



UNIVERSITY COMMITTEE
ON COURSES AND CURRICULA

Guide and Format for Curriculum Proposals

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MISSISSIPPI STATE UNIVERSITY™
UNIVERSITY COMMITTEE
ON COURSES AND CURRICULA

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All Proposal Deadlines and Meeting Dates, as well as meeting locations, are available on the UCCC website: [Deadlines and Dates](#)

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OVERVIEW

Curriculum development is the responsibility of the faculty at Mississippi State University. The curriculum process begins with individual faculty and is reviewed by program, departmental, college, and university faculty. The University Committee on Courses and Curricula (UCCC) is comprised of faculty and students selected through college and student government election processes. The role 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 IHL Academic Guidelines and Academic Operating Procedures of the University. The Guide and Format for Curriculum Proposals provides the policies, directions, and procedures that must be followed for all proposed changes to the curriculum, which includes additions, modifications, suspensions, and deletions of courses, certificates, minors, and programs.

GENERAL POLICIES AND GUIDELINES

IHL GUIDELINES

The Board of Trustees (IHL) has specific guidelines that direct the process and guidelines for additions, specific modifications, name changes, and deletions of *academic degree programs*. The procedures for developing and submitting degree proposals prescribed in the Guide and Format align with these IHL guidelines. For reference, the IHL guidelines may be found at this link: <https://www.mississippi.edu/academic-affairs/academic-guidelines>

The dates, deadlines, and requirements listed in IHL's administrative guideline manual linked above are subject to be changed by IHL. The UCCC will make every attempt to maintain updated dates and deadlines, but the dates issued by IHL are the definitive rules. UCCC have no control over IHL deadlines or procedures.

Given the IHL's specified times for reviewing new programs, you are STRONGLY urged to have all program modifications to UCCC during the fall semester and that all contingencies are addressed within two weeks of the UCCC meeting. Program proposals that arrive to UCCC in the spring may not be approved by IHL in time for a fall effective date and thus will not be implemented until the following fall.

IHL requires specific documentation for certain types of proposals. These are to be attached in the CIM system as part of the relevant degree program proposal and are forwarded to IHL after all university level approvals. These documents may be accessed via the [UCCC Website Proposer Resources](#) or <http://www.mississippi.edu/oasa/guidelines.asp> and are listed below.

- New Degree Programs ([Appendix 8: New Academic Degree Program Proposal](#))
- New Graduate Certificate Programs ([Appendix 16: Intent to Offer, Modify, or Delete Certificate Program](#))

- Adding Distance (Campus 5) to an Existing Degree Program ([Appendix 10: Intent to Offer an Existing Degree Program by Distance Learning](#))
- Modifications that add a Campus (other than Campus 5), change the Degree Name, or change the CIP Code of an Existing Degree Program ([Appendix 9b: Modification to Existing Academic Degree Program](#))
- Suspending or Deleting an Existing Degree Program ([Appendix 9c: Suspension or Deletion of an Existing Academic Degree Program](#))

ACADEMIC OPERATING POLICIES PERTAINING TO THE UCCC

The following policies are used to govern the UCCC in evaluating the merits of courses and degree programs. These are provided for your reference but are also integrated into the policies and procedures described in this document.

[AOP 10.08](#) – Classroom Regulations

[AOP 10.15](#) – Substantive Changes

[AOP 10.16](#) – Distance Education

[AOP 11.04](#) – Split Level Combined Undergraduate/Graduate Courses

[AOP 12.04](#) – Final Examination

[AOP 12.08](#) – Requirements for Academic Programs and Academic Consortial/Contractual Agreements

[AOP 12.09](#) – Class Attendance and Reporting Absences

[AOP 12.11](#) – Degree Requirements-Undergraduate

[AOP 12.12](#) – Credit and Grades

[AOP 12.26](#) – Credit for Prior Learning

[AOP 13.03](#) – Faculty Responsibilities in Instruction and Curriculum

SUBMISSION GUIDELINES

All curriculum Proposals are submitted through the Curriculum Inventory Management (CIM) system, which has modules for both [Courses](#) and [Programs](#). Detailed tutorials for the use of the system and live training opportunities are available through the [UCCC Website](#) or through contacting us at uccc@uccc.msstate.edu.

When using the online proposal system, initiators will be asked to enter appropriate information and attach any required documents to the proposal. Information that has a red box is required information and must be entered before you can submit the proposal. Once a proposal is

submitted, it will pass through an automated workflow for approval. Proposal initiators will be able to follow the proposal through each stage of the workflow in CIM, UCCC reviews and approves any addition, modification, suspension, or inactivation of courses and academic programs in accordance with [AOP 12.08](#).

Proposal Type & Documentation Required:

Table 1. Submission guidelines

<u>Nature of Change</u>	<u>Type of CIM Proposal</u>	<u>IHL Appendix*</u>	<u>Additional Documentation</u>
Academic Program Addition			
Bachelor's, Master's, Specialist, Doctorate Degree	Addition	Appendix 8	SACSCOC Approval (OIRE generated)**
Certificate programs (Post-Bachelor's, Post-Master's)	Addition	Appendix 16	SACSCOC Approval (OIRE generated)**
Minor	Addition		
Academic Program Modification			
Addition of Distance	Modification	Appendix 10	SACSCOC Notification (OIRE generated)**
Addition of Campus/Instructional Site	Modification	Appendix 9b	SACSCOC Approval (OIRE generated)**
Degree Program Name Change	Modification	Appendix 9ab	
Addition of Concentration	Modification		
Academic Program Suspension/Deletion			
Internal Suspension of Admissions (with plans to reopen)	Technical Change		
Internal Suspension of Admissions for part of a program (limits offerings but does not delete the program from (MSU)	Technical Change		Teach Out Plan for SACSCOC Approval (OIRE generated)**
Internal Suspension of Admissions (with eventual plans to delete entire program)	Technical Change	Appendix 9c	Teach Out Plan for SACSCOC Approval (OIRE generated)**
Degree Program Deletion	Deletion	Appendix 9c	
Course Proposals			
Course Addition	Addition		
Course Modification	Modification		
Addition of new Method of Delivery (Distance (Campus 5) or Face-to-Face)	Modification		

Addition of Campus/Instructional Site excluding distance	Technical Change		
Course Inactivation	Inactivation		

*IHL appendices should be submitted in CIM. They must not be submitted to IHL prior to UCCC and Provost's Office approval.

**MSU's Accreditation Liaison or designee in OIRE will make any SACSCOC determinations and will lead the documentation process that is submitted to SACSCOC after UCCC and IHL (if applicable) approval. Not all modifications require SACSCOC approval before implementation.

LETTERS OF SUPPORT

A primary Letter of Support, dated within the last calendar year, is required for all proposal submissions and must contain the specific proposal being supported, listing the exact course code(s) and/or program name. Letters of Support must be signed by the majority of department/program faculty or the department's curriculum committee if one exists. These signatures can be physical or digital but must be dated. A letter containing signatures only from a Dean or Department Head, or a simple voting role is insufficient and will cause the proposal to be tabled and rereviewed upon a sufficient letter being provided.

Additionally, if your proposal utilizes courses from another department, as part of a curriculum or prerequisite, you will be required to provide secondary letters from those affected departments. These secondary letters should also list the specific course codes in question but can be signed by the affected department's head and/or department curriculum committee.

Further secondary letters may be required by the UCCC for new curriculum proposals that have potential duplication or overlap with existing curriculum in other departments. It is highly recommended that the effected department confer with each other and provide a differentiation table (an example of which is provided in [Appendix C](#)) where applicable, in order to aid the UCCC in a more complete review of the proposals.

CIP CODE

The Classification of Instructional Programs (CIP) codes are a taxonomic coding scheme developed by the [National Center for Educational Statistics \(NCES\)](#). The CIP codes are the accepted federal government standard on instruction program classifications used in numerous kinds of reporting and are required on every new course and program proposal. CIP codes are aligned with the Federal Standard Occupational Classifications (SOC). CIP codes are also used to demonstrate general categories of instructional programs that should align with the fields and occupations as determined in SOC. Further, CIP codes are used to make sure there is not significant duplication in programs across the institution and by IHL to determine duplication across institutions. Each course and program needs to determine the CIP that is most appropriate

for their programs. CIP codes are available from the National Center for Education Statistics or using the CIP finder tool in CIM. All questions about appropriate CIP codes need to be directed to the Office of Institutional Research and Effectiveness (OIRE).

APPROVAL PROGRESSION

Each step of the review process is important. Each level brings new perspectives for review that serves to ensure that a program or course is appropriate for Mississippi State University. Given the IHL's specified times for reviewing new programs, you are **STRONGLY** urged to have all program proposals to UCCC during the fall semester and that all contingencies are addressed within two weeks of the UCCC meeting. Program proposals that arrive to UCCC in the spring may not be approved by IHL in time for a fall effective date and thus will not be implemented until the following fall. UCCC have no control over IHL deadlines or procedures. Proposals are processed via CIM's automatic workflow in the following order:

1. Department Curriculum Committee/Department Head

The department is the creator of the curriculum. Departments are responsible for making sure proposals are progressively rigorous, cover necessary content, and fit into the mission of the department.

2. Office of Institutional Research and Effectiveness (OIRE)/Registrar (Review-only For Program Proposals ONLY).

OIRE receives program proposals as a review-only step in workflow to determine what approvals are required beyond MSU and if the appropriate IHL documentation is attached to the proposal.

The Registrar's Office receives programs as a review-only step in workflow to review items such as Banner code and course validity, breakdown of hours, and overall formatting.

All new degree programs and certain modifications will need IHL approval. **DO NOT** submit directly to IHL as it must follow the approved university process first.

Depending on how much new content is being developed, new programs may also fall under substantive change. *Only* MSU's Accreditation Liaison can make the determination whether a program falls within substantive change.

3. College/School Curriculum Committee(s).

College/School Curriculum Committees establish deadlines and college rules that may be more rigorous than those of UCCC. It is the responsibility of the College/School committee to ensure that the following are sufficiently addressed by the department:

The UCCC relies on this committee to ensure:

- Compliance with [AOP 13.03](#).
- Course or program content is appropriate and does not create duplication of other curriculum at MSU.
- Topics covered are sufficient for a given course (i.e. too much content, too little content, content doesn't fit together in described course, etc.).
- Contact hours, student activities, and assessments are appropriate for the courses
- Course and programs proposals fit the mission of the college.

4. Dean of College/School.

5. General Education Committee.

The General Education Committee reviews all course proposals for courses that will be part of the university AdvantaGE core.

6. University Committee on Courses and Curricula.

The UCCC is responsible for ensuring that all proposals

- Meet all the policies of Mississippi State University
- Fit within the landscape of the university and do not significantly duplicate degrees and/or courses offered by other Colleges/Schools
- Meet the academic rigor, coherence, and requirements appropriate to Mississippi State University

7. Graduate Council (if program proposal is an addition, modification, or deletion of a graduate program).

Graduate Council reviews programs only. They review programs to make sure they adhere to Graduate Policy and are sufficiently rigorous to meet graduate standards.

8. Provost Office.

The UCCC publishes Change Notices at regular intervals, listing all proposals the UCCC has approved and recommended to the Provost and Academic Deans Council.

9. Board of Trustees of the Institutes of Higher Learning (IHL).

Proposals requiring IHL approval must be submitted to the Board in accordance with their specified timetable.

10. The Southern Association of Colleges and Schools Commission on Colleges

(SACSCOC) (certain program proposals only, as determined by accreditation liaison or designee).

Approval may be needed six months before a program may begin enrolling students if the program is required to submit a substantive change prospectus.

PUBLICATION OF CHANGE NOTICES

All additions, modifications (including campus & name changes), suspensions, or deletions to a course, degree, certificate, or program offered through traditional semester format (fall or spring semester) or shortened semester format (Summer School, 8-week mini-terms, Winter Intersession, or Maymester) must follow the approval process as described in this *Guide and Format*. Once UCCC has fully approved a proposal, it will appear on a Change Notice to the Provost Office recommending final approval. These are published at regular intervals and will be signed after a period of 10 business days if no objections are raised by the Academic Deans. Both the Registrar's Office and Center for Distance Education use the signing of the UCCC's Change Notice as the official document to initiate changes to Undergraduate Catalog, Graduate Catalog, website information, and degree tracking forms, provided no further IHL or SACSCOC approval is required. If further approvals beyond MSU are required, the Registrar's Office must wait for the official notification from IHL and/or SACSCOC.

PROCESSING TIME

Ensuring a comprehensive, faculty-driven process means that academic units should allow sufficient time for the proposal to be reviewed at each level. The development of proposals should start early in the academic year or even the academic year before, and the proposal should be submitted as soon as possible to ensure 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 to the college level is approximately three months (excluding the summer months). Programs wanting to implement changes the following fall are **STRONGLY** urged to submit to UCCC during the fall semester given the IHL's specified times for reviewing new programs and should ensure all contingencies are addressed within two weeks of the UCCC meeting. Program proposals that arrive to UCCC in spring will most likely not be approved by IHL in time for a fall effective date and thus will not be implemented until the following fall. Generally, anything tabled at the last meeting of the year will not be considered until the following fall.

Please be aware that the entire process, from the submission of a proposal until the final approval of a degree program by the IHL Board will take several months. Program proposers should be aware of college, UCCC, and IHL deadlines for review. Most deadline dates are posted on college curriculum pages and the UCCC website. Programs will always be effective fall *of the next year* to correspond with catalog terms for students. Programs arriving to the UCCC after the fall semester run the risk of not being approved until the following academic year, delaying program implementation for one academic year. Also note that application for admissions often occurs a full year before actual enrollment, so ideally full approval should precede implementation by a full year in order for new programs to appear in the admission application during HailState@8.

Proposals that are begun in CIM but not submitted, will be shredded after one calendar year.

DECISIONS MADE BY THE UCCC

Various decisions can be made by the UCCC on course 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 published on a Change Notice for the Academic Deans Council for review (*via* the Graduate Council if the proposal is for a graduate program). The contact person listed on the proposals will be notified when the proposals are placed on an agenda. Proposers can look in CIM 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 Office. The Chair reviews and approves the proposal (no further review by the full UCCC is necessary). Any proposal that is passed contingent that has not submitted revisions within a calendar year must be reviewed by the UCCC again.
3. **Tabled** – A proposal was not approved by the UCCC because it required additional clarification, or has deficiencies that the UCCC as a whole must review again. 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 full approval progression starting at the departmental level.

TECHNICAL CHANGE PROPOSALS

Technical Changes are an expedited proposal process for changes that are more administrative or “clean up” in nature, and do not affect the content or delivery of a course or program. Technical Changes require only department head, dean, UCCC chair, and Provost approval, and are not reviewed by the full UCCC, although certain tech changes such as course title changes will be placed on a UCCC consent agenda. Technical Changes are submitted through CIM, just like full modification proposals, and require a Letter of Support following the guidelines on [page 8](#).

Examples of modifications allowable under a Technical Change include:

- Changes to catalog descriptions.
- Changes to course prerequisites or degree admission requirements.
- Changes to the repeatability of a course.

- Addition of campus(es) for a course, provided there is no change needed to method of delivery (excludes Campus 5 Distance).
- Changes to a course subject code with the full support of all departments involved.

NOTE: All Technical Changes are subject to the discretion of the UCCC Chair. If any of these listed changes are made in conjunction with edits to course content, they will be considered as part of a full course modification by the UCCC.

COURSE APPROVALS FOR ONLINE/DISTANCE LEARNING

Courses must be approved to be taught in an online format (synchronous, asynchronous, or hybrid). The following instructions are for new or modified courses seeking online approval. Synchronous courses meet at a specific, scheduled time each week. Asynchronous courses are expected to function similarly to traditional courses in that students engage in direct instruction on a regular basis and instructor feedback is ongoing throughout the semester. Be sure to include detailed descriptions of which method will be used and how students will interact with course materials in your syllabus and in your CIM proposal.

- Under Campus(es), make sure “Campus 5, Distance” is checked.
- Select “O – Online” as one of your methods of delivery.
- 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. If a course will be taught both face-to-face and online, proof of equivalence must be provided, examples of which can be found in [Appendix B](#).
- The following questions will appear in CIM when Campus 5 and the online method of delivery are selected. These are required fields and must be filled out adequately.
 - 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 between the face-to-face and the online versions of the course?
 - What is the justification for the online/distance learning offering?

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.).

All distance learning course proposals must include detailed information on the target audience including how this audience benefits from the availability of a distance course.

DEGREE APPROVALS FOR DISTANCE LEARNING

A request to add distance learning to a new or existing degree program should be submitted through CIM as a new degree addition or part of a degree modification. The addition of distance education to a degree must conform to the guidelines set by the Board of Trustees (IHL). 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:

- Ensure that courses in the program of study are approved for Distance Learning.
- 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.
- Provide information on the method of delivery for the distance learning courses associated with the degree (i.e. lectures, web-based, interactive discussions). Provide detailed information on how the subject material is delivered through distance learning and how student participation and interaction (contact hours) are achieved.
- 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.
- Include the IHL Distance Learning Form [Appendix 10](#).

COURSE ADDITIONS, MODIFICATIONS AND INACTIVATIONS

The [Course Inventory Management \(CIM\)](#) is the on-line submission system used for the proposal to ADD, MODIFY (including changes to the campus) or INACTIVATE a course to the current offerings of a department.

When using the CIM system, initiators will be asked to enter appropriate information and attach any required documents to the proposal. Information that has a red box is required information and must be entered before you can submit the proposal.

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

Once proposals are submitted, proposals pass through an automated workflow for approval. Proposal initiators will be able to follow the proposal through each stage of the workflow in CIM.

COURSE FORMAT

TRADITIONAL SEMESTER

These courses are offered over the typical 15-week semester.

SHORTENED FORMAT

Maymester: These courses are usually time-intensive courses that are best designed for extensive daily work. Examples might be field work, Study Abroad, courses designed for people who have short periods of time for intense study such as teachers.

Mini-terms: These courses are either easily offered in an intensive format, or may also be designed for students who need to add a course mid-semester for credit, usually offered through LSK, or students that need to accelerate through prerequisite courses.

Winter Intersession: Due to the time-intensive, online nature of these courses with the University officially closed for 8-10 business days, careful consideration should be given to the type of course that is offered in Winter Session. Students will not be able to access IT or Library support during the days the University is closed.

Summer School: A wide variety of courses may be offered. Both 5-week and 10-week courses are offered. Courses offered in the 5-week format typically meet daily while the 10-week courses meet only once or twice weekly for an extended amount of time.

COURSE ADDITIONS

The following basic information is required for all submissions. Dropdown boxes are provided where appropriate. Once information is entered it will populate throughout the CIM proposal.

CONTACT PERSON

A faculty member must be listed for all proposals. This will be who the UCCC contacts if there are questions that arise regarding the proposal. They will also be notified when the proposal is placed on an agenda, and all requested revisions will be sent to them.

BASIC COURSE INFORMATION

COURSE TITLE

Provide a complete title for the new course.

ABBREVIATED TITLE

If your full course title is over 30 characters, provide a shortened abbreviation here. This abbreviated title will be what appears on the master class schedule, registration, transcripts, grade reports, and other official documents, and so should be easily legible.

SUBJECT PREFIX

Cross-listed courses will require a separate proposal for each subject prefix.

COURSE NUMBER

All course numbers consist of four digits. The first (left) digit indicates the level of the course within the academic progression and the fourth (right) digit indicates the number of credit hours. The two middle digits are reserved for the departments to provide a unique number for the course. 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. The following chart provides guidance on selecting the numbers.

Refer to the table below to determine the number most appropriate for your course.

NOTE: If a 4000-level or a 6000-level course is proposed, a box will appear asking if this is a split-level course. When proposing a split-level course, both the 4000-level and 6000-level must be submitted as separate records to be processed.

If a course number is proposed that is not available, a box will pop up that explains that the course code is not unique. If assistance is needed in finding a new course number, contact the UCCC Office. Based on the course number provided, credit hours will autofill.

Table 2. Course numbering guidelines

Classification	Number	Description
Developmental	0000	Remedial courses for which credit is not applicable toward a degree.
Year 1	1000	Develop intellectual skills needed in postsecondary education such as communication, social & natural sciences, humanities & fine arts, critical thinking
Year 1 & 2	2000	Scope of the field: intro to terms, tools, and technology, foundational courses
Year 3	3000	Define structure of and problems in the field: practice using tools and specialized terms apply intellectual skills to major courses
Year 4	4000	Apply tools to solve problems in the field; explore major theories; integrate learning from throughout undergrad to apply to career or to continued education

Year 5 Professional	5000	Didactic = Advanced application of theories to prepare for practice in the field Clinical = Practicing the theories in the field
Graduate	6000	Connect theories to problems; evaluate contributions from previous studies
Graduate	8000	Use theory-based research methods or other approaches for inquiry in the field
Graduate	9000	Theorize new or expand on existing literature in the discipline; develop new research approaches Complete advanced research in the discipline

EFFECTIVE TERM

This is the first term in which the new course will be offered. When considering your proposal's timeline, it is recommended to take note of when advising periods start and when the Master Schedule is released.

PROPOSED CIP NUMBER

For information on choosing the correct CIP code, refer to [page 8](#).

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 or OIRE.

CAMPUS(ES)

Please check ALL campuses where the department intends to offer the proposed course.

IS THIS A GENERAL EDUCATION (ADVANTAGE) COURSE?

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

NOTE: General Education courses will be considered by the University General Education Committee as part of the automated workflow before being reviewed by the UCCC. Specific directions for submitting a course for consideration of General Education designation are available from the [AdvantaGE Website](#)

COURSE DETAILS

CATALOG DESCRIPTION

The catalog description must contain the following information in the correct format adhering to catalog standards:

(a) any prerequisites or corequisites, in parenthesis: (Prerequisite: COURSE); (b) contact hours by instruction type; (c) catalog description in 48 words or less; and (d) any course that is cross-listed, in parenthesis: (Same as . . .).

Examples are provided below.

- An example of a three-hour course, all lecture, no prerequisites and no cross-listing:
 - 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 hour course that requires a prerequisite, and the course is cross-listed with another department:
 - (Prerequisite: EN 1113 or equivalent). Three hours lecture. A multidisciplinary analysis of public policy issues involving engineering and technology and the use of policy science to explore complex policy issues. (Same as PS 2713).
- An example of a split-level course with a lecture and a laboratory component:
 - (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):
 - (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:
 - (Co-requisite: RDG 3413 and RDG 3423). Three hours lecture. Understanding the learning needs of young adolescents (grades 4-8); study of appropriate teaching strategies, engaging learning environments, and assessment for young adolescents.
 - (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:
 - (Prerequisite: Junior standing). Hours and credits to be arranged.

- An example of an internship or practicum:
 - (Prerequisite: Consent of instructor). Variable credit supervised field experience. Supervised professional experience providing comprehensive and integrated psychological services in the schools and related settings.

STUDENT LEARNING OUTCOMES

Although some may use the terms learning outcomes and learning objectives interchangeably, they are distinct terms according to our SACSCOC accreditation glossary. Courses may have both learning objectives and outcomes, but academic programs (including certificates) must have learning outcomes. The appropriateness of learning outcomes to the academic discipline is the discretion of the program faculty.

Student Learning Outcomes are statements that specify what students will be able to think, know, or do as a result of completing a program or course. Student learning outcomes should be measurable and clearly linked to assessments or activities in the course or program. Student Learning Outcomes should not start with “students will learn” or “understand,” rather, measurable student actions should be used.

Course-level student learning outcomes should be stated as actionable, measurable results of the course. Typically, courses should have five or more learning outcomes. These outcomes should match the course level descriptions from [Table 2](#). For example,

- Students will be able to develop lesson plans appropriate for a secondary school student in Geometry.
- Students will be able to design a solution to a given problem using the 6 principles discussed in class.

Course learning objectives may also be included in syllabi but are distinctly different than Student Learning Outcomes. Course objectives describe the content or activities that the instructor plans to accomplish in the course. Faculty may also provide their objectives as a list of course topics to be covered.

MAY THE COURSE BE REPEATED FOR CREDIT?

Indicate if the course may be repeated for credit. If it may be repeated for credit, indicate the total number of times the course can be taken, and the total credits the student can receive.

GRADE MODE

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

METHOD OF INSTRUCTION

The primary method of instruction should be indicated. This is used for the coding of the course. Select the appropriate Method of Instruction Code(s) from the table below.

Select the relevant method. If the course has a lab component built into the course as a single section, then select Lecture/Lab (B), but if the lab will be separate section requiring co-registration, then select Lecture (C) and either Lab (L) or Non-Credit Producing Lab (K) as appropriate.

Table 3. Method of instruction descriptions

Code	Name	Description
A	Study Out-of-Country	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.
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/Intern	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.
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.

METHOD OF DELIVERY

The available method of delivery codes in CIM are F – Face to Face and O- Online. Faculty may select one or both for new course proposals. If a course is offered as both F2F and Online, then equivalency must be included in the syllabus, examples of which can be found in [Appendix B](#).

CREDIT HOURS

The institutionally established equivalencies to the Federal definition of the credit hour at Mississippi State University follow. These standards apply to both undergraduate and graduate courses. Credit hours must be detailed in a Detailed Course Outline with Student Activities and Assessments that provide evidence of sufficient Direct and Indirect Student learning.

The table below shows the minimum required contact hours required to award 1 credit hour in each of the various instruction types.

Table 4. Credit Hours

Method of Instruction	Direct Instruction	Out of Class Work
1 credit hour of Lecture or equivalent	15 contact hours	30 hours homework
1 credit hour of Laboratory/Studio	minimum 30 contact hours	< 15 hours of homework
1 credit hour Clinical Instruction/Practicum	minimum 45 contact hours clinical instruction*/practicum	
1 credit hour Internship	0 contact hours	minimum 60 hours experiential engagement

*Clinical Instruction's 45 contact hours are equal to 37.5 clock hours.

DETAILED COURSE SYLLABUS

[AOP 13.03](#) governs the required elements of the syllabus. A detailed course syllabus with the current date in the header and including catalog description, course topics, office hours, detailed information for distance students, learning outcomes, learning activities, and grading policies, and contact hours worksheet or detailed outline with suggested student activities must be attached to each course proposal. If the course is to be taught online, be sure to indicate if this course is synchronous or asynchronous and give specific information about accessing the course and all associated activities. To upload, the syllabus must be saved as either a PDF or Word document. Indicate the date of the syllabus in the file name.

A syllabus template is included in [Appendix A](#) for reference. MSU has a [university syllabus](#) that contains university policy and syllabus statements that are standard for all courses. Course syllabi should provide information pertinent to class to include student learning outcomes, course description, course topics to be covered (including approximate time spent per topic), activities and assessments, split-level requirements that align with academic progression expectations, grading criteria, and course and departmental information. Your college or department may have a specific syllabus template as well.

The UCCC will review all approved syllabi on a regular basis. The review process is an opportunity to update course descriptions, student learning outcomes, course topics, credit hour documentation and verification, face to face and online information, and course activities.

Departments will be notified prior to the review process.

COURSE TOPICS

Course topics provide students with an overview of the content of the course. Efforts should be made to approximate the amount of time spent per topic. Topics should be no more than 3-hour chunks. See [Appendix A](#). The hours in this outline must match the required credit hours for the class. The following is one example of what the outline might look like:

- Major Topic (6 contact hours)
 - Topic (3 hours)
 - Topic (3 hours)
- Major Topic (6 contact hours)
 - Topic (3 hours)
 - Subtopic (1 hour)
 - Subtopic (2 hours)
 - Topic (3 hours)

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.

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.

LETTER OF SUPPORT

A Letter of Support must be included with the course proposal following the guidelines on [page 8](#). To upload, the letter of support must be saved as either a PDF or Word document. Indicate the date in the file name.

If the proposed new course is a potential duplication of existing courses in other departments, the UCCC may ask that a Letter(s) of Support from the affected outside department(s) be provided. These secondary letters should also list the specific course code(s) in question but can be signed by the affected department's head and/or department curriculum committee.

COURSE MODIFICATIONS USING CIM

Select the course to be modified. A button will appear on the right, highlighted in green and labeled “Edit Course.” Clicking this button will open a new window that will allow you to edit all of the basic fields discussed above in Course Addition section, and specific fields to take note of are listed below. All required information in CIM is in red.

CONTACT PERSON

A faculty member must be listed for all proposals. This will be who the UCCC contacts if there are questions that arise regarding the proposal. They will also be notified when the proposal is placed on an agenda, and all requested revisions will be sent to them.

“IS THIS A TECHNICAL CHANGE”

You will be required to answer this question before the form will allow you to edit any fields. Technical Changes are an expedited proposal process for changes that are more administrative or “clean up” in nature, and do not affect the content or delivery of a course or program. Technical changes require only department head, dean, UCCC chair, and Provost approval, and are not reviewed by the full UCCC, although certain tech changes such as course title changes will be placed on a UCCC consent agenda. For more information on what qualifies as a technical change, see [page 12](#).

EFFECTIVE DATE

This is the first term in which the modified version of the course will be offered. When considering your proposals timeline, it is recommended to take note of when advising periods start and when the Master Schedule is released.

COURSE DETAILS

SUMMARY OF PROPOSED CHANGES

Provide an itemized list of the proposed changes to the course.

COURSE CONTENT

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

EFFECT ON OTHER COURSES

List all other courses (prerequisites, courses in sequence, cross-listed, etc.) that are affected by the change to this course and how those will be addressed. The UCCC may also require an accompanying proposal for the affected course(s), depending on the nature of your modification.

CURRENT COURSE SYLLABUS

A previously approved, current course syllabus should already be in CIM. If not, please attach the current syllabus.

WILL THE SYLLABUS BE REVISED?

Indicate if the syllabus will be revised and attach the revised version if so.

A detailed course syllabus with the current date in the header and including catalog description, course topics, office hours, learning outcomes, learning activities, grading policies, and contact hours worksheet or detailed outline with suggested student activities must be attached to each course proposal. If the course is to be taught online be sure to indicate if this course is synchronous or asynchronous and give specific information about accessing the course and all associated activities. To upload, the syllabus must be saved as either a PDF or Word document. Indicate the date of the syllabus in the file name. For more information on syllabi see [page 21](#) and [Appendix A](#).

JUSTIFICATION

Present detailed reasons for the proposed modifications. Address how these modifications improve the course and/or benefit the curriculum or students.

TARGET AUDIENCE

If you are adding distance learning to your course, you must include detailed information on the target audience including how this audience benefits from the availability of a distance course.

LETTER OF SUPPORT

A Letter of Support must be included with the course proposal following the guidelines on [page 8](#). To upload, the letter of support must be saved as either a PDF or Word document. Indicate the date in the file name.

COURSE INACTIVATION

Select the course that is to be inactivated. A button appears on the left, highlighted in red and labeled “Inactivate” Click the button and a new window opens.

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

Course inactivation proposals have a shortened workflow (department head, dean, UCCC Chair, Deans Council/Provost). Course inactivation proposals do not require full UCCC approval.

A proposal for INACTIVATION of a course must include:

CONTACT PERSON

A faculty member must be listed for all proposals. This will be who the UCCC contacts if there are questions that arise regarding the proposal.

JUSTIFICATION FOR THIS REQUEST

Provide a brief justification for the inactivation of the course. Include an explanation of how the students that are required to take the course will be accommodated.

EFFECTIVE DATE

Indicate the proposed effective date of the course inactivation. A course inactivation becomes effective the semester following approval of the Provost Office unless a later effective date is indicated.

EFFECT ON OTHER COURSES AND PROGRAMS

Please list all programs and/or courses affected by the inactivation. A proposal for inactivating a course that forms a significant part of the requirements, electives, or serves as prerequisite of another department should be accompanied by a Letter of Support from the head(s) of the affected department(s) stating their support or concerns to the proposed inactivation.

A proposal for inactivating a course that is listed as a pre-requisite for another course taught by the same department should be accompanied by a technical change for the effected course reflecting the elimination of that pre-requisite. A proposal for inactivating a course that is listed as part of the curriculum outline for an existing program should be accompanied by a modification proposal for the effected program.

LETTER OF SUPPORT

A Letter of Support must be included with the course proposal following the guidelines on [page 8](#). To upload, the letter of support must be saved as either a PDF or Word document. Indicate the date in the file name. Additional letters may be required as described above.

SPECIAL TOPICS COURSE PROPOSALS USING EFORMS

Special Topics provide faculty with an opportunity to offer a course on a trial basis. Through the Special Topics course, faculty will have a better understanding of students' interest and need for the course, and the information needed to fully develop the course. Special Topics are not intended to be used for Low Enrollment courses or to fill gaps in Programs of Study. The course should be developed as a course addition including Learning Outcomes Course Topics and

Contact Hours. Special Topics may be offered twice before they must be proposed as full course additions. Changing or modifying the course name or making small changes to the design of the course is not sufficient for an additional request for special topics.

Departments that wish to offer Special Topics submit their proposals via an eForm in Banner. A link to the eForm is located on the UCCC website. The steps for submitting a Special Topic course are as follows:

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.

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 that complies with [AOP 13.03](#), 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.

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.

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

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.

Once approved by the UCCC Chair, the faculty member will receive an email noting the approval. At that point the course can be scheduled, and the Registrar’s Office will then create the new course.

ACADEMIC PROGRAMS ADDITIONS, MODIFICATIONS, AND DELETIONS

[CIM Programs](#) is the online submission system used for proposals to ADD, MODIFY (including changes to the campus) or DELETE a degree program to the current offerings of a department.

When using the CIM system, initiators will be asked to enter appropriate information and attach any required documents to the proposal. Information that has a red box is required information and must be entered before you can submit the proposal.

Once proposals are submitted, proposals pass through an automated workflow for approval. Proposal initiators will be able to follow the proposal through each stage of the workflow in CIM.

Academic Program Proposals are reviewed by the UCCC, and graduate level degrees are also reviewed by the Graduate Council for approval, before being sent to IHL. If there are questions that are not covered by these guidelines, please contact the Office of Institutional and Effectiveness (OIRE) for curriculum questions or the UCCC office for technical issues, completing proposals, or questions regarding the UCCC approval process. OIRE will determine the need for substantive changes and policy requirements.

Mississippi State University may only offer programs specified in [AOP 12.08](#). Refer to the policy for details about the curricular offerings and their requirements.

ACADEMIC PROGRESSION

Baccalaureate degree progression: General Education / Core courses (30 hours) + Foundational courses + Major courses (90 hours) (Note that major courses may include electives, as well as courses outside of the major prefix.).

Professional degree progression: Doctor of Veterinary Medicine.

Graduate degree progression: post-baccalaureate certificate (less than a master's), master's (30 hours), post-master's certificate (less than a doctoral degree), educational specialist (30 hours, education only), research-based doctoral or terminal master's degrees (54 hours), practitioner-based doctoral degrees (70 hours).

DEGREE CHARACTERISTICS

Each characteristic requires UCCC approval.

MINOR

15 hours outside of the major but within a bachelor's degree (assumes completion of general core and foundational courses); 9 hours outside of the major but within a master's degree; 12 hours outside of the major but within a doctoral degree.

CONCENTRATION

Minimum of 18 hours that form a subdivision in the major to focus on a specialty area.

ENDORSEMENT

Recognition for completing a thematic group of courses around a particular topic; mentioned in the notes on the transcript. (These were previously known as undergraduate certificates, but as an endorsement may apply to undergraduate or graduate degrees.)

CERTIFICATES

Stand-alone graduate option. Certificate programs must be less than the hour requirements for a graduate degree. Mississippi State University does not offer undergraduate certificates (see above).

NEW ACADEMIC PROGRAM ADDITION

In addition to the University required proposal elements listed below, all new degree program proposals must include an [IHL Appendix 8](#), which requires specific information that must be thoroughly answered. This document must be a Word document NOT PDF. Various resources or entities such as OIRE, dean's office, and the library may assist with answering the questions. The Word document of the IHL appendix should be submitted with the full program proposal via CIM upload under supporting documentation. Once the program proposal is approved by the UCCC and appears on a signed Change Notice, the Executive Vice Provost will convert the IHL appendix to PDF and forward to IHL.

NOTE: 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. New degree programs will not be approved until all associated courses are also approved.

TIME SCHEDULE

Please be aware that the entire process, from the submission of the proposal until the final approval of the degree program by the IHL Board will take several months. Program proposers should be aware of college, UCCC, and IHL deadlines for review. Most deadline dates are posted on college curriculum pages and the UCCC website. Programs will always be effective *fall of the next year* to correspond with catalog terms for students. Programs arriving to the UCCC in the spring run the risk of not being approved until the following academic year, delaying program

implementation for one academic year. Refer to [page 5](#) for IHL Guidelines and recommendations. Proposers should also consider the university admission cycle. Application for admissions often occurs a full year before actual enrollment, so ideally full approval should precede implementation by a full year in order for new programs to appear in the admission application during HailState @8.

PROPOSAL ELEMENTS

Each of the following elements must be included in the proposal.

CONTACT INFORMATION

A faculty member must be listed for all proposals. This will be who the UCCC contacts if there are questions that arise regarding the proposal. They will also be notified when the proposal is placed on an agenda, and all requested revisions will be sent to them.

EFFECTIVE CATALOG EDITION & EFFECTIVE TERM

This is the first published edition of the catalog in which the new degree program will appear, and the first term in which students will be allowed to enroll in the degree. When considering your proposals timeline, it is HIGHLY recommended to take note of IHL's current posted schedule and guidelines, potential substantive change notifications, Hail State @8, and other relevant application and registration dates.

DEGREE CODE & MAJOR CODE

These abbreviated codes will be used for identification of the degree program in Banner and official university reports. Select the relevant codes listed in the drop-down menus or select "NEW" which will allow you to create a new 2–4-character code (the most common occurrence for new majors). It is recommended to confer with the Registrar's Office if you have questions about the availability of codes.

CIP NUMBER

For information on choosing the correct CIP code, refer to [page 8](#).

CATALOG DESCRIPTION & CURRICULUM OUTLINE

The proposed new degree proposal should include the degree catalog description and curriculum outline. These fields in CIM are bridged directly into the catalog and so should appear exactly as they will appear for students and advisors. The curriculum outline must also adhere with catalog standard formatting. Help with creating the curriculum outline in CIM can be found on the [UCCC Website](#), or by contacting uccc@uccc.msstate.edu.

All programs must adhere to the Academic Progression and [AOP 12.08](#).

All undergraduate degree programs must include courses that allow students to demonstrate competencies in *junior/senior level writing*, and *public speaking* (required for ISP credential) through the successful completion of an individual course or several courses.

STUDENT LEARNING OUTCOMES AND ASSESSMENT

The new degree proposal should include the expected program-level student learning outcomes. A program-level student learning outcome is what a student should be able to think, know, or do by the time they have completed the academic program. These outcomes answer the question: What can a student do with the credential they receive? The specific competencies or methods of assessment are most appropriately determined by the program faculty or by conventions of the academic discipline. UCCC is not evaluating the appropriateness of the learning outcomes but rather ensuring that they exist. The formal program-level learning outcomes review process is documented through the annual Institutional Effectiveness (IE) report as part of the institution's SACSCOC accreditation. The Office of Institutional Research & Effectiveness will work with program coordinators to complete the documentation needed for SACSCOC accreditation.

JUSTIFICATION

Describe how the program fits into the mission of the university.

Describe the target audience for the program and which student will be recruited.

The degree proposal should describe the coherence and increasing rigor of the program.

- Undergraduate Programs: Provide evidence that 3000-level and 4000-level courses are designed to provide a coherent program of study that enhances the degree.
- Graduate Programs: Provide evidence that the design of the program is not just a collection of graduate courses.

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

- Comparison with leading academic program in the discipline
- Employer assessment and feedback of student's preparedness for employment
- Graduate assessment and feedback on their preparedness for employment
- Advisory Board or External review assessment and feedback of the degree program

The program proposal must also address the following questions:

- Will this program meet local, state, regional, and national educational and cultural needs? If so, please describe.

- Will this program result in duplication in the System? If so, please describe.
- Will this program change/advance student diversity within the discipline? If so, please describe.
- Will this program result in an increase in the potential placement of graduates in MS, the Southeast, and the U.S.? If so, please describe.

LETTERS OF SUPPORT

A primary Letter of Support must be included with the program proposal following the guidelines on [page 8](#). To upload, the letter of support must be saved as either a PDF or Word document. Indicate the date in the file name.

If the new degree program includes any courses taught outside of the home department of the degree program, then a Letter(s) of Support from the affected outside department(s) should be provided. These secondary letters should also list the specific course codes in question but can be signed by the affected department's head and/or department curriculum committee.

ACADEMIC PROGRAM MODIFICATION

Select the program to be modified. A button will appear on the right, highlighted in green and labeled “Edit Program.” Clicking this button will open a new window that will allow you to edit all of the basic fields discussed above in Degree Program Addition section, and specific fields to take note of are listed below. All required information in CIM is in red.

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. If a program is modified to include a new CIP number, the MSU accreditation liaison will work with IHL to modify IHL’s API.

The modification requires an IHL [Appendix 10](#) ONLY if adding Distance.

NOTE: All course proposals, whether for addition, deletion, or modification, associated with the proposed degree program modification must be submitted at the same time as the proposal. Degree program modifications will not be approved until all associated courses are also approved.

PROPOSAL ELEMENTS

EFFECTIVE CATALOG EDITION & EFFECTIVE TERM

This is the first published edition of the catalog in which the modified degree program will appear, and the first term in which students will be allowed to enroll in the degree under the new curriculum. When considering your proposals timeline, it is recommended

to take note of IHL's current posted schedule and guidelines and potential substantive change notifications when applicable.

CURRICULUM OUTLINE

This field in CIM is bridged directly into the catalog and so should appear exactly as they will appear for students and advisors, adhering to catalog standard formatting. Help with editing the curriculum outline in CIM can be found on the [UCCC Website](#), or by contacting uccc@uccc.msstate.edu.

STUDENT LEARNING OUTCOMES

The degree proposal should include the expected program-level student learning outcomes. A program-level student learning outcome is what a student should be able to think, know, or do by the time they have completed the academic program. These outcomes answer the question: What can a student do with the credential they receive? The specific competencies or methods of assessment are most appropriately determined by the program faculty or by conventions of the academic discipline. UCCC is not evaluating the appropriateness of the learning outcomes but rather ensuring that they exist.

JUSTIFICATION

Detailed descriptions of the reason for the modifications including how the modification fits into the mission of the university, how students benefit, and how such a change strengthens a program should be included. The justification must also include all relevant elements dealing with rigor etc. outlined in the Degree Program Addition section above.

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.

LETTERS OF SUPPORT

A primary Letter of Support must be included with the program proposal following the guidelines on [page 8](#). To upload, the letter of support must be saved as either a PDF or Word document. Indicate the date in the file name.

If the degree program is adding any courses taught outside of the home department of the degree to the curriculum as part of the modification, then a Letter(s) of Support from the affected outside department(s) should be provided. These secondary letters should also list the specific course codes in question but can be signed by the affected department's head and /or department curriculum committee.

PROGRAM NAME CHANGE

For degree modifications that include a program name change, an [IHL Appendix 9b](#) must be attached to the proposal in CIM. Once UCCC has approved the proposal and it has appeared on a signed Change Notice, it will be forwarded to IHL. 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. Specific fields to note for degree name changes are listed below.

PROPOSAL ELEMENTS

TITLE AND MAJOR CODE

Identify the proposed new name of the degree program and list the new major code to match. It is recommended to confer with the Registrar's Office if you have questions about the availability of codes.

JUSTIFICATION

Include a detailed explanation of the department/school rationale for changing the degree program name. Address relationship to programs at MSU and, if appropriate, elsewhere in state- supported institutions.

ACADEMIC PROGRAM SUSPENSIONS

There are several types of academic programs suspensions, all of which are submitted in CIM as a technical change proposal. All are reviewed by OIRE as well as the UCCC Chair and the Registrar's Office, to ensure that all appropriate documentation is attached, and that any necessary IHL and/or SACSCOC notifications are carried out.

A program suspension becomes effective the semester following approval unless a later effective date is indicated. This means that students may no longer apply to the program as of the effective date, however the program must continue to be offered for students already enrolled according to a Teach Out plan. Departments must keep this fact in mind when students are pre-registering for the next semester. Effective dates will not be backdated.

INTERNAL ADMISSION SUSPENSION WITH INTENT TO REOPEN

This type of suspension is for temporary suspension of admission for a period of time before allowing students to apply again at a future date. These do not require attached documentation other than a Letter of Support following the guidelines on [page 8](#). Once the department is ready to reopen admissions, another technical change will be submitted to do so.

PERMANENT SUSPENSION TO PART OF A PROGRAM'S OFFERINGS

This type of suspension occurs when an academic program wishes to no longer be offered

on a specific campus/instructional site or via a specific method of delivery, but the program will still be offered through Mississippi State University. This technical change proposal must include a formal Teach Out plan in accordance with SACSCOC accreditation standards. The Office of Institutional Research & Effectiveness will provide support for the SACSCOC approval process.

A suspension technical change to permanently suspend part of a program offering must include:

- A formal Teach Out plan attached as supporting documentation.
- A justification for suspension.
- Letter of Support following the guidelines on [page 8](#).
- Any additional information that the department/unit deems necessary.

PERMANENT SUSPENSION WITH INTENT TO DELETE ACADEMIC PROGRAM

A proposal for suspension leading ultimately to deletion of an academic program occurs ONLY when the program will no longer be offered at Mississippi State University in its entirety. The program deletion should conform to guidelines set by the Board of Trustees (IHL) and should outline the reason for suspension of the program.

This technical change proposal must include a formal Teach Out plan in accordance with SACSCOC accreditation standards. The Office of Institutional Research & Effectiveness will provide support for this process. Once a program completes the Teach Out and all students have graduated, only then may the program be permanently deleted using the process outlined below. Program coordinators may want to consult the Associate Registrar and OIRE for historical perspective of the program.

A suspension technical change leading to eventual degree deletion must include:

- A formal Teach Out plan attached as supporting documentation.
- An [IHL Appendix 9c](#).
- A justification for the suspension and eventual deletion.
- A Letter of Support following the guidelines on [page 8](#).
- Any additional information that the department/unit deems necessary.

ACADEMIC PROGRAM DELETIONS

Deletion of a program occurs ONLY when the program will no longer be offered at Mississippi State University in its entirety. Programs must first suspend a program via a technical change proposal as outlined above. Once a program completes the Teach Out plan included in the initial suspension and all students previously enrolled are graduated, only then may the program be permanently deleted using the “Inactivate” button on the program in CIM. The program deletion should conform to guidelines set by the Board of Trustees (IHL), and will be reviewed by OIRE, as well as the full UCCC. A degree program deletion becomes effective the semester following approval by the IHL Board unless a later effective date is indicated.

A proposal for deletion of a degree program must be reviewed by the full UCCC and must include:

- [IHL Appendix 9c](#).
- A justification for deletion.
- A Letter of Support following the guidelines on [page 8](#).
- Any additional information that the department/unit deems necessary.

CERTIFICATES AND MINORS

Proposals for new certificates and minors and modifications to certificates and minors should follow the guidelines laid out above and are submitted using CIM. Mississippi State University may only offer programs specified in [AOP 12.08](#). Certificates must be reported to IHL using [Appendix 16](#), which should be attached to the proposal in CIM.

APPENDIX A

SYLLABUS TEMPLATE

While this template is a good general starting point with all elements required by the UCCC, note that many colleges and departments may have their own syllabi templates for accreditation or other purposes. Please research if your department or college curriculum committee has a template, format, or additional elements that they require.

Course Information

Course Number & Title:

Section (if necessary)

Time: if this is an asynchronous course, list both the weekly time(s) you are available for meeting as well as in general when new course material will be posed to Canvas (e.g., every Monday at 8 a.m.).

NOTE: For every course you teach, you must designate at least one specific hour that that a student can reach you without needing an appointment. Remember to include time zone and a.m./p.m., especially for distance courses.

Location:

Credit Hours:

Instructor Details

Instructor: (For courses with multiple sections, provide course lead instructor also)

Office:

Phone & E-mail as well as preferred method of contact

Office Hours: For every course you teach, you must designate at least one specific hour when students can reach you without needing a prearranged appointment.

Course Description

Provide a course description that closely follows the catalog description for the course. Course descriptions may be copied from the online CIM system, if needed.

Course Prerequisites

Include a list of course prerequisites (must match Catalog). If no prerequisites, state “None” or delete this section.

Course Information

Provide any additional information about the course that will be helpful to students taking the course.

Mode of Delivery :

If both F2F and online provide equivalency table or some description

University Syllabus

"The Mississippi State University Syllabus contains all policies and procedures that are applicable to every course on campus and online. The policies in the University Syllabus describe the official policies of the University and will take precedence over those found elsewhere. It is the student's responsibility to read and be familiar with every policy. The University Syllabus may be accessed at any time on the Provost website under Faculty and Student Resources and at

<https://www.provost.msstate.edu/faculty-student-resources/university-syllabus>

Special Course Designation

If this course has a specific designation (General Education, Community-Engaged Learning, Experiential Learning, etc.), please indicate it on the syllabus.

Course Learning Outcomes

List four or more learning outcomes for the course.

A learning outcome is a statement regarding what the student will know or be able to do upon successfully completing the course. It must be both observable and measurable. The outcomes may include competencies developed in the course.

Example: Students will be able to use key terminology correctly to write a report that could be presented to clients.

Students will be able to use appropriate problem-solving techniques to solve word problems in given mathematical situations.

Course Learning Goals

You may also want to list course goals or objectives.

A course learning goal or learning objective are the activities that you will cover in class. These are typically led by the instructor and are not directly measurable.

Example: Students will learn all the major US regulatory systems.

Students will read seminal literature from the 18th century.

Textbook and/or Resource Materials

Specify the textbook and other resource materials that are required, recommended, and/or optional for the course. If no textbook or other resource materials, state “None.”

Technology Support – Provide appropriate technical support information to inform students who to contact if they encounter technical difficulties (e.g., direct technical questions to the course teaching assistant; contact the vendor; etc.). Technical support information should include information such as who to contact, how to contact that resource, hours of availability, etc.

Proctored Exam Requirements – Provide information to inform students if they will need to arrange for proctored exams in place of Honorlock. Note, the university does not provide proctors; you will need to advise students on a process should the need arise.

Grading Policy

- *Define a grading scale for the assignment of a letter grade (A through F) or the criteria for assigning S/U grades as appropriate.*
- *Describe the graded items for the course.*
- *Indicate weights as applicable for grade items included in calculating the course grade (e.g., exams, laboratory assignments, field student work, projects, papers, homework, class attendance, participation, and other graded activities).*

Graded Class Participation – If class participation constitutes part of the grade, the syllabus should explicitly define and outline how the participation grade is determined based on a well-defined rubric, checklist, grading scale, etc.

Graded Attendance – If attendance is a graded item, the syllabus should state how the faculty member will collect and evaluate attendance.

Grades for Split-level Course (UG/GR) – If the course is a split-level course that uses a single, combined syllabus for the undergraduate and graduate courses, the syllabus must clearly specify additional work required for graduate students. This work must be clearly more rigorous in keeping with expectations for graduate level work. Merely assigning longer writing assignments or additional homework or test questions does not increase the rigor of the course.

Courses at the 4000-level should apply tools to Solve Problems in the field, explore major theories of the field, and make connections among and between previous course work

Courses at the 6000-level should be designed for students to Analyze problems connected to theories in the field or Make Judgements on research contributions from previous studies.

Grading Policy Changes – Faculty must provide grading policies to students by the first week of class. Changes in the grading policy should be clearly articulated, and best practice would suggest the class agrees to the change. Reasons for grading changes could include reducing/increasing the number of assignments based on course material covered or student educational needs.

Late Work Policy

- *Indicate whether or not the faculty member will accept late work.*
- *Identify any associated penalty if the faculty member accepts late work for evaluation.*
- *The late work policy should define what constitutes late work (e.g., submitting a deliverable after the established deadline).*

Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy.

Must comply with [AOP 12.09](#)

Attendance Policy

Must comply with [AOP 12.09](#)

Course Schedule

- *Include a list of topics, calendar of activities, major assignment dates, and exam dates.*

The course schedule must include lab hours in the calendar of activities. The course schedule must include dates of major exams and assignments. Dates for exams and assignments should not be changed without written notification to all students in the course (notice via email or learning management system is acceptable).

Traditional Semester – A traditional semester comprises 15 weeks of class time plus a final examination period.

Shortened Format Terms – The professor should indicate the time expectations for students to cover all materials in a shortened format. Courses offered during shortened terms must deliver the same number of contact minutes as a traditional semester. The following scale provides time expectations for the various formats.

Topics and Hour breakdown (Example). This will be a place to include a sample F2F and online equivalency table

1. Major Topic (6 contact hours)
 - a. Topic (3 hours)
 - b. Topic (3 hours)
2. Major Topic (6 contact hours)
 - a. Topic (3 hours)
 - i. Sub-topic (1 hour)
 - ii. Sub-topic (2 hours)
 - b. Topic (3 hours)

Optional Course Information Items

Consider adding additional information items to the course syllabus when appropriate.

APPENDIX B

EQUITABLE ONLINE DELIVERY GUIDELINES

Any course that will be taught in an online format must include details in the syllabus showing equitable delivery with the face-to-face version of the class. Some examples of activities and elements and how they can be delivered in a way to provide students an equitable experience are provided below.

NOTE: Exams, attendance, assessment, etc. must still comply with all relevant policies.

Table 5. Online Equivalence

Face-to-Face	Online
Taking Attendance	Login/activity logs, participation tracking, submissions
Lecture*	Mini-lesson recordings, micro lecture video, narrated slide deck, interactive video, recorded problem solving, synchronous discussion via Webex, recorded interviews/guest lecture, flipped classroom style discussions, guided discussion, branching scenarios
In-Class Activities (aka Formative Assessment) **	Polling, annotations, non-graded quizzes, surveys, written or video reflection, discussion boards, interactive video, gallery walk decks, shared documents, concept mapping, learning games
Summative Assessments***	Essays, case studies, multimedia projects, proctored exams, presentations, demonstrations, student-led learning activities. There are very few things in this category that cannot be replicated 1:1
Peer Review	Canvas Peer Review feature, tracking changes in documents, video feedback, forms, written feedback
Class Presentation	Live session, video recording, narrated slides, multimedia options
Group Project	Shared documents, Group Settings in Canvas, Webex, Email, Teams, chat
Site Visit / Field Trip	Recorded video, virtual tour, curated multimedia
Lab	Virtual simulation, mailed lab kits, student-build lab kits, video demonstration

*Recommend using more than one method for best results, and this list is not exhaustive. It is not best practice to post “entire” lectures from a face-to-face course.

**Not an exhaustive list, actual tools may have many other types of application. Best practice is to include a variety of these items throughout the semester.

***These work best when paired with formative assessment throughout a semester.

WHAT STAYS THE SAME

There are a number of elements that must remain the same for online delivery. If any of these elements differ between face-to-face and online delivery as listed in your syllabus, your course will likely be Passed Contingent or Tabled by the UCCC.

- Learning objectives and outcomes
- Grading rubrics
- Academic integrity policies
- Assignment instructions or prompts
- Required reading and textbooks
- Course pacing / schedule
- Instructor feedback substance
- Grading scale and weight
- Relationship building
- Critical thinking and assessment design

APPENDIX C

CURRICULUM OVERLAP AND DIFFERENTIATION

In the case that the UCCC is made aware of potential overlap between proposed curriculum offerings and offerings that already exist at Mississippi State University, the committee will request that the departments of both the new and existing course/program confer to determine if there is true overlap or if there are changes that can be made that will allow both to be offered without creating duplication of efforts. The departments in question will be asked to produce a document to be attached in CIM, outlining the differences or changes made to sufficiently differentiate both offerings, to aid in the committee's review.

If these concerns are identified prior to submission to UCCC and this document can be produced and attached in CIM prior to the proposal going on a UCCC agenda, this will greatly reduce the chances of the proposal being tabled for lack of information or appropriate Letters of Support.

Every proposal for a course or program with potential overlap should include a completed differentiation table based on the below example, comparing the proposed offering to the existing offering(s) it most closely resembles. The table should be concise and should make the distinction legible to a UCCC reviewer who is not a content expert in either discipline.

Category	Proposed Course/Program	Existing Course/Program
Program/Course focus		
Target student audience		
Delivery model		
Core learning outcomes		