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Description automatically generated

Department Name Course Syllabus

**Course Symbol and Number Title of Course**

**Credit Hours**: X credit hours

**Method of Instruction**: Code and Name (see UCCC Guide and Format for Curriculum Proposals-The most common methods used are as follows: B=Lecture/Lab, C=Lecture, L=Laboratory)

**Method of Course Delivery:**  Code and Name (see UCCC Guide and Format for Curriculum Proposals for descriptions of each: F=Face to Face, O=Asynchronous, N=Synchronous, H=Hybrid)

**Catalog Description**: Refer to examples in UCCC Guide and Format for Curriculum Proposals  
(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…)

# College of Education Conceptual Framework

The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals **-** dedicated to continual

improvement of all students’ educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>

# Student 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.

# Include appropriate standards as required.

# Upon completion of the course, the student will be able to:

# Course Materials

List all course materials according to appropriate reference system (APA preferred) indicating which ones are required. List any other materials such as reserve or optional materials.

# 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. One credit hour equals 15 hours of instruction; therefore a 3-credit hour course will have 45 hours of instruction (including the final exam). An outline format is suggested.

# Topic (X hours)

# Subtopic (X hours) if needed

# Subtopic (X hours) if needed

**Evaluation of Student Progress**

List of assessments/activities that will generate the student’s grade, with a thorough description of the requirements/methods of assessment of each. Be as specific as possible about the number and types of assignments. Each assignment should align with one or more leaning objectives. If the course has a field experience put that information here. On the syllabus given to students, the date of the final exam must be given.

That same list without descriptions but with the percentage (weights) or points each receives.

**Grading Scale:**

The course grading scale. If percentages are used in the list without descriptions, then use percentages for the grading scale. If points are used in the list, use points.

A=90-100%; B=80-89%; C= 70-79%; D=60-69%; F=Below 60%.

* *If attendance is to be graded*, include the following required statement in addition to your attendance grading criteria:

**Attendance**

This section is a face-to-face OR synchronous online OR asynchronous online OR hybrid (choose one) instructional class. Attendance expectations and accommodations are defined in [Academic Operating Policy 12.09](https://www.policies.msstate.edu/sites/www.policies.msstate.edu/files/1209.pdf). **You will also need to expand here about what participation includes if you use participation as part of your grade.**

* If this is also a synchronous online, asynchronous online, or hybrid course, address how attendance and participation will be measured in the online portions of the course.

# Technology

Include information here that clearly outlines the technology needs that are necessary for the course. For example, “This course requires students to have the consistent use of online video and audio to fully participate in the course assignments. You will need access to MSU Canvas, an active msstate.edu email account, and a reliable internet connection capable of accessing video, audio, and materials for download.

**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>.

# Mississippi Department of Education (MDE) Licensure Requirements (or other accreditor requirements)

# *Put this on a new page*

# Examples may be (include whatever is appropriate for your field): For initial teacher education programs, including alternate route, the following is required by MDE:

**Mississippi College and Career-Ready Standards**

# Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state. Following that Mississippi College and Career-Ready Standards verbiage, *share one to two sentences of how this is incorporated in your course.*

# Mississippi Educator Code of Ethics This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder’s ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator of administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available at  <https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf> Following that Mississippi Educator Code of Ethics verbiage, *share one to two sentences of how this is incorporated in your course.*

**High Quality Instruction**  
This course covers high quality Instructional materials (HQIM) that provide a road map for teacher candidates on how to plan, teach, and assess student learning and ensure they are mastering the skills needed to be college and career ready. The Mississippi Department of Education provides the following website <https://msinstructionalmaterials.org/> for best in-class instructional resources to build teacher candidate’s knowledge of HQIM.

# Field Component

Description of field experience and required hours if applicable.