Course Number and Title:  EDPD:  “Name of course”  If the course is new, the number will be assigned when it is approved.

Graduate Hours:  Courses can be 1, 2, 3, 6 hours

Location of Course:  Address of Place, Room # and City

Dates and times of Course:  45 contact hours are required for a 3 hour course. Courses must extend over a three week period. Breaks and lunch times need to be added in for class meeting which last all day. Some course times can be done via distance learning, chat rooms, or other online means.

Instructor:  Name, physical address of office, telephone, fax, email

Semester credit earned:  Specify date in which course begins and ends (see term schedule under dates of terms in this handbook.)

Text/Materials:  Should be done in APA format.

Grading:  Courses can be either Pass/Fail or graded using the School of Education, Health, and Human Performance grading scale.  *If the course is a Pass/Fail course, this statement should be added: According to the College of Charleston Graduate Catalog a Pass/Fail course carries zero (0) quality points and thus cannot be converted to a letter grade.*

Course Description:  In this section, give a descriptive overview of the course. State how the course relates to the College of Charleston’s conceptual framework and theme of making the teaching and learning connection.

Purpose of the course:  In this section, explain how the course is tied to the district’s mission and/or strategic plan.

Student Learning Outcomes:  How will this course enhance student achievement?  What changes in knowledge, skills and dispositions should be expected as a result of this course?
Goals/Standards/Objectives: All goals and objectives are correlated to the C of C Teaching and Learning Standards. List the goals and objectives for the course. Reference the course objectives to the appropriate School of Education, Health, and Human Performance standard(s) which apply. Show and justify how scientifically-based research is incorporated into the course material. Please include a paragraph that addresses student learning objectives. Please list no more than three to four student outcomes (what the student will do or be able to do upon completion of this course).

In-class Course Activities: These should be designed based on SC Professional Development Standards and the Learning Forward Professional Development standards. Examples of learning activities include lecture/presentation, whole group or small group discussion, cooperative activities, individual or group reports/presentations, simulations, etc. The use of technology should be incorporated into the lesson to enhance instruction. Show how technology will be used to enhance participants learning in this course.

Out-of-class assignments: List required outside assignments and give specific details of each requirement. Examples include the following: Reading, book reports, presentations, short papers, critiques, responses, term papers, research and reviews, individual annotated bibliographies, lesson/unit development, implementation and evaluation, research projects, workshop development, interviews, observations, group reports/presentation, change papers, etc. A rubric should show expectations for each assignment and must be included at the end of the syllabus.

Assessment and Grading: Explain how students will be assessed on each required assignment. Provide rubrics for each assessment unless it is a test where a specific grade will be given. Explain how feedback will be issued in written form if any student appears to be lagging in any of the assessed areas. Since course success relies heavily on the participation of each area, any areas of concern will be addressed immediately. Describe the procedures and criteria for evaluation and grading assignments and assigning final grade.

Grading Scale: Specify which grading option will be followed. (Pass/Fail or School of Education, Health, and Human Performance grading scale) Explain how grades will be earned. For example, in order to receive a grade of passing, the student must receive at least 229 points of the possible 310 points available. (74% of total points) If a student has 228 points or less, the grade will be failing. If the course is graded using the School of Education, Health, and Human Performance grading scale, a percentage breakdown for value of each assignment should be included. Explain the basis for determining the final grade. If School of Education, Health, and Human Performance grading is used, the lowest passing grade to be given would be a C. The grading scale should be included on the syllabus.

Attendance: This statement could be used or another of your choice. For any grade to be awarded, participants must attend at least 85% of the class hours. Participants are expected to attend all sessions, be punctual, and remain for the duration of each class. In the rare case where some absence is required, make up work will be assigned where it is practical to do so.
Attendance is also part of the grading scale. Students may be withdrawn by the instructor if absences violate these guidelines.

Add these to the syllabus:

**Professionalism and Ethics:** As a member of the professional development community, participants are expected to evidence a high standard of personal conduct, respect and honorable professional characteristics in the presentation of their course assignments and interaction with class peers.

**Disability Statement:** If there are participants in this class who have a documented disability that allows him/her to receive accommodations they are asked to please speak privately with the course instructor.

**Auditing Statement:** Some students may have elected to audit this course. If you have selected to audit, no official record will appear that you have audited the course at the College of Charleston. Additionally you may not be added to the class roll after the class has been in session for more than two (2) weeks.

**Course Calendar:** List the dates, specific topics and assignments for each course meeting. This section should be specific enough to show the course content.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
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</table>

**Course Rubrics:** Attach a rubric for grading for each assessment listed above.

Email your completed syllabus to irwinpj@cofc.edu

**Transcript Requests**

All transcript requests are now submitted online and processed through Credentials Solutions.

Transcripts may be mailed or sent electronic PDF for $10, or picked up the next day at the College of Charleston for $12.

**Current and former students** can use ordering service through MyCharleston to authenticate and avoid completing the Signature Authorization Form.

- Login to MyCharleston
- Select either the **Academic Services or the Alumni tab**
- Look for the **Transcripts** channel
- Click the **Official Academic Transcript Request** link

For MyCharleston Login assistance, or if your account has been "locked due to inactivity", you may contact the Helpdesk (843-953-3375, option 3, helpdesk@cofc.edu).

Those without current MyCharleston login may order directly on the Credentials Solutions Order Site.
Further information can be found on the CofC Transcripts Webpage

Or by calling the Credentials Solutions helpline at 847-716-3005.

Detailed instructions and information regarding Transcripts are available in the Transcripts section of the Registrar’s website at: registrar.cofc.edu/transcripts/
http://registrar.cofc.edu/general-edu/index.php