**The University of Southern Mississippi**

**College of \_\_\_\_\_\_\_\_\_\_\_\_\_**

**School of \_\_\_\_\_\_\_\_\_**

**Course Title**

**Course Prefix and Number**

**Fall/Spring/Summer \_\_\_\_\_**

**Course Meeting Time/Chat Time**

**Course Meeting Place**

**PROFESSOR OF RECORD:**

**OFFICE: TELEPHONE:**

**OFFICE HOURS: EMAIL:**

**APPOINTMENTS: (Professor’s policy on appointment and contact numbers)**

**DROP DATE:**

**COURSE PREREQUISITE(S): (or acceptable substitutes)**

**CREDIT HOURS:**

**CATALOG DESCRIPTION:**

*[Official course description from bulletin]*

**COURSE MATERIALS**

*[List required books, technology (e.g., iClickers), or other materials, including full titles and ISBN numbers]*

**OPTIONAL/ SUPPLEMENTARY TEXT:**

**Professional Educational Unit CONCEPTUAL FRAMEWORK**

The Professional Education Unit’s Conceptual Framework is consistent with the University’s historical roots as a normal college, its mission, and its future. The University, since our founding in 1910, has been committed to the outstanding preparation of teachers, counselors, administrators, and other school personnel. In accordance with this history and the present vision and mission of the University, the mission of the Unit is fivefold: a) educate the whole student; b) prepare high quality teachers and leaders for Mississippi classrooms; c) conduct innovative, relevant research; d) promote a healthier region; and e) enhance cultural understanding.

The Unit has embedded knowledge, skills, and dispositions throughout its teacher education program to prepare students to become creative, bold, and determined educational leaders who possess the power of knowledge to inform, to inspire, to transform lives, and to empower a community of learners.

**WATERMARK (formally known as Tk20) NOTIFICATION STATEMENT:**

The Professional Education policy at Southern Miss requires all teacher education candidates to subscribe to Tk20 by Watermark, a learning assessment platform which **provides an electronic portfolio and storage system for candidates that** will track, store coursework, showcase what you have learned, and share your best work with others, including potential employers – now and for years to come. Our institution will also be able to use the same system to demonstrate the quality of our academic programs and gather data on learning to make changes that ultimately improve our programs. The URL is <https://usm.tk20.com>.

**BACKGROUND CHECK STATEMENT:**

Each Southern Miss student who applies for admission to a teacher education program must undergo a background check when applying for the Gold Card. Students who pass the background checking process will be eligible for admission to teacher education pending satisfaction of other admission requirements.

**COURSE GOALS**: (tie each one to SPA standards, conceptual framework and CAEP as applicable)

**STUDENT LEARNING OUTCOMES(S**): The student will…student outcomes as a result of course.

**TECHNOLOGY COMPETENCIES**: (tie to SPA, national boards, or ISTE standards)

**COURSE REQUIREMENTS**:

*[Tie to SPA standards, conceptual framework and NCATE as applicable: place point values or grading criteria here as applicable]*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assignment(s)** | **Due Date** | **Points/****Grade** | **Rubric Location (Canvas, Syllabus, Watermark)** | **MS College & Career Readiness Standards or Appropriate Framework** | **Standards SPA, ISTE, INTASC** | **Mississippi Code of Ethics, Dispositions, Professional Growth System** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**LEARNING GUIDELINES (e.g., all formats: Face-to-face, online, and hybrid)**

*[Expectations for response to student email, timely assignment feedback, posting lecture notes, discussion/interactive/experiential requirements]*

* **COURSE WORKLOAD STATEMENT**

Students are expected to invest considerable time outside of class in learning the material for this course. The expectation of the University of Southern Mississippi is that each week students should spend approximately 2-3 hours outside of class for every hour in class working on reading, assignments, studying, etc. We realize that most students work and have family or other obligations. Time management is thus critical for student success. All students should assess their personal circumstances and talk with their advisors about the appropriate number of credit hours to take each term. Resources for academic support can be found at <http://www.usm.edu/success>.

**GRADING POLICY & CALCUATIONS**

A list of possible grades at the University can be found in the Bulletin (<http://catalog.usm.edu>). Note that students will receive an “interim grade” at the six-week point to give them an indication of their performance *at that point* in the semester.

Students may drop a course with no penalty in accordance with university policy (<https://www.usm.edu/success/adding-dropping-or-withdrawing-classes>). If students wish to leave a course with a grade of “W” (for “withdrawal”) in accordance with university policy (<https://www.usm.edu/registrar/withdrawal-policy>), they may request to do so before the 50th day (specific dates can be found here: <https://www.usm.edu/registrar/calendars>). Important note: Students, who receive a grade of W after the official refund date, will **not receive a refund.** Grades of “W” are permanently included on transcripts.

Students should be aware that “Incompletes” can only be assigned in cases of “extraordinary circumstances” beyond the student’s control.

*[In this section, list all the requirements that will be used to calculate the students’ final grades in your course, along with the weight of each. Provide also a grading scale that indicates which point totals and/or percentages result in which letter grade for the term.]*

**GRADE SCALE**

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = Below 60%

**Academic INTEGRITY Statement**

All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):

* Cheating (including copying from others’ work)
* Plagiarism (representing another person’s words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
* Falsification of documents
* Disclosure of test or other assignment content to another student
* Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members’ involved
* Unauthorized academic collaboration with others
* Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so may result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of “XF” for the course, which will be on the student’s transcript with the notation “Failure due to academic misconduct.” For more details, please see the University’s Academic Integrity Policy: <https://www.usm.edu/institutional-policies/policy-acaf-pro-012> Note that repeated acts of academic misconduct will lead to expulsion from the University. Students may appeal sanctions in accordance with university policy (<https://www.usm.edu/provost/students-guide-academic-integrity>).

**ACADEMIC SUPPORT RESOURCES**

Please see our Student Success Website: <http://www.usm.edu/success> for information on where you can find tutoring and other academic assistance, as well as the location of key resources on campus.

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures.  Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders.  Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi

Office for Disability Accommodations

118 College Drive # 8586

Hattiesburg, MS 39406-0001

Voice Telephone: 601.266.5024 or 228.214.3232 Fax: 601.266.6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1.800.582.2233 (TTY) or email ODA at oda@usm.edu.

*[Insert here any department or program-specific support, such as a tutoring center]*

**IMPORTANT CLASS POLICIES**

*[This section should be used to highlight any class-specific policies, such as how late assignments will be treated, attendance/absence policies, civility in the classroom, use of electronics, iClickers and other tools, etc. For fully online courses, discussion should include expected time for response from faculty in Canvas, Netiquette, and other issues relevant to that teaching environment.]*

**MENTAL WELL-BEING STATEMENT**

Southern Miss recognizes that students sometimes experience challenges that make learning difficult. If you find that life stressors such as anxiety, depression, relationship problems, difficulty concentrating, alcohol/drug problems, or other stressful experiences are interfering with your academic or personal success, consider contacting Student Counseling Services on campus at 601.266.4829. More information is also available at [www.usm.edu/student-counseling- services](www.usm.edu/student-counseling-%20services). All students are eligible for free, confidential individual or group counseling services. In the event of emergency, please call 911 or contact the counselor on call at 601.606.HELP (4357).

**NON-DISCRIMINATION STATEMENT:**

The University of Southern Mississippi offers to all persons equal access to educational, programmatic and employment opportunities without regard to age, sex, sexual orientation, disability, pregnancy, gender identity, genetic information, religion, race, color, national origin, and/or veteran status pursuant to applicable state and federal law.

**CONFIDENTIALITY & MANDATORY REPORTING**

*[The Title IX office urges all instructors to consider adding this statement to your syllabi, or to read the statement during the first class meeting. Questions about this request can be directed to* *Rebecca.Malley@usm.edu* *or by calling 601.266.6804.]*

As an instructor, one of my responsibilities is to help create and maintain a safe learning environment on our campus.  I also have a mandatory reporting responsibility related to my role as a faculty member.  I am required to share information regarding sexual misconduct or information about a crime that may have occurred on USM’s campus with certain University officials responsible for the investigation and remediation of sexual misconduct. The information will remain private and will only be shared with those officials necessary to resolve the matter.  If you would like to speak in confidence, resources available to students include Confidential Advisors with the Shafer Center for Crisis Intervention, the Counseling Center, Student Health Services, and Clergy.  More information on these resources and University Policies is available at <https://www.usm.edu/sexual-misconduct>.

**TENTATIVE SCHEDULE/AGENDA**:

*[This section outline the course schedule for the students, ideally including the date, class preparation required, topic, and any in-class activities or obligations that day. Tests and other requirements should also be included to re-iterate when they are due. Example is below]*

|  |  |  |  |
| --- | --- | --- | --- |
| *Date* | *Topic* | *What should be done before class* | *Assignments due or other important reminders* |
| **TU 1/16** | Introduction to the class |  |  |
| **TH 1/18** | Reality as a social construction | Read Best, Social Problems, pgs. 3-14; watch YouTube video (see Canvas); 2 blog entries (see Canvas) | January 23 is last day to drop & get a refund. |
| **TU 1/23** | Claims and claims-making | Read Best, pgs. 14-28; Read Silver, Social Problems Readings, reading #5 |  |