# The University of Southern Mississippi

## Authorization to Plan a New Program (Major, Stand-Alone Minor, Certificate, or Proficiency Badge)

### Expectations:

It is the school’s responsibility to make the case for a new line on the Program Inventory. Acceptable reasons to develop a new line include accreditation, marketing to potential students, regional industry need, job demand within our region, etc. All reasons require supporting documentation. New academic offerings need to result in enrollment growth for the institution (New Freshmen, New Transfer, etc.).

Any new major will be listed on the IHL program inventory and will be expected to reach the IHL productivity benchmarks within six years of implementation and internal USM productivity benchmarks within nine years. Strong documentation to support this expectation must be provided in the proposal.

The distinct courses within all degree plans must be able to meet or exceed the course enrollment minimums. It is expected that lower-level courses (100-200 level) substantially exceed course enrollment minimums. Upper-level courses should meet the minimum enrollment numbers. Courses that are generally considered to be independent study or variable title type courses are not subject to the minimum course enrollment numbers (e.g. 492, internships, etc.). However, programs must not utilize independent study or variable title type courses as substitutions for required courses in a degree program to circumvent minimum enrollment numbers. (<https://www.usm.edu/provost/internalportal/class-scheduling-guidelines.php>)

A Program Coordinator must be identified for each line on the inventory. This person is responsible for overseeing the curricular content aspects of program coordination and is qualified in fields appropriate to the curricular content (and degree level) of the program. Please refer to the Academic Program Coordinator Policy for details: <https://usm.policystat.com/policy/9108321/latest>

A unique, best-fit CIP code must be identified. Courses within the program can be assigned unique CIP codes.

The development of new undergraduate or graduate degree program offerings should be methodical, holistic, and rare. Schools will generally be limited to one new proposal every six years. Schools are to look at their inventory in a holistic fashion to identify programs that can be revitalized or deleted before considering additions. Schools need to be aware that program revitalization or deletion may result in teach-out plans for existing students, and schools must take into consideration the resources needed to teach-out existing programs in addition to the resources that will be required to implement the new program.

New academic programming may result in substantive change notification or approval by SACSCOC. The University has a substantive change policy that must be followed when proposing and implementing new academic programming. New academic programs requiring SACSCOC approval cannot be implemented until SACSCOC approval has been granted.

### Process:

* School representatives prepare this form. This should be a person qualified to be the Program Coordinator of the proposed program.
* With School Faculty approval, the form is sent to the College Dean’s office.
* With College Dean’s approval, the form is sent directly to the Office of Institutional Effectiveness.
* The Office of Institutional Effectiveness will review and submit the form to the Provost.
* With Provost’s approval, the school submits a New Program Proposal in Curriculog. Provost approval is only for developing and moving a proposal through the process and does not guarantee final program approval.

Intended Bulletin Year of Implementation: Click or tap here to enter text.

Name of Proposed Program: Click or tap here to enter text.

CIP Code, CIP Title, and CIP Code Description (use 2020 found here: <https://nces.ed.gov/ipeds/cipcode/default.aspx?y=56> ):

Click or tap here to enter text.

School: Click or tap here to enter text.

Current Majors in the School: Click or tap here to enter text.

Current Minors, Badges, or Certificates within the School: Click or tap here to enter text.

School Enrollment and Graduation Data from the Last Three Years (found on [IR Website](https://intir.usm.edu/campus/MM_Program_Review.html); copy and paste table to include all active and inactive programs, certificates, and minors in the school)

Click or tap here to enter text.

Will any current programs be inactivated or consolidated? If yes, explain. Click or tap here to enter text.

Provide courses and credit hours offered by the school that will be in the new program: Click or tap here to enter text.

Provide courses and credit hours that will be developed for this new program: Click or tap here to enter text.

Who will serve as Program Coordinator? Click or tap here to enter text.

qualifications for coordinating this program: Click or tap here to enter text.

Number of new FTE institutional students expected to enroll in First Six Years (Use Academic Program Demand Protocol to determine):

|  |  |
| --- | --- |
| Year | # of New Students |
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|  |  |
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|  |  |
|  |  |
|  |  |

Number of new FTE students expected to enroll in current degree level programming In the School in the next six years:

|  |  |
| --- | --- |
| Year | # of New Students |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Number of graduates expected in New Program In the First Six Years:

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| --- | --- |
| Year | # of Graduates |
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|  |  |

Number of students expected to graduate in current degree level programming in the School in the next six years

|  |  |
| --- | --- |
| Year | # of Graduates |
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1. Complete and attach to this document the Academic Program Demand Protocol.
2. What is the result of the “gap analysis” from step 4 of the Academic Program Demand Protocol?

Click or tap here to enter text.

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

Click or tap here to enter text.

1. Proposal Summary to include a description of the proposed program. Explain how it fits within the mission of the institution. Provide an explanation of why this program should be offered.

Click or tap here to enter text.

1. Indicate where the proposed program is currently offered within the state. Click or tap here to enter text.
2. Provide the information used to determine Mississippi's need for this program at USM. Be specific with respect to new institutional student enrollment and provide supporting data.

Click or tap here to enter text.

1. Provide information on employment opportunities for program graduates (supporting data must include state and national employment statistics or career opportunities to include potential earnings range).

Click or tap here to enter text.

1. Describe any other benefits to the institution, state, region, or nation including research, service, and teaching efforts that might result from offering this program.

Click or tap here to enter text.

1. Using expected new institutional enrollment, provide the total anticipated budget for the program including implementation and 4 subsequent years of operation; any anticipated direct, indirect, and incremental costs necessary to start the program; anticipated, incremental annual revenue based on student enrollment; and other sources of funding. The addition of new academic programming is to be cost-efficient and should rely on repurposed resources as much as possible.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Incoming Students | Total Enrollment | Start-Up Costs | *A*  Additional Annual Costs | *B*  Additional Annual Revenue | *C*  Non-Tuition Revenue | *(B+C) - A*  Differential |
| Implementation Year |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |  |

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

Start-Up Costs (one-time costs associated with offering this program; include source): Click or tap here to enter text.

Direct, Incremental Costs (additional annual costs to the university as a result of offering this program): Click or tap here to enter text.

Incremental Revenue (additional annual revenue assuming that this program will bring in new students paying full tuition – use current fall tuition and multiply by two): Click or tap here to enter text.

Non-Tuition Revenue (external funds, grants, contracts or other revenues attributable to the addition of this program): Click or tap here to enter text.

Differential (all revenues minus all costs):

Signatures

Program Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Director: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College Dean: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Associate Provost: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Provost: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_