



MISSISSIPPI STATE UNIVERSITY™

COLLEGE OF EDUCATION

Department Name Course Syllabus

Course Symbol and Number Title of Course

Copy and paste Section, Time, and Location and leave as “TBA” since details will change each semester.

Section: TBA

Time: TBA

Location: TBA

Credit Hours: X credit hours

Copy and paste Instructor Details and leave as “TBA” since details will change each semester.

Instructor Details

Instructor: TBA

Office: TBA

Phone & E-mail: TBA

Preferred Method of Contact: TBA

Office Hours: TBA

Course Description

Duplicate the catalog description from CIM. Refer to directions and examples in UCCC Guide and Format for Curriculum Proposals (see page 23).

<https://www.uccc.msstate.edu/sites/www.uccc.msstate.edu/files/2024-10/2024-2025G%26Ffinal.pdf>

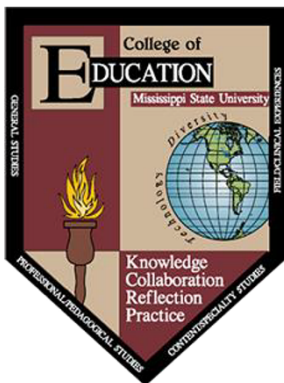
Course Prerequisites: *Include a list of course prerequisites (must match catalog description). If no prerequisites, state “None” or delete this section.*

Course Delivery: *Code and Name. List each possible course delivery that could be used in the future. See UCCC Guide and Format for Curriculum Proposals (page 10) for descriptions of each: F=Face to Face, O=Asynchronous, N=Synchronous, H=Hybrid.*

Method of Instruction: *Duplicate method of instruction from CIM. Only 1 method should be listed. See UCCC Guide and Format for Curriculum Proposals (page 10)-The most common methods used are as follows: B=Lecture/Lab, C=Lecture, L=Laboratory.*

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

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/conceptual-framework>

Course Learning Outcomes

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

List seven or more learning outcomes for the course (use a numbered list, e.g., 1., 2., etc.). A learning outcome is a statement regarding what the student will know or be able to do upon successfully completing the course. The outcomes should include competencies developed in the course. Each outcome should include 1 verb that is both observable and measurable. Be sure to use Bloom's Taxonomy at the appropriate level for the course (see page 8 in UCCC Guide and Format for Curriculum Proposals).

Student Learning Outcomes should not start with "students will learn" or "understand," rather, measurable student actions should be used.

Include relevant Conceptual Framework Program Outcomes (CFPO) standards, program standards, and other appropriate standards as required for accreditation. See <https://www.educ.msstate.edu/committees/box-council>.

Examples:

- 1. Classify different strategies used in Organizational Behavior Management based on the behavioral contingencies they are related to. (CFPO # 2, 3, 10, 12).*
- 2. Apply processes that principals use to implement and monitor instructional programs and activities (CFPO 13; NELP 4.1, 4.3; CAEP A.1.1.2 Research, A.1.1.3 Data Analysis; CRT 4.2, 5.1, 13.1)*

Textbook and/or Resource Materials

List all course materials according to appropriate reference system (APA preferred) indicating which ones are required. Textbooks should be current unless it is a seminal work. List any other materials such as reserve or optional materials.

Technology Support (if applicable) – *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 (if applicable) – *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.*

Course Topics

Course topics provide students with an overview of the content of the course. Efforts should be made to approximate the amount of time spent per topic. Topics should be no more than 3-hour chunks. 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.

1. Topic (X hours)
 - a. Subtopic (X hours) if needed
 - b. 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 learning 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.*

If the course is delivered in 2 different formats (face-to-face/synchronous online vs. asynchronous), please describe any differences (if any) in delivery of assignments. For example, if a student is completing a presentation, the asynchronous course may require students to upload a video rather than present face-to-face or live online.

For example:

Face-to-Face/Synchronous Online: Students will present on the topic of XXX for 15 minutes during their class meeting.

Asynchronous Online: Students will record a 15-minute presentation on the topic of XXX and upload to Canvas.

Percentages or Points

Duplicate the titles from Evaluation of Student Progress and list the percentage (weights) or points each activity 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. **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 (Copy and paste the following)

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

Put this on a new page

For initial teacher education programs, including alternate route, ONLY - 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 or 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.