UCCC

Guide and Format for Curriculum Proposals

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Revised by:
Dr. Andy Perkins, Chair
University Committee on Courses and Curricula
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The University Committee on Courses and Curricula

UCCC Officers

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The UCCC web page provides access to this document as well as other useful information. Please contact the UCCC Chair or the Assistant Coordinator for Curriculum and Scheduling with comments or suggestions on design or content.

University Committee
on Courses and Curricula
2021-2022
Proposal Deadline and Meeting Dates

Proposal Deadline	Committee Meeting
August 20, 2021	September 3, 2021
October 8, 2021	October 22, 2021
November 5, 2021	November 19, 2021
November 17, 2021	December 2, 2021
January 4, 2022	January 14, 2022
February 4, 2022	February 18, 2022
March 10, 2022	March 25, 2022
April 20, 2022	May 4, 2022

See UCCC website for locations of meetings

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.

In Fall 2014 the UCCC began using an on-line system for submitting course proposals. Links are available on the UCCC website to access the system. Faculty use their net ID and Banner password to access the forms. Degree and program proposals (including certificates and minors) are submitted using paper proposal forms which are located on the UCCC website.

In Fall 2015 the UCCC began using e-Forms through Banner for special topic proposals. Links are available on the UCCC website to access the special topic e-Forms. Instructions for special topics are also provided in this document.

Some items to note:

❖ Different forms are available for use in submitting a proposal for a degree program. If you have questions about which form to use, please contact Dr. Perkins or Ms. 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 online course proposal system, initiators will be asked to enter certain information or attach certain documents to the proposal. Information that has a red box is required information and <u>must</u> 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 course proposals are submitted, proposals pass through a workflow for approval. Proposal initiators 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 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).**

Highlights of the
2021-2022 Guide and Format Edition

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, initiators must submit the e-Form for approval to the department head and dean before submitting the proposal to the UCCC Chair.

2. Review the IHL deadlines for addition of a new program, addition of distance education to an existing program, renaming of a program, consolidations of programs, notice of intent to offer a certificate, suspension of a program, or deletion of a program. Most of the proposals are reviewed several times a year by IHL. **Please plan so the program proposals have processed through the UCCC approval process in order to meet the IHL deadlines.** The UCCC workflow includes department curriculum committee, department head, college curriculum committee, UCCC, Graduate Council (if applicable), and Deans Council/Provost Office. IHL deadlines are attached as Appendix C.

3. Course proposal forms have been streamlined to make proposing a new course or modifying an existing course simpler. Please contact the UCCC Office if you have any questions about the revisions.

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GENERAL PROCEDURES

The purpose of the UCCC is to determine if proposed curricula and courses are within the scope of the stated purpose of the university and of the college, school or department concerned as required by the AOPs of the University. Any addition, modification, or deletion to a course, degree, or program offered through traditional semester format (fall or spring semester, or summer school), 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, specific 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 C. 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.

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[1]A 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.

[2]Proposals 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

Program proposals (degree proposals, certificates, and minors) should be submitted by the department/school, with the Administrative Approval Form, to the College or School Curriculum committee via paper copy. Course proposals are submitted online through the UCCC website. **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 the degree addition or modification proposal.

PROCESSING TIME

Proposals must pass through 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 Level Combined Undergraduate/Graduate Courses

4. **AOP 12.07** – Student Honor Code Policy

5. **AOP 12.08** – Requirements for Degrees, Academic Minors, and Certificate Programs

6. **AOP 12.09** – Class Attendance and Reporting Absences

7. **AOP 12.11** – Degree Requirements-Undergraduate

8. **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 resubmitted to the UCCC. The Chair then approves the proposal (no further review by the full UCCC is necessary).

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.

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.

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:

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 characters (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. **Only one proposal is needed for 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.

Developmental	0000	Remedial courses for which credit is not applicable toward a degree.
Freshman or Sophomore	1000 or 2000	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.
Junior or Senior	3000 or 4000	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.
Professional	5000	5th Year Division -- Courses generally open to fifth-year students in five-year programs (e.g., veterinary medicine, architecture.)
Graduate	6000	Split level courses only; undergraduate credit for 4000 level and graduate credit for 6000 level.
Graduate	8000 or 9000	Courses for graduate credit only.

4.   DEPARTMENT

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

5.   COLLEGE OR SCHOOL

Select appropriate college or school 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.   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.

10.   CAMPUS(ES)

Please check ALL campuses where the department intends to offer the proposed course. If checked that the course will be offered as Online/Distance Education, it must also indicate this is a distance education course in the next question and answer additional questions regarding this proposal

11.   IS AN ONLINE/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.

12.   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) any prerequisites; (b) hours of lecture and/or laboratory; (c) catalog description **in 48 words or less**; and, (d) for any course that is cross-listed, in parenthesis: (Same as . . .).

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

  Three hours lecture. Financial accounting fundamentals including accounting cycle, accounting systems, cash flow, assets, liabilities, equity, and forms of business organizations. Honors section available.

- ❖ An example of a **three hours 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 exists – 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.   MAY THE COURSE BE REPEATED FOR CREDIT?

Indicate if the course may be repeated for credit. If it may be repeated for credit, use the drop down to indicate how many times.

3.   GRADE MODE

Using the drop down, indicate if the course is using normal grading or pass/fail.

4.   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.

Code	Name	Description
A	Study Abroad	course instruction or academic work that takes place in a country other than the United States
B	Lecture/Lab	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)
C	Lecture	students receive structured units of information and accompanying material through direct contact with the instructor; typically considered the traditional classroom.
D	Dissertation or Thesis	students study a particular subject and do individualized original research under the guidance of an instructor and work toward completing a scholarly research document.
E	Dir. Exp Study, Pract., Co-Op	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.
F	Student Teaching Field Exp.	short-term work experience requiring students in the education discipline to teach under the direct supervision of persons experienced in the teaching profession
H	Clinical Instruction	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.
I	Dir, Indiv. Study, Spec. Prob.	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.

K	Non Credit Producing Lab	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.
L	Laboratory	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.
M	Correspondence	students receive structured units of information and accompanying material completely through the mail different from distance learning.
N	Study Out- of-State	course instruction or academic work that takes place in a U.S. state other than Mississippi.
Q	Studio	students study in a classroom/lab setting conducive to the practical application of visual and performing arts such as art, music, dance, etc.
S	Seminar	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

5. 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

Code	Name	Description
F	Face to face	course instruction and structured units of information delivered in person by the instructor.
I	Interactive Video	course instruction and structured units of information delivered by compressed or interactive video.
O	Online, Internet, Web-based	course instruction and structured units of information delivered by using online, Internet or web-based methods.
X	Other Distance Learning	course instruction and structured units of information delivered by other means if distance learning.

6.   DETAILED COURSE SYLLABUS

A detailed course syllabus **with contact hours** 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
https://drive.google.com/file/d/1zMwdmwCulM2iEpD9vxiXJcNWgzMWSQph/view

If online/distance education is part of the course addition, also include the online/distance education information needed by online/distance students in the revised syllabus.

Every course and laboratory syllabus must also 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.

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 credits (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 credits (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 credits (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 credits 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 or UCCC Office to ensure you have indicated the correct number of contact hours based on the required credit/contact hour ratio.*

7.   JUSTIFICATION

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.

8.   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.

9.   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 is labeled "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 outlines in red and must be completed in order for the proposal to be submitted.

A proposal for DELETION of a course must include:

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. Deletion course proposals have a shortened workflow (department head, dean, UCCC Chair, Deans Council/Provost). Deletion course proposals do not require UCCC approval and are therefore not placed on UCCC agendas

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 is labeled "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:

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.

    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.

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.	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.

10.	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.

11.	IS AN ONLINE/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.

12.	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.

2.	MAY THE COURSE BE REPEATED FOR CREDIT?

Indicate if the course may be repeated for credit. If it may be repeated for credit, use t drop down to indicate how many times.

3. GRADE MODE

Using the drop down, indicate if the course is using normal grading or pass/fail.

COURSE MODIFICATION

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 if different 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 <u>may</u> 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. CURRENT COURSE SYLLABUS

A detailed current course syllabus that includes **contact hours** 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. An example of a suggested syllabus format with required content is located at
https://drive.google.com/file/d/1zMwdmwCulM2iEpD9vxiXJcNWgzMWSQph/view

7.   WILL THE SYLLABUS BE REVISED?

Indicate if the syllabus will be revised. If the syllabus will be revised, attach **one syllabus** that contains all of the information necessary for all methods of delivery. Include the contact hours and other changes in the revised syllabus. Add online/distance information to the revised syllabus if the addition of online/distance education is part of the course modification.

8.   JUSTIFICATION

Present detailed reasons for the proposed modifications. In particular, address the manner in which these modifications improve the course and/or benefit the curriculum.

9.   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.

10.   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 ONLINE/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:

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

2.   Check "Yes" to the question "Is a online/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 include distance learning information in the syllabus, and when proposing the MODIFICATION of an existing course, include online/distance education information in the revised syllabus.

4.   The following questions will appear when the online/distance question is checked "yes."

      How will the instructor engage in appropriate communication with individual online/distance students (i.e. office hours, after class discussions, etc.)?

      How will online/distance students interact with their peers?

      What will be the differences in the face to face and the online versions of the course?

      What is the justification for the online/distance learning offering?

5.   All online/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.).

6.   Online/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.

7.   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.

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. **Only one form is needed for split level courses.**

"**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**" submit their proposals via an e-Form on Banner. A link to the eForm is located on the UCCC website. 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. 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.

TECHNICAL CHANGE PROPOSALS USING CIM

A technical change is defined as a revision to a **course description** and can include changing the wording, revising the prerequisites, correcting typographical or grammatical errors, revising transcription errors, changing errors introduced during the processing of course or departmental proposals during the approval process, etc. **In a technical change proposal, only the catalog description may be edited, so other revisions may not be made.** 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.

Course title changes cannot be done through a Technical Change. Technical changes do not require committee or council consideration but are listed on 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 for the technical change. A radio button will appear on the right, highlighted in green that is labeled "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.

3. Technical changes require department head, dean, UCCC chair, and Provost approval. Technical change proposals do not require UCCC approval, and therefore are not placed on UCCC agendas.

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:

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. For more information on how to answer these questions, see Appendix A.

NEW DEGREE PROGRAM ADDITION

INTRODUCTION

New Degree Program Proposal must conform to the guidelines set by the Board of Trustees (IHL) in **Appendix C**. 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. 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 changes.

NEW DEGREE PROGRAM PROPOSAL

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 C. **The dates, deadlines, and requirements listed in IHL's administrative guideline manual are subject to be changed by IHL in January 2022. Departments submitting degree proposals must follow the dates, deadlines, and requirements that have been adopted by IHL.**

The *New Degree Program Proposal* 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 B).

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. 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 *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 the *New Degree Program Proposal* to IHL.

Please be aware that the entire process, from the completion of the proposals until the final approval of the degree program by the IHL Board could take several months.

TIME SCHEDULE

The submission process is directed at meeting the deadlines for such set by IHL. *New Degree Program Proposals* must be submitted to the IHL Board Office by the dates posted on the UCCC website.

It will be necessary for the requesting department faculty to complete the the *New Degree Program Proposal*, and all new course proposals simultaneously.

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
Degree: Bachelor of Science Major: Poultry Science Concentration: Production Systems, Business Management, Processed Products, and Pre-Veterinary Medicine
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 CURRIUCULUM OUTLINE	Required Hours
English (General Education): EN 1103 English Comp I or EN 1163 Accelerated Comp I EN 1113 English Comp II EN 1173 Accelerated Comp II	6
Fine Arts (General Education): Any Gen Ed course	3
Natural Sciences See major/concentration	6-8

Extra Science (if appropriate) See major/concentration	
Math (General Education): MA 1313 Any MA/ST Gen Ed course	6-9
Humanities (General Education): Any Gen Ed course	6
Social/Behavioral Sciences (Gen Ed): AEC 2713 Intro to Food & Resource Economics any Social/Behavioral Gen Ed course	6
MAJOR CORE COURSES MGT 3513 Intro to Human Resource Mgt PO 3011 Seminar PO 3021 Seminar PO 3103 Genetics PO 3313 Commercial Poultry Production PO 3323 Poultry Judging PO 3834 Microbiology of Food Animal Production PO 4031 Seminar PO 4041 Seminar PO 4313 Management of Commercial Layers PO 4324 Avian Reproduction PO 4333 Broiler Production PO 4413 Poultry Nutrition PO 4423 Feed Manufacturing PO 4513 Poultry Processing PO 4523 Commercial Broiler Processing Tech PO 4833 Avian Anatomy PO 4843 Avian Physiology VS 2033 Diseases of Poultry PO 3353 Poultry Production Internship PO 3363 Poultry Processing Internship 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	45
CONCENTRATION COURSES Production Systems ABE 1863 Engineering Technology in Agriculture ABE 4383 Building Construction ABE 4473 Electrical Applications ACC 2013 Prin of Financial Accounting AEC 3133 Intro to Agribusiness Mgt AEC 3233 Intro to Envir. Econ and Policy BIO 1123 Animal Biology BIO 2113 Plant Biology	42

BL 2413 Legal Environment of Business CH 1043 Survey of Chemistry I EG 1143 Graphics Communication PO 3333 Advanced Poultry Judging PSS 3303 Soils ST 2113 Introduction to Statistics	
Total Hours	123

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 A).

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 C**.

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 B).

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 B) should accompany the original copy of the proposal. Attach 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 C**. 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. 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_and_administrative_guidelines.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 B) should accompany the original copy of the proposal. Paper clip the original approval form to the original proposal.

DEGREE PROGRAM MODIFICATION

PROPOSAL FORMAT

Most program revisions may be handled by a degree program modification that will go through the regular UCCC workflow and do not require IHL review/approval. However, 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 C**. 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 B).** 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

The below chart is an example of a degree modification. The link for this form is on the UCCC website. 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.

CURRENT Degree Description	PROPOSED Degree Description
Degree: Bachelor of Science Major: Poultry Science Concentration: *Business, Management, Manufacturing,* and Pre-Veterinary Medicine	Degree: Bachelor of Science Major: Poultry Science Concentration: **Production Systems, Business Management, Processed Products,** and Pre-Veterinary Medicine
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	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.	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** -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.	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.

CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
English (General Education): EN 1103 English Comp I or EN 1163 Accelerated Comp I EN 1113 English Comp II EN 1173 Accelerated Comp II	6	English (General Education): EN 1103 English Comp I or EN 1163 Accelerated Comp I EN 1113 English Comp II EN 1173 Accelerated Comp II	6
Fine Arts (General Education): Any Gen Ed course	3	Fine Arts (General Education): Any Gen Ed course	3
Natural Sciences See major/concentration	9	Natural Sciences See major/concentration	9
Extra Science (if appropriate) See major/concentration		Extra Science (if appropriate) See major/concentration	
Math (General Education): MA 1313 Any MA/ST Gen Ed course	6	Math (General Education): MA 1313 Any MA/ST Gen Ed course	6
Humanities (General Education): Any Gen Ed course	6	Humanities (General Education): Any Gen Ed course	6
Social/Behavioral Sciences (Gen Ed): AEC 2713 Intro to Food & Resrce Econ *PS 1113 American Government*	6	Social/Behavioral Sciences (Gen Ed): AEC 2713 Intro to Food & Resrce Econ **any Social/Behavioral Gen Ed course**	6

MAJOR CORE COURSES	51	MAJOR CORE COURSES	45
ACC 2013 Principles of Financial Accounting *AEC 3133 Intro to Agribusiness Management* MGT 3513 Intro to Human Resource Mgt PO 3011 Seminar PO 3021 Seminar PO 3103 Genetics PO 3313 Commercial Poultry Production PO 3323 Poultry Judging PO 3834 Microbiology of Food Animal Prod PO 4031 Seminar PO 4041 Seminar PO 4313 Management of Commercial Layers PO 4324 Avian Reproduction PO 4333 Broiler Production PO 4413 Poultry Nutrition PO 4423 Feed Manufacturing PO 4513 Poultry Processing PO 4523 Commercial Broiler Process Tech PO 4833 Avian Anatomy PO 4843 Avian Physiology VS 2033 Diseases of Poultry PO 3353 Poultry Production Internship PO 3363 Poultry Processing Internship 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		MGT 3513 Intro to Human Resource Mgt PO 3011 Seminar PO 3021 Seminar PO 3103 Genetics PO 3313 Commercial Poultry Production PO 3323 Poultry Judging PO 3834 Microbiology of Food Animal Prod PO 4031 Seminar PO 4041 Seminar PO 4313 Management of Commercial Layers PO 4324 Avian Reproduction PO 4333 Broiler Production PO 4413 Poultry Nutrition PO 4423 Feed Manufacturing PO 4513 Poultry Processing PO 4523 Commercial Broiler Process Tech PO 4833 Avian Anatomy PO 4843 Avian Physiology VS 2033 Diseases of Poultry PO 3353 Poultry Production Internship PO 3363 Poultry Processing Internship 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* ACC 2023 Prin of Managerial Accounting AEC 3233 Intro to Envir. Econ and Policy *AEC 3413 Intro to Food Marketing* BIO 1123 Animal Biology	33	CONCENTRATION COURSES **Production Systems** **ABE 1863 Engineering Technology in Agriculture** **ABE 4383 Building Construction** **ABE 4473 Electrical Applications** **ACC 2013 Prin of Financial Accounting**	42

BIO 1203 Plant Biology BL 2413 Legal Environment of Business CH 1043 Survey of Chemistry I *CH 1053 Survey of Chemistry II* PO 3333 Advanced Poultry Judging PSS 3303 Soils ST 2113 Introduction to Statistics		**AEC 3133 Intro to Agribusiness Mgt** AEC 3233 Intro to Envir. Econ and Policy BIO 1123 Animal Biology BIO 2113 Plant Biology BL 2413 Legal Environment of Business CH 1043 Survey of Chemistry I **EG 1143 Graphics Communication** PO 3333 Advanced Poultry Judging PSS 3303 Soils ST 2113 Introduction to Statistics	
Total Hours	120	Total Hours	123

3. 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 must be included with the program 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" 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 C**. **Once the request has been approved on campus it is forwarded to IHL for informational and reporting purposes.** 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 a 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.

8.   IHL FORM

The IHL Distance Learning Form (Appendix 10) that is found in Appendix C of this Guide & Format must be included in the UCCC 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 B). New certificates and minors DO NOT require IHL approval, but certificates must be reported to IHL, and IHL Appendix 16 needs to be attached to each UCCC certificate proposal.

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

If a course recognition certificate (part of a major) or a standalone certificate is being proposed, the UCCC proposal is required to include: (1) Learning outcomes; and (2) Justifications for offering the certificate.

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 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 281), Extension 5-9410.

QUESTIONS CONCERNING PROPOSAL DEVELOPMENT

Questions or problems concerning the development and submission of proposals may be referred to Dr. Andy Perkins, Chair of the University Committee on Courses and Curricula, at extension 5-0004. **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.uccc.msstate.edu)

APPENDIX A

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/Behavior 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
Knowledge
- 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 course[1].

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

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[1]Please 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 of the 30 credit hours required by the IHL.

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:

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 B

APPROVAL FORMS FOR DEGREE PROGRAMS AND CURRICULUM OUTLINE CHARTS

(Fillable forms are located on UCCC website under Proposal Manual/Forms).

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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).

College or School: **Department:**

Contact Person: **Mail Stop:**   **E-mail:**

Nature of Change: **Date Initiated:**   **Effective Date:**

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 | 54 | 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.

PROPOSED New Degree	
Degree: Major: Concentration:	
"[Click here and type new degree description]"	
"[Click here and type new concentration description]"	
Proposed Curriculum Outline	Required Hours
English (General Education):	6
Fine Arts (General Education):	3
Natural Sciences (2 labs required from Gen Ed):	6-8
Extra Science (if appropriate)	
Math (General Education):	6-9
Humanities (General Education):	6
Social/Behavioral Sciences (Gen Ed):	6
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

CURRENT Degree Description		PROPOSED Degree Description	
Degree: Major: Concentration:		Degree: Major: Concentration:	
"[Click here and type old degree description]"		"[Click here and type new degree description]"	
DisplayText cannot span more than one line!		**DisplayText cannot span more than one line!**	
CURRENT CURRICULUM OUTLINE	Require d Hours	**PROPOSED CURRICULUM OUTLINE**	Required Hours
English (Ex: EN 1103 English Comp I):	6	English (Ex: EN 1103 English Comp I):	6
Fine Arts (General Education):	3	Fine Arts (General Education):	3
Natural Sciences (2 labs required from Gen Ed):	6-8	Natural Sciences (2 labs required from Gen Ed):	6-8
Extra Science (if appropriate)		Extra Science (if appropriate)	
Math (General Education): MA 1313	6-9	Math (General Education):	6-9
Humanities (General Education):	6	Humanities (General Education):	6
Social/Behavioral Sciences (Gen Ed):	6	Social/Behavioral Sciences (Gen Ed):	6
Major Core Courses		Major Core Courses	
Concentration Courses		Concentration Courses	
Total Hours		Total Hours	

APPENDIX C

IHL BOARD OF TRUSTEE DEGREE FORMS, DATES, AND DEADLINES

(Fillable forms are located on the UCCC website under Proposal Manual/Forms).

Appendix 8: New Degree Program Proposal
(Submit Appendix 8 in PDF format with signatures)

Institution:

Date of Implementation: **Incremental, Six-Year Cost of Implementation:**   **Incremental, Six-Year Per Student Cost of Implementation:**

Will it attract new students to the university?   **Potential Six-Year, New Revenue:**   **Potential New, Six-Year Revenue Per Student:**

☐ Yes ☐ No

Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript: **Six-Digit CIP Code:**

Name of Degree(s) to be Awarded: **Total Credit Hour Requirements to earn the degree:**

List any institutions within the state offering similar programs:

Responsible Academic Unit(s):   **Institutional Contact:**
Phone:
Email:

Check one of the boxes below related to SACSCOC Substantive Changes.

☐   Proposed Program <u>is Not</u> a Substantive Change   ☐   Proposed Program <u>is</u> a Substantive Change

Number of Students Expected to Enroll in First Six Years:	**Number of Graduates Expected in First Six Years:**
Year One	Year One
Year Two	Year Two
Year Three	Year Three
Year Four	Year Four
Year Five	Year Five
Year Six	Year Six
Total	Total

Program Summary:

Chief Academic Officer Signature   **Date**

Institutional Executive Officer Signature   **Date**

Institution:

1. 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.

2. Describe the educational objectives of the degree program including the specific objectives of any concentrations, emphases, options, specializations, tracks, etc.

3. Describe any special admission requirements for the degree program including any articulation agreements that have been negotiated or planned.

4. Describe the professional accreditation that will be sought for this degree program. If a SACSCOC visit for substantive change will be necessary, please note.

5. 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.

6. 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.

7. 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?

8. 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.

9. What is the specific basis for determining the number of graduates expected in the first six years?

10. Using expected enrollment, provide the total anticipated budget for the program including implementation and 5 subsequent years (total of 6 years) of operation; any anticipated direct, indirect, and incremental costs necessary to start the program; anticipated.

incremental annual revenue based on student enrollment; and other sources of funding.

Year	Incoming Students	Total Enrollment	Start-Up Costs	*A* Additional Annual Costs	*B* Additional Annual Revenue	*C* Non-Tuition Revenue	*A – (B+C)* Differential
2017-2018							
2018-2019							
2019-2020							
2021-2022							
2022-2023							
2023-2024							
TOTAL							

Please explain what has been included in the costs and revenues.

Start-Up Costs: one-time costs associated with offering this program

Direct. Incremental Costs: additional annual costs to the university as a result of offering this program

Incremental Revenue: additional annual revenue assuming that this program will bring in new students paying full tuition

Non-Tuition Revenue: external funds, grants, contracts or other revenues attributable to the addition of this program

Differential: all revenues minus all costs

11. Program Demand: Select one or both of the following to address student demand:

A.   Survey of Student Interest

Number of surveys administered. . . . . _____
Number of completed surveys returned. . . . . _____
Percentage of students interested in program. . . . _____

Include a brief statement that provides additional information to explain the survey.

B.   Market Analysis or Evidence of Labor Market Need

[Please limit to approximately 500 words; place your Market Analysis or Evidence of Labor Market Need here.]

12. Employment Opportunities for Graduates (state, region, nation):

[Please limit to approximately 300 words; place projected graduate employment information here.]

Appendix 9a: Modifications to Existing Degree Program Proposal (Renaming)
(Submit Appendix 9a in PDF format with signatures)

Institution:
Date of Implementation: **Present 6-Digit CIP Code(s) & 4-Digit**   **New 6-Digit CIP Code:**
                                              Sequence Code(s):

                                                    CIP & Sequence codes: IHL Active Program Inventory

Present Program Title(s) as Appear(s) on Academic Program Inventory, Diploma, and Transcript: **New Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript:**

Degree(s) to be Awarded: **Credit Hour Requirements:**

List any institutions within the state offering similar programs:

Responsible Academic Unit(s):   **Institutional Contact:**
                                                  Phone:
                                                  Email:

Number of Students Enrolled in Last Six Years:	Number of Graduates Expected in Next Six Years:
Year One	Year One
Year Two	Year Two
Year Three	Year Three
Year Four	Year Four
Year Five	Year Five
Year Six	Year Six
Total	Total

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 9b: Modifications to Existing Degree Program Proposal (Consolidation)
(Submit Appendix 9b in PDF format with signatures)

Institution:
Date of Implementation: **Present 6-Digit CIP Code(s) & 4-Digit**   **New 6 Digit CIP Code:**
                                     Sequence Code(s):

                                                    CIP & Sequence codes: IHL Active Program Inventory

Present Program Title(s) as Appear(s) on Academic Program Inventory, Diploma, and Transcript: **New Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript:**

Degree(s) to be Awarded: **Credit Hour Requirements:**

List any institutions within the state offering similar programs:

Responsible Academic Unit(s):   **Institutional Contact:**
                                                Phone:
                                                Email:

Number of Students Collectively Enrolled in Last Six Years in Programs to be Consolidated: **Number of Graduates Expected in Next Six Years in Newly Consolidated Program:**

Programs to be Consolidated	Newly Consolidated Program
Year One	Year One
Year Two	Year Two
Year Three	Year Three
Year Four	Year Four
Year Five	Year Five
Year Six	Year Six
Total	Total

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 PDF format with signatures)

Institution:
Date of Implementation for   **Number of Students Presently Enrolled:**   **Number of Faculty Affected:**
Suspension/Deletion:

6-Digit CIP Code(s) & 4-Digit
Program Title as Appears on Academic Program Inventory, Diploma, and Transcript: **Sequence Code(s):**

CIP & Sequence codes: IHL Active Program Inventory
Degree(s) Awarded: **Credit Hour Requirements:**

List any institutions within the state offering similar programs:

Responsible Academic Unit(s):
                                           Institutional Contact:
                                           Phone:
                                           Email:

Reason for Request:

Effect on Institutional Role and Mission (For deletion, what is the impact on accreditation or other academic programs?):

_____   _____
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 PDF format with signatures)

Institution:

Date of Initial Program Approval: **Date of Implementation:**   **Cost to Offer by Distance Learning:**

Program Title as It Appears on Academic Program Inventory, Diploma, and Transcript: **Six-Digit CIP Code(s) & Four-Digit Sequence Code(s):**

CIP & Sequence codes: IHL Active Program Inventory

Degree(s) to be Awarded: **Credit Hour Requirements:**

Can this program be completed entirely online? ☐ Yes ☐ No

Will this program require separate admission from those offered on-campus? ☐ Yes ☐ No

Responsible Academic Unit(s):   **Institutional Contact:**
Phone:
Email:

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

Year One	Year One
Year Two	Year Two
Year Three	Year Three
Year Four	Year Four
Year Five	Year Five
Year Six	Year Six
Total	Total

Program Summary:

_____   _____
Chief Academic Officer Signature   **Date**

_____   _____
Institutional Executive Officer Signature   **Date**

Appendix 16: Intent to Offer, Modify, or Delete Certificate* Program
(Submit Appendix 16 in PDF format with signatures)

Institution:

Date of Implementation:

Six-Digit CIP Code (& Four-Digit Sequence Code if modification/deletion):

Total Credit Hours:

CIP & Sequence codes: IHL Active Program Inventory

Program Title as will Appear on Academic Program Inventory:

☐ Offer   ☐ Modify   ☐ Delete

Responsible Academic Unit(s):

Institutional Contact:
Phone:
Email:

Vocational Certificate:
Yes
No

Credit Bearing Program:
Yes
No

Title IV Financial Aid Eligible:
Yes
No

Which of the following best describes the certificate program:

Pre-Baccalaureate (Less than 1 Year)	Undergraduate program with duration less than one academic year; designed for completion in less than 30 credit hours
Pre-Baccalaureate (At Least 1 Year)	Undergraduate program with duration at least 1 year; designed for completion in at least 30 hours; does not meet requirements for Associate's or Bachelor's degrees
Post-Baccalaureate	Program designed beyond the baccalaureate degree but does not meet the requirements for a master's degree
Post-Master's	Program designed beyond the master's degree but does not meet the requirements for a doctoral degree
Other	Other certificate program not meeting one of the four criteria above.

Program Summary:

_____   _____
Institutional Contact Signature   **Date**

_____   _____
Chief Academic Officer Signature   **Date**

*Certificate programs added to the Academic Program Inventory must be credit-bearing and be vocational in nature with some professional benefit to program completers. Undergraduate certificates are eligible for Title IV financial aid programs. Certificate programs that are not credit-bearing or are lifelong learning in nature (i.e. photography, travel, etc.) with no professional component should not be included in the Academic Program Inventory.