Guidelines for Creating Course Proposals

Developed by the College of Education Box Council
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NOTE: Some of the links below (particularly the links to course proposals in CIM) require an MSU netID login. In the web browser you wish to use, log into CIM using this link first. You should then be able to continue with all the protected links below.

Important Resources & Notes

- College of Education Curriculum Committee (Box Council). The Box Council website contains important information about syllabus creation and required information relating to course objectives, CFPO and InTASC designations. Deadlines for the approval process are also included.

- University Committee on Courses and Curricula (UCCC). The UCCC website contains the "Guide and Format," the authoritative document on the creation of courses and degree programs at MSU.

- Course Inventory Management (CIM). CIM is the online resources for creating your course proposals.

The format of syllabi for curriculum proposals is determined by the College of Education Curriculum Committee (Box Council) and the University Committee on Courses and Curricula (UCCC). *Syllabi for course creation and modification must contain the listed components in the given order. Do not diminish, do not augment.*

This is not necessarily the syllabus you will provide to students (which may contain additional course details and policies). It is specifically for the purpose of reviewing course addition and modification proposals by the Box Council and the UCCC.

Contact the Box Council chair with any questions or needed clarification.

Course Proposal Steps

The following steps are recommended to develop your proposal.

1. Beginning with the [provided syllabus template](#), create your course syllabus.
2. Create and complete a [new proposal in CIM](#).
3. When complete, click "Save and Submit."
4. Contact the Department of Music curriculum committee chair to have an initial review of the proposal.

Syllabus Development Notes

Below is the required content of the syllabus in the order that they are to be presented. Where available, links are provided to more information about the content.

Note: UCCC has moved to a unified syllabus format for courses that are offered via campus 1 (face to face) and campus 5 (online). Where appropriate, information that is unique to each environment should be included under the appropriate syllabus section.

Begin by opening a new syllabus template [(available from the Box Council web site)](#).

Course Title

• Clarity and brevity (in that order) are important. If the title is more than 30 characters (including spaces), provide an abbreviated title.

Credit Hours

• For course creation, be mindful that 1 credit hour = 15 contact hours for a lecture or seminar course, 1 credit hour = 30 contact hours for a lab or studio course. For specific contact hours per credit hour requirements refer to the [UCCC Guide](#).

Method of Instruction

• The choices for this category are included in the [UCCC Guide](#) (page 10-11) under "Course Addition: Method of Instruction." Choose one, do not elaborate. This line will read, for example, "C = Lecture"

Catalogue Description

• The entire catalogue description must be 48 words or less. Hyphenated words are considered two words.

• There are three major components to a well-formed catalogue description:

- Pre- and co-requisites, an indication if there is a field-based component
- Credit hours and type of course (spell numbers)
- Description of the course

- The catalogue description will appear in the printed MSU Bulletin and in Banner.

- Example from [MU 2813 Music Theory IV](#), by Dr. James Sobaskie: (Prerequisite: C or higher in MU 2613 and MU 2721, or equivalents; Co-requisite MU 2921.) Three hours lecture. Aspects of late 19th-early 21st C. harmony and structure; mastery developed through readings, exercises, examinations, and creative projects.

College of Education Conceptual Framework
- Leave this text exactly as it is in the template.

Course Objectives
- Course objectives should be written in terms of measurable, observable behaviors that students in 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 measurable, observable verbs classified according to Bloom's Taxonomy.

- 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 ([InTASC](#)).

Detailed Course Outline
- For more information review "Course Additions: Detailed Course Outline" on page 11 of the [UCCC Guide](#).

Texts
- List the required and/or recommended texts and materials for the course. Provide ISBN numbers where possible. Be specific with publication year and editions.

Description of Instruction
- Begin by restating the Method of Instruction (Example: Lecture.); 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.
- For courses that are taught both campus 1/2 (face to face) and campus 5 (online) this area will have two paragraphs, one specific to each environment.

Academic Integrity
- 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
- For courses that will be taught online (campus 5), the Academic Integrity section of the syllabus should have language specifically addressing how academic integrity will be upheld. Suggestion: after the statement of the honor code and language above, add two short paragraphs, one labelled "campus 1" and the second labelled "campus 5."

Technology
- State what technology a student is required to use for your course. Technology is defined as computer hardware and/or software required for successful completion of course objectives. This includes tuners, metronomes, accessing myCourses, recording devices, etc...

- For courses that will be taught online (campus 5), specific information for the technology(ies) used to deliver instruction and assessment is required.

Diversity
- State in what ways diversity will be encouraged in the course.

- Example from [MUE 3233 Guitar Pedagogy](), by Dr. Michael Patilla
  The issue of diversity is very important as it relates to establishing a successful guitar teaching practice. The professional guitarist/teacher will find it necessary to work in various environments, including public and private schools, community colleges, universities, and local music stores. Because it is relatively inexpensive to purchase a guitar, it is the ideal instrument for a wide range of socio-economic environments. The skills necessary when working with a diverse population will be discussed extensively in this course.

- Example from [MU 1151 Vocal Pedagogy](), by Dr. Tara Warfield:
  Diversity will be addressed in this course in the understanding that every person possesses his/her own unique vocal instrument. Voice teachers learn to teach an internal instrument consisting of very similar anatomy, but housed in different sizes, shapes, personalities, backgrounds, and musical exposure. There is no more diverse teacher than a voice teacher in terms of approaches, exercises, listening skills, and knowledge of repertoire for so many, varied voices.

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).

Field Component
- Will the course have a field component (observation or in-field teaching)? If so, what are the parameters in terms of purpose, level, length (hours/days per week), expected outcomes and methods of assessment?

Evaluation of Student Progress

- [Extensive sample of Evaluation of Student Progress from Dr. Robichaux](#).

- There are three groups of information in this section:
  - List of Student Activities which align with objectives and which ARE the assessments; these would each be explained in detail in this section. Student activities/assessments are to be linked to course objectives as well by identifying the appropriate objective numbers in parentheses.
  - List of Assessments which are the Student Activities but are only the "titles" and which indicate how many points or percentage of weight each is
  - Grading Scale

- The grading scale should include 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.

- Each course 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.

- For courses that are taught both campus 1/2 (face to face) and campus 5 (online), be specific about the methods of evaluation and submission requirements that may be specific to each environment.

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.]

- For courses that are taught both campus 1/2 (face to face) and campus 5 (online), be specific about the methods of evaluating attendance that may be specific to each environment.

Title IX
- Include the following text in your syllabus:
  Title IX Policy
  Mississippi State University 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 325-8124or by e-mail to titleix@msstate.edu. Additional resources are available at http://students.msstate.edu/sexualmisconduct/.

Bibliography
- There is an expectation that the bibliography will contain a variety of sources and must contain recent publications.

Completing the CIM (Course Inventory Management) Proposal

1. Make your syllabus into a PDF (this is required).

2. Go to the following website (you will have to login with your MSU netID and password): https://next.catalog.msstate.edu/courseadmin/

3. Click "Propose New Course."

4. Use the UCCC Guide (beginning on page 4) to go step-by-step in completing the online proposal. Note: you can save your work along the way and return to the form when needed.

5. Click "Save Changes" at anytime to save your work. You can return tot he proposal at anytime to continue your edits (as long as you click "save changes").

6. When your proposal is complete, click "Save and Submit."