UCCC

Guide and Format for Curriculum Proposals

Revised by:
Dr. Dana Franz, Chair
University Committee on Courses and Curricula
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The University Committee on Courses and Curricula

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The UCCC web page provides access to this document as well as other useful information. Please visit our site and feel free to contact the UCCC Chair or the Assistant Coordinator for Curriculum and Scheduling if you have comments or suggestions on design or content.
University Committee on Courses and Curricula 2016-2017
Proposal Deadline and Meeting Dates

<table>
<thead>
<tr>
<th>Proposal Deadline</th>
<th>Committee Meeting</th>
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<tr>
<td>August 26, 2016</td>
<td>September 9, 2016</td>
</tr>
<tr>
<td>October 7, 2016</td>
<td>October 21, 2016</td>
</tr>
<tr>
<td>November 4, 2016</td>
<td>November 18, 2016</td>
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<td>December 2, 2016</td>
<td>December 13, 2016</td>
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<tr>
<td>January 9, 2017</td>
<td>January 20, 2017</td>
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<td>February 3, 2017</td>
<td>February 17, 2017</td>
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<tr>
<td>March 3, 2017</td>
<td>March 24, 2017</td>
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<tr>
<td>April 7, 2017</td>
<td>April 27, 2017</td>
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Introduction

The following Guide and Format for Curriculum Proposals is designed to provide the departments, the college curriculum committees, the deans, the University Committee on Courses and Curricula (UCCC), the Graduate Council, and the Academic Deans Council the initial information that they will need in order to arrive at their recommendations. Departments should follow it carefully, adapting it in detail to fit any special or unusual aspects of particular proposals.

Fall 2014 began a new process of submitting course proposals. The UCCC began using an on-line system for submitting proposals. Links are available on the UCCC website to access the system. Faculty will need their net ID and Banner password to access the forms. Degree and program proposals (including certificates and minors) will remain to be hard-copy proposals for this year.

Beginning Fall 2015, special topic proposals are submitted via an e-Form through Banner. Instructions are provided later in this document.

Some items to note:

- Different forms are available for use in submitting a proposal for action on a course or degree program. Please make sure you use the correct form. If you have questions about which form to use, please contact Dr. Franz or Mrs. Turner.

- Degree approval forms are administrative forms and are not to be considered as the proposal itself. In other words, these forms function as cover sheets, not proposals.

- When using the on-line system, you will be asked to enter certain information or attach certain documents to the proposal. Information that has a red box is required information and must be entered before you can submit the proposal.

- Submit all cross-listed course proposals together. No action will be taken on a cross-listed course until the appropriate proposals are received from each department.

- Once the on-line process begins, proposals pass through a workflow for approval. You will be able to follow the proposal through each stage of the workflow.

- **Academic units should submit proposals at least four months prior to the deadline for inclusion in the Master Schedule for the effective semester.** Course and Curricula proposals must pass through several time consuming steps to gain final administrative approval. **It is imperative that an academic unit allow sufficient time for the proposal to be reviewed at each level.** The development of proposals should start early in the academic year, and the proposal should be submitted as soon as possible to insure that approval can be acquired prior to the desired date of offering. **The minimum time to be expected in gaining final approval after the proposal has been submitted at the college level is approximately three months (excluding the summer months).**
Changes
to the

1. Departments that wish to offer Special Topics courses must now submit their proposal through an e-Form. Special Topics courses may only be offered twice before becoming a permanent course; however, Special Topics MUST be approved BEFORE each course offering. It is not necessary to submit Special Topics course proposal to curriculum committees. However, you must have approval from your department head and dean before submitting the proposal directly to the UCCC Chair.

2. Departments and Colleges that wish to offer a current Main Campus (Campus 1) degree at the Meridian Campus (Campus 2) must submit a letter of support to the Provost. The letter of support should address: 1) need or demand for the program at Meridian; 2) adequate resources and support; and 3) appropriate number of credentialed faculty to teach the courses.

3. The Authorization to Plan a New Degree Program and New Degree Program Proposals must be submitted to the UCC by its November meeting deadline.

4. IHL now requires the Authorization to Plan a New Degree Program to be submitted to the Board by August 1 with authorization given in October by the Board of Trustees Academic Affairs Committee, or March 1 with authorization given in May by the Board of Trustees Academic Affairs Committee.

5. If authorization to plan a degree is granted, IHL requires the New Degree Program Proposals to be submitted to the Board by December 1, or September 1.

6. All course additions, modifications, and deletions must be submitted at the same time as degree addition or modification proposal. Examples of course and degree additions modification, deletion, Special Topics, Distance Learning, Technical Change and Maymester proposals are available at http://www.uccc.msstate.edu.

7. Degree modifications (renaming, consolidations, suspension, or deletion) are considered twice a year, September and April. Degree modification proposals must receive approval from the UCCC, Graduate Council (if appropriate), and Provost, and then be submitted to the Board two months prior (July or February) to the respective IHL Board meeting.

8. Distance Learning Degree Programs must receive approval from the UCCC, Graduate Council (if appropriate), and Provost, and then be submitted to the IHL Board for approval.

9. Any course proposal that uses a method of delivery other than face-to-face must address the academic misconduct section of the course proposal and describe, in detail, how academic misconduct will be deterred in the course.

10. Examples have been provided as to reasons why the UCCC may pass contingent, table, or reject a proposal. Faculty and departments are encouraged to review these list and use them to make sure they have addressed these potential issues before submitting them for review.

11. Examples of course learning outcomes and the recommended syllabus format has been included in the appendix.
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GENERAL PROCEDURES

Any addition, modification, or deletion to a course, degree, or program offered through traditional semester format (fall or spring semester, or summer school), shortened format (15 day to 24 day delivery), or through the Center for Distance Education must follow the approval process as described in the Guide and Format. Additions, deletions, or modifications cannot be made by the Registrar's Office or the Center for Distance Education without following the approval process. This applies to all course or degree additions, deletions, or modifications. Modifications are defined as any change to a current course, degree, or program in an area/item described in the Guide and Format (i.e. content, title, number, description, method of delivery, method of evaluation, etc...). Addition, deletion or modification of a course, degree, or program will become effective the semester following final approval. It is only at this point that the change can be advertised in MSU publications.

PROCESSING ORDER

Proposals are processed in the following order:
1. Department/Unit Faculty.
2. College/School Curriculum Committee(s).
3. Dean of College/School.
4. University Committee on Courses and Curricula.
5. Graduate Council (if proposal is an addition, modification, or deletion of a graduate program).
6. Academic Deans Council.¹
7. Board of Trustees of the Institutes of Higher Learning.²

The Board of Trustees (IHL) has specific guidelines that direct the process and guidelines for additions, modifications, and deletions of academic degree programs. Degree proposal must be developed in the format specified by IHL. These guidelines may be found on the Board’s website: http://www.mississippi.edu/oasa/downloads/academic_and_administrative_guidelines.pdf and in Appendix L. These new guidelines are also reflected in degree modifications not requiring Board approval. The dates, deadlines, and requirements listed in IHL’s administrative guideline manual are subject to be changed by IHL. Departments submitting degree proposals must follow the dates, deadlines, and requirements that have been adopted by IHL.

Any addition, modification, or deletion to a course or degree listed in the bulletin must follow the approval process and will become effective the semester following final approval.

¹A curriculum or course-change proposal that has been recommended by the University Committee on Courses and Curricula (and the Graduate Council for graduate matters) is formally considered by the Academic Deans Council only if, after due notice and within the time specified (14 days), a question has been raised by a member of the Council. In that circumstance, the necessary copies of the proposal will be supplied to the Council by the University Committee on Courses and Curricula.
²Proposals for new degree programs must be submitted to the Board in accordance with the specified timetable. Proper planning must begin early to allow time necessary for a proposal to be approved through all specified administrative levels.
SUBMISSIONS OF PROPOSALS

Proposals should be submitted by the department/school, with the Administrative Approval Form, to the College or School Curriculum committee. Course proposals are submitted online through the UCCC website while degree proposals, certificates, and minors are submitted via paper copy. Each proposal must contain a letter of support from the departmental/school faculty.

All course additions, modifications, and deletions must be submitted at the same time as degree addition or modification proposal. Examples of course and degree additions modification, deletion, Special Topics, Distance Learning, Technical Change and Maymester proposals are available at http://www.uccc.msstate.edu/Examples.html.

PROCESSING TIME

Proposals must pass through several time consuming steps to gain final administrative approval. It is imperative that an academic unit allow sufficient time for the proposal to be reviewed at each level. The development of proposals should start early in the academic year, and the proposal should be submitted as soon as possible to insure that approval can be acquired prior to the desired date of offering.

The minimum time to be expected in gaining final approval after the proposal has been submitted at the college level is approximately three months (excluding the summer months). Academic units should submit proposals at least four months prior to the deadline for inclusion in the Master Schedule for the effective semester.

ACADEMIC OPERATING POLICIES PERTAINING TO THE UCCC

The following are definitions and policies used to guide the UCCC in evaluating the merits of courses and degree programs. Please refer to these as you develop proposals for review.

1. **AOP 10.08** – Classroom Regulations
2. **AOP 10.16** – Distance Education
3. **AOP 11.04** – Split Lever Combined Undergraduate/Graduate Courses
4. **AOP 11.05** – Requirements for Shortened-Format Courses (Maymester Proposals)
5. **AOP 12.07** – Student Honor Code Policy
6. **AOP 12.08** – Requirements for Degrees, Academic Minors, and Certificate Programs
7. **AOP 12.09** – Class Attendance and Reporting Absences
8. **AOP 12.11** – Degree Requirements-Undergraduate
9. **AOP 13.03** – Faculty Responsibilities in Instruction and Curriculum

AOPs are available at http://www.policies.msstate.edu/
DECISIONS MADE BY THE UCCC

Various decisions can be made by the UCCC on courses and degree proposals the committee reviews. The following are the specific decisions that can be made. Examples are also provided as to why the UCCC made a certain decision.

1. **Passed** - The proposal is forwarded to the Academic Deans Council for review (via the Graduate Council if the proposal involves graduate study). The contact persons listed on the proposals will be notified when the proposals are placed on an agenda. Contact the UCCC office at any time to determine the status of a proposal.

2. **Passed Contingent** - Some proposals contain minor deficiencies or need minor revision(s) that the UCCC Chair could oversee and approve. An e-mail will be sent to the initiator of the proposal explaining the minor revision(s). The revisions will be made by the contact person and the revised proposal will be returned to the UCCC. The Chair then approves the proposal (no further review by the full UCCC is necessary).

The following is a list of reasons why a proposal may be passed contingent by the UCCC:

- Contact hours in course proposal does not add up correctly
- Minimum number of contact hours required are not identified in the course proposal
- Subtopics in course proposal outline are not broken down according to UCCC guidelines
- Course proposal is missing prerequisite(s)
- Prerequisite(s) in course proposal is(are) transposed (i.e., numbers inverted, cross-listed courses not listed)
- Exam policy in course proposal needs to be clarified
- Course prerequisites are not consistent between course proposal and syllabus
- Catalog description is not consistent between course proposal and syllabus
- Graduate course proposals (including split-level courses) does not list an instructor or record (instructor must hold graduate faculty status)
- Method of instruction in course proposals is incorrect, unclear, or missing
- Course proposals fail to clarify if courses can be repeated and if so, what are the guidelines for repeating a course
- Grading percentages in course proposals do not add up to 100%
- Assessment/evaluation procedures for split-level courses are not differentiated
- Course syllabus lacks Title IX statement
- Course syllabus does not address academic misconduct or does not list the Honor Code
- Course syllabus does not include statement for Student Support Services
- Degree proposals fail to add up credit hours correctly

3. **Tabled** - A proposal was not approved by the UCCC because it required additional clarification. The contact person will be sent an e-mail describing the deficiencies and requested to submit the necessary information to the UCCC. The revised proposal will be reviewed by the UCCC at the first meeting after the UCCC Office has received the revised proposal.
The following is a list of reasons why a proposal may be tabled by the UCCC:

- Something of significance (as required by the UCCC Guide and Format) within the proposal needs to be clarified
- Course proposals lack sufficient assessment criteria
- Proposed assessment criteria in course proposals is vague and unclear
- Cross-listed course proposals are not submitted at the same time
- Course syllabus is not congruent with what is identified within the proposal
- Class attendance policy, as reported in the syllabus, clearly violates AOP 12.09
- For distance-education proposals, any prerequisites listed in course proposals either must be offered through the Center for Distance Education or appropriate accommodations or justifications must be stated within the course proposal

4. **Rejected** – In certain instances, proposals may be rejected and returned to the proposal initiator. The initiator may revise and resubmit the proposal. Proposals that are rejected and resubmitted must go back through the complete approval process starting at the departmental level.

The following is a list of reasons why a proposal may be rejected by the UCCC:

- Failure to address changes recommended by the curriculum committee at a previous meeting
- Failure to show how the course and/or degree program fit into the mission and vision of Mississippi State University
- Proposal submitted violates any academic policy within Mississippi State University
- Proposal is not academically sound or operationally feasible

Please note that the above lists are not all inclusive and there may be additional reasons that a proposal may be passed contingent, tabled, or rejected. The above lists represent the typical reason the committee has seen in recent years.

**PREREQUISITES**

Prerequisites must be written clearly to avoid students taking unnecessary or inappropriate courses. Refer to prerequisite guidelines detail in Course Addition (p. 5).

**DISTANCE LEARNING**

All courses and degrees offered through the Center for Distance Education must be approved according to UCCC guidelines. See page 24 and page 47 for detailed instructions for Distance Learning approval.
COURSE ADDITIONS USING CIM

Using the on-line submission system (CIM), a proposal for the addition of a course to the current offerings of a department should be submitted according to the following format (See Appendix A for an example of the online form to be used):

BASIC COURSE INFORMATION (Gray Box)

1. TITLE
   Provide a complete title for the new course. If the course title is over 30 characters, another box will appear to provide a 30 character (maximum) abbreviation for this course. This abbreviated title will appear on transcripts, grade reports, and other official documents.

2. SUBJECT PREFIX
   Select the appropriate subject prefix from drop-down menu. NOTE: Cross-listed courses will require a separate proposal for each subject prefix.

3. COURSE NUMBER
   Identify the proposed course number for the new course. NOTE: If a 4000-level or a 6000-level course is proposed, a box will appear if this a split-level course.

   All course numbers consist of four digits, of which the first (left) digit indicates the level of preparation required (see Table 1) and the fourth (right) digit indicates the number of semester hours. The two middle digits are reserved for the departments to distinguish one course from another. A fourth digit of zero (0) means that credit is variable and is to be fixed in consultation with the professor, e.g., ACC 4000, Directed Individual Study.

   If a course number is proposed that is not available, a box will pop up that explains that the course code is not unique. A proposal may not be submitted until a new course code is selected. If assistance is needed in finding a new course number, contact the UCCC Office. Based on the course number provided, the number of credit hours will be filled in a box further down the form.
Table 1. Parameters to follow for course numbering.

<table>
<thead>
<tr>
<th>Developmental</th>
<th>0000</th>
<th>Remedial courses for which credit is not applicable toward a degree.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman or</td>
<td>1000</td>
<td>Lower Division Bachelor’s Credit -- Courses designed for freshmen and sophomores that may be taught by a community college and transferred to a four-year college or university.</td>
</tr>
<tr>
<td>Sophomore</td>
<td>2000</td>
<td></td>
</tr>
<tr>
<td>Junior or</td>
<td>3000</td>
<td>Upper Division -- Courses open to juniors and seniors and not normally open to freshman and sophomores. Courses may not be taught at a community college.</td>
</tr>
<tr>
<td>Senior</td>
<td>4000</td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>5000</td>
<td>5th Year Division -- Courses generally open to fifth-year students in five-year programs (e.g., veterinary medicine, architecture.)</td>
</tr>
<tr>
<td>Graduate</td>
<td>6000</td>
<td>Split level courses only; undergraduate credit for 4000 level and graduate credit for 6000 level.</td>
</tr>
<tr>
<td>Graduate</td>
<td>8000</td>
<td>Courses for graduate credit only.</td>
</tr>
<tr>
<td></td>
<td>9000</td>
<td></td>
</tr>
</tbody>
</table>

4. COLLEGE OR SCHOOL

Select appropriate college or school offering the proposed course from drop-down menu. (This box may prepopulate based on the prefix.)

5. DEPARTMENT

Select appropriate department offering the proposed course from drop-down menu. (This box may prepopulate based on the prefix.)

6. CONTACT PERSON

A contact person, telephone number, and e-mail address must be listed for all proposals should questions arise regarding the proposal and to make notification regarding the decision of the proposal.

7. DATE SUBMITTED

This date will be automatically generated once the proposal is submitted.

8. EFFECTIVE DATE

Select from drop-down menu the semester and year for offering course.

A new course becomes effective the semester following approval by the Academic Deans Council unless a later effective date is indicated on the course proposal. Departments must keep this fact in mind when students are pre-registering for the next semester. Effective dates will not be back-dated.
Note: The minimum time to be expected in gaining final approval after the proposal has been submitted at the college level is approximately three months (excluding the summer months).

Proposals submitted in November or December may not receive final approval in time to offer the course for Spring Semester, and the same for proposals submitted in March and April for the Fall Semester, and Summer Terms.

In the event that a course is not approved prior to the compilation of the Master Schedule, the “Special Topics” course (at the appropriate level, and with a similar title) may be used to temporarily offer the class. If the actual course is subsequently approved prior to pre-registration, the course may be changed to the new course from special topics by contacting the Office of the Registrar. However, it is the responsibility of the instructor (or Department) to contact the Registrar to initiate the move; it will not be done automatically upon approval of the new course. A link for the special topic eForm is located on the UCCC website.

NOTE: Once students are registered in the “Special Topics” course, this change will not be made.

9. PLANNED FREQUENCY

Please indicate the term(s) (Fall, Spring, Summer) in which the proposed course is to be offered.

10. PROPOSED CIP NUMBER

In accordance with Board of Trustees reporting requirements, each course and each degree program is assigned a six-digit classification number according to the CIP scheme developed by the National Center for Educational Statistics. The CIP numbers are used in numerous kinds of reporting to the Board, and every course must be assigned a number since the system classifies programs and courses by this number. A CIP number must be recommended for each new course or program proposed; in addition, if a department proposes to modify an existing course, it must either reaffirm the previously assigned number or, if the modification would alter the context sufficiently, recommend the appropriate new CIP number. Click on “Find” to assist in finding the appropriate CIP number for the proposed course.

NOTE: A course cross-listed with two or more subject prefixes MUST have the same CIP number in all listings. If you have questions concerning CIP numbers, contact the UCCC Office.

11. CAMPUS(ES)

Please check ALL campuses where the department intends to offer the proposed course. If checked that the course will be offered on Campus 5 – Distance Education, it must also indicate this is a distance education course in the next question and answer additional questions regarding this proposal.
12. IS A DISTANCE EDUCATION COURSE?

Check either “yes” or “no” to indicate if this course proposal will be offered through the Center for Distance Education. If “yes” is checked, additional questions will appear below to answer regarding this course proposal.

13. IS A “MAYMESTER” COURSE?

Check either “yes” or “no” to indicate if this course proposal will be offered during Maymester. If “yes” is checked, additional questions will appear below to answer regarding this course proposal.

14. IS A CORE COURSE? (GENERAL EDUCATION COURSE)

Check either “yes” or “no” to indicate if this course proposal should be considered for the General Education Core. If “yes” is checked, additional questions will appear below to answer regarding this course proposal.

COURSE DETAILS

1. CATALOG DESCRIPTION

The catalog description should contain the following information: (a) hours of lecture and/or laboratory; (b) exact catalog description in 40 words or less; and, (c) for any course that is cross-listed, in parenthesis: (Same as . . .).

- An example of a **three hour course, all lecture, no prerequisites and no cross-listing** for ACC 2013 – Principles of Financial Accounting:


- An example of a **three hour course** that requires a **prerequisite**, and the course is **cross-listed** with another department:

  (Prerequisite: EN 1113 or equivalent) Three hours lecture. A multidisciplinary analysis of public policy issues involving engineering and technology and the use of policy science to explore complex policy issues. (Same as PS 2713).

  **Note: Because of the cross-listing, an accompanying proposal from the Department of Political Science and Public Administration must be sent along with the proposal for GE 2713. It would contain the same information, except the GE 2713 and PS 2713 would be interchanged.**
An example of a **split-level** course with a lecture and a laboratory component for GR 4303/6303 – Principles of GIS:

(Prerequisite: Junior or graduate standing or consent of instructor) Two hours lecture and two hours laboratory. Spatial analysis and topological relationships of geographic data using Geographic Information Systems, with emphasis on GIS theory.

An example of a course that requires a **prerequisite** and a **co-requisite** (co-enrollment) for ME 3404 – Materials for Mechanical Engineering Design:

(Prerequisites: Grade of C or better in CH 1223 and EM 2413, corequisite EM 3213). Three hours lecture. Behavior, testing and processing of engineering materials. Emphasis is placed on the inter-relation of design with processing and material selection.

An example of a course requiring a **co-requisite**: (These courses no longer exist – it is for example purposes only). Example – FO 3102 – Computer Applications in Forest Resources and FO 3101 – Computer Applications in Forest Resources Lab.

(Co-requisite: FO 3101). Two hours lecture. Application of microcomputer concepts in forest resources with emphasis in Forestry, and general and professional software packages in professional settings. *(the lecture course)*

(Co-requisite: FO 3102). Two hours laboratory. Practice and demonstration of general and professional software packages used in upper level courses and professional settings in Forest Resources. *(the accompanying laboratory course)*

An example of a course with **variable credit** for MGT 4000 – Directed Individual Study:

(Prerequisite: Junior standing). Hours and credits to be arranged.

An example of an **internship or practicum**: (This course no longer exist – it is for example purposes only). Example: PE 3283 – Athletic Training Practicum I.

(Prerequisites: PE 1783 and consent of instructor). Three hours practicum. A supervised work experience of 375 hours; interacting with intramural sports teams is required.
2. **METHOD OF INSTRUCTION**

**NOTE:** *Only one Method of Instruction Code is assigned and should be based on the majority of time spent in the class.* Multiple Methods of Instruction may only be chosen if the course has a lab component. *Select the appropriate Method of Instruction Code(s) from Table 2.*

Table 2. Methods of instruction codes.

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Study Abroad</td>
<td>course instruction or academic work that takes place in a country other than the United States</td>
</tr>
<tr>
<td>B</td>
<td>Lecture/Lab</td>
<td>students receive structured units of information and accompanying material through direct contact with the instructor as well as receive supplemental instruction in a classroom/lab setting conducive to the practical application of relevant principles and concepts. (Lab hours divided by 2 must be greater than lecture hours)</td>
</tr>
<tr>
<td>C</td>
<td>Lecture</td>
<td>students receive structured units of information and accompanying material through direct contact with the instructor; typically considered the traditional classroom.</td>
</tr>
<tr>
<td>D</td>
<td>Dissertation or Thesis</td>
<td>students study a particular subject and do individualized original research under the guidance of an instructor and work toward completing a scholarly research document.</td>
</tr>
<tr>
<td>E</td>
<td>Dir. Exp Study, Pract., Co-Op</td>
<td>short-term work experience, usually related to a student’s major field that is supervised by persons experienced in the discipline that consists of study and/or practical experience.</td>
</tr>
<tr>
<td>F</td>
<td>Student Teaching Field Exp.</td>
<td>short-term work experience requiring students in the education discipline to teach under the direct supervision of persons experienced in the teaching profession</td>
</tr>
<tr>
<td>H</td>
<td>Clinical Instruction</td>
<td>short-term work experience, usually related to a student’s major field that is supervised by persons experienced in the discipline and focuses on the practical application of concepts and principles; typically associated with biological, physical, and other sciences.</td>
</tr>
<tr>
<td>I</td>
<td>Dir, Indiv. Study, Spec. Prob.</td>
<td>academic work chosen or designed by the individual student with the approval of the department concerned, under an instructor’s supervision, and usually conducted outside the classroom structure; typically one on one interaction.</td>
</tr>
</tbody>
</table>
students study in a classroom/lab setting conducive to the practical application of concepts and principles; typically associated with biological, physical, and other sciences. Lab is linked to a lecture (of the same course number) and in which lab work is generally graded and factored into the lecture grade.

students study in a classroom/lab setting conducive to the practical application of concepts and principles; typically associated with biological, physical, and other sciences. A lab grade is assigned apart from the lecture grade.

students receive structured units of information and accompanying material completely through the mail different from distance learning.

course instruction or academic work that takes place in a U.S. state other than Mississippi.

students study in a classroom/lab setting conducive to the practical application of visual and performing arts such as art, music, dance, etc.

Study of a particular subject and individualized original research under the guidance of an instructor and exchange of results by informal lectures and discussions.

*Use only if laboratory hours ÷ 2 > lecture hours

3. METHOD OF DELIVERY

The method of delivery must also be included in course additions or modifications. See Table 3 for Method of Delivery Codes. Faculty may select multiple methods of delivery for new course proposals.

Table 3. Methods of delivery codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Face to face</td>
<td>course instruction and structured units of information delivered in person by the instructor.</td>
</tr>
<tr>
<td>I</td>
<td>Interactive Video</td>
<td>course instruction and structured units of information delivered by compressed or interactive video.</td>
</tr>
<tr>
<td>O</td>
<td>Online, Internet, Web-based</td>
<td>course instruction and structured units of information delivered by using on line, Internet or web-based methods.</td>
</tr>
<tr>
<td>X</td>
<td>Other Distance Learning</td>
<td>course instruction and structured units of information delivered by other means if distance learning.</td>
</tr>
</tbody>
</table>
4. DETAILED COURSE OUTLINE

Every course and laboratory outline must include sufficient information necessary to judge the quality, depth, and scope of the course. In addition, it must indicate the period of time to be spent on each major topic in clock-hour units. The course outline is attached using the green button provided in the on-line submission system.

Even though the ultimate purpose of these outlines is to inform students who may already be familiar with the subject area and terminology, not all UCCC members possess such familiarity. Therefore, both clarity and thoroughness are needed.

For example, the following generic topic outline provides contact hours for a 2-credit lecture course (contact hours add to 30):

I. Major Topic (5 contact hours)
   A. Topic
   B. Topic

II. Major Topic (5 contact hours)
    A. Topic
       1. Sub-topic
       2. Sub-topic
    B. Topic

III. Major Topic (6 contact hours)
    A. Topic
    B. Topic
    C. Topic
    D. Topic

IV. Major Topic (3 contact hours)

V. Major Topic (8 contact hours)
   A. Topic
      1. Sub-topic
      2. Sub-topic
   B. Topic
   C. Topic
   D. Topic
      1. Sub-topic
      2. Sub-topic
   E. Topic

VI. Major Topic (3 contact hours)
NOTE: For major topics with more than three contact hours, detail should be provided on the topics and sub-topics to be covered. The following example of a topic outline (for the same 2-credit lecture course) is not acceptable. Too little detail is provided on the amount of time spent on the material covered in the course.

I. Major Topic (5 contact hours)
II. Major Topic (5 contact hours)
III. Major Topic (6 contact hours)
IV. Major Topic (3 contact hours)
V. Major Topic (8 contact hours)
VI. Major Topic (3 contact hours)

NOTE: Each credit hour of a laboratory, studio, etc. requires two or more contact hours per week, i.e., a minimum of 30 contact hours per semester for each hour of credit.

CONTACT HOURS
1 credit (lecture) = 15 contact hours
1 credit (lab/studio) = 30 contact hours

• A 3 credit (lecture) course must have a minimum of 45 contact hours. Generally, 3 class meetings (MWF) or 2 class meetings (TTH) per week. Written as “Three hours lecture.”

• A 2 credit (lab/studio) course must have a minimum of 60 contact hours. Generally, 4 hours on 1 day or divided between 2 days. Written as “Four hours laboratory/studio.”

• A 3 credit (lecture/lab) course must have a minimum of 60 (30 lecture and 30 lab) contact hours. Generally, 2 class meetings of lecture and 2 class meetings of laboratory. Written as “Two hours lecture. Two hours laboratory.”

• A three credit hour course that meets only twice per week must show a minimum of 30 classes per semester. If a proposed course is intended to meet twice per week, this sentence must be included at the top of the outline or syllabus -- “The course will meet twice per week for 1 ¼ hours per lecture.”

• The total number of contact hours may include time for tests, reviews, and the final exam.

• If your proposed course differs from the above examples (experiential learning, study abroad, internships, etc.), contact the UCCC Chair to ensure you have indicated the correct number of contact hours based on the required credit/contact hour ratio.
5. DETAILED COURSE SYLLABUS

A detailed course syllabus must be attached to each course proposal. Guidelines for what should be included in the syllabus can be found in AOP 13.03 – Faculty Responsibilities in Instruction and Curriculum and on the UCCC website under “Syllabi Examples.” The syllabus is attached using the green button provided in the on-line submission system. An example of a suggested syllabus format with required content is located at http://wwwctl.msstate.edu/sites/wwwctl.msstate.edu/files/Syllabus%20Template%20Final%20Draft%20REVMay15.pdf. Also see Appendix B.

6. METHOD OF EVALUATION

A proposed method for evaluating a student’s performance, such as exams, projects, reports, attendance, class participation, homework, etc. should be included. Criteria used to evaluate reports and projects should be described in detail. Means of evaluation should be listed separately and respective weight assigned to each. The weight may be in the form of a percentage of the total, or a numerical value.

Example:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>5%</td>
</tr>
<tr>
<td>First Test</td>
<td>20%</td>
</tr>
<tr>
<td>Second Test</td>
<td>20%</td>
</tr>
<tr>
<td>Report</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

In the past, the UCCC has either tabled or rejected proposals that combined attendance and class participation or attributed more than 10% of the total grade to each. If the nature of the proposed course requires class participation to be worth more than 10%, then it is highly recommended that the proposal include a detailed description of how each student will be evaluated for their participation.

When developing a new course and the method of evaluation, you may want to consider adding some type of service learning to the course. Service learning is defined as a teaching and learning strategy that integrates meaningful community service tied with academic course objectives and reflection to enrich the learning experience, teach civic responsibility, and meet community needs. Service learning should only be added when it can add to and enhance the academic experience of the course.

A grading scale, either numerical or qualitative, should be included that presents the range for an “A” through “F,” and if Pass/Fail, what constitutes a passing grade. If the grading scale is based on qualitative factors, then a detailed description of what constitutes an “A,” “B,” “C,” “D,” and “F” must be presented.
Examples:

<table>
<thead>
<tr>
<th>100 point scale</th>
<th>Numerical total, 500 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90 — 100</td>
<td>A 450—500</td>
</tr>
<tr>
<td>B 80 — 89</td>
<td>B 400—449</td>
</tr>
<tr>
<td>C 70 — 79</td>
<td>C 350—399</td>
</tr>
<tr>
<td>D 60 — 69</td>
<td>D 300—349</td>
</tr>
<tr>
<td>F below 60</td>
<td>F below 300</td>
</tr>
</tbody>
</table>

NOTE:  
Failure to provide a comprehensive list of means of evaluation, or the respective percentage or numerical value, or numerical grading scale or criteria is sufficient grounds to table or reject a proposal.

All split-level course proposals (4XXX/6XXX) must describe, in detail, the additional requirements expected of graduate students over and above all requirements expected of undergraduate-level students in the course.

The requirements for graduate students must include, but are not limited to, any additional assignments such as reports or projects, any change in value to common assignments, and any change in the grading scale.

7. JUSTIFICATION AND LEARNING OUTCOMES

A statement that explains the need for the proposed course, its expected enrollment including the basis for this prediction, and how an existing curriculum will benefit from including this course.

Course learning outcomes are to be included in the syllabus. Refer to Appendix C on examples of course learning outcomes.

8. ACADEMIC MISCONDUCT

All course proposals using delivery methods other than face-to-face must include detailed information on the measures that will be put in place to deter academic misconduct (random ordered questions, lock down browser, time sensitive quizzes & exams, proctored exams, photo IDs, new or revised exams for each semester, etc.).

This includes any proposal from any campus (1, 2, 5, or 8).

9. TARGET AUDIENCE

All course proposals must include detailed information on the target audience (professionals, military personnel, high school students, higher education students at other institutions, etc.) and who (distance only, or any student) will be allowed to enroll in the course or degree program.
10. **EXPLANATION OF DUPLICATION** (or overlapping of course content with any other course currently in the University Catalog). *NOTE: The use of similar computer software (CAD/CAM, GPS/GIS, etc.) for application in various courses does not constitute duplication.*

The university has limited resources available and therefore encourages that proposed courses and degree programs not duplicate existing offerings. It is recognized that topics covered in a particular department will likely be focused towards the applicability of the material to that particular field. This section of a course proposal should indicate that the submitting department is aware of any other courses in the university that cover similar topic areas. Please indicate (through narrative description and/or letters of support) why the proposed course does not significantly duplicate, in content or approach, other courses currently offered at the university. This section should only state that there is no duplication in the case where no other course in the university catalog contains material that is covered in the proposed course. **Proposals overlapping or conflicting with offerings of other departments MUST be accompanied by letters from heads of the departments affected, stating their reactions to the proposed changes, additions, etc.**

Occasionally, requests for letters of support from other departments have been delayed for an unreasonable amount of time. Consequently, the UCCC will only require the departments requesting the letters to wait a maximum of 30 calendar days (during the fall and spring semesters) for a reply. If no response is received within 30 calendar days of the request, the UCCC will proceed as if the proposal was supported by the department(s) in question. It is the responsibility of the department to document that they have not had a timely response to their request(s), and to notify the UCCC that the 30-day period has passed.

11. **OTHER APPROPRIATE INFORMATION**

Information may include textbooks, reading lists, resource materials and explanations of the types of resource materials to be used. This information is especially important for graduate level course proposals.

12. **LETTER OF SUPPORT**

**A letter of support must be included with the course proposal.** The letter of support should be written by the department curriculum committee chair or the degree program coordinator if a department doesn’t have a curriculum committee. The names of all the committee members or department/program faculty should be included. Committee/faculty members should indicate their approval by signing the letter. An account of the availability of staff, library support, any laboratories or equipment required, and of the availability of funds for setting up and continuing the course should be included in the proposal. Potential conflicts should be addressed.
COURSE DELETION USING CIM

A proposal for DELETION of a course should be submitted for any course that is being dropped from the curriculum in which it had been included and from the course offerings of the department in which it had been offered.

After logging into the system, select the course that is to be deleted. A button will appear on the left, highlighted in red that says “Delete Course.” Click that button and a new window will open.

There will be information from Banner that will pre-populate this window. Required boxes will be outlined in red and must be completed in order for the proposal to be submitted.

A proposal for DELETION of a course must include (See Appendix D for an example of the online form to be used):

1. CONTACT PERSON

   A contact person, telephone number, and e-mail address must be listed for all proposals should questions arise regarding the proposal and to make notification regarding the decision of the proposal.

2. JUSTIFICATION FOR THIS REQUEST

   Provide a brief justification for the deletion of the course. If appropriate, include an explanation of how the students that are required to take the course will be accommodated.

3. EFFECTIVE DATE

   Indicate the proposed effective date of the course deletion. A course deletion becomes effective the semester following approval by the Academic Deans Council unless a later effective date is indicated.

4. EFFECT ON OTHER COURSES AND PROGRAMS

   Please list all programs and/or courses affected by the deletion. A proposal for deletion of a course that forms a significant part of the requirements (or the specified electives) of another department should be accompanied by a letter from the head(s) of the affected department(s) stating their reactions to the proposed deletion.

   A proposal for deletion of a course that is listed as a pre-requisite for another course taught by the same department should be accompanied by a course modification proposal reflecting the elimination of that pre-requisite. If the course to be deleted is listed as a pre-requisite for a course, or courses, outside of the department, then the proposal should be accompanied by a letter from the head(s) of the affected department(s) stating their reactions to the proposed deletion.
5. LETTER OF SUPPORT

A letter of support must be included with the course proposal. The letter of support should be written by the department curriculum committee chair or the degree program coordinator if a department doesn't have a curriculum committee. The names of all the committee members or department/program faculty should be included. Committee/faculty members should indicate their approval by signing the letter.
COURSE MODIFICATIONS USING CIM

After logging into the system, select the course from your department to be modified. A radio button will appear on the right, highlighted in green that says “Modify Course.” Click on that button and a new window will open. There will be information from Banner that will pre-populate this window.

Scrolling down the form, note some boxes are outlined in red. Please provide the requested information in these boxes in order for the proposal to be considered (See Appendix E for an example of the online form to be used):

BASIC COURSE INFORMATION (Gray Box)

1. TITLE

Provide modified title for the course, if necessary. Modify the abbreviated title, if necessary, to correspond with the proposed new title for the course.

Generally, a change in the title of a course is accompanied by a change in the course description and/or the course content. Indicate the reason for the title modification under “Itemized List and Description of Changes”.

2. SUBJECT PREFIX

Select new subject prefix from drop-down menu, if necessary. NOTE: Cross-listed courses will require a separate proposal for each prefix. Detail the reason(s) for a change in the course symbol under “Itemized List and Description of Changes”. If the symbol change reflects a shift in responsibility for the course to another department, then the proposal should include a letter from the new department acknowledging and supporting the change.

3. COURSE NUMBER

Modify course number, if necessary. NOTE: If proposing a 4000-level or a 6000-level course, a box will appear asking if this is a split-level course.

Remember the following if you change the course number:

First Digit: Describes how the course content and/or delivery will change to reflect the change in course level indicated by a change in the first digit of the course (see Table 1 on page 4).

Second and Third Digit: Indicate why it is necessary to change these digits. Please keep in mind that some course numbers may not be available for use.
Fourth Digit: A change in the fourth digit signifies an increase or decrease in credit hours for the course. Provide a justification for this change that includes a detailed topic outline for the course prior to the change and after the change. For both outlines, include the clock hours spent on each topic (see page 12 for topic outline details).

4. DEPARTMENT

Modify the department from drop-down menu, if necessary. This should only be done if responsibility for the course changes.

5. COLLEGE OR SCHOOL

Modify the college or school from drop-down menu, if necessary. This should only be done if responsibility for the course changes.

6. CONTACT PERSON

A contact person, telephone number, and e-mail address must be listed for all proposals should questions arise regarding the proposal and to make notification regarding the decision of the proposal.

7. DATE SUBMITTED

This date will be automatically generated once the proposal is submitted.

8. EFFECTIVE DATE

Select from drop-down menu the semester and year for the modified course to go into effect. A new course becomes effective the semester following approval by the Academic Deans Council unless a later effective date is indicated. Departments must keep this fact in mind when students are pre-registering for the next semester. Effective dates will not be back-dated.

Note: The minimum time to be expected in gaining final approval after the proposal has been submitted at the college level is approximately three months (excluding the summer months).

Proposals submitted in November or December may not receive final approval in time to offer the course for Spring Semester, and the same for proposals submitted in March and April for the Fall Semester, and Summer Terms.

9. PLANNED FREQUENCY

Please indicate the term(s) (Fall, Spring, Summer) in which the modified course will be offered.
10. **CIP NUMBER**

Depending on the degree of change, a new CIP number may be warranted. Click on “Find” to assist in finding the appropriate CIP number. If no CIP number was initially identified, please identify the appropriate CIP number to use.

*NOTE: A course cross-listed with two or more symbols MUST have the same CIP number in all listings. If you have questions concerning CIP numbers, contact the UCCC Office.*

11. **CAMPUS(ES)**

Please check ALL campuses where the department intends to offer the proposed course. If modifying or adding campuses in which the course will be offered, then a letter of support should be provided from that campus.

12. **IS A DISTANCE EDUCATION COURSE?**

Check either “yes” or “no” to indicate if this course modification will be offered through the Center for Distance Education. If “yes” is checked, additional questions will appear below to answer regarding this course proposal.

13. **IS A “MAYMESTER” COURSE?**

Check either “yes” or “no” to indicate if this course modification will be offered during Maymester. If “yes” is checked, additional questions will appear below to answer regarding this course proposal.

14. **IS A CORE COURSE? (GENERAL EDUCATION COURSE)**

Check either “yes” or “no” to indicate if this course modification should be considered for the General Education Core. If “yes” is checked, additional questions will appear below to answer regarding this course proposal.

**COURSE DETAILS**

1. **CATALOG DESCRIPTION**

The current catalog description from Banner will be prepopulated in this box. Make changes, as necessary, to include the modified catalog description. Faculty members must attach the current and modified syllabus to indicate changes to the catalog descriptions of the course.

Prerequisites must be written clearly to avoid students taking unnecessary or inappropriate courses. Use of words such as “both” or “either” will improve clarity.
1. **ITEMIZED LIST AND DESCRIPTION OF CHANGES**

   Provide an itemized list of the proposed changes to the course. This will help committee members find the recommended changes as they review the modification.

2. **COURSE CONTENT**

   Briefly describe how the content of the modified course differs from the course as it is currently offered.

3. **EFFECT ON OTHER COURSES**

   Please list all the programs and/or courses affected by the modification. A proposal for modification of a course that forms a significant part of the requirements (or the specified electives) of another department should be accompanied by a letter from the head(s) of the affected department(s) stating their reactions to the proposed modification.

   A proposal for modification of a course that is listed as a pre-requisite for another course taught by the same department should be accompanied by a course modification proposal reflecting the elimination of that pre-requisite. If the course to be modified is listed as a pre-requisite for a course, or courses, outside of the department, then the proposal should be accompanied by a letter from the head(s) of the affected department(s) stating their reactions to the proposed modification.

   **Failure to include appropriate documentation may result in the proposal being tabled.**

4. **METHOD OF INSTRUCTION**

   Please indicate the new method of instruction for this course, if necessary.

5. **METHOD OF DELIVERY**

   Please indicate the new method(s) of delivery for this course, if necessary.

6. **COURSE OUTLINE**

   A proposed modification of the content of a course should include a detailed description of the changes, why they are necessary, and how they relate to other courses being taught. A topic outline for the current (unmodified) course and an outline for the new course, both of which include the clock hours spent on each topic, should be provided (see page 12 for topic outline details). The issue of potential duplication of other course offerings at MSU should also be addressed (see page 16 under Course Addition section). A major change in course content may require the assignment of a new CIP number (see page 5 under Course Addition section), and may affect the designation of the course as suitable for the MSU General Education (see special note below).
7. COURSE SYLLABUS

A detailed course syllabus must be attached to each course proposal. Guidelines for what should be included in the syllabus can be found in AOP 13.03 – Faculty Responsibilities in Instruction and Curriculum and on the UCCC website under “Syllabi Examples.” An example of a suggested syllabus format with required content is located at http://www.ctl.msstate.edu/sites/www.ctl.msstate.edu/files/Syllabus%20Template%20Final%20Draft%20REVMay15.pdf. Also see Appendix B.

8. METHOD OF EVALUATION

A proposed method for evaluating a student’s performance, such as exams, projects, reports, attendance, class participation, homework, etc. should be included. Criteria used to evaluate reports and projects should be described in detail. Means of evaluation should be listed separately and respective weight assigned to each. The weight may be in the form of a percentage of the total, or a numerical value (see pages 14 & 15).

When modifying a course and the method of evaluation, you may want to consider adding some type of service learning to the course. Service learning is defined as a teaching and learning strategy that integrates meaningful community service tied with academic course objectives and reflection to enrich the learning experience, teach civic responsibility, and meet community needs. Service learning should only be added when it can add to and enhance the academic experience of the course.

9. JUSTIFICATION AND LEARNING OUTCOMES

Present detailed reasons for the proposed modifications. In particular, address the manner in which these modifications improve the course and/or benefit the curriculum. Justification should also be provided if the method of delivery is changing. Any changes to course learning outcomes should be reflected on the attached course syllabus.

10. ACADEMIC MISCONDUCT

All distance learning course and degree proposals must include detailed information on the measures that will be put in place to deter academic misconduct (random ordered questions, time sensitive quizzes & exams, proctored exams, photo IDs, new or revised exams for each semester, etc.).

11. TARGET AUDIENCE

All distance learning course proposals must include detailed information on the target audience (professionals, military personnel, high school students, higher education students at other institutions, etc.) and who (distance only, or any student) will be allowed to enroll in the course or degree program.
12. LETTER OF SUPPORT

A letter of support must be included with the course proposal. The letter of support should be written by the department curriculum committee chair or the degree program coordinator if a department does not have a curriculum committee. The names of all the committee members or department/program faculty should be included. Committee/faculty members should indicate their approval by signing the letter.
COURSE APPROVALS FOR DISTANCE LEARNING USING CIM

Courses may be offered through the Center for Distance Education. Before any course can be offered through the Center for Distance Education, it must be approved by the appropriate curriculum committees, the UCCC, and the Academic Dean’s Council.

Departments may propose new courses to be taught through the Center for Distance Education or may modify current courses to be taught through the Center for Distance Education. Depending on the nature of the course, faculty will either use the “Propose New Course” form to seek approval for a new course to be offered through the Center for Distance Learning or select the appropriate course to modify in the on-line system for distance learning.

Regardless of which form is used, most of the information in the gray box will remain the same except for the following (See Appendix F for an example of the online form to be used):

1. Under Campus(es), make sure Campus 5, Distance is checked.

2. Check “Yes” to the question “Is a distance learning course?” When checking “Yes”, additional questions will appear below that need to be answered regarding the proposal.

3. When proposing a NEW course for distance learning, upload a detailed Campus 1 course outline and a detailed Campus 5 course outline.

4. When proposing a NEW course for distance learning, upload a detailed Campus 1 syllabus and a detailed Campus 5 syllabus. Guidelines for what should be included in the syllabus can be found in AOP 13.03 – Faculty Responsibilities in Instruction and Curriculum and on the UCCC website under “Syllabi Examples.”

5. The proposal must also include a table outlining the equivalency of offering the course via Campus 1 and Campus 5, if applicable. **NOTE: Courses offered through distance learning must meet the same clock-hour requirements as traditional Campus 1 courses (see page 12 for topic outline details).**

The table below (Table 4) is an example of an acceptable format to provide the detailed course outline for Campus 1 and Campus 5.
Table 4. Format for describing Campus 1 and Campus 5 course equivalencies.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Face-to-Face</th>
<th>Online, Internet, Web-based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter One</td>
<td>3 contact hours (lectures, quizzes, feedback, discussion)</td>
<td>3 contact hours (Video lectures, quizzes, email feedback)</td>
</tr>
<tr>
<td>Chapter Two</td>
<td>4 contact hours (lectures, quizzes, feedback, discussion)</td>
<td>3 contact hours (Video lectures, quizzes, email feedback)</td>
</tr>
<tr>
<td>Structured discussion board session</td>
<td>N/A</td>
<td>1 contact hour</td>
</tr>
<tr>
<td>Chapter Three</td>
<td>4 contact hours (lectures, quizzes, feedback, discussion)</td>
<td>3 contact hours (Video lectures, quizzes, email feedback)</td>
</tr>
<tr>
<td>Chapter Four</td>
<td>4 contact hours (lectures, quizzes, feedback, discussion)</td>
<td>3 contact hours (Video lectures, quizzes, email feedback)</td>
</tr>
<tr>
<td>Structured discussion board session</td>
<td>N/A</td>
<td>1 contact hour</td>
</tr>
<tr>
<td>Chapter Five</td>
<td>4 contact hours (lectures, quizzes, feedback, discussion)</td>
<td>3 contact hours (Video lectures, quizzes, email feedback)</td>
</tr>
<tr>
<td>Chapter Six</td>
<td>4 contact hours (lectures, quizzes, feedback, discussion)</td>
<td>3 contact hours (Video lectures, quizzes, email feedback)</td>
</tr>
<tr>
<td>Structured discussion board session</td>
<td>N/A</td>
<td>1 contact hour</td>
</tr>
<tr>
<td>Chapter Seven</td>
<td>4 contact hours (lectures, quizzes, feedback, discussion)</td>
<td>3 contact hours (Video lectures, quizzes, email feedback)</td>
</tr>
<tr>
<td>Structured discussion board session</td>
<td>N/A</td>
<td>1 contact hour</td>
</tr>
<tr>
<td>Chapter Eight</td>
<td>4 contact hours (lectures, quizzes, feedback, discussion)</td>
<td>3 contact hours (Video lectures, quizzes, email feedback)</td>
</tr>
<tr>
<td>Chapter Nine</td>
<td>4 contact hours (lectures, quizzes, feedback, discussion)</td>
<td>3 contact hours (Video lectures, quizzes, email feedback)</td>
</tr>
<tr>
<td>Structured discussion board session</td>
<td>N/A</td>
<td>1 contact hour</td>
</tr>
<tr>
<td>Chapter Ten</td>
<td>4 contact hours (lectures, quizzes, feedback, discussion)</td>
<td>3 contact hours (Video lectures, quizzes, email feedback)</td>
</tr>
<tr>
<td>Structured discussion board session</td>
<td>N/A</td>
<td>1 contact hour</td>
</tr>
<tr>
<td>General discussion board session</td>
<td>N/A</td>
<td>1 contact hour (minimum, spread throughout the course)</td>
</tr>
<tr>
<td>Viewing other student’s presentations</td>
<td>N/A</td>
<td>2 contact hours</td>
</tr>
<tr>
<td>Exams (3, 2 hour proctored exams)</td>
<td>6 contact hours</td>
<td>6 contact hours</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45 contact hours</strong></td>
<td><strong>45 contact hours</strong></td>
</tr>
</tbody>
</table>
6. The proposal must also include a justification for wanting the course to be offered through the Center for Distance Education.

7. All distance learning course proposals must include detailed information on the measures that will be put in place to deter academic misconduct (random ordered questions, time sensitive quizzes & exams, proctored exams, photo IDs, new or revised exams for each semester, etc.).

8. Distance learning course and degree proposals must also include detailed information on the target audience (professionals, military personnel, high school students, higher education students at other institutions, etc.) and who (distance only, or any student) will be allowed to enroll in the course or degree program.

9. All proposals to be offered through the Center for Distance Education should indicate that the submitted distance learning course will not violate the Provost’s policies on Campus 5 offerings. For instance,

   - Campus 1 students (non-distance learning students) should never be enrolled in distance learning dissertation research hours (campus 5).
   - Campus 1 students should never find that their only option is to take a required course or a core curriculum course through Campus 5. The only exception could be if the normally offered campus 1 sections are full. However, departments are not allowed to reduce the number of seats/sections of a main campus course in order to offer a distance learning section.
   - Distance learning courses (campus 5) should never be offered in an on-campus, face-to-face, classroom setting except on weekends or in periods when the regular semesters, including summer, are not in session.
   - In general, students pay extra tuition for distance learning courses and so they should receive extra value. For example, if a student opts to take a course while sitting in his/her home or residence hall using a laptop, that is extra value. There may be other examples using alternative formats but in all cases these formats must be approved by UCCC.
SPECIAL TOPICS COURSE PROPOSALS USING EFORMS

The purpose of a “Special Topics” course is to provide faculty an opportunity to offer a course on a trial basis. Through the “Special Topics” course, faculty will have a better understanding of student’s interest and need for the course, and the information needed to fully develop the course. This would include the course content, methods of evaluation, textbooks and reading lists, and delivery of the course.

“Special Topics” courses may be offered twice (regardless of campus offering) and must be approved by the UCCC Chair each time the course is offered. If there is a need or demand for the course to be offered again, the course should be developed as a course addition according to the UCCC’s guidelines. Changing or modifying the course name will not be sufficient for it to be offered again as a Special Topics course.

Departments that wish to offer “Special Topics” can submit their proposal via an e-Form on Banner. The steps for submitting a “Special Topic” course is as follows:

1. After logging in with a NetID, your name, NetID, MSU ID, Department, Title, and Campus Mailstop will self-populate the Contact Information section of the eForm. Enter the e-mail address and phone number.

2. In the Course Information section, select the term, enter a subject prefix, and select a course number. Click the add button in the section.

   New boxes will appear. Select the Credit Hours, Grade Mode, Method of Instruction, Delivery Method, Campus, and indicate if the course is Split Level.

   In the marked boxes, enter the Subtitle, Course Description, Idea or Reasoning, Detailed Course Outline, Detailed Course Syllabus, and indicate if the course is cross listed. If the text in the boxes is larger than 4,000 characters, attach a file under Notes and Attachments and type “see attachment” in the applicable box.

3. Under Notes and Attachments, if an attachment is utilized, indicate what the attachment is under Note Text and attach the file using the Browse button. Click the add button in the section.

4. In the Next Recipient section, enter the next person that the eForm should be routed to, along with the Action Requested for the next recipient, either Next Recipient to Approve or Next Recipient to Handle. Click the add button in the section.

5. Click the submit button at the bottom of the eForm.

DOCUMENT ROUTING

1. The Special Topic proposal must be approved by the department head, the dean, and then routed to the University Committee on Courses and Curricula group to handle.

2. Once approved by the UCCC Chair, the faculty member who submitted the proposal will forward a section add request eForm to the Registrar’s Group.

3. The Registrar’s Office will then create the new course.
MAYMESTER COURSE PROPOSALS USING CIM

Any course offered at the university or experimental courses may be offered during Maymester upon approval of the UCCC. Refer to AOP 11.05 for guidelines on offering courses on a shortened format.

To receive approval for an existing course to be taught during Maymester, the following steps must be followed (See Appendix G for an example of the online form to be used):

1. After logging into the system, select the course from your department that you would like to modify. A radio button will appear on the right, highlighted in green that says “Modify Course.” Click on that button and a new window will open. There will be information from Banner that will pre-populate this window.

2. Throughout the course proposal form, boxes are outlined in red. Red outlined boxes are required to be populated in order for the proposal to be submitted. Please provide the requested information in these boxes in order for the proposal to be considered.

3. Following the steps for a Course Modification except for the following:
   - On page 21 (# 13), check “Yes”. Additional questions will show below that you must answer regarding offering the course during Maymester.
   - On page 23 (# 7), attach the full semester syllabus.
   - A new section “Maymester Course” has been added. There are two items to provide. The first question will ask how to effectively deliver this course in a three-week format. Then attach a detailed Maymester syllabus.

To receive approval for a new course to be taught during Maymester, the following steps must be followed:

1. After logging into the system, select the radio button at the top that says “Propose New Course”. Click on that button and a new window will open.

2. Throughout the course proposal form, boxes are outlined in red. Red outlined boxes are required to be populated in order for the proposal to be submitted. Please provide the requested information in these boxes in order for the proposal to be considered.

3. Following the steps for a Special Topics Course except for the following:
   - Check “Yes” for a Maymester Course. Additional questions will appear that are required for a Maymester proposal. There are two items to provide. The first question to answer is how to effectively teach this concept in a three-week format. Then attach a detailed Maymester syllabus.
TECHNICAL CHANGE PROPOSALS USING CIM

A technical change is defined as a change to a course description to correct typographical or grammatical errors, transcription errors, errors introduced during the processing of course or departmental proposals during the approval process, etc. A technical change may not be used to modify course or departmental content or curricula that would normally go through a course modification process. If a question arises about whether a revision is a technical change, contact the UCCC Office. Acceptance of a change as “technical” is at the discretion of the UCCC chair. A change may be accepted as “technical” and allowed to pass or denied. If denied, the change must follow the normal modification process and move through the various curricula committees for acceptance before proposal moves to the UCCC. See Appendix H for an example of the technical change form.

Course title changes cannot be done through a Technical Change. Technical changes do not require committee or council consideration, but are listed as part of the addendum of the Curriculum Change Notice routinely provided to the Academic Deans Council.

The procedure for initiating a technical change requires the following:

1. After logging into the system, select the course from your department that you would like to initiate a technical change. A radio button will appear on the right, highlighted in green that says “Technical Change.” Click on that button and a new window will open. There will be information from Banner that will pre-populate this window.

2. Scrolling down the page, the boxes outlined in red indicate the boxes that are required to be populated in order for the technical change proposal to be considered.
GENERAL EDUCATION (CORE) COURSE PROPOSALS USING CIM

PROPOSAL FORMAT

The proposal for the designation of a course as part of the MSU General Education (Core) should include the following (See Appendix I for an example of the online form to be used):

1. Follow the procedures for a Course Addition (new course for consideration) or a Course Modification (existing course for consideration).

2. Answer “yes” to the question “Is a core course?” Additional required questions will appear at the bottom of the form.

3. From the drop-down menu, please indicate the MSU Core Category for the proposed course.

4. Please indicate the learning outcomes/competencies, course criteria/knowledge, and cognitive skills students will learn from this course as it applies to the general education core. Please be specific and refer to the requirements for a core course in Appendix J.
NEW DEGREE PROGRAM ADDITION

INTRODUCTION

IHL now reviews requests for Authorization to Plan a New Degree at its October and May meetings and acts on New Degree Program Proposal (these are two separate documents) requests at its February and October meetings. The Authorization to Plan a New Degree and New Degree Program Proposal must conform to the guidelines set by the Board of Trustees (IHL) in Appendix L. The New Degree Program Proposal is reviewed by the UCCC and graduate level degrees are also reviewed by the Graduate Council for approval before being sent to IHL. The Associate Vice President for Academic Affairs is responsible for coordinating the development of all new undergraduate and graduate proposals. If there are questions that are not covered by these guidelines, please contact the UCCC office or office of the Associate Vice President for Academic Affairs. Additionally, some new degrees will require a SACS visit for substantive change (see IHL New Degree Proposal, question 7). Departments should ensure that all needed information is provided in the New Degree Proposal. Contact the UCCC Office (5-9410) for more information on substantive change.

AUTHORIZATION TO PLAN and NEW DEGREE PROGRAM PROPOSAL

The Authorization to Plan a New Degree proposal and the New Degree Program Proposal must be developed in the format specified by IHL. These guidelines may be found on the Board’s website: http://www.mississippi.edu/oasa/downloads/academic_and_administrative_guidelines.pdf and in Appendix F. The dates, deadlines, and requirements listed in IHL’s administrative guideline manual are subject to be changed by IHL in January 2017. Departments submitting degree proposals must follow the dates, deadlines, and requirements that have been adopted by IHL.

The request for Authorization to Plan a New Degree (Appendix L) should include data and documentation on how the program fits within MSU’s mission, need for the program in Mississippi, research efforts associated with the program, anticipated budget, anticipated enrollment, and if the proposed program is offered at other institutions within the state.

The request for Authorization to Plan a New Degree proposal must be sent to the IHL Board August 1 with authorization given in October by the Board of Trustees Academic Affairs Committee. If granted, the New Academic Degree Proposal must be submitted by December 1st. The second date to submit the Authorization to Plan a new degree proposal is March 1 with authorization given in May by the Board of Trustees Academic Affairs Committee. If authorization to plan is granted, the New Academic Degree Proposal must be sent to the IHL Board by September 1. Please note that there are only about eight weeks between when the authorization to plan is granted and when the New Degree Program Proposal is due. It is necessary for departments to develop the Authorization to Plan a New Degree proposal, the New Degree Program Proposal, and all new course proposals simultaneously to meet IHL’s deadlines. The Board’s timeline for the Authorization to Plan a New Degree and the New Degree Program Proposal can be found at: http://www.mississippi.edu/oasa/downloads/academic_guidelines_calendar.pdf

The New Degree Program Proposal (Appendix K) should include information on the type of degree, how it will be administered, educational objectives, admission requirements, articulation agreements, professional accreditation, the curriculum and course descriptions, faculty, library holdings, and assessment procedures.
All course proposals; whether for addition, deletion, or modification, associated with the proposed new degree program must be submitted at the same time as the proposal for the program addition. Neither course proposals nor the program proposal will be considered until all are submitted. The new degree proposal should be accompanied by the appropriate UCCC cover page (Appendix K).

After a degree proposal is developed and approved at the departmental level, it will be submitted following the curriculum approval process for new programs. An outline of this process is presented below; the outline assumes a positive evaluation at each step in the process. To facilitate the on-campus review, it will be necessary for the proposing department to have available 10 copies of the undergraduate or graduate proposals. After a proposal has been approved at all university levels, it will be forwarded to IHL for its meeting.

After the proposal has received the appropriate approvals, submit the original proposal to the UCCC office. Copies of the proposals are no longer required. Please be sure to paper clip the original proposal to the original approval form.

**STEPS IN THE APPROVAL PROCESS**

1. Development and approval of the Authorization to Plan a New Degree proposal and the New Degree Program Proposal (along with any new or modified course proposals) by both the departmental faculty and Department Head.
2. Review and approval of the New Degree Program Proposal by the College Curriculum Committee.
3. Review and approval by the College Dean.
4. Review and approval by the University Committee on Courses and Curricula (UCCC).
5. Review and approval by the Graduate Council if appropriate.
6. Review and approval by the Provost/Vice President for Academic Affairs.
7. Submission of Authorization to Plan a New Degree to IHL by August 1st or March 1ST deadline.
8. Submission of the New Degree Program Proposal to IHL by the December 1st or September 1st deadline.

**TIME SCHEDULE**

The submission process for the Authorization to Plan a New Degree and New Degree Program Proposal is directed at meeting the deadlines for such set by IHL. The Board requires that the Authorization to Plan a New Degree proposals be received by the Board Office in Jackson by August 1st or March 1st. The Board of Trustees Academic Affairs Committee will render its decision on the authorization to plan in October (August deadline) or May (March deadline). New Degree Program Proposals must be submitted to the Board Office by or December 1st or September 1st. The Board will act on new degrees at its February (December deadline) or November (September deadline) meeting. **To ensure that all new degrees have been approved by the appropriate university groups, proposals should be submitted to the UCCC for its September, October, or November meeting. The requesting department may choose to submit an Authorization to Plan a New Degree proposal by the August 1st deadline; however, final approval of the new degree would not be given until February of the following year.**
It will be necessary for the requesting department faculty to complete the *Authorization to Plan a New Degree*, the *New Degree Program Proposal*, and all new course proposals simultaneously, due to the very short turn-around time between when the authorization to plan is granted and when the full academic program is submitted to IHL for approval. The *New Degree Program Proposal* and all new course proposals must be submitted to the UCCC by its November meeting deadline.

The schedule below (Table 5) was developed by working backwards from the Board imposed deadlines. **Proposals submitted after these dates may result in their final consideration and approval being delayed until the next academic year’s cycle.** The UCCC will only review new degree proposals, and course proposals associated with the degree at its September, October and November meetings. Please be aware that the entire process, from the completion of proposals until the final approval of the degree program by the Board, will take at least one year. The Board’s timeline for the *Authorization to Plan a New Degree* and the *New Degree Program Proposal* can be found at: [http://www.mississippi.edu/oasa/downloads/academic_guidelines_calendar.pdf](http://www.mississippi.edu/oasa/downloads/academic_guidelines_calendar.pdf)

<table>
<thead>
<tr>
<th>Authorization to Plan a New Degree and New Degree Program Proposal Development</th>
<th>March 1&lt;sup&gt;st&lt;/sup&gt; Deadline</th>
<th>August 1&lt;sup&gt;st&lt;/sup&gt; Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of Proposal &amp; courses by College Curriculum Committee</td>
<td>Oct 16, 2016</td>
<td>Jan 22, 2017</td>
</tr>
<tr>
<td>Review of Proposal &amp; courses by UCCC</td>
<td>Nov 20, 2016</td>
<td>Feb 19, 2017</td>
</tr>
<tr>
<td>Review of Proposal &amp; courses by Graduate Council, if needed</td>
<td>Dec 16, 2016</td>
<td>April 1, 2017</td>
</tr>
<tr>
<td>Submission of Authorization to Plan a New Degree proposal to IHL*</td>
<td>Mar 1, 2017</td>
<td>Aug 1, 2017</td>
</tr>
<tr>
<td>IHL action on Authorization to Plan a New Degree</td>
<td>May 2017</td>
<td>October 2017</td>
</tr>
<tr>
<td>Submission of New Degree Program Proposal to IHL*</td>
<td>Sept 1, 2017</td>
<td>Dec 1, 2017</td>
</tr>
<tr>
<td>IHL action on New Degree Program Proposal</td>
<td>November 2017</td>
<td>February 2018</td>
</tr>
</tbody>
</table>

* IHL - Board of Trustees of the Institutions of Higher Learning
## PROPOSAL ELEMENTS

### 1. CATALOG DESCRIPTION

The proposed new degree proposal should include the degree catalog description and curriculum outline. Use a Curriculum Outline Table (see example below) to complete the catalog description and curriculum outline for the new degree.

#### PROPOSED NEW DEGREE DESCRIPTION

<table>
<thead>
<tr>
<th>Degree: Bachelor of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major: Poultry Science</td>
</tr>
<tr>
<td>Concentration: Production Systems, Business Management, Processed Products, and Pre-Veterinary Medicine</td>
</tr>
</tbody>
</table>

The U.S. poultry industry is a $21 billion+ business employing hundreds of thousands of people in the United States. Mississippi ranks 4th in broiler production and is continuing to expand. This dynamic industry employs about 20,000 Mississippians and has approximately 3,000 poultry farming operations throughout the state. Poultry is the number one farm revenue commodity in Mississippi. The Poultry curriculum provides for in-depth study of scientific principles important in the production, processing and marketing of poultry and poultry products. The curriculum is designed with academic and experiential components to ensure that graduates are prepared to manage people and resources vital to this important food industry. Poultry students should also expect to develop critical thinking skills that will allow them to develop solutions for complex real world problems as they develop their careers as managers. The strong science content of the curriculum also makes it an excellent fit for pre-vet students and students interested in graduate studies. The department provides one-on-one advising for all Poultry Science students. Concentrations available are: Production Systems, Business Management, Processed Products, and Pre-Veterinary Medicine. Only grades of C or higher will be accepted for PO and VS courses.

#### CONCENTRATION DESCRIPTION

Production Systems Concentration
The technical aspects of poultry production demands knowledge of business operation, building construction and the operation of the sophisticated equipment utilized throughout the industry. This concentration is appropriate for students interested in entering into a personal poultry operation or field services with large poultry enterprises.

#### PROPOSED CURRICULUM OUTLINE

<table>
<thead>
<tr>
<th>PROPOSED CURRICULUM OUTLINE</th>
<th>Required Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (General Education):</td>
<td>6</td>
</tr>
<tr>
<td>EN 1103 English Comp I or</td>
<td></td>
</tr>
<tr>
<td>EN 1163 Accelerated Comp I</td>
<td></td>
</tr>
<tr>
<td>EN 1113 English Comp II</td>
<td></td>
</tr>
<tr>
<td>EN 1173 Accelerated Comp II</td>
<td></td>
</tr>
<tr>
<td>Fine Arts (General Education):</td>
<td>3</td>
</tr>
<tr>
<td>Any Gen Ed course</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>6-8</td>
</tr>
<tr>
<td>See major/concentration</td>
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</tbody>
</table>

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35
<table>
<thead>
<tr>
<th>Extra Science (if appropriate)</th>
<th>See major/concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math (General Education):</td>
<td>MA 1313</td>
</tr>
<tr>
<td></td>
<td>Any MA/ST Gen Ed course</td>
</tr>
<tr>
<td>Humanities (General Education):</td>
<td>Any Gen Ed course</td>
</tr>
<tr>
<td>Social/Behavioral Sciences (Gen Ed):</td>
<td>AEC 2713 Intro to Food &amp; Resource Economics</td>
</tr>
<tr>
<td></td>
<td>any Social/Behavioral Gen Ed course</td>
</tr>
<tr>
<td>MAJOR CORE COURSES</td>
<td></td>
</tr>
<tr>
<td>MGT 3513 Intro to Human Resource Mgt</td>
<td></td>
</tr>
<tr>
<td>PO 3011 Seminar</td>
<td></td>
</tr>
<tr>
<td>PO 3021 Seminar</td>
<td></td>
</tr>
<tr>
<td>PO 3103 Genetics</td>
<td></td>
</tr>
<tr>
<td>PO 3313 Commercial Poultry Production</td>
<td></td>
</tr>
<tr>
<td>PO 3323 Poultry Judging</td>
<td></td>
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<tr>
<td>PO 3834 Microbiology of Food Animal Production</td>
<td></td>
</tr>
<tr>
<td>PO 4031 Seminar</td>
<td></td>
</tr>
<tr>
<td>PO 4041 Seminar</td>
<td></td>
</tr>
<tr>
<td>PO 4313 Management of Commercial Layers</td>
<td></td>
</tr>
<tr>
<td>PO 4324 Avian Reproduction</td>
<td></td>
</tr>
<tr>
<td>PO 4333 Broiler Production</td>
<td></td>
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<tr>
<td>PO 4413 Poultry Nutrition</td>
<td></td>
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<tr>
<td>PO 4423 Feed Manufacturing</td>
<td></td>
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<tr>
<td>PO 4513 Poultry Processing</td>
<td></td>
</tr>
<tr>
<td>PO 4523 Commercial Broiler Processing Tech</td>
<td></td>
</tr>
<tr>
<td>PO 4833 Avian Anatomy</td>
<td></td>
</tr>
<tr>
<td>PO 4843 Avian Physiology</td>
<td></td>
</tr>
<tr>
<td>VS 2033 Diseases of Poultry</td>
<td></td>
</tr>
<tr>
<td>PO 3353 Poultry Production Internship</td>
<td></td>
</tr>
<tr>
<td>PO 3363 Poultry Processing Internship</td>
<td></td>
</tr>
<tr>
<td>Oral Communication Requirement:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Satisfied by successful completion of PO 3021, 4031, and 4041</td>
</tr>
<tr>
<td>Writing Requirement:</td>
<td>Satisfied by successful completion of PO 4324 and 3834</td>
</tr>
<tr>
<td></td>
<td>Computer Literacy:</td>
</tr>
<tr>
<td></td>
<td>Satisfied by successful completion of PO 4324 and 3834</td>
</tr>
<tr>
<td>CONCENTRATION COURSES</td>
<td></td>
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<tr>
<td>Production Systems</td>
<td></td>
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<tr>
<td>ABE 1863 Engineering Technology in Agriculture</td>
<td></td>
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<tr>
<td>ABE 4383 Building Construction</td>
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<tr>
<td>ABE 4473 Electrical Applications</td>
<td></td>
</tr>
<tr>
<td>ACC 2013 Prin of Financial Accounting</td>
<td></td>
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<tr>
<td>AEC 3133 Intro to Agribusiness Mgt</td>
<td></td>
</tr>
<tr>
<td>AEC 3233 Intro to Envir. Econ and Policy</td>
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</tr>
<tr>
<td>BIO 1123 Animal Biology</td>
<td></td>
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<tr>
<td>BIO 2113 Plant Biology</td>
<td></td>
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</tbody>
</table>

| 6-9 |
| 6 |
| 6 |
| 45 |
| 42 |
2. CURRICULUM OUTLINE

All course proposals, whether for addition, or modification, associated with the proposed curriculum must be submitted at the same time as the new degree curriculum proposal. Neither course proposals nor new degree proposals will be considered until all are submitted.

If the new degree program includes the addition of a course, or courses, taught outside the home department of the degree program, then the outside department(s) should be notified and a letter of support should be requested.

New undergraduate degree proposals must demonstrate that the program adheres to the General Education course and credit hour requirements. Also, undergraduate degree programs must include courses that allow students to demonstrate competencies in computer literacy, junior/senior level writing, and public speaking through the successful completion of an individual course or several courses. Courses identified as meeting these competency requirements must meet 50% of the general and specific criteria outlined for the subject area (listed in Appendix J).

3. STUDENT LEARNING OUTCOMES AND ASSESSMENT

The new degree proposal should include the expected student learning outcomes. In addition, detail the assessment methods that will be used to evaluate the level to which students are achieving these learning outcomes. These learning outcomes general become part of the Institutional Effectiveness (IE) assessment at the end of the academic year.

4. SUPPORT

A letter of support from must be included with the course proposal. The letter of support should be written by the department curriculum committee chair or the degree program coordinator if a department doesn’t have a curriculum committee. The names of all the committee members or department/program faculty should be included. Committee/faculty members should indicate their approval by signing the letter. Describe any anticipated changes in support including personnel and material requirements.

5. PROPOSED 4-LETTER ABBREVIATION

The abbreviation will be used for identification of the degree program in official university reports.
6. **TERMINOLOGY**

A subcommittee of the UCCC met during the spring of 2000 to review the use of terminology related to the curricula offered at Mississippi State University. A major objective of the subcommittee was to provide a recommendation for the standard subdivisions of the degree programs offered at MSU, and a definition of the terms used to describe these subdivisions. The subcommittee proposed, and the full committee accepted, the following definitions of terms, and their usage (See AOP 12.08 for additional information):

**Degree** - is the most general designation assigned to a four (or five)-year undergraduate program of study. The degree is usually awarded by a College or School.

**Major** - is a subdivision of a degree. The major usually resides within a Department. Further subdivisions of the major should maintain at least two thirds of the total credit hours required to complete that major as a common “core” requirement.

**Concentration** - is a subdivision of a major. It is a formal and coherent grouping of courses beyond the core of the major that allows a student to focus on a specialty area. The courses set aside for individual options should not comprise more than one third of the total credit hours needed to complete a major.

**Emphasis** - is an informal grouping of courses within a concentration that provides a direction for advisors and students wishing to pursue a particular aspect of their chosen concentration. Emphasis are not tracked or indicated on the student’s transcript.

**Minor** - is a formal and coherent grouping of courses primarily outside the major designed to provide the student with specialized training. Minors are offered, and administered, by a department in an already-established area of study (recognized by the existence of a major, or course prefix), and are not generally available to students pursuing a major within the same department.

**Certificate** - is a formal and coherent grouping of courses taken outside the context of a degree program. If completed within a degree program it is usually considered a minor.

7. **EFFECTIVE DATE**

A new degree program becomes effective the semester following approval by the Provost and IHL Board unless a later effective date is indicated. Departments must keep this fact in mind when students are pre-registering for the next semester. **Effective dates will not be back-dated.** New degree programs may not be advertised in MSU publication, including web-sites, until approval is received from the Provost and IHL Board.

8. **CIP NUMBER**

Please contact your dean’s office or the UCCC Office to secure the proper CIP number for the degree proposal.
DEGREE PROGRAM DELETION

PROPOSAL FORMAT

A proposal for deletion of a degree program should be submitted for any degree program that is being discontinued from the offerings of a department or unit and must conform to guidelines set by the Board of Trustees (IHL) in Appendix L.

A proposal for deletion of a degree program must include:

1. An “Approval Form for Degree Programs” listing the name and brief description of the program (Appendix K).

2. A justification for deletion.

3. A statement indicating the exact number of students, both full- and part-time, currently enrolled in the program along with the specific arrangements that have been made to accommodate their needs to complete the degree program. A “phase out plan” must be included in the statement.

4. A statement indicating the impact that the deletion is expected to have on faculty, departmental resources, etc.

5. Any additional information that the department/unit deems necessary.

PROPOSAL SUBMISSION

One “Approval Form for Degree Programs” (Appendix K) should accompany the original copy of the proposal, Paper-clip the original approval form to the original proposal.

NOTE: Degree program deletions must be submitted to the IHL to gain final approval after "on campus" approval is acquired.

EFFECTIVE DATE

A degree program deletion becomes effective the semester following approval by the IHL Board unless a later effective date is indicated. Departments must keep this fact in mind when students are pre-registering for the next semester. Effective dates will not be back-dated.
DEGREE NAME CHANGE

PROPOSAL FORMAT

A request to change the name of a degree should be submitted through the normal curriculum approval process on campus. The degree name change proposal must conform to the guidelines set by the Board of Trustees (IHL) in Appendix L. Technically; a name change is considered a degree program modification. Once the request has been approved on campus it must be placed on IHL agenda for final review and approval. Degree modification proposals and appropriate IHL forms must be submitted to the Board by February 1 for the April Board meeting, or July 1 for the October meeting. Upon receiving Board approval, the change is officially reported to the Office of the Provost at MSU. It is only at this point that the change can be advertised in MSU publications. See IHL deadlines at http://www.mississippi.edu/oasa/downloads/academic_guidelines_calendar.pdf

PROPOSAL ELEMENTS

1. CURRENT TITLE AND DESCRIPTION

Identify the current name of the degree program and include the current catalog description of the degree program.

2. PROPOSED TITLE AND DESCRIPTION

Identify the proposed new name of the degree program and include the proposed catalog description of the modified degree name.

3. JUSTIFICATION

Include a detailed explanation the department/school rationale for changing the degree program name.

4. RELATION TO EXISTING CURRICULA

Address relationship to programs at MSU and, if appropriate, elsewhere in state-supported institutions. Include such other information that will enable members of the UCCC to understand and judge the proposal fairly.

5. PROPOSED 4-LETTER ABBREVIATION

The abbreviation will be used for identification of the degree program in official university reports.

6. EFFECTIVE DATE

A degree program name change becomes effective the semester following approval by the IHL Board unless a later effective date is indicated. Departments must keep this fact in mind when students are pre-registering for the next semester. Effective dates will not be back-dated.
PROPOSAL SUBMISSION

One "Approval Form for Degree Programs" (Appendix K) should accompany the original copy of the proposal. Paper clip the original approval form to the original proposal.
DEGREE PROGRAM MODIFICATION

PROPOSAL FORMAT

Please review this section carefully. The Board of Trustees (IHL) and Office of Academic Affairs have recently adopted new guidelines that significantly change the process and guidelines for modifications of academic degree programs. Proposals for changes in curricula should follow similar format and content guidelines as for individual courses.

If over 50% of the courses in a curriculum will be deleted, modified, or added, then the guidelines for addition of a new program (and concurrent deletion of the old program) should be followed.

If a program is modified to such an extent that a new CIP number is needed, then IHL requires the modification to be treated as if a new degree program is being added. Board approval is required before the new program may be offered or advertised.

If a program modification requires Board approval, the program proposal must be developed in the format specified by IHL. The Board of Trustees will consider degree modifications at its April (Feb 1st deadline) and October (July 1st deadline) meetings. Guidelines for degree modifications may be found on the Board’s website http://www.mississippi.edu/oasa/downloads/academic_and_administrative_guidelines.pdf and in Appendix F. The dates, deadlines, and requirements listed in IHL’s administrative guideline manual are subject to be changed by IHL. Departments submitting degree proposals must follow the dates, deadlines, and requirements that have been adopted by IHL.

The proposal should be accompanied by the appropriate UCCC cover page (Appendix K). A list of courses and their catalog descriptions should also be included. New courses should be differentiated from those that currently exist.

All course proposals, whether for addition, deletion, or modification, associated with the proposed addition of a degree program must be submitted at the same time as the proposal for the program addition. Neither course proposals nor the program proposal will be considered until all are submitted.

Departments and Colleges that wish to offer a current Main Campus (Campus 1) degree at the Meridian Campus (Campus 2) must submit a letter of support to the Provost. The letter of support should address: 1) need or demand for the program at Meridian; 2) adequate resources and support; and 3) appropriate number of credentialed faculty to teach the courses.

PROPOSAL ELEMENTS

1. CATALOG DESCRIPTION

Both the existing and proposed catalog descriptions should be included if significant changes in focus of the curriculum are proposed.
2. CURRICULUM OUTLINE

Both the existing and proposed curricula should be included. For ease of review, it is recommended that the below Curriculum Outline Chart be used to indicate the degree modification. All deleted courses should be shown in italics and all new courses in bold.

All course proposals, whether for addition, deletion, or modification, associated with a curriculum modification must be submitted at the same time as the proposal for the curriculum modification. Neither course proposal nor curriculum proposal will be considered until all are submitted.

If the degree program modification includes the addition of a course, or courses, taught outside the home department of the degree program, the outside department(s) should be notified and a letter of support should be requested.

CURRICULUM OUTLINE TABLE (click here to complete this form)

The below chart is an example of a degree modification. Use the above link to complete your degree modification. If any General Education (Core) course is acceptable in the category, please indicate by saying “any Gen Ed course”. There is no need to type in the whole list. *Italicize* deletions and **BOLD** additions.

<table>
<thead>
<tr>
<th>CURRENT Degree Description</th>
<th>PROPOSED Degree Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree:</strong> Bachelor of Science</td>
<td></td>
</tr>
<tr>
<td><strong>Major:</strong> Poultry Science</td>
<td></td>
</tr>
<tr>
<td><strong>Concentration:</strong> Business, Management, Manufacturing, and Pre-Veterinary Medicine</td>
<td><strong>Degree:</strong> Bachelor of Science</td>
</tr>
<tr>
<td><strong>Major:</strong> Poultry Science</td>
<td></td>
</tr>
<tr>
<td><strong>Concentration:</strong> Production Systems, Business Management, Processed Products, and Pre-Veterinary Medicine</td>
<td></td>
</tr>
</tbody>
</table>

The U.S. poultry industry is a $21 billion+ business employing hundreds of thousands of people in the United States. Mississippi ranks 4th in broiler production and is continuing to expand. This dynamic industry employs about 20,000 Mississippians and has approximately 3,000 poultry farming operations throughout the state. Poultry is the number one farm revenue commodity in Mississippi. The Poultry curriculum provides for in-depth study of scientific principles important in the production, processing and marketing of poultry and poultry products. The curriculum is designed with academic and experiential components to ensure that graduates are prepared to manage people and resources vital to this important food industry. Poultry students should also expect to develop creative thinking skills that will allow them to develop solutions for complex real world problems as they develop their careers as managers. The strong science content of the curriculum also
content of the curriculum also makes it an excellent fit for pre-vet students and students interested in graduate studies. The department provides one-on-one advising for all Poultry Science students. Concentrations available are:
- Business
- Management
- Manufacturing
- Pre-Veterinary Medicine
Only grades of C or higher will be accepted for PO and VS courses.

CONCENTRATION DESCRIPTION

Management Concentration
The management concentration is appropriate for students interested in entering into a personal poultry operation, in service and sales work with large poultry enterprises, in federal, state or local government employment, and in many employment opportunities in the allied fields relating to poultry.

Production Systems Concentration
The technical aspects of poultry production demands knowledge of business operation, building construction and the operation of the sophisticated equipment utilized throughout the industry. This concentration is appropriate for students interested in entering into a personal poultry operation or field services with large poultry enterprises.

<table>
<thead>
<tr>
<th>CURRENT CURRICULUM OUTLINE</th>
<th>Required Hours</th>
<th>PROPOSED CURRICULUM OUTLINE</th>
<th>Required Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (General Education): EN 1103 English Comp I or EN 1163 Accelerated Comp I EN 1113 English Comp II EN 1173 Accelerated Comp II</td>
<td>6</td>
<td>English (General Education): EN 1103 English Comp I or EN 1163 Accelerated Comp I EN 1113 English Comp II EN 1173 Accelerated Comp II</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts (General Education): Any Gen Ed course</td>
<td>3</td>
<td>Fine Arts (General Education): Any Gen Ed course</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences See major/concentration</td>
<td>9</td>
<td>Natural Sciences See major/concentration</td>
<td>9</td>
</tr>
<tr>
<td>Extra Science (if appropriate) See major/concentration</td>
<td></td>
<td>Extra Science (if appropriate) See major/concentration</td>
<td></td>
</tr>
<tr>
<td>Math (General Education): MA 1313 Any MA/ST Gen Ed course</td>
<td>6</td>
<td>Math (General Education): MA 1313 Any MA/ST Gen Ed course</td>
<td>6</td>
</tr>
<tr>
<td>Humanities (General Education): Any Gen Ed course</td>
<td>6</td>
<td>Humanities (General Education): Any Gen Ed course</td>
<td>6</td>
</tr>
<tr>
<td>Social/Behavioral Sciences (Gen Ed): AEC 2713 Intro to Food &amp; Resource Econ PS 1113 American Government</td>
<td>6</td>
<td>Social/Behavioral Sciences (Gen Ed): AEC 2713 Intro to Food &amp; Resource Econ any Social/Behavioral Gen Ed course</td>
<td>6</td>
</tr>
</tbody>
</table>
### MAJOR CORE COURSES

<table>
<thead>
<tr>
<th>ACC 2013 Principles of Financial Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEC 3133 Intro to Agribusiness Management</td>
</tr>
<tr>
<td>MGT 3513 Intro to Human Resource Mgt</td>
</tr>
<tr>
<td>PO 3011 Seminar</td>
</tr>
<tr>
<td>PO 3021 Seminar</td>
</tr>
<tr>
<td>PO 3103 Genetics</td>
</tr>
<tr>
<td>PO 3313 Commercial Poultry Production</td>
</tr>
<tr>
<td>PO 3323 Poultry Judging</td>
</tr>
<tr>
<td>PO 3834 Microbiology of Food Animal Prod</td>
</tr>
<tr>
<td>PO 4031 Seminar</td>
</tr>
<tr>
<td>PO 4041 Seminar</td>
</tr>
<tr>
<td>PO 4313 Management of Commercial Layers</td>
</tr>
<tr>
<td>PO 4324 Avian Reproduction</td>
</tr>
<tr>
<td>PO 4333 Broiler Production</td>
</tr>
<tr>
<td>PO 4413 Poultry Nutrition</td>
</tr>
<tr>
<td>PO 4423 Feed Manufacturing</td>
</tr>
<tr>
<td>PO 4513 Poultry Processing</td>
</tr>
<tr>
<td>PO 4523 Commercial Broiler Process Tech</td>
</tr>
<tr>
<td>PO 4833 Avian Anatomy</td>
</tr>
<tr>
<td>PO 4843 Avian Physiology</td>
</tr>
<tr>
<td>VS 2033 Diseases of Poultry</td>
</tr>
<tr>
<td>PO 3353 Poultry Production Internship</td>
</tr>
<tr>
<td>PO 3363 Poultry Processing Internship</td>
</tr>
</tbody>
</table>

**Oral Communication Requirement**
Satisfied by successful completion of PO 3021, 4031, and 4041

**Writing Requirement**
Satisfied by successful completion of PO 4324 and 3834

**Computer Literacy**
Satisfied by successful completion of PO 4324 and 3834

### CONCENTRATION COURSES

**Management**

<table>
<thead>
<tr>
<th>ACC 2023 Prin of Managerial Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEC 3233 Intro to Envir. Econ and Policy</td>
</tr>
<tr>
<td>AEC 3413 Intro to Food Marketing</td>
</tr>
<tr>
<td>BIO 1123 Animal Biology</td>
</tr>
</tbody>
</table>

**Production Systems**

<table>
<thead>
<tr>
<th>ABE 1863 Engineering Technology in Agriculture</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE 4383 Building Construction</td>
</tr>
<tr>
<td>ABE 4473 Electrical Applications</td>
</tr>
<tr>
<td>ACC 2013 Prin of Financial Accounting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>33</th>
<th>42</th>
</tr>
</thead>
</table>
### JUSTIFICATION AND STUDENT LEARNING OUTCOMES

The purpose of the justification is to support the proposed changes at the level of the curriculum. It is not necessary to include the particular justification for courses. Detailed descriptions of the reason for the modifications, how students benefit from the change, and how such a change strengthens a program should be included, along with the modified learning outcomes of the program.

Distance learning degree proposals must include detailed information on the target audience (professionals, military personnel, high school students, higher education students at other institutions, etc.) and who (distance only, or any student) will be allowed to enroll in the program.

If a degree program is modified more than 15% (addition, modification, or deletion of three or more courses), then the modification proposal must include detailed information indicating that the department has performed a complete review and assessment of the degree program. Each department curriculum committee is responsible for conducting the review and assessment.

The program review/assessment should include two of the following:

1. Comparison with leading academic program in the discipline
2. Employer assessment and feedback of student’s preparedness for employment
3. Graduate assessment and feedback on their preparedness for employment
4. Advisory Board or External review assessment and feedback of the degree program

The program modification proposal must also address the following questions:

1. Will this program change meet local, state, regional, and national educational and cultural needs? If so, please describe.
2. Will this program change result in duplication in the System? If so, please describe.
3. Will this program change/advance student diversity within the discipline? If so, please describe.
4. Will this program change result in an increase in the potential placement of graduates in MS, the Southeast, and the U.S.? If so, please describe.
5. Will this program change result in an increase in the potential salaries of graduates in MS, the Southeast, and the U.S.? If so, please describe.

4. SUPPORT

A letter of support from must be included with the course proposal. The letter of support should be written by the department curriculum committee chair or the degree program coordinator if a department doesn’t have a curriculum committee. The names of all the committee members or department/program faculty should be included. Committee/faculty members should indicate their approval by signing the letter. Describe any anticipated changes in support including personnel and material requirements.

A letter of support is also needed when a department and college plan to offer an existing Starkville Campus (Campus 1) degree at the Meridian Campus (Campus 2). The department heads and deans from both campuses should submit a letter of support to the Provost. The letter of support should address 1) need or demand for the program at Meridian; 2) adequate resources and support; and 3) appropriate number of credentialed faculty to teach the courses.

5. PROPOSED 4-LETTER ABBREVIATION

The abbreviation will be used for identification of the degree program in official university reports.

6. EFFECTIVE DATE

A degree program modification (other than a name change) becomes effective the semester following approval by the Academic Deans Council unless a later effective date is indicated. Departments must keep this fact in mind when students are pre-registering for the next semester. Effective dates will not be back-dated.

PROPOSAL SUBMISSION

The "Approval Form for Degree Program" (Appendix K) should accompany the original copy of the proposal.
DEGREE APPROVALS FOR DISTANCE LEARNING

PROPOSAL FORMAT

A request to add distance learning to an existing program should be submitted through the normal curriculum approval process on campus. The addition of distance education to a degree must conform to the guidelines set by the Board of Trustees (IHL) in Appendix L. Once the request has been approved on campus it must be placed on the IHL agenda for final review and approval. Degree modification proposals and appropriate IHL forms must be submitted to the Board by February 1 for the April Board meeting, or July 1 for the October meeting. Upon receiving Board approval, the change is officially reported to the Office of the Provost at MSU. It is only at this point that the change can be advertised in MSU publications. The proposal for approval of an existing degree program to be offered through distance learning should include:

1. CATALOG DESCRIPTION

List the full catalog description of the degree program identical to that on the degree approval form and MSU Bulletin. Additional fee requirements should be addressed in the distance learning degree description.

2. CURRICULUM OUTLINE

Provide a complete curricula list. Indicate the extent of the degree that is offered through distance learning (Campus 5). Likewise, explain any on campus requirements, including but not limited to lectures, seminars, laboratories, or internships.

3. JUSTIFICATION FOR DISTANCE LEARNING OFFERING

Present detailed reasons for the proposed distance learning degree offering. In particular, address the need and benefit for the degree to be offered through distance learning. Additionally, provide information on the method of delivery for the distance learning courses associated with the degree (i.e. video tape, web-based, interactive video). Provided detail information on how the subject material is delivered through distance learning and how student participation and interaction (contact hours) are achieved.

TARGET AUDIENCE

Distance learning degree proposals must also include detailed information on the target audience (professionals, military personnel, high school students, higher education students at other institutions, etc.) and who (distance only, or any student) will be allowed to enroll in the course or degree program.

4. LEARNING OUTCOMES

A detailed list or description of expected Learning Outcomes for the degree must be included in the proposal. Learning Outcomes should be the same for both Campus 1 and Campus 5 degree programs.

5. EFFECTIVE DATE

All courses and degrees (new or existing) must be approved as an distance learning
course or degree, as outlined in the UCCC’s Guide and Format, to be offered through distance learning. Courses or degrees not approved by the UCCC and Provost will not be listed through Campus 5.

**NOTE: New degree programs should following the guidelines outlined in Section VIII. New Degree Program Addition.**

6. CONTACT PERSON

A contact person and telephone number should be listed for all proposals.

7. LETTER OF SUPPORT

**A letter of support from must be included with the course proposal.** The letter of support should be written by the department curriculum committee chair or the degree program coordinator if a department doesn’t have a curriculum committee. The names of all the committee members or department/program faculty should be included. Committee/faculty members should indicate their approval by signing the letter. An account of the availability of staff, library support, any laboratories or equipment required, and of the availability of funds for setting up and continuing the course should be included in the proposal.
CERTIFICATES AND MINORS

Proposals for new certificates and minor should follow the guidelines for a new degree beginning with page 32 and use a degree coversheet (see Appendix K). New certificates and minors DO NOT require IHL approval.

Modifications to existing certificates and minors should follow the guidelines for degree modifications with page 42 and use the degree coversheet (see Appendix K). Use the curriculum outline form to show the current and proposed changes to a certificate or minor.
REPORTING, FORMS, QUESTIONS, ETC.

REPORTING EFFECTS OF BOARD REVIEWS

Department Heads and/or Deans should notify the Chair of the University Committee on Courses and Curricula of any curricular, programmatic, or departmental changes resulting from the Academic Program Reviews being conducted by the State Board of Trustees.

VERIFYING A.P.I. STATUS OF DEGREE PROGRAMS

Department Heads and/or Deans should ensure that any major program or degree program appears on the Board’s approval list, the Academic Programs Inventory. Unless the major or program appears on the A.P.I., it cannot be offered or publicized as a major or program by the department or unit involved.

SOURCES OF FORMS

Copies of the "Approval Form For Courses" and "Approval Form for Degree Programs" are available from the UCCC website (www.uccc.msstate.edu) and from the Office of the University Committee on Courses and Curricula (Garner Hall - Room 279), Extension 5-9410.

QUESTIONS CONCERNING PROPOSAL DEVELOPMENT

Questions or problems concerning the development and submission of proposals may be referred to Dr. Kirk Swortzel, Chair of the University Committee on Courses and Curricula, at extension 5-7837. Suggestions for improving the course and curricula approval process are welcomed.

PROPOSAL STATUS

The current status of a proposal may be checked by contacting the UCCC Office at 325-9410 or by visiting the UCCC website (www.ucc.msstate.edu)
APPENDIX A

ILLUSTRATION OF COURSE ADDITION PROPOSAL FORMS (CIM)
Course Inventory

New Course Proposal

While completing this form, refer to the UCC Guide and Format for helpful information.

Title:
Subject/Prefix:
Course Number:
Department:
College or School:
Contact Person:
Name:
Role:
Email:
Effective Date:
Select Semester:
Select Year:
Planned Frequency:
Fall
Spring
Summer
Other
Proposed CRN Number:
Campus(es):
Campus 1, Stateville
Campus 2, Meridian
Campus 6, Study Abroad
Campus 3, Distance
Is a distance learning course?
Yes
No
Is a "Maymester" course?
Yes
No
Is a core course?
Yes
No
(General Education)
Course Number & Name, section number
BIO 4504 Pathogenic Microbiology – Section 1
Tuesday – Thursday 12:30 – 1:45

Instructor
Name and Title
Email (indicate preferred method of email)
Phone
Office

Office Hours

Course Description
Brief description from the Course Catalog

Class Schedule and Due Dates
Consider using a table format for clarity. Include the titles and due dates of major class assignments, including tests. Some instructors choose to list lecture titles and required readings by class day. Include dates in which the class will not meet (e.g., fall break, holidays, etc.).

*List the day of the final exam.

*Learning Objectives
Be specific. You may want to include broader course goals and objectives on the syllabus, with additional detail in additional handouts or posted on myCourses. If you have accreditation standards, such as in teacher education programs, include any required additional information. You may also have requirements that are specific to your college.

Course Materials
List all books according to appropriate reference system indicating which ones are required. List any other materials such as reserve or optional materials. List any additional materials or online material that will be used.

Class Assignments
In this section have a subheading for each class assignment/test. You may include descriptions of test format or include an overview of papers and projects. Some instructors give detailed directions for assignments.

*Methods of Evaluation and *Standards of Achievement
Describe how students will be evaluated, including the number of exams.

Include the relative importance to be assigned to various factors by providing the specific number of points or the percentage for which assignments or exams count. Give the points or percentage required for each letter grade. MSU uses letter grades of A, B, C, D, and F.
General Class Information
Many instructors choose to include student expectations and requirements, cell phone policies, attendance policies, technology policies, and email policies.

*Student Honor Code
Mississippi State has an approved Honor Code that applies to all students. The code is as follows: “As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.” Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Student will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information, please visit: http://honorcode.msstate.edu/policy.

**Title IX
MSU is committed to complying with Title IX, a federal law that prohibits discrimination, including violence and harassment, based on sex. This means that MSU’s educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU’s Director of Title IX/EEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at http://www.msstate.edu/web/security/title9-12.pdf, or at http://students.msstate.edu/sexualmisconduct/.

Support Services
Students who need academic accommodations based on a disability should visit the Office of Student Support Services, 01 Montgomery Hall, call 662-325-3335, or visit the website at www.sss.msstate.edu.

Campus Resources (optional)
(List any resources that students may wish to utilize, such as the Writing Center)

*indicates a required area under AOP 13.03 – Faculty Responsibilities in Instruction and Curriculum. This policy also requires that the syllabus be available on the first day of classes and there will be no variation. 
**statement required by General Counsel, effective Jan. 8, 2015.
APPENDIX C

EXAMPLES OF COURSE LEARNING OUTCOMES
The following are examples of course learning outcomes. Course learning outcomes are overarching statements that asks students to synthesize many discreet skills using higher level thinking skills and to produce something that asks them to apply what they've learned.

- Functioning as a member of a team, the student will design and present a concrete structure which complies with engineering standards.
- Define and assess an epidemic for a given population and recommend factors influencing the use of health services.
- Critically review and synthesize the findings in scientific literature and make appropriate ecological recommendations based on current knowledge.
- Given data, students will analyze information and create a graph that is correctly titled and labeled, appropriately designed, and accurately emphasizes the most important data content.

The following are examples of course objectives. Course objectives are on smaller scale, describing small, discreet skills or “nuts and bolts” that require basic thinking skills. They are subsets of outcomes. Think of objectives as the building blocks used to produce whatever is used to demonstrate mastery of an outcome. Objectives can be practiced and assessed individually, but are usually only a portion of an overall project or application.

- **Identify key dates in American History to 1865.**
- Write a thesis statement introduces the paper’s argument
- **Understand that individuals (and their families) must be regarded uniquely as individuals with many contributing variables such as multicultural issues.**
- List the elements of the food pyramid.
APPENDIX D

ILLUSTRATION OF COURSE DELETION FORMS (CIM)
<table>
<thead>
<tr>
<th>Title</th>
<th>Introduction to Agricultural Information Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>College or School</td>
<td>College of Ag &amp; Life science (02)</td>
</tr>
<tr>
<td>Subject Prefix</td>
<td>Agricultural Info Sci &amp; Ed (40)</td>
</tr>
<tr>
<td>Course Number</td>
<td>2413</td>
</tr>
<tr>
<td>Department</td>
<td>Human Sciences (605)</td>
</tr>
<tr>
<td>Contact/Person</td>
<td>Name: [Field] Phone: [Field] Email: [Field]</td>
</tr>
<tr>
<td>Data Initiated</td>
<td></td>
</tr>
<tr>
<td>Frequency</td>
<td></td>
</tr>
<tr>
<td>COP Number</td>
<td>020081</td>
</tr>
<tr>
<td>Campus(es)</td>
<td>Campus 1, Starkville</td>
</tr>
<tr>
<td>Distance Learning Course</td>
<td>No</td>
</tr>
<tr>
<td>Special Topics Course</td>
<td>No</td>
</tr>
<tr>
<td>Is a &quot;Maynestor&quot; course?</td>
<td>No</td>
</tr>
<tr>
<td>Is a core course?</td>
<td>No</td>
</tr>
<tr>
<td>(General Education Course)</td>
<td>No</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>Three hours lecture. History and principles of agricultural education programs, program development, management, and community involvement/career opportunities in agricultural education.</td>
</tr>
<tr>
<td>Distance Learning Course</td>
<td>No</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----</td>
</tr>
<tr>
<td>Special Topics Course</td>
<td>Yes</td>
</tr>
<tr>
<td>Is a &quot;Majors&quot; course?</td>
<td>No</td>
</tr>
<tr>
<td>Is a core course? (General Education Course)</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>3</th>
</tr>
</thead>
</table>

Catalog Description: Three hours lecture. History and principles of agricultural education programs, program development, management, and community involvement. Career opportunities in agricultural education.

Justification for this request:

Effective Date: Select

Effect on Other Courses:

Letter of Support: Attach Letter

Uploaded Files:

File to be Uploaded:
APPENDIX E

ILLUSTRATION OF COURSE MODIFICATION FORMS (CIM)
Course Inventory

While completing this form, refer to the UCC Guide and Format for helpful information.

Editing: AIS 2413

Title: Introduction to Agricultural Information Science

Proposed ID Character: Intro to Ag Info Science

Subject Prefix: Agricultural Info Sci & Ed (AIS)

Course Number: 213

Department: Human Sciences (QEB)

College or School: College of Ag. & Life Sciences

Contact Person: Name: , Phone: , Email: 

Effective Date: Select Semester: , Select Year: 

Frequency: [ ] Fall [ ] Spring [ ] Summer [ ] Other

CP Number: 010001 Agricultural Extension Education Services: [ ]

Campus(es): [ ] Campus 1, Stillwater [ ] Campus 2, Meridian [ ] Campus 6, Study Abroad

[ ] Yes [ ] No Is a distance learning course?
Is a distance learning course?  

Is a "Major-related" course?  

Is a core course?  
(General Education Course)  

Course Details  

Credit Hour(s)  

Catalog Description  
Three hours lecture. History and principles of agricultural education programs, program development, management, and community involvement opportunities in agricultural education. 

20 words remaining  

Course Modification  

Itemized List and Description of Changes @  

Course Context  

Effect on Other Courses @
APPENDIX F

ILLUSTRATION OF COURSE APPROVAL FORMS FOR DISTANCE LEARNING (CIM)
Course Inventory

While completing this form, refer to the [UCCG Guide and Format](https://example.com/uccg-guide) for helpful information.

Editing **AIS 2413**

- **Title**: Introduction to Agricultural Information Science
- **Proposed SD Character**: Intro to Ag Info Science
- **Proposed SD Abbreviation**: 6 characters remaining
- **Subject Prefix**: Agricultural Info Sci & Ed (AIS)
- **Course Number**: 2413
- **Department**: Human Sciences (0285)
- **College or School**: College of Ag & Life Sciences
- **Contact Person**: Name: [ ] Phone: [ ] Email: [ ]
- **Effective Date**: Select Semester: [ ] Select Year: [ ]
- **Frequency**: Fall, Spring, Summer, Other
- **CP Number**: 018801 Agricultural and Extension Educator Services
- **Campuses**: Campus 1, Stovall; Campus 7, Meridian; Campus 8, Study Abroad; Campus 9, Distance
- **Is a Distance Learning course?**: Yes [ ] No [ ]
Is a distance learning course?  Yes  No
Is a "Majorscore" course?  Yes  No
Is a core course?  Yes  No

Course Details

Credit Hours:  3
Catalog Description:
Three hours lecture. History and principles of agricultural education programs, program development, management, and community involvement/career opportunities in agricultural education.

Course Modification

Itemized List and Description of Changes:

Course Context:

Effect on Other Courses:
APPENDIX G

ILLUSTRATION OF COURSE APPROVAL FORMS FOR MAYMESTER (CIM)
APPENDIX H

ILLUSTRATION OF COURSE APPROVAL FORMS FOR TECHNICAL CHANGES (CIM)
Credit Hour(s): 3

Catalog Description:

Three hours lecture. History and principles of agricultural education program development, management, and community involvement opportunities in agricultural education.

Summary of Changes:

Technical Change:

Letter of Support: Attach Letters

Uploaded Files:

Files To Be Uploaded:
APPENDIX I

ILLUSTRATION OF COURSE APPROVAL FORMS FOR GENERAL EDUCATION COURSES (CIM)
Course Details

Credit Hours: 3

Catalog Description:
Three hours lecture. History and principles of agricultural education programs, program development, management, and marketing opportunities in agricultural education.

Course Modification

Itemized List and Description of Changes:

Course Context:

Effect on Other Courses:

Method of Instruction

Instruction Method:
- Lecture

Select:

Delivery Method:
APPENDIX J

CRITERIA FOR INCLUSION OF COURSES IN THE
MISSISSIPPI STATE UNIVERSITY
GENERAL EDUCATION (CORE) CURRICULUM
Criteria for Inclusion of Courses in the Mississippi State University General Education (Core) Curriculum

The purpose of the Mississippi State University General Education curriculum is to provide a foundation upon which students may successfully achieve the following overarching goals:

**English** – students will write clearly and effectively.

**Fine Arts** – students will understand the formal elements of the fine art(s), and develop an awareness of both the values and functions of works within their historical and/or social contexts.

**Humanities** – students will understand the diverse dimensions of human culture.

**Mathematics and Statistics** – students will understand and use the basic approaches and applications of mathematics and statistics for analysis and problem solving.

**Natural Sciences** – students will apply science to natural systems and understand its impact on society.

**Social/Behavioral Science** – students will understand and appreciate human behavior and social structures, processes, and institutions.

The Mississippi State University General Education curriculum requires a minimum of 36 credit hours (including the 30 credits required by the IHL Board of Trustees) distributed among specific categories. The categories for General Education courses are:

- English Composition
- Mathematics and Statistics
- Fine Arts
- Natural Sciences
- Humanities
- Social/Behavioral Sciences

Courses in any category may be of special interest to students in particular majors, but must be open to, and designed to serve the educational interests of, undergraduate students from all colleges. Courses considered for inclusion in the General Education Curriculum must ensure breadth of knowledge in the field. Likewise, the proposals should provide a coherent rationale for inclusion in a specific General Education category by addressing the Course Criteria listed under each category.

The term *field* used in the descriptions below refers to the broadly defined subject area, or branch of knowledge, being referenced in the category, as opposed to the formal discipline reflected by a course prefix. For example, courses approved for inclusion under the Fine Arts category do not necessarily need to be taught by the Departments of Art or Music Education and carry the prefix “ART” or “MU” as long as the courses meet the general and specific criteria outlined in this document. The fields cited within each category description are also meant to include the sub-specialties within those fields.

**English Composition:**
The courses approved for inclusion in this category should be focused primarily on the *field of English* (and the sub-specialties within English), and require extensive writing by the student.

**Learning Outcomes/Competency:**
- students will write clearly and effectively.

**Course Criteria**

- understanding of the fundamental elements, terminology and forms of composition
- recognition of the importance of logic and analytical processes as crucial to composition
- understanding of the various types and styles of composition (e.g.,
argumentative, expository, descriptive, etc.) and how they relate to purpose and audience.

- recognition of the significance of the target audience in the creation of an effective composition.

**Cognitive Skills**
- proficiency in writing across a range of composition types and styles
- competence in identification, collection, and organization of information to support an argument or theme
- expression of ideas in support of a main argument or theme
- adaptation of writing to a specific target audience
- mastery of editing and revision process
- ability to use logic and analytical reasoning throughout the composition process.

**Fine Arts**

The courses approved for inclusion in this category should be focused primarily on the appreciation of one or more of the fields of art, music, theater, dance, or design (and the sub-specialties within those fields), and not consist primarily of performances and/or artistic activities.

**Learning Outcomes/Competency:**

- students will understand the formal elements of the fine art(s), and develop an awareness of both the values and functions of works within their historical and/or social contexts.

**Course Criteria**

**Knowledge**
- understanding of the fundamental elements, terminology and forms of one or more of the arts
- recognition of the important artists of an historical or stylistic period
- awareness of work in an arts medium via engaging presentations such as those of live demonstration, audio recordings, slides, videos, Internet, and/or print media
- understanding of an historical overview of an arts area over a significant period of time (100 or more years)
- exposure to a cross-disciplinary view of the arts in an historical, as well as stylistic context.

**Cognitive Skills**
- effectively describe and critique works of art
- develop and use comparative criteria in both form and content to assess the arts across disciplines during an historical era.

**Humanities**

The courses approved for inclusion in this category should be focused primarily on one or more of the fields (and the sub-specialties within those fields) included in the following definition. “The term ‘humanities’ includes, but is not limited to, the study of the following: language, both modern and classical; linguistics; literature; history; jurisprudence; philosophy; archeology; comparative religion; ethics; the history, criticism and theory of the arts; those aspects of social sciences which have humanistic content and employ humanistic methods; and the study and application of the humanities to the human environment with particular attention to reflecting our diverse heritage, traditions, and history and to the relevance of the humanities to the current conditions of national life.” (The National Foundation on the Arts and the Humanities Act of 1965)

**Learning Outcomes/Competency:**

- students will understand the diverse dimensions of human culture.

**Course Criteria**
Knowledge - understanding of the fundamental elements and terminology of the discipline being studied 
- understanding of the role of writing and thought in human endeavors 
- awareness of the methodologies of humanities research 
- understanding of human activities and accomplishments in an historical or societal context 
- appreciation of the broad scope of human endeavors across the range of humanities fields 
- appreciation for human similarities as well as differences

Cognitive Skills - effectively describe and critique creative human efforts and ideas
- ability to accommodate ambiguity in analyzing material and arrive, independently, at reasonable conclusions
- ability to deal with moral and ethical questions

Mathematics and Statistics:
Courses in this category must be focused primarily on the fields of mathematics and/or statistics (and the sub-specialties within those fields).

Learning Outcomes/Competency:
➢ students will understand and use the basic approaches and applications of mathematics and statistics for analysis and problem solving.

Course Criteria
Knowledge - understanding of the fundamental elements and terminology of mathematics and/or statistics 
- understanding of mathematical and/or statistical reasoning as a process for solving problems through quantitative methods 
- recognition of the many ways mathematics and statistics are used and misused in every day life 
- recognition of the limitation of mathematical and statistical methods used to solve problems 
- understanding of the relationship between mathematics and/or statistics and other fields skills 
- interpretation and use of mathematical and statistical models 
- representation of mathematical and statistical information in several ways (e.g., symbols, graphs, words) 
- use of fundamental mathematical and statistical methods to solve problems

Cognitive Skills - critique of mathematical and statistical content in popular literature (e.g., newspapers, magazines) as well as technical literature in the student’s field of study 
- use of mathematical and/or statistical methods, models, and reasoning to justify a conclusion or argument

Natural Sciences:
Courses in this category must be focused primarily on one or more of the fields of astronomy, biology, chemistry, geosciences, or physics (and the sub-specialties within those fields). Natural Sciences courses should also include a laboratory that affords students a “hands-on” learning experience, or have an approved separately-graded co-requisite laboratory course¹.

¹Please keep in mind that the natural sciences core requirement is 6 - 9 credit hours, at least 6 credits of which must include laboratories. The 6-hour laboratory course requirement is a part
Learning Outcomes/Competency:
- students will apply science to natural systems and understand its impact on society.

Course Criteria
Knowledge
- understanding of the fundamental elements and terminology of the discipline being studied
- grasp of the Scientific Method as it relates to the discipline(s) being studied
- understanding of the fundamental principles of the field of study
- recognition of the relationship between the material taught in the course and other areas of natural science
- understanding of the influence of science on society, and vice versa

Cognitive Skills
- ability to discern between science, pseudoscience, and non-science used to draw conclusions about the natural world
- application of the scientific method to the analysis and understanding of natural systems and phenomena
- use of quantitative, analytical techniques gleaned from mathematics and statistics

Social/Behavioral Sciences:
The courses approved for inclusion in this category should be focused primarily on one or more of the fields of anthropology, economics, geography, political science, psychology, or sociology (and the sub-specialties within those fields).

Learning Outcomes/Competency:
- students will understand and appreciate human behavior and social structures, processes and institutions.

Course Criteria
Knowledge
- understanding of the fundamental elements and terminology of the discipline being studied
- exposure to some of the basic theoretical and methodological approaches characteristic of one or more of the social and behavioral science disciplines
- understanding of how knowledge is gained in the field(s) being studied
- recognition of the differences between, or the similarities of, societies separated by institutions, culture, geography, or time
- understanding of the contribution of the discipline being studied to the explanation of the interactions between people, or groups of people

Cognitive Skills
- use of appropriate theories to analyze, describe and explain social/behavioral phenomena
- ability to obtain appropriate information to support investigations and interpretations of either historic or current events in the context of the discipline being studied
- ability to critically evaluate fundamental theories, concepts, and research of human behavior and social structures, processes, and institutions

Additional Undergraduate Program Requirements:
- of the 30 credit hours required by the IHL.
Although computer literacy, public speaking, and junior/senior level writing are not specific categories of the General Education, these subjects strengthen the University General Education and provide additional fundamental skills needed for a successful academic and professional career. All degree programs must include courses that will allow students to demonstrate competencies in computer literacy, public speaking, and junior/senior level writing through the successful completion of an individual course or several courses. Courses identified as meeting these competency requirements must meet 50% of the general and specific criteria outlined for the subject area.

**Computer Literacy:**
The computer literacy competency requirement is fulfilled by the successful completion of a course or courses, in which the development and application of computer skills are a major component of the evaluation of the students. The computer literacy competency requirement, may be satisfied either by completing a single, 3-credit hour course dedicated to fundamental computer methods and competencies, or through the completion of a suite of courses that cover the knowledge and skills described below. Under no circumstances will the ability to successfully execute word processing software, by itself, be sufficient to establish computer literacy.

**Overall Purpose** - to promote the mastery of computer methods and competencies which are directly relevant to, and regularly reinforced in, the student’s course of study

**Course Criteria**

**Knowledge** - understand the use of the computer at a sufficient level to allow for self-instruction in the future

**Cognitive Skills** - successfully use the computer for basic communication applications, such as electronic mail, library searches, and the World Wide Web

- effectively execute and apply the fundamental software packages relevant to the student’s major

**Public Speaking:**
The public speaking competency requirement is fulfilled by the successful completion of a course or courses, in which the development and application of public speaking skills are a major component of the evaluation of the students. The public speaking requirement, may be satisfied either by completing a single, 3-credit hour course dedicated to fundamental public speaking and competencies, or through the completion of a suite of courses that cover the knowledge and skills described below.

**Overall Purpose** - to teach students how to speak clearly and effectively, regardless of audience or occasion

**Course Criteria**

**Knowledge** - understanding of the fundamental elements and terminology and forms of public speaking

- understanding of the theoretical and conceptual background in communication needed to comprehend public speaking as a function of the overall communication process

- recognition of the ethical responsibilities involved in the presenting and processing of messages

- understanding of the practices involved in the development of effective informative and persuasive communication skills

- the importance of the connection between the development of an effective presentation and the various kinds of target audiences

- understanding of effective verbal and nonverbal delivery techniques
Cognitive Skills  - develop and apply the appropriate types of objective and rational criteria needed to critique the oral presentation of others
   - evaluation of sources and evidence
   - development of coherent and logical arguments
   - identification of major and minor points in an argument
   - Identification and use of credible sources in various kinds of messages
   - analysis of different types of audiences and adaptation to them in preparing speeches
   - recognition and adjustment to audience response
   - use of visual aids to improve the effectiveness of a presentation

**Junior/Senior-Level Writing:**
The junior/senior level writing competency requirement is fulfilled by the successful completion of a course or courses, in which the development and application of writing are a major component of the evaluation of the students. The junior/senior level writing requirement, may be satisfied either by completing a single, 3-credit hour course dedicated to advanced writing skills and competencies, or through the completion of a suite of courses that cover the knowledge and skills described below.

**Overall Purpose**  - to extend the knowledge and skills gained in English composition to the specific writing needs relevant to the student’s major

**Course Criteria**

**Knowledge**  - understanding of the fundamental elements, terminology and forms of written composition germane to the student’s major

**Cognitive Skills**  - proficiency in the forms of writing commonly used within the student’s major
APPENDIX K

APPROVAL FORM FOR DEGREE PROGRAMS
AND CURRICULUM OUTLINE CHARTS
NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Garner, Room 279, (Mail Stop 9702).

<table>
<thead>
<tr>
<th>College or School:</th>
<th>Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person:</td>
<td>Mail Stop:</td>
</tr>
<tr>
<td></td>
<td>E-mail:</td>
</tr>
<tr>
<td>Nature of Change:</td>
<td>Date Initiated:</td>
</tr>
<tr>
<td>Date:</td>
<td>Effective:</td>
</tr>
</tbody>
</table>

**New or Current Degree Program Name:**

**Summary of Proposed Changes:**

Approved by: __________________________ Date: _______________________

- Department Head
- Chair, College or School Curriculum Committee
- Dean, College or School
- Chair, University Committee on Courses & Curricula
- Chair, Graduate Council (if applicable)
- Chair, Deans Council

**IHL Action Required**

**SACS Letter Sent**
**NEW DEGREE OUTLINE CHART**

Use the chart below to indicate your new degree outline. If any General Education (Core) course is acceptable in the category, please indicate by saying “any Gen Ed course”. There is no need to type in the whole list.

<table>
<thead>
<tr>
<th>Proposed New Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree:</td>
</tr>
<tr>
<td>Major:</td>
</tr>
<tr>
<td>Concentration:</td>
</tr>
</tbody>
</table>

“[Click here and type new degree description]”

“[Click here and type new concentration description]”

<table>
<thead>
<tr>
<th>Proposed Curriculum Outline</th>
<th>Required Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (General Education):</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts (General Education):</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences (2 labs required from Gen Ed):</td>
<td>6-8</td>
</tr>
<tr>
<td>Extra Science (if appropriate)</td>
<td></td>
</tr>
<tr>
<td>Math (General Education):</td>
<td>6-9</td>
</tr>
<tr>
<td>Humanities (General Education):</td>
<td>6</td>
</tr>
<tr>
<td>Social/Behavioral Sciences (Gen Ed):</td>
<td>6</td>
</tr>
</tbody>
</table>

Major Core Courses

Concentration Courses

Total Hours
**DEGREE MODIFICATION OUTLINE CHART**

Use the chart below to indicate your new degree outline. If any General Education (Core) course is acceptable in the category, please indicate by saying “any Gen Ed course”. There is no need to type in the whole list. All deleted courses and information should be shown in *italics* and all new courses and information in **bold**. Include the course prefix, number, and title.

<table>
<thead>
<tr>
<th>CURRENT Degree Description</th>
<th>PROPOSED Degree Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree:</td>
<td>Degree:</td>
</tr>
<tr>
<td>Major:</td>
<td>Major:</td>
</tr>
<tr>
<td>Concentration:</td>
<td>Concentration:</td>
</tr>
<tr>
<td>&quot;[Click here and type old degree description]&quot;</td>
<td>&quot;[Click here and type new degree description]&quot;</td>
</tr>
</tbody>
</table>

**DisplayText cannot span more than one line!**

<table>
<thead>
<tr>
<th>CURRENT CURRICULUM OUTLINE</th>
<th>Required Hours</th>
<th>PROPOSED CURRICULUM OUTLINE</th>
<th>Required Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Ex: EN 1103 English Comp I):</td>
<td>6</td>
<td>English (Ex: EN 1103 English Comp I):</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts (General Education):</td>
<td>3</td>
<td>Fine Arts (General Education):</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences (2 labs required from Gen Ed):</td>
<td>6-8</td>
<td>Natural Sciences (2 labs required from Gen Ed):</td>
<td>6-8</td>
</tr>
<tr>
<td>Extra Science (if appropriate)</td>
<td></td>
<td>Extra Science (if appropriate)</td>
<td></td>
</tr>
<tr>
<td>Math (General Education): MA 1313</td>
<td>6-9</td>
<td>Math (General Education):</td>
<td>6-9</td>
</tr>
<tr>
<td>Humanities (General Education):</td>
<td>6</td>
<td>Humanities (General Education):</td>
<td>6</td>
</tr>
<tr>
<td>Social/Behavioral Sciences (Gen Ed):</td>
<td>6</td>
<td>Social/Behavioral Sciences (Gen Ed):</td>
<td>6</td>
</tr>
<tr>
<td>Major Core Courses</td>
<td></td>
<td>Major Core Courses</td>
<td></td>
</tr>
<tr>
<td>Concentration Courses</td>
<td></td>
<td>Concentration Courses</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>Total Hours</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX L

IHL BOARD OF TRUSTEE DEGREE FORMS, DATES, AND DEADLINES
# Appendix 7: Authorization to Plan a New Degree Program
(Submit Appendix 7 in both PDF and Word Document Formats)

**Institution:**

<table>
<thead>
<tr>
<th>Date of Implementation:</th>
<th>Six Year Cost of Implementation:</th>
<th>Per Student Cost of Implementation:</th>
</tr>
</thead>
</table>

**Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript:**

<table>
<thead>
<tr>
<th>Six Digit CIP Code:</th>
</tr>
</thead>
</table>

**Degree(s) to be Awarded:**

<table>
<thead>
<tr>
<th>Credit Hour Requirements:</th>
</tr>
</thead>
</table>

**List any institutions within the state offering similar programs:**

**Responsible Academic Unit(s):**

<table>
<thead>
<tr>
<th>Institutional Contact:</th>
</tr>
</thead>
</table>

**Number of Students Expected to Enroll in First Six Years:**

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
<th>Year Six</th>
<th>Total</th>
</tr>
</thead>
</table>

**Number of Graduates Expected in First Six Years:**

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
<th>Year Six</th>
<th>Total</th>
</tr>
</thead>
</table>

**Program Summary:**

[Blank space for program summary]

_____________________________  ____________________
Chief Academic Officer Signature  Date

_____________________________  ____________________
Institutional Executive Officer Signature  Date
<table>
<thead>
<tr>
<th>Institution:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the proposed program and explain how it fits within the mission of the institution.</td>
</tr>
<tr>
<td>2. Provide the information used to determine Mississippi's need for this program. Be specific and</td>
</tr>
<tr>
<td>provide supporting data.</td>
</tr>
<tr>
<td>3. Provide information on employment (supporting data must include state and national employment</td>
</tr>
<tr>
<td>statistics).</td>
</tr>
<tr>
<td>4. Describe the anticipated institutional impact including any research efforts associated with</td>
</tr>
<tr>
<td>this program.</td>
</tr>
<tr>
<td>5. Provide the total anticipated budget for the program. Indicate from where the funds will come.</td>
</tr>
<tr>
<td>Include the anticipated annual cost of operation. Include start up costs on the first year of</td>
</tr>
<tr>
<td>operation with 5 subsequent years to equal 6 year cost of implementation as show on page 1.</td>
</tr>
<tr>
<td>6. Use a chart to show anticipated enrollment for the first five years of the program</td>
</tr>
</tbody>
</table>
7. Indicate where the proposed program is offered within the state

   a. Chart similarities and differences in the proposed program and those offered in other institutions.

   b. Explain anticipated consequences on enrollment in other institutions offering the program, including any ramifications on the Ayers settlement.

8. What is the specific basis for formulating the number of graduates expected in the first six years?
<table>
<thead>
<tr>
<th>Institution:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Implementation: Six Year Cost of Implementation: Per Student Cost of Implementation:</td>
</tr>
<tr>
<td>Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript: Six Digit CIP Code:</td>
</tr>
<tr>
<td>Degree(s) to be Awarded: Credit Hour Requirements:</td>
</tr>
<tr>
<td>List any institutions within the state offering similar programs:</td>
</tr>
<tr>
<td>Responsible Academic Unit(s): Institutional Contact:</td>
</tr>
<tr>
<td>Check one of the boxes below related to SACS COC Substantive Changes.</td>
</tr>
<tr>
<td>Proposed Program is Not a Substantive Change Proposed Program is a Substantive Change</td>
</tr>
<tr>
<td>Number of Students Expected to Enroll in First Six Years: Number of Graduates Expected in First Six Years:</td>
</tr>
<tr>
<td>Year One</td>
</tr>
<tr>
<td>Year Two</td>
</tr>
<tr>
<td>Year Three</td>
</tr>
<tr>
<td>Year Four</td>
</tr>
<tr>
<td>Year Five</td>
</tr>
<tr>
<td>Year Six</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Program Summary:</td>
</tr>
</tbody>
</table>

Chief Academic Officer Signature Date

Institutional Executive Officer Signature Date
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe how the degree program will be administered including the name and title of person(s) who will be responsible for curriculum development and ongoing program review.</td>
</tr>
<tr>
<td>2.</td>
<td>Describe the educational objectives of the degree program including the specific objectives of any concentrations, emphases, options, specializations, tracks, etc.</td>
</tr>
<tr>
<td>3.</td>
<td>Describe any special admission requirements for the degree program including any articulation agreements that have been negotiated or planned.</td>
</tr>
<tr>
<td>4.</td>
<td>Describe the professional accreditation that will be sought for this degree program. If a SACS visit for substantive change will be necessary, please note.</td>
</tr>
<tr>
<td>5.</td>
<td>Describe the curriculum for this degree program including the recommended course of study (appending course descriptions for all courses) and any special requirements such as clinical, field experience, community service, internships, practicum, a thesis, etc.</td>
</tr>
<tr>
<td>6.</td>
<td>Describe the faculty who will deliver this degree program including the members’ names, ranks, disciplines, current workloads, and specific courses they will teach within the program. If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added.</td>
</tr>
<tr>
<td>7.</td>
<td>Describe the library holdings relevant to the proposed program, noting strengths and weaknesses. If there are guidelines for the discipline, do current holdings meet or exceed standards?</td>
</tr>
<tr>
<td>8.</td>
<td>Describe the procedures for evaluation of the program and its effectiveness in the first six years of the program, including admission and retention rates, program outcome assessments, placement of graduates, changes in job market need/demand, ex-student/graduate surveys, or other procedures.</td>
</tr>
<tr>
<td>9.</td>
<td>What is the specific basis for formulating the number of graduates expected in the first six years?</td>
</tr>
</tbody>
</table>
Appendix 9a: Modifications to Existing Degree Program Proposal  
(Renaming)  
(Submit Appendix 9a in both PDF and Word Document Formats)

<table>
<thead>
<tr>
<th>Institution:</th>
<th>Date of Implementation:</th>
<th>Present Six Digit CIP Code(s):</th>
<th>New Six Digit CIP Code:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present Program Title(s) as Appear(s) on Academic Program Inventory, Diploma, and Transcript:</th>
<th>New Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree(s) to be Awarded:</th>
<th>Credit Hour Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List any institutions within the state offering similar programs:

<table>
<thead>
<tr>
<th>Responsible Academic Unit(s):</th>
<th>Institutional Contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Students Enrolled in Last Six Years:</th>
<th>Number of Graduates Expected in Next Six Years:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td>Year One</td>
</tr>
<tr>
<td>Year Two</td>
<td>Year Two</td>
</tr>
<tr>
<td>Year Three</td>
<td>Year Three</td>
</tr>
<tr>
<td>Year Four</td>
<td>Year Four</td>
</tr>
<tr>
<td>Year Five</td>
<td>Year Five</td>
</tr>
<tr>
<td>Year Six</td>
<td>Year Six</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
</tr>
</tbody>
</table>

Chief Academic Officer Signature  
Date

Institutional Executive Officer Signature  
Date

104
1. Describe how the proposed modification fits within the mission of the institution.

2. Is this modification unnecessarily duplicative of other programs within the System?

3. Describe the anticipated institutional impact including any research efforts associated with this program.

4. Are there any anticipated budget savings associated with the proposed modification?

5. Are there any changes to the educational objectives of the degree program associated with the proposed modification?

6. Are there any changes to the curriculum of the degree program associated with the proposed modification?

7. Describe how the proposed modification will affect program faculty.

8. Describe the evaluation process which led to the request for the proposed modification.
# Appendix 9b: Modifications to Existing Degree Program Proposal (Consolidation)

(Submit Appendix 9b in both PDF and Word Document Formats)

<table>
<thead>
<tr>
<th>Institution:</th>
<th>Date of Implementation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Present Six Digit CIP Code(s):</td>
</tr>
<tr>
<td></td>
<td>New Six Digit CIP Code:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present Program Title(s) as Appear(s) on Academic Program Inventory, Diploma, and Transcript:</th>
<th>New Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree(s) to be Awarded:</td>
<td>Credit Hour Requirements:</td>
</tr>
</tbody>
</table>

List any institutions within the state offering similar programs:

<table>
<thead>
<tr>
<th>Responsible Academic Unit(s):</th>
<th>Institutional Contact:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of Students Collectively Enrolled in Last Six Years in Programs to be Consolidated:</th>
<th>Number of Graduates Expected in Next Six Years in Newly Consolidated Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td>Year One</td>
</tr>
<tr>
<td>Year Two</td>
<td>Year Two</td>
</tr>
<tr>
<td>Year Three</td>
<td>Year Three</td>
</tr>
<tr>
<td>Year Four</td>
<td>Year Four</td>
</tr>
<tr>
<td>Year Five</td>
<td>Year Five</td>
</tr>
<tr>
<td>Year Six</td>
<td>Year Six</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
</tr>
</tbody>
</table>

Program Summary:

_____________________________                                      ____________________
Chief Academic Officer Signature                                                            Date

_____________________________                                      ____________________
Institutional Executive Officer Signature                                                  Date
**Institution:**

1. Describe how the proposed modification fits within the mission of the institution.

2. Is this modification unnecessarily duplicative of other programs within the System?

3. Describe the anticipated institutional impact including any research efforts associated with this program.

4. Are there any anticipated budget savings associated with the proposed modification?

5. Are there any changes to the educational objectives of the degree program associated with the proposed modification?

6. Are there any changes to the curriculum of the degree program associated with the proposed modification?

7. Describe how the proposed modification will affect program faculty.

8. Describe the evaluation process which led to the request for the proposed modification.
Appendix 9c: Modifications to Existing Degree Program Proposal
(Suspension or Deletion)
(Submit Appendix 9c in both PDF and Word Document Formats)

<table>
<thead>
<tr>
<th>Institution:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Implementation:</td>
</tr>
<tr>
<td>Program Title as Appears on Academic Program Inventory, Diploma, and Transcript:</td>
</tr>
<tr>
<td>Degree(s) Awarded:</td>
</tr>
<tr>
<td>List any institutions within the state offering similar programs:</td>
</tr>
<tr>
<td>Responsible Academic Unit(s):</td>
</tr>
<tr>
<td>Reason for Request:</td>
</tr>
<tr>
<td>Effect on Institutional Role and Mission:</td>
</tr>
</tbody>
</table>

Chief Academic Officer Signature ___________________________ Date ___________________________

Institutional Executive Officer Signature ___________________________ Date ___________________________
### Appendix 10: Report of Intent to Offer an Existing Degree Program by Distance Learning

(Submit Appendix 10 in both PDF and Word Document Formats)

<table>
<thead>
<tr>
<th>Institution:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date of Initial Program Approval:</th>
<th>Date of Implementation:</th>
<th>Cost of Implementation:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Program Title as Appears on Academic Program Inventory, Diploma, and Transcript:</th>
<th>Six Digit CIP Code:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Degree(s) to be Awarded:</th>
<th>Credit Hour Requirements:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Percentage of Program Completed by Distance Learning:</th>
<th>Percentage of Program Requiring Campus Visit:</th>
</tr>
</thead>
</table>

**Will students be allowed to mix on-campus and distance learning courses within this program?**

**Will this program require separate admission from those offered on-campus?**

**Will this program have different fees or tuition rates from those offered on-campus?**

<table>
<thead>
<tr>
<th>Responsible Academic Unit(s):</th>
<th>Institutional Contact:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of Students Expected to Enroll in First Six Years:</th>
<th>Number of Graduates Expected in First Six Years:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td>Year One</td>
</tr>
<tr>
<td>Year Two</td>
<td>Year Two</td>
</tr>
<tr>
<td>Year Three</td>
<td>Year Three</td>
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<tr>
<td>Year Four</td>
<td>Year Four</td>
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<tr>
<td>Year Five</td>
<td>Year Five</td>
</tr>
<tr>
<td>Year Six</td>
<td>Year Six</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
</tr>
</tbody>
</table>

**Program Summary:**

_____________________________  ______________________________
Chief Academic Officer Signature  Date

_____________________________  ______________________________
Institutional Executive Officer Signature  Date
Mississippi Institutions of Higher Learning  
Office of Academic and Student Affairs  

2016 Deadlines for Academic Reports  
(All dates are subject to change at the January 2017 Board Meeting)  

<table>
<thead>
<tr>
<th>DUE DATE</th>
<th>REPORTS &amp; FORMS DUE</th>
</tr>
</thead>
</table>
| February 1 | • Modifications to Existing Academic Program Proposals (appendix 9)  
• New Academic Unit Proposals (appendix 12)  
• Modifications to Existing Academic Unit Proposals (appendix 13) |
| March 15 | • Authorizations to Plan New Degree Programs, Round 1 (appendix 7) |
| March 15 | • May Graduates (submit to Commissioner with other April Board Items) |
| June 1 | • Post Tenure Review Reporting Form (appendix 14)  
Tenure Reporting Form (appendix 15) |
| June 15 | • August Graduates (submit to Commissioner with other July Board Items) |
| July 1 | • Modifications to Existing Academic Program Proposals (appendix 9)  
• Report of Intent to Offer an Existing Program by Distance Learning (appendix 10)  
• New Academic Unit Proposals (appendix 12) |
| July 15 | • Modifications to Existing Academic Unit Proposals (appendix 13)  
• Academic Productivity Review Proposals (appendix 5)  
• New Academic Program Audit Proposals (appendix 6) |
| August 1 | • Accreditation Reporting Form (appendix 3)  
• Authorizations to Plan New Degree Programs, Round 2 (appendix 7)  
• Institutional Organizational Charts |
| September 1 | • New Degree Program Proposals, Round 1 (appendix 8)  
• Off-Campus Academic Programs Report (appendix 11) |
| October 3 | • Report of Intent to Offer an Existing Program by Distance Learning (appendix 10) |
| October 17 | • December Graduates (submit to Commissioner with other November Board Items) |
| December 1 | • New Degree Program Proposals, Round 2 (appendix 8)  
• Report on Active Academic Programs under Stipulation (no form, report via letter) |

Refer to the current Academic and Administrative Guidelines at:  