of environmental sustainability. The Commons is one of the nation's largest LEED-Gold certified collegiate dining facilities; a farm-to-campus endeavor; a collection of global cuisine across nine unique platforms; a meeting and event space utilized by the campus community; and an inviting place for students to gather, socialize, study, and work part time.
The unique dining venues of The Commons and Stingers offer a daily variety of nutritional choices for diners. Recipes are prepared in small batches to ensure low holding times and to guarantee that meals served throughout the day and evening are the freshest possible at the time of serving. Many items are made-to-order, using seasonal ingredients sourced locally for freshness as part of culinary sustainability initiatives. Vegan, vegetarian, and gluten-free options are available throughout the day and evening meals. Noteworthy efforts include the following:

- 20 percent of all produce served in The Commons is grown at the KSU farm;
- Sauces made from scratch;
- Desserts are made from scratch by pastry chefs; and
- Bread and pizza dough is made from scratch.

**Dean of Students**

The dean of Students serves both campuses of the new University. A shared office space is designated for the dean of Students while on the Marietta campus during specified days and times. The dean is always available via phone and email. Additionally, the Division of Student Affairs has established a dual appointment position with the director of Advancement and Strategic Initiatives to serve as the liaison to the Office of the Dean of Students at the Marietta campus.

The Office of the Dean of Students supports students in their academic and life endeavors and is central to educating students about their rights and responsibilities, and helps students prepare to be engaged citizens of the University and the community. The dean serves as a key advocate and resource for students who need assistance resolving challenges or seeking guidance on matters related to student success. The formal roles of the Office of the Dean of Students include oversight for the *Student Handbook*, student conduct and academic integrity, problem resolution, behavioral and crisis response, administrative emergency withdrawals, policy review and compliance, voter registration and education, emergency retention scholarship, student advocacy and support, and the *Who’s Who Among Students in American University and Colleges* selection process.
The dean of Students chairs the University’s Behavioral Response Team for both campuses. Other responsibilities include chairing the Homecoming Strategic Planning Committee; co-chairing the Alcohol, Tobacco, and Other Drug Education and Prevention Coalition; and serving as an advisor and parliamentarian for the Student Activities and Budget Advisory Committee. The dean of Students is an integral member of numerous University-wide initiatives and collaborations, including AASCU’s American Democracy Project and NASPA’s Civic Learning and Democratic Engagement Initiative. The dean is also co-liaison for the Gardner Institution Foundations of Excellence in the First-Year Experience Study.

**Enrollment Services**

The Enrollment Services Division is composed of the Offices of Undergraduate and International Admissions, Office of the Registrar, and the Office of Student Financial Aid. This division serves as a cornerstone to strategically utilize KSU’s resources to provide prospective and enrolled students, faculty, and administrators with expertise in matriculation, financial assistance, and related services. The goal is to promote and contribute to the University’s vision of a global educational community by establishing and fostering a supportive enrollment environment throughout a student’s academic career.

Staff work collaboratively with many KSU offices to ensure smooth, seamless actions for students. Some of those offices are listed below and included within this narrative.

- The Bursar’s Office
- Orientation and Transition Programs
- Military and Veterans Services
- Student Disability Services

**Gay, Lesbian, Bisexual, Transgender, Intersex, Questioning, and Queer (GLBTIQ) Student Retention Services**

The Gay, Lesbian, Bisexual, Transgender, Intersex, Questioning, and Queer (GLBTIQ) Student Retention Services’ mission is to foster a supportive and inclusive University
environment where students who identify along a spectrum of marginalized and underrepresented gender identities, gender expressions, and sexual orientations can realize their fullest potential as students, individuals, leaders, community members, and advocates.

GLBTIQ Student Retention Services facilitates holistic development and advocacy of GLBTIQ students through the following services, resources, and programs:

- GLBTIQ Resource Center;
- LGBTQ History Month;
- Stonewall Housing Community;
- Rainbow Graduation & Awards Ceremony;
- The Safe Space Initiative; and
- Speaking of Safe Space Discussion Series.

The goals of GLBTIQ Student Retention Services are to:

- Foster a welcoming University environment accessible to all members of the KSU community interested in furthering their knowledge and awareness of GLBTIQ experiences on campus and in the community through education and dialogue;
- Create strategic partnerships with various departments and organizations across the University to identify and expand the scope of GLBTIQ visibility and inclusion within existing programs and services, and be a resource to the KSU community on matters affecting GLBTIQ populations;
- Develop and execute programs and services that target needs of GLBTIQ communities, with particular attention to awareness and knowledge of GLBTIQ experience, history, and culture; and
- Utilize appropriate assessment measures to evaluate the quality and effectiveness of programs and services offered to students.

The office is making the following enhancements as a result of consolidation:
• Expanding Safe Space Initiative training sessions to the Marietta campus on a monthly basis;
• Developing a leadership structure for Kennesaw Pride Alliance and KSU’s GLBTV student organization at each campus;
• Creating an administrative assistant position for GLBTV Student Retention Services to better meet the demands of the University;
• Partnering with KSU’s Department of Public Safety and University police to create a police officer liaison to the LGBTQ Community at each campus;
• Reaching out to GLBTV community members to assess student needs at the Marietta campus; and
• Exploring of the applicability of STEM-specific GLBTV events and organizations at the Marietta campus.

Military and Veterans Services
More than 1,300 student-veterans, who have earned service benefits, will be enrolled in the consolidated KSU in Fall 2015. This student population comprises military veterans, active duty service members, dependents, and survivors, all of whom have needs not traditionally provided by a post-secondary institution. Upon consolidation, the Military and Veterans Services will have a Veteran Resource Center on both campuses to ensure services are available and accessible for all student-veterans.

KSU’s Military and Veterans Services is a one-stop shop that assists veterans in accessing their benefits, enrolling in institutes of higher learning, and assisting in any possible way to ensure the academic success of veterans. In November 2014, KSU was recognized as one of the top schools for veterans\(^1\) to attend based on an analysis completed by *MilitaryTimes* magazine. KSU is one of only 140 institutions awarded the distinction of “Best for Vets: Colleges 2015.” Factors such as graduation and retention

rates, financial aid coverage, academic quality and support, accreditation, and availability of University-wide programs to assist service members and their families were considered in the selection process. KSU has also been recognized as a “Military Friendly School” for the fourth year by *G.I. Jobs* magazine. This distinction is made to the top 20 percent of colleges, universities, and trade schools nationwide for “doing the most to embrace America’s military service members and veterans as students.”

Military and Veteran Services include:

- **Intake Assessment** offers a comprehensive interview that informs veterans of benefits they may be eligible for such as GI Bill (Chapter 1606, 1607, 30, 31, 33, and/or 35), Tuition Assistance (TA), Military College Fund (ACF/NCF/MCF), Student Loan Repayment Programs (SLRP), fee waivers, and other available assistance programs.

- **Benefits Counseling** offers explanations of available programs, from financial to educational assistance, to help veterans make informed decisions about benefits or combinations of benefits that may best suit their individual situation.

- **Application Assistance** provides step-by-step guidance in applying for earned benefits to provide a more productive and efficient manner for veterans to access and utilize benefits. This can include veteran benefits, Department of Defense assistance, financial aid, applications to institutes of higher learning, and résumé assistance when applying for civilian career opportunities.

- **Financial Aid Assistance** informs veterans of details associated with maximizing assistance of the U.S. Department of Veterans Affairs and the U.S. Department of Defense educational assistance programs and the relationship with financial aid programs.

- **Peer-to-Peer Mentorship** provides a welcoming and comfortable environment where members of the veteran community can congregate, network, and receive guidance in navigating the University and registering for classes.

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• VA Work Study Program offers employment opportunities to student-veterans, providing invaluable employment experience and assisting in the social integration of the veteran community.

• Computer and Study Labs provides veterans a designated space to concentrate on academics, allowing them to collaborate and utilize technology in a comfortable environment.

• Black and Gold Insight Session provides a veteran-specific orientation to KSU and affords veterans the opportunity to meet fellow veterans, to ask one-on-one questions specific to their situations, and to be introduced to key support staff of the veteran community at KSU.

• Yellow Ribbon Program assists members of the veteran community who are recipients of the Chapter 33 Post 9/11 GI Bill at 100 percent with financial assistance for educational costs not covered under the GI Bill. This unique program, sponsored by KSU and the VA, can provide up to $2,000 per participant.

• Community Partnerships combines the support of multiple veteran service organizations that provide additional services to veterans in surrounding communities such as the American Legion, Disabled American Veterans, and the Veterans of Foreign Wars, allowing KSU to reach into the community to offer assistance to veterans interested in completing a post-secondary degree.

KSU is a participating university in the University System of Georgia’s “Soldiers2Scholars” program, based on the governor’s Returning Veterans Task Force. KSU’s Military and Veterans Services has become a model and standard throughout the state. KSU has consulted with other higher education institutions to assist with establishing a similar service by providing their staffs with start-up guides and best practices. KSU’s Military and Veterans Services also advocates for veteran concerns with key members of the state Senate and the Veterans Administration.
Orientation and Transition Programs

The KSU Office of Orientation and Transition Programs assists new students and their families with the transition to the University through a series of programs held throughout the year for first-year students, transfer students, and their family members. The Office of Orientation and Transition Programs is designed to help newly enrolled students:

- understand the purpose of higher education and how it relates to their educational goals;
- comprehend opportunities for involvement within the University community;
- become familiar with University services and resources and identify key support systems within the University;
- establish interpersonal connections with peers;
- be familiar with the University’s academic expectations, academic policies and procedures, and requirements for graduation;
- develop familiarity with registration requirements and processes, and the academic schedule of classes;
- gain an understanding of their first-semester academic requirements;
- understand core academic requirements and the relationship to their selection of an academic major; and
- become familiar with the University’s environment and facilities on both campuses.

Programs and services offered through the Office of Orientation and Transition Programs are assessed at the end of each session for continuous improvement.

Consolidation impacted the Office of Orientation and Transition Programs in two ways. First, the office transitioned from the Division of Student Affairs to the Division of Academic Affairs, reporting to the dean of the University College, who reports to the provost and vice president of Academic Affairs. Programmatically, the office serves the Marietta and Kennesaw campuses. Program offerings increased from 19 (pre-consolidation) to 32 (post consolidation) to serve the increase in the number of new students. Space at the Marietta campus and one new staff position were added to focus on Marietta campus programming, and student leadership teams now include students.
who take classes at both campuses. Throughout the 2015-2016 academic year, office staff will assess services and operations to determine needed adjustments in funding, staffing, resources, and facilities to ensure a smooth transition for students new to KSU.

**Parking and Transportation (Department of)**

Parking and Transportation services and operations are available at the Marietta and Kennesaw campuses. Transportation between the two campuses is available via KSU shuttle buses and Cobb County bus service. Additionally, transportation is provided to and from student housing, apartment complexes within the vicinity, and the KSU Center, located one mile from the Kennesaw campus. Transportation is also provided to and from Town Center Mall, located two miles from the Kennesaw campus, so students have access to national retailer shopping and food facilities. University and local transportation vehicles are ADA-compliant and fitted to carry bicycles.

Parking availability on each campus is the same as prior to consolidation. Parking staff have conducted information sessions since January 2015 to ensure students, faculty, and staff are aware of University parking options, fees, and space allocations. Parking service at both campuses are continually evaluated to make sure that parking is being adjusted based on utilization.

KSU has made arrangements for Zipcar services to be available at both campuses. Zipcar, a national operation, offers free membership that allows members to reserve cars on hourly and monthly bases for use within a defined geographic area. This service enables members to rent cars for a low fee during times convenient to them. This service is available to anyone with a Zipcar membership.

**Residence Life**

Residence Life provides services and programs to create a comfortable living and learning environment for students who reside in KSU’s nine on-campus housing communities on the Marietta and Kennesaw campuses. The nine communities are:
• Marietta Campus
  o Columns Special Interest Housing
  o Commons Apartments
  o Courtyard Apartments
  o Hornet Village Suites
  o Howell Hall
• Kennesaw Campus
  o Austin Residence Complex
  o KSU Place
  o University Village
  o University Village Suites

Upon consolidation, the Residence Life (RL) director became a direct report to the vice president of Student Affairs [9]. The RL staff is a collaborative group of professionals and para-professionals who live, learn, and work together for the common goal of creating the best possible on-campus living-learning community that supports the goals of KSU. The majority of the RL staff live on campus and are available to student residents 24 hours a day, seven days a week.

• The RL leadership team consists of one director of Housing and Residence Life, two associate directors, one assistant director, five area coordinators, and 12 residence directors who oversee campus housing at both campuses. This staff is supported by a business and office manager. The area coordinators and residence directors live on campus in the housing communities.

• More than 130 undergraduate and graduate students serve as resident assistants (RAs), living on campus in the housing communities. Seventy-eight RAs are assigned to the Kennesaw campus and 56 are assigned to the Marietta campus. The RA position is a leadership development opportunity for students in which they develop skills such as public speaking, assertiveness, event planning, marketing, budgeting, and conflict resolution.

• RL employs student assistants (SAs) who provide front-line customer service by
managing incoming calls, emails, and walk-ins to the RL office. SAs direct students and other customers to the appropriate staff member or campus office. The SA position provides a leadership opportunity in which students learn or enhance skills such as face-to-face and phone communication, data management, inventory procedures, marketing, conflict resolution, and customer service.

RL staff provide social and educational programming opportunities such as study skills, test-taking strategies, time management, stress management, utilization of online educational tools, and global learning activities. In addition, several “Living Learning” communities and themed housing are in place to enhance academic support for students participating in the Honors Program; Bridge 2 Success (first-year experience); Engaged Residents with Global Origins (global engagement); Leadership 6000; Arts Housing; Athletics (Division I athletes); Stonewall (gender neutral); Engineering Housing; Gaming Housing; Veterans Housing; and Outdoor Adventure Housing.

RL sponsors hundreds of events each academic year for students at both campuses. Highlights during the past academic year included Get in Gear Week, Foam Party, Bazaar on the Bricks, Hornet Loot, Welcome to the Nest, Geek Week, Monster Ball, Spring Fest, Ice Formal, Field Day, and Midnight Breakfasts (during final exam periods). These events are held primarily after 7:00 p.m. to allow time for all residents to participate.

Residence Life sponsors eight residential student organizations that are student led, with RL staff serving as advisors. Six of these are residential Community Councils. The remaining two are the Residence Hall Association (RHA) and the National Residence Hall Honorary (NRHH). The RHA serves as an umbrella organization for on-campus residence Community Councils. RHA is a student advocacy and programming body for the residential population. The NRHH is a nationwide honorary organization that recognizes high-achieving residential students in academic success, leadership, and community service. NRHH provides service learning opportunities and leadership recognition.
The consolidated Residence Life department has offices on both campuses and will continue to offer existing services and programs in addition to exploring ways to enhance and improve these with feedback from residents and the student residential organizations.

**Sports and Recreation (Department of)**

The mission of the Department of Sports and Recreation is to foster the holistic development of KSU students’ physical, social, and leadership development through sports and recreation activities within a fun and supportive environment. The department’s goal is to provide students with the opportunity to select from a variety of activities and to assist participants with having a positive experience. Along with access to state-of-the-art facilities, the activity choices are intramural sports, outdoor adventures, fitness programs, club sports, and special events. The University opened the new Dr. Betty L. Siegel Student Recreation and Activities Center in June 2015. The center offers services that support recruitment and retention; foster student leadership and development; increase student life participation; and support campus-wide sustainability goals. Additional offerings to KSU students include:

- lap and leisure swimming;
- indoor climbing;
- indoor jogging/walking/running on a track;
- expanded weight and conditioning space;
- expanded individual and group fitness opportunities;
- expanded open gymnasium opportunities;
- multi-activity court (MAC);
- racquetball;
- expanded bike shop;
- expanded intramural sports, club sports, and Nature Bound programs;
- non-credit instructional programs such as yoga and Pilates; and
- adaptive recreation programs.

Since January 2015, the Department of Sports and Recreation has operated offices on
both campuses to accommodate recreational and sports programming needs. In addition, students continue to have access to and use of facilities on both campuses.

Prior to consolidation, considerations were to provide programs and services on the Marietta campus by an assessment of current offerings and to meet with staff about the goals for recreation prior to the consolidation. A needs assessment study of the Marietta campus recreation facility was completed by a third-party consultant in 2012 “to better understand the level in which the facility and programs are meeting the current and future needs of students and faculty/staff.” That study revealed a need to expand the Marietta facility for the increased student population projected for the former SPSU.

Post-consolidation, the need to expand the facility is still relevant; however, the recommended spaces and features of the building will most likely change following a comprehensive look at recreation needs on both campuses. The goal is to establish parity among all student recreation facilities, programs, and services. KSU is addressing these needs in the University’s master plan, creating a budget to address current needs and future projections, and continuing discussions to re-purpose former-intercollegiate athletic facilities.

In addition to facilities, KSU is reviewing staffing to meet student demand for recreation on both campuses. The addition of 174,000 square feet to the Kennesaw campus facility, the continued operation of outdoor fields at the KSU Sports and Recreation Park, and the operation of the 37,000-square-foot recreation facility and outdoor fields on the Marietta campus require a review of staffing and staff skills. Also under review is staffing in support areas such as administrative, technology, membership management, marketing/public relations, and maintenance/service.

The Department of Sports and Recreation also offers students employment opportunities and provides graduate assistantship, practicum, and internship opportunities. The number of students employed by the department is projected to be approximately 225 to 250.
**Student Activity Budget Advisory Committee (SABAC)**

SABAC’s purpose is three-fold: 1) to approve new student organizations; 2) to approve any constitution or by-law changes; and 3) to allocate student activity funds to eligible student organizations. SABAC manages KSU’s student activity fee, which is $39 per student per semester ($26 per student in summer semester). This fee was approved by the Board of Regents of the University System of Georgia, the consolidated KSU’s governing body, at its April 15, 2015 meeting.

SABAC consists of 11 voting members and four non-voting members. Members include those from the student body, administration, faculty corps, and University staff. Applications for the 2015-2016 committee are being considered and will be representative of the consolidated KSU student body. SABAC serves as an advisory body to the University’s administration on allocation of student activity fees. Once approved by the University’s leadership, the Office of the Vice President for Student Affairs, in conjunction with the Department of Student Involvement, work with approved entities to ensure that financial matters are handled according to governing policies and procedures.

**Student Conduct and Academic Integrity (SCAI) (Department of)**

The Department of SCAI promotes a greater awareness and understanding of the rules of the KSU student codes of conduct and addresses issues of student academic misconduct and disruption of University life to assure that an environment conducive to learning and individual growth is maintained at KSU. Effective August 1, 2015, KSU students must adhere to three student codes of conduct: 1) the general student code of conduct; 2) the residential code of conduct; and 3) the code of academic integrity. The codes of each university were reviewed by members of Operational Working Group 50 co-chaired by the SPSU director of Student Life and the KSU director of SCAI. The resulting document was reviewed and approved by the shared governance bodies, including the Student Government Associations of both campuses. These three codes apply to all students at all KSU locations. All three codes are managed through a single office to ensure student
disciplinary and academic integrity records are maintained in accordance with established guidelines and regulations.

The primary SCAI office is located on the Kennesaw campus, which includes the director, assistant director, coordinator for academic integrity, case manager, and receptionist. A second office and a shared hearing room are located at the Marietta campus. An additional coordinator for SCAI is located on the Marietta campus to conduct academic misconduct and lower-level disciplinary hearings.

Residence Life staff at each campus hear lower-level cases that arise from incidents that occur within their respective student housing areas. SCAI staff hear lower-level disciplinary cases that arise from incidents that occur outside student housing areas. Higher-level disciplinary cases are resolved through hearings before SCAI staff at the assistant director or director level or by hearing panels. The panels consist of students and faculty/staff trained by SCAI staff.

**Student Disability Services**

The mission of Student Disability Services (SDS) is to assure equal access to all educational experiences by students with identified legally defined disabilities and to promote the University's knowledge of and compliance with all applicable federal and state laws. This unit enhances students' total academic and personal development and promotes the recognition of contributions made by individuals with disabilities to the rich diversity of the University. The goals of SDS are to:

1. Provide a contact point for students with disabilities to identify themselves, provide appropriate documentation, determine approved accommodations, and coordinate necessary academic accommodations and services;
2. Encourage student success and persistence by providing individual and group support services such as academic advising, academic skills development, coordination with other campus departments, advocacy, and mentoring;
3. Provide reasonable testing accommodations to students with disabilities enrolled
in KSU courses. By creating an appropriate space for completing exams, Student Disability Testing Services (SDTS) aims to make education accessible for students with verified disabilities. The mission is to serve both students and instructors through a well-defined process that ensures confidentiality and test security. Student Disability Testing Services subscribes to the professional standards of the National College Testing Association (NCTA) for post-secondary test centers. Testing services for students with disabilities are provided on both the Kennesaw and Marietta campuses;

4. Communicate with the University community in multiple modes to disseminate information regarding policies and procedures, awareness and sensitivity, appropriate accommodations, and other issues necessary to maintain compliance with federal and state mandates;

5. Maintain current knowledge and information regarding the University's programs, services, activities, technology, and facilities; plan for future program and facilities expansion; and recommend adjustments and improvements to assure compliance with ADA accessibility requirements;

6. Utilize all available technologies and resources to facilitate planning, communication, and student learning;

7. Utilize appropriate assessment measures to evaluate the quality and effectiveness of programs and services offered to students; and

8. Encourage students' personal development through participation in University programs and activities that develop leadership, interdependence, respect for all human beings, and service to the community.

To qualify for disability accommodations, students must present documentation of the disability as outlined in Board of Regents policy [11] and described in the University System of Georgia Academic and Student Affairs Handbook [12]. Students are approved for accommodations based on the functional limitations identified in their documentation. Students receive information from the SDS department through a confidential email listserv of current SDS-registered students. Communication via email includes information
about campus events, deadlines and requirements, local and national scholarship opportunities, technology updates, and other information of interest.

SDS provides workshops for faculty and staff on working with students who have disabilities. It also maintains a comprehensive collection of assistive software programs/applications for students and faculty. SDS provides ZoomText, JAWS, CaroRead, and E-text Reader to students for testing. Students also have access to the Alternative Media Access Center (AMAC) for text-reading software and to access alternate formatted textbooks for required reading courses. This office also provides remote captioning and transcription services to qualified students to access classroom lectures. In addition, faculty have access to DocSoft to create captioning for videos for online or hybrid courses. SDS staff manage captioning for all hybrid courses, while the Distance Learning Center manages captioning for fully online courses.

SDS has offices on both campuses, with two testing facilities at the Kennesaw campus and one at the Marietta campus. These testing facilities are utilized for administering tests with accommodations that include extended time, oral testing, use of a computer for writing, and access to other assistive technologies (e.g., text-reading software for registered students). Students regularly visit this office seeking support services including academic advising, advocacy with faculty, and assistance with improving academic skills.

A Disability Services coordinator currently located at the Marietta campus prior to consolidation continues to manage services there. In addition to the coordinator, a testing proctor was hired to assist with testing services at the Marietta campus. SDS at the Kennesaw campus has additional testing facilities to accommodate the large population of students who qualify for this accommodation. At the Kennesaw campus, three testing rooms in the Student Development Office are operational, with one additional testing suite in Kennesaw Hall with a capability to accommodate 19 students.
Student Involvement (Department of)

The Department of Student Involvement is composed of three units with 15 staff members:

- Office of Student Life
- Office of Fraternity and Sorority Life
- Office of Student Media

As a result of consolidation, the Student Life Departments of both the Kennesaw and Marietta campuses combined to create the newly titled Department of Student Involvement, ensuring that all programs and services are available to students at both campuses. Specific information regarding consolidation in the units is discussed below.

a. Office of Student Life

The Office of Student Life manages all processes related to the annual registration, start-up, and management of registered student organizations (RSOs). In addition to RSOs, Student Life staff members on both campuses oversee the Kennesaw Activities Board, the Student Government Association, Homecoming Spirit Competition, Parade and Lip Sync, Week of Welcome, orientation events, and all other activities related to student involvement. The Student Life unit also manages RSO expenditures and space reservations. Student Life is established on both the Marietta and Kennesaw campuses.

Four areas comprise the Student Life unit described below.

1) Registered Student Organizations: KSU is home to more than 300 registered student organizations (RSOs). RSOs are divided into categories, as shown in the following list:

- Academic
- Communications/Media
- Fraternity or Sorority
- Faith-Based/Spiritual
• Graduate
• Honorary
• Military
• Multicultural
• Global
• Performance/Fine Arts
• Political/Social Action.
• Academic Competition Teams

Many RSOs are eligible to receive seed money and supplemental funding to enable them to sponsor programs that enrich campus life. Officers of organizations must attend a fall student organization conference, which provides sessions on a variety of leadership topics. RSO leaders must also complete online training that provides instruction on how to request funding and space on campus. Last year, the Student Life unit assisted students in creating 39 new student organizations.

2) Kennesaw Activities Board (KAB): The student-run KAB provides University-wide entertainment in the form of concerts, lectures, novelty presentations, comedy acts, and a variety of other activities throughout the year. KAB meetings and activities are open to KSU students on both campuses.

3) Student Government Association (SGA): The SGA provides students with opportunities to participate in KSU’s shared governance process and to create legislation on issues important to students. In spring 2015, SGA elections were held to elect the SGA leaders for the 2015-2016 academic year. Newly elected SGA officers and representatives are from both campuses. The SGA president is the head of the SGA Executive Board and appoints representatives to each of the University’s standing committees, the Student Fee Committee, and the Student Activities and Budget Advisory Committee. The SGA president meets regularly with the University president and vice president for Student Affairs. All SGA officers and representatives are elected during the spring semester for a
one-year term.

4) **Operations:** The Operations unit responds to student needs and requests by handling general information inquiries, providing directions to offices and area locations, and scheduling the use of KSU facilities. The office employs five to seven student assistants who manage the front office, the Game Room, and the Cubicle Area, and who assist the business manager in processing funding requests. Some of the services this unit provides for students include:

- banner/sign printing for student organizations;
- copier services for student organizations;
- room reservations for meetings and activities;
- oversight of Student Center areas dedicated to student activities in collaboration with Facilities personnel; and
- oversight and management of student activity fund allocations.

b. **Office of Fraternity and Sorority Life**

As a result of consolidation, the new KSU has 31 national fraternity and sorority chapters, with more than 2,000 student members. Four councils oversee the fraternities and sororities at KSU: KSU Panhellenic, KSU InterFraternity Council, KSU National PanHellenic Council, and KSU Multicultural Greek Council.

The mission of the Office of Fraternity and Sorority Life is to serve as an advocate and resource for the fraternal community. Members of Greek-lettered organizations promote and uphold the ideals of scholarship, leadership, service, personal development, and fraternal ideals. Members serve the community by developing positive leadership, fostering an appreciation for diversity, and achieving individual and chapter excellence. During the 2013-2014 academic year, fraternity and sorority chapters contributed 18,076 hours of service and contributed $118,139 to community philanthropic organizations. While the Office of Fraternity and Sorority Life is located on the Kennesaw campus, Greek life activities are held on both campuses.
KSU fraternity and sorority chapters are listed below by their respective councils.

- **Panhellenic Council**
  - Alpha Omicron Pi
  - Alpha Xi Delta
  - Gamma Phi Beta
  - Kappa Delta
  - Delta Phi Epsilon
  - Phi Mu
  - Zeta Tau Alpha

- **Interfraternity Council**
  - Delta Tau Delta
  - Theta Chi
  - Delta Chi
  - Kappa Sigma
  - Pi Kappa Phi
  - Pi Kappa Alpha
  - Sigma Alpha Epsilon
  - Sigma Nu
  - Sigma Pi
  - Tau Kappa Epsilon
  - Delta Sigma Phi
  - Kappa Alpha Order

- **National Pan-Hellenic Council**
  - Alpha Kappa Alpha Sorority, Inc.
  - Delta Sigma Theta Sorority, Inc.
  - Sigma Gamma Rho Sorority, Inc.
  - Zeta Phi Beta Sorority, Inc.
  - Alpha Phi Alpha Fraternity, Inc.
  - Omega Psi Phi Fraternity, Inc.
  - Phi Beta Sigma Fraternity, Inc.
c. **Office of Student Media**

KSU Student Media includes *The Sentinel* weekly newspaper, *The Sting* feature magazine, *Share Art & Literary Magazine*, and Owl Radio. All media outlets are student run and student focused. Participating students are advised by the office director and assistant director in addition to members of the Student Media Board.

Students managing *The Sentinel* newspaper and *The Sting* magazine share offices at both campuses. Owl Radio has studios at both campuses. Advisors and student support staff (distribution, sales, and Web administration) alternate office hours between the campuses. KSU Student Media continues to support and encourage responsible ethical student-run media to connect, explore, and enrich the lives of the University’s many constituencies.

**University Information Technology Services**

Technology services and support for students are provided by units reporting to KSU’s chief information officer (CIO). These services are available to enrolled students whether they attend class on or off campus or are distance learning students. The CIO and [University Information Technology Services](#) leadership and staff [13] continually monitor and assess service delivery and response to effect changes and adjust services according to the University community’s needs. CIO units continue to participate in and present at student orientation sessions (new, transfer, and adult learner students) to provide information on technology services, support, and resources. Additionally, UITS offers individualized and University-wide support and periodic information/update
sessions on both campuses. UITS staff may be reached via the KSU Service Desk portal (online), by phone, and by email. Table 1 outlines some of the benefits of the consolidated University technology services.

### Table 1. Benefits of the Consolidated Information Technology Infrastructure

<table>
<thead>
<tr>
<th>Consolidation of IT Infrastructures</th>
<th>Expected Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centralized Maintenance</td>
<td>All service-impacting transitions will be performed off-hours and/or over weekends following advanced coordination with University operations and announcements to customers. This protocol will help to mitigate downtime and impact to customers of enterprise services.</td>
</tr>
<tr>
<td>Centralized Enterprise Monitoring</td>
<td>Centralized oversight of network security, monitoring, troubleshooting, and change management will optimize skill sets, increase workload flexibility, and standardize operational processes.</td>
</tr>
<tr>
<td>Campus-to-Campus Connectivity</td>
<td>A high-speed (20Gb) and redundant wide-area network will be made available between campuses over the state-wide network, PeachNet. This will provide users at either site the ability to collaborate with large files or data sets in real time while providing a conduit for continuity and disaster recovery.</td>
</tr>
<tr>
<td>Consolidated Wireless</td>
<td>A secure, unified wireless network name will be accessible by students, faculty, staff, and invited guests across both campuses.</td>
</tr>
<tr>
<td>Standardized Life Cycle Replacement</td>
<td>As existing network hardware nears the end of its serviceable life, replenishments will adhere to a single enterprise-wide technical architecture. This will provide long-term efficiencies by unifying IT employee skill sets and improving hardware interoperability.</td>
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**Customer Support Services**

The consolidated KSU Customer Support Services (CSS) unit reports to the associate chief information officer and assistant vice president of Information Technology Services. CSS provides dedicated help desk support for students, staffs University computer labs, and provides one-on-one technical advising for students at the Kennesaw and Marietta campuses. The KSU service offices at the Marietta and Kennesaw campuses provide walk-up service and are staffed by professionals and student assistants. Through the KSU service portal, students can communicate with UITS staff by telephone, voicemail, and email. Students may interact with CSS via Facebook and Twitter. For each student contact, a service
ticket is created and closed if the student’s issue is resolved on first contact or referred to the appropriate technician if required. Service tickets are managed within a single system that tracks and documents requests at both campuses.

CSS operating hours during semesters are:

- Monday-Thursday 7:00 a.m.–11:00 p.m.
- Friday 7:00 a.m.–5:00 p.m.
- Saturday 7:30 a.m.–4:30 p.m.

During semester breaks CSS staff are available from 8:00 a.m. to 5:00 p.m.

Network and Wireless

The consolidated University offers more than 40,000 wired connections and a wireless network infrastructure that averages 29,000+ unique connections monthly. KSU student housing is equipped with more than 7,000 wired and 450 wireless access points on the Kennesaw campus and with 2,644 wired and 12 wireless access points at the Marietta campus.

Technology Training

This UITS department provides technology training to KSU students through face-to-face sessions, online tutorials, and how-to documentation on a wide variety of applications. Some of the most familiar applications used in academic and co-curricular areas are listed below. Face-to-face sessions are offered during traditional class times as well as after hours and on Saturdays. Special request and mini-workshops are offered to accommodate students’ schedules. With consolidation and the addition of architecture, engineering, and technology programs, this office is collaborating with faculty and students to add applications that meet educational needs.

- Adobe Acrobat
- Collaborate
In addition to training and learning technologies, staff offer a wide variety of audio-visual, multi-media, and event support to students. Some of these are described below.

- Video Conferencing Support and Training services are provided for technology and tools purchased by University colleges and administrative units. Services include scheduling coordination; pre-event technical correspondence and testing; cross-campus coordination for networking and firewall issues; training sessions with related technologies; and live technical support for conferencing events. Video-conferencing support is essential to in-class/online student learning opportunities, engagement with external scholars and experts, and research and group learning at on- and off-campus locations. Video conferencing is frequently used for study abroad programs and activities and guest lectures.

- Event Support is critical for student engagement, student success, teaching
and learning, campus life, and co-curricular activities. This service impacts students and supports the mission of KSU by enhancing educational opportunities, engaging and encouraging audience participation, and promoting technical excellence at all VIP events, student activities, and ceremonies, including:

- campus orientations (at both locations);
- Freshman Convocation;
- classes, lectures, and symposia;
- Homecoming activities; and
- KSU commencements.

**University Stores**

KSU’s University Stores comprises traditional bookstore and retail operations for technology products, collegiate apparel, educational supplies, personal supplies, and gifts in addition to a food market/store. The bookstore operates on a virtual and physical basis. Physical locations are on the Marietta and Kennesaw campuses and at the KSU Center on Busbee Parkway, the location for educational programs, continuing education programs, and employee development programs. University Store offers e-books, used books, rental books, and new books in a one-stop shopping business model. It also offers a comparison website so that faculty and students can see market prices for textbooks in making decisions. The staff assist students and faculty via email, phone, and face-to-face Monday through Saturday at all locations.

**Volunteer Kennesaw (VKSU)**

VKSU is a University-based volunteer service center matching KSU students with opportunities to address community needs. VKSU serves students, faculty, and staff who wish to volunteer and connects them with the community through coordination with over 300 non-profit agencies throughout the metro Atlanta area. KSU students are encouraged to learn and serve through individual placements and group service projects. VKSU sponsors various volunteer opportunities throughout the year both on campus and off.
Since January 2015, existing staff have been serving as liaisons at the Marietta campus. The liaison provides information about VKSU and identifies volunteer options for students. Staffing for the Marietta campus is under review by the division. One of the ways office staff determine what students need and want on the Marietta campus is by holding sessions in the Student Center there on a regular basis. Information is analyzed by office staff to determine the type of service events and projects that will be meaningful, impactful, and beneficial for students on the Marietta campus.

The enhanced website offers the KSU community, including current students, faculty, staff, and alumni, the ability to search for volunteer opportunities by date, interest, Zip code, and other key data. It also includes an online volunteer application and the ability to respond to and register for volunteer opportunities. The system allows agencies to create a profile, explain their services, and list their volunteer needs. These electronic tools have streamlined the volunteer process and reduced the need for students to physically come to the office to use this service.

The VKSU office of the consolidated University does not require significant changes. The new online system was established to offer the same services and opportunities to distance learners as well as to students on the Marietta campus.

**Women’s Resource and Interpersonal Violence Prevention Center**

KSU’s student population consists of approximately 55 percent females. According to the National Institute of Justice, one in five women is a victim of completed or attempted sexual assault while in college. KSU’s Task Force on Interpersonal Violence, along with Student Success Services, recognized the importance of preventive education on campus. This recognition led KSU to hire a full-time staff person and to create the Women’s Resource and Interpersonal Violence Prevention Center (WR&IVPC) to promote healthy relationships in the KSU community and to improve KSU’s response to and prevention of sexual and relationship violence.
The goal of the WR&IVPC is to provide advocacy, education, and support services to students at KSU who are victims and survivors of interpersonal violence. As a result of developing the WR&IVPC, other needs have been identified and addressed such as pregnancy prevention and sexual/reproductive health.

The WR&IVPC collaboration with the Department of Public Safety and University Police, Counseling and Psychological Services, and Student Health Services provided support services to more than a dozen students in dealing with interpersonal violence and other women’s issues. As a result, these students have remained in school, received counseling, and have been linked to community resources.

The Women’s Resource and Interpersonal Violence Prevention Center also collaborated with many other University and community partners to provide outreach and education. Outreach events and education include bystander intervention training, healthy relationships and reproductive health presentations, and programs that offer the opportunity to share experiences and strategies to address student issues in this area.

CR 2.10 Evidence of Compliance
1. KSU Consolidated Strategic Plan 2015-2016
2. KSU Office of the Vice President for Student Affairs—Organizational Chart
3. KSU Office of the Vice President for Operations and Chief Information Officer and Chief Business Officer—Organizational Chart
4. KSU Office of the Provost and Vice President for Academic Affairs—Organizational Chart
5. KSU Mission Statement
6. Pearson “SmartThinking” Online Tutoring Services—About
7. USG Foster and Homeless Youth Support Contacts
8. KSU Culinary and Hospitality Services – Awards
9. KSU Residence Life – Organizational Chart
10. KSU Student Activity Budget Advisory Committee(SABAC)—About
11. **BOR Policy 4.1.5, Students with Disabilities**

12. **USG Academic and Student Affairs Handbook, Appendices D–H**: Disability Documentation and Information

13. KSU [University Information Technology Services](#) – Organizational Chart
Part II. Impact of the change on selected requirements of the Principles of Accreditation

H. Financial and Physical Resources

CR 2.11.1 The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services. The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a system wide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide [1],[2]; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year [3],[4]; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. Audit requirements for applicant institutions may be found in the Commission policy “Accreditation Procedures for Applicant Institutions.” (Financial Resources)

Compliance Statement

Kennesaw State University (KSU) is in compliance with The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Core Requirement 2.11.1.

Impact of Consolidation

Prior to consolidation, both SPSU and KSU had sound financial bases and demonstrated financial stability. Both institutions operated with balanced budgets of expenditures to revenues for many years and had substantial unrestricted net assets. That continues to be the case for the consolidated KSU. The System chancellor expected substantial redirection of funds to result from the consolidation of the administrative operations of the two institutions, and that has been realized. The chancellor also indicated that the consolidated institution would retain the redirected funds and was expected to divert them primarily to the expansion of academic programs and services of the University. As a result of consolidation, approximately $5 million in redirected funds has been realized through reductions in administrative overhead and
back-office operations that will be redirected largely to the academic mission.

Narrative

FY 2016 Budget for the New KSU

With the effective date of the consolidation in early January 2015 and in the middle of the state of Georgia’s fiscal year (July 1, 2014, through June 30, 2015), the FY2015 budgets remained separate until the end of June 2015. However, responsibility for budget management was assumed by the new KSU administration beginning in January 2015. Some budgetary adjustments were made in both sets of expenditure accounts to accommodate the new administrative structure’s implementation in January 2015. Budget management is coordinated centrally under the new institution’s vice president for Operations. Likewise, the Department of Education (DOE) FY2015 financial aid allocations continued through year end, with the second half of the fiscal year being managed by the new University.

Fiscal year 2016, which begins on July 1, 2015, is the first year that the BOR and DOE will have established annual budgets for the consolidated institution. Throughout the 2014 consolidation planning phase, budget issues and consolidation funding redirections received much attention. Administrative structures for the new KSU were developed and approved in 2014 with an eye toward achieving operational efficiencies and budgetary savings. College structures, educational offerings, and support services were carefully considered for the Marietta and Kennesaw campuses. A great deal of pre-planning laid the foundation for the new University’s FY2016 budget. This included the normal processes of System-level budget hearings, BOR decisions on distributions of state appropriations, and BOR decisions on tuition and fees in Spring 2015. The new KSU assembled its detailed budget documents for FY2016 in April and May 2015, and received System and BOR approvals of that budget in May 2015.
Table 1. Summary of the revenues and expenditures for the FY2016 budget

<table>
<thead>
<tr>
<th>Category</th>
<th>FY 2015 Original Budget</th>
<th>KSU Proposed Budget: FY 2016</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KSU</td>
<td>SPSU</td>
<td>Total</td>
</tr>
<tr>
<td>Revenue</td>
<td></td>
<td></td>
<td>$284,435,707</td>
</tr>
<tr>
<td>State Appropriation</td>
<td>$84,827,621</td>
<td>32,933,751</td>
<td>$115,019,722</td>
</tr>
<tr>
<td>Tuition</td>
<td>$120,384,720</td>
<td>32,933,751</td>
<td>$153,318,471</td>
</tr>
<tr>
<td>Other General Revenue</td>
<td>$17,225,269</td>
<td>32,933,751</td>
<td>$23,671,143</td>
</tr>
<tr>
<td>Indirect Cost Recovery</td>
<td>$376,847</td>
<td>32,933,751</td>
<td>$426,097</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$2,719,005</td>
<td>32,933,751</td>
<td>$8,080,114</td>
</tr>
<tr>
<td>Sponsored</td>
<td>$49,992,194</td>
<td>32,933,751</td>
<td>$60,992,194</td>
</tr>
<tr>
<td>Departmental Sales and Services</td>
<td>$8,910,051</td>
<td>32,933,751</td>
<td>$9,055,051</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$284,435,707</td>
<td>32,933,751</td>
<td>$359,617,830</td>
</tr>
<tr>
<td>Expenditures:</td>
<td></td>
<td></td>
<td>$284,435,707</td>
</tr>
<tr>
<td>Instruction</td>
<td>$124,834,111</td>
<td>32,933,751</td>
<td>$164,640,774</td>
</tr>
<tr>
<td>Research</td>
<td>$1,190,801</td>
<td>-</td>
<td>$1,190,801</td>
</tr>
<tr>
<td>Public Service</td>
<td>$5,379,545</td>
<td>32,933,751</td>
<td>$5,581,243</td>
</tr>
<tr>
<td>Academic Support</td>
<td>$31,852,489</td>
<td>32,933,751</td>
<td>$38,086,783</td>
</tr>
<tr>
<td>Student Services</td>
<td>$17,170,935</td>
<td>32,933,751</td>
<td>$21,155,234</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>$36,317,820</td>
<td>32,933,751</td>
<td>$55,473,510</td>
</tr>
<tr>
<td>Operations &amp; Maintenance of Scholarship</td>
<td>$26,793,068</td>
<td>32,933,751</td>
<td>$33,608,798</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>$284,435,707</td>
<td>32,933,751</td>
<td>$359,617,830</td>
</tr>
<tr>
<td>Net Cash Flow</td>
<td>$-</td>
<td>-</td>
<td>$-</td>
</tr>
</tbody>
</table>

The BOR has invested significant resources in ensuring that the consolidated University is successful. The FY2016 budget assumes a 1 percent increase in enrollment. This anticipated growth will provide increased revenue from tuition and fees in FY2016 and increased state appropriations from formula funding workload gains starting in FY2017. Should revenues not materialize as projected and unexpected state funding cuts occur mid-year, contingency plans will be pursued. Contingency plans are in place for any unexpected revenue loss due to state funding cuts or less-than-projected enrollment. Contingency resources include tuition carry-forward funding and savings from delays in hiring non-critical vacancies.

Substantial assets reside with the consolidated institution’s philanthropic foundation, and additional funds can be requested from it as needed. Revenue projections for the new institution represent conservative, attainable enrollment growth that will provide sufficient revenue to meet current and projected capacity.
The capital projects budget is submitted by the University president after consultation with the assistant vice president for Facilities. Its categories include infrastructure and utility (MRR) repairs under $13 million, small capital projects under $6 million, major capital projects over $7 million, and public-private ventures. Projects recently approved by the governor and the legislature include a $41.8 million enhancement project for the a new Education Facility building at the Kennesaw campus, infrastructure and land expansion at the Kennesaw campus, renovation of the Sturgis Library, and renovations of several buildings on the Marietta campus. In FY2015, the two institutions were awarded a combined $1 million in MRR funding.

Evidence of a Sound Financial Base and Financial Stability

The Board of Regents ratified the consolidation of SPSU and KSU on January 6, 2015 [16]. Since the approval occurred near the middle of a fiscal year, financial records of the consolidating institutions and balanced budgets remained separate through the close of FY 2015 on June 30, 2015. Therefore, much of the financial data included in this report must necessarily be separated by originating institution and combined where appropriate. As of July 1, 2015, the new KSU is operating under a single, BOR-approved balanced budget. Recent annual financial reports for both institutions and the new KSU confirm past and present financial stability.

The financial stability and a sound financial base of the former KSU and SPSU as well as the new KSU are defined or characterized as follows:
   a) The institution operates annually within its means of a balanced budget and carries forward no accumulated operating deficit.
   b) The institution has sufficient unrestricted net assets to draw upon if needed to avoid a carry-forward operating deficit.
   c) The institution has a track record of positive financial audits (i.e., no material weaknesses).
   d) Trends in the size of annual E&G budgets are stable or growing.
   e) Key sources of operating revenue (i.e., tuition & fees and state appropriations) trend positively or offset one another when they trend in different directions.
   f) As the primary source of revenue for the operating budget, enrollment trends are stable or growing.
   g) Revenue trends for auxiliary services, restricted grants and contacts, and athletics and student activities are stable or positive.
   h) Foundation fundraising, endowment management, and capital facilities acquisition/management are strong and constitute significant supplements to the financial assets of the University.
i) Financial aid management is strong, and federal student loan default rates are not high.

j) Plant debt service is reasonable and manageable.

**No Accumulated Operating Deficits**

Both SPSU and KSU have historically maintained balanced budgets in accordance with state mandates, as demonstrated by their financial reports. The practice of maintaining a balanced budget, adequate cash reserves, and a positive net asset balance all indicate that the consolidated institution will be sound and that the institution has the financial resources to carry out its programs and services in accordance with strategic objectives.

KSU and SPSU have submitted the Statement of Revenue, Expenses and Change in Unrestricted Net Position, Exclusive of Plant [3], [4] for review.

**Sufficient Unrestricted Net Assets**

Unrestricted net assets represent resources derived from student tuition and fees, state appropriations, sales and services of educational departments and auxiliary enterprises. These resources provide funding for transactions related to the educational and general operations of the University and may be used to meet current expenses for those purposes, except for unexpended state appropriations. Unspent state appropriations must be refunded on an annual basis to the Board of Regents of the University System of Georgia, University System Office, for remittance to the Office of the State Treasurer. However, a 3 percent reserve on tuition may be carried forward from year to year. In FY2014 KSU carried close to the full 3 percent tuition carry forward allowed.

Total unrestricted net assets, exclusive of plant assets and plant debt, for KSU were $40.3 million for the period ending June 30, 2014, which represents an increase of $2 million over the prior year. Southern Polytechnic University had total unrestricted net assets of $5.8 million as of June 30, 2014, which is an increase of $1 million over the prior year. These reserves provide a solid base of fiscal security for the University. A combined two-year comparison Statement of Unrestricted Net Position, Exclusive of Plant is attached as supporting documentation [3], [4].
FY 2014 Audit and Positive Audit Track Record

The audit requirements for CR 2.11.1 are satisfied by the Full Disclosure Management Report for the public colleges and universities in Georgia, as negotiated by the state auditors and the Commission staff. The Full Audit Reports for KSU and SPSU in FY2014 are provided as required in the supporting documentation [5], [7].

Records and activities of the institution are audited annually by the Georgia Department of Audits and Accounts. The last two years of audit reports for SPSU and KSU are presented for review [5], [6], [7], [8]. Because consolidation occurred in January 2015, which was the middle of FY2015, data for the consolidated KSU are not available. For the recently reviewed financials for FY2014, both audit reports are presented and are free of any material misstatements.

Growth Trends of E&G Operating Budgets

Despite the negative effects of the Great Recession and the accompanying cuts in state appropriations, salary freezes for five years, and other austerity measures, annual E&G operating funds at KSU and SPSU from FY2009 to FY2015 in the table below reflect significant growth, thanks in large part to substantial enrollment growth and tuition and fee increases. Financial stability was maintained during this period of challenging economic downturns.

Table 2. Trends in E&G Budgets

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>KSU E&amp;G (Millions)</th>
<th>SPSU E&amp;G (Millions)</th>
<th>New KSU E&amp;G (Millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>178.03</td>
<td>43.78</td>
<td>221.81</td>
</tr>
<tr>
<td>2010</td>
<td>185.75</td>
<td>46.9</td>
<td>232.65</td>
</tr>
<tr>
<td>2011</td>
<td>212.18</td>
<td>57.05</td>
<td>269.23</td>
</tr>
<tr>
<td>2012</td>
<td>231.41</td>
<td>59.43</td>
<td>290.84</td>
</tr>
<tr>
<td>2013</td>
<td>270.82</td>
<td>65.51</td>
<td>336.33</td>
</tr>
<tr>
<td>2014</td>
<td>271.29</td>
<td>71.64</td>
<td>342.93</td>
</tr>
<tr>
<td>2015</td>
<td>284.27</td>
<td>75.18</td>
<td>359.45</td>
</tr>
<tr>
<td>(budget)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seven Year</td>
<td>60</td>
<td>71</td>
<td>62</td>
</tr>
<tr>
<td>% Change</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Growth Trends in Tuition & Fees Offset Volatility in State Appropriations

The two principal revenue sources for education and general operations at KSU and SPSU were, and still are, state appropriations and student tuition and fees. The tables below present the changes that have occurred in those revenue streams from FY2009 through FY2015 for both institutions. At KSU, state appropriations fell 19 percent from FY2009 to FY2012, but have increased modestly since then, reducing the loss from the peak of FY2009 to 8 percent in FY2015. The 19 percent drop in state funding would have been devastating to KSU had it not been offset by tuition and fee increases and enrollment growth. Fortunately, the volatility in state appropriations over the years was offset by gains in tuition and fee revenues.

Table 3. Trends in E&G State Appropriation Funding

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>KSU State App (Millions)</th>
<th>SPSU State App (Millions)</th>
<th>New KSU State App (Millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>92.02</td>
<td>24.27</td>
<td>116.29</td>
</tr>
<tr>
<td>2010</td>
<td>84.43</td>
<td>22.14</td>
<td>106.57</td>
</tr>
<tr>
<td>2011</td>
<td>78.21</td>
<td>21.48</td>
<td>99.69</td>
</tr>
<tr>
<td>2012</td>
<td>74.35</td>
<td>19.51</td>
<td>93.86</td>
</tr>
<tr>
<td>2013</td>
<td>79.27</td>
<td>20.65</td>
<td>99.92</td>
</tr>
<tr>
<td>2014</td>
<td>81.94</td>
<td>21.35</td>
<td>103.29</td>
</tr>
<tr>
<td>2015 (budget)</td>
<td>84.63</td>
<td>23.52</td>
<td>108.15</td>
</tr>
<tr>
<td>2016 (budget)</td>
<td></td>
<td></td>
<td>115.01</td>
</tr>
<tr>
<td>Seven Year % Change</td>
<td>-8</td>
<td>-3</td>
<td></td>
</tr>
</tbody>
</table>

Tuition and fee revenues at KSU increased substantially from FY2009 to FY2015, increasing 74 percent overall, and overtook state appropriations as the largest sources of Education & General (E&G) support in FY2010. Similarly, at SPSU, state appropriations fell 12 percent from FY2009 to FY2012 but recovered with only a 3 percent loss from FY2009 to FY2015. Tuition and fee revenue at SPSU increased 93 percent for the same time period and exceeded state appropriations beginning in FY2010.
### Table 4. Trends in E&G Tuition & Fee Revenues

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>KSU E&amp;G Tuition and Fee Revenues (Millions)</th>
<th>SPSU E&amp;G Tuition and Fee Revenues (Millions)</th>
<th>New KSU E&amp;G Tuition and Fee Revenues (Millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>77.6</td>
<td>19.41</td>
<td>97.01</td>
</tr>
<tr>
<td>2010</td>
<td>90.9</td>
<td>24.53</td>
<td>115.43</td>
</tr>
<tr>
<td>2011</td>
<td>106.2</td>
<td>29.49</td>
<td>135.69</td>
</tr>
<tr>
<td>2012</td>
<td>118.2</td>
<td>35.84</td>
<td>154.04</td>
</tr>
<tr>
<td>2013</td>
<td>122.5</td>
<td>35.87</td>
<td>158.37</td>
</tr>
<tr>
<td>2014</td>
<td>128.4</td>
<td>37.42</td>
<td>165.82</td>
</tr>
<tr>
<td>2015 (budget)</td>
<td>134.8</td>
<td>37.52</td>
<td>172.32</td>
</tr>
<tr>
<td>2016 (budget)</td>
<td></td>
<td></td>
<td>190.68</td>
</tr>
</tbody>
</table>

Six Year % Change: 74% 93%

### Student Enrollment Growth Trends

Given the importance of student tuition and fee revenues to the E&G budget, the enrollment growth trends at SPSU and KSU are another indicator of the strong financial position of the new university. The table below shows that total enrollment over the last seven years increased by 20 percent for KSU and 41 percent for SPSU. Enrollment continues to increase and is anticipated to grow another 1 percent in FY2016.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KSU</td>
</tr>
<tr>
<td>2008</td>
<td>21,449</td>
</tr>
<tr>
<td>2009</td>
<td>22,389</td>
</tr>
<tr>
<td>2010</td>
<td>23,452</td>
</tr>
<tr>
<td>2011</td>
<td>24,175</td>
</tr>
<tr>
<td>2012</td>
<td>24,604</td>
</tr>
<tr>
<td>2013</td>
<td>24,629</td>
</tr>
<tr>
<td>2014</td>
<td>25,714</td>
</tr>
</tbody>
</table>

% Increase: 20% 41%
**Restricted Fund Revenue Trends**

Annual grants and contracts generate a modest revenue stream for KSU and SPSU and the consolidated University. As the table below shows, grant and contract revenues have been steady at both universities in recent years, increasing during the federal stimulus period, and are expected to total 11 million in FY2015 for the consolidated University. The synergy generated from the consolidation of the two institutions is expected to boost these revenues in future years.

**Table 5. Trends in Grants and Contracts Revenues**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>KSU Funding (Millions)</th>
<th>SPSU Funding (Millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>6.4</td>
<td>1.09</td>
</tr>
<tr>
<td>2010</td>
<td>9.6</td>
<td>.61</td>
</tr>
<tr>
<td>2011</td>
<td>14.1</td>
<td>1.50</td>
</tr>
<tr>
<td>2012</td>
<td>14.9</td>
<td>1.56</td>
</tr>
<tr>
<td>2013</td>
<td>14.2</td>
<td>1.11</td>
</tr>
<tr>
<td>2014</td>
<td>9.4</td>
<td>.78</td>
</tr>
<tr>
<td>2015 (budget)</td>
<td>10.0</td>
<td>.66</td>
</tr>
<tr>
<td>Six Year % Change</td>
<td>57%</td>
<td>-39%</td>
</tr>
</tbody>
</table>

A full suite of auxiliary services is in place at the consolidated institution, including bookstore operations and technology purchasing, student dining and campus catering, student housing, parking, transportation, card services, copy services, health services, and vending. In addition, a broad array of student programs and activities will be available at the consolidated institution, such as intercollegiate athletics, student recreation, sports clubs, intramural athletics services, registered student organizations, and Greek life organizations. Tables 6 and 7 show healthy trends in the growth of auxiliary services and student athletics/activities revenues.

**Table 6. Trends in Auxiliary Services Revenues**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>KSU Funding (Millions)</th>
<th>SPSU Funding (Millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>21.0</td>
<td>7.76</td>
</tr>
<tr>
<td>2010</td>
<td>31.2</td>
<td>8.71</td>
</tr>
<tr>
<td>2011</td>
<td>31.6</td>
<td>12.22</td>
</tr>
<tr>
<td>2012</td>
<td>34.5</td>
<td>13.69</td>
</tr>
<tr>
<td>2013</td>
<td>40.5</td>
<td>15.39</td>
</tr>
<tr>
<td>2014</td>
<td>41.6</td>
<td>15.46</td>
</tr>
</tbody>
</table>
### Table 7. Trends in Athletics & Student Activities Revenues

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>KSU Funding (Millions)</th>
<th>SPSU Funding (Millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>13.6</td>
<td>2.08</td>
</tr>
<tr>
<td>2010</td>
<td>17.0</td>
<td>2.30</td>
</tr>
<tr>
<td>2011</td>
<td>19.7</td>
<td>2.43</td>
</tr>
<tr>
<td>2012</td>
<td>19.5</td>
<td>2.54</td>
</tr>
<tr>
<td>2013</td>
<td>20.5</td>
<td>2.52</td>
</tr>
<tr>
<td>2014</td>
<td>25.1</td>
<td>2.76</td>
</tr>
<tr>
<td>2015 (budget)</td>
<td>26.8</td>
<td>3.02</td>
</tr>
<tr>
<td>Six Year % Change</td>
<td>97%</td>
<td>45%</td>
</tr>
</tbody>
</table>

### Table 8. Revenue and Targeted Expenditures

#### Southern Polytechnic State University

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenue and Other Additions</td>
<td>63,779,676</td>
<td>116,326,471</td>
<td>78,822,738</td>
<td>82,838,624</td>
<td>86,406,247</td>
</tr>
<tr>
<td>Instruction Expenditures</td>
<td>24,568,338</td>
<td>23,690,595</td>
<td>26,821,992</td>
<td>32,437,929</td>
<td>32,848,267</td>
</tr>
<tr>
<td>Research Expenditures</td>
<td>414,267</td>
<td>467,021</td>
<td>655,184</td>
<td>265,087</td>
<td>195,278</td>
</tr>
<tr>
<td>Public Service Expenditures</td>
<td>11,772</td>
<td>271,346</td>
<td>236,674</td>
<td>246,701</td>
<td>194,356</td>
</tr>
<tr>
<td>Academic Support Expenditures</td>
<td>6,188,091</td>
<td>7,931,711</td>
<td>7,120,757</td>
<td>10,286,631</td>
<td>7,751,193</td>
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#### Kennesaw State University

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tr>
<td>Total Revenue and Other Additions</td>
<td>$265,630,604</td>
<td>$336,193,775</td>
<td>$298,733,166</td>
<td>$332,936,742</td>
<td>$331,238,105</td>
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<tr>
<td>Instruction Expenditures</td>
<td>$102,559,980</td>
<td>$118,393,266</td>
<td>$125,749,021</td>
<td>$131,086,659</td>
<td>$131,046,344</td>
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</tbody>
</table>
FINANCIAL MANAGEMENT

Foundation Resources

Prior to consolidation, the KSU Division of University Advancement and Development sought philanthropic support through fundraising events, annual or special solicitation mailings, and individual solicitations of major and planned gifts. In 2011, KSU achieved its five-year capital campaign goal of $75 million 15 months ahead of schedule. Before consolidation, the SPSU Office of University Advancement sought philanthropic support from alumni, friends, corporations, and philanthropic foundations and was in the silent phase of a $30 million campaign. For the consolidated institution, the Division of University Advancement and Development will coordinate fundraising activities. As of June 30, 2014, the values of the KSU and SPSU endowment funds were $30.4 million and $7.75 million, respectively. Both the KSU and SPSU foundations have also been active in the past 15 years acquiring land. Facilities for both universities in public/private partnerships are described in the debt-service section below.

Status of Financial Aid

Student Financial Aid is on a sound base of operation. The financial aid programs at KSU and SPSU are subject to Georgia State Scholarship and Grant Programs Compliance Reviews by the Georgia Student Finance Commission (GSFC) at least once every three years. A GSFC compliance review was last conducted for KSU in 2012 and for SPSU in 2013. As noted in the September 7, 2012, GSFC closure letter [9], the GSFC “determined that all discrepancies have been addressed and all required actions implemented.” Since the 2012 review was successfully closed, KSU was “exempted from a 2013 Compliance Review” [10]. As noted in the September 20, 2013, GSFC closure letter [11], the GSFC “determined that all discrepancies had been addressed and that all required actions implemented.” Since the 2013 review was
successfully closed, SPSU was “exempted from a 2014 Compliance Review” [12]. KSU had a HOPE audit in May 2015, and the final report will arrive in approximately August.

The three-year cohort default rate at KSU is 7.4 percent, which is much lower than the national average.

**Debt Service for Facilities**

Most of the facilities and land on the Marietta and Kennesaw campuses were purchased though funds and bonds controlled by the state legislature and have no indebtedness for the operating budget of the University. However, limited state funding for capital projects has led KSU and SPSU, as well as most other member institutions in the USG, to pursue public-private ventures to meet their needs for supplemental support of facilities expansion.

Because the state of Georgia does not allow agencies of the state to directly borrow from third parties, most USG institutions have entered into arrangements with qualifying affiliated entities whereby the affiliated entity – usually a university foundation – actually borrows from third parties. The foundation typically purchases or constructs a capital asset for the university. When the asset is ready for use by the university, the university and the foundation normally enter into a one-year lease for the use of the asset. The lease between the university and the foundation contains a series of renewals that matches the maturity of the debt held by the foundation, which the university exercises annually. When the final payment of the last renewal period has been made, full title to the asset passes from the foundation to the university. These arrangements are known as “public-private ventures” (PPVs) within the USG.

No lease arrangement is technically or legally for more than one year, for generally accepted accounting principles (GAAP). However, it is recognized that it would be extremely unlikely that a university would refuse to continue the renewals through the end of the debt payment period because of the nature of the relationship between a university and its foundation and because the asset often has been constructed on land that belongs to the university. As such, one-year leases are recognized as debt/capital leases on the financial statements of each USG institution that utilizes this type of arrangement. The USG Board of Regents requires a calculation annually for each PPV, called the “self-liquidating ratio,” which is often called the project’s “debt ratio.” The BOR defines the “self-liquidating ratio” as the project’s net operating income before lease expense divided by the total lease payment. A ratio of 1.0 means that the operating
income equals the lease expense, with no margin remaining. The BOR prefers to see a ratio that is greater than 1.0, indicating that the project is on sound financial footing.

**Kennesaw State University**

Kennesaw State University is a party to capital leases that have terms expiring between 2016 and 2043. Expenditures for capital leases for fiscal year 2014 were $16,493,888, of which $11,859,160 represented interest and $4,634,728 was applied to the repayment of principal. Interest rates range from 2.0 percent to 9.14 percent and averaged about 5.86 percent. As of June 30, 2014, KSU had 16 capital leases, some of which are multiple leases for additional space added after the original lease or for improvements made to the leased facility, with Kennesaw State University Foundation, Inc. (KSUF). A summary of the assets held under capital lease follows.

In August 2002, KSU entered into a capital lease of $3,965,768 at 9.14 percent with KSUF whereby the University leases nine houses located on Campus Loop Road for a 25-year period that expires in April 2027. Improvements were made to the property, bringing the value of the lease to $4,420,132. Tuition revenues are used to make lease payments on these houses. The outstanding liability on this capital lease at June 30, 2014, was $3,015,425. The debt ratio for this project, as for any project paid with tuition revenues, is 1.0.

In May 2002, KSU entered into a capital lease of $21,016,938 at 4.7 percent with KSUF whereby the University leases two parking decks (the East Deck and the West Deck) for a 24-year period that expires in July 2026. In August 2003, the lease payments increased because additional space was added to one of the decks, bringing the value of the lease to $24,093,887. Student parking fees and related revenues are used to service the lease payments on these facilities. The decks are constructed on land owned by the University and leased to the KSU Foundation for $1 annually for a period of 25 years commencing in June 2001. At the expiration of the ground lease and capital lease, ownership of the parking decks passes to the University. The outstanding liability on this capital lease at June 30, 2014, was $15,084,204. The debt ratio for this project for FY2013 was 1.11.

In January 2004, KSU entered into a capital lease of $2,718,028 at 5.5 percent with KSUF whereby the University leases a portion of a building in the Chastain Pointe complex for a 25-year period that expires in June 2029. The University has the right of first refusal to lease additional space in the Chastain Pointe complex. Should the cumulative value of the rent payments equal the value of the foundation’s financing...
instrument and all additional rent under the terms of the agreement, Kennesaw State University Foundation, Inc. will gift the property to the University. In December 2004, the University entered into a capital lease at 5.5 percent for additional space in the complex, bringing the gross value of the lease to $3,931,820; at the end of FY2005, the ending liability was $3,824,071. In February 2007, the University substituted space and added additional space in a capital lease at 5.5 percent, bringing the value of the lease to $4,326,538; the ending liability for that fiscal year was $4,050,923. In September 2007, May 2010, June 2010, December 2010, July 2011, and June 2012, KSU entered into additional capital leases at 5.5 percent for additional space in the complex, bringing the gross value of the lease to $11,672,762; the ending liability owed on all Chastain Pointe leases at June 30, 2012, was $9,082,327. The outstanding liability at June 30, 2014, on these capital leases was $8,519,833. Because this lease is paid with tuition revenues, the debt ratio for this project is 1.0.

In February 2004, KSU entered into a capital lease of $200,000 at 2.0 percent with KSUF whereby the University leases a house (the Smiley House) for a 15-year period that expires in January 2019. Tuition revenues are used to pay these lease payments. The outstanding liability on this capital lease at June 30, 2014 was $67,584. The debt ratio for this project is 1.0.

In September 2004, KSU entered into a capital lease of $14,323,134 at 5.79 percent with KSUF whereby the University leases a parking deck (the North Deck) for a 25-year period that expires in August 2029. The deck is constructed on land owned by the University and leased to the KSU Foundation for $197,600 annually for a period of 25 years commencing in September 2004. Student parking fees and related revenues are used to service the lease payments on this facility. At the expiration of the ground lease and capital lease, ownership of the parking deck transfers to the University. The outstanding liability on this capital lease at June 30, 2014, was $10,889,124. The debt ratio for FY 2013 for the North Deck was 1.11.

In April 2006, KSU entered into a capital lease of $4,015,944 at 8.22 percent with KSUF whereby the University leases a portion of an office building (Town Point) for a 24-year period that expires in June 2030. The University is obligated to lease additional space in the building as it becomes available. At the expiration of the lease, ownership of the building transfers to the University. In September 2006, July 2007, January 2008, April 2008, May 2008, December 2009, February 2010, October 2010, January 2011, and May 2011, the University entered into additional capital leases at 8.22 percent for more space in the complex, bringing the value of the lease to $9,845,565. In January 2012, the University entered into an additional capital lease at 8.22 percent for additional
space in the complex, and improvements were made to the property, bringing the value of the lease to $12,068,921. The University now leases all of the space in the office building. Tuition funds are used to pay the lease payments on this building. The outstanding liability at June 30, 2014, on these capital leases was $10,221,813. The debt ratio for this project is 1.0, as this is paid for with tuition revenues.

In April 2006, KSU entered into a capital lease of $1,814,402 at 5.07 percent with KSUF whereby the University leases 7.242 acres of unimproved land for a 24-year period that expires in June 2030. The land is adjacent to the Town Point building and is used as a parking lot. Tuition funds are used to pay these lease payments. At the expiration of the lease, ownership of the land transfers to the University. The outstanding liability on this capital lease at June 30, 2014, was $1,417,537. The debt ratio for this project is 1.0.

In November 2006, KSU entered into a capital lease of $1,041,207 at 5.38 percent with KSUF whereby the University leases classroom space in a multi-purpose building (Village Center Classroom) for a 23-year period that expires in June 2030. The building is constructed on land owned by the University and leased to the KSU Foundation for $10 annually for a period of 25 years commencing in June 2004. Tuition funds are used to pay for this classroom lease. At the expiration of the ground lease and capital lease, ownership of the building transfers to the University. The outstanding liability on this capital lease at June 30, 2014, was $793,397. Since tuition revenues pay the classroom lease, the debt ratio for this project is 1.0.

In July 2007, KSU entered into a capital lease of $11,493,855 at 7.09 percent with KSUF whereby the University leases a portion of a building (KSU Center) for office and classroom space for a 12-year period that expires in June 2019. Tuition revenues are used to make these lease payments. The outstanding liability on this capital lease at June 30, 2014, was $5,948,650. The debt ratio for this project is 1.0.

In August 2008, KSU entered into a capital lease of $32,625,518 at 5.94 percent with KSUF whereby the University leases a parking deck (the Central Deck) for a 30-year period that expires in June 2038. The deck is constructed on land owned by the University and leased to the KSU Foundation for $10 annually for a period of 30 years commencing in August 2008. Student parking fees and related revenues are used to service the lease payments on this facility. At the expiration of the ground lease and capital lease, ownership of the parking deck transfers to the University. The outstanding liability on this capital lease at June 30, 2014, was $30,169,758. The debt ratio for FY 2013 for the Central Deck was 1.18.
In November 2008, KSU entered into a capital lease of $1,637,679 at 9.0 percent with KSUF whereby the University leases a classroom building (the Bowen Building/Student Athlete Success Services) for a 31-year period that expires in June 2039. Student athletic fees are used to pay this lease. At the expiration of the lease, ownership of the building transfers to the University. The outstanding liability on this capital lease at June 30, 2014, was $1,552,035. Because this lease is paid with Student Athletic Fee revenues and is treated as a non-revenue educational project, the debt ratio for this project is deemed to be 1.0.

In November 2008, KSU entered into a capital lease of $18,535,311 at 6.95 percent with KSUF whereby the University leases a dining hall facility (The Commons) for a 30-year period that expires in June 2039. The dining hall is constructed on land owned by the University and leased to the KSU Foundation for $10 annually for a 30-year period commencing in August 2009. Student meal plans and other meal purchases provide the funds to service this lease. At the expiration of the ground lease and capital lease, ownership of the dining hall transfers to the University. The outstanding liability on this capital lease at June 30, 2014, was $17,787,136. The debt ratio for the dining hall facility for FY 2013 was 1.16.

In January 2010, KSU entered into a capital lease of $242,257 at 6.04 percent with KSUF whereby the University leases a house (the Cox Family House) for a 30-year period that expires in December 2039. General auxiliary revenues are used to make payments on this lease. At the expiration of the lease, ownership of the house transfers to the University. The outstanding liability on this capital lease at June 30, 2014, was $226,319. Because this project is used as a non-revenue administrative building, the debt ratio is deemed to be 1.0.

In July 2010, KSU entered into a capital lease of $685,028 at 5.26 percent with KSUF whereby the University leases space in a multi-purpose building (Village Center Clinic) for a 26-year period that expires in June 2036. Improvements were made to the property in 2011 in the amount of $260,603, increasing the value of the capital lease to $945,631. Student Health Fees provide the funding to pay this lease. The building is constructed on land owned by the University and leased to the KSU Foundation for $10 annually commencing in June 2004. The original ground lease was for a 25-year period; this was extended by an additional five years and eight months by an amendment to the ground lease, effective June 1, 2010. The ground lease now expires in June 2036, at the same time as the lease for the space in the building. At the expiration of the ground lease and capital lease, ownership of the building transfers to the University. The
outstanding liability on this capital lease at June 30, 2014, was $627,352. Because this project is used as a non-revenue administrative building, the debt ratio is 1.0.

In July 2010, KSU entered into a capital lease of $58,918,976 at 5.50 percent with KSUF whereby the University leases a sports stadium, recreation fields, and a recreation facility for a 30-year period that expires in June 2040. Student Recreation Fees generate the revenue required to fund the lease on this facility. At the expiration of the lease, ownership of the stadium, fields, and recreation facility transfers to the University. Consistent with the rental agreement between KSU and the KSUF, KSU made no payments on the lease during the first year of the agreement, and all interest on the lease during that period was capitalized, increasing the balance due on the lease to $61,958,494. Regular monthly payments began in July 2011. The outstanding liability on this capital lease at June 30, 2014, was $61,706,193. This project had a debt ratio of 0.73 for FY2014, below the BOR’s target ratio. KSU has worked closely with the BOR Real Estate Office to put an appropriate plan in place to ensure that this project will be operating in a sound financial manner at the time of the consolidation and beyond.

In August 2011, KSU entered into a capital lease of $31,449,755 at 5.13 percent with KSUF, effective beginning August 2012, whereby the University leases a student housing facility (the Austin Residential Complex) for a 29-year period that expires in June 2041. Student rentals support the payments on this lease. The student housing facility is constructed on land owned by the University and leased to the KSU Foundation for $10 annually for a 30-year period commencing in August 2011. At the expiration of the ground lease and the capital lease, ownership of the student housing facility transfers to the University. Consistent with the rental agreement between KSU and the KSUF, KSU made payments on the lease during the first year of the agreement that were less than the accruing interest on the lease; all unpaid interest on the lease during that period was capitalized, increasing the balance due on the lease to $32,143,115. Regular semi-annual fully-amortizing payments began in FY 2014. The outstanding liability on this capital lease at June 30, 2014, was $31,663,714. The debt ratio for this student housing facility for FY 2013 was 2.53.

Kennesaw State University also has one capital lease with an unrelated party. In November 2011, KSU entered into a capital lease of $129,610 at 7.54 percent whereby the University leases an Expresso Book Machine/Copier for a five-year period that expires in October 2016. Revenues from the use of this machine are used to service the lease payments. The outstanding liability on this capital lease at June 30, 2014, was $66,556. The Expresso Book Machine/Copier is operated by the KSU Bookstore auxiliary. The revenues and expenses relating to this machine, including the lease
payments, are a part of the bookstore’s overall financial operations and are not tracked discretely. As such, no debt ratio is calculated for this lease. As this is not a BOR PPV, no debt ratio is required by the BOR.

Based on the 17 existing leases only, KSU expects to make payments on those leases of principal and interest totaling $16,554,207 for FY2015.

Beginning in FY2015, KSU will take on another PPV. The KSU Foundation is currently constructing, on behalf of KSU, the Dr. Betty L. Siegel Student Recreation and Activities Center. The 176,000-square-foot facility was completed in spring 2015. When KSU is able to begin using the facility and the capital lease is signed with the KSU Foundation, it is expected that the capital lease principal amount will be $43,290,000 at approximately 4.0 percent. KSU expects to pay $274,101 in lease payments (not including R&R deposits) to the foundation in FY2015, with the full annual payment for principal and interest going up to around to $2,750,778 in FY2016. This lease, which expires in 2042, with ownership of the facility passing to KSU, will be funded by Student Recreation Fees.

The total PPV debt burden for KSU is 5.17 percent for FY2014.

**Southern Polytechnic State University**

The following projects were initiated by Southern Polytechnic State University (SPSU) and, therefore, are included for the consolidated institution.

SPSU was approved for a $4 million renovation project, the funding of which includes $3 million from the Georgia State Financing and Investment Commission (the entity that ensures the proper application of proceeds from general obligation debt issued by the state of Georgia) with $500,000 of the $3 million designated as FY2015 MRR Funds. An additional $1 million will come from University funds. The scope of the project will include the following: the complete renovation of the original campus math building, constructed in 1961; replacement of the building's infrastructure, which includes mechanical, electrical, plumbing, IT, security, and life safety systems; an upgrade of all classrooms, to include modern teaching technology; and the addition of new faculty offices to the second floor of the facility. The design of the project will be completed in July 2014, with construction commencing approximately August 2014. Project completion is anticipated for spring 2015, and the facility will be returned to use by the University for the Summer 2015 session. A total of 28,595 square feet will be renovated by this effort.
SPSU, through the associated 501(c) 3 Southern Polytechnic State University Foundation, Inc. (SPSU Foundation), entered into leases for two public-private venture (PPV) housing projects, which were jointly refinanced in June 2013 for a total of $27,130,000. The projects contain 288 beds and 412 beds. Lease payments for each facility are supported by room rental revenue and are due June 1 and December 1 of each fiscal year. Lease obligations for the 288-bed facility end June 30, 2027. For the 412-bed facility, the lease obligations end June 30, 2029. Both projects carry a repair & replacement (R&R) reserve balance, as well as a USG System Office capital liability reserve balance. As of June 30, 2013, the R&R reserve balance for the 288-bed facility was $183,293 and $74,567 in capital liability reserves. The corresponding balances for the 412-bed facility covering the same period are $549,877 and $132,176. The FY2013 self-liquidating coverage ratio for the 288-bed facility is 1.37.

SPSU had two PPV bond-funded projects financed through the Georgia Higher Education Facilities Authority (GHEFA). The first GHEFA project, an 863-space parking deck, was financed in 2008 for $18,605,000 and is supported by student parking fees. SPSU leases this facility through the USG Real Estate Foundation I, LLC. Lease payments sufficient to cover the debt service payment, generate a reserve for major repairs and replacement, and pay other foundation bond-related expenses are paid on December 1 and June 1 of each year. Lease obligations end June 30, 2040. As of June 30, 2013, this PPV project maintained an R&R reserve balance of $65,765, as well as a capital liability reserve balance with the USG System office of $131,747. The FY2013 self-liquidating coverage ratio for this project is 1.05.

Another PPV project financed through GHEFA was issued in 2009 for $45,490,000 to construct a 722-bed university housing facility and a 323-seat dining facility. Lease payments are generated by rental fees for student housing as well as dining revenues of $260,000 annually. Lease payments are due on December 1 and June 1 of each fiscal year. The lease obligations expire June 2039. As of June 30, 2013, the project’s R&R reserve balance was $438,086 and the capital liability reserve balance was $291,974. The FY2013 self-liquidating coverage ratio on this PPV is 1.06.

The total PPV debt burden for SPSU is 8.74 percent for FY 2014.

The Georgia State Financing and Investment Commission oversees the proper application of proceeds from general obligation debt and the issuance of all public debt by the state. Recent bond sales for 2014 include $ 9.900,000 million in 20-year bonds for property acquisition and building renovations for Kennesaw State University. This
state-funded program along with proceeds from another GSFIC renovation project will be used to purchase a building located at 3305 Busbee Dr. NW, Kennesaw, GA. The building will be purchased for approximately $12 million in FY2015 and is 160,000 square feet. Bonds from this sale are a state-funded program and will not incur debt for the University. In addition, in FY2015 GSFIC has gifted to Kennesaw State University the new education building, budgeted at $20.3 million for the project. The 78,756 square-foot addition will feature three floors housing nine general classrooms, eight module classrooms, one computer lab, two seminar rooms, student study areas, the Center for Literacy and Learning, three conference rooms, a department’s suite, and a dean’s suite.

**Resources for Contractual or Support Services**

Contractual and support services are an important delivery strategy for the consolidated institution. Resources for contractual or support services that are outsourced are presented for review [13].

**Operational, Management, and Physical Resources**

Business and financial functions for KSU are centralized under the vice president for Operations, who also serves as the chief information officer and chief business officer. He reports directly to the president and oversees a leadership team of professionals with extensive experience managing and planning university finances, including the assistant vice president for Financial Services, a comptroller, a budget director, and a procurement officer. Some position savings have been realized by consolidating the financial services operations of both universities. The new institution’s financial affairs team has ample staff positions to properly service the larger fiscal operations.

Kennesaw State University maintains comprehensive networks of internal controls to ensure compliance with federal, state, and local requirements. Procedures are in place to assess risk, deter non-compliance, and detect violations at the earliest opportunity. Key institutional components involved in controlling institutional finances and monitoring compliance include the Board of Regents of the University System of Georgia (BOR-USG) and the University System of Georgia Internal Audit function, as well as university auditors. The *BOR Policy Manual*, Section 7 [14], and the *BOR Business Procedures Manual* [15] mandate these functions.

The USG systems group hosts the consolidated institution’s budgeting and accounting systems (PeopleSoft), as was the case for SPSU and KSU. Both the USG and the consolidated institution will continue to use the budget-checking functionality that
precludes any expenditure being committed should sufficient budgeted funds not materialize.

For ongoing financial planning and oversight, sound educational planning goals and objectives are set as part of the University’s continuous improvement efforts, and appropriate resources are allocated to accomplish these objectives. The University’s strategic plan provides the basic framework for the overall planning process.

**Evidence of Compliance**

1. Management letter for KSU 2014
5. SPSU 2014 Audit Report
6. SPSU 2013 Audit Report
7. KSU 2014 Audit Report
8. KSU 2013 Audit Report
9. KSU 2012 GSFC Closure Letter
10. KSU 2013 Exemption Letter
11. SPSU 2013 GSFC Closure Letter
12. SPSU 2014 GSFC Exemption Letter
13. Outsourced Services for Contract
14. **BOR Policy Manual Section 7**
15. **BOR Business Procedures Manual**
16. Minutes of the BOR January 6, 2015
17. Reporting about State appropriations
Part II. Impact of the change on selected requirements of the Principles of Accreditation

H. Financial and Physical Resources

CR 2.11.2 The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. (Physical Resources)

Compliance Statement

Kennesaw State University is in compliance with this core requirement. The new KSU has sufficient, well-maintained, and safe physical facilities and grounds to adequately support its students, faculty, and staff; its 13 colleges, and their associated education programs and support services; student housing and organizations; guests and visitors; and other mission-related activities that provide a productive, healthy, and engaging teaching and learning environment.

Impact of Consolidation

The new Kennesaw State University (KSU or the University) comprises all previously existing and new physical facilities and grounds in place or under construction prior to consolidation at the two campuses (Kennesaw and Marietta) and existing approved off-site instructional locations. While the array of educational programs now offered by KSU is broader, the effect of the consolidation on the use and allocation of physical facilities and equipment has not changed appreciably. Three of the new KSU’s colleges that are housed on the Marietta campus were housed there as Southern Polytechnic State University schools prior to consolidation. Likewise, the 10 colleges that were, and continue to be, located on the Kennesaw campus were housed there as part of KSU prior to consolidation. The now-Marietta campus was a “full-service” and residential operation prior to consolidation, as was the Kennesaw campus. Both continue to be so now.
A few minor reassignments of administrative office space have resulted from the streamlining of administrative support services on the Marietta and Kennesaw campuses with consolidation. No changes were made at KSU’s other off-campus locations. The buildings and grounds at both the Marietta and Kennesaw campuses were well-maintained and safe facilities prior to consolidation and continue to be so today. The adequacy of space for its assigned usage has also remained high on both campuses. Both campuses have adequate physical resources to meet their needs and KSU’s approved mission [1]. Recent master planning assessments conducted by the Consolidation Implementation Committee (CIC) and appropriate Operational Working Groups (OWGS) indicate adequate physical resources are in place as required by this core requirement. In 2014, the Campus Master Planning Operational Working Group 57 kicked off preparations for the 2015 master planning process to commence for the consolidated University. The new master plan is in development with the assistance of a professional master planning team that includes input from the staff of the USG Office of Real Estate and Facilities. The vice president for Operations and chief information officer and chief business officer and the assistant vice president for Facilities are available to discuss progress on the new KSU Campus Master Plan.

Narrative

Leadership and Organization of Physical Resources

Leadership and administrative oversight of the University’s buildings, grounds, and equipment reside with the assistant vice president for Facilities [2] within the Division of Operations, who is a direct report to the vice president for Operations (the chief operating officer). University leadership, the President’s Cabinet [3], follows established capital and budget planning processes developed in accordance with governing guidance from the Board of Regents (BOR) of the University System of Georgia (USG) and the USG administration. Members of the President’s Planning and Budget Advisory Board [4] include but are not limited to representatives from University divisions such as Academic Affairs (including the college deans), Student Affairs, Operations, Business
and Finance, Economic Development, Athletics, University Advancement, and representatives of shared governance bodies. All capital plans containing new construction or major renovations are reviewed and approved by the President’s Cabinet prior to submission to the BOR for funding. Additionally, as KSU looks toward enhancing and expanding its educational offerings, these integrated planning and review processes will help to ensure optimum use of facilities and equipment.

The Campuses of KSU
The consolidated KSU is composed of two large full-service campuses and five off-campus instructional sites characterized as convenience locations for limited instruction. Those campus units are located as follows:

- Kennesaw Campus: a full-service main campus and home for 10 colleges and the central administration at 1000 Chastain Rd., Kennesaw, Georgia 30144.

- Marietta Campus: a full-service satellite campus and home for three colleges at 1100 South Marietta Parkway, Marietta, Georgia 30060.

- Cobb Galleria: a convenience instructional site at Two Galleria Parkway, Atlanta, Georgia 30339.

- Dalton: a convenience instructional site at Dalton State College, 650 College Drive, Dalton, Georgia 30729.

- Paulding County Instructional Site: a convenience site at 25 Courthouse Square, Dallas, Georgia 30132.

- Atlanta Metropolitan College: a convenience site at 1630 Metropolitan Parkway, Atlanta, Georgia 30310.

- Smitha Middle School: a convenience site at 2025 Powder Springs Road, Marietta, Georgia 30064.

The University’s two campuses in Kennesaw and Marietta are within 10 miles of each other. The five off-campus instructional sites span a physical distance of 64 miles to the north, 28 miles to the south, and 20 miles to the west of the Kennesaw campus.
Students and faculty physically move between the Kennesaw and Marietta campuses via personal vehicles, university shuttles, and the Cobb County bus system. Students ride county buses at a reduced cost by presenting their student identification cards. KSU’s shuttle services provide regular round-trip service from the central campus in Kennesaw to the satellite campus in Marietta. KSU has a significant footprint within the northwest region of the state of Georgia, as depicted in Figure 1.

![Figure 1. Kennesaw State University as of June 30, 2015](image)

The Kennesaw campus facilities comprise 93 buildings, 4.8 million square feet of assignable space, four parking decks with 6,174 spaces, 5,985 ground parking spaces, and campus housing for 3,497 students. The Marietta campus is located approximately 10 miles south of the Kennesaw campus at Exit 263 off I-75 in Marietta, Georgia. The
Marietta campus facilities comprise 62 buildings, 1.2 million square feet of assignable space, one parking deck with 833 spaces, 3,170 ground parking spaces, and campus housing for 1,714 students. Table 1 shows the University’s 13 colleges and their locations.

Table 1. Locations of KSU’s Educational Units

<table>
<thead>
<tr>
<th>Educational Unit</th>
<th>Instructional Location(s)</th>
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<tbody>
<tr>
<td>Southern Polytechnic College of Engineering and Engineering Technology</td>
<td>Marietta</td>
</tr>
<tr>
<td>College of Architecture and Construction Management</td>
<td>Marietta</td>
</tr>
<tr>
<td>College of Computing and Software Engineering</td>
<td>Marietta</td>
</tr>
<tr>
<td>College of the Arts</td>
<td>Kennesaw</td>
</tr>
<tr>
<td>Michael J. Coles College of Business</td>
<td>Kennesaw; Cobb Galleria; Dalton</td>
</tr>
<tr>
<td>College of Continuing and Professional Education</td>
<td>Kennesaw</td>
</tr>
<tr>
<td>Leland and Clarice C. Bagwell College of Education</td>
<td>Kennesaw; Smitha Middle School; Paulding County; Atlanta Metropolitan State College</td>
</tr>
<tr>
<td>College of Humanities and Social Sciences</td>
<td>Kennesaw; Marietta</td>
</tr>
<tr>
<td>College of Science and Mathematics</td>
<td>Kennesaw; Marietta</td>
</tr>
<tr>
<td>Graduate College</td>
<td>Kennesaw; Marietta</td>
</tr>
<tr>
<td>Honors College</td>
<td>Kennesaw; Marietta</td>
</tr>
<tr>
<td>University College</td>
<td>Kennesaw; Marietta</td>
</tr>
<tr>
<td>WellStar College of Health and Human Services</td>
<td>Kennesaw</td>
</tr>
</tbody>
</table>

In addition to the University’s two campuses, KSU is currently approved to offer programs at five off-campus instructional sites, described briefly below.

a. The Coles College of Business offers its MBA program at two locations.

1) **Cobb Galleria**, located 14 miles southeast of the Kennesaw campus and leased to KSU, is a convenient location for working professionals in the area. The physical facilities used at this location include two classroom settings of 2,263 square feet. The lease includes a computer and projection equipment, furnishings, and maintenance arrangements. Two KSU teaching faculty are on site during classes,
which are held Monday through Thursday from 6:00 p.m. to 8:45 p.m. No KSU staff assist faculty on site before and during class delivery hours and no KSU faculty or staff offices are located on this site.

2) The instructional site in **Dalton, Georgia**, is 64 miles northwest of the Kennesaw campus and is a convenient location for working professionals in this area. The physical facilities used at this location include one classroom of approximately 524 square feet. The lease includes a computer and projection equipment, furnishings, and maintenance arrangements. One teaching faculty is on site during classes, which are held Monday through Thursday from 6:00 p.m. to 8:45 p.m. No KSU staff assist at this instructional site and no KSU faculty or staff offices are located on this site.

b. KSU’s Bagwell College of Education (BCOE) offers its programs at three off-site locations as described below.

1) KSU **Paulding County Instructional Site** in Dallas, Georgia, is 20 miles west of the Kennesaw campus and is shared with Georgia Highlands College (GHC), a sister USG institution. The site was donated to the Board of Regents in 2007 to meet the academic needs of professionals living in the area. The location includes a 31,000-square-foot facility with technology-enhanced classrooms, computer and science labs, media library, administrative offices, and meeting rooms. KSU teaching faculty are on site during classes, which are held year round. Facilities are maintained by GHC through a memorandum of understanding dated November 1, 2010. No KSU faculty or staff offices are permanently located on this site.

2) BCOE offers its B.S. in Early Childhood Education (P-5) at **Atlanta Metropolitan State College (AMSC)** in Atlanta, Georgia. This location is 28 miles south of the KSU campus and convenient for 20 students currently enrolled in this program. The physical facilities used at this
location include two classrooms outfitted with standard audio/visual equipment and classroom furnishings. KSU uses this space as provided by AMSC, and all facilities and maintenance arrangements are handled by AMSC. Four KSU teaching faculty are on site during classes, which are held two days weekly from 8:00 a.m. to 6:30 p.m. One KSU administrator assists at this instructional site as needed. No KSU faculty or staff have or maintain offices at this site.

3) BCOE offers its Master of Education in Instructional Technology degree program at Smitha Middle School in Marietta, Georgia. The school is located in Cobb County 13 miles from KSU and is a convenience location for attending students. The single cohort of students graduated in Summer 2014. KSU faculty use existing classroom space at Smitha Middle School at no cost to KSU. No KSU faculty or staff have or maintain offices at this location.

**Distance Education and Online Enrollment**

Table 2 shows the number of students enrolled in distance education (online) courses and programs during the 2014-2015 academic year. Prior to consolidation, neither university offered correspondence education. The consolidated KSU does not offer correspondence education.
Table 2. AY2014-2015 Enrollment in Distance Education (Online) Offerings

<table>
<thead>
<tr>
<th>Term/Modality</th>
<th>KSU</th>
<th>Term/Modality</th>
<th>SPSU</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td><strong>Pre-Consolidation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summer 2014 - Enrollment</strong></td>
<td>10,651</td>
<td>21.70%</td>
<td>2,877</td>
</tr>
<tr>
<td>Online</td>
<td>2,311</td>
<td>21.70%</td>
<td>Online</td>
</tr>
<tr>
<td>Hybrid</td>
<td>1,138</td>
<td>10.68%</td>
<td>Hybrid</td>
</tr>
<tr>
<td><strong>Fall 2014 - Enrollment</strong></td>
<td>25,714</td>
<td>6.35%</td>
<td>Fall 2014 - Enrollment</td>
</tr>
<tr>
<td>Online</td>
<td>1,704</td>
<td>6.63%</td>
<td>Online</td>
</tr>
<tr>
<td>Hybrid</td>
<td>4,592</td>
<td>17.86%</td>
<td>Hybrid</td>
</tr>
<tr>
<td><strong>Post Consolidation (January 2015)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring 2015 - Enrollment</strong></td>
<td>24,399</td>
<td>25.87%</td>
<td>Spring 2015 - Enrollment</td>
</tr>
<tr>
<td>Online</td>
<td>1,796</td>
<td>7.36%</td>
<td>Online</td>
</tr>
<tr>
<td>Hybrid</td>
<td>4,516</td>
<td>18.51%</td>
<td>Hybrid</td>
</tr>
</tbody>
</table>

Data Sources
KSU Student Enrollment: Enterprise Information Management and Institutional Research
KSU Online Student Data: Distance Learning Center
Enrollment Data Source: University System of Georgia
SPSU/Marietta Online Student Data: Enterprise Systems and Services

Definitions
- Online: students enrolled in an fully online degree program or fully online courses.
- Hybrid: students enrolled in courses with both online and classroom engagement.

The Distance Learning Center (DLC) is dedicated to serving students enrolled in distance education (online) offerings. The DLC works collaboratively with faculty and staff in Academic Affairs, Student Affairs, and University Operations to ensure a full university experience. KSU offers students enrolled in distance education courses and programs a central support location at the Kennesaw campus, with administrative and faculty support available at both the Kennesaw and Marietta campuses.
General University Facilities Use

A combined inventory of space and buildings [5] as well as leased property is provided to illustrate the combined physical resources of the new University. The current assigned square footage (ASF) by campus and projected ASF for the consolidated KSU are presented in Table 3.

Table 3. KSU Assigned Square Footage

<table>
<thead>
<tr>
<th>Assigned Square Footage (ASF) Category [1]</th>
<th>Type of Space</th>
<th>Kennesaw Campus ASF</th>
<th>Marietta Campus ASF</th>
<th>Total Consolidated ASF [2]</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Classrooms + Service</td>
<td>145,476</td>
<td>62,662</td>
<td>208,138</td>
</tr>
<tr>
<td>200</td>
<td>Laboratories + Service</td>
<td>251,942</td>
<td>171,481</td>
<td>423,423</td>
</tr>
<tr>
<td>300</td>
<td>Offices</td>
<td>556,814</td>
<td>145,647</td>
<td>702,461</td>
</tr>
<tr>
<td>400</td>
<td>Study/Library</td>
<td>67,447</td>
<td>44,623</td>
<td>112,070</td>
</tr>
<tr>
<td>500</td>
<td>Special Use</td>
<td>156,504</td>
<td>56,911</td>
<td>213,415</td>
</tr>
<tr>
<td>600</td>
<td>General Use</td>
<td>162,524</td>
<td>79,145</td>
<td>241,669</td>
</tr>
<tr>
<td>800</td>
<td>Health Care</td>
<td>3,116</td>
<td>759</td>
<td>3,875</td>
</tr>
<tr>
<td>900</td>
<td>Residential Facilities</td>
<td>1,363,142</td>
<td>419,199</td>
<td>1,782,341</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>2,769,749</td>
<td>1,011,954</td>
<td>3,781,703</td>
</tr>
</tbody>
</table>

Source: Consolidated KSU Facilities Inventory Report as of March 19, 2015.
Notes: [1] ASF is assignable space, not gross square footage.
[2] Support facilities square footage does not include parking decks.

The Kennesaw campus has no central energy plant. Each building has its own electric-powered cooling equipment, with two sets of buildings (Sturgis Library and
Pilcher; and Math Statistics and Tech Annex) looped together to provide chiller redundancy for one or both buildings. In addition, the Burruss Building chillers are connected to The Commons dining hall, providing chilled water to both buildings. Most academic and facilities buildings use natural gas for heating and cannot use any other fuel for backup. Residential buildings are all electric.

The Marietta campus has no central energy plant. All Marietta campus buildings have their own electric-powered cooling equipment. The first floor of the Design Building (Building I1) shares a chiller with the Academic Building (Building H). All academic and facilities buildings except for the Wilder Communications Center (Building T) use natural gas for heating and cannot use any other fuel for backup. Marietta’s residential buildings are all electric, with the exception of Howell Hall, which uses both natural gas and space heating.

**Condition and Adequacy of Facilities for Their Assigned Uses**

KSU facilities on the Marietta and Kennesaw campuses are maintained in **good condition and are adequate for their assigned uses** [6]. The total gross square footage of all (Marietta and Kennesaw campuses) academic building facilities is 3,419,571 square feet. Of this square footage, 24.29 percent (or 830,490 SF) was constructed or acquired within the past 15 years. Of the facilities that are older than 15 years, all have had some repair and replacements, and 34.67 percent have had major renovations within the past 15 years. A major renovation of the Sturgis Library (Kennesaw campus) is underway. Also 82.61 percent of these facilities are in excellent or good condition and 16.3 percent are in adequate condition. Only one facility is considered to be in poor condition, the 6,480-square-foot Office Annex (Kennesaw campus), which is a modular building acquired in 1989 that is being vacated and scheduled for demolition.

**Major and minor renovations occur regularly** [7]. Any facility considered only “adequate” will be renovated. Outside consultants are hired as needed for detailed facility condition assessments that allow the University to plan for repair and replacement needs. Table 4 reflects the date of recent facilities condition assessments.
Table 4. Consolidated KSU Facility Condition Assessments

<table>
<thead>
<tr>
<th>Facility Condition Assessment</th>
<th>KSU Location</th>
<th>Date of Assessment Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>KSU Center</td>
<td>Kennesaw</td>
<td>February, 2012</td>
</tr>
<tr>
<td>East Parking Deck</td>
<td>Kennesaw</td>
<td>January, 2015</td>
</tr>
<tr>
<td>North Parking Deck</td>
<td>Kennesaw</td>
<td>January, 2015</td>
</tr>
<tr>
<td>West Parking Deck</td>
<td>Kennesaw</td>
<td>January, 2015</td>
</tr>
<tr>
<td>Central Parking Deck</td>
<td>Kennesaw</td>
<td>May, 2013</td>
</tr>
<tr>
<td>Austin Residence Complex II</td>
<td>Kennesaw</td>
<td>October, 2012</td>
</tr>
<tr>
<td>(formerly called University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Place)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Town Point</td>
<td>Kennesaw</td>
<td>March, 2011</td>
</tr>
<tr>
<td>Commons Dining Hall</td>
<td>Kennesaw</td>
<td>April, 2013</td>
</tr>
<tr>
<td>P60 Parking Deck</td>
<td>Marietta</td>
<td>Underway, March 2015</td>
</tr>
</tbody>
</table>

Staff of the KSU Facilities Services Division regularly inspect and evaluate University facilities and report maintenance needs through the AIM system on the Kennesaw campus and through the School Dude system on the Marietta campus. Major replacement or renovations projects are reported to the KSU leadership and prioritized on an annual basis through the President’s Planning and Budget Advisory Committee. Funds are requested internally or through the University System of Georgia (USG) Real Estate Office, depending on the size and scope of the project. All projects that exceed $1 million require approval [8] by the Board of Regents of the USG [9]. A list of priority renovation and construction projects [10] for the Kennesaw and Marietta campuses is included as evidence.

KSU’s off-campus instructional sites are located in well-equipped and effectively managed facilities. For these facilities, equipment control, maintenance, and environmental services are provided through a leasing arrangement or agreement with the host institution or by a private/commercial company, as described in previous sections.

**Network and Wireless Infrastructure**

The University offers a high-quality network experience for students, faculty, staff, and guests who access resources on and between campuses. Reporting units of the vice president for Operations and chief information officer and chief business officer (VP-
OPS and CIO/CBO) oversee and maintain the technology infrastructure in addition to collaborating with the Facilities Services Division (also a direct report to the VP-Operations and CIO/CBO) on the technology infrastructure. Consolidation provided the opportunity for a reduction in duplicated services and to provide high-capacity access to locally-hosted information technology resources at both campuses.

KSU possesses a physical network infrastructure built on redundant architecture and a wireless local area network (WLAN) infrastructure in all academic and administrative buildings. Wireless is also available in most outdoor green spaces as a supplement to the production wired network, providing coverage and capacity for mobile computing across the entire University. Additionally, the infrastructure is supported by an uninterruptible power supply that ensures reliability to users. Key data centers are equipped with generators that ensure seamless network service in the event of an extended power outage and disaster-recovery protocols that, when implemented, mirror key data or entire servers. Access to data centers and network/telephone closets is need-based and through secure key control or electronic swipe card locks.

KSU offers 40,000+ wired connections and a wireless network infrastructure that averages over 29,000+ unique connections monthly. Kennesaw campus student housing is supported with more than 7,000 wired and 450 wireless access points, and Marietta campus residential students are supported with 2,644 wired and 12 wireless access points in on-campus housing.

**Facilities and Equipment - Planning for the Future**

As an institution reporting to and governed by the Board of Regents of the USG, KSU is required to have an approved campus master plan that documents its physical facilities and grounds, and guides the long-term physical growth of each university according to its approved mission. The master plan details utility and infrastructure, desired building and functional adjacencies, appropriate locations for additional buildings, and opportunities for possible land acquisitions. The existing master plans
and their updated versions for the Kennesaw [13] and Marietta [14] campuses were reviewed by the Consolidation Implementation Committee and its working groups. Since January 2015, the Facilities Services Division has been preparing for the development of a single comprehensive future-state master plan. That plan will be developed by KSU and a consultant in conjunction with the USG leadership and Facilities staff. The new plan will detail current and proposed buildings, athletic sports fields, parking structures, intramural recreational fields, and infrastructure necessary to support facilities and equipment. Information on renovations, projects, and maintenance have been provided within this narrative. These items are also included in the FY2016 consolidated KSU Major Repair and Renovation Funding Request [15] sent to the Board of Regents for review at its May 19, 2015, meeting [16].

At the institutional level, KSU manages day-to-day facilities operations via policies and standard operating procedures consistent with the governing board’s policies and procedures. KSU also strives to ensure the effectiveness of facilities services and continuing compliance with laws and regulations pertaining to the physical environment. These policies and procedures are in review to ensure continued compliance and support of the consolidated University.

Facilities recently completed or under construction at the Kennesaw and Marietta campuses are provided below.

Recently completed construction at the Kennesaw campus includes:

- Austin Residence Complex, Phase II—student housing expansion;
- Dr. Betty L. Siegel Student Recreation and Activities Center—addition to and renovation of the existing facility;
- Bernard Zuckerman Museum of Art, as part of the College of the Arts;
- Education Classroom Facility addition to the Bagwell College of Education.

Additional areas of work on the Kennesaw campus include:
- Kennesaw Hall—modification to the Education Wing
- Sturgis Library Renovation;
- Building 3305—interior modification and program planning.

Renovation work underway at the Marietta campus includes:
- Building D: Mathematics Building—renovations and computer classroom upgrades;
- Building E: Crawford Laboratory Building—heating system replacement;
- Building J: Atrium Building—computer classroom upgrades.

Additional areas of work on the Marietta campus include:
- Campus signage updates and DOT highway signage modifications;
- Construction of a new greenhouse;
- Realignment of the campus front entrance and Hornet Drive;
- Replacement of the campus gas line loop;
- Roof repairs and replacements;
- University Information Technology Services data closet upgrades in multiple buildings.

The consolidated KSU’s Campus Master Plan and facilities priorities are reviewed during the University’s standing planning and budget cycle to ensure physical resources are fully aligned with the new KSU mission. No facilities or equipment have been identified by the consolidation Operational Working Groups or the Facilities Services Division as having physical deficiencies that would adversely impact the delivery of support and services required to meet the needs of students, faculty, and staff. Consequently, the planned continuation of most programs and services at existing campus locations post-consolidation will adequately serve the constituencies and require only minimal changes in facilities or equipment other than centralized coordination and unified campus master plan development and implementation.
CR 2.11.2 - Evidence of Compliance

1. KSU Mission Statement
2. KSU Facilities Services Division—Organizational Chart
3. KSU President’s Cabinet
4. KSU President’s Planning and Budget Advisory Board
5. KSU Inventory of Facilities List
6. Definitions of Facilities Conditions
7. KSU Consolidated Facilities Condition List
8. USG Building Project Procedures Manual—Appendix 2B, Requirements for Obtaining Project Authorization
9. BOR Policy 9.4.1, Project Authorization
10. KSU Future Renovation and Construction Projects List
11. KSU Office of the Chief Information Officer (Operations)—Organizational Chart
12. BOR Policy 9.2.2, Campus Master Planning
13. KSU Campus Master Plan 2012 Update
14. SPSU Campus Master Plan 2011 Update
15. KSU FY16 MRR Funding Request
16. BOR Meeting Minutes (excerpt)—May 19, 2015
Part II. Impact of the change on selected requirements of the **Principles of Accreditation**

**B. Governance and Administration**

**CS 3.2.1** The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer. *(CEO evaluation/selection)*

**Compliance Statement**

Kennesaw State University (KSU) is compliant with this comprehensive standard.

**Impact of Consolidation**

The Board of Regents (BOR) of the University System of Georgia (USG) is the governing board for the colleges and universities that compose the USG, including KSU. The consolidation of KSU and Southern Polytechnic State University (SPSU) did not result in any changes to BOR policies and procedures for the selection and evaluation of USG presidents. Furthermore, the president of KSU before consolidation was selected to be president of the newly consolidated KSU.

**Narrative**

The BOR is responsible for the selection and evaluation of presidents of USG institutions. The *BOR Policy Manual*, Section 2.1, states, “The Board shall elect the presidents of institutions. Presidents shall not hold tenure at the institution but may hold, retain, or receive academic rank. They shall be elected each year for a term of one (1) year” [1].

Following the USG decision to consolidate KSU and SPSU, Chancellor Hank Huckaby named Dr. Daniel Papp the lead president for the institutional consolidation. Dr. Papp had served as president of KSU since 2006. President Papp, Dr. Rossbacher, president of SPSU, and, later, Dr. Koger, interim president of SPSU, led the institutional consolidation implementation initiative.

The *BOR Policy Manual*, Section 2.5, describes the authority and responsibilities of institution presidents [2]. Section 2.3 calls for the evaluation of each president on an ongoing basis and mandates that evaluation be conducted for USG presidents as part of their annual appointment renewal as president [3]. As part of the annual evaluation, the president is evaluated on progress toward meeting individual goals, institutional strategic goals, and the strategic initiatives of the USG. In addition to the annual
evaluation, each USG president undergoes a 360 evaluation using an external consultant every five years for the purpose of assessing the overall leadership and performance of presidents.

Dr. Papp was evaluated annually by the BOR. Following each evaluation, the chancellor recommended that the BOR renew Dr. Papp’s appointment as president of KSU for the following year. The BOR approved the recommendations at its April meetings in 2007, 2008, 2009, and at the May meetings in 2010, 2011, 2012, 2013, and 2014. Dr. Papp’s last 360 evaluation occurred in June 2011. As stated previously, these comprehensive 360 evaluations are administered every five years by an outside consultant [4] chosen by the USG to represent the chancellor and the BOR. The process includes a campus site visit and interviews with various institutional and community constituents [5]. As part of that evaluation, Dr. Papp prepared and submitted a packet of information [6] [7]. As stated previously, following these evaluations, the BOR re-appointed Dr. Papp as president of KSU [8].

CS 3.2.1 Evidence of Compliance

1. BOR Policy Manual 2.1
2. BOR Policy Manual 2.5
3. BOR Policy Manual 2.3
4. Consultant Procedures Re Presidential Evaluation
5. Campus Visit Schedule
6. Dr. Papp Presidential Self-Reflection
7. Dr. Papp Bio-Sketch
8. BOR Letter of Evaluation and Reappointment of Dr. Papp
Part II. Impact of the change on selected requirements of the Principles of Accreditation

B. Governance and Administration

CS 3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: (Governing board control)

3.2.2.1 the institution’s mission;

Compliance Statement

Kennesaw State University (KSU) is compliant with this comprehensive standard.

Impact of Consolidation

The consolidation of KSU and Southern Polytechnic State University (SPSU) had no impact on, and resulted in no changes to, the governing board’s legal authority and operating control of the institution.

Narrative

However, the proposed institutional consolidation required the consolidation of the two institutions’ mission statements, which was accomplished early in 2014 by a 48-member Expanded Consolidation Implementation Committee with representatives from both institutions. The proposed mission statement for the consolidated KSU was endorsed by President Papp, who recommended it for Board approval. It was subsequently reviewed and approved by the Board of Regents at its April 2014 meeting [1].

The legal authority and operating control of KSU are clearly defined for the mission within the institution's governance structure. Final authority for governance, control, and management of each of the institutions of the University System of Georgia (USG), which includes KSU, resides with the Board of Regents (BOR) of the USG. This authority is designated to the BOR in both the Constitution of the State of Georgia (Article VIII, Section IV, Paragraph 1):
CR 3.2.2.1 – Governing Board Control/Institution's Mission

....The government, control, and management of the University System of Georgia and all of the institutions in said system shall be vested in the Board of Regents of the University System of Georgia. [2]

and the Official Code of Georgia Annotated (OCGA) (§ 20-3-31):

The board of regents shall have power: (1) to make such reasonable rules and regulations as are necessary for the performance of its duties. [3]

The authority of the BOR to approve the mission of the member institutions is included in the BOR Policy Manual, Section 2.10:

The mission of the University System of Georgia (USG) is achieved through the collective missions of our state’s public colleges and universities……The individual mission and function of the institutions within the USG must be aligned with the overall USG mission in order to strategically meet the higher education needs of the State. To that end, the function and mission of each institution in the University System of Georgia (USG) is determined by the Board of Regents, and any change in institutional function and mission must be approved by the Board. [4]

CR 3.2.2.1 Evidence of Compliance

1. BOR April 2014 Meeting-Approval of Consolidated KSU Mission and Vision
2. Constitution of the State of Georgia, Article VIII, Section IV, Paragraph 1
3. OCGA § 20-3-31
4. BOR Policy Manual 2.10
Part II. Impact of the change on selected requirements of the Principles of Accreditation

B. Governance and Administration

CS 3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution’s governance structure:

(Governing board control)

3.2.2.2 fiscal stability of the institution

Compliance Statement

Kennesaw State University (KSU) is in compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Comprehensive Standard 3.2.2.2.

Impact of Consolidation

No substantive changes to the governing board’s control over the financial stability for the institution have occurred as a result of the consolidation of Kennesaw State University (KSU) and Southern Polytechnic State University (SPSU). Both institutions were, and the consolidated institution is, under the same governing board, the Board of Regents, which had and continues to have the same policies and procedures in place to control the financial stability of all institutions in the University System of Georgia, including the new KSU.

Narrative

Governing Board Control

The legal authority and operating control for the financial affairs of Kennesaw State University are constitutionally vested in the Board of Regents of the University System of Georgia [1]. The Board of Regents (BOR) is charged with allocating its annual lump sum state appropriation from the legislature/governor to the institutions under its control in ways that further the efficiency and economical administration of the USG [2]. BOR bylaws indicate that the governing board allocates funds to USG institutions in April each year and approves budgets for each institution within the University System of Georgia (USG), including Kennesaw State University, by June [3].

USG institutions are directed to prepare operating budgets for review by the BOR and are allowed to amend budgets excepting amendments that both exceed $1 million and
involve state general fund appropriations [4]. Updated budgets must be reported quarterly to the USG chief financial officer, and budget deficits must be reported immediately [4]. Tuition and fees are set by the BOR [5]. Tuition and fees are determined by the BOR after the annual legislative session ends and the BOR’s state appropriations are known for the coming fiscal year. With state appropriation levels known, the BOR sets tuition and fee levels in such a way as to ensure sufficient institutional funding and the financial stability of the institutions under its control.

The BOR has two standing committees with oversight responsibilities pertaining to the financial stability of USG institutions: the Committee on Finance and Business Operations and the Committee on Internal Audit, Risk, and Compliance [6].

Recent evidence of the BOR’s actions over the financial affairs of KSU can be seen in the governing board’s approval of the institution’s 2015-16 tuition and fees [7], its allocation of funds for KSU’s FY2016 budget [8], and its approval of KSU’s balanced FY2016 budget [9]. The funding increases for KSU in FY2016 over FY2015 (for KSU and SPSU combined) amounted to $19.3 million or a 5.3 percent increase. Clearly, those increases along with the retained savings from administrative consolidations ensured the financial stability of the new University moving forward.

Evidence of Compliance

1. Article VIII, Section IV paragraph I b
2. Article VIII, Section IV paragraph I c.
3. BOR Bylaws Section XI.
4. BOR Policy Manual 7.1
5. BOR Policy Manual 7.3
6. Section VIII of the BOR Bylaws.
7. Minutes of the BOR April 2015 meeting
8. KSU FY 2016 Allocation Report
9. KSU FY 2016 Budget Summary
Part II. Impact of the change on selected requirements of the *Principles of Accreditation*

B. Governance and Administration

*CS 3.2.2* The legal authority and operating control of the institution are clearly defined for the following areas within the institution’s governance structure: (Governor board control)

3.2.2.3 institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services;

Compliance Statement

Kennesaw State University is in compliance with this comprehensive standard because KSU’s legal authority and operating control are clearly defined in governing board policies and institutional policies.

Impact of Consolidation

The consolidated [Kennesaw State University continues to be an institution of the University System of Georgia](#) and is governed by the Board of Regents of the USG [1]. Therefore, the consolidation has no impact on its legal authority and operating control with regard to policy.

Narrative

As an institution of the University System of Georgia, the legal authority and operating control of Kennesaw State University (KSU or the University) are clearly defined within the policies of KSU’s governing board.

- As described in Core Standard 2.2, the Board of Regents of the University System of Georgia is the “policy-making body for the institution.”
- As described in Core Standard 2.3, the president of KSU is the chief executive officer (CEO) of the institution and is responsible to supervise and direct the efficient operation of the institution. As such, the president of KSU, Dr. Daniel S. Papp, implements policy as required by the governing board and other agencies such as regulators or accrediting agencies, and also approves institutional policies that ensure the efficient operation of the University. The president’s
authority as being “responsible for all aspects of the institution’s operations and affairs” is reiterated in the KSU University Handbook, 1.3, Kennesaw State University’s Administrative Officers and Organization [2].

State Authority for the Board of Regents

The Constitution of the State of Georgia establishes the Board of Regents (BOR) of the University System of Georgia and provides that "government, control, and management of the University System of Georgia (USG) and all institutions" are vested in the BOR [Article VIII, Section IV, Paragraph 1, Constitution of the State of Georgia] [3].

The Official Code of Georgia Annotated (OCGA) § 20-3-51 [4] states that the “government, control, and management of the university system and all of its institutions shall be vested in the board of regents.”

More specifically the OCGA grants the BOR the authority:
- “to exercise any power usually granted to such corporation, necessary to its usefulness, which is not in conflict with the Constitution and laws of this state” [5];
- “to establish all such schools of learning or art as may be useful to the state and to organize them in the way most likely to attain the ends desired” [same as 5]; and
- “to consolidate, suspend, or discontinue institutions; merge departments; inaugurate or discontinue courses; and abolish or add degrees” [6].

Governing Board Authority and Control

BOR policy applies to all USG institutions, including KSU, and is clearly set forth in the BOR Policy Manual [7] and associated handbooks and manuals [8] serve as guides to assist USG institutions in implementing BOR policy at the institutional level.

The secretary to the BOR [9] is responsible for maintaining BOR policies, including their periodic review and update. BOR actions on policy reviews and updates [10] are recorded in BOR meeting minutes and posted on a website open to the public.

Below are examples of BOR policies that KSU uses to exercise its authority and control of the institution.
Substantive Change Report: KSU
Page 3 of 5

CS 3.2.2.3 – Governing Board Control – Institutional Policy

- **BOR Policy Manual, 3.1, Academic Affairs, General Policy** [11]: “The Board of Regents shall expect of each president, his/her faculty and staff, the deans, and the faculties of each USG institution efficient service measured by approved academic standards, and shall look to them to promote effective higher education, having in view resources available to them, and, in the discharge of its duties as a Board, must hold them responsible for a failure to achieve these results. The Board is of the opinion that it would not be reasonable to make USG academic authorities accountable for results obtained and at the same time deny them the power to choose ways and means they believe to be best adapted to achieve the ends desired.”

- **BOR Policy Manual, 4.1.1, Student Affairs, Institutional Responsibility** [12]: “Admission, discipline, promotion, graduation, and formulation of all rules and regulations pertaining to students of USG institutions are matters to be handled by the institutions within the framework of regulations of the Board of Regents. Students violating rules and regulations of an institution may be punished, suspended, excluded, or expelled as may be determined by the institution.”

- **BOR Policy Manual, 7.1, Finance and Business** [13]: “The Board of Regents shall be the only medium through which formal requests shall be made for appropriations from the General Assembly and the Governor of the State of Georgia. The Board shall make the allocation of funds to the institutions at the April meeting or the next regular meeting following the approval of the Appropriations Act, or as soon thereafter as may be practicable in each year, and shall approve the budgets of the institutions and of the office of the Board of Regents at the regular June meeting in each year, or as soon thereafter as may be practicable.”

- **BOR Policy Manual, 7.2.2, Auxiliary Enterprises Revenues and Expenditures** [14]: “Auxiliary enterprise operations shall operate on a self-supported basis with revenues derived from student fees and other non-state sources, except as provided below. Each auxiliary enterprise operation shall be charged for its share of plant operations and maintenance expense as a direct expense, and/or charged on the basis of an allocation methodology, such as share of total institutional square footage.”

“USG institutions may choose also to charge administrative overhead to recoup general costs expended on behalf of each operation. USG institutions shall, notwithstanding the above, allocate at least all direct expenses to the respective auxiliary. Each institution shall develop and update annually a five-year plan for
each auxiliary enterprise operation that defines the level and manner of service to be provided, planned expenditures and sources of revenue, including projected fee requirements."

- **BOR Policy Manual, 7.2.3**, Operating Budgets [15]: “Each USG institution shall prepare an operating budget for educational and general activities and an operating budget for auxiliary enterprises of the institution for the fiscal year within the limit of funds allocated plus estimated internal income of the institution. Operating budgets of separately incorporated athletic organizations are specifically excluded from this process, although the transfer of student fees to those separately incorporated organizations must be reflected as a single item in the budget submitted to the Chancellor.”

- **BOR Policy Manual, 7.4**, Private Donations to the USG and its Institutions [16]: “A USG institution may accept gifts, bequests, agreements, or declarations of trust, except gifts of real property. By accepting such gifts, donations, bequests, or declarations of trust, the president of the institution affirms that the gift or donation carries no obligations to the institution that may conflict with state law or Board of Regents policy. The president also affirms that acceptance of the gift or donation will not impose a financial burden on the institution beyond that which can be managed within its current budget. If acceptance of the gift or donation would require the institution to incur additional cost that cannot be borne within current resources, the institution shall be required to obtain the approval of the Board of Regents before the gift or donation is formally accepted.

Each institution shall provide a summary report as required to the Chancellor on all gifts received by the institution and its cooperative organizations through private donations under procedures established by the USG chief fiscal officer.

Each president is authorized to execute those documents necessary to provide proper fiscal management of those funds accepted under this authorization and, at their discretion, to further delegate the authority to execute such documents to the chief business officers of the institutions. Gifts of real property are addressed in Section 9.9, Real Property Ownership and Asset Management, of this Policy Manual (BOR).”

**Institutional Authority and Operating Control**

KSU statutes [17], in turn, establish the mechanism for the creation and execution of policy at KSU. The statutes "are subject to the provisions of the Bylaws of the BOR and
the BOR Policy Manual. Any provision of University statutes in conflict with the BOR Bylaws and/or Policy Manual is invalid." KSU statutes are drafted and will be reviewed by KSU's shared governance bodies in Fall 2015. Institutional policy is vetted by KSU's shared governance process prior to signature by the president and is managed and reviewed by the Policy Process Council [18].

**CR 3.2.2.3 Evidence of Compliance**

1. BOR Bylaws, I. General, 6. Institutions of the University System
2. KSU University Handbook
3. Constitution of the State of Georgia, Article VIII, Paragraph 1
4. Official Code of Georgia Annotated (O.C.G.A.), § 20-3-51
5. O.C.G.A. § 20-3-31
6. O.C.G.A. § 20-3-32
7. BOR Policy Manual—Overview
8. USG Handbooks and Manuals
9. BOR Policy 1.3, Secretary to the Board of Regents
10. BOR Policy Revisions
11. BOR Policy 3.1, Academic Affairs
12. BOR Policy 4.1.1, Student Affairs
13. BOR Policy 7.1, Finance and Business
14. BOR Policy 7.2.2, Auxiliary Enterprises Revenues and Expenditures
15. BOR Policy 7.2.3, Operating Budgets
16. BOR Policy 7.4, Private Donations to the USG and Its Institutions
17. KSU Statutes
18. KSU Policy Process Council
Part II. Impact of the change on selected requirements of the Principles of Accreditation

B. Governance and Administration

CS 3.2.3 The governing board has a policy addressing conflict of interest for its members. (Board conflict of interest)

Compliance Statement

Kennesaw State University (KSU) is in compliance with this comprehensive standard.

Impact of Consolidation

The consolidation of KSU and Southern Polytechnic State University (SPSU) had no impact on, and resulted in no changes to, the policies and procedures in place pertaining to conflicts of interest for members of the governing Board of Regents.

Narrative

The Board of Regents (BOR) of the University System of Georgia (USG) is the governing board for the colleges and universities that compose the USG, including KSU. Georgia state laws and the bylaws and policies of the BOR define conflict of interest for board members (i.e., Regents) and the related actions that are illegal and/or inappropriate for governing board members. These laws and policies are explicit, detailed, and thorough in their coverage of conflicts of interest to be avoided by Board members. Violation of these conflict of interest and code of ethics laws and policies can result in penalties that include dismissal from Board membership, civil fines up to $10,000, and restitution of any pecuniary benefit received (Official Code of Georgia Annotated [OCGA], § 45-10-28) [1].

A code of ethics for government service at all levels is defined in Title 45, Chapter 10, Article 1 of the OCGA [2]. OCGA § 45-10-3 [3] provides specific ethics guidelines for members of boards, commissions, and authorities, including members of the BOR, which address various forms of conflict of interest. It states that members of all boards shall:

(1) Uphold the Constitution, laws, and regulations of the United States, the State of Georgia, and all governments therein and never be a party to their evasion;
(2) Never discriminate by the dispensing of special favors or privileges to anyone, whether or not for remuneration;

(3) Not engage in any business with the government, either directly or indirectly, which is inconsistent with the conscientious performance of his governmental duties;

(4) Never use any information coming to him confidentially in the performance of governmental duties as a means for making private profit;

(5) Expose corruption wherever discovered;

(6) Never solicit, accept, or agree to accept gifts, loans, gratuities, discounts, favors, hospitality, or services from any person, association, or corporation under circumstances from which it could reasonably be inferred that a major purpose of the donor is to influence the performance of the member’s official duties;

(7) Never accept any economic opportunity under circumstances where he knows or should know that there is a substantial possibility that the opportunity is being afforded him with intent to influence his conduct in the performance of his official duties;

(8) Never engage in other conduct which is unbecoming to a member or which constitutes a breach of public trust; and

(9) Never take any official action with regard to any matter under circumstances in which he knows or should know that he has a direct or indirect monetary interest in the subject matter of such matter or in the outcome of such official action.

According to OCGA § 45-10-22, it is unlawful for BOR members as public officials with limited powers “to transact any business with the agency for which such public official serves” [4]. Certain exceptions to that prohibition are stated in 45-10-25 [5]. Disclosure requirements are described in OCGA § 45-10-26, which states that all public officials must file an annual financial disclosure statement for transactions of more than $250 or an aggregate of all transactions of $9,000 or more with the state or any state agency “for himself, herself, or on behalf of any business, or any business in which such public official or employee or any member of his or her family has a substantial interest…” [6]. Examples of the required “State Business Transaction Disclosure Report” [7] and an “Affidavit of Public Officer” [8] are attached. Georgia law also places restrictions on BOR
members entering into contracts with their agency (OCGA § 45-10-40) [9], and “advancing, employing, or advocating the employment of family members (OCGA § 45-10-80) [10].

The BOR Bylaws and the BOR Policy Manual also include specific conflict of interest rules. The BOR Policy Manual, Section 12.1, states “The Board of Regents is unalterably opposed to political interference or domination of any kind or character in the affairs of any institution in the USG” [11]. While they may be reimbursed for “expenses incurred while conducting the official business of the University System of Georgia” BOR members are prohibited from accepting “gifts, honoraria, or other forms of compensation from University System institutions or cooperative organizations for speaking or other activities at events sponsored by University System institutions” [12]. Regents are also barred from recommending “any person for employment in any position in the University System” [13]. Section 8.2.20 of the Board of Regents Policy is aptly titled “University System of Georgia Ethics Policy” [14]. The Code of Conduct contained therein cites at least four behaviors to avoid related to conflict of interest: improper political activities, improper conflicts of interest, accepting gifts when prohibited by BOR policy, and using their position or authority to advance the interests of a friend or relative. Other relevant sections of the BOR Policy Manual include the following: 8.2.13.2 (Appearance of Conflicts of Interest) [15]; 8.2.13.3 (Other Rules of Conduct) [16]; and 8.2.15 (Outside Activities) [17].

The Regents undergo annual ethics training as required by Board Policy 8.2.20.2 [14]. A sample of these Ethics Training and Policy Acknowledgements provided to Regents in 2014 is attached [18]. The certificates of compliance are stored in the Office of Internal Audit and Compliance. No Regent has been found in violation of conflict of interest laws and policies.

CS 3.2.3 Evidence of Compliance

1. OCGA § 45-10-28
2. OCGA § 45-10-1
3. OCGA § 45-10-3
4. OCGA § 45-10-22
5. OCGA § 45-10-25
6. OCGA § 45-10-26
7. Example, Financial Disclosure Statement
8. Example, Affidavit of Public Officer
9. OCGA § 45-10-40
10. OCGA § 45-10-80
11. BOR Policy Manual 12.1
12. BOR Bylaws, Article II, Section 2
13. BOR Bylaws, Article V, Section 2
14. BOR Policy Manual 8.2.20
15. BOR Policy Manual 8.2.13.2
16. BOR Policy Manual 8.2.13.3
17. BOR Policy Manual  8.2.15
Part II. Impact of the change on selected requirements of the Principles of Accreditation

B. Governance and Administration

CS 3.2.4 The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence. (External influence)

Compliance Statement
Kennesaw State University (KSU) is in compliance with Comprehensive Standard 3.2.4 of The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Impact of Consolidation
The Board of Regents of the University System of Georgia (BOR-USG) is the governing board for the colleges and universities that compose the USG, including Kennesaw State University. The Constitution of the State of Georgia, Georgia laws, and the bylaws of the BOR clearly state that the BOR members (i.e., Regents) have the appropriate authority to be free from undue external influence. The consolidation of Kennesaw State University (KSU) and Southern Polytechnic State University (SPSU) did not result in any changes that would precipitate such influence.

Narrative
As a constitutionally empowered and independent state agency, the Board of Regents (BOR) of the University System of Georgia (USG) operates under numerous laws, regulations, policies, and procedures that protect the BOR from undue influence from political, religious, and other external bodies. As a public university in the state of Georgia under the control of the BOR, Kennesaw State University also operates under the same or similar laws, regulations, policies, and procedures, protecting the institution from undue influence.

Article VIII, Section IV, Paragraph I of the Constitution of the State of Georgia [1], Georgia laws (O.C.G.A. 20-3-21 [2], O.C.G.A. 20-3-31 [3], and O.C.G.A. 20-3-53 [4]), and the Board of Regents Bylaws, Article I, Section 2 [5] give the governing board independence and exclusive authority over the government, control, and management of the University System of Georgia, including KSU, thus preventing undue influence from political, religious, and other external bodies. The separation of church and state is explicitly reinforced in Article I, Section II, Paragraph VII of the Constitution of the State of Georgia [6].
The constitutionally protected independence of the BOR of the USG, which is reinforced by state laws, is one of the governing board’s strongest protections against undue political interference and influence from government officials and other state agencies. The Board’s constitutional authority and independence in matters of USG state appropriations and financial management are reinforced in the State Constitution, Article VIII, Section IV, Paragraph 1c, with these words:

(c) All appropriations made for the use of any or all institutions in the university system shall be paid to the board of regents in a lump sum, with the power and authority in said board to allocate and distribute the same among the institutions under its control in such way and manner and in such amounts as will further an efficient and economical administration of the university system [7].

Internally, the BOR outlines in multiple places its commitment to being free of undue influence, as seen in its Policy Manual, Section 12.1, where it states: “The Board of Regents is unalterably opposed to political interference or domination of any kind or character in the affairs of any USG institution” [8]. Section 12.5 of the BOR Policy Manual goes on to limit the influence of cooperative organizations on the USG [9]. In Section 8.2.13 of the General Policies for all personnel, specific regulations for accepting gratuities are outlined [10].

Further, the BOR operates under an ethics policy that compels BOR members, as well as members of the KSU community, to adhere to the following Code of Conduct:

We will:

I. Uphold the highest standards of intellectual honesty and integrity in the conduct of teaching, research, service and grants administration.

II. Act as good stewards of the resources and information entrusted to our care.

III. Perform assigned duties and professional responsibilities in such a manner so as to further the USG mission.

IV. Treat fellow employees, students and the public with dignity and respect.

V. Refrain from discriminating against, harassing or threatening others.

VI. Comply with all applicable laws, rules, regulations and professional standards.

VII. Respect the intellectual property rights of others.
VIII. Avoid improper political activities as defined in law and Board of Regents Policy.
IX. Protect human health and safety and the environment in all USG operations and activities.
X. Report wrongdoing to the proper authorities; refrain from retaliating against those who do report violations; and cooperate fully with authorized investigations.
XI. Disclose and avoid improper conflicts of interest.
XII. Refrain from accepting any gift or thing of value in those instances prohibited by law or Board of Regents policy.
XIII. Not use our position or authority improperly to advance the interests of a friend or relative. [11]

As for education of the ethical standards set by the BOR and the state, each member of the BOR and all USG employees are required to complete an annual ethics training. The BOR Policy Manual, Section 8.2.20.2, states the following:

Members of the Board of Regents and all individuals employed by the USG or one of its institutions in any capacity shall participate in USG Ethics Policy training, and shall certify compliance with the USG Ethics Policy on a periodic basis as provided in the USG Business Procedures Manual. Cooperative organizations, vendors, and contractors shall certify compliance with the USG Ethics Policy by written agreement as provided in the USG Business Procedures Manual [12].

Members of the BOR are also governed by the State of Georgia Code of Ethics (O.C.G.A. Section 45-10-3), which among other provisions includes the following:

(6) Never solicit, accept, or agree to accept gifts, loans, gratuities, discounts, favors, hospitality, or services from any person, association, or corporation under circumstances from which it could reasonably be inferred that a major purpose of the donor is to influence the performance of the member's official duties;
(7) Never accept any economic opportunity under circumstances where he knows or should know that there is a substantial possibility that the opportunity is being afforded him with intent to influence his conduct in the performance of his official duties;
(8) Never engage in other conduct which is unbecoming to a member or which constitutes a breach of public trust; and
(9) Never take any official action with regard to any matter under circumstances in which he knows or should know that he has a direct or indirect monetary
interest in the subject matter of such matter or in the outcome of such official action. [13]

Title 45, Chapter 10, Section 22 of the Official Code of Georgia Annotated (O.C.G.A.) protects against external influence by stating that it is unlawful for BOR members, as public officials with limited powers, “to transact any business with the agency for which such public official serves” [14]. Certain exceptions to that prohibition are stated in O.C.G.A. 45-10-25 [15].

As described in the Board of Regents Bylaws, the board is constituted in a way that avoids inappropriate influence. To ensure that the whole state is fairly represented, one board member is appointed by the governor from each congressional district in the state. The Georgia Senate must confirm those gubernatorial appointments and the appointments of five additional members [16]. Staggered seven-year terms for board members and annual election of the board chair and vice chair safeguard against undue influence by one gubernatorial administration or by one board member [16, 17]. Furthermore, one board member does not have the authority to commit the BOR to a particular action [18]. A majority of members constitutes a quorum for transaction of business [19].

Each year, the Regents undergo ethics training, as required by Board policy [12, 20]. Ethics policy compliance certificates are stored in the USG Office of Internal Audit and Compliance. No finding of undue external influence has been found for the BOR, any Regent, or Kennesaw State University.

CS 3.2.4 Evidence of Compliance
1. Constitution of the State of Georgia Article VIII, Section IV, Paragraph I
2. Official Code of Georgia Annotated (O.C.G.A.) Section 20-3-21
3. Official Code of Georgia Annotated (O.C.G.A.) Section 20-3-31
4. Official Code of Georgia Annotated (O.C.G.A.) Section 20-3-53
5. Board of Regents Bylaws Article I, Section 2
6. Constitution of the State of Georgia Article I, Section II, Paragraph VII
7. Constitution of the State of Georgia Article VIII, Section IV, Paragraph 1(c)
8. Board of Regents Policy Manual Section 12.1
10. Board of Regents Policy Manual Section 8.2.13
11. Board of Regents Policy Manual Section 8.2.20.5
12. Board of Regents Policy Manual Section 8.2.20.2
14. *Official Code of Georgia Annotated (O.C.G.A.) Section 45-10-22*

15. *Official Code of Georgia Annotated (O.C.G.A.) Section 45-10-25*

16. *Board of Regents Bylaws Article I, Section 3*

17. *Board of Regents Bylaws Article IV, Section 2*

18. *Board of Regents Bylaws Article VII*

19. *Board of Regents Bylaws Article III, Section 4*

20. *Minutes of the Meeting of the Board Of Regents Of The University System Of Georgia, Atlanta, Georgia, January 6, 2015*
Part II. Impact of the change on selected requirements of the Principles of Accreditation

B. Governance and Administration

CS 3.2.5 The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. (Board dismissal)

Compliance Statement

Kennesaw State University (KSU) is in compliance with this comprehensive standard.

Impact of Consolidation

The consolidation of KSU and Southern Polytechnic State University (SPSU) had no impact on, and resulted in no changes to, the policies and procedures for board dismissal.

Narrative

Policies and procedures for board member dismissal are in place for the University System of Georgia (USG) Board of Regents (BOR). Justifications for board dismissal and the due process procedures for dismissal are described in the Bylaws of the USG BOR, in the Official Code of Georgia Annotated (OCGA), and in the Constitution of the State of Georgia. The grounds for board dismissal and the due process procedures for taking such action appear reasonable and fair.

According to Article 1, Section 4 of the Bylaws of the USG [1], members may be dismissed for failure to attend meetings, and a fair process for effecting dismissal is in place:

It shall be the duty of the members of the Board of Regents to attend the meetings of the Board so as to take part in its deliberations. The office of any member of the Board shall be vacated if such member neglects to furnish an excuse in writing to the Board for absence from two consecutive meetings of the Board. If any member fails to attend three successive meetings of the Board without good and valid cause or excuse or without leave of absence from the Chair or, if the Chair for any cause cannot act, from the Vice Chair of the Board, that member’s office shall be declared vacant by the Board, and the Secretary to
the Board shall notify the Governor of a vacancy on the Board, and the Governor shall fill the vacancy as provided by this part.

The Executive and Compensation Committee of the Board shall meet and confer with any member of the Board who fails to attend meetings of the Board, regular or special, and to participate in a substantial way in the activities of the Board. If the Board member continues thereafter to absent himself or herself from Board meetings and from participating substantially in Board activities, the Chair shall so advise the Governor in writing and request that appropriate action be taken.

Section 20-3-26 [2] of the OCGA has a similar provision for dismissal for failure to attend meetings.

A violation of state law on the expected ethical conduct of members of state boards (OCGA § 45-10-3) is also grounds for removal of a Board member [3]. Upon the filing of formal charges of such ethical misconduct with the Governor, the Governor or his designee shall conduct a hearing for the purpose of receiving evidence relative to the merits of such charges. The Board member so charged shall be given at least 30 days notice prior to such hearing. If the charges are found to be true and upheld by judicial review, the Governor may dismiss the Board member and fill the vacancy (OCGA §45-10-4)[4].

OCGA § 45-10-24, § 45-10-26, and § 45-10-28 further provide for “removal from office” due to violations of the state’s laws on conflicts of interest [5] [6] [7]. These state laws provide for the removal of a member of the BOR (i.e., an appointed public official) for knowingly transacting prohibited business with the USG or its member units or for failing to file the required yearly disclosure statements concerning personal or familial business interests and transactions with the USG. Removal from the Board is among the stated penalties for such violations of the state code. The due process provided for the Board member in such instances is inherent in the process of civil action brought for the purpose of Board dismissal by the state attorney general.

The Constitution of the State of Georgia stipulates that “removal from office of the members of the board of regents shall be as provided by law” (Article VIII, Section IV, Paragraph 1,f [8]. Thus, Regents, as public officers, are also subject to dismissal for the reasons stated in OCGA Section 45-5-1 [9] and with due process procedures outlined in the law as follows:

(a) All offices in the state shall be vacated:

(1) By the death of the incumbent;
(2) By resignation, when accepted;

(3) By decision of a competent tribunal declaring the office vacant;

(4) By voluntary act or misfortune of the incumbent whereby he is placed in any of the specified conditions of ineligibility to office;

(5) By the incumbent ceasing to be a resident of the state or of the county, circuit, or district for which he was elected;

(6) By failing to apply for and obtain commissions or certificates or by failing to qualify or give bond, or both, within the time prescribed by the laws and Constitution of Georgia; or

(7) By abandoning the office or ceasing to perform its duties, or both.

(b) Upon the occurrence of a vacancy in any office in the state, the officer or body authorized to fill the vacancy or call for an election to fill the vacancy shall do so without the necessity of a judicial determination of the occurrence of the vacancy. Before doing so, however, the officer or body shall give at least ten days' notice to the person whose office has become vacant, except that such notice shall not be required in the case of a vacancy caused by death, final conviction of a felony, or written resignation. The decision of the officer or body to fill the vacancy or call an election to fill the vacancy shall be subject to an appeal to the superior court; and nothing in this subsection shall affect any right of any person to seek a judicial determination of the eligibility of any person holding office in the state. The provisions of this subsection shall apply both to vacancies occurring under this Code section and to vacancies occurring under other laws of this state.

Although these various provisions exist and provide for Board member dismissal, no actions have been necessary or taken to dismiss a Board member for cause in the last 25 years or more. In the attached letter [10] dated April 3, 2013, the USG BOR vice chancellor for Legal Affairs reiterated the governing board policy on dismissal as well as confirming that no Board member has been removed from office since at least 1980.

**CS 3.2.5 Evidence of Compliance**

1. **BOR Bylaws, Article 1, Section 4**
2. **OCGA § 20-3-26**
3. **OCGA § 45-10-3**
4. **OCGA § 45-10-4**
5. OCGA § 45-10-24
6. OCGA § 45-10-26
7. OCGA § 45-10-28
8. GA Constitution, Article VIII, Section IV, Paragraph (f)
9. OCGA § 45-5-1
Part II. Impact of the change on selected requirements of the *Principles of Accreditation*

B. Governance and Administration

**CS 3.2.6** There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

(Board/administration distinction)

**Compliance Statement**

Kennesaw State University (KSU) is in compliance with this comprehensive standard.

**Impact of Consolidation**

The consolidation of Southern Polytechnic State University (SPSU) and KSU had no impact on the continuing compliance of the new University and its governing board with this comprehensive standard.

**Narrative**

The Board of Regents (BOR) retains its constitutional authority to govern and control the University System of Georgia (USG) institutions, including KSU, and to make general policies consistent with that authority. Similarly, KSU retains its responsibility and authority for administering the institution consistent with the mission and directions set by the governing board and implementing BOR policy at a detailed and specific operational level. The distinctions between the governing board’s policy-making functions and the institution’s policy implementation responsibilities are clear and appropriate, in writing and in practice.

**Board/Administration Distinctions in Writing**

The USG *BOR Policy Manual* distinguishes between the role of the Board and that of the institutions and the faculty in several sections. The Overview [1] of the *BOR Policy Manual* states:

The Georgia Constitution grants to the Board of Regents the exclusive right to govern, control and manage the University System of Georgia…The Board
exercises and fulfills its constitutional obligations, in part, by promulgating rules and policies for the governance of the University System and its constituent units. The purpose of this Policy Manual is to collect, organize, publish, and otherwise make publicly available the directives and policies of the Board.

This policy-making authority of the governing board is derived from the Constitution of the State of Georgia, Article VIII, Section IV, Paragraph 1a and b [2], is reinforced by state law in the Official Code of Georgia Annotated (OCGA) § 20-3-21 [3] and OCGA § 20-3-31 [4], and is reiterated in the BOR's Bylaws, Article I, Section 2 [5].

The responsibility for the administration and implementation of BOR policies and directives falls to the USG chancellor, the KSU president, and the institution’s faculty, as noted in several other sections of the BOR Policy Manual. At the System level, Section 1.2.1 [6] states:

The Chancellor shall be the chief executive officer of the USG as well as the chief executive officer of the Board of Regents and, as such, shall perform those duties that are prescribed by the Board.

The Chancellor shall be responsible to the Board for the prompt and effective execution of all resolutions, policies, rules, and regulations adopted by the Board for the order and operation of the entire USG and for the government of any and all of its constituent institutions. The Chancellor’s discretionary powers shall be broad enough to enable him/her to discharge these responsibilities. The Chancellor is authorized to delegate or re-delegate all approvals and actions as designated by The Policy Manual.

At the institutional level, the BOR Policy Manual, Section Section 2.5.1, [7] states:

The president of each USG institution shall be the executive head of the institution and of all of its departments, and shall exercise such supervision and direction as will promote the efficient operation of the institution. The president shall be responsible to the Chancellor for the operation and management of the institution, and for the execution of all directives of the Board and the Chancellor. The president’s discretionary power shall be broad enough to enable him/her to discharge these responsibilities.

Under the Academic Affairs Section of the BOR Policy Manual, Section 3.1 [8], states:
The Board of Regents shall rely on the Chancellor, the presidents of the several institutions in the System, and their deans and faculties to develop, adapt, and administer the academic methods and procedures deemed by them to be most effective in promoting efficiency of operations and most appropriate to the advancement of learning.

Without limiting the generality of the preceding paragraph, it is recognized that the following are proper functions of the academic authorities rather than of the Board:

To prescribe the teaching load to be carried by each member of the faculty; To determine the maximum and minimum number of students permitted in a class; and To define the nature and form of records, if any, to be kept of the members of the faculties and of activities of administrative personnel.

The Board of Regents shall expect of each president, his or her faculty and staff, the deans and the faculties of each institution in the System efficient service measured by approved academic standards, and shall look to them to promote effective higher education, having in view resources available to them, and, in the discharge of its duties as a Board, must hold them responsible for a failure to achieve these results. The Board is of the opinion that it would not be reasonable to make academic authorities in the System accountable for results obtained and at the same time deny them the power to choose ways and means they believe to be best adapted to achieve the ends desired.

The Board shall look to the Chancellor to survey institutions in the System and to report thereon to the Board, as may be necessary to keep it fully informed of the standards of scholarship maintained at each institution in the System and the efficiency and effectiveness of the administration of the institutions (BR Minutes, 1947-48, pp. 170-172; 1989-1990, p. 179).

Faculty responsibilities are addressed in Section 3.4.2 of the BOR Policy Manual [9], which states:

1. Make statutes, rules, and regulations for its governance and for that of the students;
2. Provide such committees as may be required;
3. Prescribe regulations regarding admission, suspension, expulsion, classes, course of study, and requirements for graduation; and,
4. Make such regulations as may be necessary and proper for the maintenance of high educational standards.

...The Faculty shall also have primary responsibility for those aspects of student life which relate to the educational process, subject to the approval of the president of the institution.

**Board/Administration Distinctions in Practice**

Completion of the BOR’s consolidation initiative involving SPSU and KSU includes numerous examples of the distinctions described above between the governing board’s general policy directives and the detailed policy implementation responsibilities of the chancellor, the KSU president, and the faculty of both institutions, and how those distinct roles are realized in practice. Some of the more prominent examples of those distinctions are described below.

A clear distinction between the Board’s policy-making role and the administration’s policy implementation responsibilities was manifest in the BOR’s policy decision and directive in November 2013 to pursue consolidation of SPSU and KSU [10]. That consolidation directive was issued under the Board’s exclusive authority over the control and management of the USG and its component institutions. A BOR Committee on Consolidation and select members of the chancellor’s staff were involved in assessing System needs and opportunities to consolidate institutions and in making the recommendation to the full Board to consolidate SPSU and KSU. The four previous institutional consolidations in the USG that were completed in January 2013 were the result of similar policy decisions and directives approved by the governing board.

Whereas the BOR decided under its policy-making authority which institutions were to be consolidated, the responsibilities for administering and implementing those consolidation directives were delegated by the Board to the USG chancellor, who in turn charged the affected institutions’ presidents, faculty, and other constituents with the task of forming Operational Working Groups to develop and pursue detailed plans of action for the consolidation of all aspects of the two universities’ operations. Although the governing board received regular updates on the progress of the SPSU/KSU consolidation implementation in 2014 and 2015, BOR members were not engaged in the specific details of consolidation implementation, except when BOR policy approvals
were required. In that regard, the BOR’s involvement in consolidation implementation was required and limited largely to the review and approval of the new University’s mission statement in April 2014 [11], the official effective date of consolidation in January 2015 [12] following SACSCOC approval for the consolidation in December 2014 [13], and the FY 2016 tuition and fees and state appropriation allocations to the new university in April 2015 [14].

In accordance with the written policies cited above, most of the detailed action plans to achieve the operational consolidation of SPSU and KSU were developed and completed at the institutional level with the approval and under the administration of the KSU president. The president chaired a large and representative Consolidation Implementation Committee (CIC), which coordinated the efforts of 81 different Operational Working Groups (OWGs) that collectively examined consolidation initiatives for all aspects of University operations. Those groups produced a new institutional vision and mission statement (OWG 3) [15], a 2015-16 Strategic Plan for KSU (OWG 19) [16], a new organizational structure for senior-level administration (OWG 1) and academic colleges (OWG 2) [17] [18], curricular consolidation of academic degree programs and general education (OWGs 4, 5, 6, 7, 8, 9, 10, 11) [19], a consolidated student information system (OWG 64) [20], accounting system and a consolidated institutional budget for FY2016 (OWG 53) [21], payroll system (OWG 59) [22], consolidated University catalogs [23] [24] and handbooks [25], and numerous other consolidation achievements. The University’s administration and faculty were well-represented in these consolidation implementation efforts and were principally responsible for the successful achievement of the consolidation process. The KSU/SPSU consolidation website [26] documents the great depth and wide-ranging accomplishments of the CIC, OWGs, administration, and faculty at the institutional level in the implementation of the BOR’s consolidation policy directive.

It is also important to acknowledge the strong and distinctive support of the USG chancellor and his staff in helping facilitate the institutional efforts of consolidation. In accordance with written policy, the chancellor provided necessary oversight of and direction to the KSU president throughout the consolidation process. He also exercised his authority to delegate the bulk of consolidation coordination responsibilities involving key System Office administrators to the vice chancellor for Planning. Her experience in that role during the USG’s previous four consolidations was invaluable for the orchestration of System-level support and advice to institution-level counterparts engaged in the KSU/SPSU consolidation. The involvement of System Office personnel
in the institutional responsibilities for consolidation was largely advisory and for the purpose of assuring compliance with BOR policies and expectations.

CS 3.2.6 Evidence of Compliance

1. *BOR Policy Manual, Overview*
2. Constitution of the State of Georgia, Article VIII, Section IV, Paragraph 1a and b
3. OCGA § 20-3-21
4. OCGA § 20-3-31
5. BOR Bylaws, Article I, Section 2
6. BOR Policy Manual 1.2.1
7. BOR Policy Manual 2.5.1
8. BOR Policy Manual 3.1
9. BOR Policy Manual 3.2.4
10. BOR November 2013 Announcement SPSU-KSU Consolidation
11. BOR Approval New University’s Mission Statement
12. BOR Approval Consolidation January 2015
13. SACSCOC Approval Consolidation in December 2014
14. BOR Approval New University’s FY 2016 Tuition, Fees and State Appropriation Allocations April 2015
15. OWG 3 Final Report: KSU Institutional Vision and Mission Statement
16. OWG 19 Final Report: KSU 2015-16 Strategic Plan
17. OWG 1 Final Report: New Organizational Structure for Senior-level Administration
18. OWG 2 Final Report: New Organizational Structure Academic Colleges
19. OWGs 4, 5, 6, 7, 8, 9, 10, 11: Curricular Consolidation of Academic Degree Programs and General Education
20. OWG 64a Final Report: Consolidated Information Systems
21. OWG 53 Final Report: Budget and Fiscal Affairs
22. OWG 59 Final Report: Payroll System
23. KSU 2015-2016 Undergraduate Catalog
24. KSU 2015-2016 Graduate Catalog
25. KSU Handbook Portal
26. The KSU/SPSU Consolidation Website
Part II. Impact of the change on selected requirements of the Principles of Accreditation

B. Governance and Administration

CS 3.2.7 The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. (Organizational structure)

Compliance Statement

Kennesaw State University (KSU) is in compliance with this comprehensive standard.

Impact of Consolidation

The institutional consolidation between KSU and Southern Polytechnic State University (SPSU) in January 2015 necessitated new organizational and administrative structures, which are reflected in organizational charts published on the KSU Office of the President website [1] and in the KSU Fact Book [2]. Much of the restructuring was done to reduce administrative redundancy and minimize administrative expansion. Most of the streamlining of the two institutional sets of overlapping administrative positions occurred at the President’s Cabinet level; lower-level units maintained staffing to continue full-service operations at both the Marietta and Kennesaw campuses. Consequently, the president of SPSU and several of her chief administrative officers left SPSU in 2014 to assume administrative posts elsewhere. In April 2014 [3], the new organizational structure for the president’s direct reports as well as the organization of the colleges and deans was approved and announced. Respective Cabinet members proposed, for the president’s approval, the remaining adjustments to the organizational charts within divisions or colleges at the department level. The Board of Regents’ (BOR) approval of the organizational structure for the new KSU was inherent in its approval of KSU’s operating budget for FY2016. The new organizational structure enables KSU to fulfill its mission and to operate efficiently and effectively.

Narrative

KSU’s senior administrative structure includes six vice presidents and six executive-level positions, all of whom serve on the President’s Cabinet [4]. The six vice presidents include:

- Provost and Vice President for Academic Affairs
Cr 3.2.7 – Organizational Structure

- Vice President for Operations, Chief Information Officer, and Chief Business Officer
- Vice President of Student Affairs
- Vice President for University Advancement and Development
- Vice President for Strategic Communications and Marketing
- Vice President for Economic Development and Community Engagement

The six executive-level positions on the President’s Cabinet include:

- Chief Diversity Officer
- Director of Athletics
- Executive Administrator and Chief of Protocol
- University General Counsel
- Special Assistant to the President for Consolidation
- Faculty Executive Assistant to the President

KSU is organized into six major administrative divisions: Academic Affairs, University Operations, Student Affairs, University Advancement and Development, Strategic Communications and Marketing, and Economic Development and Community Engagement.

Academic Affairs falls under the purview of the provost and vice president of Academic Affairs, who is responsible for overseeing all operations of the academic division, providing administrative oversight, academic leadership, and external representation. The organizational structure includes 13 college deans, one of whom also serves as vice president for Research, and 13 additional direct reports to the provost. The deans have responsibility for the academic administration of the colleges of the institution: Bagwell College of Education, Coles College of Business, College of Architecture and Construction Management, College of Computing and Software Engineering, College of Continuing and Professional Education, College of Humanities and Social Sciences, College of Science and Mathematics, College of the Arts, Graduate College, Honors College, Southern Polytechnic College of Engineering and Engineering Technology, University College, and WellStar College of Health and Human Services. The Academic Affairs division is housed largely on the Kennesaw campus but is well represented by the three deans and their colleges who reside on the Marietta campus along with various academic support unit staff. The 13 additional direct reports to the provost are:

- Senior Vice Provost
• Vice Provost for Institutional Effectiveness
• Vice President for Global Affairs and Chief International Officer
• Associate Vice President for Curriculum
• Associate Vice President for Enrollment Services
• Associate Vice President for Faculty
• Assistant Vice President for Technology Enhanced Learning
• Academic Fiscal Affairs Officer
• Executive Director, Siegel Institute
• Executive Director, Burruss Institute
• Director of Sustainability
• Paulding Site Director
• Special Assistant to the Provost

University Operations [6] has primary oversight responsibility for all academic and administrative information technology services, financial services, safety, security, human resources, facilities services, auxiliary operations, institutional research, and library support, including archives. The vice president for Operations, chief information officer, and chief business officer, has 13 direct reports:

• Associate Vice President for Operations
• Assistant Vice President for Enterprise Information Management
• Assistant Vice President for Facilities Services
• Assistant Vice President for Human Resources Services
• Associate Chief Information Officer and Assistant Vice President for Information Technology
• Assistant Vice President for Library Services
• Chief of Police for Public Safety
• Assistant Vice President for Museums, Archives and Rare Books
• Executive Director and General Manager for the Sports and Recreation Park
• Director for Advanced Computing Services
• Director Special Projects
• Associate Chief Information Officer, Chief Technology Officer and Information Systems Architect
• Information Systems Security Officer for Information Security

The Division of Student Affairs [7] works in close collaboration with the office of Academic Affairs to provide students with opportunities to participate in University life and to enhance the University environment. The organizational structure for Student
Affairs includes a vice president of Student Affairs, who has the following 11 direct reports:

- Associate Vice President and Dean of Students
- Associate Vice President and Director of Student Success Services
- Director of Advancement and Strategic Initiatives for Student Affairs
- Director of Planning and Assessment
- Director of Career Services
- Executive Director of the Center for Student Leadership
- Director of Residence Life
- Executive Director of Sports and Recreation
- Director of Student Development
- Executive Director of Student Involvement
- Director of Student Global Learning Fee

The Division of University Advancement and Development oversees KSU’s annual giving, major gifts, planned giving, corporate and foundation relations programs, and alumni affairs. To assist with leading KSU’s comprehensive advancement initiatives, the vice president of Advancement and Development has six direct reports:

- Assistant Vice President for Development
- Assistant Vice President for Corporate and Foundation Relations
- Assistant Vice President of Alumni Affairs and Advancement Communications
- Senior Director of Advancement Services
- Senior Director of Annual Giving
- Senior Director of Donor Relations

The Division of Strategic Communications and Marketing is responsible for University-level communications and the management of KSU’s visual identity. The organizational structure includes a vice president for Strategic Communications and Marketing, who also serves as the project director of the University System of Georgia’s African-American Male Initiative, and has the following direct reports:

- Assistant Vice President for Strategic Communications and Marketing
- Assistant Director for the University System of Georgia’s African American Male Initiative
- Manager of Planning and Strategic Initiatives
- Director of KSU Press
The Division of Economic Development and Community Engagement is a new position created during consolidation to support the mission of the new institution. It was designed to engage with individuals, foundations, corporations, and community organizations to advance KSU by establishing strategic partnerships, advocacy, and financial support. The organizational chart [10] may evolve when the vice president for Economic Development and Community Engagement is hired; however, the original plan is that the position will have the following direct reports and primary responsibilities:

- Executive Directors for Institutes and Research Centers
- Executive Director for Government Relations
- Executive Director for Community Engagement
- Executive Director for the Business Incubator
- Serve as Liaison to Cobb County Competitive Edge Project
- Serve as Chair of Economic Development Task Force

In addition to these major administrative divisions, four executive-level positions are part of the President’s Cabinet and senior administrative structure at KSU. The **Office of Diversity** [11] is charged with creating a welcoming, inclusive, and equitable learning and working community at KSU, including climate assessments, diversity strategic planning, and six presidential commissions on diversity. The chief diversity officer has two direct reports: deputy chief diversity officer and the director of Equal Employment Opportunity. The **Division of Legal Affairs** [12] is charged with handling legal matters related to the University’s operation, including providing legal guidance to KSU’s administration, reviewing and drafting contracts, and responding to Open Records requests on behalf of the University. In addition to the general counsel/special assistant to the president, this Division has two associate legal counsels, two assistant legal counsels, and one paralegal. The **Department of Athletics** [13] oversees the functions and activities of the intercollegiate athletic program. The **executive administrator and chief of protocol** serves as a principal aide to the president and is an integral member of the senior management team. The **special assistant to the president for consolidation** works closely with the president to facilitate a successful and smooth consolidation of educational programs, support services, and administrative operations. The **faculty executive assistant to the president** assists the president and provost in maintaining effective and positive working relationships with faculty, staff, and external constituencies.
All individuals who serve in KSU administrative positions are well qualified to hold those posts. Their names, job description summaries, and qualifications are included in the response to Comprehensive Standard 3.2.8.

**CS 3.2.7 Evidence of Compliance**

1. [KSU Office of the President Website](#)
2. [KSU Fact Book – KSU Organizational Structure](#)
3. [Announcement Approval of New Organizational Structure](#)
4. [President’s Cabinet Organizational Chart](#)
5. [Academic Affairs Organizational Chart](#)
6. [University Operations Organizational Chart](#)
7. [Student Affairs Organizational Chart](#)
8. [University Advancement and Development Organizational Chart](#)
9. [Strategic Communications and Marketing Organizational Chart](#)
10. [Economic Development and Community Engagement Organizational Chart](#)
11. [Office of Diversity Organizational Chart](#)
12. [Legal Affairs Organizational Chart](#)
13. [Athletics Organizational Chart](#)
Part II. Impact of the change on selected requirements of the *Principles of Accreditation*

B. Governance and Administration

**CS 3.2.8** The institution has qualified administrative and academic officers with the experience and competence to lead the institution. *(Qualified administrative/academic officers)*

**Compliance Statement**

Kennesaw State University (KSU) is in compliance with this comprehensive standard.

**Impact of Consolidation**

As part of the institutional consolidation of KSU and Southern Polytechnic State University (SPSU), a new organizational structure [1], described in detail in CS 3.2.7, was established, and positions were filled in most cases with current employees from the consolidating institutions. The administrative and academic officer positions filled internally in the new organizational structure are held by individuals who served in the same or similar positions at KSU or SPSU prior to consolidation and who are highly qualified for those posts. Interim administrative appointments were made in a few instances, while national searches were conducted to fill those positions on a permanent basis. Some of those interim appointments were in place to fill existing vacancies prior to the announced consolidation, and one was made following an SPSU dean’s resignation during the planning process for consolidation implementation. A national search was conducted to fill the new Cabinet post of vice president for Economic Development and Community Engagement. During the consolidation planning process, several of SPSU’s administrative and academic officers resigned or retired from their positions at SPSU to accept administrative posts elsewhere. These consolidating institutions had qualified administrative and academic officers with the experience and competence to lead the respective institutions prior to the consolidation and continue to have qualified administrative and academic officers. The consolidation had no impact on this.

**Narrative**

At the consolidated KSU, administrative and academic officers are defined as the president, the provost, divisional vice presidents, other chief line officers on the President’s Cabinet, and the college deans. KSU has qualified administrative and
academic officers with the experience and competence to lead the institution. These individuals exercised leadership during the process of consolidation planning and have continued to demonstrate effective leadership as consolidation activities have solidified in 2015. These officers represent a diverse group of individuals with credentials and expertise to accomplish the mission and vision of KSU. The credentials and expertise are appropriate to the duties and responsibilities for which they are assigned, as evidenced by the summary of administrative oversight responsibilities and the highlighted qualifications in their biographical sketches provided below. A more detailed description of credentials and expertise is available in the resumes and curricula vitae by clicking the appropriate link in each section.

**Summary of Academic and Administrative Oversight Responsibilities and Qualifications of Each Administrative Officer**

**Dr. Daniel S. Papp, President (Chairman of the President’s Cabinet)**

**Responsibilities:** The president is the chief executive officer of KSU and has administrative oversight responsibilities for the effective management of all aspects of KSU’s internal and external operations. The president is ultimately responsible for the University’s adherence to the policies and procedures of the Board of Regents (BOR) of the University System of Georgia (USG) and compliance with federal and state regulations governing higher education. The president is also ultimately responsible for KSU’s compliance with the institutional accreditation requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the intercollegiate athletic regulations of the National College Athletic Association (NCAA). The president provides leadership for the strategic achievements of the institution and for securing the physical and financial resources necessary for institutional growth and advancement. The president also plays a key role in promoting the University’s external relations and community engagement.

**Qualifications:** [2]

**Educational:** PhD, International Affairs, University of Miami  
BA, International Affairs, Dartmouth College

**Professional:**
- Over 40 years of progressive leadership responsibilities in higher education at several nationally-recognized institutions;
- Senior Vice Chancellor for Academic and Fiscal Affairs of the USG;
- Twice awarded the U.S. Army’s Outstanding Service Medal;
Founding director of the Sam Nunn School of International Affairs;
Director of the School of Social Sciences and executive assistant to the president at Georgia Institute of Technology;
Named a distinguished professor at Georgia Institute of Technology;
Interim president of SPSU;
President of KSU since July 2006;
Initiated a highly successful $75 million Capital Campaign;
Initiated KSU's first doctoral programs;
Led KSU to achieve an elevated status in the USG;
Elevated the intercollegiate athletics program to NCAA Division II with a football program;
Instrumental in securing major funding increases for KSU's operation and facilities expansion from state and private sources;
Under his leadership, KSU achieved SACSCOC reaffirmation in 2007 and completed its Fifth-Year Interim Report in 2014 with no final recommendations or required monitoring reports; and
Authored or edited over 10 books and 60 journal articles.

Dr. W. Ken Harmon, Provost and Vice President for Academic Affairs
(Member of the President’s Cabinet)

Responsibilities: As provost and vice president for Academic Affairs, Dr. Harmon reports directly to the president and is the chief academic officer at KSU. He plays a central role in all institutional decisions, coordinates the activities of KSU's other vice presidents and special assistants to the president, and represents the president when called upon. He is the highest-ranking University official after the president and, in Dr. Papp’s absence, acts as chief executive officer of the University. He provides campus-wide leadership in achieving the academic vision, goals, and objectives of KSU. He leads integrated strategic planning and institutional effectiveness initiatives for the University. All academic colleges, departments, and programs report to him. He supervises the deans and directors of the colleges, institutes, centers, and additional units that report to the provost and other senior-level administrators as assigned by the president. He oversees the strategic directions, personnel, curricula, and budgets for the entities that report to the provost.

Qualifications: [3]

Educational: DBA, Accounting, University of Tennessee
MAcc, Accounting, University of Tennessee
BS, Accounting, University of Tennessee

Professional:

- Over 32 years of progressive leadership responsibilities in higher education in several nationally-recognized institutions;
- Chair/Director, multiple institutions, Accounting Program, School of Accountancy, Department of Accounting, Department of Accountancy & Business Law;
- Dean, Else School of Management;
- Dean, Coles College of Business;
- Interim Provost and VPAA;
- President, Health Billing Solutions, Inc.;
- Consultant to numerous companies and universities;
- Editor, Associate Editor, Co-editor, Editorial Advisory Board, and Editorial Board for numerous journals; and
- Over 100 publications, speeches, presentations, and media appearances.

Dr. Randy C. Hinds, Vice President for Operations, Chief Information Officer/Chief Business Officer (Member of the President’s Cabinet)

Responsibilities: As vice president for Operations, chief information officer/chief business officer, Dr. Hinds reports directly to the president and directs University operations to meet academic and administrative goals by developing, implementing, and managing best-in-class operational services and processes. He also directs control of the budget, including collection, custody, investment, disbursement, accounting, and auditing and ensures that the University meets budget and other financial goals, including short- and long-term budgetary strategic planning efforts. Dr. Hinds directs the development, testing, and distribution of KSU’s emergency operations plan, pandemic influenza response plan, pre-disaster hazard mitigation plan, and other emergency plans as warranted. He supervises a staff of human resources professionals and technical and clerical employees in specialized areas of employee benefits, classification, compensation, employment, and payroll operations. He directs campus planning and physical construction, including all acquisition and disposition of real estate, all new construction, remodeling, furnishings, management of leased property, management of all efforts relating to sustainability, and management of utilities. Dr. Hinds serves as KSU’s IT/IS systems architect promoting innovative, effective, shared, and secured uses of IT/IS solutions across the campus, including long-term IS needs and plans for developing systems and acquiring hardware and software to meet academic and administrative needs.
Qualifications: [4]

   MBA, ADP Systems, Florida Institute of Technology
   BA, Business Management, University of Puget Sound

Professional:
- Over 23 years of experience providing executive and technical leadership for large-scale technology services operations, human resources, national security defense issues, supervising divisions up to 1,700 military and civilian officers and support personnel, managed multi-million dollar annual budgets;
- Fellowship, National Security Studies, JFK School of Government, Harvard University;
- Certificate, Senior Officials in National Security, JFK School of Government, Harvard University;
- 14+ years of higher education senior management experience supervising 29 units/divisions within the University Operations Division, leading large-scale technology innovation initiatives, personnel management operations, emergency preparedness planning, and campus planning and physical construction;
- Research interests include investigating the relationship between information systems and organizational learning; and
- Key member of the EDUCAUSE Current Issues Committee.

Dr. Kathleen White, Vice President for Student Affairs
(Member of the President’s Cabinet)

Responsibilities: Dr. White provides leadership and vision to Student Affairs. She reports directly to the president and serves as KSU’s chief student affairs officer. She participates in decision-making and policy formulation as a member of the President’s Cabinet. She supervises the activities of 11 direct reports and manages the fiscal and material resources of the division in a manner consistent with institutional expectations. Dr. White also oversees the activities of student-dominated committees that allocate and approve student fees and serves on a number of University committees and boards.

Qualifications: [5]

Educational: EdD, Higher Education, Florida State University
   MED, Student Personnel Services in Higher Education, University of South Carolina
BBA, Marketing, Stetson University

Professional:
- Over 25 years of leadership responsibilities in higher education;
- Provided leadership and management oversight of programs and initiatives to enhance student success;
- Served in multiple leadership positions including Associate Vice Chancellor for Student Life and Dean of Students, Assistant Vice Chancellor and Dean of Students, Associate Dean of Students, Assistant Director, Student Rights and Responsibilities, Director of Student Activities;
- Held leadership positions in multiple higher education institutions, including, Mercer University, University of Miami, Florida State University, Samford University, Louisiana State University; and
- Designed, facilitated, and evaluated curricula for leadership development courses.

Mike Harders, Vice President for University Advancement and Development
(Member of the President’s Cabinet)

Responsibilities: As vice president for University Advancement and Development, Mr. Harders reports directly to the president and provides leadership and direction to all aspects of fundraising and alumni relations at KSU and the University community. This includes advising the president on matters related to fundraising and alumni affairs. He identifies key issues and opportunities that will lead to successful fundraising, initiates contacts with potential and existing major donors, and assures that appropriate members of the Office of University Advancement and Development do so as well. He is also responsible for assuring excellence in the stewardship of KSU donors. He is responsible for working with the KSU Alumni Association to foster a lifelong relationship with alumni of Kennesaw State University.

Qualifications: [6]

Educational: BA, History & Political Science, Kansas State University

Professional:
- Service in higher education for over 14 years;
- Led team that increased private support for the College of Arts and Sciences at Kansas State University from $1.1 million to $6.7 million annually;
• Led team that increased private support for Missouri State University from $11 million to over $20 million annually;
• Increased the rate of alumni financially supporting KSU from 1.1% to 5.4% from 2012 to 2014;
• Demonstrated institutional fundraising ability for more than 14 years;
• Provided senior-level leadership at Kansas State University and Missouri State University prior to assuming vice president role at KSU;
• Demonstrated success in re-constituting and re-organizing institutional divisions to become high-performing fundraising organizations; and
• Exceeded expectations and target timelines for multi-million dollar fundraising campaigns for the past decade to support institutions in the accomplishment of their mission.

Arlethia Perry-Johnson, Vice President for Strategic Communications and Marketing (Member of the President’s Cabinet)

Responsibilities: As vice president for Strategic Communications and Marketing, Ms. Perry-Johnson reports directly to the president and provides leadership and direction in positioning the University through traditional and new media communications and marketing channels to enhance Kennesaw State’s visibility and reputation in the higher education and broader communities. She advises the president on matters related to institutional planning, policy development, and the management of issues that may have external implications. She works with members of the senior management team to facilitate communication and aid in the achievement of the University’s internal and external objectives. Ms. Perry-Johnson provides analysis and strategic consultation to the president, senior managers, and other members of the campus community on optimal approaches to position the University on issues with key external constituencies. She undertakes projects on behalf of the president regarding external constituencies, and prepares and contributes to the preparation of reports, briefings, presentations, and responses on key University issues. She acts as a liaison between the Office of the President and other University offices regarding public affairs/communications concerns and opportunities. She also coordinates the activities of the President’s Community Advisory Board.

Qualifications: [7]

Educational: BA, Journalism and Communications, Point Park University

Professional:
Over 35 years of communications experience working in print, broadcast, public relations and investor media relations, spanning the higher education, non-profit, and federal government sectors;

Worked in key communications management functions at three major research universities: Penn State, Rutgers, and Virginia Commonwealth universities, where at the latter institution she headed the communications operations on both the academic and medical campuses;

Served for 11.5 years as the chief communications officer for the BOR of the USG, providing communications counsel to the chancellor and members of the executive board of the regents of the USG, the senior executives of the System office, USG presidents and PR directors;

Built communications programs and operations from the ground up, including overseeing the communications demands of building a new campus of a university (Penn State Great Valley), and a totally eradicated communications department (at the Board of Regents); as well as restructuring and re-organizing existing teams through culture change;

At the BOR, reported directly to the USG's chief governmental affairs officer, providing her with the experience to lead KSU's governmental affairs function; and

Conducted extensive international and national media relations.

Charles Ross, Vice President for Economic Development and Community Engagement (Member of the President's Cabinet)

Responsibilities: As vice president for Economic Development and Community Engagement, Mr. Ross reports directly to the president. This is a newly created position that will direct the deployment of KSU resources to support activities related to economic development and community engagement, assist northwest Georgia’s economic development efforts, represent the president when called upon, and perform other duties as assigned. As KSU’s chief officer focused on deploying University resources to aid economic development and solidifying and expanding University relationships with off-campus communities, he will provide campus-wide leadership in deploying University resources to support economic development and engaging off-campus communities with KSU. He will work closely with the senior vice provost to build economic development partnerships and community engagement opportunities for those KSU centers and institutes that report to the senior vice provost. Mr. Ross will oversee, manage, and direct KSU’s Office of Community Engagement, with advice from the vice president for Student Affairs, the KSU Career and Alumni Services Center, and the KSU Office of Government Relations. He will chair the KSU Economic Development
Task Force and serve as KSU’s chief liaison to the Cobb County Competitive EDGE Project.

Qualifications: [8]

Educational: MBA, Corporate Finance, Indiana University, Bloomington
BS, Electrical Engineering, Marquette University

Professional:
- Service in higher education for 10 years;
- Held various managerial positions in operations, engineering, and business development for over 20 years;
- Co-developed a CapVenture fundraising boot camp which resulted in training and outreach to over 96 teams that raised over $100M;
- Designed and provided economic development training to ministry, university, and private-sector leaders from China, India, Pakistan, Iraq, Brazil, and the Commonwealth of Puerto Rico;
- Provided strategic leadership to a 20 person state-wide organization and managed a P&L for a $20M budget;
- Demonstrated competencies in catalyzing entrepreneurship and partnerships across public, private, corporate, and government stakeholders;
- Leveraged over $300M in investments and created nearly 1,000 jobs in Georgia.

**Dr. Flora Devine, General Counsel/Special Assistant to the President**
(Member of the President’s Cabinet)

Responsibilities: As general counsel/special assistant to the president, Dr. Devine reports directly to the president and advises him on matters related to policy, compliance, and legal issues. She establishes strategic and operational plans for the Division of Legal Affairs in support of the University’s overall strategic plan and ensures that the University operates within the appropriate legal governance framework and takes ultimate responsibility for the identification and management of legal risks across the University. She represents the University in interactions with cooperative organizations, including the KSU Foundation, the KSU Research and Service Foundation, and the KSU Athletic Association. She serves as the liaison regarding legal issues with other USG institutions, the Office of Legal Affairs at the USG, and the Office of the Attorney General and manages other legal consultants and outside counsel. Dr. Devine represents the University or its officials in formal legal proceedings and serves
as legal counsel in Human Resources matters, employee grievances, and allegations of discrimination based on ADA, Title VII, and Title IX.

Qualifications: [9]

Educational: JD, Emory University School of Law
BS, Political Science, Tennessee State University

Professional:
- Over 35 years of professional experience in law, 30 of which have been in higher education;
- Former Vice President for Legal Affairs, Global Diversity and Community Affairs at KSU; College Attorney, Georgia Perimeter College; Associate University Attorney, Georgia State University;
- Former Staff Attorney, Environment Protection Agency, Region V; Assistant City Attorney, City of Atlanta Law Department; Georgia State Legislative Liaison for City of Atlanta; Chair, the Georgia Indigent Defense Council (appointed by Georgia Supreme Court);
- Delivered hundreds of presentations, lectures, and educational programs on workplace legal issues, conflict management, and diversity management for attorneys in higher education and university officials;
- Led the development of KSU’s first strategic plan for managing diversity, assisted in establishing KSU’s Office of Diversity and Inclusion; provided leadership in the development of the University’s Ombuds Office; and
- American Council on Education (ACE) Fellow, Institute for Educational Management; and American Association of State Colleges and Universities, Millennium Scholar.

Dr. Erik Malewski, Chief Diversity Officer
(Member of the President’s Cabinet)

Responsibilities: As chief diversity officer, Dr. Malewski reports directly to the president and develops, directs, and/or oversees KSU’s diversity-oriented programs and initiatives. He is responsible for developing, implementing, and assessing diversity action places for each academic and administrative unit aligned with the University’s strategic plan. He is also responsible for enhancing multiculturalism understanding at the University through the development and implementation of policies, procedures, and educational activities that evoke cross-cultural understanding. Dr. Malewski develops and implements climate assessments for the University focused on intergroup relationships, as well as scholarship, teaching, and community engagement. Finally, Dr.
Malewski oversees the Equal Employment Opportunity, Title IX, and Affirmative Action functions within the University.

Qualifications: [10]

Educational:  PhD, Education, Curriculum and Supervision, Pennsylvania State University
               MEd, Higher Education Administration, Pennsylvania State University
               BA, Communication, Loyola University Chicago

Professional:
• Over 15 years teaching and leadership demonstrated at Arizona State University, The Pennsylvania State University, and Purdue University, in addition to outside leadership roles nationally and internationally;
• Notable awards, publications and books, appointments, teaching history, grants, national, international speaking engagements and presentations;
• Numerous and notable collaborative publications with colleagues and graduate students. Leader and member of committees, task forces, and commissions at the university, national, and international levels; and
• Academic degrees, appointments, and awards in curriculum and pedagogy with foci involving multiculturalism and diversity.

Dr. Jon A. Preston, Faculty Executive Assistant to the President
(Member of the President’s Cabinet)

Responsibilities: As faculty executive assistant to the president, Dr. Preston reports directly to the president and assists the president and provost in maintaining effective and positive working relationships with faculty, staff, and external constituencies. He provides feedback and advice to the president on a wide variety of issues and generates ideas, advice, and solutions for consideration by the president’s leadership team. He serves as a key liaison to a wide variety of constituents within and outside the University. In conjunction with the provost, Dr. Preston monitors progress relative to the strategic plans of major campus units and advises the president on progress toward the strategic goals. He supervises and provides support for the Ombuds Office. He manages special projects as assigned by the president.

Qualifications: [11]
Educational: PhD, Computer Science, Georgia State University  
              MS, Computer Science, Georgia Institute for Technology  
              BS, Computer Science, Georgia Institute for Technology  

Professional:  
• Over 16 years of experience as a university faculty member;  
• Serves as a Commissioner on the Computing Accreditation Commission of ABET;  
• Provides leadership and management oversight of programs and initiatives to enhance the teaching and learning of computer science, software engineering, and computer game design/development in high schools, graduate, and undergraduate programs;  
• Coordinates programs with initiatives of national and state organizations, projects, and agencies that share the mission of enhancing computing (and specifically, computer game design and development) education; and  
• Conducts research pertaining to STEM learning via educational/serious games and to location-aware computing interfaces.

Lynda Johnson, Executive Administrator to the President and Chief of Protocol  
(Member of the President’s Cabinet)

Responsibilities: As executive administrator to the president and chief of Protocol, Ms. Johnson reports directly to the president and provides campus-wide assistance and leadership in achieving the goals and objectives of the University. She represents the president as appropriate in communicating with internal and external constituents. She researches, prioritizes, and provides follow-up on multiple issues and concerns addressed to the president, including those of a sensitive and/or confidential nature, to determine the appropriate course of action, response and/or referral. Ms. Johnson provides administration and coordination of the day-to-day activities of the Office of the President to include management and training of staff, scheduling and prioritizing work assignments, and implementing operating policies, procedures, and systems. She provides assistance in understanding and interpreting University policies and procedures and ensures that office operations are in compliance. She has organizational and operational budget oversight of multiple administrative units.

Qualifications: [12]

Educational: BS, Sociology, Magna Cum Laude, Kennesaw State University  
Protocol Officer Training, The Protocol School of Washington (accredited)
Professional:
- Experienced in administration at the highest levels in both the corporate sector and higher education;
- Served for 29 years in the Office of the President at Kennesaw State University;
- Served as a member of the President's Cabinet for 8 years;
- Demonstrated ability to interact with various constituencies of importance to the University community; and
- Demonstrated excellence in verbal, written, organizational, and team-building skills.

Vaughn Williams, Athletics Director
(Member of the President's Cabinet)

Responsibilities: As Athletics director, Mr. Williams reports directly to the president and administers and manages the KSU Athletic Department. He serves as KSU’s principal representative in intercollegiate athletics and oversees all activities and operations of the KSU Athletic Department, ensures that all activities and operations of the KSU Athletic Department and its personnel are in full compliance with state and federal law, and with University, University System, and NCAA policies and procedures. Mr. Williams provides leadership for, and supervision of, compliance with rules and regulations by coaches, athletes, friends, and supporters of the University. Williams also administers all fiscal operations in accordance with application law and University, University System, and NCAA policies.

Qualifications: [13]

Educational: MA, Administrative Studies, Boston College
BS, Sports Management, University of Massachusetts

Professional:
- 21 years of NCAA Division I senior athletic administrative team experience;
- Serving on NCAA Division 1 Council overseeing day-to-day operations of organization and instituting and implementing policies;
- Demonstrated ability in fiscal planning & management;
- Experienced in start-up of football and women’s lacrosse programs;
- Experienced in supervising coaches;
- Demonstrated ability to improve the student-athletes’ gpa and graduation rates;
- Served on strategic planning team at four different institutions;
- Experienced in project management and facility planning at three difference institutions;
CS 3.2.8 – Qualified Administrative/Academic Officers

- Demonstrated ability to hire, train, supervise, mentor and evaluate support staff;
- Experienced in overseeing human resource management area at three different institutions;
- Experienced in building relationships with internal and external constituents;
- Experienced and knowledgeable in fundraising strategies;
- Experienced in facility scheduling, athletic contracts, event management and customer relations; and
- Student-athlete at the University of Massachusetts (football).

Dr. Ron Koger, Special Assistant to the President for Consolidation
(Member of the President’s Cabinet)

Responsibilities: As the special assistant to the president on the Marietta Campus, Dr. Koger reports directly to the president. He manages special projects as assigned by the president and assures that any continuing concerns related to consolidation are brought to the attention of the president and addressed by the appropriate office.

Qualifications: [14]

Educational: PhD, Education, University of Kansas
MS, Education, University of Kansas
BS, Education, Pittsburg State University

Professional:
- Over 40 years of progressive leadership responsibilities in higher education;
- Provided senior level leadership at University of Alabama, Indiana State University, Illinois Institute of Technology, and Pittsburg State University prior to assuming vice president role at SPSU; and
- Served in multiple leadership positions in the National Association for College Admission Counseling, including President, President-Elect, and Co-Director.

Summary of College Deans Administrative Oversight Responsibilities and Qualifications

Responsibilities of Deans:
Each dean is an experienced leader, having served a number of years as an academic administrator. Deans serve as the academic officer immediately responsible for the administrative oversight, academic leadership, operation, growth, and success of the college he or she oversees. This includes budget, personnel, strategic planning, and
analysis of college operations. By working with chairs/directors, deans oversee the
development of academic programs, degree programs, and curricula of the college.
Deans are leaders and integral parts of the community. They are responsible for
developing strategic partnerships with local industry and fundraising. All deans report to
the provost and vice president for Academic Affairs [15].

Dr. Charles Amlaner, Vice President for Research and Dean of the Graduate College

Responsibilities: As vice president for Research and dean of the Graduate College,
Dr. Amlaner has the following responsibilities in addition to those of dean listed above:
developing and implementing research policies and helping shape the research
priorities of the University; providing strategic leadership for the KSU Research and
Service Foundation; advocating for funding at the local, state, and national levels;
facilitating strong programs for interdisciplinary research; developing collaborative
relationships with internal and external partners for the commercialization and
technology transfer of research-developed products; promoting excellence in graduate
teaching, research/creative activity, and professional growth; overseeing and ensuring
the development and implementation of sound educational planning, policies,
procedures, and standards for all graduate programs, including doctoral programs; and
guiding strategic planning for research and graduate programs.

Qualifications: [16]

Educational:  DPhil, Animal Behavior, Oxford University, UK
       MA, Biology, Andrews University
       BS, Biophysics, Andrews University

Professional:
• Over 25 years of leadership responsibilities and teaching in higher education; VP at
  KSU for 5 years;
• Former Chairperson, Department of Zoology at the University of Arkansas. At
  Indiana State University served in a variety of leadership roles, including:
  Chairperson, Department of Life Sciences at Indiana State University; Chairperson,
  Science Education; Founding Chairperson, Department of Ecology & Organismal
  Biology; and Founding Chairperson, Provisional Department of Environmental &
  Ecological Sciences at Indiana State University;
• Former Director, Animal Sleep Research Group at University of Arkansas;
  Commissioner and Science Advisor, Arkansas Game & Fish Comm; Councilperson
for Water Resources and Land Management Advisory Council, Indiana Department of Natural Resources;
- Theodore Dreiser Distinguished Research Professor and Campus Coordinator, Council of Undergraduate Research, Indiana State University; and
- Numerous publications, presentations, and research projects and President of the International Society on Biotelemetry.

**Dr. Thomas Currin, Dean of the Southern Polytechnic College of Engineering & Engineering Technology**

**Responsibilities:** See above Responsibilities of Deans

**Qualifications:** [17]

**Educational:** PhD, Civil Engineering, University of Connecticut
   Master of Civil Engineering, North Carolina State University
   BS, Civil Engineering, Southeastern Massachusetts University

**Professional:**
- Over 25 years of leadership responsibilities and teaching in higher education;
- At SPSU has served in a number of leadership roles, including Professor and Dean of Engineering, Engineering Technology, and Management; Professor and Coordinator of Construction Engineering, Civil Engineering Technology Department; Assistant Professor and Department Head, Engineering Technology Department; Founding member of the Georgia Consortium of Engineering Schools;
- Vice President and Director of Transportation and Traffic Engineering; Transportation Policy Analyst, Department of Administration, State of North Carolina;
- Registered Professional Engineer, States of Connecticut, Georgia, Commonwealths of Kentucky and Massachusetts;
- Serves on the National Research Council, Transportation Research Board;
- Many years in private practice working as a transportation engineer; consultant on transportation planning and traffic engineering with an emphasis in traffic impact analysis;
- Serves as Commissioner and Executive Board Member of the Technology Accreditation Commission of Accreditation Board for Engineering and Technology; and
- Widely published with a variety of peer-reviewed publications, presentations, and research projects.

**Dr. Katherine Stewart Schwaig, Dean of the Coles College of Business**
Responsibilities: See above Responsibilities of Deans

Qualifications: [18]

Educational: PhD, Management Information Systems, University of South Carolina
MBA, Information Systems Management, Baylor University
BBA, Accounting, Baylor University

Professional:
• Over 25 years of leadership responsibilities and teaching in higher education;
• Served as Interim Dean of the Michael J. Coles College of Business at KSU;
• Launched the Professional Women’s Alliance (PWA), which includes 14 corporate members, each contributing $5,000. The PWA hosts a quarterly Roundtable as well as events and professional development opportunities;
• Served as Associate Dean for Academic Affairs of the Michael J. Coles College of Business;
• Served as Interim Chair of the Department of Computer Science and Information Systems of the College of Mathematics and Social Sciences at Kennesaw State University twice (August 2008 – July 2009 & July 2010 – June 2011);
• Served as Interim Chair of the Department of Accounting of the Coles College of Business at Kennesaw State University;
• Information Systems faculty member for 22 years; and
• Authored or co-authored multiple journal articles and presentations.

Dr. Arlinda Eaton, Dean of the Bagwell College of Education

Responsibilities: See above Responsibilities of Deans

Qualifications: [19]

Educational: PhD, Curriculum & Instruction (Reading), University of Texas
MEd, Curriculum & Instruction (Bilingual Instruction / Elementary Education), University of Texas
BS, Spanish (Secondary Education), University of Wisconsin

Professional:
• Over 21 years of leadership responsibilities and teaching in higher education;
• Served as Associate Dean of the Michael D. Eisner College of Education California State University, Northridge;
Served as Project Director of Reading First Teacher Education Network (RFTEN) Initiative at CSUN (CSUN was one of 22 institutions selected by NCATE to participate in this national initiative);

Member of Teachers for a New Era (TNE) Steering Committee (CSUN was one of first four institutions selected by the Carnegie Corporation of New York to participate in this national initiative);

Served as Co-chair, TNE Induction Committee (Developed CSUN/LAUSD Joint Induction/Master’s Program for beginning teachers);

Served as Chairperson of Department of Elementary Education (27 FT and ~100 PT faculty) - California State University, Northridge;

P-12 certified classroom teacher for 3 years;

Authored or co-authored multiple journal articles and presentations; and

Received more than $12.1 million of grant funding since 1992.

Dr. Monica Nandan, Interim Dean of the WellStar College of Health and Human Services

Responsibilities: See above Responsibilities of Deans

Qualifications: [20]

Educational: PhD, School of Social Work, Florida State University
        MSW, School of Social Work, Florida State University
        MBA, (Health Care), Augusta University
        MBA, (Finance), Institute of Management and Development Research, Member of the Poona University System, Poona, India.
        BCom, (Bachelor of Commerce, Accountancy and Auditing), University of Poona, India

Professional:
  • Over 21 years of leadership responsibilities and teaching in higher education;
  • 6 years accounting;
  • 2 years counseling at-risk students from diverse cultural backgrounds at Florida State University;
  • 14 years Gerontology Program Coordinator, Missouri Western State University;
  • 4 years Chair & Program Director; 2 years at the School of Social Work. University of Missouri; 2 at KSU;
  • Research consultant for the Area Agency on Aging for North Florida; and
  • 1 year Interim Dean, WCHHS, KSU
Rich Cole, Dean of the College of Architecture and Construction Management

Responsibilities:  See above Responsibilities of Deans

Qualifications: [21]

Educational:  MArch, Georgia Institute of Technology  
BS, Architecture, Georgia Institute of Technology

Professional:
- Over 15 years of leadership responsibilities and teaching in higher education;
- 25+ years, private architectural consulting;
- Dean, School of Architecture and Construction Management, SPSU;
- Teaching, higher education, 15+ years; and
- Numerous research projects, presentations, and publications.

Dr. Eun Park, Dean of the College of Computing and Software Engineering

Responsibilities:  See above Responsibilities of Deans

Qualifications: [22]

Educational:  PhD, Computer Science, Northwestern University  
MS, Computer Science, Western Illinois University  
BA, Computer Science, Western Illinois University

Professional:
- Over 30 years of leadership responsibilities and teaching in higher education;
- Served in higher education in multiple capacities:  Vice Provost for Research and Dean of Graduate Studies and Sponsored Programs, Department Chair, Professor;
- Served on ABET Accreditation Commission Member (6 years);
- Program Director, National Science Foundation;
- Served as Editor-in-Chief or Associate Editor on numerous peer-reviewed journals;
- Recipient, Lifetime Achievement Award by the Association for Computing Machinery;
- Received the U.S. Naval Academy Faculty Excellence Award 1989, 1990, 1991;
- Awarded over $1 Million Research funding for multiple projects;
- Over 60 publications in peer-reviewed journals; and
Dr. Becky Rutherfoord, Interim Dean of the Honors College

Responsibilities: See above Responsibilities of Deans

Qualifications: [23]

Educational: EdD, Education (Guidance & Counseling), Indiana State University
    MS, Computer Science, Southern College of Technology
    MS, Music Education, Indiana State University
    BS, Music Education, Indiana State University

Professional:
    • Over 30 years of leadership responsibilities and teaching in higher education;
    • Associate Vice President for Institutional Effectiveness (4 years);
    • SACS Liaison, 20 years;
    • ABET evaluator, 5 years;
    • Interim Dean, School of Computing & Software Engineering, 1 year;
    • Interim Dean, Arts & Sciences;
    • Graduate Programs Coordinator, Information Technology 6 years;
    • Undergraduate Programs Coordinator, Information Technology, 5 years;
    • Department Chair, IT/Computer Science; and
    • Developed multiple programs: MS Computer Science, MS Information Technology,
      BS Information Technology, Bachelor of Applied Science in information Technology.

Dr. Patricia Poulter, Dean of the College of the Arts

Responsibilities: See above Responsibilities of Deans

Qualifications: [24]

Educational: EdD, Music, University of Illinois
    MA, Conducting, Eastern Illinois University
    BM, Music Education, Eastern Illinois University

Professional:
    • Over 20 years of leadership responsibilities and teaching in higher education;
    • Associate Dean, College of Arts and Humanities, Eastern Illinois University;
• Department Chair, (Journalism) & (Department of Student Teaching and Clinical Experiences), Eastern Illinois University; and
• Numerous presentations, publications, and performances.

Dr. Robin Dorff, Dean of the College of Humanities & Social Sciences

Responsibilities: See above Responsibilities of Deans

Qualifications: [25]

Educational: PhD, Political Science, University of North Carolina
          MA, Political Science, University of North Carolina
          BA, Political Science, Colorado College

Professional:
• Over 28 years of leadership responsibilities and teaching in higher education;
• Served as General Douglas MacArthur Chair of Research, U.S. Army War College (December 2009 – June 2012);
• Served as Executive Director, Institute of Political Leadership (July 2004 – November 2006);
• Served as a Certified Instructor/Facilitator, International Association of Chiefs of Police (December 2006 – December 2012);
• Served as Senior Advisor for Democracy, Governance, and Civilian-Military Relations, Creative Associates International, Inc. (July 2004 – June 2007);
• Served as Chairman, Department of National Security and Strategy at the U.S. Army War College (April 2001 – June 2004);
• Served as General Maxwell D. Taylor Chair, U.S. Army War College (December 1999 – December 2002); and
• Authored or co-authored multiple journal articles and presentations.

Dr. Mark Anderson, Dean of the College of Science & Mathematics

Responsibilities: See above Responsibilities of Deans

Qualifications: [26]

Educational: PhD, Chemistry, University of Wisconsin
            SS, Chemistry, Indiana University

Professional:
• Over 23 years of leadership responsibilities and teaching in higher education;
CS 3.2.8 – Qualified Administrative/Academic Officers

- Served as the Chemistry Department Chair, University of Colorado Denver (2007 – 2012) and as the director for the Center for Applied Science and Mathematics for Innovation and Competitiveness (CASMIC) (2008 – 2010); and
- Extensive publications and academic accomplishments.

**Dr. Keisha Hoerner, Dean of University College**

**Responsibilities:** See above Responsibilities of Deans

**Qualifications:** [27]

**Educational:** PhD, Mass Communication, University of Georgia
   MA, Journalism, University of Georgia
   BS, Communication, KSU

**Professional:**
- Over 15 years of leadership responsibilities and teaching in higher education;
- Interim Dean, University College;
- Variety research projects, publications, presentations;
- Associate Dean, University College, KSU;
- Department Chair, Department of First-Year Programs, 5 years, KSU; and
- Assistant Department Chair, Department of University Studies, 2 years.

**Barbara Calhoun, Dean of the College of Continuing and Professional Education**

**Responsibilities:** See above Responsibilities of Deans

**Qualifications:** [28]

**Educational:** MEd, Administration, Higher Education, University of Alabama
   BS, Education, Jacksonville State University
   AA, Snead State Junior College

**Professional:**
- Over 37 years in higher education with responsibility in continuing education and 10 years as Dean at KSU;
- Served in multiple capacities in the Georgia Adult Education Association (GAEA): the Board of Directors 1992-1993; Leadership Institute for GAEA design team 1992; New Member orientation presenter; and, member for 31 years.
- Served as Director of Continuing Education at Dalton College (1990 – 1995);
• Served as Program Manager for Business and Industry for the University of Alabama at Birmingham (1988 – 1990);
• Served as Professional Development Program Coordinator at the Center for Continuing Education at Dalton College (1987 – 1988);
• Served as Off-Campus Program Coordinator/Manager of Federal Programs at the Center for Continuing Education at Dalton College (1984 – 1987); and
• Served as a Career Planning and Placement Counselor/Director of the Career Center at Snead State Junior College (1978 – 1979).

CS 3.2.8 Evidence of Compliance

1. KSU Organization Chart
2. Dr. Daniel S. Papp Curriculum Vitae
3. Dr. W. Ken Harmon Curriculum Vitae
4. Dr. Randy C. Hinds Curriculum Vitae
5. Dr. K. C. White Curriculum Vitae
6. Mr. Mike Harders Resume
7. Ms. Arlethia Perry-Johnson Resume
8. Mr. Charles Ross Curriculum Vitae
9. Dr. Flora Devine Curriculum Vitae
10. Dr. Erik Malewski Curriculum Vitae
11. Dr. Jon Preston Curriculum Vitae
12. Ms. Lynda Johnson Resume
13. Mr. Vaughn Williams Resume
14. Dr. Ron Koger Resume
15. Academic Affairs Organizational Leadership Chart
16. Dr. Charles Amlaner Curriculum Vitae
17. Dr. Tom Currin Curriculum Vitae
18. Dr. Katherine Schwaig Curriculum Vitae
19. Dr. Arlinda Eaton Curriculum Vitae
20. Dr. Monica Nandan Curriculum Vitae
21. Mr. Rich Cole Curriculum Vitae
22. Dr. Eun Park Curriculum Vitae
23. Dr. Becky Rutherfoord Curriculum Vitae
24. Dr. Patricia Poulter Curriculum Vitae
25. Dr. Robin Dorff Curriculum Vitae
26. Dr. Mark Anderson Curriculum Vitae
27. Dr. Keisha Hoerrmer, Curriculum Vitae
28. Ms. Barbara Calhoun Resume
Part II. Impact of the change on selected requirements of the *Principles of Accreditation*

B. Governance and Administration

CS 3.2.9 The institution publishes policies regarding appointment, employment, and evaluation of all personnel. (*Personnel appointment*)

Compliance Statement

Kennesaw State University (KSU) is compliant with this comprehensive standard.

Impact of Consolidation

The consolidation of Kennesaw State University and Southern Polytechnic State University (SPSU) necessitated an evaluation of relevant practices and policies of both institutions on the appointment, employment, and evaluation of all personnel. This evaluation, performed by work groups composed of members from the consolidating institutions, resulted in the adoption of an existing policy, modification to an existing policy, or a merging of the policies from the two institutions.

Narrative

**Governing Board & System Policies**

KSU appoints, employs, and evaluates personnel in accordance with defined policies that are based upon the rules and regulations adopted by the Board of Regents (BOR) and published in Section 8.0 of the *BOR Policy Manual* [1]. The manual outlines personnel categories and general policies for all personnel, including procedures for hiring, evaluation, and dismissal of both faculty and classified personnel. In most instances, BOR and University System-level policies provide general direction for personnel policies, the operational details for which are found in institutional employment manuals. KSU’s policies and procedures on the employment process reflect adherence to federal and state laws, equal employment opportunity, and affirmative action provisions.
Institutional Personnel Policies and Handbooks

KSU appreciates that its employees are its greatest asset and endeavors to support excellence by (1) employing personnel with qualifications that support the achievement of institutional goals and fulfill educational mission and vision; (2) promoting employees’ efforts to realize their full potential by providing opportunities for training and development to all employees; (3) providing opportunities for advancement; and (4) conducting annual performance reviews to ensure and further support ongoing quality.

Policies regarding appointment, employment, and evaluation of personnel are published in both the Employee Handbook [2] and the Faculty Handbook [3], both of which are published and available 24/7 on the KSU website. The KSU Human Resources Department (HR) is responsible for maintaining the Employee Handbook and the Office of Academic Affairs maintains the Faculty Handbook. HR is responsible for payroll and benefits, onboarding all personnel, and managing the appointment, employment, and evaluation processes for administrative and support staff. Academic Affairs manages the appointment, employment, and evaluation of academic administrators and the teaching faculty.

Appointment of Administrative and Support Staff

The Employee Handbook [2] contains provisions related specifically to the appointment of staff and administrators, as follows:

- Hiring and Termination Guidelines: Pre-Employment Screening [Section 1.3.1][4]
- Conditions of Employment [Section 1.3.2][5]
- Minimum Hiring Standards [Section 2.5][6]

Under the Managers tab of KSU’s HR website is a link to Hiring a New Employee that provides step-by-step instructions for the various roles involved in completing that process [7].

The hiring process begins with the hiring manager completing a position requisition that is forwarded to the HR partner. At this point, the vacant position’s job classification may need updating or reclassification, and sufficient budgetary support for the position is identified. The job listing is then posted on HR’s website, and external advertising is secured, with HR managing the applications collections process. All applicants apply via the online system, HireTouch. The hiring manager and/or search committee is responsible for completing the screening, interviewing, references check, and selection processes. HR reviews and validates qualifications when the hiring manager submits the recommendation for hire. HR also conducts any necessary pre-employment checks.
such as criminal background check and drug testing before issuing the official offer of employment letter to the successful job applicant. Greater detail on this process can be found in the Employee Handbook [2], as mentioned above.

Two sample sets of actual completed hiring process documents, including a requisition form, job classification description, ads, pre-screening communication, screening resolution by hiring manager, and official offer of employment letter are provided in the supporting documentation. One sample set is for a support staff position [8] and another sample set is for an administrative staff position [9]. Both samples confirm that KSU hiring processes follow published policies and procedures.

**Appointment of Academic Administrators and Teaching Faculty**

The guidelines for filling faculty vacancies are available on the Academic Affairs website, in the publication Guidelines for Creating Job Descriptions, Conducting Searches, and Hiring Faculty at Kennesaw State University (Including University and College Level Administrators) [10]. To initiate the faculty search process, an academic department chair/director meets with his/her dean. The dean and the department chair/director clarify position responsibilities, position expectations, position title and rank, approved level of position funding, and required minimum applicant credentials. A search committee must be formed and the position must be advertised in four national outlets: 1) the Chronicle of Higher Education, 2) Diverse: Issues in Higher Education, 3) HigherEdJobs.com, and 4) InsideHigherEd.com. Departments also have the option to advertise faculty positions in other disciplinary or national diversity outlets. All applicants apply via the online system, People Admin. The search committee members conduct screenings of each applicant’s credentials to narrow the pool to a list of candidates who will be invited to participate in a telephone interview. From the telephone interviews, the search committee recommends a finalist applicant pool for on-campus interviews. The dean makes the final decision on whom to invite to an on-campus interview. Following the campus interview, the dean, in consultation with the department chair/director and the search committee, makes a faculty hiring decision on behalf of and based on the authority of the president and the provost and vice president for Academic Affairs. The offer letter includes information needed for the candidate to make an informed decision. Employment is contingent upon satisfactorily completing and passing all required pre-employment screenings. The candidate must sign and return the official offer letter of employment. HR then conducts any necessary pre-employment checks such as criminal background check and drug testing before issuing the official offer of employment letter to the successful job applicant.
Attached are examples of actual completed hiring process documents. These include a faculty job posting [11], a faculty job application [12], a faculty hiring proposal [13], a faculty offer letter [14], and a faculty contract [15]. All names have been redacted on these documents. These samples confirm that KSU hiring processes follow published policies and procedures.

Employment Policies for Staff and Faculty

The Employee Handbook [2] contains numerous employment policies, many of which cover faculty, staff, and administrators. Examples of these are as follows:

- Sexual Harassment Policy (Section 1.1.3)[16]
- Drug and Alcohol Policy (Section 1.1.4)[17]
- Staff Grievance Procedure (Section 1.1.5)[18]
- Workplace Violence Policy (Section 1.1.10)[19]
- Background Check (Section 1.3.1a)[20]
- Equal Opportunity Statement (Section 1.1.1)[21]
- Classification and Compensation (Section 2.0)[22]
- Benefits (Section 3.0)[23]
- Vacation, Sick Leave and Leave of Absence (Section 4.0)[24]
- Smoke-free and Tobacco-free Policy (Section 1.1.11)[25]
- Ethics Training (Section 1.3.2h)[26]

Evaluation Policies & Procedures for Administrative and Support Staff

The University System of Georgia Human Resources Administrative Practice Manual: Employee Relations, policy on Performance Evaluation [27] requires that:

Each institution of the University System of Georgia shall establish a system of performance evaluation for all classified employees…..All classified employees shall be evaluated by the supervisor in a systematic manner at specified time intervals, but in no case less than once each year.

KSU has established policies, criteria, and procedures by which an employee’s contributions to the University can be documented and equitably evaluated. KSU requires that a formal, written performance evaluation be completed for all classified, exempt, and non-exempt employees at least once every fiscal year (Employee Handbook, 6.1 [28] and 8.3 [29]). Training, videos, guidelines, instructions, and forms for faculty, staff, and administrator evaluations can be found under the Manager tab on the KSU HR website.
A different evaluation form is utilized for administrators who supervise employees and those who do not. Although there may be minor differences in the process utilized, all employees are reviewed by their immediate supervisor. A sample evaluation for both a staff [30] and administrative employee [31] are attached (names redacted).

Policies and Procedures for Evaluation of Academic Administrators and Teaching Faculty

The BOR Policy Manual, Section 8.3.5.1, [32] requires that:

Each institution shall establish definite and stated criteria, consistent with Regents' policies and the statues of the institution, against which the performance of each faculty member will be evaluated. The evaluation shall occur at least annually and shall follow stated procedures as prescribed by each institution. Each institution, as part of its evaluative procedures, will utilize a written system of faculty evaluations by students, with the improvement of teaching effectiveness as the main focus of these student evaluations.

Section 3 of the Faculty Handbook [3] outlines the policies and procedures for the review of faculty performance in teaching, scholarly accomplishments, professional service, and administration and leadership. Faculty performance is evaluated through two basic, interrelated processes: annual reviews and multi-year reviews.

Annual reviews give an evaluation of the faculty member’s performance over one year within the context of multi-year reviews. The annual assessment of a faculty member’s contributions to the University are based upon his or her performance with regard to the items listed in the most recent year’s Faculty Performance Agreement (FPA). The FPA identifies a faculty member’s goals and accomplishments he/she wishes to achieve and has negotiated with the chair/director. Prior to the performance review, faculty members prepare an Annual Review Document (ARD), in which they present evidence to demonstrate the progress they have made on the plans presented in the FPA. This document conveys information by which the faculty member is to be evaluated, counseled, and judged in her or his professional performance at KSU and must address contributions in terms of quantity, quality, and significance. Together, the ARD and the FPA form a retrospective and prospective snapshot of a faculty member’s performance that aids all levels of reviewers in properly assessing the contributions of the faculty member. Annual assessments of faculty are performed by the chair/director of the department. A sample of a faculty member’s FPA [33] and ARD [34] are attached (names redacted).
This process is electronically managed with Digital Measures, an online information management system. Digital Measures has two modules: a Course Response Module and an Activity Insight Module. The Course Response Module allows students to conduct online evaluations of faculty teaching. These student evaluations are included as part of the evaluation of faculty teaching. The Activity Insight is a place for faculty to maintain their faculty activity data and from which they can print their FPA and ARD.

Multi-year reviews are a more comprehensive examination of a faculty member’s role in and contribution to the department, college, and university. Faculty members must prepare and submit a portfolio addressing the quality of his/her accomplishments related to established expectations in service, teaching, and scholarly endeavors. Multi-year reviews are performed for tenure, promotion, and post-tenure review. A number of reviewers are involved in the multi-year reviews, including department Tenure and Promotion Committee, department chair/director, college dean, provost, and president. A sample summary sheet for Tenure and Promotion is attached [35] [name redacted].

Academic administrators are those with faculty status and rank. The annual and multi-year reviews for them are fundamentally the same as for the teaching faculty with a few differences. One minor difference is that for some administrators, the annual reviews are completed on paper, not in Digital Measures. Another difference is that for those tenured academic administrators who have workloads of 50 percent or more administrative responsibilities, the post-tenure review schedule is temporarily stopped. However, non-tenured administrators must still follow scheduled tenure deadlines. Faculty are involved in the review process of administrators who have supervisory responsibilities through completion of anonymous, electronic administrator evaluations.

**Information Dissemination**

In order to ensure that faculty and staff are informed about appointment, employment, and evaluation policies and procedures, the Office of Human Resources mails each new employee, faculty, and staff a package that includes a letter of offer, an appointment date for a face-to-face HR orientation, and required state, federal, BOR, and institutional forms. Policies and procedures related to appointment, employment, and evaluation of personnel are published and available on the KSU Human Resources website. All new employees are made aware of the policies and procedures during New Employee Orientation, a one-day orientation session that presents information on KSU, its structure, benefit plans, and fringe benefits. At the orientation, they are also made aware of the handbooks and where they might locate policies and procedures.

KSU complies with the *BOR Policy Manual 8.2.5* [36], which stipulates that:
Each new employee shall be responsible for reading and familiarizing himself/herself with the contents of the appropriate policy and/or procedures manuals at his/her institution. Copies shall be made available by Human Resources and/or in the departmental office of each new employee’s department chair or immediate supervisor.

These policies are reviewed annually. The most recent review took place during the process of consolidation. Policy changes must go through the policy development and approval process presented in Figure 1 below, which includes the shared governance structures of the Faculty Senate and Staff Senate, as well as the Chairs and Directors Assembly, the Deans’ Council, and the President’s Cabinet. It is the responsibility of the various representatives or members of these different bodies to inform their constituencies or colleagues of policy proposals and revisions. Examples of a policy, Smoke-free and Tobacco-free Policy, that has gone through this approval process are attached hereto [37][38]. One file is the mark-up copy that shows how the policy progressed through the governance reviews. The other is the policy that was sent to the President for signature after all the governance reviews had taken place. The last page of these documents is the action log and includes dates that the policy was presented to the different governing bodies.
Figure 1. KSU Policy Development and Approval Process
Dissemination of information may also occur via KSU Inform, an electronic system for the campus-wide delivery of announcements and notifications to faculty and staff. Changes will also be made to the electronic handbooks on the KSU website.

Evidence of Compliance

1. BOR Policy Manual 8.0
2. KSU 2015-2016 Employee Handbook
3. KSU 2015-2016 Faculty Handbook
4. Pre-Employment Screening
5. Conditions of Employment
6. Minimum Hiring Standards
7. Hiring a New Employee
8. Sample Set – Staff Hiring Process Documents
9. Sample Set – Administrative Hiring Process Documents
10. Guidelines for Creating Job Descriptions, Conducting Searches, and Hiring Faculty at Kennesaw State University
11. Sample – Faculty Job Posting
12. Sample – Faculty Job Application
13. Sample – Faculty Hiring Proposal
14. Sample – Faculty Offer Letter
15. Sample – Faculty Contract
16. Sexual Harassment Policy
17. Drug and Alcohol Policy
18. Staff Grievance Procedure
19. Workplace Violence Policy
20. Background Check
21. Equal Opportunity Statement
22. Classification and Compensation
23. Benefits
24. Vacation, Sick Leave, and Leave of Absence
25. Smoke-free and Tobacco-free Policy
26. Ethics Training
27. USG Human Resources Administration Practice Manual: Employee Relations Policy on Performance Evaluation
28. Performance Reviews
29. Performance Evaluations
30. Sample – Staff Employee Evaluation
31. Sample – Administrative Employee Evaluation
32. BOR Policy Manual 8.3.5.1
33. Sample – Faculty Performance Agreement
34. Sample – Annual Review Document
35. Sample – Summary Sheet Tenure and Promotion
36. BOR Policy Manual 8.2.5
37. Smoke/Tobacco-Free Policy for Cabinet
38. Smoke-free and Tobacco-free Policy
Part II. Impact of the change on selected requirements of the *Principles of Accreditation*

C. Educational Programs

**CS 3.4.1** The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.  
(Academic program approval)

**Compliance Statement**

Kennesaw State University (KSU) is in compliance with this comprehensive standard.

**Impact of Consolidation**

Prior to consolidation, Southern Polytechnic State University (SPSU) and KSU were compliant with this standard and had well-established systems for academic program approval that involved multiple tiers of faculty and administrative review and approval. Following consolidation, the academic program approval process in place at KSU remained the approval system of choice for the new KSU.

**Narrative**

As part of the consolidation planning process in 2014, Operational Working Groups (OWGs) composed of faculty, staff, and administrators from both KSU and SPSU were formed to propose recommendations for consolidating academic policies and procedures for the new KSU. Issues involving the curriculum-approval process were the purview of OWG 10 (Inventory of Programs, Authorized Degrees, Delivery Modes, Assessment, etc.). OWG 10 was co-chaired by the associate vice president for Academic Affairs from KSU and the registrar from SPSU. The recommendation from this group was to use at the new KSU the curriculum-approval procedures and policies that were in place at Kennesaw State University [1]. This recommendation was reviewed and approved by KSU and SPSU provosts and vice presidents for Academic Affairs prior to being approved by the Expanded Consolidation Implementation Committee (ECIC), chaired by the president [2]. Both OWG 10 and the ECIC had memberships composed of a balanced representation of faculty and administrators [3][4]. System-level approval of all existing consolidated degree programs of the new KSU was provided in March 2015 [5].
Academic Program Approval Process

All substantive changes, additions, and deletions to KSU’s curriculum go through a rigorous multi-tiered process of evaluation and approval that involves different faculty and administrative approvals along the way. The KSU Curriculum Flow Chart in Chart 1 below provides a graphical representation of the curriculum-approval process. The Flow Chart indicates that curriculum approval is complete after the president’s review and approval. That is true for curriculum changes to existing academic programs and related academic policies. For new degree program proposals or the discontinuation of existing programs, an additional two tiers of administrative review and approval are necessary. Proposed new programs or discontinued programs are recommended to the chancellor and his staff for review and approval before moving to the final stage of approval by the Board of Regents. Information about curriculum approval processes is published on the KSU Academic Affairs website [6].
Chart 1. KSU Curriculum Flow Chart
Multiple levels and groups of faculty and administrators are involved with the curriculum review and approval process. All levels and groups are guided by the policies and goals of the governing board, the University System, the University, the colleges, and the departments. These groups and a summary of their roles are described briefly as follows.

**Department Faculty**

The faculty have primary responsibility for the curriculum. All academic programs and courses, regardless of their mode or location of delivery, are initiated by the faculty and approved through the established review process.

Specifically, faculty are responsible for establishing and evaluating programs and learning outcomes for programs that receive academic credit. Faculty initiate and review the curriculum and have responsibility for its quality. The faculty and academic units initiating a course or program are responsible for establishing that the course or program is current and relevant in the field or discipline, has the appropriate level of rigor, that the course is interconnected within the curriculum, and that the program includes a coherent course of study. These factors are taken into consideration by the faculty in other units as the proposal makes its way through the approval process and are part of the criteria upon which approval is determined. Changes to the curriculum are also initiated and reviewed by the faculty to assure that the changes do not negatively affect the quality of the course or program.

As a requirement of the process for developing new programs, faculty define learning outcomes that specify the knowledge, skills, attitudes, and behaviors that students are expected to attain through the program. Review of these learning outcomes is included at each step in the approval process. The faculty responsible for approved programs then develop and implement plans to assess these learning outcomes in keeping with University policies and practice for student learning outcomes assessment. The faculty evaluate assessment results on an ongoing basis to determine the effectiveness of the courses and programs and identify appropriate steps for improvement. Results of the assessment processes are further evaluated by faculty review teams in the cyclical program review process.

**Department Curriculum Committee**

The department curriculum committee oversees all changes in curriculum within a department and is the first step in seeking approval for new courses or programs. It
reviews, provides feedback, and approves all new/revised programs, majors, and concentrations for that department. Its membership is largely teaching faculty in the department.

**Dean of Library Services**

After the department curriculum committee reviews departmental curriculum proposals, proposals proceed to the dean of Library Services. Though the dean of Library Services is not a level of review, the dean of Library Services is an informational and feedback level. The Library Services dean ensures that the curriculum proposed has adequate library holdings. This allows the Library Services dean to communicate with the department regarding needed library holdings. The dean of Library Services is an academic administrator with faculty status.

**Department Chair/Director**

Since curriculum development directly impacts a department, the department chair/director plays a crucial support role in the development, delivery, and assessment process. Specifically, the department chair facilitates conversations within the department to ensure that support exists for the curriculum development; works with faculty to develop and conduct needs assessments for new and revised curricula; and analyzes resources to determine budget support for new and revised curricula. The department chair is an academic administrator with faculty status.

**College Curriculum Committees**

College curriculum committees include representatives from all the departments in the college and take into account the broader curricular concerns of the college. A college curriculum committee evaluates proposed changes to the graduate and undergraduate curricula to ensure that they meet college and University strategic plans and conform to University policies. Membership is composed primarily of faculty.

**College Dean**

The college dean provides leadership in developing a vision and strategic plan for college disciplines and new/revised curriculum initiatives. The dean also advocates at the University level for support for new/revised curriculum initiatives in light of other University initiatives and oversees all resources of the college. Finally, the dean presents the rationale and need for new program development to the provost and vice president for Academic Affairs (if the program is undergraduate) or to the dean of the
Graduate College (if the program is graduate). The dean is an academic administrator with faculty status.

**Teacher Education Council (TEC)**

The Teacher Education Council (TEC) is the equivalent of a college curriculum committee for all professional teacher education degrees and endorsement programs at KSU. The TEC is a standing University-wide governance committee, established to represent the entire Professional Teacher Education Unit (PTEU) in curricular and policy matters affecting these programs. Recommendations are forwarded to the Undergraduate Policies and Curriculum Committee or to the Graduate Policies and Curriculum Committee as appropriate. Membership is composed almost exclusively of faculty.

**Teacher Education Dean**

The teacher education dean provides leadership for all professional teacher education degrees and endorsement programs at KSU. The teacher education dean presents the rationale and need for new education program development to the provost and vice president for Academic Affairs (if the program is undergraduate) or to the dean of the Graduate College (if program is graduate). The Bagwell College dean is an academic administrator with faculty status.

**General Education Council (GEC)**

The GEC is the university-wide governance structure overseeing the general education program and ensuring compliance with Board of Regents of the University System of Georgia (BOR-USG) and KSU policies and goals related to general education. The GEC serves as the advocate for, and facilitator of, the general education program. The GEC and the faculty teaching general education courses work with individuals across campus and external to campus to maintain a unified, integrated, and effective general education curriculum. New course proposals for general education courses require approval by the GEC before the proposal is reviewed by the Undergraduate Policies and Curriculum Committee. Membership is composed almost exclusively of faculty.

**Undergraduate Policies and Curriculum Committee (UPCC) and Graduate Policies and Curriculum Committee (GPCC)**

The UPCC and the GPCC are the university-wide governance committees for ensuring compliance with BOR-USG and KSU academic/curricular policies and goals. These two...
committees are also the University-wide committees for overseeing curriculum management.

The UPCC receives undergraduate course and program proposals from colleges and departments and ensure their compliance with University policies and goals. Each proposal is reviewed, and the UPCC can recommend approval as is, approval with revisions and resubmission, or denial. Its recommendations are directed to the provost and vice president for Academic Affairs and the president for their action. The UPCC provides periodic reports of its actions to the executive committee of the Faculty Senate for its use in monitoring the activities of this committee. This committee also makes policy recommendations regarding the curriculum development and review process to the Faculty Senate. Membership is composed primarily of faculty.

The GPCC receives graduate course and program proposals from colleges and departments and ensures their compliance with University policies and goals. This committee approves changes in graduate curriculum, including the addition or deletion of courses, approval of new programs or concentrations, and changes in program requirements. The committee can recommend approval as is, approval with revisions and resubmission, or denial. The committee recommends changes in graduate policies and procedures and monitors assessment of graduate programs. Its recommendations are directed to the dean of Graduate Studies, the provost and vice president for Academic Affairs, and the president for their action. The GPCC provides periodic reports to the executive committee of the Faculty Senate for its use in monitoring the activities of this committee. It also makes recommendations regarding the curriculum development and review process to the Faculty Senate. Membership is composed primarily of faculty.

**Provost and Vice President for Academic Affairs**

The provost and vice president for Academic Affairs (VPAA) provides campus-wide leadership for academic programs and policies. Regarding curriculum development, the provost (or his designee, i.e., associate vice president for Faculty Affairs and Curriculum or dean of the Graduate College) approves new program development, reviews and approves all BOR proposals, and submits proposals (as needed), letters of notification, and substantive changes to either the president or the BOR for final approval as appropriate. Finally, the provost and VPAA addresses campus-wide questions related to the curriculum development and approval process. The provost is the chief academic officer of the University with faculty status.
President

The institution’s president then forwards curriculum proposals to the USG Office of Academic Affairs for internal coordination with other USG offices. Upon completion of the internal USG review, the BOR reviews and decides on approval before any of the requested actions in the proposal may be acted upon or implemented by the institution. The president is the chief executive officer of the University with faculty status.

Chancellor and University System Office

The role of the USG Office of Academic Programs in approving new academic programs and the guidelines and criteria for new programs is described in the USG Academic Affairs Handbook [7].

Board of Regents

The BOR Policy Manual, Section 3.6.1, mandates that:

“New degree programs or new major programs of academic work shall not be added to curricula of an institution unless recommended by the president of the institution concerned, the Chancellor, and the Committee on Academic Affairs, and approved by the Board” [8].

KSU utilizes Curriculog, an online curriculum management system, to submit, review, and decide upon proposals for new programs or courses in addition to proposals to modify, terminate, or deactivate existing programs or courses. Curriculog leverages a series of online forms to collect information on proposed programs according to information detailed in the University System of Georgia’s “Formal Proposal for New Degree Programs” forms—one for face-to-face [9] and one for distance learning [10]. Proposals for distance education academic programs follow the same approval process as proposals for face-to-face programs. The USG form requires institutions to include program outcomes and student learning outcomes for each proposed program. Once these forms are completed online, they are routed through the appropriate approval process.

This multi-phase, rigorous review of each program proposal ensures that each academic program has stated outcomes that have been developed and approved by the faculty and will be approved and supported by the institutional leadership through the planning and budgeting processes.
Examples of New Academic Program Approvals Following the Established Processes Outlined Above

A recent example of this process is the proposal to change an existing Bachelor of Science in Communication with a concentration in Public Relations to a stand-alone degree, a Bachelor of Science in Public Relations. The approval queue included review and approval by the department curriculum committee, the department chair, the college curriculum committee, the college dean, the UPCC, and the associate VP for Academic Affairs (on behalf of the KSU provost). The approval queue for this new degree program is attached [11]. Following these KSU faculty and administrator approvals, the KSU president forwarded the proposal to the USG Office of Academic Affairs. Board approval of this proposal occurred during the January 6, 2015, meeting of the Committee on Academic Affairs. Minutes of that meeting are attached [12]. Another example is the proposal for a Ph.D. in Analytics and Data Science. The approval queue for this graduate program included the faculty member, department curriculum committee, department chair, college curriculum committee, college dean, GPCC chair, dean of the Graduate College, vice president for Academic Affairs, and president of KSU. A copy of the signed approval form for this new program is attached [13]. Following these approvals, the proposal was forwarded to the USG Office of Academic Affairs. Board approval occurred during the February 2015 meeting of the Committee on Academic Affairs [14]. These proposals originated prior to the consolidation; however, the process has remained the same following consolidation.

Directed Study and Special Topics Course Proposal Review Levels

Because the content in these courses may change frequently and the courses are often approved for a limited time, a streamlined yet rigorous approval process is utilized. A graphical representation of this process is attached [15].

CS 3.4.1 Evidence of Compliance

1. OWG 10 Final Recommendations
2. Consolidation Implementation Committee Minutes
3. OWG 10 Committee Membership
4. Consolidation Implementation Committee Membership
5. BOR Approval Academic Programs
6. KSU Academic Affairs Website, Curriculum Approval Process
7. USG Academic Programs, New Program Review
8. BOR Policy Manual 3.6.1
9. Formal Proposal for New Degree Programs, Traditional Face-to-Face Delivery
10. Formal Proposal for New Degree Programs and Distance Learning Delivery
11. B.S. in Public Relations Approval Queue
12. Committee on Academic Affairs Minutes of Meeting 1/6/2015
13. Ph.D. in Analytics and Data Science Approval
14. Committee on Academic Affairs Minutes of Meeting 2/11/2015
15. Curriculum Approval Flow Chart – Directed Study/Special Topics
Part II. Impact of the change on selected requirements of the *Principles of Accreditation*

C. Educational Programs

**CS 3.4.3** The institution publishes admissions policies that are consistent with its mission. ([Admissions policies](#))

**Compliance Statement**

Kennesaw State University is in compliance with this comprehensive standard.

**Impact of Consolidation**

The consolidation of Southern Polytechnic State University’s (SPSU) and Kennesaw State University’s (KSU) admissions policies and practices was relatively easy to accomplish for several reasons:

1) both institutions were largely baccalaureate four-year universities with graduate degree programs located in the same county and region of metropolitan Atlanta;
2) both were members of the same public university system and operated under the same admissions policies of the University System of Georgia’s (USG) governing board, the Board of Regents; and
3) both had similar ratings [1] as “moderately difficult” in undergraduate admissions selectivity with relatively comparable average SAT and ACT scores of entering freshmen.

In preparation for this consolidation, several Operational Working Groups (OWG) [25, 26, 28, and 31] of the Consolidation Implementation Committee (CIC) collaboratively reviewed institutional admission policies and applicable program admission requirements. Proposed changes in the consolidated KSU’s admissions policies are a combination of policies of the former SPSU and KSU, as recommended by the OWGs. Following are the relatively minor changes to admission policies that were approved:

- adoption of freshman admission requirements that increased minimum subpart
score requirements to SAT Critical Reading of 450 and SAT Math of 450 (or ACT English of 18 and ACT Math of 18);

- The SAT Critical Reading and Math combined of 950 (ACT Composite of 20) remained the minimum except for the Bachelor Architecture program, with a minimum required SAT Critical Reading and Math combined of 1000 (ACT Composite of 21).
- The University System of [Georgia’s (USG) “High School Curriculum Requirements”](#) [2] and the academic HS GPA of 2.5 remained the same as the prior policy at both institutions;

- creation of a “summer bridge program” for students who are displaced by the new freshman admission standards;
- agreement on approval of transfer credit policies;
- agreement that individual graduate programs may set their own admission deadlines within parameters of the University’s deadlines;
- notification of University applicants of acceptance or denial by way of U.S. Postal Service mail for North American applicants. International applicants at the undergraduate level are sent a printed decision letter and an electronic copy.
- [English language proficiency requirements](#) [3] for non-English speaking applicants were set to minimum requirements as stated in USG policy.

Subsequently, the CIC-approved recommendations ensured consistency of admissions policies with the approved mission of the consolidated University. Approved recommendations may be viewed in current KSU catalogs (undergraduate and graduate), on KSU websites for current and prospective students, and on KSU websites associated with admission and recruitment. Evidence of these is contained within this narrative.
Admissions Policies Consistent with Mission

Kennesaw State University's (KSU or the University) admissions policies are consistent with its institutional mission. As described in the Board of Regents' (BOR) Policy Manual, Section 2.10, Institutional Mission, each institution [4] is categorized as one of four levels based on degree offerings and research emphasis. These categories are 1) Research Universities, 2) Comprehensive Universities, 3) State Universities, and 4) State Colleges.

USG institutions with the most selective admissions standards are the research universities. The institutions that have the least selectivity because of their access mission are the state colleges. Examples from Peterson’s [5] demonstrate that the state college group includes institutions that are “non-competitive” in admission selectivity. The state university group includes those that are “minimally difficult” in admissions selectivity. KSU is in the comprehensive university category and is “moderately difficult” in admissions selectivity, whereas the research university group includes institutions that are “very difficult” in admissions selectivity. Such evidence confirms that KSU’s admissions standards are consistent with its approved mission category.

As a public comprehensive higher education institution in the University System of Georgia, KSU’s mission is to serve according to its mission statement, as approved by the Board of Regents at its April 16, 2014, meeting [6]:

*Kennesaw State University offers high-quality and productive undergraduate, graduate, continuing education, and co-curricular programs. These include learning opportunities in architecture, the arts, business, computing, education, engineering and engineering technology, health and human services, honors experiences, humanities and social sciences, interdisciplinary studies, leadership development, the natural and physical sciences, study abroad, and other related disciplines. The University’s research, scholarship, creative activities, and public*
service initiatives expand and apply knowledge, contribute to economic
development, and improve the quality of life in local communities, Georgia, the
nation, and the world. The KSU community values open, honest, and thoughtful
intellectual inquiry, innovative and creative problem solving, professionalism,
expertise, collaboration, integrity and ethical behavior, engaged citizenship,
global understanding, sustainability, mutual respect, and appreciation of human
and cultural diversity. The University community strives continually to enhance
student success, improve institutional quality, and respond to public demand for
higher education.

The consolidated University serves populations primarily in Georgia’s northwest
communities, the city of Atlanta, and Atlanta’s greater metropolitan area. In
fulfilling its mission, KSU is in compliance with the following as applicable to
admissions:

- Title VI and Title VII of the Civil Rights Act of 1964, as amended;
- the Vietnam Era Veteran’s Readjustment Act of 1974, as amended;
- Section 504 of the Rehabilitation Act of 1973, as amended;

Governing Policies
KSU follows the policies of its governing body, the Board of Regents (BOR) of the USG,
and those included in the USG Academic Affairs Handbook, as outlined below. BOR
policy allows each USG institution to apply additional or higher requirements for
admission than the minimum BOR criteria. In all instances, when KSU has opted to
apply additional or higher requirements, they are clearly described in the institution’s
published admission policies.

- 4.1.2 Non-Discrimination [7]
- 4.1.5 Students with Disabilities [8]
- 4.1.6 Admission of Persons Not Lawfully Present in the United States [9]
• **4.2 Undergraduate Admissions** [10]
  
  o **4.2.1 Admissions Requirements for Programs Leading to the Baccalaureate Degree**
    
    ▪ Freshmen (4.2.1.1) and Exceptions (4.2.1.2)
    ▪ Transfer Students (4.2.1.3)
    ▪ Non-Traditional Students (4.2.1.4)
    ▪ Persons Aged 62 Years or Older (4.2.1.5)
    ▪ Non-Degree Students (4.2.2.3)
    ▪ Transient Students (4.2.2.4)
    ▪ Auditors (4.2.2.5)

**KSU’s Published Admission Policies**

KSU’s admission policies are published on KSU’s public websites and in various presentation materials such as undergraduate [11] and graduate catalogs [12]. Admission policies are also available upon request by telephone, email, and standard mail. In addition to BOR admissions-related policies being available, the [GAcollege411 website](http://www.gacollege411.com) [13] is a state-sponsored public website with information on admission and educational offerings for all its institutions that includes information for instruction delivered on a campus and via distance learning technologies.

KSU publishes admission standards electronically and in presentation materials. Application information and admission standards are accessible to the public via the [KSU website](http://www KSU.edu) [14]; [Office of the Registrar website](http://www KSU.edu/registrar) links to University catalogs [15]; [Undergraduate Admissions Office website](http://www KSU.edu/admissions) [16]; and the [Graduate Admissions Office website](http://www KSU.edu/grad) website [17]. The catalogs and website resources include admission requirements and the steps required to apply for admission.

KSU offers interactive, public Web tools that provide prospective students and applicants with standardized responses specific to their question or input. For example, the:

  ▪ **“Got Questions, Just Ask!” feature** [18] on the KSU Admissions website
offers standardized answers to commonly asked admission and enrollment-related questions;

- **“Freshman Admissions Predictor” Web form** [19] provides a means for any person to see an unofficial admissions prediction for a freshman based on the input of a person’s high school curriculum completion, estimated GPA, and standardized college entrance exam scores;

- KSU tailors personalized communication for prospective students based on **information input on a Web form** [20]. Based on information provided by prospective students, KSU send periodic emails and written correspondence with updates on prospective student’s academic interests.

For individuals who have submitted an application to KSU, the **“Application Status Check” Web tool** [21] provides applicants a means to see a general status on the review of their application.

Admission information is also available through a highly personal format via KSU’s Strategic Communications Center operated by the **Enrollment Services Division** [22]. Center staff provide user-friendly, accurate, and real-time information to prospective and currently enrolled students as well as to anyone seeking information about or assistance from the Offices of Undergraduate Admissions, Student Financial Aid, and the Registrar.

Annually, **KSU participates in or hosts a two-day workshop** [23] for high school guidance counselors to share information that will assist them in advising high school juniors and seniors on topics dedicated to college-bound students. Topics cover BOR admission criteria and policy, college entrance testing, admission policies and processes, student success programs, financial aid, and athletics eligibility in addition to providing resources and tools for use at their high schools. Representatives from the BOR, USG, state of Georgia departments, and USG institution enrollment services deliver this information in addition to updates and changes particular to each year.
Admission standards are disseminated to prospective applicants during campus visits, at college fairs and high school visits, and by postal mail upon request. Campus and by-request presentations are conducted by admissions staff using KSU’s orientation material titled “The Secret's Out” [24]. At both campuses, admissions staff provide daily information sessions and conduct walking tours on weekdays, weekends, and in the evenings. Numerous events held at each campus for prospective students include Preview Days, Financial Aid Community Nights, and Accepted Student Game Events. Information sessions and tours are open to the public based on space availability through a sign-up process.

**Admission Policies for Students at all Locations**

KSU admission policies are the same regardless of the prospective student’s or applicant’s location and for the intended instructional delivery method. Applicants seeking distance education instruction must first be accepted to KSU according to the publicized admission information [25].

**Undergraduate Admission**

The KSU Office of Undergraduate and Global Admissions adheres to published admission standards when determining admission decisions. Qualified applicants are admitted in one of the following admission categories [26]: freshmen, transfer freshmen, transfer students, non-traditional/adult learners, Dual Enrollment Honors Program, KSU Admission Scholar Program, home-educated students, international students, online students, transient, veterans, readmission, auditor, or non-degree seeking.

Applications and all supporting documents for admission to the consolidated Kennesaw State University are received and reviewed by the staff of the Office of Undergraduate Admissions. All applicants who submit all required documentation are considered for acceptance to KSU based on published admission standards.

Freshman applicants are considered for acceptance to KSU based on their:
- high school GPA;
- SAT or ACT test scores;
- completion of the USG’s Required High School Curriculum; and
- proof of graduation from a high school accredited by a regional accrediting association recognized by the U.S. Department of Education (such as the Southern Association of Colleges and Schools) or the Georgia Accrediting Commission or from a public school regulated by a school system and state department of education.

**High School GPA**
KSU recalculates the high school GPA. A standard 4.0 grading scale is used but factors in only the core curriculum courses (see below).

**Grading Scale:**  
\[ A = 4.0; B = 3.0; C = 2.0; D = 1.0; F = 0.0 \]

**Standardized Tests (SAT/ACT)**
KSU accepts either SAT or ACT test scores with no preference to one over the other. Only the highest section scores in Critical Reading and Math (for SAT), or English and Math (for ACT) are considered as part of the final admission decision. Each time new scores are submitted, KSU updates the student’s record.

**USG Required High School Curriculum:**
Mathematics (minimum 4 units)  
English (minimum 4 units)  
Science (minimum 3 units prior to 2012 graduation; after 2012 requires 4 units)  
Social Science (minimum 3 units)  
Foreign Language (minimum 2 units)

*Applicants who do not meet KSU’s published minimum admission standards may appeal [27], as stated in the admission sections of the Undergraduate Catalog and*
KSU’s Enterprise Information Management and Institutional Research (EIM-IR) staff track and prepare statistical data for both the Undergraduate and Graduate Admissions Offices. For example, data on enrollment comparisons by admission category is provided through KSU’s Rolling Admission Report [28], and at the close of the admission process, that data is included on the “New Student Profile” on the EIM-IR website.

Graduate Admissions

The Office of Graduate Admissions [29] receives applications to KSU and supporting documents for those seeking admission to a KSU graduate program. This office reviews each package to ensure applicants meet minimum admission requirements as published in the Graduate Catalog and the individual program websites.

Graduates holding a baccalaureate degree from colleges or universities accredited in a manner accepted by Kennesaw State University may apply for admission to the Graduate College. Applicants must submit the credentials deemed necessary by the chosen degree program. Individual programs may have additional requirements or higher standards than those listed for general admission. Applicants are accepted to one graduate program specifically and must reapply in order to change programs.

Requirements for admission to individual graduate programs are listed within each program section of this catalog. Once an applicant’s file is complete, the respective department will review the file. Then the department will notify the applicant of the admission decision. Admission to Graduate College does not imply that the student is a candidate for a degree. No commitment is made on this matter until the student is admitted to candidacy. Refer to the Academic Policies section in this catalog for more information about candidacy.
At the institutional level, the following requirements are reviewed:

- Proof of residence and citizenship;
- Documentation of degrees earned;
- Transcripts from educational institutions as evidence of preparation;
- Proof of language proficiency (international students); and
- Standardized test scores.

Applications and supporting documents of those who meet minimum admission requirements are sent to the academic unit offering the graduate program being applied to for review by that unit’s program faculty. At the academic unit level, faculty review committees base decisions for program admittance on items listed below, which vary by program.

- Statement of purpose
- Applicant’s goals and research interests
- Letters of recommendation
- Transcripts
- Standardized test scores
- Proof of language proficiency (international students)
- Relevant work experience
- Portfolio and writing samples
- Performance on prerequisite academic work as defined by the program office.

**International Admissions – Undergraduate and Graduate Applicants**

If an applicant possesses a permanent resident card (green card) or is in the United States on a visa, the admission application and supporting documentation are processed through KSU’s Global Admissions Office. Global Admissions staff ensure that KSU is in compliance with federal and state laws concerning U.S. immigration. In addition to KSU’s admission documentation, international applicants are required to provide the following credentials at least one semester prior to the projected semester of
enrollment.

- Sworn affidavit of support from the applicant’s financial sponsor;
- A letter from the sponsor’s bank showing that funds (in U.S. dollars) are available for one year of support;
- Official or certified true copies of all high school and/or college/university records with a certified English translation. International students are required to have an official evaluation of credentials done by an outside agency at the student’s expense. International applicants may contact the National Association of Credential Evaluation Services to select an accredited credential evaluation service. Official transcripts must be mailed directly from the sending institution or hand delivered in a sealed college envelope. KSU staff will not complete an evaluation of credits until satisfactory documents are on file at KSU. It is up to the academic department to determine which credits will actually apply to the degree program;
- For undergraduate international admission, an official score of 79 or more on the Internet-based TOEFL\(^1\) exam, or 213 on the computer-based exam, or an IELTS\(^2\) score of 6.5 is required. Satisfactory scores on the TOEFL or IELTS exams do not waive the mathematics portion of the SAT; and
- Completion of the first two levels of English composition college level courses with a C or higher at an accredited U.S. institution.

For graduate international admission, applicants must have an official TOEFL minimum score of 80 or higher on the iBT\(^3\) or a minimum score of 6.5 on the IELTS test.

The TOEFL or IELTS requirement may be waived if the applicant:

- has completed and transferred the English composition courses (I and II from an accredited American institution) for the core requirement at the college level;

\(^{1}\) TOEFL: Test of English as a Foreign Language.
\(^{2}\) IELTS: International English Language Testing System.
\(^{3}\) TOEFL iBT: Internet-based TOEFL test.
• has satisfactory scores on the SAT II test of English usage; and
• has a SAT I Critical Reading/Verbal score of at least 450 (ACT 18).

CS 3.4.3 Evidence of Compliance
1. The Real Guide to Colleges and Universities (Peterson’s © 2015, a Nelnet Company)
2. USG High School Curriculum Requirements
3. USG Academic and Student Affairs Handbook, 3.2.6 English Proficiency
4. BOR Policy 2.10 – Institutional Mission
5. Examples of USG institutions’ admissions selectivity - The Real Guide to Colleges and Universities (Peterson’s © 2015, a Nelnet Company)
6. KSU Mission Statement – Approved by the BOR on April 16, 2014
7. BOR Policy 4.1.2 – Non-Discrimination
8. BOR Policy 4.1.5 – Students with Disabilities
9. BOR Policy 4.1.6 – Admissions of Persons Not Lawfully Present
10. BOR Policy 4.2 – Undergraduate Admissions
11. KSU Undergraduate Catalog, 2015-2016 Academic Year
12. KSU Graduate Catalog, 2015-2016 Academic Year
13. USG GAcollege411 – Application Website
14. KSU Homepage – Admissions
15. KSU Registrar’s Office
16. KSU Undergraduate Admissions
17. KSU Graduate Admissions
18. KSU Admissions “Got Questions”
19. KSU Undergraduate “Freshman Admissions Predictor”
20. KSU Undergraduate Admissions—Contact Form
21. KSU Undergraduate Admissions “Application Status Check”
22. KSU Enrollment Services
23. KSU Undergraduate Admissions Workshop
24. KSU Orientation Material “The Secret’s Out”
25. KSU Admissions Information – Online Applicants
26. KSU Undergraduate Admissions Categories
27. KSU Admission Appeals – Undergraduate and Graduate
28. KSU Rolling Admission Report
29. KSU Graduate Admissions Office
Part II. Impact of the change on selected requirements of the Principles of Accreditation

C. Educational Programs

CS 3.4.4 The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, Advanced Placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution’s own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution’s transcript. (See Commission policy "Collaborative Academic Arrangements.") (Acceptance of academic credit)

Compliance Statement

Kennesaw State University (KSU) is in compliance with this comprehensive standard.

Impact of Consolidation

Prior to consolidation, both KSU and Southern Polytechnic State University (SPSU) were in compliance with this comprehensive standard. Both institutions had published policies that included criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, Advanced Placement, and professional certificates that were consistent with its mission and ensured that coursework and learning outcomes were at the collegiate level and comparable to the institution’s own degree programs. Both institutions assumed responsibility for the academic quality of any coursework or credit recorded on the institution’s transcript. The consolidation of KSU and SPSU necessitated an evaluation of the relevant practices and policies of both institutions.

As part of the consolidation planning process in 2014, Operational Working Groups (OWGs) composed of faculty, staff, and administrators were formed to propose recommendations for consolidating academic policies for the new KSU. Each OWG was co-chaired by one representative from each of the consolidating institutions. Issues involving the awarding of transfer and other types of credit were the purview of OWG No. 25 (Undergraduate Admission, Transfer, and Transient Policy) and OWG No. 26 (Graduate Admissions). Additionally, OWG 18 (Retention, Progression, and Graduation/Complete College Georgia/orientation) reviewed a number of institutional
policies regarding the award of undergraduate or graduate credit and OWG 24 (Technology-Enhanced Education and Testing Center) addressed academic policies relating to technology-enhanced education. The Graduate College, which will oversee graduate education in the consolidated institution, also conducted a comprehensive review of institutional policies and practices in graduate education across both institutions and recommended revisions to graduate policies and practices to harmonize them in the consolidated institution.

The recommendations from this evaluation resulted in either the adoption of an existing policy, modification to an existing policy, or a merging of policies from the two institutions. All recommendations were reviewed by the associate vice president for Enrollment Services prior to submission to the appropriate academic approval committees. These reviewed and revised academic policies provide students with the greatest possible latitude in evaluating credits while maintaining the high standards that enhance the stature of the University and its degrees. Examples of changed policies are (1) credit by exam and (2) age of credit. There is now no limit on the number of hours a student can receive through credit by exam for KSU except for the International Baccalaureate (IB), which allows only 24 hours. The cut scores and courses/credit hours awarded for credit by exam, which must adhere to the American Council on Education (ACE) minimum scores and credits, are determined by the appropriate academic department. In addition, undergraduate courses, in general, will have no limit imposed on the age of credit accepted. However, each department may elect to restrict the age of courses applied to a specific degree program. Graduate coursework must still be completed within five years of the date that the student wishes to transfer them into a program, with some exceptions noted herein. As a result of the consolidation and the expanded criteria for transfer policies, the University will provide a greater service to the students in the areas of evaluation, awarding and accepting transfer courses, and recognizing credit by examination from both institutions.

Narrative

Acceptance of Credit at KSU

Consistent with the institution’s mission to offer “high-quality and productive undergraduate, graduate, continuing education, and co-curricular programs” and to strive “continually to enhance student success, improve institutional quality, and respond to public demand for higher education,” KSU’s policies and procedures include safeguards to ensure that coursework accepted at KSU is at the appropriate collegiate level and is comparable to traditional learning experiences at the University. These policies are published in the KSU 2015-2016 Graduate [1] and Undergraduate [2]
Catalogs available online 24/7 as well as the website of the Office of the Registrar [3] and are summarized below.

The specific applicability of transferred academic credit at KSU is regulated through the endorsed standards and guidelines of regional accrediting bodies, the American Council on Education (ACE), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), and the Board of Regents (BOR) of the University System of Georgia (USG) transfer policy. Using these standards as guidance, the Office of Undergraduate Admissions, The Graduate College, the Office of the Registrar, department chairs/directors of academic disciplines, and the Office of Academic Affairs conduct internal evaluation of transfer work to determine if both the transferred coursework and applicable student learning outcomes were successfully completed at the appropriate collegiate level and if the transfer work is equivalent to the rigor and scope of comparable coursework at the University.

**Transfer Credit**

As detailed in the Transfer Credit Practice policy [1] [2] [3], transfer credit may be awarded for coursework completed at institutions holding regional accreditation status. Additionally, course credit may be awarded for work completed at institutions accredited by alternative accrediting bodies if (1) those accrediting bodies are recognized by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and (2) if the acceptance practice is reported as “AG” (generally accepted) by Georgia’s “flagship” institution, the University of Georgia. Under University policy, review of transfer credit is two-fold: (1) As noted above, the academic sufficiency of proposed transferrable coursework is reviewed by the appropriate academic unit(s) and (2) KSU’s Office of the Registrar conducts independent transfer evaluations and accepts transfer credit only from approved institutions, only in courses comparable to KSU courses or in subject fields appropriate for KSU degrees, only when the grades earned are sufficiently high for the transfer courses to meet KSU degree requirements, and only when the GPA for all acceptable transfer courses is 2.0 or better. KSU has no limit on age of credit accepted for undergraduate courses. However, individual departments may elect to restrict the age of courses applied to a specific degree program.

**Course Transfer Articulation Policy among USG Institutions**

KSU is compliant with the USG requirement that its constituent institutions design their core curriculum general education requirements to reflect local institutional culture and assure that students meet agreed-upon general educational outcomes (*USG Academic & Student Affairs Handbook*, Section 2.4.9, [4]). Each institution must define a coherent
set of courses reflecting the institutional philosophy of general education. The implementation guidelines balance the needs and desires of students to take courses at more than one USG institution against each institution’s need to maintain coherence of its curriculum requirements. The central purposes of the transfer articulation policy are to ease transferability of core courses among USG institutions and to safeguard the rigor of the collegiate level of the coursework. While students are not required to complete the entire core curriculum at one USG institution and may transfer completed “core” courses to another USG institution, students are required to declare a “home” institution and follow the degree requirements of that institution.

**Transfer of Credit from the Technical College System of Georgia**

Credit is also accepted from the Technical College System of Georgia (TCSG) institutions in accordance with the USG/TCSG transfer policy, Complete College Georgia Articulation Agreement [2]. The agreement (colloquially known as the “Mini-Core”) includes 27 approved courses that students may transfer into degree programs at the University. This policy also permits for the individual evaluation and subsequent acceptance of courses other than Mini-Core courses (*USG Academic & Student Affairs Handbook*, Section 2.17, [5]).

**Transfer of Courses for International Students**

International transcripts must be evaluated and endorsed/certified/accredited by an evaluation agency that is a member of the National Association of Credential Evaluation Services (NACES). Each course for which transfer credit is sought must be independently evaluated. For transfer credit evaluations, international course descriptions must be translated by a recognized translation service and certified as a true and correct translation [6].

**Other Transfer Policies for All Students**

KSU grants transfer credit for courses completed at institutions determined acceptable by KSU policy.

**Core courses:** Transfer credit evaluations of the core curriculum are determined by the registrar transfer evaluation staff in collaboration with academic departments. Transfer credit evaluations must adhere to USG transfer policies, reciprocity agreements, and other approved articulation agreements. Transfer credit will be awarded for coursework with a minimum grade of D (except for ENGL 1101 and ENGL 1102, which require a minimum grade of C) [2].
Major related courses: Unless otherwise noted in the catalog, a minimum grade of C is required for major-related courses and/or prerequisites to major courses. Transfer credit evaluations for the major-related coursework are determined in collaboration with academic departments [2].

Credit across levels: Graduate students may use graduate level work only to complete their degree requirements. Additionally, undergraduate coursework may not substitute or transfer more than one level; (i.e. 1000-level course may not be used for 3000-level courses and vice versa). Graduate-level work may be used only in the undergraduate degree if an Accelerated Bachelor's/Master's policy is in place (maximum 12 credit hours) [1].

Graduate credit: Graduate work taken at other regionally accredited institutions must meet institutional requirements and be (1) consistent with the Graduate College’s policy and/or practice of allowing graduate credit transfers and (2) evaluated and approved by the program director and/or appropriate committee of graduate faculty members in the program in which the graduate student seeks to use the credit in order to satisfy degree requirements at KSU. Generally, transfer credit cannot be awarded for graduate courses over five years old; however, the Graduate College and program departments may allow courses completed more than five years previously if it is determined that the subject matter of the course remains current in the discipline. The six-year rule that all requirements for a master’s degree must be completed within six years to count toward degree credit applies with transferred credits as well. Transferred coursework cannot exceed 25 percent of the program’s total number of required semester hours or reduce program residency requirements. Generally, no grade below a B may be accepted. Grades earned in transferred courses are not used in calculating semester or institutional grade-point averages. Individual degree programs may have additional specific requirements or limitations for transfer credit [1].

Credit for Experiential Learning

Generally, the University does not recognize life experience or informal service learning (and similar experiences) as equivalent to formal coursework [3]. With the exception of Military Transfer Credit Policy (please see below), KSU does not award credit for “experiential learning.” However, students with exceptional business, military, or professional experience may be permitted to utilize the University’s Examination Program for Advanced Standing or the Portfolio Learning Assessment. These provide the student with exceptional experiences the opportunity to demonstrate current mastery of appropriate learning objectives in a course or courses in a program.
Military Transfer Credit Policy

In Section 2.16 of the USG Academic & Student Affairs Handbook, the BOR permits USG institutions to offer credit for certain types of military service [7]. KSU is committed to fair, equitable, and effective policies and practices, recognizing and accommodating the special conditions faced by military students seeking to obtain a college education. Military Transfer Credit may be awarded for undergraduate students accepted to KSU who have served in the U.S. military and who desire to have their military experience considered for transfer credit. Students may have the option of accepting or declining up to 12 semester hours of undergraduate elective transfer credits toward a degree program, if applicable. Students must submit an official Joint Services Transcript (JST) to the Office of the Registrar, Graduation, Audit, Transfer, and Evaluation Services (G.A.T.E.S.) [3].

Credit by Exam

KSU will award credit for undergraduate courses through College Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), and institutional exams, including credit for Massive Open Online Courses (MOOCs) and may award graduate credit through Institutional Examination for Advanced Standing. Generally, there is no institutional limit for the amount of credit by exam hours a student may receive; however, a maximum of 24 hours of IB credit will be accepted. Students must comply with all University requirements (such as residency requirements), and specific programs may impose other discretionary limitations permitted by University policy (please see below). Credit hours are not applied toward institutional graduation residency requirements, nor may credit be granted from college or institutional exams if credit for the same course may be granted by a CLEP exam. Credit by exam may not be awarded for a course previously failed or audited. Official score reports for AP, IB, and CLEP must be sent from the testing agency to KSU to be considered for credit. If the examination is passed sufficiently, the student will receive the appropriate college credit; however, it will not be included in the calculation of the grade point average. The cut scores and courses/credit hours awarded for AP, IB, or CLEP exams, which must adhere to the American Council on Education (ACE) minimum scores and credits, are determined by the appropriate academic department [2].

Institutional Examination for Advanced Standing

Students with exceptional business, military, or professional experiences may request the opportunity to demonstrate mastery of course learning objectives through
institutional examinations for advanced standing. Requests for institutional advanced standing examinations should be initiated with the department chair in whose academic department the “challenged” course resides and must be approved by the registrar. If the course is a graduate course, the request should also be reviewed by the graduate dean or his designee to ensure graduate program quality and institutional continuity. Approval of these requests is subject to the following criteria [2]:

A. Authorization will not be given for a course under any of the following circumstances:
   1. If a student has previously audited the course;
   2. If a student has previously scheduled and failed the course;
   3. If a student has previously scheduled the course, but has withdrawn after the first two calendar weeks from the day the semester begins;
   4. If a student is currently enrolled in the course;
   5. If the course is either a prerequisite or an introduction to a course already completed (this provision does not apply to skill courses such as physical education or music);
   6. If the course may be granted credit by a CLEP exam.

B. Credit earned by institutional advanced standing examination may be used neither to satisfy residency requirements nor to satisfy more than one-half of the major-field or minor-field requirements in a program of study.

C. A passing grade for an institutional advanced standing examination is a grade of 75 percent or higher for a lower-division course and a grade of 80 percent or higher for an upper-division course.

D. A fee will be assessed for each institutional advanced standing examination attempted. No course may be attempted more than once.

E. A student must be admitted to the University at the time of application for advanced standing and must be enrolled in the University to receive credit for a course by advanced standing examination.

**College-Level Examination Program (CLEP) for Advanced Standing**

In addition to institutional examinations for advanced standing, some programs may permit students with business, military, or professional experience to demonstrate proficiency of learning objectives by performance on standardized examinations. Credit earned will be recorded on the student’s permanent record as awarded as a result of successful completion of a college-level examination for advanced standing [2].
Advance Placement (AP)

KSU awards credit for AP tests administered by the College Entrance Examination Board when students achieve the required minimum score or higher and if KSU offers an equivalent class. Information regarding the subject examinations available for AP credit at KSU along with the required minimum score and KSU course equivalents are available from the Office of the Registrar [2].

International Baccalaureate (IB)

Kennesaw State University honors IB credit for certain classes in which an equivalent is offered and for which the required grade is achieved. A maximum of 24 semester hours of credit may be awarded for International Baccalaureate classes. Details on the scores required and course equivalencies are available from the Office of the Registrar [2].

Dual Enrollment

KSU’s Dual Enrollment Honors Program provides an opportunity for academically accelerated high school juniors and seniors to take regular college courses in lieu of remaining high school requirements and use those earned college credits not only to satisfy remaining high school requirements, but also to gain advanced placement through that earned credit in collegiate degree programs. College credits earned through dual enrollment elsewhere are accepted by KSU under the same rules that apply to undergraduate transfer courses in general [8].

Professional Certificates

Non-credit continuing education and professional certificates are not eligible for transfer credit consideration. Degree credits earned elsewhere in a certificate program fall under the same rules as those that apply to transfer courses in general. If permitted, students may seek to demonstrate their mastery of content-level knowledge earned through a professional certificate on an institutional examination for advanced placement (or other approved credit by examination) [9].

The scrutiny given to transfer credit as detailed in this narrative ensures that coursework and learning outcomes are at the collegiate level and are comparable to the institution’s own degree programs. KSU assumes responsibility for the academic quality of any coursework or credit recorded on the institution’s transcript.
CS 3.4.4 Evidence of Compliance

1. *KSU Graduate Catalog* Transfer Policies
2. *KSU Undergraduate Catalog* Transfer Policies
3. KSU Office of the Registrar Website
4. *USG Academic & Student Affairs Handbook*, Section 2.4.9
5. *USG Academic & Student Affairs Handbook*, Section 2.17
6. Transfer International Students Policy
7. *USG Academic & Student Affairs Handbook*, Section 2.16
8. KSU Dual Enrollment Honors Program
9. KSU Professional Certificate Transfer Policy
Part II. Impact of the change on selected requirements of the *Principles of Accreditation*

C. Educational Programs

CS 3.4.5 The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution. *(Academic policies)*

Compliance Statement

Kennesaw State University (KSU) is in compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Comprehensive Standard 3.4.5. KSU publishes academic policies that adhere to principles of good educational practice. The policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the university.

Impact of Consolidation

No substantive changes to the process of publishing and disseminating academic policies have occurred as a result of the consolidation of Kennesaw State University (KSU) and Southern Polytechnic State University (SPSU). The new KSU continues to rely on University catalogs and handbooks for the publication of academic policies and practices and their 24/7 availability to the public on the KSU website.

Narrative

In the process of planning for and implementing consolidation, the 81 Operational Working Groups, the Consolidation Implementation Committee, and KSU’s central administration reviewed and considered numerous academic policies, keeping many as is and refining and strengthening others in keeping with principles of good educational practice. That campus-wide effort is documented in transparent fashion on the KSU-SPSU consolidation website. Academic policy development and change continue to utilize University governance structures that involve faculty and academic administrators as well as to adhere to pertinent governing board policies.

Principles of good practice in higher education and accuracy of the representation of the University’s programs and services continue to be assured though KSU’s adherence to University System of Georgia policies and procedures and extensive engagement in
program and institutional accreditations with their associated demonstrated compliance with accepted standards of good practice.

Publication of Academic Policies

The Board of Regents of the University System of Georgia (BOR USG) publishes academic policies to be followed by the 30 USG institutions, including KSU, in the BOR Policy Manual [1]. The USG Academic and Student Affairs Handbook further guides the institutions in the implementation of BOR academic policies [2]. These documents are available online at the BOR USG website. Both documents adhere to SACSCOC policies and guidelines as confirmed by consistently successful reviews of the USG institutions.

KSU academic policies comply with both SACSCOC and USG BOR policies and directives. The KSU undergraduate and graduate catalogs are the principal vehicles for communicating academic policies and accurately representing the programs and services of the institution [3, 4]. The catalogs are available online [5], providing 24/7 access to the public. The University [6], faculty [7], and student handbooks [8] serve as additional means of disseminating information about academic policies and services.[9]

Adherence of Academic Policies to Principles of Good Educational Practice and Accuracy of Institutional Representation

Adherence of academic policies to principles of good educational practice is ensured through 1) compliance with academic policies and procedures of the University System of Georgia that reflect good educational practice, such as those for new program approval, Core curriculum design, admission standards, grading practices, program length, comprehensive program review, faculty employment and evaluation, and student appeals; and 2) compliance with the academic standards of program and institutional accreditors and state licensing boards that ensure program and institutional quality and reflect principles of good educational practice. Accreditors like SACSCOC assess institutional integrity in the accuracy of institutional reports and publications.

KSU’s academic policies comply with the BOR Policy Manual and the USG Academic and Student Affairs Handbook. The adherence of academic policies to principles of good educational practice is reflected in their adoption across a diverse large set of public colleges and universities. Internally, the development or change of academic policies proceeds through a rigorous, multi-level process that includes college-wide and university-wide representation of faculty, staff, and administrators [10], further ensuring alignment with principles of good educational practice. Finally, the consolidation process itself generated additional evidence of conformity to principles of good educational
practice, as academic policies of the consolidating institutions were carefully examined to guide the creation of academic policies of the new institution.

To ensure no lapses in policies for the consolidated institution, the Consolidation Implementation Committee approved “…that if a new policy for the consolidated Kennesaw State University has not been approved, then the prior Kennesaw State University policy on that topic should be followed” [11].

Evidence of Compliance

1. BOR Policy Manual, Section 3.0: Academic Affairs
2. USG Academic and Student Affairs Handbook Section 1.3
3. KSU Undergraduate Catalog
4. KSU Graduate Catalog
5. KSU Undergraduate and Graduate catalogs URL
6. KSU University Handbook
7. KSU Faculty Handbook
8. KSU Student Handbook
9. KSU Handbooks URL
10. KSU Policy council
11. OWG-47-Approved-Recommendations
Part II. Impact of the change on selected requirements of the Principles of Accreditation

C. Educational Programs

CS 3.4.9 The institution provides appropriate academic support services. (Academic support services)

Compliance Statement

Kennesaw State University (KSU) is in compliance with this comprehensive standard.

Impact of Consolidation

As independent institutions, KSU and Southern Polytechnic State University (SPSU) each had a wide variety of academic support services for which there was substantial overlap in function and intent. These support services were coordinated and consolidated for the new KSU through the work of several Operational Working Groups and the Consolidation Implementation Committee in 2014 and 2015. Overall, the array of academic support services is greater and benefits more students as a function of the consolidation than was the case prior to the consolidation.

Narrative

Academic support services are those that help fulfill the academic mission of the University by providing assistance to students and by advancing the professional skills and knowledge of the faculty who work with students. KSU recognizes that the education and support of its students extend beyond experiences generated through the academic programs of the institution, and provides programs and services as well as institution-sanctioned student organizations to ensure that multiple routes for student learning, support, and development are available.

KSU makes a range of academic support services available to students, faculty, staff, and administrators. Consistent with the institutional mission to continually “enhance student success, improve institutional quality, and respond to public demand for higher education,” KSU strives to maintain a climate conducive to student learning by providing students with assistance and support through a variety of academic support services. These academic support services are not housed in a single program or department but are integrated throughout the University. Many programs and departments provide both
academic and student support services. Academic support services are described herein; student support services are described in greater detail in CR 2.10. In order to more effectively serve the needs of the University and the communities it serves, the programs and departments that provide academic support services have either established a presence on both the Kennesaw and Marietta campuses or have made services available to both campuses. These services are described in various areas, including the KSU undergraduate and graduate catalogs and on the KSU website.

**Academic Advising**

Information about academic advising at KSU can be found on the KSU Academic Advising website [1]. Academic advising at KSU facilitates student success, development, and retention by supporting the design and implementation of educational and career plans. The Undergraduate Advising Council, represented by advisors from both the divisions of Student Affairs and Academic Affairs, oversees and coordinates the campus-wide advising efforts, focusing on policy recommendations. KSU uses a decentralized structure for academic advising for both undergraduate- and graduate-degree seeking students. Students who know their intended major are assigned to trained advisors in the department of their major or to the college advising center [2]. These advisors can advise students on general education requirements, major requirements, job possibilities, internships, research with faculty, applied community/campus experiences, grants, and scholarships. Students are expected to connect with their advisor each semester to register for appropriate courses and also to develop a mentoring relationship that will facilitate career development. All students with fewer than 30 credit hours must meet with an advisor each semester. This is a change from the previous policy, which required advising for the first two semesters for first-time, full-time students. This new policy requires far more students to be advised each semester. Undeclared students are advised by a staff of trained, professional advisors in the New, Exploratory, and Students in Transition (The NEST) office [3]. The NEST also serves as a secondary advising resource for those students who have declared a major but need additional assistance with general education requirements or University policies. Additional information to assist students with advising is available on the KSU Advising website [4] [5].

DegreeWorks is a Web-based advising tool that provides real-time advice on degree completion. This system is designed to aid and facilitate academic advising. It does not replace face-to-face advising sessions. Students can access DegreeWorks through OwlExpress [6].
Academic Tutoring Services

Academic tutoring is available to all current and prospective KSU students. An array of tutoring services is offered at both of the campuses and online. Students can schedule 50-minute appointments with tutors free of charge and in multiple disciplines, including mathematics, English, accounting, finance, statistics, economics, Spanish, Chinese, French, biology, chemistry, computer science, GACE basic skills, GRE preparation, and COMPASS preparation. Table 1 below shows the number of appointments scheduled with the Academic Tutoring Services for academic years 2012-13, 2013-14, and 2014-15 for KSU and the number of drop-ins at the SPSU Tutoring Center for academic years 2013-2014 and 2014-2015. Additional information on Academic Tutoring Services is available on the website [7].

Table 1. Students Tutored

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Yearly Totals</th>
<th>Kennesaw Campus</th>
<th>Marietta Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td></td>
<td>3,332</td>
<td>Not available</td>
</tr>
<tr>
<td>2013-2014</td>
<td></td>
<td>2,593</td>
<td>1765*</td>
</tr>
<tr>
<td>2014-2015</td>
<td></td>
<td>2,060 (As of 4/7/15)</td>
<td>4118</td>
</tr>
</tbody>
</table>

*Only 2 months of Fall Semester counted.

Student-Athlete Success Services

Created to assist intercollegiate athletes and mandated for NCAA Division I athletic programs, Student-Athlete Success Services (SASS) are administered by a director who reports to an associate vice president of Student Affairs and the athletic director. Staff assist student-athletes in balancing their academic and athletic demands while making progress toward degree completion and maintaining their athletic eligibility. Services include advising, tutoring, use of current educational technologies, academic skills development, personal skills development, study hall, mentoring, risk assessment, and monitoring. Problem solving, learning strategies, and study skills are incorporated into tutoring and mentoring sessions to help students clarify academic material and augment classroom instruction. Tutoring sessions are scheduled on an appointment basis at times convenient to student-athletes and are held in the SASS Center. SASS is also responsible for monitoring NCAA athletic academic eligibility and ensuring compliance with these rules, as well as monitoring and reporting academic progress data and graduation rate data to the NCAA. Student-athletes of the former Southern
Polytechnic State University (SPSU) are included as participants of this program since SPSU’s intercollegiate program closed as part of consolidation. Additional information is available on the Student-Athlete Success Services website [8].

**Division of Student Affairs**

To foster learning outside the classroom, the Division of Student Affairs provides many student and academic support services at KSU. The division’s mission is to assist students with achieving success through practical application of knowledge by becoming engaged, ethical leaders who serve their local and global communities. The Division of Student Affairs offers a wide range of out-of-class programs, services, co-curricular programming, and individual interaction to ensure students are achieving the following learning and development outcomes: knowledge acquisition, integration, construction, and application; cognitive complexity; intrapersonal development; interpersonal competence; humanitarianism and civic engagement; and, practical competence. Additional information about the services offered is available on the Division of Student Affairs website [9]. These services are provided through various centers, programs, and initiatives. Many of these student support services are detailed in CR 2.10. Academic support services offered through the Division of Student Affairs include the following:

**Career Services Center:** This center helps students and alumni with career-related concerns. Among the academic support services offered are experiential education opportunities. Experiential education is a broad category of opportunities designed to help students define their educational goals and prepare for their careers by exploring the realities of the working world. KSU students have two programs of experiential education within Career Services: cooperative education and internship opportunities. Students earn academic credit in these programs; the number of credits earned correlates with the number of hours spent at the place of employment.

Cooperative education is employment that closely relates to a student’s academic major with a minimum two-semester commitment. It provides a longer-term developmental process and immersion at a company. Data related to students utilizing the cooperative education is listed in Table 2 below:
Table 2. Cooperative Education Data

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Semester</th>
<th>Kennesaw Campus</th>
<th>Marietta Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>Summer 2012</td>
<td>313</td>
<td>295</td>
</tr>
<tr>
<td></td>
<td>Fall 2012</td>
<td>123</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Spring 2013</td>
<td>110</td>
<td>124</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Summer 2013</td>
<td>357</td>
<td>272</td>
</tr>
<tr>
<td></td>
<td>Fall 2013</td>
<td>93</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>Spring 2014</td>
<td>133</td>
<td>78</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Summer 2014</td>
<td>325</td>
<td>395</td>
</tr>
<tr>
<td></td>
<td>Fall 2014</td>
<td>95</td>
<td>136</td>
</tr>
<tr>
<td></td>
<td>Spring 2015</td>
<td>109</td>
<td>134</td>
</tr>
</tbody>
</table>

An internship is employment that closely relates to a student’s academic major and is a one-semester commitment. Data related to number of students participating in internship education is listed in Table 3 below:

Table 3. Internship Data

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Semester</th>
<th>Kennesaw Campus</th>
<th>Marietta Campus*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>Summer 2012</td>
<td>1,167</td>
<td>198</td>
</tr>
<tr>
<td></td>
<td>Fall 2012</td>
<td>381</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Spring 2013</td>
<td>457</td>
<td>108</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Summer 2013</td>
<td>1,338</td>
<td>170</td>
</tr>
<tr>
<td></td>
<td>Fall 2013</td>
<td>401</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Spring 2014</td>
<td>548</td>
<td>84</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Summer 2014</td>
<td>1,312</td>
<td>201</td>
</tr>
<tr>
<td></td>
<td>Fall 2014</td>
<td>398</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Spring 2015</td>
<td>512</td>
<td>111</td>
</tr>
</tbody>
</table>

*Marietta campus internship data reflects an estimate of the number of students that expressed interest in and/or attended an orientation with Career Services for a formal internship by term.
Additional information about services provided through the Career Services Center is available on their website [10].

**Student Conduct and Academic Integrity (SCAI):** Formerly the University Judiciary Program, the SCAI promotes a greater awareness and understanding of the rules of the Student Code of Conduct [11]. It addresses issues of student academic conduct and disruption of campus life so that an environment conducive to learning and individual growth can be maintained at KSU. SCAI is discussed in greater detail in CR 2.10.

**Student Development:** Student Development offers a variety of innovative programs, activities, and services to enrich the college experience for students of color, international students, adult learners, students with disabilities, and students who identify as gay, lesbian, bisexual, transgender, intersex, and queer (GLBTIQ). Services provided include both academic and student support services: student advocacy, mentoring and academic support, social networks, cultural adjustment and advising, financial assistance, volunteer opportunities, workshops and seminars, community partnerships, and accommodations and accessibility. Additional information on Student Development programs and initiatives is available on their website [12]. Those units that provide student support services are described in greater detail in CR 2.10. Units of Student Development that include academic support include the following:

- **Adult Learner Programs:** These programs are designed to support and enhance the educational and developmental experiences of the adult learner. A variety of innovative and quality programs, services, resources, and activities are offered to meet the need for integration of all aspects of the adult learner. Additional information is available on their website [13].

- **International Student Retention Services (ISRS):** The purpose of International Student Retention Services is to assist international students attending KSU. These retention efforts include assisting with and making referrals regarding admissions, visa concerns, registration, ESL (English as a Second Language), academic support, and personal and social issues. Additional information is available on their website [14].

*Ongoing Academic Intervention Meetings with Students:*
o ISRS staff meets with students on a one-to-one basis to address concerns about academics and goals.

o The ISRS assistant director meets with international students in the In-State Tuition Waiver Program who are experiencing academic challenges. Each semester, the number of students ranges between 15 and 30.

o ISRS tracks the academic performance of international students during their first year at KSU to link them with academic success resources early in their educational experience at KSU.

o Staff members meet with 5-10 students per week to discuss academics.

o ISRS offers academic intervention assistance to faculty with international students in their classes. Professors can contact the ISRS office with concerns about students. The office then will work with the student to formulate workable solutions and goals.

**KSU 1101 Global Gateways First-Year Seminar**

This first-year seminar class was designed for international students and conducted as a collaboration between ISRS and the University College for the first time in Fall 2014. It provides international students with a learning environment that supports their unique needs as they learn to study and live in a new environment. The primary goal of the class is to provide international students access to tools necessary for their personal, academic, and social success at KSU. In addition, the class offers international students information about on-campus engagement and leadership development. For the Fall 2014 class, 21 students from 11 countries were enrolled in the class.

**Global Village Tutoring Program**

This program provides quality tutoring to all KSU students, both international and domestic, in an accepting environment in a way that facilitates learning while using a minimalist tutoring approach [15]. Several changes were made to this program as a result of consolidation. These include:

- In 2014-2015, ISRS staff expanded the Global Village Tutoring Program from two tutors to 11 tutors. Students utilize an online service to schedule tutoring appointments.

- The Tutoring Program includes paid Federal Work Study tutors and the Volunteer Tutor Program in which students (mostly international) tutor in different subjects in exchange for VKSU volunteer hours. All the tutors go through a rigorous selection and training process.

- The subjects covered expanded from math and English to 11 subjects each semester. Currently, the subjects offered are math, accounting, French,
Chinese, economics, English, Spanish, Korean, biology, chemistry, and computer science.

- Starting in Fall 2014, ISRS staff trained all of the Student Development tutors in a certification program.
- ISRS implemented WCOnline, an online tutoring software program that offers students the opportunity to book tutoring appointments online. Any KSU student is able to go to the ISRS website and book an appointment for tutoring with any of the tutors in the Global Village.
- For the 2014-2015 academic year, tutors met with 26 different students and had approximately 75 appointments. This represents an increase from the 10 appointments in the Spring 2014 Semester.
- With consolidation, the Tutoring Program expanded to the Marietta campus and added more STEM subjects.

**Global Village Writing Center Satellite**

- The Global Village hosts the Writing Center on Mondays and Tuesdays. The purpose is to bring the services of the Writing Center to international students in a setting where they feel comfortable seeking help with their writing.
- Students are able to receive assistance on a walk-in basis.

**Multicultural Student Retention Services**: The vision of Multicultural Student Retention Services is to provide a platform for holistic development and success for multicultural students at Kennesaw State University. The mission of the Multicultural Student Retention Services (MSRS) is to provide essential resources, services, and programming that facilitates the retention, progression, and graduation of historically underrepresented multicultural students.

Post consolidation, the Division of Student Affairs leadership and MSRS staff are working to have similar services on both campuses, particularly for students enrolled in coursework and academic programs associated with STEM fields. Prior to consolidation there was not an office such as MSRS at the Marietta campus dedicated to supporting African American, Latino/Hispanic, Asian American, and Indigenous students that was intentional in nature. For example, the MSRS staff have identified an opportunity for at least one representative from the current KSU African American Male Initiative to serve as a liaison for all of KSU’s African American Men, thereby connecting both campuses. Additionally, the Division of Student Affairs is collaborating with the Facilities Services Division to establish space to bring these services to the Marietta campus. The goal is to have this in place by Fall 2015. Additional information is available on their website [16].
MSRS facilitates holistic development for multicultural students by offering the following services and resources:

- **The Cultural Awareness Resource Center (CARC)** offers an array of services and resources that cater to the needs of African American, Hispanic American, Asian American, and Native American students. Tangible resources include a collection of more than 300 books; more than 100 DVDs, VHS, and audio tapes; magazines; and other minority-specific information. CARC services include a full-service IT computer lab and appointment and walk-in tutorial services in math and writing support.

- **Making the Grade Workshop Series** focuses on topics relevant to student “survival” or retention at KSU in a workshop format.

- **KSU Professionals Empowering Our Potential Leaders for Excellence (PEOPLE) Program** is a mentoring program that pairs a KSU student with a faculty member, staff member, or alumnus who has similar interests with the student and who is willing to mentor a student for professional and academic success. This program seeks to strengthen and sustain students in their educational and career goals.

- **Multicultural Programming Board** is a student-led program focused on planning and executing Hispanic Heritage Month, Native American/Indigenous Heritage Month, Asian American Heritage Month, and African American/Black History Month.

- **African American Student Alliance (AASA)**. AASA was founded with the goal of creating a multicultural college environment from the African diaspora perspective. AASA strives to accomplish this goal by fostering self-understanding and pride among people of African ancestry and individuals interested in the African American culture and heritage. AASA's educational and social programming promotes diversity, enhances literacy, and cultivates understanding between cultural entities.

- **KSU African American Male Initiative** exists in partnership with University faculty, staff, and students to focus on increasing enrollment, retention, and graduation rates of black men through mentoring, leadership development, and the celebration of academic and leadership achievements. The program
focuses on five areas: needs assessment strategies; pre-collegiate acclimation; mentoring; leadership development/academic achievement; and information dissemination.

- **Women of Color Success Initiative (WOCSI).** WOCSI provides systematic, customized growth and personal development strategies to females of color to assist them self-actualizing and developing a positive self-esteem.

- **Odyssey Peer Mentoring Program (OPMP):** This program matches new KSU students with more experienced students to help them transition to KSU. This program builds mentor/mentee relationships. Mentors and mentees are matched based on degree interests, hobbies, and overall availability. They are paired for a semester and meet weekly. The OPMP spans both academic and student support services and offers opportunities for participants to socialize and to work together on community engagement projects. Mentors introduce mentees to KSU services and student organizations. Student support services are described more fully in CR 2.10.

Mentors help students understand and prepare for the academic demands of college life as well as encourage a sense of community. The OPMP contributes to the retention, progression, and graduation of KSU students by helping new students find the resources they need to be successful at KSU. This program originated at the Kennesaw campus and is now available to all students of the consolidated University. Additional information is available on their website [17].

Data on the frequency of usage of academic support services and faculty is listed in Table 4 below. This data is extrapolated from the card swipe system that the Department of Student Development has installed. The years span 2010 to 2015.

<table>
<thead>
<tr>
<th>Table 4. Odyssey Peer Mentoring Program Office Visits: Aug. 1-July 31</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2012-2013</td>
</tr>
<tr>
<td>AY 2013-2014</td>
</tr>
<tr>
<td>AY 2014-2015 (As of March 2015)</td>
</tr>
</tbody>
</table>

In Spring 2015, OPMP implemented a new system to keep track of data that better explains usage data beyond office visits. This data is listed in Table 5 below.
Table 5. Spring 2015 Data Breakdown

<table>
<thead>
<tr>
<th>Number of Mentor Applicants</th>
<th>Number of Mentee Applicants</th>
<th>Number of Students who received Mentor Training</th>
<th>Numbers of Mentorship Matches</th>
<th>Total Program Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>225</td>
<td>102</td>
<td>180</td>
<td>102</td>
<td>327</td>
</tr>
</tbody>
</table>

**Teacher Resource and Activity Center (TRAC)**

This center is open to all KSU students, faculty, and staff and offers a curriculum library, instructional materials, and a production workroom. It maintains a large library of professional books, K-12 textbooks for curriculum planning, theme-related activity guides, supplemental kits, children’s literature, and over 1,500 educational DVD programs. TRAC’s production workroom is equipped with a print/copy station, large-format poster printers, laminators, binding machines, and other assorted equipment and supplies to support the development of classroom materials. Additional information is available on the TRAC website [18].

**University College**

University College promotes student success through both curricular and co-curricular programs. Programs are designed to promote engagement with the University and the communities it serves while ensuring that students progress toward graduation. It is composed of two academic departments and the Center for Student Leadership. Additional information on programs and initiatives available are on the University College website [19].

**Department of First-Year and Transition Studies:** This department is an interdisciplinary department dedicated to fostering the success of first-year college students and other students in transition. The department provides interdisciplinary seminars for first-year and transfer students, administers the learning communities program, and teaches digital literacy. Additional information on services available are on their website [20].

- **First-Year Seminars** [21]: KSU’s first-year seminars (KSU 1101, KSU1111, KSU1121, and KSU 1200) are the foundation for the University’s nationally recognized First-Year Experience, which has been featured in *U.S. News & World*
Report’s “America’s Best Colleges” listings for 11 consecutive years. Full-time faculty from the Department of First-Year and Transition Studies are housed on both the Kennesaw and Marietta campuses. These courses are designed to help first-year students transition successfully into higher education. KSU’s nationally-recognized, award-winning seminars are limited to 25 students, allowing students to get to know their professor well and interact closely with peers. Each of the four versions of the seminar has a slightly different focus: KSU 1101 – Traditional Seminar; KSU 1111 – Globally Focused Seminar; KSU 1121 – Community Engagement Seminar; and KSU 1200 – Leadership Development Seminar. All are designed to help students grow in the key areas of life skills, strategies for academic success, campus and community connections, and foundations for global learning. All first-year, full-time students entering the University with fewer than 15 credit hours are required to either complete a first-year seminar or enroll in a first-year learning community. Students with 16-29 credit hours are encouraged, but not required, to enroll in either a first-year seminar or learning community.

- **Learning Communities Program [22]**: A learning community is a cluster of two to four academic courses designed around a specific major or a general-interest theme. A cohort of 20-25 students enrolls in a learning community, allowing them to take classes together, form study groups, integrate their learning from one class to the other, and get to know a small group of like-minded students during their first semester. Specific academic majors might include business, nursing, education, or dance. Other learning communities are for a variety of majors and carry themes ranging from “green” living to social justice to gender studies and more. The courses in learning communities count toward University degree requirements and are taught by faculty dedicated to helping new students achieve academic success.

- **Computers and Your World [23]**: This course, IT 2101, focuses on digital literacy. It explores how computers and the Internet have revolutionized society and become an integral part of every profession.

- **THRiVE [24]**: Offered through University College, this nationally award-winning program helps qualified first-year students develop the academic skills required to maintain the HOPE Scholarship and to integrate both academically and socially to the University. This program is available to all students at the consolidated University. To be eligible, a student must be a first-time, full-time KSU student, have a 3.0-3.49 high school GPA, and have scored at least 18 math/18 verbal on the ACT or at least 450 verbal/450 math on the SAT. The program includes a personal graduation coach for four years, a pre-college academic strategies workshop, and
participation in THRIVE Learning Communities and weekly study sessions. The success of this program is manifested by THRIVE students maintaining the HOPE Scholarship at substantially higher rates than demographically matched groups, the general KSU population, and college students in Georgia.

**The Department of University Studies:** This department offers programs and services to help students from a variety of backgrounds achieve academic success from their first contact with KSU through graduation. These programs include Learning Support in English, Reading and Mathematics, the Supplemental Instruction Program, a SMART (Science and Math Academic Resources and Tutoring) Center, and the English as a Second Language Study Center. These services are all available on both the Kennesaw and Marietta campuses. Drop-ins are welcome. Additional information is available on the Department of University Studies website [25].

**Honors College**

The Honors College offers high-performing students the opportunity to participate in the Honors Programs. The Undergraduate Honors Program is for currently enrolled students, and the Dual Enrollment Honors Program is for qualified high school juniors and seniors who desire to take courses on the KSU campus for both high school and college credit.

Honors Programs provide a “community-within-a-university” for academically talented, highly motivated students. Currently, students in the Undergraduate Honors Program may choose from three options, the Great Books cohort, the President’s Emerging Global Scholars cohort, or the Custom Honors Program. Each offers unique opportunities for students, including community service activities, undergraduate research, and domestic as well as international travel experiences. The Dual Enrollment Honors Program provides an outstanding opportunity for high school juniors and seniors to earn college and high school credits simultaneously. Students may take KSU courses on the KSU campuses in English, mathematics, social sciences, science, and foreign language. Additional information is available on the Honors College website [26].

**KSU Writing Center**

This center promotes excellence in writing across the University community. Through one-on-one instruction, group workshops, and other writing-focused resources, writers from all disciplines and at all levels of ability learn how to improve their writing. Services are available at the KSU Writing Center, multiple satellite locations, and online. The Online KSU Writing Center has the same one-on-one, process-focused writing
instruction provided in synchronous and asynchronous writing sessions. Additional information is available at the website of the KSU Writing Center [27].

Division of Global Affairs

In keeping with the institution’s mission, the Division of Global Affairs maintains resources, offers academic services and programs through partnerships, and promotes research and scholarship to understand and impact a complex, interconnected world. It promotes and collaboratively leads global learning and regional studies among KSU’s faculty, students, staff, and the community. Through the Division of Global Affairs, KSU offers education abroad opportunities, which allows students to acquire global perspectives, experience intercultural engagement, and attain the knowledge and attitudes necessary for global citizenship. Housed in the Division of Global Affairs, the Center for African and African Diaspora Studies (CAADS) supports the internationalization, global learning, and diversity mission of KSU through scholarship endeavor and community outreach. The CAADS presents programs, encourages collaborative research, offers services, and engages in academic and community activities that foster an understanding of the global experiences of people of African descent in Asia, Europe, Oceania, and the Americas. Additional information is available on the Division of Global Affairs website [28].

KSU Library System

The mission of the KSU Library System is to be involved in teaching, learning, and discovery taking place at KSU. It selects, organizes, presents, and preserves resources for the KSU community of faculty, students, and scholars. The KSU Library System houses books, journals, articles, e-books, and various databases for student and faculty use. One of the services provided is Galileo, which is a virtual library connecting University of Georgia System institution libraries. Library resources are described more fully in CS 2.9.

Technology Resources

The KSU University Information Technology Service (UI TS) is a service group within the University Operations division. UITS provides KSU with the technology and support necessary for faculty, staff, and students to carry out academic collaboration, research, and innovation. UITS delivers the state-of-the-art technology students require and expect for course registration, learning management, classroom instruction, and voice/data solutions. It also identifies and supports the administration and computing needs of the campus. UITS provides exemplary audio visual content creation, broadcast
services, technical event support, audio visual equipment, and audio visual approvals for campus purchase and installation.

UI TS Classroom Technologies, Events, and Communications Infrastructure designs, supplies, installs, and supports all hardware and peripherals required to provide personalized, innovative, and effective solutions to classrooms, conference rooms, meeting rooms, and lecture theaters across campus. The AV integration team combines the latest available technology with high-quality installation processes, service, and maintenance. The Communications Infrastructure team has expertise in all phases of cable design, installation, maintenance, and diagnostics for data, voice, and video communications networks.

UI TS provides two types of campus email – one for students and one for faculty (Zimbra). Owl Express is the portal for students to get into the registration system, financial aid, and other registrar areas. UI TS also provides student technology advising, which provides assistance for personal computers, including campus applications and services, providing advice on malware removal, and assuring that PCs have the most current updates from Apple or Microsoft. Students are offered personal Web space and Web-based file storage and are eligible to take online training in many commonly used software programs and information security via a single-sign-on-authentication – one login ID, one password. UI TS also provides face-to-face technology workshops and a student help desk, complete with walk-up services.

UI TS maintains both traditional computer labs with printing and copying services, as well as virtual labs, which allow students to use productivity software at home on their own devices. Equipment check-out options are available to students who need audio/visual technology such as data project systems, video playback, camcorders, audio player/recorders, public address systems, and microphones through the AV Circulation desks. Services provided by UI TS is summarized in Table 6 below.

<table>
<thead>
<tr>
<th>Types of Services</th>
<th>Examples of Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consolidation – IT Communicates</td>
<td>• Consolidation updates on IT topics are provided. Timelines for integration of various systems are provided.</td>
</tr>
<tr>
<td>Training Services – Faculty and Staff</td>
<td>• First Fridays at Kennesaw: Technology assistance provided to all faculty and staff on the first Friday of each month on the Kennesaw Campus. No appointment is necessary.</td>
</tr>
<tr>
<td></td>
<td>• Third Thursdays at Marietta: Technology assistance provided to all faculty and staff on the third Thursday of each month on</td>
</tr>
</tbody>
</table>

Table 6. University Information Technology Services
| Training Services - Students | the Marietta Campus. No appointment is necessary.  
- Group Training by Request: Customized training on a variety of software applications for any group. UITS trainers can hold sessions for an entire student academic class as well as for a department or smaller group. Subjects include: Microsoft Office Suite (Word, Excel, PowerPoint, Access, Publisher, Outlook), Dreamweaver, D2L Brightspace, Prezi, SmartBoard, Collaborate, Zimbra, and others.  
- Hands-on Workshops: A variety of workshops are available on both the Marietta and Kennesaw campuses.  
- One-on-One Training Sessions: one-on-one training sessions for currently employed faculty and staff, and for currently enrolled students are available. Registration is through OwlSupport. |
| Computing and Software | OwlTrain: An online self-paced training and instructor-led classroom workshops registration system. A variety of online learning course content for Business Skills and Information Technology can be accessed 24 hours a day/7 days a week.  
- UITS Documentation Center: Documents are available for downloading providing instruction for a variety of programs and services. |
| Customer Support and Training | Apple OS Support: involves installing, configuring, and repairing all KSU tagged Apple equipment for the classroom, office, and home.  
- Software Downloads: Provides downloadable campus applications.  
- D2L BrightSpace: USG adopted Learning Management System hosting courses and faculty developed content.  
- iClicker: Classroom response system that allows instructors and students to interact dynamically in minutes.  
- Appointment Plus: Application scheduling software used for Testing Center and Advising Center.  
- Smarter Measures: An online assessment tool which accesses student familiarity with technology. |
| | Audio Visual Support: AV installations for classrooms, events, conference rooms, student collaboration rooms.  
- Classroom and Conference Room Equipment Support: Supports audio and visual equipment needs for classroom and conference rooms on campus. |
### CS 3.4.9 Academic Support Services

<table>
<thead>
<tr>
<th>IT Professional Services</th>
<th>Audio, Video, and Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Training: Serves KSU faculty, staff, and students by designing, developing, and delivering a wide variety of technology training services.</td>
<td>- Audio-Visual (AV) Check Out: Involves equipment for checkout by students, faculty, and staff to assist with multimedia projects and assignments associated with coursework. Due to the consistently growing student population and small resource pool, faculty must provide authorization for student use of equipment. This service meets several goals by enhancing the experience of students through the integration of multimedia elements in classroom materials, assignments, and informational pieces distributed across campus. Moreover, it exemplifies how technical elements can maximize the effectiveness of materials through better understanding, visuals, and learner engagement. Also, developing multimedia literacy provides insights into the complexities of social media, the Web, multimedia projects, and print by giving users a better understanding of the core elements that comprise them.</td>
</tr>
<tr>
<td>- Learning Technologies Support: Develop, maintain, and deliver training, administration and support for academic learning technologies.</td>
<td>- Classroom Technologies: Designs and installs most Audio/Visual solutions found across the KSU campuses.</td>
</tr>
<tr>
<td>- Database Administration: Provides 24x7 monitoring and support of the enterprise-wide production database services to the campus community. A full spectrum of database administration and support services including database architecture development, performance tuning and monitoring, and disaster recovery and business continuity operations is offered.</td>
<td>- KSU TV: Management of KSUTV Streaming and content.</td>
</tr>
<tr>
<td>- Data Visualization Resources: Software and hardware for image model and video presentation.</td>
<td>- Lecture Capture: Online Collaboration tool used within D2L for lecture capture and sharing content.</td>
</tr>
<tr>
<td>- Virtual Machines for Research: Temporary virtual machine for researchers and special projects.</td>
<td>- SmartBoards: An electronic white board that allows user to input commands to the computer via touch.</td>
</tr>
</tbody>
</table>
### AV Equipment Training

- AV Equipment Training includes workshops and on-demand training for specific audio-visual equipment. AVTS technologists provide direct training sessions and workshops for faculty and students in addition to making documentation and training materials available online via the AVTS website. Training is designed to develop or expand skills of students so they may apply these in completing course assignments while effectively using AV equipment.

### Information Security and IT Access

- **Information Security Awareness**: Offers online security awareness training, in compliance with USG IT Handbook requirements.
- **IT Policies**: IT Policies provide the foundation for ensuring the security, availability, and proper usage of institutional information and resources.
- **SysAdmin**: The KSU System Administrator group is a forum for individuals who administer IT services to exchange ideas. The group is central to remaining informed regarding projects such as IT initiatives, emerging threats, IT policy and standards, and reoccurring assessments.

### UITS Operations

- **IT Purchases/UITS Approval**: Approves most IT hardware and all software purchases.
- **Equipment Move**: Relocate desktop devices or large IT devices.
- **Life cycle replacement**: Timely replacement of University employee, classroom, and lab computers.

For additional information about services provided by the University Information Technology Services is available on the UITS website [29].

**Distance Learning Center**

KSU embraces a blended instructional model to meet the learning needs of 21st century learners and to promote flexible scheduling options to students with other professional or family responsibilities. A variety of both online courses and degree programs are available to meet the needs of students. Online courses are defined as courses in which 95 percent or more of the course is delivered at a distance. Hybrid courses are defined as courses in which 50-95 percent is delivered at a distance. KSU’s online learning was recently ranked 17th in the nation for “Best Online Colleges” in the 2015 ranking.
The Distance Learning Center (DLC) at KSU is a centralized information and support center for colleges, programs, and faculty. Technological support, instructional design, and access to campus-wide resources in training and development are readily available. DLC offers a variety of services to support departments and faculty in meeting the needs of their online program initiatives. Table 7 summarizes these services.

Table 7. Services Provided through Distance Learning Center

<table>
<thead>
<tr>
<th>Types of Services</th>
<th>Examples of Services</th>
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</table>
| Instructional Design Support | • Development of instructional materials and products for technology-based redesign of courses.  
|                           | • Mentoring of faculty on how to use instructional technology or to integrate technology with teaching.  
|                           | • Conducting a needs assessment and strategic learning assessment to develop the basis for curriculum development or to update curricula.  
|                           | • Designing instructional aids for hybrid and online courses.  
|                           | • Designing learning products, including web-based aids or electronic performance support systems.  
|                           | • Providing guidance on the closed captioning process.                                                                                                                                                                 |
| Media and Video Production | • Working with faculty to help plan, shoot, and create various media that will bring online content to life.  
|                           | • Video and media creation for instructors of fully online and hybrid courses.  
|                           | • Includes a fully functioning multimedia classroom, a HD production studio with multiple backgrounds, and various software.                                                                                         |
| Technology Support        | • Assistance is provided to research, select, and implement media rich content and gain access to technology training and support. The instructional design team can provide technology documentation, training, and one-on-one support while partnering with units across campus. |
| Quality Matters           | • KSU uses an internal peer-review process to implement Quality Matters (QM) standards in online courses. The DLC provides guidance to faculty in the process of online teaching certification, course design to meet national QM standards, and submitting a course for peer review. |
Additional information about services provided by the Distance Learning Center is available on the Distance Learning Center website [31].

**Desire2Learn Brightspace (D2L Brightspace)**

Students and faculty use an online learning management system – Desire2Learn Brightspace--as the tool for online courses and support for face-to-face courses. Training on this system is provided for both students and faculty via face-to-face workshops and a number of training videos [32].

**The Center for Excellence in Teaching and Learning (CETL)**

CETL promotes research-based pedagogies that foster student academic engagement, learning, and success. CETL supports professional development of faculty and academic administrators throughout their careers. Rooted in learning science and assessment theory, CETL advances and supports institutional priorities that promote excellence and innovation in education.

The center has programs for New Full-time and Part-time Faculty Orientations, Tenure and Promotion, Department Chairs, Technology Enhanced Education, Undergraduate Research, Community Engagement, Graduate Teacher Training, and International Faculty. Every month, a number of research-based educational development workshops designed to advance learning-centered teaching are presented. Professional development funds are available for faculty to attend conferences and other events that will contribute to professional growth. These funds are in addition to regularly budgeted departmental travel funds available to faculty. These services are explained in greater detail on the CETL website [33].

**The Center for University Learning**

This center offers a wide range of training, coaching, and organization development services to the campus community and partner institutions in the Professional Development Consortium of the University System of Georgia. This center has a strong tradition of supporting the professional development of faculty, staff, and administrators. The mission of the center is to foster a culture of learning by providing professional, personal, and leadership development for University faculty and staff. Examples of courses available include Building Trust in the Workplace; Resolving Conflict in Teams; Setting Performance Expectations; Thriving During Change; 7 Habits of Highly Effective People; Leading During Change; Essentials of Leadership; Managing Conflict
Productively – Professionally and Personally; Introduction to Process Improvement; Dealing with Difficult People, and Coaching for Peak Performances. These courses are available to all members of the consolidated KSU community.

The Excel Leadership Program provides an opportunity for faculty and staff to develop leadership skills and build relationships with other KSU colleagues. This week-long course is held during Maymester each year. The purpose of the program is to give faculty and staff the opportunity to learn, as a cohesive group, various facets of leadership skills. The program focuses on core competencies such as conflict management, problem solving, peer relationships, ethics and values/integrity and trust, and managing vision and purpose. A more detailed description of the courses and programs offered through the Center for University Learning can be found on the center’s website [34].

**The Siegel Institute for Leadership, Ethics, and Character**

The Siegel Institute is the embodiment of the leadership and ethics commitment of the University. Its mission is to promote study, research, reflection, and understanding of ethics and leadership through experiential opportunities and excellence in scholarship and teaching for members of KSU and the wider community. Through course offerings, campus services, and applied research, the institute supports KSU’s campus-wide efforts to prepare ethical leaders who can meet the challenges of increasing global awareness, technology literacy, diversity, integrity, and lifelong learning. More information is available on the institute’s website [35].

**CS 3.4.9 Evidence of Compliance**

1. KSU Academic Advising
2. Advising by College
3. NEST (Office for New, Exploratory, and Students in Transition)
4. Who is My Advisor?
5. Advising FAQs
6. Degree Works
7. Academic Tutoring Services
8. Student Athlete Success Services
9. Division of Student Affairs
10. Career Services Center
11. Department of Student Conduct and Academic Integrity
12. Student Development
13. Adult Learner Programs
14. International Student Retention Services
15. Global Village Tutoring Program
16. Multicultural Student Retention Services
17. Odyssey Peer Mentoring Program
18. Teacher Resource and Activity Center
19. University College
20. Department of First-Year and Transition Studies
21. First-Year Seminar
22. Learning Communities Program
23. Computer and Your World
24. THRIVE
25. Department of University Studies
26. Honors College
27. KSU Writing Center
28. Division of Global Affairs
29. University Information Technology Services
30. KSU Online College Ranking
31. Distance Learning Center
32. D2L Brightspace Training
33. Center for Excellence in Teaching and Learning
34. Center for University Learning
35. Siegel Institute
Part II. Impact of the change on selected requirements of the Principles of Accreditation

C. Educational Programs

CS 3.5.3 The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs.

(Undergraduate Program Requirements)

Compliance Statement
Kennesaw State University (KSU) is in compliance with The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Comprehensive Standard 3.5.3.

Impact of Consolidation
Requirements for the completion of undergraduate programs, including general education requirements, were published in the catalogs and on the websites of SPSU and KSU prior to consolidation and continued to be published in those locations through Spring 2015. The only notable impacts of consolidation on those publications are that curricular redundancies have been removed, policy alignments have been ensured, and content is now presented for one consolidated institution beginning with the 2015-2016 Undergraduate Catalog.

Narrative
Publication of Undergraduate Program Requirements
The KSU Undergraduate Catalog describes the requirements for the University’s undergraduate programs [1]. The catalog is available online [2]. Common degree requirements, including general education requirements, are clearly enumerated in the General Education Requirements and University-Wide Degree Requirements sections of the catalog [3]. Detailed listings of coursework and other requirements for completion of each degree and certificate program are found in the Academic Programs section [4].

Conformity to Commonly Accepted Standards and Practices for Degree Programs
Conformity of degree program requirements to commonly accepted standards and practices is ensured through several convergent mechanisms: 1) adherence to policies and procedures of the University System of Georgia that reflect commonly accepted standards, such as those for the content and size of the Core Curriculum and the length of baccalaureate degree programs; 2) solicitation of internal and external peer evaluations of new program approvals prior to the governing board’s approval to ensure commonly accepted practices; 3) completion of periodic comprehensive program
reviews and/or state and national reviews for program approval, initial accreditation, or re-accreditation to ensure adherence to regional and national standards; and 4) engagement of disciplinary peers in the consolidation of overlapping curricula in ways that comply with commonly accepted practices.

KSU’s common and specific undergraduate degree requirements adhere to the University System of Georgia Board of Regents (USG BOR) Policy Manual and the USG Academic & Student Affairs Handbook. The general acceptability of the degree requirements is reflected in their adoption across a very diverse and large set of public colleges and universities. Some relevant BOR policies are cited here.

For over three decades, the BOR-USG has promulgated a common framework for general education requirements through its Core Curriculum, which has been implemented at 30 public colleges and universities in the state, ranging from Georgia’s flagship research university to colleges offering largely associate degrees. That framework is described in detail in the BOR Policy Manual, Section 3.3.1 [5], and the USG Academic & Student Affairs Handbook, Section 2.4 [6]. The Core framework for bachelor’s degree programs consists of 42 semester hours of general education coursework, including the commonly accepted freshman composition courses, mathematics and lab science requirements, humanities courses, and social sciences courses. The consolidated KSU’s compliance with those BOR policies and procedures for the Core was most recently approved by the USG Council on General Education [7]. The USG Core Curriculum has stood the test of time in terms of its acceptance by program and institutional accreditors, as well as by peer institutions elsewhere for transfer credit, proving that it follows commonly accepted standards and practices.

The USG Academic and Student Affairs Handbook, Section 2.3.1, states that each “baccalaureate degree must contain 120 semester hours (exclusive of physical education activity/basic health or orientation course hours that the institution may require)” [8]. This follows the commonly accepted practice that full-time undergraduate students should typically earn at least 15 semester hours of credit each semester over eight semesters to complete a four-year baccalaureate degree. Completion of all of KSU’s undergraduate degree programs requires at least 120 semester hours of college-level credit plus one health and wellness course.

Internally, approval of any new undergraduate program or changes in degree requirements proceed through a rigorous, multi-level process that includes college-wide and university-wide representation of faculty, staff, and administrators [9]. The cross-disciplinary review ensures conformity to commonly accepted academic standards for undergraduate study. New degree programs also receive external peer review for such
conformity once they reach the USG level for review and BOR approval. The USG requires that proposals for new degree programs “indicate ways in which the proposed program is consistent with nationally accepted trends and standards in the discipline” [10]. This external review often involves securing disciplinary expert opinion from other institutions about the content of the new degree program proposal.

Additional external peer review of the content and quality of degree programs and their conformity to commonly accepted standards and practices is provided through state board approval and/or program accreditation. Many KSU undergraduate degree programs are externally approved and/or accredited (47, 57%), attesting to the University’s adherence to high standards for undergraduate education. In addition, the USG requires that each undergraduate academic program be reviewed at least every seven years [11]. These comprehensive program reviews include evaluation of the program by external disciplinary experts.

Finally, the consolidation process itself generated additional evidence of conformity to commonly accepted standards and practices, as overlapping curricula were examined for redundancy and program modification or discontinuation. For example, difficult decisions were made to phase out undergraduate degree programs in business previously offered at SPSU in favor of retaining KSU’s business programs to maintain the new KSU’s continuing compliance with AACSB accreditation standards and practices. Consulting officials from AACSB were involved in informing those decisions. On the other hand, substantial and recognized differences between the undergraduate degree program in mathematics offered by SPSU (more science/engineering-oriented) and KSU’s program in mathematics (more applied in orientation) led to the decision to retain both programs, which were renamed accordingly.

CS 3.5.3 Evidence of Compliance
1. 2015-2016 KSU Undergraduate Catalog
2. Homepage for Online 2015-2016 KSU Undergraduate Catalog
3. General Education Requirements and University-Wide Degree Requirements sections of 2015-2016 KSU Undergraduate Catalog
4. Academic Programs & Majors section of 2015-2016 KSU Undergraduate Catalog
5. Board of Regents Policy Manual Section 3.3.1
6. USG Academic and Student Affairs Handbook Section 2.4
7. USG Council on General Education Approval of KSU Core Curriculum
8. USG Academic and Student Affairs Handbook Section 2.3.1
9. KSU Curriculum Approval Workflow
10. USG Formal Proposal for a New Degree Program Template
11. USG Academic and Student Affairs Handbook Section 2.3.6
Part II. Impact of the change on selected requirements of the Principles of Accreditation

C. Educational Programs
CS 3.6.4 The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs. (Post-Baccalaureate Program Requirements)

Compliance Statement
Kennesaw State University (KSU) is in compliance with The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Comprehensive Standard 3.6.4.

Impact of Consolidation
Requirements for the completion of graduate programs were published in the catalogs and on the websites of SPSU and KSU prior to consolidation and continued to be published in those locations through Spring 2015. The only notable impacts of consolidation on those publications are that curricular redundancies have been removed, policy alignments have been ensured, and content is now presented for one consolidated institution beginning with the 2015-2016 Graduate Catalog.

Narrative
Publication of Graduate Program Requirements
The KSU Graduate Catalog describes the requirements for the University’s graduate programs [1]. The catalog is available online [2]. Detailed listings of coursework and other requirements for completion of each degree and certificate program are found in the Graduate Programs section [3]. Degree requirements adhere to Board of Regents of the University System (BOR-USG) policies and procedures described below.

Conformity to Commonly Accepted Standards and Practices for Degree Programs
Conformity of degree program requirements to commonly accepted standards and practices is ensured through several convergent mechanisms: 1) adherence to policies and procedures of the University System of Georgia that reflect commonly accepted standards, such as the length of graduate degree programs; 2) solicitation of internal and external peer evaluations of new program approvals prior to the governing board’s approval to ensure commonly accepted practices; 3) completion of periodic comprehensive program reviews and/or state and national reviews for program approval, initial accreditation, or re-accreditation to ensure adherence to regional and
national standards; and 4) engagement of disciplinary peers in the consolidation of overlapping curricula in ways that comply with commonly accepted practices.

KSU’s common and specific graduate degree requirements adhere to University System of Georgia Board of Regents (USG BOR) Policy Manual and the USG Academic & Student Affairs Handbook. The general acceptability of the degree requirements is reflected in their adoption across a diverse and large set of public colleges and universities. Some relevant BOR policies are cited here.

USG Academic and Student Affairs Handbook, Section 2.3.5, states that each master’s degree program consists of at least 30 semester hours and no more than 36 semester hours [4]. This follows the commonly accepted practice that full-time graduate students should typically earn at least nine semester hours of credit each semester over four semesters to complete a two-year master’s degree. Completion of all of KSU’s master’s degree programs requires at least 30 semester hours of graduate-level credit.

Internally, approval of any graduate program or changes in degree requirements proceed through a rigorous, multi-level process that includes college-wide and university-wide representation of faculty, staff, and administrators [5]. This cross-disciplinary review ensures conformity to commonly accepted academic standards for graduate study. New degree programs also receive external peer review for such conformity once they reach the USG level for review and BOR approval. The USG requires that proposals for new degree programs “indicate ways in which the proposed program is consistent with nationally accepted trends and standards in the discipline” [6]. This external review often involves securing disciplinary expert opinion from other institutions about the content of the new degree program proposal. Additional scrutiny is required for doctoral program proposals, which must contain “a list of five to eight reviewers, external to the System, from aspirational or comparable programs/institutions” [6].

Additional external peer review of the content and quality of degree programs and their conformity to commonly accepted standards and practices is provided through state board approval and/or program accreditation. Several KSU graduate degree programs are externally approved and/or accredited (11, 15%), attesting to the University’s adherence to high standards for graduate education. In addition, the USG requires that each graduate degree program be reviewed at least every 10 years [7]. These comprehensive program reviews include evaluation of the program by external disciplinary experts.
Finally, the consolidation process itself generated additional evidence of conformity to commonly accepted standards and practices, as overlapping curricula were examined for redundancy and program modification or discontinuation. For example, difficult decisions were made to phase out graduate degree programs in business previously offered at SPSU in favor of retaining KSU’s business programs to maintain the new KSU’s continuing compliance with AACSB accreditation standards and practices. Consulting officials from AACSB were involved in informing those decisions.

CS 3.6.4 Evidence of Compliance
1. 2015-2016 KSU Graduate Catalog
2. Homepage for Online 2015-2016 KSU Graduate Catalog
3. Graduate Programs section of 2015-2016 KSU Graduate Catalog
4. BOR Academic and Student Affairs Handbook Section 2.3.5
5. KSU Curriculum Approval Workflow
6. USG Formal Proposal for a New Degree Program Template
7. BOR Academic and Student Affairs Handbook Section 2.3.6
Part II. Impact of the change on selected requirements of the Principles of Accreditation

D. Faculty

CS 3.7.1 The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (Faculty competence) [Display faculty qualifications on the Commission’s “Faculty Roster Form.”]

Compliance Statement

Kennesaw State University (KSU) is in compliance with The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Comprehensive Standard 3.7.1.

Impact of Consolidation

No substantive changes related to employing faculty qualified to accomplish the mission and goals of the institution have occurred as a result of the consolidation of Kennesaw State University (KSU) and Southern Polytechnic State University (SPSU). Both SPSU and KSU were compliant with CS 3.7.1 in previous SACSCOC reviews and followed the Commission’s Faculty Credentials Guidelines. The newly consolidated institution follows suit and employs competent faculty members who are qualified to accomplish the mission and goals of the University.

Narrative

Mission-Driven Faculty Qualifications

The mission of the consolidated institution is as follows:

Kennesaw State University offers high-quality and productive undergraduate, graduate, continuing education, and co-curricular programs. These include learning opportunities in architecture, the arts, business, computing, education, engineering and engineering technology, health and human services, honors experiences,
humanities and social sciences, interdisciplinary studies, leadership development, the natural and physical sciences, study abroad, and other related disciplines. The University’s research, scholarship, creative activities, and public service initiatives expand and apply knowledge, contribute to economic development, and improve the quality of life in local communities, Georgia, the nation, and the world.

The KSU community values open, honest, and thoughtful intellectual inquiry, innovative and creative problem solving, professionalism, expertise, collaboration, integrity and ethical behavior, engaged citizenship, global understanding, sustainability, mutual respect, and appreciation of human and cultural diversity. The University community strives continually to enhance student success, improve institutional quality, and respond to public demand for higher education.

Through its predecessors, KSU and SPSU, the consolidated institution has a long-standing commitment to undergraduate and graduate education. As stated in the mission [1] and goal 2 of the KSU 2015-2015 Consolidated Strategic Plan [2], the centrality of effective teaching and learning is a high priority for the consolidated university. Consequently, a high priority is given to the assignment of instructional responsibilities to faculty who are well-qualified for those teaching assignments.

Research productivity that contributes to community engagement and economic development is on the rise as a high institutional priority as well. The new institution is dedicated to fostering faculty-initiated research in alignment with its Comprehensive University status within the University System of Georgia and doctoral program offerings. A growing emphasis on faculty-initiated research is expected for the new and more comprehensive Kennesaw State University. The University honors a broad definition of research activity, identified as scholarship, research, and creative activity. Because of the professional emphasis of their graduate programs, faculty are often engaged in applied and professionally-oriented research pursuits. The employment of those with terminal degrees in their fields is the norm.

**Faculty Roster Contents**
The consolidated institution employs a rigorous process when hiring and retaining faculty who are qualified in the areas they are assigned to teach. Faculty qualifications of the consolidating institutions are strong. In Spring 2015, 788 full-time faculty taught at least one course, and 80% of those faculty Part-time faculty are subject to the same faculty credential guidelines as full-time faculty.
The Faculty Rosters linked to this narrative attest to the continued compliance of the new University with the Commission’s guidelines for teaching faculty credentials. Since KSU’s consolidated curriculum will first be offered and taught in Fall Semester 2015, Spring Semester 2015 is the first and only semester completed after consolidation and before this documentation was completed. Thus, the Faculty Rosters address the curricula of the pre-consolidation institutions taught in Spring Semester 2015. This deviation in the Faculty Roster Instructions, which call for two terms of course assignments, has prior approval from the Commission staff in keeping with the nature and schedule of a Substantive Change review of institutional consolidation.

Actual Spring 2015 Faculty Rosters by College and Department

- Bagwell College of Education
  - Department of Educational Leadership [3]
  - Department of Elementary and Early Childhood Education [4]
  - Department of Inclusive Education [5]
  - Department of Instructional Technology [6]
  - Department of Secondary and Middle Grades Education [7]

- Coles College of Business
  - Department of Economics, Finance and Quantitative Analysis [8]
  - Department of Information Systems [9]
  - Department of Management and Entrepreneurship [10]
  - Department of Marketing and Professional Sales [11]
  - School of Accountancy [12]

- College of Architecture and Construction Management
  - Department of Architecture [13]
  - Department of Construction Management [14]

- College of Computing and Software Engineering
  - Department of Computer Science [15]
  - Department of Information Technology [16]
  - Department of Software Engineering and Game Development [17]

- College of Humanities and Social Sciences
  - Department of Communication [18]
  - Department of English [19]
  - Department of Foreign Languages [20]
  - Department of Geography and Anthropology [21]
CS 3.7.1 – Faculty Competence

- College of Science and Mathematics
  - Department of History and Philosophy [22]
  - Department of Political Science and International Affairs [23]
  - Department of Psychology [24]
  - Department of Sociology and Criminal Justice [25]
  - Digital Writing and Media Arts Department [26]
  - Interdisciplinary Studies Department [27]

- College of the Arts
  - Department of Dance [34]
  - Department of Theatre and Performance [35]
  - School of Art and Design [36]
  - School of Music [37]

- Southern Polytechnic College of Engineering and Engineering Technology
  - Department of Civil and Construction Engineering [38]
  - Department of Electrical and Computer Engineering Technology [39]
  - Department of Electrical Engineering [40]
  - Department of Mechanical Engineering [41]
  - Department of Mechanical Engineering Technology [42]
  - Department of Mechatronics Engineering [43]
  - Department of Systems and Industrial Engineering [44]

- University College
  - Department of First-Year and Transition Studies [45]
  - Department of Leadership and Integrative Studies [46]
  - Leven School of Culinary Sustainability and Hospitality [47]

- WellStar College of Health and Human Services
  - Department of Exercise Science and Sport Management [48]
  - Department of Health Promotion and Physical Education [49]
  - Department of Social Work and Human Services [50]
  - WellStar School of Nursing [51]
CS 3.7.1 Evidence of Compliance

1. KSU Vision and Mission
2. KSU 2015-2016 Consolidated Strategic Plan
3. Spring 2015 Faculty Roster – Department of Educational Leadership
4. Spring 2015 Faculty Roster – Department of Elementary and Early Childhood Education
5. Spring 2015 Faculty Roster – Department of Inclusive Education
6. Spring 2015 Faculty Roster – Department of Instructional Technology
7. Spring 2015 Faculty Roster – Department of Secondary and Middle Grades Education
8. Spring 2015 Faculty Roster – Department of Economics, Finance and Quantitative Analysis
9. Spring 2015 Faculty Roster – Department of Information Systems
10. Spring 2015 Faculty Roster – Department of Management and Entrepreneurship
11. Spring 2015 Faculty Roster – Department of Marketing and Professional Sales
12. Spring 2015 Faculty Roster – School of Accountancy
13. Spring 2015 Faculty Roster – Department of Architecture
14. Spring 2015 Faculty Roster – Department of Construction Management
15. Spring 2015 Faculty Roster – Department of Computer Science
16. Spring 2015 Faculty Roster – Department of Information Technology
17. Spring 2015 Faculty Roster – Department of Software Engineering and Game Development
18. Spring 2015 Faculty Roster – Department of Communication
19. Spring 2015 Faculty Roster – Department of English
20. Spring 2015 Faculty Roster – Department of Foreign Languages
21. Spring 2015 Faculty Roster – Department of Geography and Anthropology
22. Spring 2015 Faculty Roster – Department of History and Philosophy
23. Spring 2015 Faculty Roster – Department of Political Science and International Affairs
24. Spring 2015 Faculty Roster – Department of Psychology
25. Spring 2015 Faculty Roster – Department of Sociology and Criminal Justice
26. Spring 2015 Faculty Roster – Digital Writing and Media Arts Department
27. Spring 2015 Faculty Roster – Interdisciplinary Studies Department
28. Spring 2015 Faculty Roster – Department of Chemistry and Biochemistry
29. Spring 2015 Faculty Roster – Department of Ecology, Evolution and Organismal Biology
30. Spring 2015 Faculty Roster – Department of Mathematics
31. Spring 2015 Faculty Roster – Department of Molecular and Cellular Biology
32. Spring 2015 Faculty Roster – Department of Physics
33. Spring 2015 Faculty Roster – Department of Statistics and Analytical Sciences
34. Spring 2015 Faculty Roster – Department of Dance
35. Spring 2015 Faculty Roster – Department of Theatre and Performance
36. Spring 2015 Faculty Roster – School of Art and Design
37. Spring 2015 Faculty Roster – School of Music
38. Spring 2015 Faculty Roster – Department of Civil and Construction Engineering
39. Spring 2015 Faculty Roster – Department of Electrical and Computer Engineering Technology
40. Spring 2015 Faculty Roster – Department of Electrical Engineering
41. Spring 2015 Faculty Roster – Department of Mechanical Engineering
42. Spring 2015 Faculty Roster – Department of Mechanical Engineering Technology
43. Spring 2015 Faculty Roster – Department of Mechatronics Engineering
44. Spring 2015 Faculty Roster – Department of Systems and Industrial Engineering
45. Spring 2015 Faculty Roster – Department of First-Year and Transition Studies
46. Spring 2015 Faculty Roster – Department of Leadership and Integrative Studies
47. Spring 2015 Faculty Roster – Leven School of Culinary Sustainability and Hospitality
48. Spring 2015 Faculty Roster – Department of Exercise Science and Sport Management
49. Spring 2015 Faculty Roster – Department of Health Promotion and Physical Education
50. Spring 2015 Faculty Roster – Department of Social Work and Human Services
51. Spring 2015 Faculty Roster – WellStar School of Nursing
Part II. Impact of the change on selected requirements of the Principles of Accreditation

D. Faculty

CS 3.7.5 The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. (Faculty role in governance)

Compliance Statement

Kennesaw State University (KSU) is in compliance with The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Comprehensive Standard 3.7.5. KSU publishes policies and procedures on the responsibility and authority of faculty in academic and governance matters.

Impact of Consolidation

No substantive changes to the publication of policies related to the faculty role in academic and governance matters have occurred as a result of the consolidation of Kennesaw State University (KSU) and Southern Polytechnic State University (SPSU). For the most part, KSU’s policies and procedures in that regard remain in play following the consolidation. However, those policies were adjusted in terms of accommodating expanded faculty representation from the three colleges added to KSU’s 10 that serve as the faculty home of the former SPSU academic programs retained in the consolidated KSU.

Narrative

Policies and Practices on the Role of Faculty in Academic and Governance Matters

KSU policies on faculty role in governance follow the Board of Regents of the University System of Georgia (BOR USG) Policy Manual, Section 3.2.4 [1], which states:

The faculty, or the council, senate, assembly, or such other comparable body at an institution (BoR Minutes, May 2010), shall, subject to the approval of the president of the institution:

1. Make statutes, rules, and regulations for its governance and for that of the students;
2. Provide such committees as may be required;
3. Prescribe regulations regarding admission, suspension, expulsion, classes, courses of study, and requirements for graduation; and
4. Make such regulations as may be necessary or proper for the maintenance of high educational standards.

A copy of an institution’s statutes, rules, and regulations made by the faculty shall be filed with the Chancellor. The faculty shall also have primary responsibility for those aspects of student life which relate to the educational process, subject to the approval of the president of the institution. (BOR Minutes, 1986-87, p. 333; May 2010).

From Section 3 of the KSU University Handbook:
Three elected Advisory Governance Bodies will comprise the primary constituents of shared governance and provide adequate representation for each of the constituents of the university – the faculty senate, the staff senate, and the student government association…

The Faculty Senate is primarily responsible for academic matters, academic personnel criteria, and governance related to academic units. The Faculty Senate is also responsible for reviewing all recommendations on matters related to faculty as a whole, along with university-wide matters when applicable. In addition to the three elected bodies, three administrative bodies primarily responsible for implementation of shared governance decisions will be constituted. These bodies will be comprised of the Deans Council, the Chairs and Directors Assembly, and the Administrators Council. Each of these councils will be comprised of members who serve as a function of their position. Each of the councils may elect leadership from among the members and maintain an executive council. The bodies will operate independently…

Two strategies will be employed to promote the widest form of shared governance. First, a representative (liaison) from each of the shared governance bodies will be assigned to meet with each shared governance body. Second, the university will hold at least one open forum each semester during which the respective shared governance bodies will report on all shared governance initiatives currently operating in the respective bodies.[2]

Faculty Representation
The Faculty Senate elects and sends representatives to the following bodies: Staff Council, Student Government Association, Part-Time Faculty Council, University…
System of Georgia Faculty Council, Policy Process Council, Chairs & Directors Assembly, and Deans Council [3]. The following standing committees also have representatives from the faculty: Academic Standing Committee, Athletics Board, Education Abroad Advisory Committee — assigned to the Faculty Senate and Advisory to the Director of Education Abroad and Exchange Programs, Faculty Development Committee, Faculty Awards Committee, Faculty Handbook Committee, Faculty & Staff Evaluation Process Review Committee, General Education Council, Undergraduate Policies and Curriculum Committee, University Faculty Committee on Global Engagement, KSU Economic Development and Community Engagement Committee, Graduate Policies and Curriculum Committee, Information Technology Advisory Committee, Institutional Review Board for Research with Human or Animal Participants, Library Committee, President’s Planning & Budget Advisory Committee PPBAC, Teacher Education Council, Policy Process Council & Committee on Committees, Distance Learning Committee, Diversity & International Faculty/Students Committee, and any Ad Hoc Grievance Oversight Committee [2].

College Faculty Councils and Department Faculty Councils are a part of the shared governance structure of KSU. College Faculty Councils are the elected representatives of the faculty at the college level. College Faculty Councils work closely with and are advisory to the college dean. The chairs of the College Faculty Councils are members of the College Faculty Councils Committee.

Department Faculty Councils are the elected representatives of the faculty at the department level. Department Faculty Councils work closely with and are advisory to the department chair. Some departments will vote to use a Committee of the Whole as a substitute for an elected Department Faculty Council [2].

Evidence of Compliance
1. BOR Policy Manual 3.2
2. Section 3 of the KSU University Handbook
3. Faculty Senate Bylaws
Part II. Impact of the change on selected requirements of the Principles of Accreditation

G. Student Services

CS 3.9.2: The institution protects the security, confidentiality, and integrity of its student records and maintains special security measures to protect and back up data. (Student records).

Compliance Statement

Kennesaw State University is in compliance with this comprehensive standard.

Impact of Consolidation

Consolidation Operational Working Groups (OWGs) collaborated to review and restructure catalogs, handbooks, policies, plans, procedures, and guidelines to align and comply with federal, national, state, or accreditation requirements. University policies and procedures affecting student records have been reviewed, updated, and clearly posted on University Web pages and apply to the records of all students regardless of their location or instructional delivery.¹

These are shared with students and University employees via broadcast emails, information postings, and information sessions. As a result, access to and the security, confidentiality, and integrity of student records are in compliance with governing regulation and policy. University catalogs, handbooks, plans, and procedures have been restructured to ensure students and employees are aware of their respective rights and responsibilities with regard to student records.

While the technologies by which the consolidated KSU protects student data have not changed as a result of consolidation, the scope of protection has been expanded

¹ KSU does not offer now nor does it plan to offer correspondence education.
to be consistent across the University’s footprint. For example, KSU’s Banner\(^2\) system is located in the same place and remains protected with the same technical, physical, and administrative controls. The registrar’s office is located in the same building and the staff continue to conduct business in compliance with Family Educational Rights and Privacy Act privacy rules to protect student data. Additionally, the maintenance and backup of student records continues uninterrupted by consolidation.

**Narrative**

**Student Records Stored at KSU**

The security, confidentiality, and integrity of student data and records are governed by the same policies for all KSU students regardless of their location, mode of instructional delivery, or type of courses or programs in which they are enrolled. Three overarching laws—*Family Education Rights and Privacy Act (FERPA)* [1], *Health Insurance Portability and Accountability Act (HIPAA)* [2], and the *Official Code of Georgia Annotated (OCGA)* [3]—provide the foundation for the Board of Regents (BOR) of the University System of Georgia (USG) policy [4, 5], USG procedures [6, 7], and institutional policy and handbooks discussed later in this narrative.

The *BOR-USG Records Retention Manual* [8] serves as guidance for USG institutions “to establish consistent record retention practices…in order to allow ongoing compliance with federal and state law, including Georgia Records Act (O.C.G.A. 50-18-90 et seq.) and to meet requirements of external entities, such as accrediting bodies.” KSU complies with this guidance.

**Responsible Administrators**

The following KSU administrators play key roles with regard to the security, confidentiality, and integrity of data and records that includes student records.

\(^{2}\) Banner is a commercially available administrative software application developed specifically for high education institutions to maintain student, alumni, financial, and personnel data. KSU uses Banner as its student information system which provides integrated processes for admissions, registration, financial aid, and grade reporting.
• The registrar is KSU’s FERPA officer and reports to the associate vice president for Enrollment Services within the Office of the Provost and Vice President for Academic Affairs.

• The executive director of Information Security and information security officer reports to the vice president of Operations and chief information officer.

• The chief data officer reports to the vice president of Operations and chief information officer.

• The HIPAA privacy officer reports to the director of Human Resources within the Division of Operations.

• The University records retention manager reports to the director of Archives, Rare, Books, and Records Management within the Division of Operations.

The registrar ensures University compliance with privacy and confidentiality policies related to education records through the following actions.

• Consults with the University System of Georgia Legal Affairs, the Family Policy Compliance Office in the U.S. Department of Education, the American Association of Collegiate Registrars and Admission Officers (AACRAO), and the Council on Law in Higher Education (CLHE) to ensure compliance with FERPA law and when translation or interpretation of the law is needed to clarify ambiguous FERPA issues;

• Confirms FERPA training prior to access by any person to a student record;

• Develops or administers policy to ensure compliance with national and governing body directives;

• Creates access to policies both online and in paper format;

• Publishes information of rights under FERPA [9];

• Ensures access to forms regarding student privacy and third party access;

• Educates students and parents of FERPA rights and responsibilities;

• Conducts internal reviews to continually monitor compliance; and
• Participates in audits by internal and external auditors.

The University's vice president for Operations and chief information officer [10] ensures compliance with regard to the security and integrity of electronic and paper student records through the following actions.

• Develops and administers policy to ensure compliance with national and governing body directives on security, confidentiality, privacy, and integrity of University data and records;

• Ensures completion of mandatory training on security, confidentiality, privacy, and integrity of University data and confidential data for division personnel;

• Maintains redundant data centers to provide flexible support of the University's infrastructure;

• Conducts daily back-ups of enterprise systems that contain student records;

• Stores student records in multiple secure offsite locations;

• Maintains and tests restoration plans in the event of data loss or interruption of service;

• Educates University employees on established records maintenance and retention policy and practices;

• Educates faculty, staff, and students on data security through information sessions and an annual awareness week; and

• Participates in audits by internal and external auditors.

Student Records - Governing Policies and Practices

Protecting the student data and records at KSU involves protecting data and information maintained in databases and records in addition to ensuring the responsible management of access to data and information. Student data and information exist in both paper and electronic formats and are subject to the governing policies and
guidance noted earlier in this narrative. The majority of student records are maintained in an electronic format. Data is keyed in by the student or an employee, or captured through an imaging process and stored within the appropriate database. Data stewards maintain control of data for their respective areas and grant access according to the governing regulation or policy.

- Education records are defined as “any portion of the educational history of a student that is maintained by the University for the purpose of sharing by other academic officials and is intended to support the academic degree progress of the student.”
  - Access to education records is governed by FERPA.
  - Access by a University employee requires completion of:
    - FERPA training [11] with the completion certificate recorded in the employee’s file;
    - the KSU Data and Information Confidentiality Agreement by the employee [12];
    - the Buckley Form-Acknowledgement of Professional Confidentiality and Responsibility [13].
  - Disclosure of student education records to a third party is prohibited unless authorized in writing by the student. A third party includes persons such as a parent or guardian, spouse or partner, or employer.

- Access to other types of student information maintained by KSU requires a combination of training and written authorization, as detailed on the KSU Enterprise Information Management and Institutional Research website [14].

- KSU employees (faculty, staff, and students\(^\text{3}\)) and contractors/vendors are held responsible for their individual actions based on the type of access granted to them to perform their written duties. KSU employees with direct job

\(^{3}\) Students employed by KSU are responsible for complying with the *KSU Employee Handbook*. 
individuals with responsibilities to access student records or employees who may temporarily need access to student records are required to complete training and other actions as noted above.

• Individual access to data or databases—whether a student or an employee—is controlled by use of a University-assigned unique identifier [15] coupled with a personal password. For students, this access is established at the admission process. For employees it is established at the hiring process and as appropriate with promotions or job assignments. The KSU NetID and personal password are used to log in to any KSU database or system, thereby providing a record of access.

• Access to student information maintained in a format other than the data warehouse requires the same authorization and training as described above. The difference is that the person making the request would have to view the paper documents in the office maintaining those documents.

• Hybrid and fully online courses are supported by the institution’s course management platform, Desire2Learn Brightspace (D2L) [16]. KSU uses Kerberos authentication for D2L access, thus allowing enrolled students to use their individual KSU NetID and personal password to access their student records such as grades and directory information. Student information viewed in D2L is pulled from Banner the same as with all enrolled students. This means a student must have first applied and been accepted to KSU before being able to register for an online course. D2L is hosted on a secure server by the USG Information Technology Services. If changes are made to student enrollment, the change must be verified through Banner first. The use of KSU’s NetID ensures that each student has access only to his or her individual record in D2L.
• The primary designated school official in the Office of Admissions, the director of Global Admissions, maintains confidential immigration files on each F-1 status international student, per federal immigration regulations, Title 8 of the Code of Federal Regulations, Part 214, Nonimmigrant Classes, § Section 214.2(f). These physical documents remain in a locked cabinet in a secure area of the Admissions Office and are accessible only to designated school officials (director of Admissions, registrar, and coordinator of International Services) when reporting to the Department of Homeland Security each semester. Access to students’ online immigration records in the Student and Exchange Visitor Information System (SEVIS) is restricted by Department of Homeland Security to only these approved designated school officials.

Additional means of ensuring the security, confidentiality, and integrity of student data and records include the following.

• **Enterprise information security** [17] includes employing information security practices for KSU technology resources, devices, and associated communication to ensure the confidentiality, integrity, and availability of University information via direct or remote access to the KSU network and its domains.

• **Data security** [18] addresses the use and security of sensitive data University-wide, which includes data pertaining to KSU faculty, staff, and students regardless of the format.

• **Network access** [19] addresses the appropriate use of wired and wireless access to preserve the confidentiality and integrity of university data.

• **Computer usage** [20] addresses individual responsibility and compliance to include those directly associated with KSU as well as its contractors and vendors.
• **Records retention guidelines** define types of records (any format) and the minimum period of time to retain records and governing law, regulation, or policy [refer to Evidence 8].

**Security of Student Records**

The Office of the Chief Information Office staff are responsible for securing KSU’s systems, networks, and ancillary services through the use of policies and industry best practices.

• The *Information Security Incident Response Policy* [21] establishes responsibilities for the coordination of KSU’s information technology incident response. This policy works in partnership with System Compromise Procedures, which details the steps taken to respond to incidents and follow-up. The focus is on security threats and risk assessments, breach and hacking prevention, and the processes of response.

• The *Disaster Recovery Plan*’s primary focus is on roles, procedures, responsibilities, and information required for successful mitigation of an emergency affecting KSU information technology (IT) services and resources. In addition, this plan identifies existing proactive measures in place at KSU, such as technical safeguards, disaster recovery training, and recovery exercises. Together, these measures reduce the probability of an IT emergency event and reduce the impact if such an event occurs.

• The *Business Continuity Plan* describes actions that will be implemented in the event of a disruption or an emergency that impacts the IT infrastructure and services. The plan specifies key resources and staff in addition to the UITS process and procedures for re-establishing departmental services and functions.

The Disaster Recovery Plan and the Business Continuity Plan are sensitive documents and not available for public view. However, these documents may be obtained for review with permission from the chief information officer.
KSU employs industry best practices to enhance data and record security.

- Backup of electronic student education and student information data is stored on the Banner database server and occurs daily and one time per month. KSU UITS employs specific procedures to ensure physical security of the server room and remote tape storage sites. The University has specified procedures to ensure physical security of the server room and remote tape storage sites. UITS staff maintain these procedures.

- Physical student records are managed in accordance with the USG Records Retention Schedule and are in compliance with federal and state law, such as stated previously in this narrative. Physical records are securely stored in locked cabinets within rooms of a responsible office and those rooms are secured by assigned keys or card readers with personnel card access.

Examples of University offices that maintain and control access to physical student records include those shown in Table 1.

Table 1. Examples of Student Records and Responsible Offices

<table>
<thead>
<tr>
<th>Type of Student Record</th>
<th>Responsible Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission</td>
<td>Admissions</td>
</tr>
<tr>
<td>Immigration Documents</td>
<td>Admissions</td>
</tr>
<tr>
<td>Directory Information</td>
<td>Registrar</td>
</tr>
<tr>
<td>Education</td>
<td>Enrollment Services; Academic Affairs</td>
</tr>
<tr>
<td>Medical</td>
<td>Auxiliary Services</td>
</tr>
<tr>
<td>Counseling</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>Student Conduct</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>Alumni</td>
<td>University Development</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Financial Aid</td>
</tr>
<tr>
<td>Testing</td>
<td>Student Affairs; Distance Learning Center</td>
</tr>
<tr>
<td>Employment</td>
<td>Human Resources</td>
</tr>
<tr>
<td>University Housing</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>Identification Cards</td>
<td>Auxiliary Services</td>
</tr>
</tbody>
</table>
Student Control of Information

Notification of students’ rights regarding the privacy and release of student education records will continue to be published in undergraduate and graduate catalogs and in the KSU Student Handbook. The registrar is the designated steward for student education records.

Students and others in the community are informed of policies and procedures governing student records through a variety of methods. At freshman orientation, parents of new and transfer students are introduced verbally to their student’s FERPA rights concerning student education records and directory information. Additional information regarding the privacy of student information and records is available to parents via the KSU registrar website [22]. KSU published information about FERPA and the types of records KSU maintains. The KSU Records Management Office publishes the master list of record leads [23] and other information on records management responsibilities on the Records Management website [24]. Information concerning the types of records and policies concerning access, disclosure, and correction of records is provided in the following KSU handbooks and catalogs:

- University Handbook, Section 5.3.1 Release of Student Information [25]
- Faculty Handbook, Section 2.4 Basic Expectations and Responsibilities [26] and Section 2.13 Faculty Policies and Procedures with Legal Implication [27]
- Employee Handbook, Section 8.4: Conduct Guidelines [28]
- KSU Student Handbook, Rights Pertaining to Student Records [29]
- KSU Undergraduate and Graduate Catalogs, Rights Pertaining to Student Records (FERPA) [30]

Students may control access to their information by taking the actions below.

- Student information defined as “Directory Information” [31] is available for release without a student’s permission. This information includes student name, major, advisor, dates of attendance, degrees awarded, participation in
recognized activities and sports, and weight and height of athletic participants.

- Students have the right to withhold the release of this information by completing and submitting a “Release of Directory Information” form [32] to the Office of the Registrar.

- A student may provide written consent to a third party such as a parent, spouse, or employer for the release of academic record information and medical information.
  - For release of academic record information, a KSU student must complete and submit a “Student Consent to Release Information” form [33].
  - For release of medical information, a KSU student must complete and submit a “Medical Release Form.” [34]

- A student may file a complaint directly to the U.S. Department of Education about the alleged failure of KSU to comply with FERPA.
  - Information on the complaint procedure is included on the KSU registrar’s website [35], in catalogs [36], and in the KSU Student Handbook [37].

In conclusion, student data and information is secure and maintained as required as a result of the collaboration of the consolidation Operational Working Groups to update and revise policies, procedures, and websites in addition to ensuring the alignment of back-end systems and controls so that the consolidation process is seamless for students, faculty, and staff.

**CS 3.9.2 Evidence of Compliance**

1. FERPA, 34 CFR § 99
2. HIPAA, U. S. Department of Health and Human Services
3. O.C.G.A 16-9-3 Computer Systems Protection
4. BOR Policy 10.4 Records Retention Guidelines
5. BOR Policy 10.5 Healthcare Information
6. USG Business Procedures Manual 12.4.1, Data Access
7. USG Business Procedures Manual 12.5, Privacy and Security
8. **BOR-USG Records Retention Manual**

9. **KSU Registrar—FERPA Information**

10. **KSU Office of the Vice President for Operations and Chief Information Office and Chief Business Office**—Organizational Chart

11. **KSU FERPA Training Information**

12. **KSU Data and Information Confidentiality Agreement**

13. **KSU Buckley Amendment Form of Confidentiality**

14. **KSU Enterprise Information Management and Institutional Research Information**

15. **KSU User Accounts and Password Standard and Procedure Policy**

16. **KSU Desire2Learn Brightspace Log in Page**

17. **KSU Enterprise Information Security Office**

18. **KSU Data Security Policy**

19. **KSU Network Access Policy**

20. **KSU Computer Usage Policy**

21. **KSU Security Incident Response Policy**

22. **KSU Information for Parents** (as linked to the U.S. Department of Education)

23. **KSU Master List of Record Leads**

24. **KSU Records Management Office**

25. **KSU University Handbook 5.3.1, Release of Student Information**

26. **KSU Faculty Handbook 2.4, Basic Expectations**

27. **KSU Faculty Handbook 2.13, Faculty Policies and Procedures with Legal Implications**

28. **KSU Employee Handbook 8.4, Conduct**

29. **KSU Student Handbook, Rights Pertaining to Student Records**

30. **KSU Catalogs, Rights Pertaining to Student Records (FERPA)**

31. **KSU FERPA Directory Information**

32. **KSU Release of Directory Information**

33. **KSU Consent to Release Information**

34. **KSU Medical Release Form**

35. **Registrar—FERPA Filing a Complaint Information**

36. **KSU Catalogs—FERPA Filing a Complaint Information**

37. **KSU Student Handbook—FERPA Filing a Complaint Information**
CS 3.10.1 – Financial Stability

Part II. Impact of the change on selected requirements of the Principles of Accreditation

H. Financial and Physical Resources

**CS 3.10.1** The institution’s recent financial history demonstrates financial stability. *(Financial stability)*

Compliance Statement

Kennesaw State University (KSU) is in compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Comprehensive Standard 3.10.1. The history of financial stability that preceded consolidation continues.

Impact of Consolidation

Prior to consolidation, both SPSU and KSU demonstrated financial stability. Both institutions operated with balanced budgets of expenditures to revenues for many years and had substantial unrestricted net assets. That continues to be the case for the consolidated KSU. Although the effects of the Great Recession over the past seven years resulted in substantial reductions in state appropriated funding for both universities, enrollment growth and tuition and fee increases offset cutbacks in state funding and helped keep E&G revenues stable and growing to meet inflationary costs and the expenditure demands of servicing enrollment increases.

Furthermore, the System chancellor expected substantial savings to result from the consolidation of the administrative operations of the two institutions. He indicated that the consolidated institution would retain those savings and was expected to redirect them primarily to the expansion of the academic programs and services of the University. As a result of consolidation, an estimated $5.0 million in cost savings from the new KSU in will be redirected to support one-time costs associated with the consolidation during FY2016. Cost savings realized in future years will be used to support instructional and student support services. Not only did the new KSU retain the FY2015 operating budgets of the former SPSU and KSU once the consolidation became effective in January 2015, but the FY2016 operating budget for the consolidated KSU increased by 19.2 million (5.3%) from the FY2015 total for the two institutions.

The new KSU has a substantially higher enrollment, a more comprehensive array of educational programs to attract and retain students, and greater financial resources
than the pre-consolidation KSU or SPSU had. That larger resource base and the savings gained from consolidation bode well for the continued financial stability of the new KSU.

**Narrative**

**Evidence of Financial Stability**

The financial stability of the former KSU and SPSU as well as the new KSU is reflected in the following trends:

a) The institutions maintained sufficient unrestricted net assets to draw upon if needed to avoid a carry forward operating deficit;

b) Trends in E&G operating revenues have been stable or growing;

c) Key sources of operating revenue (i.e., tuition & fees and state appropriations) trended positively or offset one another when they trended in different directions;

d) As the primary source of revenue for operating budgets, enrollment trends have been growing;

e) Revenue trends for auxiliary services, athletics, and student activities have been growing.

**Sufficient Unrestricted Net Assets**

Total unrestricted net assets, exclusive of plant assets and plant debt, for KSU were $40.3 million for the period ending June 30, 2014, which represents an increase of $2 million over the prior year. Southern Polytechnic University had total unrestricted net assets of $5.8 million as of June 30, 2014, which is an increase of $1 million over the prior year. Unaudited financial statements for FY2015 will be available for review in mid-August. These reserves provide a solid base of fiscal security for the financial stability of the new university.

**Growth Trends of E&G Operating Revenues**

Annual E&G operating funds at KSU and SPSU from FY2009 to FY2016 are presented in the table below. Despite the recent recession, revenue trends reflected significant growth, thanks in large measure to substantial enrollment growth and tuition and fee increases. Financial stability was maintained during this period of challenging economic downturns.
Table 1. Trends in E&G Operating Funds

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>KSU E&amp;G (millions)</th>
<th>SPSU E&amp;G (millions)</th>
<th>New KSU E&amp;G (mil)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 (actual)</td>
<td>199.9</td>
<td>54.5</td>
<td>254.4</td>
</tr>
<tr>
<td>2010 (actual)</td>
<td>212.9</td>
<td>57.1</td>
<td>270</td>
</tr>
<tr>
<td>2011 (actual)</td>
<td>231.1</td>
<td>63.1</td>
<td>294.2</td>
</tr>
<tr>
<td>2012 (actual)</td>
<td>256.4</td>
<td>68.9</td>
<td>325.3</td>
</tr>
<tr>
<td>2013 (actual)</td>
<td>263.2</td>
<td>71.9</td>
<td>335.1</td>
</tr>
<tr>
<td>2014 (actual)</td>
<td>281.7</td>
<td>74.6</td>
<td>356.3</td>
</tr>
<tr>
<td>2015 (budget)</td>
<td>284.4</td>
<td>75.2</td>
<td>359.6</td>
</tr>
<tr>
<td>2016 (budget)</td>
<td>-</td>
<td>-</td>
<td>378.8</td>
</tr>
</tbody>
</table>

Growth Trends in Tuition & Fees Offset Volatility in State Appropriations

The two principal revenue sources for education and general operations at KSU and SPSU were—and still are—state appropriations and student tuition and fees. The tables below present the changes that have occurred in those revenue streams from FY2009 through FY2016 for both institutions. At KSU and SPSU, state appropriations fell almost 20 percent from FY2009 to FY2012 but have increased since then. The 20 percent drop in state funding would have been devastating had it not been offset by enrollment growth and tuition and fee increases.

Table 2. Trends in E&G State Appropriation Funding

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>KSU State App (Millions)</th>
<th>SPSU State App (Millions)</th>
<th>New KSU State App (Millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>92.02</td>
<td>24.27</td>
<td>116.29</td>
</tr>
<tr>
<td>2010</td>
<td>84.43</td>
<td>22.14</td>
<td>106.57</td>
</tr>
<tr>
<td>2011</td>
<td>78.21</td>
<td>21.48</td>
<td>99.69</td>
</tr>
<tr>
<td>2012</td>
<td>74.35</td>
<td>19.51</td>
<td>93.86</td>
</tr>
<tr>
<td>2013</td>
<td>79.27</td>
<td>20.65</td>
<td>99.92</td>
</tr>
<tr>
<td>2014</td>
<td>81.94</td>
<td>21.35</td>
<td>103.29</td>
</tr>
<tr>
<td>2015 (budget)</td>
<td>84.63</td>
<td>23.52</td>
<td>108.15</td>
</tr>
<tr>
<td>2016 (budget)</td>
<td>-</td>
<td>-</td>
<td>115.01</td>
</tr>
</tbody>
</table>

Tuition and fee revenues at KSU increased substantially from FY 2009 to FY 2016. Tuition and fee revenues overtook state appropriations as the largest source of E&G support in FY 2010.
Table 3. Trends in E&G Tuition & Fee Revenues

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>KSU E&amp;G Tuition and Fee Revenues (Millions)</th>
<th>SPSU E&amp;G Tuition and Fee Revenues (Millions)</th>
<th>New KSU E&amp;G Tuition and Fee Revenues (Millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>77.6</td>
<td>19.41</td>
<td>97.01</td>
</tr>
<tr>
<td>2010</td>
<td>90.9</td>
<td>24.53</td>
<td>115.43</td>
</tr>
<tr>
<td>2011</td>
<td>106.2</td>
<td>29.49</td>
<td>135.69</td>
</tr>
<tr>
<td>2012</td>
<td>118.2</td>
<td>35.84</td>
<td>154.04</td>
</tr>
<tr>
<td>2013</td>
<td>122.5</td>
<td>35.87</td>
<td>158.37</td>
</tr>
<tr>
<td>2014</td>
<td>128.4</td>
<td>37.42</td>
<td>165.82</td>
</tr>
<tr>
<td>2015 (budget)</td>
<td>134.8</td>
<td>37.52</td>
<td>172.32</td>
</tr>
<tr>
<td>2016 (budget)</td>
<td></td>
<td></td>
<td>190.68</td>
</tr>
</tbody>
</table>

Student Enrollment Growth Trends

Given the importance of student tuition and fee revenues to the E&G budget, the enrollment growth trends at SPSU and KSU were another indicator of the financial stability of the new University.

Fall enrollment at both universities has grown annually throughout the last five years. KSU’s five-year enrollment growth increased by 20 percent and SPSU fall enrollment growth increased by 41 percent. Enrollment growth is a strong indicator of the universities’ stability and continued growth.

Table 4. Enrollment

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KSU</td>
</tr>
<tr>
<td>2008</td>
<td>21,449</td>
</tr>
<tr>
<td>2009</td>
<td>22,389</td>
</tr>
<tr>
<td>2010</td>
<td>23,452</td>
</tr>
<tr>
<td>2011</td>
<td>24,175</td>
</tr>
<tr>
<td>2012</td>
<td>24,604</td>
</tr>
<tr>
<td>2013</td>
<td>24,629</td>
</tr>
<tr>
<td>2014</td>
<td>25,714</td>
</tr>
<tr>
<td>2015</td>
<td></td>
</tr>
</tbody>
</table>
Growth Trends in Auxiliaries and Athletics/Student Activities

A full suite of auxiliary services is in place at the consolidated institution, including bookstore operations and technology purchasing, student dining and campus catering, student housing, parking, transportation, card services, copy services, health services, and vending. In addition, a broad array of student programs and activities is also available at the consolidated institution such as intercollegiate athletics, student recreation, sports clubs, intramural athletics services, registered student organizations, and Greek life organizations. Tables 5 and 6 show healthy trends in the growth of revenues from auxiliary services and student athletics/activities.

### Table 5. Trends in Auxiliary Services Revenues

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>KSU Funding (Millions)</th>
<th>SPSU Funding (Millions)</th>
<th>New KSU Funding (Millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>21.0</td>
<td>7.76</td>
<td>28.76</td>
</tr>
<tr>
<td>2010</td>
<td>31.2</td>
<td>8.71</td>
<td>39.91</td>
</tr>
<tr>
<td>2011</td>
<td>31.6</td>
<td>12.22</td>
<td>43.82</td>
</tr>
<tr>
<td>2012</td>
<td>34.5</td>
<td>13.69</td>
<td>48.19</td>
</tr>
<tr>
<td>2013</td>
<td>40.5</td>
<td>15.39</td>
<td>55.89</td>
</tr>
<tr>
<td>2014</td>
<td>41.6</td>
<td>15.46</td>
<td>57.06</td>
</tr>
<tr>
<td>2015 (budget)</td>
<td>49.0</td>
<td>16.43</td>
<td>65.43</td>
</tr>
<tr>
<td>2016 (budget)</td>
<td></td>
<td></td>
<td>60.76</td>
</tr>
</tbody>
</table>

### Table 6. Trends in Athletics & Student Activities Revenues

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>KSU Funding (Millions)</th>
<th>SPSU Funding (Millions)</th>
<th>New KSU Funding (Millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>13.6</td>
<td>2.08</td>
<td>15.68</td>
</tr>
<tr>
<td>2010</td>
<td>17.0</td>
<td>2.30</td>
<td>19.3</td>
</tr>
<tr>
<td>2011</td>
<td>19.7</td>
<td>2.43</td>
<td>22.13</td>
</tr>
<tr>
<td>2012</td>
<td>19.5</td>
<td>2.54</td>
<td>22.04</td>
</tr>
<tr>
<td>2013</td>
<td>20.5</td>
<td>2.52</td>
<td>23.02</td>
</tr>
<tr>
<td>2014</td>
<td>25.1</td>
<td>2.76</td>
<td>27.86</td>
</tr>
<tr>
<td>2015 (budget)</td>
<td>26.8</td>
<td>3.02</td>
<td>29.82</td>
</tr>
<tr>
<td>2016 (budget)</td>
<td></td>
<td></td>
<td>33.53</td>
</tr>
</tbody>
</table>
Additional Comments on Debt Service for Facilities

Most of the facilities and land on the Marietta and Kennesaw campuses were purchased through funds and bonds controlled by the state legislature and have no indebtedness for the operating budget of the University. However, limited state funding for capital projects has led KSU and SPSU, as well as most other member institutions in the USG, to pursue public-private ventures to meet their needs for supplemental support of facilities expansion.

Because the state of Georgia does not allow agencies of the state to directly borrow from third parties, most USG institutions have entered into arrangements with qualifying affiliated entities whereby the affiliated entity – usually a university foundation – borrows from third parties. The foundation typically purchases or constructs a capital asset for the university. When the asset is ready for use by the university, the university and the foundation normally enter into a one-year lease for the use of the asset. The lease between the university and the foundation contains a series of renewals that matches the maturity of the debt held by the foundation, which the university exercises annually. When the final payment of the last renewal period has been made, full title to the asset passes from the foundation to the university. These arrangements are known as “public-private ventures” (PPVs) within the USG. The foundation is responsible for the debt service, although lease payment obligations are incurred by the institution to serve that purpose. As explained in detail in CR 2.11.1, such PPVs are financially stable and manageable by the institution.

Evidence of Compliance

1. BOR Policy Manual 7.1
2. SPSU Audit Report, 2014
3. SPSU Audit Report, 2013
4. KSU Audit Report, 2014
5. KSU Audit Report, 2013
Part II. Impact of the change on selected requirements of the Principles of Accreditation

H. Financial and Physical Resources

CS 3.10.3 The institution exercises appropriate control over all its financial resources. (Control of finances)

Compliance Statement

Kennesaw State University (KSU) is in compliance with The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Comprehensive Standard 3.10.3.

Impact of Consolidation

No substantive changes to the control of finances for the institution have occurred as a result of the consolidation of Kennesaw State University (KSU) and Southern Polytechnic State University (SPSU). Both institutions were—and the consolidated institution is—operating under the same governing board policies for financial control.

Both universities operate on a fiscal year from July 1 each year through June 30, as per Georgia Code 30-3-34. The university provides yearly reports, is fiscally responsible, and maintains balanced budgets based on the July 1 – June 30 fiscal year. The University System of Georgia (USG) Offices of Fiscal Affairs and Internal Audit & Compliance are key components in controlling institutional finances and monitoring for compliance. The Board of Regents (BOR) Policy Manual, Section 7.2 [1], includes a section on finance and business covering topics such as budget, tuition and fees, fund management, and insurance. The BOR Policy Manual is supplemented by a detailed BOR Business Procedures Manual [2] that provides numerous processes to implement.
the Board’s fiscal policies. Both institutions were—and the consolidated institution is—using the same ERP software systems of the USG for financial accounting and reporting. Both institutions were—and the consolidated institution is—audited by the same state department of auditing. Following the institutional consolidation that occurred in 2015, the business practices described in the *KSU Business Procedures Manual* apply [3].

**Narrative**

**External Audit**

Each year USG institutions must complete an Annual Financial Report (AFR) as required by the *BOR Business Manual* Section 20.1. *BOR Policy Manual* Section 7.10.1 (State Audits) and Section 7.10.2 (Internal Audits) authorize audits and review of USG institutions. The completed AFR is sent to the USG Office of Fiscal Affairs for review. Once the review is complete, the AFR is then sent to the state of Georgia Department of Audits for engagement purposes. The result of this engagement is either an agreement upon procedures report, a full disclosure report, or a complete audit. KSU and SPSU received full audit reports in FY2013 and FY2014. For FY2015 the full audit report will be available in October 2015.

The past two years of audit reports for both SPSU and KSU are presented for review (SPSU - FY2014 [4], SPSU - FY2013 [5], KSU - FY2014 [6], KSU - FY2013 [7]). The FY2014 audits for KSU and SPSU include the expected management letter components, as agreed upon by the state auditors and the Commission staff. Those audits reflect positively on the control of finances at KSU and SPSU. KSU’s audit reports indicate no material weaknesses or significant deficiencies in the control over the financial resources of the institutions that have since been consolidated.
SPSU’s FY2013 audit report indicated three material weaknesses related to capital assets, financial reporting, and budgetary reporting. The findings and corrective action taken are listed below:

FS-550-13-01 – Deficiencies in Controls over Capital Assets
Corrective Action Taken:

- SPSU conducted an annual inventory of all assets, and a year-end journal entry was posted to remove any missing assets from the financial statements. Procedures were designed and implemented for the FY2014 inventory.
- Construction Work-in-Progress was analyzed and reviewed on a monthly basis to determine whether projects should be capitalized. Each project was identified in PeopleSoft by a project ID to better track expenditures and maintains projects on an individualized discrete basis.
- The controller reviews all journal entries to ensure proper supporting documentation is attached and that the entry is appropriate.
- Accounting staff reconciles capital assets on a monthly basis, instead of quarterly, to ensure that all assets are accounted for appropriately. In addition, the controller reviews all capital transactions, such as acquisitions, deletions, and transfers.

FS-550-13-02 – Deficiencies in Controls over Financial Reporting
Corrective Action Taken:

- Accounting staff reviewed all invoices prior to the fiscal year-end close and posts an accrual entry for any expenses that are related to the current fiscal year in order to properly reflect liabilities.
- The allocation of summer tuition and fee revenue between fiscal years is performed in Banner via the appropriate detail code. At year-end the controller reviewed deferred revenue and student receivable balances to ensure the allocation is appropriate.
• SPSU hired a new chief business officer and a new controller, who implemented internal controls to avoid any reoccurrences. These two individuals are CPAs, long-time USG employees, and well versed in the proper application of generally accepted accounting principles. The controller reviewed all year-end journal entries to ensure that proper supporting documentation is attached and that the entry is appropriate. In addition, Fiscal Affairs updated its year-end calendar and year-end staff assignments to ensure that all year-end tasks were assigned to staff with the appropriate skill level. The updated year-end calendar also ensured a more timely year-end close and preparation of the financial statements, which allowed more time to review the statements for accuracy.

FS-550-13-03 – Deficiencies in Controls over Budgetary Reporting
Corrective Action Taken:
• All account balances reported in the budget basis statements were supported by reconciliation to the general ledger, which is reviewed by the controller to ensure accuracy.
• The controller reviews all budget statement entries to ensure that proper supporting documentation is attached and that the entry is appropriate. As noted in the response to FS-550-13-02, Fiscal Affairs updated its year-end calendar and year-end staff assignments to ensure that all year-end tasks are assigned to staff with the appropriate skill level.
• As noted in the response to FS-550-13-02, the allocation of summer tuition and fee revenue between fiscal years is performed in Banner via the appropriate detail code. At the end of the year, the controller reviewed deferred revenue and student receivable balances to ensure the allocation is appropriate.

SPSU’s FY2014 audit report indicated significant improvement over the FY2013 audit report. There were no material weaknesses or significant deficiencies related to Financial Statements. There was one significant deficiency related to Federal Awards. The finding and corrective action taken is listed below:
FA-550-14-01 Satisfactory Academic Progress Determinations

SPSU’s satisfactory academic progress policy did not include credit hours from another institution that are accepted toward the student’s educational program as both attempted and completed hours for calculating the pace of completion.

Corrective action taken:

- SPSU reviewed and updated internal policies to ensure that satisfactory academic progress (SAP) determinations are in compliance with federal regulations, in particular that transfer credits are included in the SAP calculation, both in pace completion and in maximum time.
- In addition, the Student Financial Aid Office will periodically review sample student records to test SAP calculations to ensure compliance with federal regulations.

KSU’s management comment for the FY2014 Audit included only the recognition of an Auxiliary Fund deficit at 06/30/2014. The areas included in the deficit are Food Services, Parking, and Card Services. The deficit in Auxiliary is being addressed with a five-year plan, which shows decreased spending, increased enrollment, and new student fees.

SPSU’s only management comment for FY2014 was related to a deficiency in logical access control. This deficiency is being corrected using the processes established by KSU to prevent logical access to the system.

Internal Auditing

The new Kennesaw State University (KSU) has an Internal Audit Department, whose responsibilities are delineated in Section 7.10 of the University System of Georgia (USG) Board of Regents Policy Manual [8]. The Internal Audit Department reports directly to the president of the University and to the USG’s chief audit officer. Internal auditing is an independent, objective, assurance, and consulting activity designed to
add value and improve KSU's operations. The Internal Audit Department evaluates and contributes to the improvement of governance, risk management, and control processes regarding the (1) achievement of KSU's strategic objectives, (2) reliability and integrity of financial and operational information, (3) effectiveness and efficiency of operations and programs, (4) safeguarding assets, and (5) compliance with laws, regulations, policies, procedures, and contracts.

**Budgeting**

The assistant vice president for Financial Management is responsible for sound budget and management practices. After budget requests have been reviewed by the members of the President’s Cabinet and the President’s Planning and Budget Advisory Committee, the Office of Budget & Planning compiles the institutional budget based on available funds and direction from the KSU president. The budget is next submitted for review and approval to the president and then to the Board of Regents of the University System of Georgia (BOR USG).

Each budget manager has the ability to track his/her budget through an advanced reporting system. Each budget is controlled at the department level, and budget tolerances are monitored at least monthly. The budget is loaded into the Financial ERP system and expenditures and encumbrances are recorded against the budget. Any budget tolerance over a dollar threshold is reviewed by the budget office.

**Control of Expenditures**


All non-personnel expenditures are controlled through a requisition/purchase order system, purchasing card program, or check request process, which requires multiple approvals from appropriate supervisors, deans, directors, and University
KSU utilizes an electronic routing system called OwlPay for payment requests when no purchase order is issued. The PeopleSoft ePro requisition system is used to purchase goods and services for the University. Both systems utilize multiple approvers.

KSU follows several policies that ensure control over expenditures related to purchase orders. The first policy is the Contract Review and Approval Policy [9], which ensures that no contracts are signed before they are reviewed by legal staff and the Office of Procurement and Contracts. This policy is supported with a Contract Review and Approval Process, which can be found on the Division of Legal Affairs website [10]. These two documents authorize only certain individuals to sign contracts, and appropriate signature authority is controlled at a dollar amount, which reduces the risk of employees entering into contracts for goods and services without proper authorization.

The second policy is the Signature Authority and Delegation Policy [11], which provides guidelines for documenting the appropriate approval authority and delegation of signature authority for financial transactions at KSU. As purchase orders are issued, the appropriate expenditure account is encumbered in the ERP System. The ERP system, which is administered by the University System Information System office, uses controls to ensure that only proper approval for all purchase orders is documented and approved before the PO is issued.

The third policy is on Consulting Services [12]. This policy provides clarification on policy and procedures related to acquiring consulting services. This policy helps ensure that specific objectives, measurement of performance, and performance timelines are included in the agreement. It also ensures that consultants are selected in accordance with the state’s competitive bidding and selection criteria.
KSU uses the DOAS Statewide P-card program and follows the state of Georgia Statewide Purchasing Card Policy [13]. In addition, KSU publishes a policy on purchasing card usage [14]. Both policies provide information, references, procedures, and definitions on proper approval and use of the purchasing card. The KSU policy provides guidelines on the responsibility of card holders and the budget owners/approvers who are responsible for approving all expenditures. The policy documents consequences for policy violations and provides reference to other guidelines. Administrators and deans have primary responsibility for controlling expenditures in their areas to ensure that expenditures do not exceed budget allocations.

A P-Card Program manager reviews all expenditures made via the purchasing card program to ensure that the expenditure is appropriate and the expense will be posted to the correct account. The department monitors internal controls over the process as outlined under the Monitoring Internal Controls of Financial Transactions Policy [15]. This policy ensures accountability and organization structure of monitoring internal controls for financial transactions at KSU. Internal findings are reported to the assistant vice president for Financial Management and the chief business officer.

The Accounts Payable office follows several KSU business processes related to accounts payable [3]. Only valid invoices are processed and paid. The invoice is paid only after services are rendered, or after materials are received. The invoice is verified and matched to an approved request/purchase order and receiving documentation. The invoice is posted to the appropriate expenditure account, which is budget checked against the department’s current budget. All budget exceptions that exceed the dollar threshold must be approved by the budget office. A check register is verified by someone outside the department to ensure that separation of duties is being applied. All financial transactions follow the same policy as the Monitoring of Internal Controls of Financial Transactions Policy [15].
Cash Management Controls

The new Kennesaw State University follows the procedures outlined in the USG Business Procedures Manual, Section 10.0, for handling accounts receivable resulting from revenue-generating activities [16]. For cash management, the Bursar's Office on each campus is the central location for cashiering all institution funds. A computer-numbered receipt is generated for all transactions. Daily updates of receipt transactions are reconciled, and monthly bank reconciliations are performed. Internal controls are maintained for the receipt and disbursement of funds, as outlined in the KSU Business Procedures Manual [3].

The new Kennesaw State University exercises appropriate control over cash resources. All income is receipted by the institution’s cashiers and credited to the appropriate accounts. The administrative computing software has security procedures in place that allow only employees who are set up with a cashiering function to process receipts. Cashiers are required to close their cashiering sessions at the end of each business day.

The BANNER cashier report lists all transactions by date and amount for each cashier. This report provides the information necessary for performing reconciliations between the administrative computing software and the bank deposit. Upon reconcilement, the cashiers prepare the daily deposit for secure transport to the bank. A monthly bank reconciliation is completed by treasury services to ensure deposits are reconciled to the balance at the bank.

Other mechanisms for protection include periodic unannounced review of cash handling procedures at various locations on campus and separation of duties when posting receipted amounts to the general ledger.
The University maintains a Monitoring Internal Controls of Financial Transactions Policy [15]. The purpose of this policy is to strengthen accountability and organizational structure by monitoring the internal controls of financial transactions. Each financial area is responsible for reporting any findings to the assistant vice president for Financial Management.

**Risk Management of Financial Resources**

The Risk Management Policy is outlined in the *Board of Regents Policy Manual*, Section 7.15. This section addresses strategic, compliance, reputational, operational, and financial risk [17]. KSU has appointed a risk manager who is responsible for identifying and analyzing loss exposure related to financial resources. Financial risk is reviewed and controlled for property damage, loss, and theft on a regular basis. The University maintains a comprehensive insurance policy and reduces risk by implementing training programs as documented on the Risk Management website [18].

**Investments**

Most of the investments of restricted and unrestricted gifts, endowments, and other donated assets for the benefit of KSU are managed by the KSU Foundation, which is legally independent of the University.

Some financial resources are donated directly to the University. All investments are consistent with donor intent, Board of Regents policy under Section 7.5.2 [19], and applicable federal and state laws. KSU chooses to invest only in pooled investment fund programs identified by BOR policy and that are managed by the Office of the State Treasurer (OST) and the BOR. These investments are financial instruments in the form of mutual bonds with terms greater than 13 months, the Board of Regents Pooled Fund, and the Board of Regents Legal Fund.
The new Kennesaw State University accounts for its investments at fair value. Changes in unrealized gain (loss) on the carrying value of investments are reported as a component of investment income in the Statement of Revenues, Expenses, and Changes in Net Assets. KSU maintains an investment policy that fosters sound and prudent judgment of safeguarding investments with a strong sense of fiduciary responsibility [20].

Evidence of Compliance

1. **BOR Policy Manual, Section 7**
2. **USG Business Procedures Manual**
3. **KSU Business Procedures Manual Index and Samples**
4. SPSU Audit Report, 2014
5. SPSU Audit Report, 2013
6. KSU Audit Report, 2014
7. KSU Audit Report, 2013
8. **BOR Policy Manual, Section 7.10**
9. Contract Review and Approval Policy
10. Contract Review and Approval Process
11. Signature Authority and Delegation Policy
12. Consulting Services Policy
13. **DOAS State of Georgia Purchasing Card Policy**
14. Purchasing Card Policy
15. Monitoring Internal Controls of Financial Transactions Policy
16. **BOR Procedure Manual, Section 10.0 on Accounts Receivable**
17. **BOR Policy Manual, Section 7.15 Risk Management Policy**
18. Risk Management Website
19. **BOR Policy Manual, Section 7.5**
20. Investment Policy
21. Card Services Business Plan
22. Culinary Dining Hall Business Plan
23. Letter to KSU Contractors and Vendors
24. Travel Policy
Part II. Impact of the change on selected requirements of the *Principles of Accreditation*

H. Financial and Physical Resources

**CS 3.11.1** The institution exercises appropriate control over all its physical resources. (*Control of physical resources*)

**Compliance Statement**

Kennesaw State University is in compliance with this comprehensive standard because it has controls in place for its physical resources.

**Impact Statement of Consolidation**

Kennesaw State University (KSU or the University) now includes two campuses in addition to five instructional sites, as described in CR 2.11.2 of this report. Both campuses are full-service educational locations that include buildings for academic, research, administrative, operational, and support purposes; residential student housing; dining services; and student, faculty, and employee assistance and services. The vice president for Operations and chief information officer/chief business officer and his direct reports are responsible for control and management of KSU’s physical resources.

**Narrative**

**Institutional Control**

Physical facility and technology resources are procured and managed through policies and procedures set forth by the University’s governing body, the Board of Regents (BOR) of the University System of Georgia (USG). The staff reporting to the vice president for Operations and chief information officer/chief business officer implement BOR policies and procedures; oversee and maintain the KSU systems and applications.
used to support policies; and provide training for employees to ensure appropriate use of physical facility and technology resources. KSU complies with the governing policies and procedures of the BOR listed below to ensure the appropriate control of its physical assets.

- **BOR Policy Manual, Section 7, Finance and Business** [1]: covers finance and business activities, including budget, insurance, purchasing, contracts, and risk management.
- **BOR Policy Manual, Section 9, Facilities** [2]: covers facilities, including real estate, instructional sites, grounds, and asset management.
- **BOR Policy Manual, Section 11, Information Technology** [3]: covers information technology (IT) to include IT physical assets, planning, design, acquisition, management, and operation.

University-wide responsibilities for the control of physical facilities are fulfilled by University leadership and committees that include administrators, faculty, staff, and students. Below are primary controls in place at the consolidated KSU:

- University-wide planning and budgeting actions concerning facilities and infrastructure by way of a representative inclusive process that culminate with decisions by the President’s Planning and Budget Advisory Committee;
- facilities and infrastructure oversight by the vice president for Operations and chief information officer and chief business officer [4] (VP Operations and CIO/CBO) and direct reporting units;
- space utilization/optimization and technology infrastructure requirements fulfilled through a collaborative process with input from the University’s leadership, faculty, staff, and students; and
- asset management and disposal responsibilities shared by the Office of Finance and Accounting [5], the Facilities Services Division [6], and the Office of Risk Management respectively [7]—all direct reporting units in the Division of Operations.
Leadership and Decision Committees

- University Leadership: President’s Cabinet [8]
- President’s Planning and Budget Advisory Committee [9]: Cabinet members, shared governance leaders, academic chairs, faculty representatives (of each college), athletics, and University development.

Governance Bodies

- University Council: Elected leaders of KSU’s governance bodies.
  - Faculty Senate
  - Staff Senate
  - Student Government Association

Mission Requirements and Needs Committees

- Academic Affairs Committee includes representatives from the Office of the Provost, Office of Research, Distance Learning Center, Continuing Education Center, KSU Libraries, Faculty Senate, and the Office of Sustainability.
- Climate Commitment Committee and President’s Commission on Sustainability includes representatives of Academic Affairs, Athletics, Auxiliary Services, Facilities Services, Public Safety, Student Affairs, and shared governance representatives.
- Libraries Committee includes representatives of the Libraries, Archives, University Information Technology Services, academic faculty, Distance Learning Center, Auxiliary Services and Programs, Student Government Association, Residence Life, and a student-at-large.
• University Information Technology Services Advisory Committee includes teaching faculty from each college, Center for the Excellence in Teaching and Learning representative, budget and planning staff, students, Division of Student Affairs staff, provost’s representative, and University Advancement and Development staff.

• University Safety Council, facilitated by the staff of the Environmental Health and Safety Department, includes representatives from the Division of Operations, Division of Legal Affairs, Division of Academic Affairs (including each college’s safety committee member), Division of Student Affairs, Office of Research, Department of Athletics, Department of Human Resources, KSU Foundation, and the Student Government Association.

Facilitation and Consulting Committees

• Facilities Design and Construction Services Project Implementation Group: Representatives from Auxiliary Services and Programs, Environmental Health and Safety, Facilities Services, Public Safety, Procurement and Contracting, Receiving and Distribution, University Events, and University Information Technology Services (UITS).

• Facilities Working Committee: Representatives of Facilities Services Division, Academic Affairs, Enterprise Information Management and Institutional Research, Faculty Senate, and the KSU Foundation.

• Academic Scheduling Committee: Representatives of college deans and staff of Enterprise Systems and Services (UITS).

• Space Optimization Committee: Representatives of KSU units, Facilities staff, and UITS staff.

Physical Resources – Access, Maintenance, and Accountability

On a daily basis, several KSU units perform services and work collaboratively to ensure a safe, high-quality environment for students, faculty, staff, and visitors while maintaining control of physical resources that support the University’s mission.
• The Department of Parking and Transportation oversees parking and transportation services and facilities for the Kennesaw and Marietta campuses. The staff oversee and manage shuttle service operations on/between campuses, and maintenance of campus streets, five parking decks, 64 surface lots/on-street parking, and two off-site parking locations. KSU provides more than 15,224 parking spaces at both campuses. Two off-site shuttle park-and-ride locations provide an additional 1,000 spaces for commuter students.

• The Facilities Services Division (FSD) is responsible for the physical assets of Kennesaw State University at the Kennesaw and Marietta campuses. FSD provides services such as facilities access control, work order/customer service, design and construction, facilities and space planning, maintenance and operations, building services, grounds maintenance, receiving and distribution, and surplus operations.

• Among the responsibilities of the Office of Risk Management are identifying and analyzing the University’s loss exposure, consulting with units on loss control and prevention, implementing control programs required by the state of Georgia, and handling University liability matters and claims.

• Within KSU’s Finance and Accounting Office is the Reporting and Compliance Team. Among the team’s responsibilities is asset management to ensure an accurate inventory of the University’s capitalized assets and small value equipment according to the requirements of the USG and the Department of Administrative Services. Specifically, team members conduct inventory control and reporting via a centralized inventory system, provide reporting for insurance purposes, and maintain control of assets.

Access to Facilities and Space

Primary access and control functions are described below.

• Employees and students who park on KSU-controlled property must purchase a KSU parking permit from Parking and Transportation for entry to University
parking decks and surface lots. Guests, visitors, and contractors/vendors must purchase permits for hourly or daily parking in designated surface lots.

- Employees are issued KSU identification cards by Card Services that include access permissions to access facilities based on job duties and responsibilities as verified by their immediate supervisors.
- Enrolled students are also issued a KSU identification card and may access facilities during instructional periods or published operating hours of each facility via a KSU-assigned identification card.

KSU controls access to and use of non-administrative and outdoor space via an electronic, Web-based system called Event Management System (EMS) [10]. Two key benefits of this enterprise system are that it provides a means to optimally use KSU’s space and facilities, and that it provides transparency on space usage in support of KSU’s mission. EMS is used for control of space and facilities at the Kennesaw. Marietta campus users access a separate system until integration of event management occurs in [date pending]. Both systems are supported by University Information Technology Services (UITS). UITS staff also provide system training, facilitate user meetings, and serve on the business process improvement committee.

KSU’s educational mission (academic programs and academic support) takes priority in the assignment of space. College deans appoint an academic scheduling administrator (scheduler) who works with the faculty of his/her academic unit on instructional space and technology requirements in advance of each academic term. After space assignments are confirmed, college schedulers continue to work with faculty to ensure all needs are met throughout the term. Should a college have additional space needs, college schedulers work collaboratively with Office of the Registrar staff to address the reallocation or reassignment of space. Once KSU’s educational program requirements are met, the scheduling calendar is made available to KSU units to schedule meetings, activities, and events based on mission needs.

Requests for access to and use of space in facilities or on University grounds are
managed through the same system. For example, space requests for meetings, student organization programs, or University-hosted events must be submitted through EMS. Upon approval, an electronic communication is sent via the KSU email system to the requestor with the decision. Requestors must coordinate with Card Services for building/room access stated in the confirmation email. In-room technology services are communicated to UITS staff via the event Web form and, if needed due to a change in requirements, directly to the UITS service desk via email. These electronic processes ensure authorized use of facilities and also provide a record of use and support.

**Maintenance**

Preventive Maintenance

Plant Operations manages routine maintenance for the Kennesaw and Marietta campuses. KSU’s preventive and corrective maintenance program is centered on a prioritized listing of critical equipment and represents approximately 35 percent of FSD’s overall budget. Preventative maintenance encompasses routine maintenance, repairs, and replacements for educational, research, recreational, and support facilities located on the Kennesaw and Marietta campuses. Maintenance and cleaning services are provided through an in-house workforce supplemented with temporary and contracted personnel. KSU contracts for maintenance such as roof repair, elevator maintenance, fire alarm systems, building environments controls, automatic door maintenance, and fire protection systems. University customers work with building managers or with the FSD Customer Service Center to report problems or maintenance needs in their facilities. KSU’s online service requests are entered through the AiM work order system. Plant Operations customer center staff direct each request to the appropriate facilities work unit and create an electronic record for tracking and performance measurement purposes.

Major Repair and Rehabilitation (MRR) of Facilities

KSU as a University System of Georgia (USG) institution requests MRR funding [11] for projects that involve major repair, replacement, or renovation of critical building
systems, site components, and infrastructure. MRR funding works in conjunction with maintenance and operations funding and capital funding (for large or comprehensive renovation projects) to meet overall physical inventory stewardship responsibilities and protect the state of Georgia’s investment in higher education facilities. The USG bases MRR funding for the entire system on an annual assessment of average estimated building replacement cost and total square footage. The combination of all square footage in the USG generates the formula amount that is included in the USG’s annual budget request. KSU receives a portion of the USG MRR funding. As shown in the evidence, funding for each institution’s approved capital projects and total USG MRR is reflected in the approved capital budgets document [12]. The USG retains 3 percent of each year’s total MRR funding in the MRR Emergency Reserve to respond to institutional emergencies, such as unforeseen or premature equipment or facility failure.

Prior to submissions to the USG and Board of Regents, KSU’s MRR request list [13] is reviewed and prioritized by FSD staff and presented to the President’s Planning and Budget Advisory Committee. The president approves the MRR list before its submission to the BOR. When the budgets are allocated by the BOR, FSD follows through on work to schedule and complete approved MRR requests upon notification of final budget approval.

Building Systems Improvements
In March 2011, KSU began a major project funded with federal stimulus money and KSU operating funds to retro-commission and improve equipment, controls, and metering in 13 buildings. This work continues as noted in Table 1.
Table 1. Retro-Commission Project—Renovation of Controls and Ventilation Systems

<table>
<thead>
<tr>
<th>Building</th>
<th>Date of Contractor Report</th>
<th>Cost of Work</th>
<th>Projected Date for Remaining Actions</th>
<th>Work Status</th>
<th>Projected First Year Cost Avoidance upon Completion of all Issues</th>
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<tbody>
<tr>
<td>Wilson</td>
<td>November 28, 2011</td>
<td>$940,087</td>
<td>December 2017</td>
<td>Phase One of Four Complete</td>
<td>$46,665</td>
</tr>
<tr>
<td>Burruss</td>
<td>December 12, 2011</td>
<td>$76,200</td>
<td>December 2016</td>
<td>Complete except for cleaning duct and equipment</td>
<td>$178,433</td>
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<tr>
<td>Kennesaw</td>
<td>December 26, 2011</td>
<td>$579,550</td>
<td>December 2015</td>
<td>Chillers complete. HVAC upgrades in progress</td>
<td>$130,023</td>
</tr>
<tr>
<td>Clendenin</td>
<td>January 17, 2012</td>
<td>$76,300</td>
<td>December 2018</td>
<td>As scheduled.</td>
<td>$84,279</td>
</tr>
<tr>
<td>Humanities</td>
<td>January 20, 2012</td>
<td>$387,078</td>
<td>December 2016</td>
<td>Work in conjunction with English Addition</td>
<td>$50,696</td>
</tr>
<tr>
<td>English</td>
<td>January 23, 2012</td>
<td>$44,940</td>
<td>December 2016</td>
<td>Work in conjunction with English Addition</td>
<td>$60,568</td>
</tr>
<tr>
<td>Willingham</td>
<td>January 26, 2012</td>
<td>$52,940</td>
<td>December 2017</td>
<td>HVAC upgrades 50% complete</td>
<td>$47,919</td>
</tr>
<tr>
<td>Pilcher</td>
<td>January 30, 2012</td>
<td>$15,700</td>
<td>December 2016</td>
<td>Complete except for TAB and Re-Cx.</td>
<td>$33,136</td>
</tr>
<tr>
<td>University</td>
<td>January 31, 2012</td>
<td>$52,940</td>
<td>December 2017</td>
<td>HVAC upgrades 50% complete</td>
<td>$49,175</td>
</tr>
<tr>
<td>Technology Services</td>
<td>January 1, 2012</td>
<td>$113,940</td>
<td>December 2018</td>
<td>As scheduled.</td>
<td>$29,306</td>
</tr>
<tr>
<td>Sturgis Library</td>
<td>January 6, 2012</td>
<td>$262,400</td>
<td>December 2015</td>
<td>As scheduled. In progress.</td>
<td>$152,294</td>
</tr>
<tr>
<td>Science</td>
<td>February 8, 2012</td>
<td>$1,250,000</td>
<td>December 2017</td>
<td>Design in progress.</td>
<td>$211,647</td>
</tr>
</tbody>
</table>

Capital Improvements

Among the responsibilities of the USG Office of Real Estate and Facilities is the development of the annual capital budget for all USG institutions. This office is also responsible for maintaining and reviewing the campus master plans for the capital development of each USG institution. Based on the needs and priorities of the USG and on the recommendations of the chancellor, the BOR selects projects to be sent forward for approval by the governor and legislature of the state of Georgia.
FSD oversees capital improvement of the Marietta and Kennesaw campuses. Current capital improvements by campus are shown in Table 2.

Table 2. Capital Improvements List – Post Consolidation

<table>
<thead>
<tr>
<th>Large Capital Requests</th>
<th>Small Capital Requests</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY17 $2,900,000</td>
<td>Priority 1 $4,900,000</td>
</tr>
<tr>
<td>Academic Learning Center - Design Funds</td>
<td>English Building Renovation &amp; Addition</td>
</tr>
<tr>
<td>Kennesaw Campus</td>
<td>Kennesaw Campus</td>
</tr>
<tr>
<td>FY18 $45,100,000</td>
<td>Priority 2 $2,800,000</td>
</tr>
<tr>
<td>Academic Learning Center - Construction Funds (Non-State funding in the amount of $7M is anticipated for this project in addition to the requested state funding, overall project of $55M)</td>
<td>Building E Improvements</td>
</tr>
<tr>
<td>Kennesaw Campus</td>
<td>Marietta Campus</td>
</tr>
</tbody>
</table>

Control via Personal Inspection and Customer Feedback

Direct communication with the University community is a primary source of customer feedback. Facilities staff interact with faculty, students, and staff during routine visits and while conducting maintenance or completing work orders. KSU offices designate employees who submit work requests, thus serving as a channel for continuous communication with facilities staff. Each campus is divided into maintenance zones [14] and serviced by designated facilities staff.

Facilities staff operating within each zone monitor activity, respond to service calls,
and interact with building coordinators and building occupants. Often, issues are resolved on the spot. For example, if an access door is not operating correctly, a work order is created and assigned to the appropriate staff for remedy. Another example of control includes the daily presence of custodial teams on duty from 4:30 a.m. until 10:00 p.m., Monday through Friday. During evening hours, custodial teams work 10:00 p.m. until 6:30 a.m. Sunday through Thursday. Issues can be resolved quickly because Facilities staff are present and continuously walking around to ensure facilities and grounds are in a good order.

Daily Operations

KSU’s Plant Operations monitors and controls daily operations and maintenance with staff assigned to these primary service areas:

- Building Services
- Grounds
- Locksmith
- Utilities

Facilities requests are captured in the AiM online maintenance system on Kennesaw campus and School Dude system on Marietta campus. Both campuses will operate on the AiM system by December 2015. Building coordinators, custodial team supervisors, grounds staff, and facilities staff maintain control of maintenance for physical resources and manage workload assignments by the type and number of work order requests in the work order databases. Managers of the Facilities Services Division review and use information gained through the work order management system to ensure KSU facilities are kept in a safe operating status and to make improvements in maintenance and operation services and processes.
Accountability

Risk Management

As a reporting unit to the University System of Georgia (USG), KSU is responsive to state of Georgia and USG requirements with regard to risk management. KSU’s Enterprise Risk Management coordinator [15] is designated by the president and reports up to the USG Office of Internal Audit and Compliance on risk management matters.

KSU’s Office of Enterprise Risk Management (Risk Management) works closely with the Risk Management Services Division of the Georgia Department of Administrative Services to assure that KSU remains a good steward of state and system resources. The Risk Management Services division of DOAS provides insurance services for state of Georgia agencies and authorities such as KSU. The DOAS property program insures state-owned buildings and property against damage or destruction from various hazards. Each year, each USG institution provides a list of buildings, building values, and values for the building contents. This information is used to determine the appropriate amount of coverage for KSU.

BOR policy on risk management [16] outlines institutional responsibilities and accountability. Described below are key components of KSU’s approach.

- Risk Management heads the Comprehensive Loss Control Program (CLCP) monitoring committee. The committee is composed of representatives from Human Resources, Facilities Services Division, Public Safety, Environmental Health and Safety, and the Division of Legal Affairs. The committee reviews accidents involving personnel or state property and issues related to the CLCP. CLCP components are Employee Education and Training, Employee Accident Prevention Programs, Fidelity (Employee Theft), General Liability, Workers Compensation, Property, Auto Liability and Physical Damage, and Fleet Management.
• Risk Management works closely with University units and departments to obtain inventories and schedules of buildings, contents, portable property, and vehicles. to ensure KSU has the appropriate level of insurance to cover these resources in the event of a loss. A sample inventory sheet [17] is provided as evidence. A summary along with a premium estimate is provided to the vice president for Operations and chief budget officer prior to renewal periods.

• Risk Management assists units and department heads in reviewing their risks and determining the need for procurement of insurance coverage for specified programs and activities, and staff training and instruction of staff on operational matters related to liability.

• Risk Management reviews each incident filed with the KSU Police Department that is related to any property damage or loss to determine appropriate follow-up actions with individuals or external agencies. Each incident is recorded, scanned, and maintained by Risk Management [18].

Asset Management and Disposal

Accounting and reporting by units in the Division of Operations contribute to the proper accounting of physical resources in the consolidated KSU. KSU complies with requirements for the accounting, management, and disposal of physical and capital assets.

• Facilities Services Division accounts for and manages facilities, grounds, and vehicles. Inventories are updated and reported annually to the Office of Risk Management for insurance and liability coverage.

• The Office of Finance and Accounting accounts for and manages capital assets and small value property inclusive of information technology equipment and software. This office also manages documentation of asset relocation (on and off University property) and coordinates with UITS on technology-related assets.
• The Office of Risk Management accounts for and reports the value of physical resources and their contents for insurance purposes in addition to inventories of other resources such as art, vehicles, and educational/research equipment.

• Disposal, transfer, or surplus of non-consumable assets is completed in accordance with the state of Georgia Department of Administrative Services requirements [19].

CS 3.11.1 Evidence of Compliance

1. BOR Policy Section 7, Finance and Business
2. BOR Policy Section 9, Facilities
3. BOR Policy Section 11, Information Technology
4. KSU Division of Operations—Organizational Chart
5. KSU Office of Finance and Accounting
6. KSU Facilities Services Division
7. KSU Office of Risk Management
8. KSU President’s Cabinet
9. KSU President’s Planning and Budget Advisory Committee
10. KSU Event Management System
11. MRR Funding for USG Institutions
12. BOR FY16 Capital Outlay—MRR total funding highlighted
13. KSU FY16 MRR Request
14. KSU Facilities Zone Maps
15. USG List of ERM Coordinators—by Institution
16. BOR Policy 7.15, Risk Management
17. KSU Inventory Summary for Insurance Reporting—Sample
18. KSU Claims Log—Sample
Part II. Impact of the change on selected requirements of the *Principles of Accreditation*

B. Governance and Administration

CS 3.13 The institution complies with the policies of the Commission on Colleges. **Applicable Policy Statement:** If the institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution’s role within that system.

**Documentation:** The institution should provide a description of the system operation and structure or the corporate structure if this applies.

**Compliance Statement**
Kennesaw State University is a member institution in the University System of Georgia and is in compliance with this comprehensive standard.

**Impact of Consolidation**
As institutions accredited by the SACS Commission on Colleges (SACSCOC), both the former Southern Polytechnic State University (SPSU) and Kennesaw State University (KSU) were in compliance with this comprehensive requirement during their previous reaffirmations prior to consolidation. The consolidated KSU remains in compliance as described below. No changes in the operations of the System or its governing board occurred as a function of the consolidation. Structurally, the number of member institutions in the USG was reduced from 31 to 30 when this consolidation became effective in January 2015.
Narrative

Public higher education in Georgia is divided between the University System of Georgia (USG) [1] and the Technical College System of Georgia (TCSG) [2]. Each system is governed by a single and separate governing board—the Board of Regents of the USG [3] and the State Board of the TCSG [4]. The USG provides undergraduate, graduate, and first professional educational degree programs from the associate’s degree through the doctorate, as established at 30 state universities and colleges across Georgia. The TCSG provides certificates, diplomas, and two-year degrees in technical and career fields of study, as established at 23 technical colleges across the state.

In recent years, both the USG and the TCSG have pursued consolidation of their selected member institutions to achieve greater administrative efficiencies and improve educational services to their students and communities. From 2013 to 2015, the USG consolidated 10 of its member institutions into five “new” universities and colleges [5]. The consolidation of KSU and SPSU is the most recent of those consolidations. From 2009 to 2014, the TCSG merged 19 of its member units into nine technical colleges [6].

As noted in the narratives for the core requirements and comprehensive standards in Section B of this substantive change report, the Board of Regents (BOR) is the constitutionally-established independent state agency for policy development and governance of the University System of Georgia. Its 19 members are appointed for staggered seven-year terms by the state’s governor. The BOR has exclusive authority over the affairs of the member educational institutions of the USG. In that regard, the BOR receives a lump-sum state appropriation annually for USG operations and is responsible for allocating those funds to its member institutions, setting tuition levels and student fees, approving capital improvement projects in the System, determining the structure of the System and institutional missions, approving new degree programs, and maintaining a comprehensive array of System governance policies and procedures. Policies and procedures developed at the institutional level must conform to and be
consistent with the governing board’s policy directives.

A University System Office staff, headed by the chancellor, who is elected by the BOR, provides administrative coordination for the implementation of BOR policies and procedures throughout the System. All 30 institution presidents report to the chancellor, along with System administrators [7], including the chief academic officer and executive vice chancellor, the executive vice chancellor for Administration, the chief audit officer and associate vice chancellor, the senior vice chancellor for External Affairs, and the vice chancellor for Communications. Other System administrators report through those named above and are responsible for overseeing System coordination of academic programs, faculty affairs, student affairs, academic libraries/GALILEO, facilities, fiscal affairs, human resources, legal affairs, information technology services, risk management, and government relations.

The 30 degree-granting institutions in the USG are currently structured by the BOR into four groups of public universities and colleges [8] as follows:

- **Research Universities**
  - Georgia Institute of Technology
  - Georgia Regents University (consolidated in 2013)
  - Georgia State University (to be consolidated in 2016)
  - University of Georgia

- **Comprehensive Universities**
  - Georgia Southern University
  - Kennesaw State University (consolidated in 2015)
  - University of West Georgia
  - Valdosta State University

- **State Universities**
  - Albany State University
  - Armstrong State University
Clayton State University
Columbus State University
Fort Valley State University
Georgia College & State University
Georgia Southwestern State University
Savannah State University
University of North Georgia (consolidated in 2013)

**State Colleges**
Abraham Baldwin Agricultural College
Atlanta Metropolitan State College
Bainbridge State College
College of Coastal Georgia
Dalton State College
Darton State College
East Georgia State College
Georgia Gwinnett College
Georgia Highlands College
Georgia Perimeter College (to be consolidated with Georgia State in 2016)
Gordon State College
Middle Georgia State College (consolidated in 2013)
South Georgia State College (consolidated in 2013)

Research universities are Level VI institutions with major missions in research and development as well as comprehensive arrays of baccalaureate and post-baccalaureate degree programs, including broad arrays at the doctoral and first professional levels. These institutions tend to have large enrollments and selective admission standards.
Comprehensive universities are Level V and VI institutions with comprehensive arrays of baccalaureate and master’s programs and a limited number of doctoral programs. Their research missions are broad and substantial and often reflect applied research and development interests. These institutions have large student enrollments and selective admission standards.

State universities are Level III, IV, and V institutions with comprehensive arrays of bachelor’s and master’s degree programs and in a few cases one or two professionally-oriented doctoral programs. These institutions tend to have a balance of service and research in their missions. Some have large student enrollments and selective admission standards, while others have access missions and are smaller in enrollment.

State colleges are largely composed of Level II institutions, with two being Level I institutions. Many offer a broad range of two-year transfer degree preparations and four-year bachelor’s degrees. Teaching and community/public service are dominant in their missions. Most employ access admission standards. Institutional enrollments in this group range from small to very large.

The consolidated Kennesaw State University is in the “Comprehensive University” tier of the System and operates at Level VI by the Commission’s standards. KSU offers a comprehensive array of baccalaureate and master’s degree programs, and has a growing array of doctoral degree offerings and research endeavors. Many of the university’s degree programs are professionally oriented, and its research and development interests include substantial initiatives in applied problem-solving. The consolidated institution employs selective admission standards and enrolls more than 32,000 students, making KSU the third largest university in the USG.

Georgia has been among the fastest growing states in the nation in resident population in recent decades. The metropolitan Atlanta region has led that growth trend, expanding
rapidly in suburban counties to the north of the city of Atlanta along I-75, GA 400, and the I-85/985 corridors. Cobb County alone in northwest Metro Atlanta, where KSU’s Kennesaw and Marietta campuses reside alongside I-75, has more than doubled in population since 1980 from 300,000 to 750,000 people, with a workforce of 350,000 employed in Cobb. Fall 1980 enrollment in the USG [9] stood at 126,807, of which Kennesaw College (at the time a recently elevated Level II institution) enrolled 3,903 students and Southern Technical Institute (at the time an established Level II institution) enrolled 2,583. By Fall 2014, the USG had grown 147 percent to 312,936 in enrollment [10]. KSU (now at Level VI) had grown 559 percent to 25,714 students, and SPSU (at Level III) had increased its enrollment by 163 percent to 6,786. With consolidation, KSU offers more degree programs and is projected to continue to grow in enrollment, with more than 32,000 students in Fall 2015.

**CS 3.13 Evidence of Compliance**

1. USG Information
2. TCSG Information
3. BOR—Members
4. State Board of TCSG—Members
5. USG Consolidations
6. TCSG Consolidations
7. BOR Organization Chart
8. BOR Policy 2.10, Institutional Mission
9. USG Fall 1980 Quarterly Enrollment Report
10. USG Fall 2014 Semester Enrollment Report
Part II. Impact of the change on selected requirements of the Principles of Accreditation

G. Student Services

FR 4.5 The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See the Commission policy "Complaint Procedures against the Commission or its Accredited Institutions.") (Student complaints)

Compliance Statement

Kennesaw State University is in compliance in that it has adequate procedures to address written student complaints and appeals and has administrators, faculty, and staff in place to resolve written student complaints in a fair and reasonable manner.

Impact of Consolidation

Redundant policies and procedures regarding handling written student complaints at Southern Polytechnic State University and Kennesaw State University (KSU) prior to consolidation were eliminated as a function of the merger of administrative, academic, and student support services following institutional consolidation. In most instances, the previously existing student complaint policies and procedures at KSU continued to be followed by the new KSU following consolidation. Complaint resolution remains a decentralized process managed by the units most directly responsible to receive and resolve the student complaints. KSU maintains a centralized website titled “Complaints & Appeals” [1] to provide information and direction for filing and resolving student complaints. Recently, KSU implemented an electronic complaint management system called “KSU Concern” [2], which will be phased in over the next three years by reporting units. KSU Concern provides a platform to receive, reply to, delegate/forward, document, and archive complaints throughout the resolution process.

Narrative

Institutional Policy and Procedures on Student Complaints

Kennesaw State University (KSU or the University) has a University policy [3] and procedures to address and resolve a wide range of student complaints or appeals in
addition to a process to channel and manage general complaints. Based on the nature of a student complaint or appeal, University administrators and staff handle each matter according to their respective service, support, or activity area. The handling and resolution of a student complaint or appeal are the responsibility of the staff of the office assigned to manage the complaint or appeal. These are discussed in each section below according to the type of student complaint or appeal. In compliance with Comprehensive Standard 3.13.3, each of the administrative units identified within this narrative maintains records of written student complaints that include information regarding the nature of each complaint and its resolution. Those records are kept within the offices and are available for review as requested by an on-site evaluator.

KSU provides an overall view of complaint and appeal resources on its public Complaints & Appeals website. This site serves as a central point for students, faculty, staff, and the public to find information that will assist them in directing their issues on a 24/7 access basis. In addition to this central site, complaint and appeal information is available on multiple Web pages, as listed below:

- The Complaints & Appeals website provides an overview of complaint and appeal types and associated resources [please refer to 1];
- The Current Students Web page [4] offers a direct link to “Rights and Responsibilities,” which provides topics and associated resources;
- KSU Undergraduate Catalog [5];
- KSU Graduate Catalog [6];
- KSU Student Handbook [7];
- Distance Learning Center “Online Learning” website [8].

These resources are presented verbally during student orientation and information sessions, and are available on the websites of individual KSU offices.

In addition to seeking resolution directly through a designated office, KSU students may direct their complaints to or seek assistance from the dean of Students in the Division of Student Affairs (section 4), the Office of Equal Employment and Opportunity (section 6), or the Ombuds Office (section 11). Staff members of the Office of the President (section 13) provide guidance to students who contact them and facilitate responses to concerns expressed by parents of students. For all KSU constituencies, the staff of the Division of Legal Affairs is available for consultation, advisement, and guidance on matters of policy, process, and content.

The remainder of this compliance narrative provides detail on the offices that handle student complaints or appeals.
1. **Admissions**
   Leads:
   - Undergraduate and International Admissions: Ms. Susan Blake, Associate Director for Enrollment Services and executive director of University Admissions [Enrollment Services]
   - Graduate Admission: Dr. Charles Amlaner, Vice President for Research and dean of the Graduate College [Office of the Provost]

Admissions Appeal Resolution Information:
   a. Appeal Management
      1) Undergraduate and International [Admissions Appeals Information and Form][9]
      2) [Graduate Admission Appeal Information][10]
   b. [Samples of Appeals and Decisions][11]
      1) Undergraduate Admission
      2) International Admission

2. **Bookstores** [Auxiliary Services and Programs]
   Lead: Mr. Jeremy Johnson, Director of KSU Bookstores

   The KSU Bookstores provide educational resources and collegiate products to the University community at three locations—Kennesaw campus, Marietta campus, and KSU Center. In addition to education resources and retail operations, University Bookstores provides student employment opportunities. As a unit within Auxiliary Services and Programs, its mission is to enhance the Kennesaw State University student experience by providing the resources that support successful learning and effective teaching.

   Complaint Resolution Information:
   a. Bookstore [Complaint Management Resolution Information][12]
   b. Bookstore [Complaints and Resolutions—Samples][13]
3. **Culinary and Hospitality Services** [Auxiliary Services and Programs]
   Lead: Mr. Gary Coltek, Senior Director of Culinary and Hospitality Services and Chef de Cuisine

   The KSU Culinary and Hospitality Services team is committed to providing the highest level of quality food and service at a great value to the KSU campus community. Culinary and Hospitality Services offers a variety of dining services, including daily meals for both resident and off-campus students, high-quality catering services, concessions, and an on-campus farmers’ market. For three consecutive years (2012-2014), the KSU Culinary and Hospitality Services team has received NACUFS awards for dining services and sustainability and recognition as one of the “Best Colleges for Food in America.” It has also been recognized by *The Princeton Review* in its “Guide to 322 Green Colleges” (2012-2014).

   Complaint Resolution Information:
   a. [Complaint Management-Resolution Information](#)
   b. [Samples of Complaints and Resolutions](#)

4. **Dean of Students** [Division of Student Affairs]
   Lead: Dr. Michael L. Sansevero, Dean of Students

   The Office of the Dean of Students receives complaints from students who may not know where else to seek information concerning a problem, may need guidance on what to do to resolve a problem, may feel dissatisfied with results of a process or the decision of another KSU office, or may need resolution to a matter that is sensitive. As a result, the dean of Students often serves as a facilitator between the student and a KSU office to assist in the resolution process. The Office of the Dean of Students is responsible for managing the Administrative Emergency Withdrawal process. Additionally, the dean of Students manages or assists with complaints from parents of enrolled students while operating within legal guidelines such as FERPA.

   Complaint or Appeal Information:
   a. [General Contact and Assistance](#)
   b. [Samples of General Contact Assistance](#)
   c. [Administrative Emergency Withdrawal Policy and Procedure](#)
   d. [Samples of Withdrawal Actions and Decisions](#)
5. **Distance Learning Center** [Academic Affairs]
   Lead: Dr. James Cope, Executive Director of the Distance Learning Center (DLC)

   The DLC serves two roles with regard to student complaints. In its primary role the DLC directly handles complaints that concern online learning services. For complaints that are academic or non-academic in nature, the DLC staff serve as a facilitator for students to place them in contact with the appropriate administrator, faculty, or staff person to handle the issue.

   Complaint Resolution Information:
   a. [DLC Consumer Complaints Guidance](#)
   b. [Samples of Complaints and Resolutions](#)

   Lead: Erika Y. Gravett, J.D., Director of Equal Employment Opportunity and Title XI Coordinator

   Students may file an EEO claim in person by calling the EEO Office or by sending an email for any of the categories shown below. Each claim is handled by KSU’s EEO officer according to “Reporting/Filing a Complaint” and “Bias Motivated Incident” information posted on the EEO Office website. Review of EEO complaints may be completed with the EEO Office upon request by reviewers.

   Complaint Resolution Information:
   a. [EEO Policies](#)
   b. [EEO Procedures](#)
   c. [EEO Bias Motivated Reporting](#)

7. **External Affairs** [Office of the President]
   Lead: Ms. Arlethia Perry-Johnson, Vice President for External Affairs

   The External Affairs Office serves as the chief communications office for KSU. Staff responsibilities include managing externally and internally generated communications; presenting KSU’s academic profile both statewide and nationally; and providing strategic direction and coordination to the university’s branding, marketing, and advertising efforts. As a result, this office receives complaints from a variety of persons on wide-ranging matters. The office maintains complaint information in an internal database and manages complaints
by either internally coordinating with the president or by working/coordinating directly with the campus office most directly involved with the issue of complaint. The vice president of External Affairs serves as a member of the President's Cabinet.

Complaint Resolution Information:
   b. Samples of Complaints and Resolutions [26]

8. Financial Aid Office [Enrollment Services]
   Lead: Mr. Ron Day, Director of Student Financial Aid

KSU’s Student Financial Aid Office manages the appeals process for students concerning the award and changes in the award of financial aid.

Appeal Information:
   a. Financial Aid – Information and Eligibility Requirements [27]
   b. Satisfactory Academic Progress (SAP)
      1) SAP Appeal Form and Procedures [28]
      2) Samples of SAP Appeals and Decisions [29]
   c. Athletic Scholarship (Athletic Grant-in-Aid)
      1) Aid Requirements and Appeal Information for Athletic Grant-in-Aid [30]

9. Grade Appeals and Student Complaints [Academic Affairs]
   Lead: Dr. W. Ken Harmon, Provost and Vice President for Academic Affairs
   Principals: College deans, school chairs, department heads, and teaching faculty.

   a. Grade Appeals:
      1) Students may file an appeal to a final course grade. This appeal process begins when a student states in writing that a faculty or instructor of record has violated his/her published, written grading policy or that the final grade awarded to the student was a result of discrimination or retaliation.
      2) The grade appeal process consists of an informal and formal review as well as steps to appeal the final decision. The student may engage the services of the Ombuds Office as well as those of the KSU Office of Equal Employment Opportunity as appropriate.
Grade Appeal Information:
   a. Grade Appeal Policy and Procedure, *KSU Faculty Handbook 2.9* [31]
   b. Overview of Grade Appeals Filed [32]
   c. Sample of a Grade Appeal [33]

b. Complaints Against Faculty:
   1) A student who thinks that he or she may have a legitimate complaint against a faculty member. This procedure is not applicable to complaints involving discrimination, sexual harassment, or violation of KSU’s grade appeals policy.
   2) A student may engage the services of the Ombuds Office as well as those of the KSU Office of Equal Employment Opportunity as appropriate.

Complaints Against Faculty Information:
   a. Complaints Against Faculty Policy and Procedure, *KSU Faculty Handbook 4.4.2* [34]
   b. Overview of Complaints Filed [35]
   c. Sample of a Student Complaint [36]

10. **Intercollegiate Athletics** [Office of the President]
    Lead: Mr. Vaughn Williams, Director of Athletics

Kennesaw State University is an NCAA Division I institution fielding teams in eight men’s sports and 10 women’s sports. KSU is a member of the Atlanta Sun Conference for all sports except football and is a member of the Big South Conference for football. In addition to University-wide complaints and appeals procedures, student-athletes have the opportunity to present and resolve issues through their representatives who serve on the KSU Student-Athlete Advisory Committee, the NCAA Student-Athlete Advisory Committee, and the Atlantic Sun Conference Student-Athlete Advisory Committee. Student-athlete complaint information will be provided to reviewers upon request. The current grievance process is in review by the KSU Athletics Board.

Complaint Resolution Information:
   a. *KSU Student-Athlete Handbook Grievance Process* [37]

11. **Ombuds Office** [Office of the President-Faculty Executive Assistant]
    Leads:
    - Dr. Joel Fowler, University Ombuds
    - Dr. Timothy Hedeen, University Ombuds
The Office of the University Ombudsman provides confidential, impartial, informal, and independent services to assist individuals with resolving problems or concerns. All members of the University community—no matter their location—can seek assistance from an Ombuds at no cost. All communication with the Ombuds Office is understood to be confidential. The Ombuds will not confirm communicating with any party or disclose information without that party’s permission, except in cases where there is an imminent risk of harm to self or others. KSU’s ombudsmen comply with the International Ombudsman Association’s Code of Ethics and Standards of Practice.

The Ombuds Office is independent of KSU’s formal administrative structure and considers all sides of an issue in an impartial and objective manner. Ombudsmen cannot impose solutions but may identify options and strategies for resolution. While maintaining confidentiality of communications, the ombuds will continue to present annually to the president and the President’s Cabinet as was done prior to consolidation. The KSU University ombuds maintain records that may be reviewed by the on-site reviewers upon request.

Office of the Ombuds Information:
  a. About the KSU Ombuds [38]
  b. KSU Ombuds Charter [39]
  c. KSU Ombuds—Visitor Informed Consent Form [40]
  d. IOA Code of Ethics—International Ombudsman Association (IOA) [41]
  e. IOA Best Practices— Reporting [42]
  f. IOA Uniform Reporting Categories [43]

12. Parking Appeals [Division of Student Affairs]
Lead: Diane Walker, J.D., Director of Student Conduct and Academic Integrity

The Parking and Transportation Department is an Auxiliary Services unit reporting to the vice president for Operations. The department’s mission includes providing parking and transportation services as well as monitoring and issuing citations for parking violations. Students are represented on the KSU Parking and Transportation Committee, which is part of the governance body for that department. Appeals of parking violations are handled by the Department of Student Conduct and Academic Integrity (SCAI), a reporting unit of the Division of Student Success. SCAI is responsible for administering and supervising procedures surrounding alleged infractions of the student code and university policies.
Parking Violations Appeal Management Information:
   a. Student Parking Violations—Procedures and Form for Appeals [44]
   b. Student Appeal of Parking Violation—Denied [45]
   c. Student Appeal of Parking Violation—Approved [46]

13. **Office of the President**
   Lead: Ms. Lynda K. Johnson, Chief of Protocol and Executive Administrator to the President

   The support staff of the Office of the President receives calls from students and students' parents in addition to citizens, guests, KSU employees, and others. The president's staff manages calls, whether or not a complaint, by documenting them to inform the president, the chief of protocol and executive administrator to the president, or the head of the office to which the complaint will be referred, as appropriate. The staff use email for documentation and forwarding information for resolution.

   The support staff for the Office of the President at KSU consists of five members. The chief of protocol and executive administrator to the president reports directly to the president and is also a member of the President’s Cabinet. The other four members are direct reports to the executive administrator, who is directly involved with handling each complaint.

   The Office of the President staff record complaints on an internal worksheet and uses email and telephone to coordinate the resolution of complaints. The process involves documenting receipt, escalation, and resolution of all complaints received by the Office of the President, including those from or about students. Complaints are forwarded to the office most directly responsible to handle the matter. Escalation is to the head of the office’s reporting division should that be appropriate.

   Complaint Resolution Information:
   a. Overview—Types of Complaints and Samples [47]
   b. Complaint Management Log—Sample [48]

14. **Office of the Registrar** [Enrollment Services]
   Lead: Ms. Ana Edwards, Interim Registrar

   a. Academic Standing Appeal of F or WF
A student who feels an F (for non-attendance) or WF (for failure to withdraw properly) was unjustly assigned may appeal to the Academic Standing Committee to request the grade be changed to a W (no academic penalty). The Academic Standing Committee can review only circumstances related to grade assignments for withdrawals. All other grade appeals must be handled according to the procedures outlined in the catalog.

b. Academic Standing Appeal of Dismissal

Students who are dismissed are not in good academic standing at KSU and are not eligible for immediate readmission. After the first dismissal, a student may be considered for readmission after an absence of one semester or summer term. Dismissed students must reapply for admission prior to posted deadlines. After the second dismissal, a student may be considered for readmission after an absence of one calendar year from the end of the semester or summer term in which the second dismissal occurred. After the third dismissal, the student will not be eligible for readmission. Any exceptions to this policy must be appealed and approved by the Academic Standing Committee.

Appeals Resolution Information:

a. Appeals Policy and Procedures
   1) Academic Standing Information—KSU Academic Calendar [49]
   2) Academic Standing Appeal after Withdrawal Deadline [50]
   3) Academic Standing Appeal for Dismissal [51]

b. Samples of Appeals and Decisions [52]

15. **Residence Life** [Division of Student Affairs]
    Lead: Mr. Jeff Cooper, Director of Residence Life

The Department of Residence Life (RL) is a direct reporting unit to the vice president of Student Affairs. Resident facilities on the Kennesaw and Marietta campuses are apartment-style communities offering living and learning environments for more than 5,000 undergraduate and graduate students. Complaints filed with Residence Life are submitted online via KSU's Concern website, as mentioned earlier in this narrative.

The RL leadership team consists of a director of Residence Life, three supporting directors, five in-residence housing area coordinators, and 10 in-residence directors who oversee all University student housing. This staff is supported by a
business and office manager and student employees. More than 130 undergraduate and graduate students serve as resident assistants (RAs) and live on campus within the housing communities. Staff and RAs are trained to manage student concerns, and as a result are able to work out issues face to face in a timely manner. Written complaints are sent to RL staff by the parents of students living in campus housing or are forwarded from other offices such as the Office of the President.

Complaint Resolution Information:
   a. Sample of Student Complaint [53]

16. **Student Billing and Payments Matters** [Division of Operations and Chief Budget Officer]
Lead: Ms. Rita Adams, Bursar

The Bursar's Office provides a variety of services to University students, faculty, and staff. The primary mission of the Bursar's Office is to support the University's educational goals through the accurate assessment of student tuition and fees; to collect and receipt University funds; to disburse student refunds; and to provide an appropriate service support system for the staff and faculty. The bursar responds to the student in writing within one week of receiving the complaint with a decision or recommended course of action within the applicable University or Board of Regents policy. Most complaints brought to the attention of the Bursar's Office staff are handled immediately and often in person at the service window.

The KSU Bursar's Office provides the following services:
   • Acceptance of student fee payments;
   • Disbursement of financial aid balance of awards;
   • Administration of private scholarship funds and funds on deposit accounts;
   • Administration of corporate and third party contracts;
   • Collection of Perkins Loans/KSU Emergency Loans.

Complaint Resolution Information:
   a. Sample Complaint and Resolution [54]
17. **Student Conduct Matters** [Division of Student Affairs]
   Lead: Diane Walker, J.D., Director of Student Conduct and Academic Integrity

   The mission of KSU’s Student Conduct and Academic Integrity (SCAI) Department is to assure fair and impartial consideration of misconduct charges against any KSU student through a system of campus hearing boards and other administrative procedures. The SCAI structure includes hearing officers and hearing boards (University Hearing Panel and Student Parking Appeals Panel). Each hearing board is composed of faculty, staff, and student members referred to as an SCAI panel. Members of a panel are trained to hear complaints, arrive at fair and impartial conclusions, and deliver clear and direct recommendations. In addition, SCAI panel members are trained to assist in the preparation and presentation of misconduct cases before the University Hearing Panel.

   Matters addressed through this department involve charges filed against students related to code of conduct, academic integrity, and parking violations. Such charges do not fall in the category of written student complaints, with the exception of parking appeals (which is addressed in this narrative in section 12 above).

18. **Student Health Services** [Auxiliary Services and Programs]
   Lead: Mr. Randall Shelton, Director of Auxiliary Services and Programs

   Student Health Services offers KSU students world-class comprehensive health care professionally operated by WellStar Medical Group. As part of the nonprofit WellStar Health System, the group offers KSU students access to more than 600 medical providers in over 30 specialties at more than 100 locations.

   Complaint Resolution Information:
   a. [Complaint Management Resolution Process Information](#) [55]
   b. [Sample of Complaint Management](#) [56]

19. **University Information Technology Services** [Division of Operations and Chief Information Officer]
   Lead: Ms. Lectra Lawhorne, Associate Chief Information Officer and Assistant Vice President for University Information Technology Services

   As presented in Comprehensive Standard 2.10, University Information Technology Services (UITS) provides a broad range of technology services on the
Kennesaw and Marietta campuses. UITS is a reporting unit of the vice president of Operations and chief information officer (CIO). The volume of calls made to the Student Help Desk is high, and the nature of those calls includes questions, assistance, permissions, and complaints.

Complaint Resolution Information:
   a. UITS Complaint Management Procedure and Processes [57]
   b. UITS Service Complaint—Sample View [58]

FR 4.5 Evidence of Compliance
1. KSU Complaints & Appeals [website]
2. KSU Concern [website]
3. KSU Policy—Complaint Resolution Management Policy
4. KSU Current Students—Student Rights and Responsibilities [website]
5. KSU Undergraduate Catalog—Student Rights and Responsibilities [web page]
6. KSU Graduate Catalog—Student Rights and Responsibilities [web page]
7. KSU Student Handbook [website]
8. Distance Learning Center "Online Learning" [website]
9. Admission Appeals Information—Undergraduate and International
10. Admission Appeals Information—Graduate
11. Admission Appeals and Decisions—Samples
12. University Bookstores—Complaint Resolution Information
13. Samples of University Bookstores Complaints and Resolutions
14. Culinary and Hospitality Services Complaint Resolution Information
15. Culinary and Hospitality Services—Samples of Complaints and Resolutions
16. Dean of Students—General Contact and Assistance Information
17. Samples of General Complaints and Resolutions
18. Dean of Students—Administrative Withdrawal Policy and Procedures
19. Samples of Administrative Withdrawal Policy Resolutions
20. Distance Learning Center (DLC) Consumer Complaints Guidance [website]
21. Samples of DLC Consumer Complaints and Resolutions
23. EEO Procedures
24. EEO Bias Motivated Incident Reporting
25. External Affairs Complaint Management Procedure
26. Samples of External Affairs Complaints and Resolutions
27. Financial Aid Office—Financial Aid Information and Eligibility Requirements
28. Financial Aid—Satisfactory Academic Progress (SAP) Appeal Form
29. Samples of SAP Appeals and Decisions
30. Financial Aid—**Athletic Scholarship (Grant-in-Aid)**—Requirements and Appeal Information

31. Grade Appeals—Policy and Procedures, *Faculty Handbook 2.9*

32. Overview of Grade Appeals Filed

33. Sample of Grade Appeal

34. Student Complaints Against Faculty Policy and Procedures, *Faculty Handbook 4.4.2*

35. Overview of Student Complaints Against Faculty Filed

36. Sample of Student Complaint Against Faculty

37. **KSU Student-Athlete Handbook** Grievance Process

38. Ombuds Office—About the Ombuds [webpage]

39. Ombuds Office—Charter

40. Ombuds Office—Informed Consent Form

41. Ombuds Office—**Code of Ethics**—International Ombudsman Association (IOA)

42. Ombuds Office—**IOA Best Practices**

43. Ombuds Office—**IOA Uniform Reporting Categories**

44. Parking Violations—Procedures and Form for Appeals of Student Parking Violations

45. Sample—Parking Appeal—Denied

46. Sample—Parking Appeal—Approved

47. Office of the President—Types of Complaints and Samples

48. Office of the President—Complaints Management Log—Sample

49. Office of the Registrar—**Academic Standing Information--Calendar**

50. Office of the Registrar—**Academic Standing Appeal after Withdrawal Deadline**

51. Office of the Registrar—**Academic Standing Appeal for Dismissal**

52. Samples of Academic Standing Appeals and Decisions

53. Residence Life—Complaint Resolution Sample

54. Student Billing and Payment Matter—Sample Complaint

55. Student Health and Wellness Services—Complaint Resolution Management Procedure

56. Sample—Student Health and Wellness Services Complaint

57. University Information Technology Services (UITS)—**CIO Complaint Management Procedure and Processes**

58. **UITCAS Service Complaints**—Sample View
Part II. Impact of the change on selected requirements of the Principles of Accreditation

H. Financial and Physical Resources

FR 4.7 The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Department of Education.) (Title IV program responsibilities)

Narrative

Title IV Program Agreements

Kennesaw State University (KSU) is in full compliance with its responsibilities as required by Title IV of the 1998 Higher Education Act of 1965 as amended and audits financial aid programs as required by federal and state regulations. KSU has a history of compliance with U.S. Department of Education (USDOE) financial aid regulations and fully expects to maintain that record of compliance going forward.

Consolidating two financial aid departments and award processes is a challenging endeavor with multiple layers of review and approval at the federal level. One of the lessons learned from previous University System of Georgia consolidations relates to the timing of the consolidation approval. Selecting a January consolidation date allows the new institution to avoid any disruptive delays in the consolidation of the federal financial aid systems with the USDOE. A January consolidation date allows more time for the USDOE to process the necessary paperwork required to shift the financial aid accounts from the two independent institutions into the new consolidated institution. Additionally, it allows for allocation of FY2016 funds to the new institution to occur in a timely manner and ensures a smooth transition for students.

In early April 2015, KSU submitted the required Merger application to the USDOE that will be used to update the E-App and establish a new Program Participation Agreement allowing the new institution to distribute financial aid for Fall 2015. Upon initial review of the application, the USDOE reviewer requested additional documentation relating to SACSCOC approval of the consolidation and documentation of previous reaffirmation of accreditation. Such information was quickly provided, but as of June 26, 2015, the USDOE had not yet sent a new PPA. However, the USDOE decided not to issue a new FICE code, and the new institution will continue to utilize FICE code 00157700.

Until the new Program Participation Agreement is received, the institution is covered by the existing PPA. The Program Participation Agreement (PPA) [1] was signed by President Daniel S. Papp on June 18, 2011, and signed by Charles Engstrom, secretary, U.S. Department of Education on June 29, 2011, officially executing the agreement.

Kennesaw State University’s continued eligibility was acknowledged by the Program Participation Agreement Transmittal letter on June 29, 2011 [2], stating that the Atlanta School Participation Team determined that Kennesaw State University “satisfies the definition of an eligible institution under the Higher Education Act of 1965, as amended (HEA).” The University’s current PPA approval will expire on September 30, 2016, and KSU must submit the reapplication documentation by June 30, 2016.
Reimbursement Method/Letter of Credit/Complaints/Litigation

Prior to the January 6, 2015, consolidation date, neither KSU nor SPSU had been placed on the reimbursement method. Additionally, neither KSU nor SPSU had been asked to post a letter of credit on behalf of the U.S. Department of Education. There had been no formal complaints against KSU or SPSU filed with the U.S. Department of Education, and no adverse communication regarding compliance concerns or issues has been received by either institution. Neither KSU nor SPSU has any pending infractions to regulations or litigations that would jeopardize Title IV funding.

Financial aid for the consolidated institution will be dispensed for the first time for Fall 2015; therefore, the new institution would not have been subjected to issues relating to reimbursement methods, letters of credit, complaints, or litigation.

Reporting, Unpaid Dollar Amounts, and Cohort Default Rates

Both KSU and SPSU submit all reports required by the U.S. Department of Education, including the Fiscal Operations Report and Application to Participate (FISAP) [3], in a timely manner. In addition, there are no unpaid dollar amounts due back to the U.S. Department of Education. As reflected in Table 1, KSU and SPSU have maintained relatively low cohort default rates [4] over the past 10 years, particularly when compared to the national default rates [5]. There is no indication that these rates will experience dramatic changes as a result of consolidation.

Table 1. Comparison of KSU, SPSU and National Financial Aid Cohort Default Rates

<table>
<thead>
<tr>
<th>Year of repayment</th>
<th>KSU Rate</th>
<th>SPSU Rate</th>
<th>National Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>8.6%</td>
<td>6.3%</td>
<td>13.7%</td>
</tr>
<tr>
<td>2010</td>
<td>10.2%</td>
<td>9.9%</td>
<td>9.1%</td>
</tr>
<tr>
<td>2009</td>
<td>9.3%</td>
<td>10.6%</td>
<td>8.8%</td>
</tr>
<tr>
<td>2008</td>
<td>4.9%</td>
<td>12.6%</td>
<td>7.0%</td>
</tr>
<tr>
<td>2007</td>
<td>5.2%</td>
<td>8.5%</td>
<td>6.7%</td>
</tr>
<tr>
<td>2006</td>
<td>4.4%</td>
<td>5.2%</td>
<td>5.2%</td>
</tr>
<tr>
<td>2005</td>
<td>4.8%</td>
<td>6.4%</td>
<td>4.6%</td>
</tr>
<tr>
<td>2004</td>
<td>4.3%</td>
<td>4.4%</td>
<td>5.1%</td>
</tr>
<tr>
<td>2003</td>
<td>4.3%</td>
<td>4.4%</td>
<td>4.5%</td>
</tr>
<tr>
<td>2002</td>
<td>4.4%</td>
<td>4.9%</td>
<td>5.2%</td>
</tr>
</tbody>
</table>

Source: FY2011 3-Year Official National Student Loan Default Rates National Student Loan Data System (SPSU) and the KSU Cohort Default Rate History List

Communication and Infractions

No adverse communication regarding compliance concerns or issues has been received by Kennesaw State University or Southern Polytechnic State University relating to the administration of Title IV aid. At the time of consolidation there were no
known infractions to regulations that would jeopardize Title IV funding for the new institution.

Financial Aid Awarded

The FY2015 financial aid amounts were not available before this report was due. Therefore, the FY2014 totals are used. Approximately 77 percent of KSU students and 82 percent of SPSU students received financial aid from federal, state, institutional, or outside sources in FY2014, totaling over $247 million. As indicated in Table 2, a total of 23,066 KSU students and 5,386 SPSU students received some form of financial aid from nine financial aid programs.

Table 2. Financial Aid Awarded in 2013-2014

<table>
<thead>
<tr>
<th>Financial Aid Program</th>
<th>KSU</th>
<th></th>
<th>SPSU</th>
<th></th>
<th>Combined</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Paid</td>
<td>Total Recipients</td>
<td>Total Paid</td>
<td>Total Recipients</td>
<td>Total Paid</td>
<td>Total Recipients</td>
</tr>
<tr>
<td>Pell Grant</td>
<td>$38,702,713</td>
<td>10,381</td>
<td>$10,113,827</td>
<td>2,723</td>
<td>$48,816,540</td>
<td>13,104</td>
</tr>
<tr>
<td>Supplemental Opportunity Grant</td>
<td>$344,214</td>
<td>386</td>
<td>$99,762</td>
<td>180</td>
<td>$443,976</td>
<td>566</td>
</tr>
<tr>
<td>Work Study</td>
<td>$352,357</td>
<td>153</td>
<td>$225,082</td>
<td>83</td>
<td>$557,439</td>
<td>236</td>
</tr>
<tr>
<td>Perkins Loans</td>
<td>$40,464</td>
<td>17</td>
<td>$0</td>
<td>0</td>
<td>$40,464</td>
<td>17</td>
</tr>
<tr>
<td>Stafford Loans</td>
<td>$108,087,417</td>
<td>14,949</td>
<td>$33,138,328</td>
<td>3,947</td>
<td>$141,225,745</td>
<td>18,896</td>
</tr>
<tr>
<td>Teach</td>
<td>$68,584</td>
<td>22</td>
<td>$0</td>
<td>0</td>
<td>$68,584</td>
<td>22</td>
</tr>
<tr>
<td>State Aid</td>
<td>$35,646,809</td>
<td>9,128</td>
<td>$6,337,509</td>
<td>1,691</td>
<td>$41,984,318</td>
<td>10,819</td>
</tr>
<tr>
<td>Institutional Aid</td>
<td>$3,860,645</td>
<td>1,323</td>
<td>$759,627</td>
<td>826</td>
<td>$4,620,272</td>
<td>2,149</td>
</tr>
<tr>
<td>Other Sources of Aid</td>
<td>$12,396,171</td>
<td>1,240</td>
<td>$2,219,207</td>
<td>759</td>
<td>$14,615,378</td>
<td>1,999</td>
</tr>
<tr>
<td>Total</td>
<td>$194,950,214</td>
<td>23,066</td>
<td>$52,893,342</td>
<td>5,386</td>
<td>$247,843,556</td>
<td>28,452</td>
</tr>
</tbody>
</table>

State Financial Aid Audits

KSU awards more than $200,000 in federal financial aid and is therefore required to undergo annual audits of the student financial aid program. According to recent financial aid audits for KSU, no adverse communication regarding compliance concerns or issues has been received relating to the administration of Title IV aid.

The financial aid programs at KSU are subject to Georgia State Scholarship and Grant Programs Compliance Reviews by the Georgia Student Finance Commission (GSFC) at least once every three years. A GSFC compliance review was last conducted for KSU in 2012.

The July 23, 2012, final report from the GSFC compliance manager [6] identified four findings:

1. Miscalculation of one student’s grade point average;
2. Incorrect invoicing for 11 students;
3. Lack of evidence for one student’s selective service registration; and
4. Lack of evidence of time requirement for U.S. Citizen or Eligible Non-Citizen
status for one student.

The final report documented that KSU provided sufficient supplemental evidence to close the findings related to the selective service registration and the time requirement for U.S. citizen or eligible non-citizen status. As noted in the September 7, 2012, GSFC closure letter [7], the GSFC “determined that all discrepancies have been addressed and all required actions implemented.” Since the 2012 review was successfully closed, KSU was "exempted from a 2013 Compliance Review" [8]. Since GSFC reviews must occur within at least every three years, the next review for KSU is scheduled to occur on May 28, 2015 [9]. Results from this audit will not be available to KSU until several months after the SACSCOC on-site review.

For the former Southern Polytechnic State University, the September 11, 2013, GSFC reconciliation letter [10] indicated that the certifications and corresponding figures submitted by the institution matched the GSFC records for the scholarship and grant programs. As noted in the September 20, 2013, GSFC closure letter [11], the GSFC “determined that all discrepancies had been addressed and that all required actions implemented.” Since the 2013 review was successfully closed, SPSU was exempted from a 2014 Compliance Review [12]. As a result of consolidation, the anticipated 2015 Compliance Review will not occur for SPSU but rather will be completed as the consolidated institution.

**Internal Financial Aid Audits**

In addition to the required federal and state financial aid audits, the Office of Internal Audits and Compliance (OIAC) of the University System of Georgia conducts internal audits of financial aid programs as part of the institution's identified audit schedule as approved by the Board of Regents (BOR). As stated in the October 27, 2014, Audit Report of KSU's financial aid programs in 2014 [13] the following summary results were issued. “Fieldwork completed in September 2014 by the OIAC found no material or significant issues.

However, one issue, limited to students taking Learning Support courses with grades of IP, resulted in excluding the course from all SAP calculations.” The audit report further noted that “[u]pon learning of the continuation of incomplete grade status, the Director of Financial Aid immediately began to examine the process necessary for clearing incomplete grades in Learning Support classes.” To ensure this issue did not continue, the learning support courses have been included within the verification rules and thus counting them appropriately for the computation purposes of SAP. This process has been tested and no exceptions were found.

The auditor’s conclusion is that “KSU should regularly examine incomplete grades and update them with a resolution if possible. In addition, KSU should determine any amounts to be returned to the Department of Education and take appropriate action.” KSU is designated as a Financial Aid Tier One University.
SPSU last conducted an internal audit of its financial aid program in 2014. In the audit report [14], The Office of Internal Audit and Compliance (OIAC) Internal Audit Department identified two significant deficiencies relating to the financial aid practices at SPSU.

Issue 1: Appeals – The process for the appeal of the loss of eligibility for federal financial aid has not been managed in full compliance with U.S. DOE guidelines.

Recommendation: SPSU policies and procedures should be revised so that all relevant criteria and guidance related to the appeal of the loss of federal student aid as a result of unsatisfactory academic progress are appropriately satisfied.

Issue 2: Graduate Programs and Financial Aid – Federal financial aid in the form of subsidized and unsubsidized student loans was provided to students admitted to a “provisional” category in a graduate program in violation of U.S. DOE policies and guidelines.

Recommendation: The University should adopt clear language regarding admission status of students into graduate programs and subsequent award of financial aid. Financial aid policy and graduate program admission materials and policies should clearly distinguish between the various categories of admission, and the potential for the award of financial aid for each category (if any). The financial aid policy should also identify the type of financial aid available to graduate students who are completing “preparatory” work to enter into a graduate degree or certificate program.

SPSU was required to submit a “formal, written, and electronic response to each observation” by September 15, 2014. SPSU responded with descriptions of immediate actions that would be taken to comply with U.S. DOE financial aid regulations for Fall 2014, Spring 2015, and Summer 2015, the semesters in which SPSU would continue to award financial aid as an institution [15]. Starting in Fall 2015, the consolidated KSU will award financial aid according to the processes and procedures that have been judged in compliance.

Following consolidation, the Internal Audit Department will continue to perform risk-based engagements that have been approved by the president and the Board of Regents’ chief audit officer. The next internal audit of financial aid will be performed when requested and approved by the president and the Board of Regents’ chief audit officer.

FR 4.7 Evidence of Compliance

1. Program Participation Agreement - Executed with Signatures
2. Program Participation Agreement - Transmittal Letter June 29, 2011
3. Fiscal Operations Report and Application to Participate (FISAP) 2011
4. National Student Loan Data System - Kennesaw State University Cohort Default Rate History List
5. 2011 3-Year National Student Loan Data System - Cohort Default Rate
6. 2012 State Scholarship and Grant Program Compliance Review Findings Report
7. Georgia Student Finance Commission's 2012 Closure Letter
8. 2013 GSFC Compliance Review Exemption Letter
9. GSFC Notice of Next Review 2015
10. SPSU GSFC Reconciliation Letter
11. SPSU GSFC Closure Letter
12. SPSU Exemption from 2014 Compliance Review
13. Internal Audit Report of KSU Financial Aid 2014,
15. SPSU Financial Aid Practices and Compliance
Part II. Impact of the change on selected requirements of the *Principles of Accreditation*

C. Educational Programs

**FR 4.8.1** An institution that offers distance or correspondence education documents each of the following: *(Distance and correspondence education)*

- demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

**Compliance Statement**

Kennesaw State University is in compliance with this federal requirement.

**Impact of Consolidation**

The Consolidation Implementation Committee’s Operational Working Groups (OWGs) reviewed and confirmed that the policies and processes used to verify the identity of students enrolled in the new University will remain the same as prior to consolidation. Each OWG comprised personnel from each of the consolidating universities. Key OWGs contributing to the compliance of this federal requirement are noted below:

- OWG-24, Technology Enhanced Education and Testing Center;
- OWG-25, Undergraduate Admissions, Transfer, and Transient Policies;
- OWG-26, Graduate Admissions;
- OWG-29, Calendar and Schedule;
- OWG-51, General Auxiliary Services;
- OWG-54, Business Operations and Contracts;
The identities of students enrolled in the former Southern Polytechnic State University (now the Marietta campus of Kennesaw State University) were also subject to verification through a secure login and password process. All students enrolled at the consolidated Kennesaw State University—no matter their location or instructional method—must use their KSU-assigned login and personalized password to access the KSU network, which provides access to the University’s course management system and enrollment and financial transactions associated with registration, financial aid, and tuition/fee payments. Therefore, there is no adverse impact with regard to compliance with this federal standard.

Narrative

Kennesaw State University (KSU or the University)\(^1\) uses secure login and password (pass code) as its primary means to identify a student who

- registers, participates, and completes educational courses and programs;
- accesses and utilizes University support services and resources.

Additionally, KSU offers information outlined below and discussed later in this narrative that enhances its capability to maintain integrity with regard to students enrolled in educational programs at KSU. The actions outlined here apply to all KSU students.

- KSU verifies the identification of all students during the admission process. Verification of student identity applies to all applicants—no matter their applicant category, physical location, or intended mode of instructional delivery.
- Upon acceptance to KSU, KSU assigns to each student a unique nine-digit number called a KSU#, which establishes a **KSU student’s first piece of identity** [1]. This applies to all accepted students.
- KSU requires accepted students to then establish a network account (NetID) and a personal password [2] that, when used together, establish a KSU student’s network presence and allow access to online resources and computers as

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\(^1\) KSU does not offer correspondence education courses or programs.
authorized according to courses for which they are registered or by a KSU faculty member. **KSU passwords must be changed** every 365 days [3]. This applies to all accepted students.

- KSU requires the use of the student’s NetID and personal password to access KSU applications and networked resources, including those that permit actions associated with completing academic coursework, using library and learning resources, accessing KSU student email and calendar accounts, making financial payments to KSU, establishing a meal plan, registering for classes or training, or requesting services such as room maintenance or printing. This applies to all enrolled students.

- KSU’s Office of the Registrar prepares course rosters that include each registered student’s name, KSU#, and KSU file photo, which are associated with KSU’s course management system for use by faculty and instructors in tracking student progress and entering final course grades.

- KSU uses the assigned KSU# for a student’s academic records to verify degree program completion and fulfillment of graduation requirements.

- KSU **students must show their credentials** [4], such as their KSU ID card, upon request of KSU faculty or staff.

KSU has procedures for students to arrange for **testing accommodations** [5] should they require an accommodation. Testing may take place at the central testing center on the Kennesaw campus or at the additional testing location at the Marietta campus. Testing staff check in students by viewing their KSU ID cards. Students enrolled in online courses and programs may take proctored exams online using proctoring software that is accessed via the KSU’s learning management system, which requires students to log in using their KSU NetId and password. Online students may also take proctored exams at approved physical locations that also require check in via KSU ID card.

KSU has established policies and procedures to address violations and misconduct
Verification of Student Identification

Persons who apply to KSU must provide personal information in the application along with documents that are used to verify that applicant’s identify and credentials. Admissions staff verify applicants’ identity and credentials, as outlined in Board of Regents (BOR) of the University System of Georgia’s (USG) policies stated below.

4.1.6 Admission of Persons Not Lawfully Present in the United States [6]
A person who is not lawfully present in the United States shall not be eligible for admission to any University System institution which, for the two most recent academic years, did not admit all academically qualified applicants (except for cases in which applicants were rejected for non-academic reasons).

4.3.4 Verification of Lawful Presence [7]
Each University System institution shall verify the lawful presence in the United States of every successfully admitted person applying for resident tuition status, as defined in Section 7.32 of this Policy Manual, and of every person admitted to an institution referenced in Section 4.1.6 of the BOR Policy Manual.

Within the USG, approved forms of documentation accepted for identification are:

- An approved FAFSA form or other documentation demonstrating eligibility for federal financial aid;
- A certified U.S. birth certificate showing the student was born in the U.S. or a U.S. territory (a photocopy is not acceptable);
- A U.S. Certificate of Naturalization (USCIS form N 550 or N 570)

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2 BOR Policy 7.3 defines tuition payment based on in-state and out-of-state residency status.
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FR 4.8.1 – Distance Education - Verification of Student Identity

- A U.S. Certificate of Citizenship (USCIS form N 560 or N 561)
- A U.S. Certificate of Birth Abroad issued by the U.S. Department of State (DS 350) or a Consular Report of Birth Abroad (FS-240);
- A current U.S. passport;
- A current driver’s license issued by the state of Georgia after January 1, 2008 (for in-state tuition);
- A current ID issued by the state of Georgia after January 1, 2008 (for in-state tuition);
- A current military ID (service member only, not dependent);
- A current, valid Permanent Resident Card (USCIS form I-151 or I-551);
- An F, J, or M visa is verified through the Student and Exchange Visitor Information System (SEVIS);
- Other types of visas are verified through the Systematic Alien Verification for Entitlements (SAVE) Program.

Secure Login and Pass Code (KSU Student Identity and “Same Student” Verification)

As stated above, student identity verification and identity management begin upon acceptance to KSU.

The KSU assigned NetID and personal password are required to access online services. Examples of KSU’s online services for enrolled students [8] are student financial accounts, online courses, library resources, and training and learning tools. Among other services and resources that require combined use of a KSU NetID and password are Owl Express services [9], KSU student email [10], KSU course management system (Desire2Learn Brightspace) [11], Virtual Owl [12], access to computers in labs, and access to computers located across campus for general use.

The KSU# and NetID are permanently associated with the accepted student to which they are assigned and are used as identification during the student’s association with the
University. Students may request to change their NetID but not their KSU#. Since the NetID is used to access KSU’s online resources and services, it is terminated when a student (or employee) is no longer associated with KSU. The KSU# is permanently assigned to a student (or employee) as part of KSU’s records. These identification items are not assigned to another student (or employee) at any time.

Identification of Student Participation and Completion of Academic Coursework

KSU students registered in online courses use their NetID and personal password to access the course management system and its associated learning resources, to access KSU’s library and learning resources, and to register for KSU technology support and training.

KSU’s online course requirements and associated resources are developed by the assigned course instructor and posted on KSU’s course management system (Desire2Learn Brightspace); this is for all courses whether online or not.

Following course registration, KSU provides course instructors with official class rosters that may be downloaded from the registrar’s website. Course instructors use these rosters to confirm students who are authorized to be in their classes each semester. While KSU does not require students to show identification while in a classroom or other instructional method such as an online or off-campus site, KSU does require students to access course materials and KSU resources through secure login as described above. Course faculty input student grades in Owl Express, as outlined on the registrar’s website. This enters a student’s grade in the KSU student information system.

Course and Instructor Certification for Online and Hybrid^3 Courses

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^3 KSU offers online courses (fully online instruction) and hybrid courses (50% online and 50% face-to-face on campus classroom instruction).
Under the direction of the Office of Technology Enhanced Learning and using The Distance Learning Center (DLC) [18] as the central point of contact, KSU has a well-established network of professional and certified instructional designers who provide training in online course development and certification training for instructors of online courses. A key part of this training is assisting faculty with student engagement in an online environment. That engagement enables faculty/instructors to become familiar with a student’s mannerisms, writing style, and work ethic with regard to fulfilling course requirements. Recognizing and associating student behavior in an online environment assists faculty in verifying student identities in such an environment.

- At the institutional level, the Office of Technology Enhanced Learning uses the DLC to coordinate instructional design efforts across both campuses. KSU has nine instructional designers [19]: four are housed in the DLC’s primary location on the Kennesaw campus, two are located at the DLC Marietta campus location, two are on staff at KSU’s Center for Excellence in Teaching and Learning (CETL).
- KSU uses the Quality Matters™ Program standards and rubric as its platform for certification of online instructors and online courses. The Quality Matters™ (QM™) Program is a faculty-centered, peer-review process based on the use of three components: 1) the QM™ Rubric [20], 2) peer-review process, and 3) QM™ professional development. KSU uses the QM™ system for internal course review conducted by KSU faculty who have successfully completed peer reviewer training.
- The DLC coordinates QM™ course development training on both campuses. Course development training is conducted by DLC and CETL instructional designers in a hybrid format.

**Proctored Examination**

A KSU student registered in an online course may request to have a proctored examination to complete course requirements. The student must receive written approval from the course instructor, and the requesting student is responsible for completing KSU’s proctored examination request form [21], making arrangements for a proctor and proctor
location, and adhering to the proctored examination guidelines [22]. Staff at a proctored examination location verify a student’s identification [23] according to the instructions provided by the requesting institution, i.e., the course instructor. This is a best practice promoted by the National College Testing Association [24]. Additionally, KSU offers proctored examination services on both campuses through the Academic Testing and Assessment Center and the Division of Academic Affairs. New with the consolidation is an 87-seat Testing Center on the Kennesaw campus. Together with the Testing Center on the Marietta campus, the consolidated KSU has more than 100 seats available to offer testing. Students using the new Testing Center for proctored exams will be admitted only by scanning their assigned registration ticket and presenting their KSU ID.

Online students may also take proctored examinations using proctoring software accessed through the course learning management system, which requires login via KSU NetID and password.

Student Conduct and Academic Integrity

Allegations of misconduct by students such as those applicable to student identity and use of assigned student identity information are reported to and handled by KSU’s Department of Student Conduct and Academic Integrity (SCAI) [25].

Regardless of the mode or location of instruction, KSU students are responsible for their actions as they relate to KSU policies. In addition to policies already referenced in this narrative, other applicable KSU policies and student conduct requirements are shown below.

- KSU Enterprise Information Security Policy [26]
- KSU Network Access Policy [27]
- KSU Computer Usage Policy [28]
- KSU Email Usage Policy [29]
- Students’ Rights and Responsibilities—Telecommunications Policies [30]
II. Academic Honesty [31]

A. Plagiarism and Cheating
B. Unauthorized Access to Official University Materials
C. Misrepresentation, Falsification of University Records or Academic Work
D. Malicious Removal, Retention, or Destruction of Library Materials
E. Malicious/Intentional Misuse of Computer Facilities and/or Services
F. Student Identification Cards

Allegations of misconduct are handled by SCAI according to published procedures [32], which involve a series of hearings to assure students fair and impartial consideration and conclusions of alleged misconduct.

FR 4.8.1 Evidence of Compliance

1. KSU Accepted Students Information—Office of Admissions
2. KSU NetID (User Account) Set-up page
3. KSU Network Password Change Notification
4. KSU Student Code of Conduct—Student Identification Cards
5. KSU Testing Accommodations
6. BOR Policy 4.1.6, Admissions of Persons Not Lawfully in the United States
7. BOR Policy 4.3.4, Verification of Lawful Presence
8. Office of the Registrar—Owl Express Services for students
9. KSU Student Owl Express—Account Log in page
10. KSU Student Email Account—Log in page
11. KSU Desire2Learn Brightspace—Log in page
12. KSU Virtual Owl—Log in page
13. KSU NetID—Instructions for Change
14. KSU Library—Access to Electronic Resources—SAMPLE
15. [KSU University Information Technology Services (UITS)](https://uits.kennesaw.edu) Services, Support, and Training for Students—Log in page

16. [KSU Office of the Registrar](https:// registrar.kennesaw.edu) —Class Roster Information

17. [KSU Office of the Registrar](https:// registrar.kennesaw.edu) —Final Grade Submission

18. [KSU Distance Learning Center](https://dls.kennesaw.edu) —Online Course Development

19. [KSU Instructional Designers](https://ids.kennesaw.edu) —Staff


21. [KSU Proctored Examination Request Forms](https:// registrar.kennesaw.edu/proctoring) (Faculty and Student)

22. [KSU Proctored Examination Guidelines](https:// registrar.kennesaw.edu/proctoring/guidelines)

23. [KSU Testing Center—Identification Verification](https:// registrar.kennesaw.edu/testing)

24. [National College Testing Association—Professional Standards and Guidelines](https://ncta.org)

25. [KSU Department of Student Conduct and Academic Integrity (SCAI)—About](https://scai.kennesaw.edu)

26. [KSU Enterprise Information Security Policy](https://uits.kennesaw.edu/policies)

27. [KSU Network Access Policy](https://uits.kennesaw.edu/policies)

28. [KSU Computer Usage Policy](https://uits.kennesaw.edu/policies)

29. [KSU Email Usage Policy](https://uits.kennesaw.edu/policies)

30. [Students’ Rights and Responsibilities—Telecommunication Policies](https:// registrar.kennesaw.edu/policies/telecom)

31. [KSU Student Code of Conduct—Academic Honesty](https:// registrar.kennesaw.edu/policies/codeofconduct)

32. [SCAI—Misconduct Procedures](https://scai.kennesaw.edu/policies/misconduct)
Part II. Impact of the change on selected requirements of the *Principles of Accreditation*

**C. Educational Programs**

FR 4.8.2 An institution that offers distance or correspondence education documents each of the following: *(Distance and correspondence education)*

- has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

**Compliance Statement**

Kennesaw State University is in compliance with this federal requirement. A thorough review of the policies and procedures of each of the consolidating universities was completed thereby resulting in the manner in which the consolidated Kennesaw State University oversees and manages the protection of privacy for its students regardless of their location or instructional delivery method.\(^1\)

**Impact of Consolidation**

Several Consolidation Implementation Committee Operational Working Groups (OWGs) worked collaboratively to ensure that policies and procedures are in place for the consolidated University that would continue to safeguard the confidentiality of student data and ensure continued institutional oversight and security of student records. Each OWG comprised personnel from both consolidating universities, Kennesaw State University and Southern Polytechnic State University. The OWGS contributing to the compliance of this federal requirement are noted below:

- OWG-24, Technology Enhanced Education and Testing Center;
- OWG-25 and 26, Admissions (Undergraduate, Graduate, Transfer, Transient);
- OWG-27, Financial Aid;
- OWG-29, Calendar and Schedule;

\(^1\) KSU does not offer correspondence education courses or programs.
• OWG-31, Catalogs;
• OWG-52, Student Health;
• OWG-60, Back-end Systems (Networking, Wireless, Telecom, Hardware, Servers, Websites, Drupal, AV);
• OWG-64, IT Student/Faculty Services (Authentication, E-mail, Banner, D2L, DegreeWorks).

These OWGs reviewed the policies and procedures of the former Southern Polytechnic State University and KSU. With minor modification, the OWGs adopted the KSU policies and procedures for continuation by the new KSU post consolidation. Therefore, the impact of consolidation was negligible.

**Narrative**

**Institutional Oversight and Control**

Kennesaw State University (KSU or the University) has written procedures to protect the privacy of students, including those who are enrolled in distance education/online courses and programs, and to protect the data associated with student records. Protection of privacy and access to and security of student information (records) are the same for all KSU students regardless of their location, mode of instructional delivery, or type of courses or programs in which they are enrolled. Three overarching laws—Family Education Rights and Privacy Act (FERPA) [1], Health Insurance Portability and Accountability Act (HIPAA) [2], and the Official Code of Georgia Annotated (O.C.G.A.) [3]—provide the foundation for the Board of Regents (BOR) of the University System of Georgia (USG) policy [4 and 5], USG procedures [6 and 7], and institutional policy and handbooks. KSU abides by these laws, policies, and procedures to protect the confidentiality of all of its students, including those enrolled in distance education/online courses and programs.

Student identity is protected through the use of a **KSU-assigned unique identifier** [8] coupled with a personal password, as described in Federal Requirement 4.8.1. Student
information retained in records such as those related to admission, enrollment, academics, financing, intercollegiate athletics, and advisement are protected through the use of access controls and procedures described later within this narrative. KSU utilizes Banner\(^2\) as its University-wide student information management system to store and manage electronic student information.

KSU’s FERPA officer is the registrar, and KSU’s HIPAA point of contact is the benefits manager in the Office of Human Resources. Student employment and student payroll records are maintained in KSU’s Office of Human Resources and are afforded the same protection and privacy as all KSU employee records. Student records are included in the BOR Records Retention Guidelines and are managed accordingly. KSU’s records retention manager [9] is on staff in the Department of Museums, Archives, and Rare Books at KSU.

KSU employees (faculty, staff, and students\(^3\)) and contractors/vendors are held responsible for their individual actions based on the type of access granted to them to perform their job duties. KSU employees who are granted access to student records (educational or medical) are required to complete a Buckley Amendment Form [10], which is signed by the employee’s supervisor and approved by the registrar. Employees approved for access to student records complete KSU’s online FERPA and HIPAA training annually [11], as appropriate to the approved access.

Student medical data records are retained in accordance with HIPAA requirements and through a contractual relationship with the WellStar Medical Group, which is charged with the operations of KSU Student Health Services [12]. Student Health Services is a reporting unit in Auxiliary Services and Programs in the Division of Operations [13].

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\(^2\) Banner is a commercially available administrative software application developed specifically for higher education institutions to maintain student, alumni, financial, and personnel data. KSU uses Banner as its student information system to provide integrated processing of data related to admission, registration, financial aid, and grade reporting.

\(^3\) Students employed by KSU are responsible for complying with the KSU Employee Handbook.
Students can directly access their current medical records through the WellStar Medical Group’s “My Chart” system [14]. Students may also access their legacy medical records by completing the records release form [15] and submitting it to KSU Student Health Services for processing. As previously stated, KSU employees approved for access to student records are required to complete the Buckley Amendment Form and complete required training via the KSU employee training system.

Students are advised of their FERPA rights during orientation and are reminded of their rights annually thereafter via KSU catalogs and handbooks and updates on the registrar’s website [16].

Protection and Privacy

Protecting the privacy of students enrolled at KSU involves protecting data and information maintained in databases and records, as well as ensuring the responsible management of access to data and information. Student data and information exist in both paper and electronic formats and are subject to the governing policies and guidance noted in evidence.

- Access to student information is based on job responsibility and a need to know. Employee access to KSU’s electronic accounts and student information system must be approved by the individual’s supervisor as described above.
- Data security [17] addresses the use and security of sensitive data University-wide, which includes that of KSU faculty, staff, and students regardless of format.
- Network access [18] addresses the appropriate use of wired and wireless access to preserve the confidentiality and integrity of university data.
- Computer usage [19] addresses individual responsibility and compliance to include those directly associated with KSU, as well as its contractors and vendors.
- Records retention guidelines [20] define types of records (any format) and the minimum period of time to retain records and governing law, regulation, or policy.
• Handbooks, catalogs, and procedures prescribe individual responsibility with regard to student information as shown below.

KSU Handbooks and Catalogs

*University Handbook*

Section 5.3.1 Release of Student Information [21]

*Faculty Handbook:*

Section 2.4 Basic Expectations and Responsibilities [22]
Section 2.13 Faculty Policies and Procedures with Legal Implications [23]

*Employee Handbook*

Section 8.4: Conduct Guidelines [24]

KSU Catalogs [25]

**Student Control of Information**

Students may control access to their information by taking the actions described below.

• Student information defined as “Directory Information” [26] is available for release without a student’s permission. This information includes student name, major, advisor, dates of attendance, degrees awarded, participation in recognized activities and sports, and weight and height of athletic participants.
  o Students have the right to withhold the release of this information by completing and submitting a “Release of Directory Information Form” [27] to the Office of the Registrar.

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4 Students employed by KSU are responsible for complying with the KSU Employee Handbook.
• A student may provide written consent to a third party such as a parent, spouse, or employer for the release of academic record information and medical information.
  
  o For release of academic record information, a KSU student must complete and submit a “Student Consent to Disclosure to Parent, Legal Guardian, or Third Party” form [28].
  
  o For release of medical information, a KSU student must complete and submit a “Medical Release Form” [29].

• A student may file a complaint directly to the U.S. Department of Education about the alleged failure of KSU to comply with FERPA.
  
  o Information on the complaint procedure [30] is included on the KSU registrar’s website and in catalogs [31].
  
  o Online students may also file complaints via the KSU Online Learning’s Institutional Authorization and Consumer Complaints web page [32].

FR 4.8.2 Evidence of Compliance

1. FERPA, 34 CFR § 99
2. HIPAA, U. S. Department of Health and Human Services
3. O.C.G.A 16-9-3 Computer Systems Protection
4. BOR Policy 10.4 Records Retention Guidelines
5. BOR Policy 10.5 Healthcare Information
6. USG Business Procedures Manual, 12.4.1 Data Access
7. USG Business Procedures Manual, 12.5 Privacy and Security
8. KSU User Accounts and Password Standard and Procedure Policy
9. KSU Records Management Office
10. KSU Buckley Form
11. KSU FERPA Training
12. KSU Student Health Services
13. KSU Division of Operations Organizational Chart
14. WellStar Medical Group “MyChart” Information
15. KSU Medical Records Release Form
16. KSU Registrar Notice of FERPA
17. KSU Data Security Policy
18. KSU Network Access Policy
19. KSU Computer Usage Policy
20. USG Records Retention Information
21. *KSU University Handbook*, Section 5.3.1, Release of Student Information
22. *KSU Faculty Handbook*, Section 2.4, Basic Expectations and Responsibilities
23. *KSU Faculty Handbook*, Section 2.13 Faculty Policies and Procedures with Legal Implications
24. *KSU Employee Handbook*, Section 8.4: Conduct Guidelines
25. KSU Catalogs, Rights Pertaining to Student Records (FERPA)
26. KSU Directory Information – FERPA
27. KSU – Release of Directory Information Form
28. KSU Student Consent to Disclosure Form
29. KSU Medical Records Release Form (same as #15)
30. KSU Registrar – FERPA—Filing a Complaint Information
31. KSU Catalogs – FERPA—Filing a Complaint Information
32. KSU Online Learning - Institutional Authorization and Consumer Complaints
Part II. Impact of the change on selected requirements of the *Principles of Accreditation*

C. Educational Programs

FR 4.8.3 An institution that offers distance or correspondence education documents each of the following: *(Distance and correspondence education)*

- has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

**Compliance Statement**

Kennesaw State University is in compliance with this federal requirement because it does not charge students for verification of their identity.

**Impact of Consolidation**

The consolidation had no effect on Kennesaw State University’s (KSU) compliance with this federal requirement. Before consolidation, Southern Polytechnic State University and KSU did not charge any additional fee to distance education students for verification of their student identity. After consolidation, the new KSU continued its practice of not charging distance education students (or any students) an additional fee for verifying their student identity. Therefore, there is no need to notify students—no matter their location or mode of instructional delivery—of this type of fee given that such a fee does not exist at KSU.

**Narrative**

**Evidence of the Nonexistence of a Student Fee for Verification of Student Identity**

Currently, KSU does not assess fees or charges to any students, including distance education students that are related to verification of student identity. KSU does have an approved tuition rate for its distance education/online programs. The Board of
Regents (BOR) of the University System of Georgia (USG) approves mandatory student fees and special charges and institutional tuition rates at its annual meeting in April. Approved tuition and fees are posted on the KSU Office of the Bursar’s website. Inspection of the evidence reveals that there is no special fee for verification of student identity.

General Policy and Procedures for Approval and Notification of Student Fees

Kennesaw State University has written procedures to notify students—all students—of any charges at the time of registration or enrollment. Requests for tuition, fees, or special charges are submitted in writing to the USG for review and recommendation for approval before those requests are presented at a public meeting of the BOR, held in April each year. Once approved by the BOR, KSU notifies students via mass email and updates on department websites (such as those of the registrar, bursar, and Distance Learning Center).

Special fees or charges may be requested by a department, which will use that fee/charge to pay for costs specific to the service to be provided to students. For example, if offices such as the registrar, bursar, admissions, or Distance Learning Center required funds to cover a cost associated with the service or instructional delivery, the respective office would complete a form, obtain approvals, and submit the form to the KSU Office of Budget and Planning. Requests for undergraduate course fees require approval of the provost and President’s Cabinet. Graduate course fees require approval by the provost and chief business officer only. Requests that require BOR approval are submitted to the Board after all institutional approvals have been obtained and submitted by the institution’s president.

Once tuition, fees, or charges are approved, KSU notifies students through several methods in accordance with BOR policy.

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1 KSU does not offer correspondence education courses or programs.
KSU publishes information on websites such as that of the Bursar’s Office [7] and the KSU catalogs (undergraduate and graduate) [8].

KSU Online Learning [9] provides current information and a link to the KSU Bursar’s Office for students to access information on tuition and fees.

When fees are assessed to a student account, the Bursar’s Office initiates an overnight email [10], which is sent to the student’s KSU email account, to advise students of account activity.

Registration information that is posted in advance or at the time of registration includes statements and notices in the examples below.

- At the time the official academic calendar is posted, a financial responsibility statement [11] is also posted.
- In KSU registration process information, the Office of the Registrar provides notice of KSU’s late registration fee [12].
- At the time of registration, students may see if a course has costs for tuition, fees, or charges associated with it [13].

Examples of other forms of notification to students are shown below.

- BOR agenda for its April 2015 meeting [14] at which the USG budget is reviewed and approved.
- News release [15] by the BOR following its annual budget meeting (April 15, 2015) announcing the upcoming tuition increase.
- The BOR also provides information on variances in tuition rates [16].

In summary, KSU has policies and procedures in place for timely notification of students of new or additional fees and charges beyond tuition. KSU has not instituted, nor does it have plans to institute, an additional fee for verification of student identity.
FR 4.8.3 Evidence of Compliance

1. BOR Policy 7.3.2, Student Fees and Special Charges
2. BOR Policy 7.3.1.4, Tuition for Distance Learning Courses and Programs
3. KSU E-Tuition (Online) Rates and Fees—Bursar’s website
4. KSU Policy – Establishing or Changing an Elective Fee and Special Charges
5. KSU Request Form for Establishing a Fee or Charge
6. BOR Policy 10.2.3, Publishing Notices of Charges
7. KSU Bursar’s Office—website
8. KSU Catalogs—Tuition, Fees, and Financial Aid
9. KSU Online Learning—website
10. KSU Bursar’s Office—Email verbiage to students
11. KSU Registrar website—Official Academic Calendar—Financial Responsibility
12. KSU Registrar—Late Registration Fee notice
13. KSU Registrar—Course Registration Information—Fee
14. BOR April 2015—Meeting Agenda and Minutes
15. BOR News Release—Actions of April 2015 BOR Meeting—Tuition
16. BOR Information on FY 2016 Tuition Rate Variance
Part II. Impact of the change on selected requirements of the Principles of Accreditation

C. Educational Programs

The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practice in higher education and Commission policy. (See Commission policy “Credit Hours.”)  (Definition of credit hours)

Compliance Statement

Kennesaw State University (KSU) is in compliance with this federal requirement and there is no impact on the faculty, students, or staff of KSU as a result of consolidation.

Impact of Consolidation

Both Kennesaw State University (KSU) and Southern Polytechnic State University (SPSU) were in compliance with this federal requirement prior to consolidation. The consolidated KSU remains in compliance because the majority of the curriculum that was offered before consolidation remained unchanged in content and scheduling format. The impact of consolidation on compliance was negligible.

Narrative

Credit Hour Policy

Kennesaw State University (KSU or the University) policies and procedures that determine the award of a credit hour for coursework and program completion are in place. Specifically, KSU:

- conforms to policies and guidance provided by the U.S. Department of Education [1], Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) [2], and Board of Regents (BOR) [3] of the University System of Georgia (USG) policies;
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- follows generally accepted practices in higher education;
- has a policy that defines a credit hour for determining the credit hours to be awarded for courses as well as for use in ensuring completion of requirements for the awarding of a degree;
- has established faculty and institutional governance processes to review and approve course and degree program proposals to ensure conformity with governing regulations and policies; and
- has an established policy or procedure to evaluate and award academic credit for transfer of credit.

Beginning on page 7 are samples of courses, short descriptions of how credit hours are calculated, and tables with the calculations that demonstrate compliance with this federal requirement. Representative samples include courses that are offered in each of KSU’s academic terms and across its disciplines.

Credit Hour Definition
KSU’s policy defines a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and two hours (100 minutes) of out-of-class student work each week for 15 weeks in a semester [4]. This equates to a minimum of 750 minutes of class and 1,500 minutes of out-of-class academic engagement per semester credit hour. An equivalent amount of work is required in educational activities that are out of the classroom or do not include direct faculty instruction and equates to a minimum of three hours of student engagement per week, per semester credit hour or a minimum of 2,250 minutes. These equivalencies are provided for use in online and hybrid courses and are shown in Table 4 (page 44) at the end of this narrative. KSU’s policy is published in the academic policies section of the undergraduate and graduate catalogs and covers all courses regardless of type of course, term length, or delivery mode.
KSU also adheres to governing requirements as noted below.

1. BOR policy, which states that there must be a minimum of 750 minutes of instruction or its equivalent for each semester credit hour assigned to a course.

2. The United States Department of Education guidance to institutions and accrediting agencies as reflected in its October 29, 2010, “Dear Colleague” letter.¹

In 34 CFR 600.2 of the final regulations, we defined a credit hour for Federal programs, including the Federal student financial assistance programs, as--

An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

In the case of a program subject to the clock-to-credit-hour conversion requirements, institutions must determine the credit hours to be awarded for coursework under those requirements.

¹ Page 5, Enclosure A, Regulatory Language.
Determination of Credit and Academic Calendar

In determining the amount of credit awarded for courses, KSU faculty and academic leadership rely on the professional opinion of faculty who develop and teach courses as to what is appropriate content and time required to master the outcomes of a course based on its stated amount of credit and the review by faculty curriculum governance bodies to assure academic quality and rigor of the institution’s educational offerings. The judgments of KSU faculty and curriculum committees are further evaluated and sustained through periodic external peer review of KSU’s academic programs.

The remainder of this narrative describes KSU courses and the amount of academic credit awarded as offered during academic terms shown below.

<table>
<thead>
<tr>
<th>Academic Terms</th>
<th>Course Type/Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-term (15-week semester)</td>
<td>Face-to-face Lecture</td>
</tr>
<tr>
<td>Part-term (1/2/4/6/8-week sessions)</td>
<td>Laboratory</td>
</tr>
<tr>
<td></td>
<td>Lecture with Laboratory</td>
</tr>
<tr>
<td></td>
<td>Practicums</td>
</tr>
<tr>
<td></td>
<td>Clinical</td>
</tr>
<tr>
<td></td>
<td>Studio</td>
</tr>
<tr>
<td></td>
<td>Hybrid</td>
</tr>
<tr>
<td></td>
<td>Online</td>
</tr>
</tbody>
</table>

KSU uses the academic calendar as the framework to ensure that the required number of engaged minutes for each course as calculated by instructional faculty is met during each academic term. BOR policy [5] states that USG institutions will have two semesters of 15 weeks and that each institution “will determine all other necessary dates for the semester, including …flexible scheduling with and between semesters.” Each term must be separated by one day and institutions should factor in religious holidays for students based on the characteristics of the student body.

Based on these guidelines, the consolidate KSU academic calendar and class schedule were created by the Operational Working Group (OWG) [6], approved by the Consolidation
Implementation Committee, and implementation completed by November 2014 [7]. Throughout the collaborative process of developing the academic calendar and class schedule, the OWG-29 co-chairs updated the Faculty Senate and academic leadership at their regularly scheduled meetings.

**Face-to-face Lecture Courses**

KSU relies on the commonly accepted practice that for lecture (face-to-face) format courses students will spend two hours outside of class for every one hour spent in class. Learning outcomes for lecture courses are based on the assumption of 750 minutes of instructional time and 1,500 minutes spent in out-of-class preparation, for a total of 2,250 engaged minutes for one credit hour for a course. KSU adheres to this standard for all face-to-face lecture courses, and all courses meet this standard.

The majority of courses are lecture courses that range from one credit hour to four credit hours, with most being three hours. As shown in Table 1, instructional minutes for each of these credit-hour courses meets the minimum requirement of 750 minutes of instruction, 1,500 minutes of out-of-class preparation, and the total of 2,250 engaged minutes per credit hour. Table 1 shows three-hour lecture courses meeting the required minimum of 2,250 minutes of instruction. Table 2 shows scheduling models for three-hour lecture courses and meet the minimum 2,250 minutes of instruction.

Examples of out-of-class engagement include 1) readings of a textbook and supporting materials, 2) reviews of notes and materials for quizzes and tests, 3) project planning and construction activities, and 4) group/team activities. One or more of these required engagement activities can exceed the expected out-of-class involvement.
Table 1. Minutes of Instruction for a Lecture Course for Full-term (15-week Semester)

<table>
<thead>
<tr>
<th>Number of Credit Hours</th>
<th>Instructional Minutes per Week</th>
<th>Out-of-class Minutes per Week</th>
<th>Instructional Minutes per Semester</th>
<th>Out-of-Class Minutes per Semester</th>
<th>Total Engaged Minutes per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50</td>
<td>100</td>
<td>750</td>
<td>1500</td>
<td>2250</td>
</tr>
<tr>
<td>2</td>
<td>100</td>
<td>200</td>
<td>1500</td>
<td>3000</td>
<td>4500</td>
</tr>
<tr>
<td>3</td>
<td>150</td>
<td>300</td>
<td>2250</td>
<td>4500</td>
<td>6750</td>
</tr>
<tr>
<td>4</td>
<td>200</td>
<td>400</td>
<td>3000</td>
<td>6000</td>
<td>9000</td>
</tr>
</tbody>
</table>

Table 2. Minutes of Instruction for a Three-Hour Lecture Course, Full-term (15-week Semester)

<table>
<thead>
<tr>
<th>Class Days</th>
<th>Number of Class Days</th>
<th>Minutes of Instruction Per Class Day</th>
<th>Instructional Minutes Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday and Wednesday (MW)</td>
<td>30</td>
<td>75</td>
<td>2250</td>
</tr>
<tr>
<td>Tuesday and Thursday (TR)</td>
<td>30</td>
<td>75</td>
<td>2250</td>
</tr>
<tr>
<td>Monday, Wednesday, and Friday (MWF)</td>
<td>45</td>
<td>50</td>
<td>2250</td>
</tr>
<tr>
<td>Monday (M)</td>
<td>15</td>
<td>150</td>
<td>2250*</td>
</tr>
<tr>
<td>Tuesday (T)</td>
<td>15</td>
<td>165</td>
<td>2475*</td>
</tr>
<tr>
<td>Wednesday (W)</td>
<td>15</td>
<td>165</td>
<td>2475*</td>
</tr>
<tr>
<td>Thursday (R)</td>
<td>15</td>
<td>165</td>
<td>2475*</td>
</tr>
<tr>
<td>Friday (F)</td>
<td>15</td>
<td>165</td>
<td>2475*</td>
</tr>
<tr>
<td>Saturday (S)</td>
<td>15</td>
<td>165</td>
<td>2475*</td>
</tr>
<tr>
<td>Sunday (U)</td>
<td>15</td>
<td>165</td>
<td>2475*</td>
</tr>
</tbody>
</table>

* Includes 15-minute break per class session, 2250 instructional minutes with breaks excluded.
Examples of 3-Credit Lecture Courses Offered in a 15-week Semester

81418  CE 3201/01  Structural Analysis  Fall Semester 2015

**CE 3201—Structural Analysis.** Class meets for 150 minutes or 75 minutes of instruction for 30 class sessions or 2,250 minutes plus 4,500 minutes of out-of-class engagement. (6,750 total for 3 credits)

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Seats Available</th>
<th>Waitlist Capacity</th>
<th>Waitlist Count</th>
<th>Waitlist Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>81418</td>
<td>3.000</td>
<td>Full Term</td>
<td>35</td>
<td></td>
<td>35</td>
<td>7</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

**Campus** | **Instructional Method** | **Where** | **Days** | **Time** | **Start Date** | **End Date** | **Instructors** |
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Marietta Campus</td>
<td>Classroom - 100%</td>
<td>Engineering Technology Center Room 207</td>
<td>U M T W R F S</td>
<td>3:30 pm - 4:45 pm Lecture</td>
<td>Aug 17, 2015</td>
<td>Dec 14, 2015</td>
<td>Wasim S. Barham</td>
</tr>
</tbody>
</table>

85318  ARCH 6510/01  Green Design  Fall Semester 2015

**ARCH 6510—Green Design.** Class meets for 50 minutes of instruction for three class sessions or 150 minutes plus 300 minutes of out of class engagement or more per week (450 minutes a week for 15 weeks or 6,750 minutes total per semester for 3 credits)

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Seats Available</th>
<th>Waitlist Capacity</th>
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<th>Waitlist Availability</th>
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<tbody>
<tr>
<td>85318</td>
<td>3.000</td>
<td>Full Term</td>
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<td>0</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Campus** | **Instructional Method** | **Where** | **Days** | **Time** | **Start Date** | **End Date** | **Instructors** |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Examples of 2-Credit and 4-Credit Lecture Courses Offered in a 15-week Semester

84831  ARCH 1000/C48  Orientation to Architecture  Fall Semester 2015

ARCH 1000—Orientation to Architecture. Class meets for 50 minutes of instruction for two class sessions or 100 minutes plus 200 minutes of out of class engagement or more per week (300 minutes a week for 15 weeks or 4,500 minutes total per semester for 2 credits).

---

**ARCH 1000/C48 - Orientation to Architecture**

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled Seats Available</th>
<th>Waitlist Capacity</th>
<th>Waitlist Count</th>
<th>Waitlist Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>84831</td>
<td>2.000</td>
<td>Learning Communities</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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**Campus** | **Instructional Method** | **Where** | **Days** | **Time** | **Start Date** | **End Date** | **Instructors**
--- | --- | --- | --- | --- | --- | --- | ---
Marietta Campus | Classroom - 100% | Architecture Room 173 | U M T W R F S | 9:00 am - 10:00 am Lecture | Aug 17, 2015 | Dec 14, 2015 | Arief Budi Setiawan |
Examples of 3-Credit Lecture Courses Offered During Part-term Sessions (2, 4, 6, and 8 weeks)

50769  NURS 4429/01  Disaster/Emerg Preparedness  May Session 2015 (2 weeks)

NURS 4429—Disaster/Emerg Preparedness. Class meets for 240 minutes with a 15-minute break or 225 minutes of instruction for 10 class sessions or 2,250 minutes plus 5,400 minutes of out-of-class engagement or more.

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Seats Available</th>
<th>Waitlist Capacity</th>
<th>Waitlist Count</th>
<th>Waitlist Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>50769</td>
<td>3.000</td>
<td>May Session</td>
<td>30</td>
<td>29</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Campus</th>
<th>Instructional Method</th>
<th>Where</th>
<th>Days</th>
<th>Time</th>
<th>Start Date</th>
<th>End Date</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kennesaw Campus</td>
<td>Classroom - 100%</td>
<td>Prillaman Health Sciences Room 2010</td>
<td>U M T W R F S</td>
<td>8:00 am - 12:15 pm Lecture</td>
<td>May 11, 2015</td>
<td>May 22, 2015</td>
<td>Mary A White</td>
</tr>
</tbody>
</table>
50722    STAT 3120/01    Statistical Methods I    Summer 2015 Session I (4 weeks)

STAT 3120—Statistical Methods I. Class meets for 165 minutes with a 25-minute break or
140 minutes of instruction for 16 class sessions or 2,240 minutes plus 4,510 minutes of out-of-
class engagement or more.

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Seats Available</th>
<th>Waitlist Capacity</th>
<th>Waitlist Count</th>
<th>Waitlist Availability</th>
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<tbody>
<tr>
<td>50722</td>
<td>3.000</td>
<td>Summer I Four-Week Session</td>
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<td>14</td>
<td>16</td>
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<td>0</td>
</tr>
</tbody>
</table>

**STAT 3120/01 - Statistical Methods I**

<table>
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<tr>
<th>Campus</th>
<th>Instructional Method</th>
<th>Where</th>
<th>Days</th>
<th>Time</th>
<th>Start Date</th>
<th>End Date</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kennesaw</td>
<td>Classroom - 100%</td>
<td>Clendenin Building Room 1005</td>
<td></td>
<td>8:00 am - 10:45 am Lecture</td>
<td>May 27, 2015</td>
<td>Jun 25, 2015</td>
<td>Kimberly D Gardner</td>
</tr>
</tbody>
</table>
50818  ECE 7514/01 Inquiry: Ess of Tech Strategies     Summer 2015 Session II (6 weeks)

ECE 7514—Inquiry: Ess of Tech Strategies. Class meets for 225 minutes with two 15-minute breaks or 190 minutes of instruction for 10 class sessions or 2,250 minutes plus 4,500 minutes of out-of-class engagement or more.

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Seats Available</th>
<th>Waitlist Capacity</th>
<th>Waitlist Count</th>
<th>Waitlist Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>50818</td>
<td>3.000</td>
<td>Summer II Six-Week Session</td>
<td>25</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Campus</th>
<th>Instructional Method</th>
<th>Where</th>
<th>Days</th>
<th>Time</th>
<th>Start Date</th>
<th>End Date</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kennesaw Campus</td>
<td>Classroom - 100%</td>
<td>Kennesaw Hall Room 2101</td>
<td>U M T W R F S</td>
<td>1:00 pm - 4:45 pm Lecture</td>
<td>Jun 08, 2015</td>
<td>Jul 21, 2015</td>
<td>Douglas D Bell</td>
</tr>
</tbody>
</table>
51252 ACCT 3200/01  Concepts in Federal Taxation  Summer 2015 Session II (4 weeks)
ACCT 3200—Concepts in Federal Taxation. Class meets for 165 minutes with a 25-minute
break or 140 minutes of instruction for 16 sessions or 2,240 minutes plus 4510 minutes of out-
of-class engagement or more (6,750 total for 3 credits).

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Seats Available</th>
<th>Waitlist Capacity</th>
<th>Waitlist Count</th>
<th>Waitlist Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>51252</td>
<td>3.000</td>
<td>Summer II Four-Week Session</td>
<td>48</td>
<td>25</td>
<td>23</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Campus  Instructional Method  Where  Days  Time  Start Date  End Date  Instructors
Kennesaw Campus  Classroom - 100%  Burruss Building Room 293  U M T W R F S  8:00 pm - 10:45 pm Lecture  Jun 29, 2015  Jul 28, 2015  Tobias Matthew Mendelson
51188 MUED 3340/05  Music for Early & Middle Grade  Summer 2015 Session II (4 weeks)

MUED 3340—Music for Early & Middle Grade. Class meets for 120 minutes with a 20-minute break or 100 minutes of instruction for 16 class sessions or 1600 minutes plus 2,900 minutes of out-of-class engagement or more (4,500 total for 2 credits).

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Seats Available</th>
<th>Waitlist Capacity</th>
<th>Waitlist Count</th>
<th>Waitlist Availability</th>
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</thead>
<tbody>
<tr>
<td>51188</td>
<td>2.000</td>
<td>Eight-Week Session</td>
<td>10</td>
<td>2</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Campus</th>
<th>Instructional Method</th>
<th>Where</th>
<th>Days</th>
<th>Time</th>
<th>Start Date</th>
<th>End Date</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off Campus</td>
<td>Classroom - 100% TBA</td>
<td></td>
<td>U M T W R F S</td>
<td>11:00 am - 1:00 pm Lecture</td>
<td>May 27, 2015</td>
<td>Jul 25, 2015</td>
<td>Judith Ann Beale</td>
</tr>
</tbody>
</table>

X X
MATH 0098/01 Intermediate Algebra Summer Session 2015 (8 weeks)

MATH 0098—Intermediate Algebra. Class meets for 165 minutes with a 25-minute break or 140 minutes of instruction for 16 class sessions over eight weeks or 2,240 minutes plus 4,510 minutes of out-of-class engagement or more.

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Seats Available</th>
<th>Waitlist Capacity</th>
<th>Waitlist Count</th>
<th>Waitlist Availability</th>
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</thead>
<tbody>
<tr>
<td>50822</td>
<td>3.000</td>
<td>Eight-Week Session</td>
<td>25</td>
<td>24</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Campus</th>
<th>Instructional Method</th>
<th>Where</th>
<th>Days</th>
<th>Time</th>
<th>Start Date</th>
<th>End Date</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kennesaw Campus</td>
<td>Classroom - 100%</td>
<td>Library Room 461</td>
<td>U M T W R F S</td>
<td>8:00 pm - 10:45 pm Lecture</td>
<td>May 27, 2015</td>
<td>Jul 25, 2015</td>
<td>Tonya Craton Jones</td>
</tr>
</tbody>
</table>

MATH 0098/01 - Intermediate Algebra
MATH 1190—Calculus I. Class meets for 230 minutes with two 15-minute breaks or 200 minutes of instruction for 16 class sessions over eight weeks or 3,200 minutes plus 5,800 minutes of out-of-class engagement or more (9,000 total for 4 credits).

### MATH 1190/03 - Calculus I

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Seats Available</th>
<th>Waitlist Capacity</th>
<th>Waitlist Count</th>
<th>Waitlist Availability</th>
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<tr>
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<thead>
<tr>
<th>Campus</th>
<th>Instructional Method</th>
<th>Where</th>
<th>Days</th>
<th>Time</th>
<th>Start Date</th>
<th>End Date</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kennesaw Campus</td>
<td>Classroom - 100%</td>
<td>Science Room 215</td>
<td>M T W F S</td>
<td>11:00 am - 2:50 pm Lecture</td>
<td>May 27, 2015</td>
<td>Jul 25, 2015</td>
<td>Josip Derado</td>
</tr>
</tbody>
</table>
Laboratory and Practicum Examples

KSU, BOR, and federal definitions of a credit hour offer flexibility to accommodate various teaching formats. In the case of traditional lecture courses as described above, the expectation is that students will spend two hours in out-of-class preparation for every one hour spent in class.

Laboratories and practicums require less out-of-class preparation time, but longer hours spent in the laboratories or clinical experiences, which compensates for the lesser amount of out-of-class assignments. Calculations of engaged minutes and examples of laboratory, practicum, and clinically-based courses for 2015 academic terms are shown below. KSU does not offer laboratories, practicums, and clinical courses during one-week or two-week terms.

83463 BIOL 2221/01 Human Anatomy & Physiology I Lab Fall Semester 2015

BIOL 2221—Human Anatomy & Physiology I Lab. The lab associated with BIOL 2221 meets for 110 minutes per week for 15 weeks for total of 1,650 minutes plus 600 minutes out-of-lab engagement.

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Seats Available</th>
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<tr>
<td>83463</td>
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<td>Full Term</td>
<td>24</td>
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<th>Time</th>
<th>Start Date</th>
<th>End Date</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kennesaw Campus</td>
<td>Classroom - 100%</td>
<td>Prillaman Health Sciences Room 3407</td>
<td></td>
<td>9:00 am - 10:50 am</td>
<td>Aug 17, 2015</td>
<td>Dec 14, 2015</td>
<td>Kristine Funkhouser Nowak</td>
</tr>
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</table>
50473 CHEM 1152L/01 Organic & Bio Chemistry Lab Summer Session 2015 (8 weeks)

CHEM 1152L—Organic & Bio Chemistry Lab. This lab accompanies CHEM 1152 and meets for 165 minutes with a 20-minute break (145 minutes) twice a week for eight weeks for a total of 2,320 minutes for one credit hour.

### CHEM 1152L/01 - Organic & Bio Chemistry Lab

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Seats Available</th>
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<th>Days</th>
<th>Time</th>
<th>Start Date</th>
<th>End Date</th>
<th>Instructors</th>
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<tbody>
<tr>
<td>Kennesaw Campus</td>
<td>Classroom - 100%</td>
<td>Prillaman Health Sciences Room 1201</td>
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<td>May 27, 2015</td>
<td>Jul 25, 2015</td>
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80569  TPS 4243/01  Audition Practicum  Fall Semester 2015

TPS 4243—Audition Practicum. The lecture portion of the class meets for 75 minutes twice a week for 15 weeks or 2,250 minutes plus 4,500 out-of-class minutes for a total of 6,750 minutes.

### TPS 4243/01 - Audition Practicum

<table>
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<th>End Date</th>
<th>Instructors</th>
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<tbody>
<tr>
<td>Kennesaw Campus</td>
<td>Classroom - 100%</td>
<td>J.M.Wilson Bldg. Room 227</td>
<td>U M T W R F S</td>
<td>11:00 am - 12:15 pm Lecture</td>
<td>Aug 17, 2015</td>
<td>Dec 14, 2015</td>
<td>Susan G Reid</td>
</tr>
</tbody>
</table>

Courses Combined with Laboratory, Activity, Clinical, Studio, and Performance

Calculating engaged minutes is more complicated for courses that combine lecture with laboratory (integrated science courses), activities (physical education), clinical rotations (nursing), studio work (arts), and performance (music and theatre). Students are expected to complete out-of-class preparation, but because of the laboratory/activity/studio/performance elements included in the instructional time, the expectation for out-of-class preparation is reduced compared to lecture-based courses with equivalent credit hours. Some disciplines specify the amount of lecture time versus other types of non-instructional activities. Other disciplines do not specify the amount of lecture time versus other types of non-instructional activities, but reasonable estimates are made. Students in courses combining lecture with laboratory/activity/studio/performance spend up to 1.5 hours in out-of-class preparation for every instructional hour.
Science Courses with Lecture and Laboratory Combined

KSU offers four-credit biology and science courses as part of general education requirements and also for undergraduate and graduate degree program requirements. Although these courses are four credit hours, they consist of 315 instructional minutes per week allocated as 150 lecture and 165 as laboratory. Based on faculty expectations, students spend 150 minutes in out-of-class preparations for every 75 minutes of lecture. The total engaged hours are shown below with each example.

83840  BIOL 4412K/01  Cell and Tissue Culture  Fall 2015

BIOL 4412K—Cell and Tissue Culture. The lecture portion of the class meets for 50 minutes three times a week for 15 weeks or 2,250 minutes plus 4,500 out-of-class minutes for a total of 6,750 minutes. The lab adds 330 minutes per week for 15 weeks or 4,950 minutes for a grand total of 11,700 minutes of engagement.
83670  BIOL 3301K/01  Introduction to Biotechnology  Fall Semester 2015

**BIOL 3301K**—**Introduction to Biotechnology**. The lecture portion of the class meets for 50 minutes three times a week for 15 weeks or 2,250 minutes plus 4,500 out-of-class minutes for a total of 6,750 minutes. The lab adds another 170 minutes per week for 15 weeks or 2,550 minutes for a grand total of 9,300 minutes of engagement.

### BIOL 3301K/01 - Introduction to Biotechnology

<table>
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<th>Part/Term</th>
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#### Campus  
Kennesaw Campus  
Kennesaw Campus  

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<tr>
<th>Instructional Method</th>
<th>Where</th>
<th>Days</th>
<th>Time</th>
<th>Start Date</th>
<th>End Date</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom - 100%</td>
<td>Science Room 214</td>
<td>U M T W R F S 8:00 am - 8:50 am Lecture</td>
<td>Aug 17, 2015</td>
<td>Dec 14, 2015</td>
<td>Premila Narayana Achar</td>
<td></td>
</tr>
<tr>
<td>Classroom - 100%</td>
<td>Science Laboratory Building Room 2050</td>
<td>U M T W R F S 9:00 am - 11:50 am Lab</td>
<td>Aug 17, 2015</td>
<td>Dec 14, 2015</td>
<td>Premila Narayana Achar</td>
<td></td>
</tr>
</tbody>
</table>

**Integrated Science Courses for Early Childhood Education Majors**

Two three-credit integrated science courses are required of early childhood education majors. Because students in these courses spend two hours in out-of-class preparations for every lecture hour spent in an ISCI class, the 8,550 engaged minutes per semester exceed the target of 6,750 engaged minutes for a three-credit hour class. Calculations and an example for two integrated science courses are described below.
ISCI 2001—Life & Earth Science Concepts. The lecture portion of the class meets for 75 minutes twice a week for 15 weeks or 2,250 minutes plus 4,500 out-of-class minutes for a total of 6,750 minutes. The lab adds another 110 minutes per week for 15 weeks or 1,650 minutes for a grand total of 8,400 minutes of engagement.
ISCI 2002—Physical Sciences. The lecture portion of the class meets for 75 minutes twice a week for 15 weeks or 2,250 minutes plus 4,500 out-of-class minutes for a total of 6,750 minutes. The lab adds another 120 minutes per week for 15 weeks or 1,800 minutes for a grand total of 8,550 minutes of engagement.

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Seats Available</th>
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**Physical Education Courses**

Physical education activity courses are one-credit courses that meet for 150 minutes per week in a 15-week semester. The expectation is that students devote one hour outside of class for every two instructional hours to learning about the sport and its rules in addition to practice.

Both examples provided require PE activity for 75 minutes twice a week for 15 weeks or 2,250 minutes of engagement for a one-credit course. The expected 75 minutes per week for 15
weeks (1,125 minutes) in out-of-class preparation is extra for a total of 3,375 minutes of engagement.

13063  HPE 1390/01  Beginning Tennis  Spring Semester 2015

**HPE 1390/01 - Beginning Tennis**

<table>
<thead>
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<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
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**Campus** | **Instructional Method** | **Where** | **Days** | **Time** | **Start Date** | **End Date** | **Instructors**
---|---|---|---|---|---|---|---
Kennesaw Campus | Classroom - 100% | Convocation Center Room 2008 | U M T W R F S | 9:30 am - 10:45 am Lecture | Jan 07, 2015 | May 06, 2015 | Darrio H Williams |

81923  HPE 103/02  Aerobic Condition/Wt. Train  Fall Semester 2015

**HPE 1030/02 - Aerobic Condition/Wt. Train**

<table>
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<th>Credit Hrs</th>
<th>Part/Term</th>
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<th>Enrolled</th>
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**Campus** | **Instructional Method** | **Where** | **Days** | **Time** | **Start Date** | **End Date** | **Instructors**
---|---|---|---|---|---|---|---
Kennesaw Campus | Classroom - 100% | Convocation Center Room 1054 | U M T W R F S | 8:00 am - 9:15 am Lecture | Aug 17, 2015 | Dec 14, 2015 | Nathaniel Stephen Padilla |
Nursing Program Courses

Nursing program courses consist of lecture and clinical hours that are calculated separately, and the out-of-class preparation expectation is weighted separately. Because extensive preparation is required for a nursing clinical, nursing students have out-of-class assignments to prepare, skills to practice, and papers that must be submitted to clinical instructors. Credit-hour calculation is based on the expectation that nursing students spend two hours in out-of-class preparation for every one hour spent in lecture-based instruction, and one hour in out-of-class preparation for every hour of clinical lab work.

80681    NURS 3313/01  Adult Health Nursing  Fall Semester 2015

NURS 3313—Adult Health Nursing. The lecture portion of the course meets for 180 minutes per week minus a 15-minute break for 15 weeks for 2,025 minutes in class. Out-of-class preparation consists of 4,050 minutes, making the total time 6,750 minutes per semester for the lecture portion of the course. For lab/high fidelity simulation/clinical (hospital) hours, a ratio of 1:3 credit hours to clock hours per week is used to calculate engagement hours per week. Lab/clinical activities fall under the overall number of lab hours for a semester. The lab section is scheduled for 12 hours a week for 15 weeks (180 X 60), which totals 10,800, minus a 15-minute/hour break (2,700) for 8,100 minutes. Add the out-of-class preparation time (180 x 60) of 10,800 minutes for a total of 25,665 engaged minutes (6,750 plus 8100 plus 10,800).
NURS 4417—Advanced Clinical Practicum. This is a four-credit nursing clinical capstone course without a lecture component. Students meet periodically throughout the semester to complete calculation exams and or other exams (ATI); exam hours are counted as part of the clinical (hospital) hours. The clinical component is equal to 12 clock hours (ratio of 1:3 credit hours to clock hours) per week for 15 weeks for a total of 10,800 engaged minutes. The course includes a 15-minute break for 15 weeks (2,700 minutes). Students complete 8,100 minutes of clinical engagement (at hospitals) and 10,800 minutes out-of-class engagement (clinical prep). The final total is 16,200 minutes of engagement. Nursing clinical hours typically exceed the minimums for engagement per credit hour.
Studio Architecture Course

84818 ARCG 1001/C48 Architecture Studio I Fall Semester 2015

ARCG 1001—Architecture Studio I. Class meets for 600 minutes of instruction with two 20-minute breaks for three class sessions or 1,800 minutes plus 960 minutes of out-of-class engagement or more per week (1,560 minutes a week for 15 weeks or 23,400 minutes total per semester for 4 credits).

Table 3. Studio Courses

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<th>Number of Credits</th>
<th>Instructional Minutes Per Week</th>
<th>Out-of Class minutes per week</th>
<th>Instructional minutes per semester</th>
<th>Out–of-class minutes per semester</th>
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ARCH 1001/C48 - Architecture Studio I

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<th>Time</th>
<th>Start Date</th>
<th>End Date</th>
<th>Instructors</th>
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<td>Classroom - 100%</td>
<td>Design 1 Room 200</td>
<td>U</td>
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<td>Dec 14, 2015</td>
<td>Bronne Dytoc</td>
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</table>
Studio arts courses, such as ARTS 1150—Drawing I and ART 2150—Drawing II, ART 1200 (Three-Dimensional Design), and ART 2550 (Computer Applications in Art) are three-credit hour full-term courses that meet for two hours and 45 minutes (165 minutes) twice a week for the full-term semester, or 330 instructional minutes per week. Based on this calculation, KSU students will spend one hour out-of-class for every two hours of instruction; thus, the 6,930 engaged minutes per semester exceed the target of 6,750 engaged minutes for a three-credit hour class.

Both of these art studio classes (ARTS 1150—Drawing I and ART 2150—Drawing II) meet for 165 minutes minus a 15-minute break or 150 minutes twice a week for 15 weeks for 4,500 minutes of class time plus an additional 2,250 out-of-class time for 6,750 minutes of engagement.

85337 \hspace{1cm} ART 1150/04 \hspace{1cm} DRAWING \hspace{1cm} Fall Semester 2015

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
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<th>Enrolled</th>
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**Campus** | **Instructional Method** | **Where** | **Days** | **Time** | **Start Date** | **End Date** | **Instructors**
---|---|---|---|---|---|---|---
Kennesaw Campus | Classroom - 100% | Visual Arts Room 112 | U M T W R F S X X | 6:30 pm - 9:15 pm Lecture | Aug 17, 2015 | Dec 14, 2015 | Benjamin Mark Goldman |

### MUSI 1143/01 - Jazz Ensemble

**MUSI 1143—Jazz Ensemble** is a one-credit course that meets for 220 minutes per week. Students are expected to spend at least 60 minutes a week practicing outside of class, making this course a total of 4,200 engaged minutes, which exceeds the target of 2,250 engaged minutes for a one-credit hour course.

<table>
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<th>Credit Hrs</th>
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**Campus** | **Instructional Method** | **Where** | **Days** | **Time** | **Start Date** | **End Date** | **Instructors**
---|---|---|---|---|---|---|---
Kennesaw Campus | Classroom - 100% | Bailey Performance Center | U M T W R F S | 11:00 am - 12:50 pm | Aug 17, 2015 | Dec 14, 2015 | Samuel B Skelton, Wesley D. Funderburk |
MUSI 1145—Concert Band and MUSI 1149—Choral are one-credit hour courses that meet for 150 minutes per week. Students spend a minimum of 60 minutes per week in out-of-class preparation to meet the target of 2,250 engaged instructional minutes for this course.

84508  MUSI 1145/01  Concert Band  Fall Semester 2015

### MUSI 1145/01 - Concert Band

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
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<th>Seats Available</th>
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<th>Days</th>
<th>Time</th>
<th>Start Date</th>
<th>End Date</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Classroom - 100%</td>
<td>Bailey Performance Center</td>
<td>U M T W R F S</td>
<td>2:00 pm - 3:15 pm Lecture</td>
<td>Aug 17, 2015</td>
<td>Dec 14, 2015</td>
<td>Debra Traficante</td>
</tr>
</tbody>
</table>
Ear-training courses (MUSI 1111 and 2111) are one-credit courses that meet for 100 minutes per week. Students are expected spend at least 50 minutes per week in out-of-class preparation; these courses have 2,250 engaged minutes, which is the target for a one-credit course.
Other one-credit courses such as **MUSI 1165—Class Piano I** and **MUSI 3165—Class Piano III** meet for 100 minutes per week, with the expectation that students will practice out of class for at least 100 minutes each week. Below are samples for piano courses.

**MUSI 1165/01 - Class Piano I**

- **CRN:** 84576
- **Credit Hrs:** 1.000
- **Part/Term:** Full Term
- **Capacity:** 0
- **Enrolled:** 0
- **Seats Available:** 0
- **Waitlist Capacity:** 0
- **Waitlist Count:** 0
- **Waitlist Availability:** 0

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<th>Campus</th>
<th>Instructional Method</th>
<th>Where</th>
<th>Days</th>
<th>Time</th>
<th>Start Date</th>
<th>End Date</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kennesaw</td>
<td>Classroom - 100%</td>
<td>J.M. Wilson Bldg. Room 102</td>
<td>U M T W R F S</td>
<td>2:00 pm - 2:50 pm Lecture</td>
<td>Aug 17, 2015</td>
<td>Dec 14, 2015</td>
<td>Julie Coucheron</td>
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</table>

**MUSI 3165/01 - Class Piano III**

- **CRN:** 84654
- **Credit Hrs:** 1.000
- **Part/Term:** Full Term
- **Capacity:** 15
- **Enrolled:** 0
- **Seats Available:** 0
- **Waitlist Capacity:** 0
- **Waitlist Count:** 0
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<th>Instructional Method</th>
<th>Where</th>
<th>Days</th>
<th>Time</th>
<th>Start Date</th>
<th>End Date</th>
<th>Instructors</th>
</tr>
</thead>
</table>
Applied music encompasses the areas of instrumental and vocal performance requiring individual studio instruction (MUSI 3320). Other courses in music requiring highly specialized individual application such as composition and pedagogy are also taught through corresponding individual studio instruction.

Studio instruction is offered in applied music performance courses for one to two credit hours. Studio instruction is offered in composition for two credit hours and in pedagogy for three credit
hours (MUSI 3371, MUSI 3372, MUSI 4471, and MUSI 4472). Students are expected to devote an hour to four hours a day in outside practice time in addition to the required weekly meeting time. Advancement to the succeeding level requires a faculty jury recommendation. All junior and senior recitals must be preceded by a faculty jury recommendation.

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled</th>
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<tr>
<td>85053</td>
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<td>Full Term</td>
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<td>0</td>
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**MUSI 3372/01 - Composition**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Instructional Method</th>
<th>Where</th>
<th>Days</th>
<th>Time</th>
<th>Start Date</th>
<th>End Date</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kennesaw Campus</td>
<td>Classroom - 100%</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td>Aug 17, 2015</td>
<td>Dec 14, 2015</td>
<td>Laurence E Sherr</td>
</tr>
</tbody>
</table>
**Theatre Courses**

Theatre students select a three-course concentration, choosing from emphases in acting, performance studies (including storytelling, performance art, directing, adaptation of texts for the stage, and dramaturgy), design/technology, or musical theatre. These are one- to two-credit hour full-semester courses that meet for a variety of weekly minutes.

**TPS 1713—Stagecraft** is a two-credit-hour course that meets for 120 minutes per week. Students are expected to spend 240 minutes a week in out-of-class preparation, making this course a total of 4,800 engaged minutes, which exceeds the target 4,500 engaged minutes for a two-credit-hour course.

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Seats Available</th>
<th>Waitlist Capacity</th>
<th>Waitlist Count</th>
<th>Waitlist Availability</th>
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<tbody>
<tr>
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</table>

**Campus**

Kennesaw Campus

**Instructional Method**

Classroom - 100%

**Where**

Chastain Pointe Room

**Days**

UMTWRFS

**Time**

8:30 am - 10:30 am Lecture

**Start Date**

Aug 17, 2015

**End Date**

Dec 14, 2015

**Instructors**

Kenyon C Shiver
TPS 2713—Theatre Production is a two-credit-hour course that meets for 165 minutes per week. Students are involved in six plays (production crew hours, about 48 hours in the course over a two-week period) and out-of-class preparation time (reading scripts, etc., about 12 hours) totaling 60 hours (3,600 minutes).

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Seats Available</th>
<th>Waitlist Capacity</th>
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<th>Waitlist Availability</th>
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<tbody>
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<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

**TPS 2713/01 - Production**

- **Kennesaw Campus**
  - Classroom - 100%
  - Room 225
  - Days: **U M T W R F S**
  - Time: 2:00 pm - 4:45 pm Lecture
  - Start Date: Aug 17, 2015
  - End Date: Dec 14, 2015
  - Instructors: Elizabeth M Rasmusson

TPS 3050 (Applied Performance and Production) is a one-credit-hour course that meets for 105 minutes per week, with the expectation that students will practice out of class for at least 210 minutes each week.

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Seats Available</th>
<th>Waitlist Capacity</th>
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<tbody>
<tr>
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<td>1.000</td>
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<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**TPS 3050/02 - Applied Performance Production**

- **Kennesaw Campus**
  - Classroom - 100%
  - TBA
  - TBA
  - Days: TBA
  - Time: Aug 17, 2015
  - Start Date: Aug 17, 2015
  - End Date: Dec 14, 2015
  - Instructors: John S Gentile
Architecture Studios

Architecture students take 10 sequential architectural design studios, one per semester at four credit hours each, from first year to fifth year.

ARCH 4013—Architecture Studio VII meets for 600 instructional minutes per week. Out-of-class time varies for each project, but equals at least a 50 percent ratio (300 minutes per week). For every one hour of studio a student should expect to spend 30 minutes outside of class, making this four-hour course a total of 13,500 engaged minutes.

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Seats Available</th>
<th>Waitlist Capacity</th>
<th>Waitlist Count</th>
<th>Waitlist Availability</th>
</tr>
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<tbody>
<tr>
<td>82582</td>
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<td>Full Term</td>
<td>16</td>
<td>12</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

**Construction Management Capstone**

Students enrolled in Construction Management courses may take CM 4900 in the fall, spring, or summer semester. The lecture portion of the class meets for 75 minutes twice a week for 15 weeks or 2,250 minutes plus 4,500 out-of-class minutes for a total of 6,750 minutes. The lab adds another 110 minutes per week for 15 weeks or 1,650 minutes for a total of 8,400 minutes of engagement.
Computer Game Design and Development

Students enrolled in Computer Game Design and Development (CGDD) take a variety of courses, and some of the upper-division courses involve lab/studio work such as:

- CGDD4003, Digital Media and Interaction;
- CGDD4313, Designing Online Learning Content and Environments;
- CGDD4603, Production Pipeline and Asset Management;
- CGDD4803, Studio; and
- CGDD4814, Capstone.

For the CGDD 4003, 4313, and 4603 courses, a portion of the time in the course is spent in class and a portion of the time is spent in the game studio. For these courses, the lecture portion of the class meets for 75 minutes twice a week for 15 weeks or 2,250 minutes plus 4,500 out-of-class minutes for a total of 6,750 minutes. The lab adds another 120 minutes per week for 15 weeks or 1,800 minutes for a grand total of 8,550 minutes of engagement. CGDD
4003 is representative of these five courses.

80398    CGDD 4003/01  Digital Media & Interaction          Fall Semester 2015

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Seats Available</th>
<th>Waitlist Capacity</th>
<th>Waitlist Count</th>
<th>Waitlist Availability</th>
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<tbody>
<tr>
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<td>40</td>
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<td>15</td>
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<td>10</td>
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</table>

<table>
<thead>
<tr>
<th>Campus</th>
<th>Instructional Method</th>
<th>Where</th>
<th>Days</th>
<th>Time</th>
<th>Start Date</th>
<th>End Date</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marietta Campus</td>
<td>Classroom - 100%</td>
<td>Atrium Building Room 202</td>
<td>U M T W R F S</td>
<td>3:30 pm - 4:45 pm Lecture</td>
<td>Aug 17, 2015</td>
<td>Dec 14, 2015</td>
<td>Jeffrey W. Chastine</td>
</tr>
</tbody>
</table>

Studio and capstone courses involve a studio/lab-centric experience wherein students spend the majority of their time developing studio projects. As an example, **CGDD 4803—Studio** class meets once per week for one hour (50 minute hour) for students to demonstrate and critique their studio progress. Students work in a lab environment for 18 hours per week in 4803 and 24 hours per week in CGDD 4814. A half-hour of engagement is expected for each in-studio hour, resulting in 13 hours per week of total engagement.
**CGDD 4803/01 - Studio**

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Seats Available</th>
<th>Waitlist Capacity</th>
<th>Waitlist Count</th>
<th>Waitlist Availability</th>
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</thead>
<tbody>
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<td>15</td>
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<td>15</td>
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<table>
<thead>
<tr>
<th>Campus</th>
<th>Instructional Method</th>
<th>Where</th>
<th>Days</th>
<th>Time</th>
<th>Start Date</th>
<th>End Date</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marietta Campus</td>
<td>Classroom - 100%</td>
<td>Atrium Building Room 202</td>
<td>U M T W R F S</td>
<td>5:00 pm - 6:15 pm Lecture</td>
<td>Aug 17, 2015</td>
<td>Dec 14, 2015</td>
<td>Jon A. Preston</td>
</tr>
<tr>
<td>Marietta Campus</td>
<td>Classroom - 100%</td>
<td>Online Course Information</td>
<td>TBA</td>
<td>TBA</td>
<td>Aug 17, Dec 14, 2015</td>
<td>Jon A. Preston</td>
<td></td>
</tr>
</tbody>
</table>

**Engineering and Engineering Technology Courses with Lecture and Laboratory Combined**

Classes meet for 300 instructional minutes per week. These instructional minutes are allocated as 150 lecture and 150 as laboratory. (Labs are scheduled for 170 minutes to allow a 10-minute break each 50 minutes.) Based on faculty expectations, students in these courses spend 150 minutes in out-of-class preparations for every 75 minutes of lecture. The total engaged hours are shown below.

**80793  ECET 1101/02  Circuits I  Fall Semester 2015**

**ECET 1101/01 - Circuits I**

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Seats Available</th>
<th>Waitlist Capacity</th>
<th>Waitlist Count</th>
<th>Waitlist Availability</th>
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<tbody>
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<table>
<thead>
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<th>Where</th>
<th>Days</th>
<th>Time</th>
<th>Start</th>
<th>End</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Method</td>
<td>Date</td>
<td>Date</td>
<td>Instructors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
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<td></td>
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</tr>
<tr>
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<td>U M T W R F S</td>
<td>11:00 am - 11:50 am Lecture</td>
<td>Aug 17, 2015</td>
<td>Dec 14, 2015</td>
<td>Austin B Asgill</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom - 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Technology Center Room 313</td>
<td>U M T W R F S</td>
<td>12:00 pm - 2:50 pm Lab</td>
<td>Aug 17, 2015</td>
<td>Dec 14, 2015</td>
<td>Austin B Asgill</td>
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</table>

82142   ECET 2300/02   Electronics I   Fall Semester 2015

ECET 2300/02 - Electronics I

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Seats Available</th>
<th>Waitlist Capacity</th>
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<th>Instructional Method</th>
<th>Where</th>
<th>Days</th>
<th>Time</th>
<th>Start Date</th>
<th>End Date</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marietta Campus</td>
<td>Classroom - 100%</td>
<td>Engineering Technology Center Room 311</td>
<td>U M T W R F S</td>
<td>6:30 pm - 7:45 pm</td>
<td>Aug 17, 2015</td>
<td>Dec 14, 2015</td>
<td>Brent Jenkins</td>
</tr>
<tr>
<td>Marietta Campus</td>
<td>Classroom - 100%</td>
<td>Engineering Technology Center Room 336</td>
<td>U M T W R F S</td>
<td>8:00 pm - 10:50 pm</td>
<td>Aug 17, 2015</td>
<td>Dec 14, 2015</td>
<td>Brent Jenkins</td>
</tr>
</tbody>
</table>
Online and Hybrid Courses

For courses that are offered in hybrid (part online and part face-to-face instruction) and full online formats, the learning outcomes for each course as articulated in new course proposal forms and in course syllabi are identical to those defined for courses offered in the on-campus format, thus assuring equivalence even when instructional minutes cannot be used as a measure. In developing or modifying courses, faculty consider learning outcomes and student performance that are appropriate for the amount of credit allocated for the course, ensuring comparability with other USG institutions and other institutions nationally. Additionally, equivalencies for engaged minutes are provided during online and hybrid course design, so that the appropriateness of instructional minutes may be determined when educational activities do involve direct faculty instruction. As with all courses, the judgments of KSU faculty and curriculum committees are further evaluated and sustained through periodic external peer review of KSU’s academic programs.

Proposals for new courses or modifications to existing courses are developed by faculty within the discipline, assuring the professional judgment of those faculty as to credit awarded for the course and the learning outcomes for the course. New course proposals must then be reviewed and approved through faculty governance committees and academic leadership: department curriculum committee, department chair, college committee, college dean, graduate dean (graduate courses), education curriculum committee (education courses), General Education Council (general education courses), Undergraduate Curriculum Committee or Graduate Curriculum Committee, and the provost. Learning outcomes for hybrid and online courses are the same as for face-to-face courses, with a minimum of 2,250 total engaged minutes for each credit hour. To ensure that learning outcomes and educational experiences in face-to-face and distance learning/online courses are comparable, KSU’s Distance Learning Center in collaboration with faculty developed a guide of instructional equivalencies to assist faculty in equating comparable work for courses delivered in a variety of formats. This guide was reviewed by KSU’s academic leadership and faculty groups: Deans Council, Chairs and Directors Assembly Council, Faculty Senate, and the Undergraduate and
Graduate Curriculum Committees. While the purpose of this guide is not to be prescriptive, it is intended to assist faculty in curricula and syllabus development to ensure that students taking KSU courses meet requirements based on USG, BOR, and federal definitions of a credit hour.

Online and hybrid instructional equivalencies are evaluated as part of the Distance Learning Center’s internal course review. As shown below, class time engagement and out-of-class engagement are equivalent for courses with the same credit hours regardless of the instructional methodology employed.

**ART 1107—Art in Society** is a 15-week three-credit hour course that meets fully online. KSU adheres to the USG Board of Regents Credit Hour Definition. A minimum of 750 minutes (12.5 hours) of instruction or equivalent is required for each semester credit hour. The faculty developer with support from an instructional designer designed the course to equate virtual interactions and activities to 2,250 engaged minutes. A time-activity exchange rate was consulted and includes instructional activities such as blogs, journals and logs, case studies for problem solving scenarios, guided discussion boards, instruction and presentation. Active learning strategies, posts, analysis, reviews and reading hours are converted to instructional hours to ensure an adequate but not excessing number of engaged minutes.

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled Seats Available</th>
<th>Waitlist Capacity</th>
<th>Waitlist Count</th>
<th>Waitlist Availability</th>
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<tbody>
<tr>
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<td>0</td>
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</table>

**ART 1107/W01 - Art in Society**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Instructional Method</th>
<th>Where</th>
<th>Days</th>
<th>Time Start Date</th>
<th>End Date</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>Online - 100%</td>
<td>Online Course Information</td>
<td>TBA</td>
<td>Aug 17, 2015</td>
<td>Dec 14, 2015</td>
<td>Laura A Bell</td>
</tr>
</tbody>
</table>
CS 1301—Programming Principles I is a 15-week four-credit hour course that meets 50 percent fully online and 50 percent in a virtual learning environment. The faculty developer with support from an instructional designer designed the course to equate virtual interactions and activities to 1,500 engaged minutes using the same time-activity exchange rate provided in online course design. The 1,500 minutes represent two of the four credit hours of instruction. The course meeting time and locations are provided at the time of registration to indicate on-campus meeting requirements. The Online Course Information link provides students with access to virtual resources and support for the virtual components of the course.

<table>
<thead>
<tr>
<th>CRN</th>
<th>Credit Hrs</th>
<th>Part/Term</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Seats Available</th>
<th>Waitlist Capacity</th>
<th>Waitlist Count</th>
<th>Waitlist Availability</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Campus</th>
<th>Instructional Method</th>
<th>Where</th>
<th>Days</th>
<th>Time</th>
<th>Start Date</th>
<th>End Date</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marietta Campus</td>
<td>Hybrid</td>
<td>Atrium Building Room 110</td>
<td>U M T W R F S</td>
<td>9:30 am - 10:45 am Lecture</td>
<td>Aug 17, 2015</td>
<td>Dec 14, 2015</td>
<td>TBA</td>
</tr>
</tbody>
</table>
Alternative Instructional Equivalencies

Alternative Instructional Equivalencies are assessed in distance learning courses to ensure that they are in compliance with Federal Requirement 4.9 (definition of a credit hour).

Kennesaw State University adheres to the University System of Georgia Board of Regents Credit Hour Definition. A minimum of 750 minutes (12.5 hours) of instruction or equivalent is required for each semester credit hour.

This guide is provided to assist faculty with time-activity exchange rates. Please note that homework assignments defined are distinct and separated from AIEs. AIE Rates of Equivalency pertain to posting, interacting, guiding, instructing, sharing, and providing student-to-student and/or instructor-to-student feedback. In order to count as an AIE, the activity must be required of all students. Table 4 offers many instructional alternatives. Many may not apply to all courses. This information is provided to offer a broad range of options in distance learning activities. The AIE table is a guide. The instructional equivalency measurements for any course are determined and assessed by the faculty member. (Note: UG = undergraduate and G = graduate.)

Table 4. Alternative Instructional Equivalencies

<table>
<thead>
<tr>
<th>Instructional Activity</th>
<th>Description of Instructional Activity</th>
<th>Rate of Equivalency</th>
<th>UG</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active learning strategies</td>
<td>With instructor facilitation, students (in small groups/pairs) engage in cohort-based, professionally-focused learning, examining concepts via professional experience. Facilitators lead students in evaluating course concepts/objectives in light of experience, enhancing the depth and breadth of content by intensely-focused group activities in class.</td>
<td>1 active learning strategy = 1 hour instruction</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Substantive Change Report: KSU
FR 4.9 – Definition of Credit Hour
### Blogs, journals, logs
Instructor guides students in applying learned concepts or reflect on learning experiences; learned concepts to be shared with instructor and/or classmates for thoughtful analysis, feedback and assessment.

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 private post</td>
<td>= ½ hour instruction</td>
<td>X</td>
</tr>
<tr>
<td>1 shared post (incl. reading all classmates’ posts)</td>
<td>= 1 hour instruction</td>
<td>X</td>
</tr>
</tbody>
</table>

### Case studies & problem solving scenarios
Instructor leads students in performing in-depth analysis utilizing higher order analytical skills, which relate to course objectives. Analysis is shared with instructor and/or classmates for feedback and assessment.

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 case study analysis &amp; post</td>
<td>= 1-2 hours instruction</td>
<td>X</td>
</tr>
<tr>
<td>1 case study analysis &amp; post</td>
<td>= 2 -3 hours instruction</td>
<td>X</td>
</tr>
</tbody>
</table>

### Chat rooms for class or group projects
Instructor directs students in collaborative, synchronous discussion with specific expectations for participation and feedback. (Chats are retained within course for further review.)

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour chat</td>
<td>= 1 hour instruction</td>
<td>X</td>
</tr>
</tbody>
</table>

### Conferences (group)
Under instructor’s guidance, students participate in collaborative, synchronous learning with specific expectations for participation & feedback (including required exam reviews). When possible, calls or online meetings will be recorded for review.

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>½ hour conference</td>
<td>= ½ hour instruction</td>
<td>X</td>
</tr>
<tr>
<td>1 hour conference</td>
<td>= 1 hour instruction</td>
<td>X</td>
</tr>
</tbody>
</table>

### Conferences (In-depth individual)
Instructor engages students in collaborative, one-to-one synchronous learning experience; student will need to submit materials for prior review and meet specific participation & feedback expectations. (When possible, calls/online meetings will be recorded for review).

<table>
<thead>
<tr>
<th>Instruction Type</th>
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<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minute conference</td>
<td>= 1 hour instruction</td>
<td>X</td>
</tr>
</tbody>
</table>

### Discussion board
Instructor guides/mediates threaded discussion, engaging learners with content that directly relates to course objectives and which has specified timeframes, expectations for participation, and thoughtful analysis.

<table>
<thead>
<tr>
<th>Instruction Type</th>
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<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>Initial post – min. 250 words (requires reading all posts)</td>
<td>= ½ hour instruction</td>
<td>X</td>
</tr>
<tr>
<td>1 post/reply (requires reading all posts and responding to minimum of 3)</td>
<td>= 1 hour instruction; must meet specified criteria</td>
<td>X</td>
</tr>
<tr>
<td>Equivalencies may vary further based on specific course expectations/content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 posts (requires reading all posts and responding to a minimum of 2)</td>
<td>= 2 hours</td>
<td>X</td>
</tr>
</tbody>
</table>
| Field trips or tours (includes virtual tours) | Instructor provides leadership as students (individuals or in groups) analyze an activity and prepare a paper or presentation, to be shared in whole or in part with instructor and/or classmates. | Instructor-led 1 hour tour = 1 hour instruction  
Student(s) without instructor: 1 hour tour + reflection paper = 1 hour instruction | X  
X |
| Guided project | Instructors lead students in summative individual project with specific learning objectives; student and instructor collaborate via email, chat, discussion board, and/or in person to research, analyze, synthesize and prepare project. Instructor receives periodic updates and provides guidance and feedback. | 1 hour of instruction per week for duration of project (based on practice for independent studies) | X  
X |
| Instruction & presentations | Instructors provide students with instruction, including presentations in a virtual classroom setting. | 1 hour = 1 hour instruction | X  
X |
| Instructional CDs, Power Points, videos | Instructor-mediated content is made available in an alternative delivery format for students to view/interact with in order to expand upon and clarify course concepts and objectives. | Student reviews and posts response to 1 unit of content = 1 hour instruction | X  
X |
| Learning Teams/Group project | Instructors engage students in a mediated, culminating activity with specific learning objectives. With faculty guidance, students collaborate via e-mail, chat rooms, discussion boards, and/or face-to-face contact to research and then analyze, synthesize, and prepare project with instructor receiving periodic updates and providing guidance to group. | 1 hour of instruction per week for duration of project | X  
X |
| Lecture activity video, written or audio | In response to direction from instructor, students develop questions, comments, or observations, to be shared with classmates and instructor through discussion boards or participation in chat rooms. | Student reviews 1 lecture & posts response = 1 hour instruction | X  
X |
| Library research | Instructor guides students through in-depth research of scholarly articles or professional journals that relate to course objectives; results of research to be shared with class in a designated manner. | 1 five (5) page project = 1 hour instruction | X |
| | | 1 three-five (3-5) page paper = 1-2 hours instruction | X |
| Modeling | Under instructor guidance, students compute, analyze, and/or interpret data and/or generate appropriate visual aids (using tools like Excel, SPSS, etc.). | Student completes data analysis for one unit of study post = ½ hour instruction | X |
| | | Detailed evaluative response to class on assessment from instructor post = ½ hour instruction | X |
| | | Student completes data analysis for one unit of study post = 1 hour instruction | X |
| | | Detailed evaluative response to class on assessment from instructor post = 1 hour instruction | X |
| Online quizzes | Instructor creates quiz through which students demonstrate subject knowledge; provides faculty with feedback on students' progress (formative or summative quizzes). | 1 hour test = 1 hour of instruction (cannot include final exam) | X |
| | | | X |
| Peer Review/assessment | Employing instructor-designated criteria, students evaluate each other's work. | Student review of peer assessment and follow up response post/email to student/teacher = 0.5-2 hours of instruction based on scope and estimated number of hours of review/interaction | X |
| | | | X |
| Portfolio Preparation | Instructors guide learners through compilation, evaluation, and production of learning portfolios prepared according to course /program rubrics and aligned with specific learning outcomes. | Portfolio conferencing with final presentation of completed portfolio = 1 instructional hour, or equivalent to length of the exercise. | X |
| | | | X |
| Reflection paper or article review | In an instructor-guided activity, students apply learned concepts to personal experiences or apply higher order analytic skills in assessing scholarly articles or professional journals. | 1 private post = ½ hour instruction | X |
| | | 1 shared post (required to read all classmates' posts) = 1 hour instruction | X |
| | | Posts may require citations, which would impact rate of equivalency. | X |

Reflection paper or
In an instructor-guided activity, students apply learned concepts to personal

1 private post = ½ hour instruction
2 shared posts (required to read all

X
<table>
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<tr>
<th>Type</th>
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<th>Credit Hours</th>
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</tr>
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<tbody>
<tr>
<td><strong>Article Review</strong></td>
<td>experiences or apply higher order analytic skills in assessing scholarly articles or professional journals.</td>
<td>classmates’ posts) = 1.5-2 hours instruction Posts may require citations, which would impact equivalency rate.</td>
<td></td>
</tr>
<tr>
<td><strong>Service-learning project</strong></td>
<td>Instructor leads students in completion of service project with specific learning objectives that integrates community service with academic study; faculty provides guidance, support, and feedback to students; student shares experience and reflection with classmates via emails, chats, discussion boards, and/or face-to-face.</td>
<td>1 hour of instruction per week for duration of project</td>
<td>X</td>
</tr>
<tr>
<td><strong>Virtual Laboratory and Lab Reports</strong></td>
<td>Instructor provides students with computer-simulation or online laboratories in blended lab-based courses or in order to replace missed laboratories. Instructors require students to submit, share or post lab reports produced and assess work according to course rubric.</td>
<td>1 hour of virtual laboratory = 1 instructional hour, or equivalent to length of the exercise I lab report post and review with response to classmates posts = ½ hour instruction</td>
<td>X</td>
</tr>
<tr>
<td><strong>Web-conferencing</strong></td>
<td>Instructor engages students in desktop to desktop or classroom video streaming instruction for collaborative, synchronous learning with specific expectations for participation and feedback (i.e. Collaborate, Skype, GoToMeeting).</td>
<td>1 hour webinar = 1 hour instruction</td>
<td>X X</td>
</tr>
<tr>
<td><strong>Web-Quest (Internet research)</strong></td>
<td>Under instructor guidance, students research information via Internet that enhances learning and addresses specific course outcomes; findings shared with the instructor and classmates.</td>
<td>1 in-depth post = 1 hour instruction</td>
<td>X X</td>
</tr>
<tr>
<td><strong>Workplace Integration</strong></td>
<td>Guided by course instructor, cohort students engaged in a structured, professional program make intentional application of classroom knowledge within the workplace and evaluate that experience in conjunction with instructor and cohort members.</td>
<td>1 hour of instruction per week for duration of project A maximum of 2 hours per week</td>
<td>X X</td>
</tr>
</tbody>
</table>
### FR 4.9 – Definition of Credit Hours

<table>
<thead>
<tr>
<th>Other</th>
<th>Rate of Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kennesaw State University recognizes and supports faculty members that include instructional activities unique to their course and discipline. These activities may not appear on the list provided. Please provide a description of the unique activity along with a corresponding rate of equivalency.</td>
<td>X</td>
</tr>
</tbody>
</table>

### FR 4.9 Evidence of Compliance

1. [U.S. Department of Education “Dear Colleague” letter, GEN-11-06](#)
2. [SACSCOC Policy Statement on Credit Hours](#)
3. [BOR Policy 3.4, Calendar of Academic Activities](#)
4. [KSU Policy on Credit Hour Definition](#)
5. [BOR Policy 3.4.2, Uniform Academic Calendar](#)
6. [Operational Working Group 29—Calendar and Schedule—Members](#)
7. [OWG-29 Recommendations and Implementation](#)