



MISSISSIPPI STATE
UNIVERSITY™

UNIVERSITY COMMITTEE
ON COURSES AND CURRICULA

Guide and Format for Curriculum Proposals

Revised by:
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August 2023



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: http://www.mississippi.edu/oasa/downloads/academic_and_administrative_guidelines.pdf

The dates, deadlines, and requirements listed in IHL's administrative guideline manual are subject to be changed by IHL. The UCCC will make every attempt to maintain updated dates and deadlines, but the dates issued by the IHL are the definitive rules.

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 11.05](#) – Requirements for Shortened Format Courses

[AOP 12.07](#) – Student Honor Code Policy

[AOP 12.08](#) – Requirements for Degrees, Academic Minors, and Certificate Programs

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

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

[AOP 12.12](#) – Credit and Grades

[AOP 12.26](#) – Non-traditional Credit

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

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: master's and doctorate

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).

COURSE NUMBERING

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.

Table 1. 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

CREDIT HOUR

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 one of the following ways: 1. Submission of the Contact Hour Planning Document or 2. Detailed Course Outline with Student Activities and

Assessments that provide evidence of sufficient Direct and Indirect Student learning.

1. For each semester hour of credit, classes that meet in a face-to-face format must include one 50-minute period of direct instruction with the instructor plus two hours (100 minutes) of indirect instruction (outside of class work) for 15 weeks.
 - 1 credit hour = 50 minutes direct instruction + 100 minutes indirect instruction over 15 weeks for a total of 2,550 minutes of student effort.
 - 1 credit Lab/Studio hour = 100 minutes direct instruction
2. One hour of credit may be awarded for laboratory, recitation, and discussion sections which meet a minimum of 50 minutes per week and a maximum of 150 minutes per week. No more than one credit may be awarded for lab and discussion sections without approval of the college, the UCCC, and the Office of the Provost.
 - 1 credit hour = 1 to 3 discussion sessions ranging from a total of 50 to 150 minutes per week. For lab, 1 lab meeting of at least 100 minutes per week for 15 weeks or a minimum of 1,500 total minutes.
3. Classes that do not have the required face-to-face contact time (e.g., hybrid or online courses) meet the credit hour standard if they meet the following criteria.
 - The course covers the same material in the same depth as a face-to-face version of the same course.
 - The course is designed to have the required 50 minutes of direct instruction + the 100 minutes of indirect instruction each week, just as a face-to-face course.
 - The course has been evaluated by the department, college, and UCCC for content and rigor.
4. Any shortened format course must be equivalent in both contact hours and outside work totals as a semester-length course.
 - For example, a one semester hour course meeting for 5 days and without assigned outside work would need to meet 8.5 hours per day, calculated as follows:
 - Contact Director of Academic Quality for a chart of contact hours per type of course.

COURSE FORMAT

TRADITIONAL SEMSTER

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

SHORTENTED 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-mester or mini-terms: These courses are usually graduate courses that are easily offered in an intensive format. These may also be undergraduate courses 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 DELIVERY

Table 2. Course delivery descriptions

Code	Name	Description	Documentation of Contact Hours
F	Face to Face	Course instruction and structured units of information delivered in person by the instructor	X
O	Asynchronous	Course instruction and structured units of information delivered in a manner that allows students to engage in the material on their own time.	X
N	Synchronous	Course instruction and structured units of information delivered in real time but via online platform	X
H	Hybrid	Course instruction and structured units of information delivered primarily in person by the instructor. The number of contact hours offered in an online format will be more than 20% and less than 50%.	X

While all course deliveries are available to all Campuses, Campus 1 students should never find that their only option is to take a required course through Campus 5.

METHOD OF INSTRUCTION

Best practices suggest that multiple methods of instruction should be utilized in a course. However, for purposes of categorizing and reporting, a primary method must be identified. If the course has a lab component built into the course, then select lecture and lab.

Table 3. Method of instruction descriptions

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.

Code	Name	Description
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.

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.

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 1](#). For example,

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

Program-level student learning outcomes should be the same as the outcomes used for the Institutional Effectiveness (IE) report. Programs are required to have at least four student learning outcomes unique to the program. Ideally, the course learning outcomes would connect to and inform the program-level learning outcomes. For example,

- Students will be able to demonstrate the leadership skills necessary to lead a secondary school.
- Students will be able to design, conduct, and analyze research in the Poultry Sciences.

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.

SYLLABUS REQUIREMENTS AND REVIEW

AOP 13.03 governs the required elements of the syllabus. 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.

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 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. 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:

1. Major Topic (5 contact hours)
 - a. Topic
 - b. Topic
2. Major Topic (5 contact hours)
 - a. Topic
 - i. Sub-topic
 - ii. Sub-topic
 - b. Topic

PROPOSED CIP NUMBER

The Classification or Instructional Programs or 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. 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 need to determine the CIP that is most appropriate for their programs. CIP codes are available from the National center for Education Statistics; please make sure to select CIP 2020 as the website defaults to the 2010

codes. All questions about appropriate CIP codes need to be directed to the Director of Academic Quality in OIRE.

SUBMISSION GUIDELINES

Proposal Type & Documentation Required:

Table 4. Submission guidelines

Type of Proposal	Technical Change	Notification	Full Proposal	IHL Appendix*	SACSCOC / OIRE Documentation*	Letter of Support*
New Program (including certificates)			X	New Program	X	X
Program Modification			X	X (if adding campus)	If more than 50% change or campus change/addition	X
Adding Campus 1, 2, 5, 6 only - no curriculum changes			X	X	X	X
New Minor			X			X
Departmental or Degree Name Change		X		X	X	X
Degree or Applications Requirement change (GPA, experience, etc.)	X					X
Changing CIP Code		X		X	X	
Program Suspension	X			X	X + Teach Out Plan	X
Program Deletion (program suspension must proceed this proposal)		X			X	
Course Addition			X			X
Course Modification			X			X
Adding Campus 2 or 8 Course	X					X
Adding Campus 1, 5, or 6 to Course			X			X
Shortened Format			X			

Type of Proposal	Technical Change	Notification	Full Proposal	IHL Appendix*	SACSCOC / OIRE Documentation*	Letter of Support* *
University-wide changes in Policy or Curriculum (expedited as appropriate)			X			

*IHL appendices and SACSCOC documentation should be submitted to Director of Academic Quality. They must not be submitted to IHL until appropriate university approval has been given.

IHL documents may be accessed at <https://www.uccc.msstate.edu/proposal/forms> or <http://www.mississippi.edu/osa/guidelines.asp>

**Letters of support are required for all submissions. A majority of the program faculty must support the curriculum change. Support letters from the department head or dean of other colleges or departments affected by the proposal are also required.

Full Proposals are reviewed at all levels. Please see the appropriate section of the Guide & Format for developing the proposals.

Technical Changes are an expedited proposal process for changes that are more administrative or “clean up” in nature. Technical Changes are reviewed by a sub-committee of the UCCC body.

Notifications are used for documenting changes that do not require full faculty review. These notifications will be required PRIOR to submitting required IHL and SACSCOC documentation. These notifications are reviewed by the UCCC Chair, Director of Academic Quality, SACSCOC Liaison, and Registrar.

APPROVAL PROGRESSION

Each step of the review process is important. Each level brings a new perspective of 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 **STONGLY** urged to have all program modifications to UCCC no later than February and that all contingencies are addressed within two weeks of the meeting. Program proposals that arrive to UCCC in March, April, or May 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. Proposals are processed in the following order:

1. Department/Unit Faculty develop courses and academic programs and provide support as dictated by the department or unit.

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. Director of Academic Quality (For **Program** Proposals and Proposals requiring IHL and SACSCOC documents).

All new degree programs will need IHL approval, and some may need authorization to plan a new program. DO NOT submit directly to IHL—it must follow the approved university process.

Depending on how much new content is being developed, new programs may also fall under substantive change. *Only* the SACSCOC Liaison can make the determination whether a program falls within substantive change with that determination coordinated through the Director of Academic Quality.

The Director of Academic Quality will determine the appropriate documentation to submit with the new program through the rest of the approval process based on the three types of new programs:

- a. IHL approval only
- b. IHL approval + SACSCOC notification
- c. IHL approval + SACSCOC approval

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 the 1) content is appropriate, 2) the 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.), 3) the contact hours, student activities, and assessments are appropriate for the courses, and 4) the proposals fit the mission of the college.

4. Dean of College/School.
5. University Committee on Courses and Curricula.

The UCCC is responsible for ensuring that all proposals 1) meet all the policies of Mississippi State University, 2) fit within the landscape of the university and do not significantly duplicate degrees and/or courses offered by other Colleges/Schools, 3) meet the academic rigor, coherence, and requirements appropriate to Mississippi State University.

6. 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.

7. Academic Deans Council.
8. Board of Trustees of the Institutes of Higher Learning. Proposals for new degree programs must be submitted to the Board in accordance with the specified timetable. Currently, New Degree Program requests are considered in April, June, October, and November.
9. SACSCOC approval may be needed six months before a program may begin enrolling students if the program is required to submit a substantive change prospectus.

EFFECTIVE DATE & PUBLICATION OF CHANGE

All additions, modifications (including campus & degree 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*. Both the Registrar's office and Center for Distance Education use the UCCC's Change Notice as the official document to initiate changes to Undergraduate Catalog, Graduate Catalog, website information, and degree tracking forms. Addition, modification, and deletion of a degree will be effective Fall of the following year; courses will be effective the following semester. These changes will appear in the following year's catalog and other MSU publications.

PROCESSING TIME

Ensuring a comprehensive, faculty-driven process means that academic units 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 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 should arrive to UCCC by the deadline for the March meeting. Given the IHL's specified times for reviewing new programs, departments are **STONGLY** urged to have all program modifications to UCCC no later than February and ensure all contingencies are addressed within two weeks of the meeting. Program proposals that arrive to UCCC in March, April, or May 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.

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 Office. The Chair reviews and 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 full approval progression starting at the departmental level.

SUBMISSIONS OVERVIEW

This section first provides general information about the submission requirements of the various types of curriculum proposals. Step-by-step instructions, including information on using the Course Inventory Management system follows.

DEGREES

New Degree Program Proposal must conform to the guidelines set by the Board of Trustees (IHL). 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 Director of Academic Quality 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 Director of Academic Quality for curriculum questions or the UCCC office for technical issues, completing proposals, or questions regarding the UCCC approval process. The Office of Institutional Research and Effectiveness will determine the need for substantive changes and policy requirements.

NEW DEGREE PROGRAM PROPOSAL

There are two parts to a New Degree Program Proposal:

IHL required documentation referred to as [*IHL Appendix 8*](#) 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 to the Director of Academic Quality at programs@oire.msstate.edu. When the program proposal passes the College Level curriculum committee, the IHL appendix will be forwarded to the Executive Vice Provost for review and approval. Once the program proposal is approved by the UCCC, the Executive Vice Provost will convert the IHL appendix to PDF and forward to IHL.

Additionally, UCCC requires:

- Degree Cover Sheet,
- New Degree Outline Chart,
- Program Level Student Learning Outcomes with mapped assessments,
- Support Letters from program faculty and any other department impacted by the new program*,
- Proposed 4-letter abbreviations,
- Effective Date, and
- CIP numbers (Contact the Director of Academic Quality for questions pertaining to CIP codes).

*Letters of Support:

Two types of letters of support are required.

1. A letter of support from the program faculty must be included. All program faculty should be listed. It must be apparent which program faculty support the change and those who do not. For UCCC purposes, a simple majority rules.
2. Additional letters of support are required from department heads directly affected by the change. These letters need to state the department acknowledges and can accommodate the changes (i.e., additional students in a specific course, deletion of a course, etc.).

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.

MODIFICATION OF DEGREE

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

The UCCC requires

- Degree Cover Sheet,
- Modification Degree Outline Chart,

- Program Level Student Learning Outcomes with mapped assessments,
- Support Letters from program faculty and any other department impacted by the new program,
- Proposed 4-letter abbreviations,
- Effective Date, and
- CIP numbers, all which are further described below.

Letters of Support:

Two types of letters of support are required.

3. A letter of support from the program faculty must be included. All program faculty should be listed. It must be apparent which program faculty support the change and those who do not. For UCCC purposes, a simple majority rules.
4. Additional letters of support are required from department heads directly affected by the change. These letters need to state the department acknowledges and can accommodate the changes (i.e., additional students in a specific course, deletion of a course, etc.).

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.

DEPARTMENT OR PROGRAM NAME CHANGE

All name changes must be submitted to the UCCC PRIOR to being submitted to IHL. A Technical Change Coversheet or Letter of Notification along with letters of support should be submitted to the chair of the UCCC. The chair will send notification to UCCC and the change will be documented on the Change Notice. Concurrently, the IHL and SACSCOC documentation should be submitted to the Associate Vice-Provost and Director of Academic Quality.

SUSPENSIONS AND DELETIONS OF PROGRAMS

Suspension and Deletion of a program is a two-step process. Programs must first suspend a program which requires a Phase Out Plan as well as notification to IHL and SACSCOC. Once a program completes the Phase Out, only then may the program be permanently deleted. Program coordinators may want to consult the Associate Registrar and Director of Academic Quality for historical perspective of the program. Prior to submission, program coordinators must meet with the Director of Academic Quality to initiate the Substantive Change process.

The Technical Change Cover Sheet should outline the reason for suspension of the program. In addition to the Phase Out Plan, a Letter of Support from the program faculty must be provided.

Once a program has completed the Phase Out Plan, a Notification stating the program is to be permanently deleted needs to be provided by the program. This serves simply as notification that the requirements of the Phase Out are complete.

COURSES

Course proposals including additions, deletions, modifications, additions of campus are submitted via the [Course Inventory System \(CIM\)](#). All course proposals, except deletions, require the following:

- Detailed Syllabus
- Contact Hour Worksheet or Detailed Course Outline with Suggested Activities
- Letter of Support

Detailed instructions follow.

SPECIAL TOPICS

Special Topics course 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. 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. 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.

COURSE ADDITIONS, MODIFICATIONS AND DELETIONS USING CIM

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

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 must be entered before you can submit the proposal.

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

Once the on-line 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.

COURSE ADDITIONS USING CIM

BASIC COURSE INFORMATION (Gray Box)

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.

COURSE 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.

ABBREVIATED TITLE

This abbreviated title will appear on transcripts, grade reports, and other official documents.

SUBJECT PREFIX

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

COURSE NUMBER

Refer to Table 1 to determine the number most appropriate for this 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.

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.

DEPARTMENT

COLLEGE OR SCHOOL

CONTACT PERSON

A faculty member must be listed for all proposals should questions arise regarding the proposal and to make notification regarding the decision of the proposal.

EFFECTIVE DATE

Note: In the event that a course is not approved prior to the compilation of the **Master**

Schedule, the “Special Topics” course 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.

PROPOSED CIP NUMBER

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.

CAMPUS(ES)

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

IS ANY PORTION OF THE COURSE HYBRID/SYNCHRONOUS/ASYNCHRONOUS?

Check either “yes” or “no” to indicate if any portion of this course proposal will be offered in an online format. If “yes” is checked, additional questions will appear below to answer regarding this course proposal. Questions must be answered fully, providing thought information on how distance students will engage in information, contact instructors, and engage with classmates. Simply stating no differences is not acceptable.

IS THIS 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.

Note: General Education courses will not be considered until they are reviewed and recommended by the University General Education Committee. Specific directions for submitting a course for consideration of General Education designation are available from the Director of Academic Quality.

COURSE DETAILS

CREDIT HOURS (auto populated)

CATALOG DESCRIPTION

The catalog description should contain the following information: (a) any prerequisites or corequisites; (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-hour 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 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.

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.

GRADE MODE

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

METHOD OF DELIVERY

The method of delivery must also be included in course additions or modifications. See [Table 2](#) for Method of Delivery Codes. Faculty may select multiple methods of delivery for new course proposals.

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 [Table 3](#).

DETAILED COURSE 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. Be sure to indicate if this course is synchronous or asynchronous and give specific information about access the course and all associated activities. To upload, the syllabus must be saved as a PDF. Indicate the date of the syllabus in the PFD file name.

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 or degree program.

LETTER OF SUPPORT

A letter of support must be included with the course proposal.

COURSE DELETION USING CIM

Select the course that is to be deleted. A radio button will appear on the left, highlighted in red that is labeled “Delete Course.” 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.

A proposal for DELETION of a course must include:

CONTACT PERSON

A faculty member, not a staff person, must be listed for all proposals should questions arise regarding the proposal and to make notification regarding the decision of the proposal.

JUSTIFICATION FOR THIS REQUEST

Provide a brief justification for the deletion 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 deletion. A course deletion becomes effective the semester following approval by the Academic Deans Council unless a later effective date is indicated.

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, electives, or serves as prerequisite of another department should be accompanied by a letter from the head(s) of the affected department(s) stating their support or concerns 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 reflecting the elimination of that pre-requisite.

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

LETTER OF SUPPORT

A letter of support must be included with the course proposal.

COURSE MODIFICATIONS USING CIM

Select the course to be modified. A radiobutton will appear on the right, highlighted in green that is labeled "Modify Course." Clicking this button will open a new window will. There will be information from Banner that will pre-populate this window.

All required information in CIM is in red.

BASIC COURSE INFORMATION (Gray Box)

COURSE TITLE

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

Indicate the reason for the title modification under “Itemized List and Description of Changes”.

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.

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.

DEPARTMENT

Modify the department from drop-down menu, if necessary.

COLLEGE OR SCHOOL

Modify the college or school from drop-down menu, if necessary.

CONTACT PERSON

A faculty member, not a staff member, must be listed for all proposals should questions arise regarding the proposal and to make notification regarding the decision of the proposal.

DATE SUBMITTED

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

EFFECTIVE DATE

Select from drop-down menu the semester and year for the modified course to be effective.

CIP NUMBER

Depending on the degree of change, a new CIP number may be warranted.

CAMPUS(ES)

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

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.

IS A CORE COURSE? (GENERAL EDUCATION COURSE)

Check either “yes” or “no” to indicate if this course modification is applying to be designated as the General Education Core.

Note: General Education courses will not be considered until they are reviewed and recommended by the University General Education Committee. Specific directions for submitting a course for consideration of General Education designation are available from the Director of Academic Quality.

COURSE DETAILS

CATALOG DESCRIPTION

The current catalog description from Banner will be prepopulated in this box. Make changes, as necessary, to include the modified catalog description.

MAY THE COURSE BE REPEATED FOR CREDIT?

Indicate if the course may be repeated for credit.

GRADE MODE

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

COURSE MODIFICATION

ITEMIZED LIST AND DESCRIPTION OF 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

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, electives, or serves as a prerequisite of another department should be accompanied by a letter from the head(s) of the affected department(s) stating their support of concerns 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 for the prerequisite.

METHOD OF INSTRUCTION

Please indicate the new method of instruction for this course.

METHOD OF DELIVERY

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

CURRENT COURSE SYLLABUS

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

WILL THE SYLLABUS BE REVISED?

Indicate if the syllabus will be revised.

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. Be sure to indicate if this course is synchronous or asynchronous and give specific information about access to the course and all associated activities. To upload, the syllabus must be saved as a PDF. Indicate the date of the syllabus in the PDF file name.

JUSTIFICATION

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

TARGET AUDIENCE

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.

LETTER OF SUPPORT

A letter of support must be included with the course proposal.

COURSE APPROVALS FOR ONLINE/DISTANCE LEARNING USING CIM

Course must be approved to be taught in an online format (synchronous, asynchronous, or hybrid) no matter the Campus. 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.

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.”
 - a. How will the instructor engage in appropriate communication with individual online/distance students (i.e. office hours, after class discussions, etc.)?
 - b. How will online/distance students interact with their peers?
 - c. What will be the differences in the face to face and the online versions of the course?
 - d. 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. 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.

SPECIAL TOPICS COURSE PROPOSALS USING EFORMS

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 “**SpecialTopic**” course are 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

The procedure for initiating a technical change requires the following:

1. Select the course for the technical change. Select the radio button highlighted in green that is labeled “Technical Change.” Click on that button and a new window will open. Information from Banner will prepopulate the form.
2. Scrolling down the page, the boxes outlined in red indicate required information.
3. Technical changes require department head, dean, UCCC chair, and Provost approval. Technical change proposals do not require UCCC approval.

NEW DEGREE PROGRAM ADDITION

NEW DEGREE PROGRAM PROPOSAL

TIME SCHEDULE

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 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 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 February run the risk of not being approved until the following academic year, delaying program implementation for one academic year.

PROPOSAL ELEMENTS

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

CATALOG DESCRIPTION & CURRICULUM OUTLINE

The proposed new degree proposal should include the degree catalog description and curriculum outline in the [Curriculum Outline Table](#) . The following is provided as an example.

PROPOSED NEW DEGREE DESCRIPTION
Degree: Bachelor of Science Major: Poultry Science
Concentration (if applicable): 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 4 th 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 IEN 1113 English Comp II	6
EN 1173 Accelerated Comp II	
Fine Arts (General Education):Any Gen Ed course	3
Natural Sciences	6
See major/concentration	
Extra Science (if appropriate)See major/concentration	
Math (General Education):Any MA/ST Gen Ed course	3
Humanities (General Education):Any Gen Ed course	6
Social/Behavioral Sciences (Gen Ed):	6
AEC 2713 Intro to Food & Resource Economicsany Social/Behavioral Gen Ed course	
MAJOR CORE COURSES	45
MGT 3513 Intro to Human Resource MgtPO 3011 Seminar	
PO 3021 Seminar	
PO 3103 Genetics	

<p>PO 3313 Commercial Poultry ProductionPO 3323 Poultry Judging</p> <p>PO 3834 Microbiology of Food Animal ProductionPO 4031 Seminar</p> <p>PO 4041 Seminar</p> <p>PO 4313 Management of Commercial LayersPO 4324 Avian Reproduction</p> <p>PO 4333 Broiler Production PO 4413 Poultry Nutrition PO 4423 Feed ManufacturingPO 4513 Poultry Processing</p> <p>PO 4523 Commercial Broiler Processing TechPO 4833 Avian Anatomy</p> <p>PO 4843 Avian Physiology VS 2033 Diseases of Poultry</p> <p>PO 3353 Poultry Production InternshipPO 3363 Poultry Processing InternshipOral Communication Requirement:</p> <p>Satisfied by successful completion of PO 3021, 4031, and 4041</p> <p>Writing Requirement:</p> <p>Satisfied by successful completion of PO 4324 and 3834</p>	
<p>CONCENTRATION COURSES</p> <p>Production Systems</p> <p>ABE 1863 Engineering Technology in AgricultureABE 4383 Building Construction</p> <p>ABE 4473 Electrical Applications</p> <p>ACC 2013 Prin of Financial AccountingAEC 3133 Intro to Agribusiness Mgt</p> <p>AEC 3233 Intro to Envir. Econ and PolicyBIO 1123 Animal Biology</p> <p>BIO 2113 Plant Biology ST 2113 Introduction to Statistics</p> <p>BL 2413 Legal Environment of BusinessCH 1043 Survey of Chemistry I</p> <p>EG 1143 Graphics CommunicationPO 3333 Advanced Poultry Judging PSS 3303 Soils</p>	42
<p>Total Hours</p>	123

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.

JUSTIFICATION

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

COHEARNANCE AND RIGOR

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

STUDENT LEARNING OUTCOMES AND ASSESSMENT

The new degree proposal should include the expected program-level 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. The Learning Outcome Mapping Document is provided to assist with this planning. These learning outcomes become part of the program's Institutional Effectiveness (IE) plan which is reported every year to OIRE.

SUPPORT

A letter of support from must be included with the proposal. All program faculty should be listed. It must be apparent which program faculty support the change and those who do not. For UCCC purposes, a simple majority rules.

If the new degree program includes the addition of a course, or courses, taught outside of their home department of the degree program, then the outside department(s) should provide a letter of support. Email communication is considered appropriate.

PROPOSED 4-LETTER ABBREVIATION

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

CIP NUMBER

The Director of Academic Quality in OIRE can assist with the appropriate CIP number.

DEGREE PROGRAM SUSPENSION/DELETION

PROPOSAL FORMAT

A proposal for suspension leading ultimately to deletion of a degree program occurs **ONLY** when the program is deleted across *all* campuses. Programs may suspend admission to programs on a specific campus through a Technical Change. The program deletion should conform to guidelines set by the Board of Trustees (IHL). Prior to submission, program coordinators must meet with the Director of Academic Quality to initiate the Substantive Change process.

A proposal for deletion of a degree program must include:

1. An “Approval Form for Degree Programs” Degree Cover Sheet listing the name and brief description of the program and [IHL Appendix 9c](#).
2. A justification for deletion.
3. A Phase Out plan (Appendix 2).
4. Any additional information that the department/unit deems necessary.

PROPOSAL SUBMISSION

The “Approval Form for Degree Programs” and Appendix 9c should be submitted to the UCCC office. An executive committee (consisting of the UCCC Chair, Vice Chair, Associate Registrar, Director of Academic Quality, and appointed voting members) will review the proposal and Phase Out plan.

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. This means that students may no longer apply to the program as of the effective date, however the program must be continued to be offered according to the Phase Out Plan. Departments must keep this fact in mind when students are pre-registering for the next semester. **Effective dates will not be backdated.**

DEGREE NAME CHANGE

PROPOSAL FORMAT

A request to change the name of a degree should be submitted directly to the UCCC chair. The degree name change proposal must conform to the guidelines set by the Board of Trustees (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.

PROPOSAL ELEMENTS

CURRENT TITLE AND DESCRIPTION

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

PROPOSED TITLE AND DESCRIPTION

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

JUSTIFICATION

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

RELATION TO EXISTING CURRICULA

Address relationship to programs at MSU and, if appropriate, elsewhere in state-supported institutions.

PROPOSED 4-LETTER ABBREVIATION

The abbreviation will be used for identification of the degree program.

EFFECTIVE DATE

A degree program name change becomes effective the semester following approval by the IHL Board unless a later effective date is indicated.

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, the program proposer should consult with the Director of Academic Quality in the Office of Institutional Research and Effectiveness to determine whether a program modification is appropriate or if a new degree should be considered. If a program is modified to include a new CIP number, the Director of

Academic Quality will work with the SACSCOC liaison to modify the API at IHL. 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.

PROPOSAL ELEMENTS

CATALOG DESCRIPTION

Both the existing and proposed catalog descriptions should be included.

CURRICULUM OUTLINE

Both the existing and proposed curricula must be included. All deleted courses should be shown in *italics* and all new courses in **bold**.

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.

Table 5. Curriculum outline table

CURRENT Degree Description	PROPOSED Degree Description
Degree: Bachelor of Science Major: Poultry Science Concentration: <i>Business, Management, Manufacturing, and Pre-Veterinary Medicine</i>	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 4 th 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	The U.S. poultry industry is a \$21 billion+ business employing hundreds of thousands of people in the United States. Mississippi ranks 4 th 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

<p>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 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:</p> <p><i>-Business</i></p> <p><i>-Management -Manufacturing</i></p> <p><i>-Pre-Veterinary Medicine</i></p> <p>Only grades of C or higher will be accepted for PO and VS courses.</p>		<p>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 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:</p> <p>-Production Systems</p> <p>-Business Management</p> <p>-Processed Products</p> <p><i>-Pre-Veterinary Medicine</i></p> <p>Only grades of C or higher will be accepted for PO and VS courses.</p>	
<p>CONCENTRATION DESCRIPTION</p> <p><i>Management Concentration</i></p> <p><i>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.</i></p>		<p>CONCENTRATION DESCRIPTION</p> <p>Production Systems Concentration</p> <p>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.</p>	
<p>CURRENT CURRICULUM OUTLINE</p>	<p>Required Hours</p>	<p>PROPOSED CURRICULUM OUTLINE</p>	<p>Required Hours</p>
<p>English (General Education):</p> <p>EN 1103 English Comp I or</p> <p>EN 1163 Accelerated Comp I</p>	<p>6</p>	<p>English (General Education):</p> <p>EN 1103 English Comp I or</p> <p>EN 1163 Accelerated Comp I</p>	<p>6</p>

EN 1113 English Comp II or EN 1173 Accelerated Comp II		EN 1113 English Comp II or EN 1173 Accelerated Comp II	
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 <i>PS 1113 American Government</i>	6	Social/Behavioral Sciences (Gen Ed): AEC 2713 Intro to Food & Resrce Econ any Social/Behavioral Gen Ed course	6
MAJOR CORE COURSES <i>ACC 2013 Principles of Financial Accounting</i> <i>AEC 3133 Intro to Agribusiness Management</i> MGT 3513 Intro to Human Resource Mgt PO 3011 Seminar PO 3021 Seminar PO 3103 Genetics	51	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	45

PO 3313 Commercial Poultry Production	PO 3834 Microbiology of Food Animal Prod	
PO 3323 Poultry Judging	PO 4031 Seminar	
PO 3834 Microbiology of Food Animal Prod	PO 4041 Seminar	
PO 4031 Seminar	PO 4313 Management of Commercial Layers	
PO 4041 Seminar	PO 4324 Avian Reproduction	
PO 4313 Management of Commercial Layers	PO 4333 Broiler Production	
PO 4324 Avian Reproduction	PO 4413 Poultry Nutrition	
PO 4333 Broiler Production	PO 4423 Feed Manufacturing	
PO 4413 Poultry Nutrition	PO 4513 Poultry Processing	
PO 4423 Feed Manufacturing	PO 4523 Commercial Broiler Process Tech	
PO 4513 Poultry Processing	PO 4833 Avian Anatomy	
PO 4523 Commercial Broiler Process Tech	PO 4843 Avian Physiology	
PO 4833 Avian Anatomy	VS 2033 Diseases of Poultry	
PO 4843 Avian Physiology	PO 3353 Poultry Production Internship	
VS 2033 Diseases of Poultry	PO 3363 Poultry Processing Internship	
PO 3353 Poultry Production Internship	Oral Communication Requirement Satisfied by successful completion of PO 3021, 4031, and 4041	
PO 3363 Poultry Processing Internship	Writing Requirement	
Oral Communication Requirement Satisfied by successful completion of PO 3021, 4031, and 4041	Satisfied by successful completion of PO 4324 and 3834	
Writing Requirement		

Satisfied by successful completion of PO 4324 and 3834 <i>Computer Literacy</i> <i>Satisfied by successful completion of PO 4324 and 3834</i>			
CONCENTRATION COURSES Management ACC 2023 Prin of Managerial Accounting AEC 3233 Intro to Envir. Econ and Policy <i>AEC 3413 Intro to Food Marketing</i> BIO 1123 Animal Biology <i>BIO 1203 Plant Biology</i> BL 2413 Legal Environment of Business CH 1043 Survey of Chemistry I <i>CH 1053 Survey of Chemistry II</i> PO 3333 Advanced Poultry Judging PSS 3303 Soils ST 2113 Introduction to Statistics	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 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	42
Total Hours	120	Total Hours	123

JUSTIFICATION AND STUDENT LEARNING OUTCOMES

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 degree proposal should include the expected program-level 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. The Learning Outcome Mapping Document is provided to assist with this planning. These learning outcomes become part of the programs Continuous Improvement plan which is reported every year to OIRE.

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

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

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.

SUPPORT

A letter of support must be included with the program proposal.

PROPOSED 4-LETTER ABBREVIATION

The abbreviation will be used for identification of the degree program.

EFFECTIVE DATE

The program modification will become effective Fall of the following academic year.

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). **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:

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.

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.

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. lectures, web-based, interactive discussions). Provided detailed 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.

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.

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 follow the guidelines outlined in Section I: New Degree Program Addition.

CONTACT PERSON

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

LETTER OF SUPPORT

A letter of support from 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. 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.

IHL FORM

The IHL Distance Learning Form [Appendix 10](#).

CERTIFICATES AND MINORS

Proposals for new certificates and minor should follow the guidelines for a new degree using a degree coversheet. Mississippi State University may only offer Post-Baccalaureate and Post-Master certificates. Graduate certificates must be reported to IHL using [Appendix 16](#).

Modifications to existing certificates and minors should follow the guidelines for degree modifications using the degree coversheet. Use the curriculumoutline 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.

Appendix A

Syllabus Template

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.

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 used to present to clients.

Students will be able to use 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 have an opportunity to 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.

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.

Course Time Requirements for a 3-credit hour course:

Course Format	Direct Instruction (class time) per week	Indirect Instruction (out of class work) per week	Total Time for Course per week
Traditional 15-week	150 minutes Example: 3-50-minute classes per week	300 minutes or approximately 60 minutes daily M-F	450 minutes per week Example: MWF= 50 minutes class + 1 hour homework TTH= 1 hour homework per day
10-week Summer	225 minutes Example: 3-75 minute classes per week	450 minutes or approximately 90 minutes daily M-F	675 minutes per week Example: MWF= 2 hours 45 minutes per day (class + homework) TTH= 1 hour 30 (homework) minutes per day
8-week Mini-semester	282 minutes Example: 3-1 hour and 35 minute classes per week	563 minutes or approximately 1 hour 53 minutes daily M-F	845 minutes per week Example: MWF=3 hours 30 minutes per day (class + homework) TTH=approximately 2 hours homework per day
5-week Summer School	450 minutes Example: 1 hour 30 minutes of class M-F	900 minutes or approximately 2 hours 30 minutes daily M-F	1350 minutes per week Example: M-F=4 hours per day

4-week Winter Intersession	563 minutes Example: approximately 2 hours of class M-F	1125 minutes or approximately 3 hours 45 minutes daily M-F	1688 minutes per week Example: M-F=6 hours 45 minutes per day
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Optional Course Information Items

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