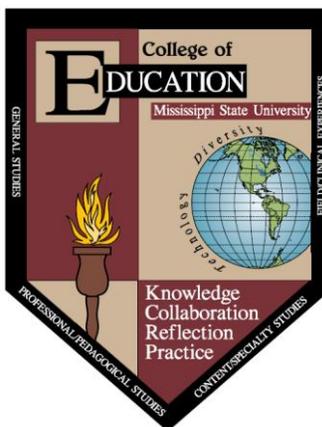


BARRY F. BOX CURRICULUM COUNCIL

Guidelines for Preparing a Course Syllabus

In addition to the UCCC syllabus requirements found in the UCCC Guide and Format (http://www.uccc.msstate.edu/proposal/GuideandFormat_2014.pdf), when developing a course syllabus to accompany a course addition or course modification proposal that will be presented to the Barry F. Box Curriculum Council, please include the following components labeled as such and as described:

- **Course Prefix and Number** (see UCCC Guide and Format for protocols for course numbering)
- **Course Title**
- **Credit Hours** (1 credit hour = 15 contact hours, minimum, for a lecture course; 1 credit hour = 30 contact hours, minimum, for a lab course; See UCCC Guide and Format for other information regarding credit hours and contact hours)
- **Method of Instruction** (A= Study Abroad, B = Lecture/Lab, C= Lecture, H= Clinical Instruction, L=Laboratory, S=Seminar, etc. – see UCCC’s Guide and Format for other options (pages 10 and 11))
- **Catalog Description**
 - This is what will appear in the printed MSU Bulletin and in Banner
 - Three components of a Catalog Description, in the order that they are to be included are:
 - Credit hours and type of course followed by a period.
 - Example: Three hours lecture.
 - Any Pre- and Co-requisites in parentheses
 - Example: (Pre-requisite: EDE 3523; Co-requisite: EDE 4113, EDE 4143, and RDG 4133.)
 - Brief description of the content of the course.
 - The entire catalogue description must be 40 words or less.
- **College of Education Conceptual Framework** (as follows):



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior 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 are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.

2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.

3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.

4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

- **Course Objectives**

- Course objectives should be written in terms of measurable, observable behaviors that completers of the course will be able to do. It is suggested that the course objectives section begin with “Upon completion of the course, the student will...”. See PDF on the Box Council Website which includes measureable, observable verbs classified according to Bloom’s Taxonomy.
- Course Objectives should not be identical to the Learner Outcomes contained within the UCCC Course Proposal electronic template. Course objectives should be more specific than Learner Outcomes. Learner Outcomes should be broader, general statements which fit into the overall scheme of the program outcomes within which the course resides.
- Course objectives are to be linked to the College Framework Program Outcomes (CFPO) for the College of Education (COE). The framework includes separate sets of outcomes for advanced (graduate) degree programs and initial (undergraduate) degree programs. After determining the proper outcomes which each course objective addresses, link each course objective to its corresponding CFPOs by including “CFPO” followed by the appropriate CFPO number(s) in parentheses behind each objective. CFPO descriptions can be found on the COE website.
- In addition to CFPOs, the course objectives for teacher and administrator courses that are required for licensure should also be linked to the appropriate national standards. The national standards are also available via links on the COE website.

- **Topics Covered in the Course/Course Outline** (see UCCC Guide and Format, “Detailed Course Outline”)
 - Clock hours must be identified for each topic.
 - Any topic identified with more than 3 clock hours, must be further subdivided, with sub-topics identified with clock hours that add up to the total for that topic.
 - A total of 45 clock hours must be provided for all 3-credit hour lecture, seminar, or workshop courses. A total of 60 clock hours must be provided for all 3-hour lecture/lab courses (2 hours lecture; 2 hours lab) with 30 hours assigned to specific lecture topics and 30 hours assigned to specific lab topics. See the UCCC Guide and Format for the number of clock hours designated for other course configurations.

- **Texts** (required and/or recommended) approved for the course

- **Description of Instruction**
 - Begin by restating the Method of Instruction (4th bullet of this document); then describe in narrative format the more specific kinds of pedagogy the instructor will use to deliver the course content; e.g. interactive lecture, class discussion, inquiry-based/discovery learning, cooperative learning, peer-teaching, laboratory simulations, etc.

- **Academic Integrity: Honor Code** – At a minimum, include the following along with the Honor Code website:
 Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information visit: <http://students.msstate.edu/honorcode>

- **Technology** – Explain whether or not technology will be used in the course. If it will be used in the course, explain how and who is responsible for providing the hardware. This includes accessing MyCourses or other Internet-based programs as a course requirement.

- **Diversity** – Describe how diversity will be encouraged in the course, as well as, how diversity will be addressed through specific course content, if applicable.
- **Accommodations for Students with Disabilities** – At a minimum, include the following:
 - Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall, (662) 325-3335 (phone), and <http://www.sss.msstate.edu> (web address).
- **Title IX Policy** – Include the following:
 - MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU’s educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, or at <http://students.msstate.edu/sexualmisconduct/>.
- **Field Component** – State whether or not the course will have a field component. If a field component is part of the course, describe its purpose, level, length/duration, location, expected outcomes, how it will be coordinated/facilitated, what performances will be assessed, and methods of assessment.
- **Evaluation of Student Progress** – Explain how evidence will be collected to show that students have met the course objectives.
 - Must include the **grading scale** with each letter grade and how each will be defined; all references to grades or evaluation should be in terms of either points or percentages, but not a mix of both.
 - Must include a list of **student activities/assessments** used for evaluating progress that are aligned with course objectives and with sufficient description of each to confirm alignment; there should be a variety of assessment measures used (paper/pencil tests, performance-based assessments, scholarly papers, individual and group projects, portfolios, presentations, etc.)

- Student activities/assessments are to be linked to course objectives as well by identifying the appropriate objective numbers in parentheses.
 - Each objective must be addressed by at least one student activity/assessment.
 - Each activity/assessment is to be described in enough detail such that it is clear that the activity/assessment will involve the students “doing” the objective(s) to which it is matched.
- When considering attendance in terms of evaluation, the following should be used as a guideline: *“Best practices would dictate if attendance and participation are used in the evaluation of a student’s performance, passing or failing a course should not rest solely on class attendance and participation.”-AOP.12.09*
- **Attendance Policy** – Describe the course attendance policy; must adhere to AOP 12.09 (<http://www.policies.msstate.edu/policypdfs/1209.pdf>)
 - UCCC Approved Example: *“In accordance with university policy (AOP 12.09), students should attend all classes. When an absence from class is essential, the student must inform the instructor (define how) and provide appropriate documentation.”* [Then list any connection to the grading.]
- **Bibliography** – Does not need to be lengthy, but should contain a variety of sources, including recent publications.

(Revised December 2016 by the Barry F. Box Curriculum Council)