

**Teacher Education (TEDU)  
COURSE POLICIES AND PROCEDURES**

\*Course policies and procedures apply to teacher education courses.

**1. GRADING SCALES: UNDERGRADUATE AND GRADUATE**

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UNDERGRADUATE GRADING SCALE			GRADUATE GRADING SCALE		
Letter Grades	Percentage Range	Grade Points	Letter Grades	Percentage Range	Grade Points
A	93-100%	4.0	A	93-100%	4.0
A	91-92%	3.7	B+	89-92%	3.5
B+	89-90%	3.3	B	85-88%	3.0
B	86-88%	3.0	C+	81-84%	2.5
B	84-85%	2.7	C	77-80%	2.0
C+	82-83%	2.3	F	0-76%	0
C	79-81%	2.0	· A grade of 76 or below is considered a failing grade for all graduate courses. There are no grades of D in graduate courses. · There are no minus grades in graduate courses.		
C	77-78%	1.7			
D+	75-76%	1.3			
D	72-74%	1.0			
D	70-71%	0.7			
F	0-69%	0.0			

**2. PROFESSIONAL BEHAVIORS/DISPOSITIONS:** Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:

- We believe that all children can learn
- We value and respect individual differences
- We value respectful human interactions
- We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
- We are committed to inquiry, reflection, and self-assessment
- We value collaborate and cooperative work
- We are sensitive to community and cultural contexts
- We engage in fair, responsible, and ethical practice

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<sup>1</sup> Approved by TEDU on December, 2, 2014

3. **ATTENDANCE:** Class attendance and punctuality are expected professional behaviors. A student may earn a failing grade for excessive absences equaling more than 15% of class meetings or 2 weeks of class (15% of classes meeting 3 x weekly = 6 absences; 2 x weekly = 4 absences; 1 x weekly = 2 absences). The instructor has the right to withdraw students for excessive absences (more than 15%). In addition, students are responsible for meeting specific attendance requirements outlined in each course syllabus.

4. **MISSED COURSE ASSESSMENTS:** If a student misses a course assessment (e.g., quiz, test, examination, assignment) other than the final examination for a legitimate reason (as determined by the instructor), the instructor has the discretion to administer a make-up. It is the responsibility of the student to make arrangements with the instructor for any make up work.

5. **DUE DATES:** All due dates for scheduled course assignments and assessments are listed in each course syllabus. Changes are announced in class. The instructor determines consequences related to late work. It is suggested that students have a reliable class contact for course information in case of absences.

6. **FINAL EXAMINATIONS:** The course final examination (test, performance, project) only takes place during the college-specified period. Undergraduate students with more than two finals scheduled on one day may arrange an alternate time for one exam with Undergraduate Academic Services. Graduate students apply to the Graduate School for changes.

7. **COURSE PAPERS:** All course papers will be word-processed using the most current style guide published in the Publication Manual of the American Psychological Association.

8. **HONOR SYSTEM:** All courses in the School of Education, Health, and Human Performance are conducted under the College of Charleston Honor Code found in the Student Handbook at <http://studentaffairs.cofc.edu/honor-system/>

Students are responsible for reading, understanding, and adhering to the Code of Conduct. **Ignorance is no excuse.** Both students and faculty are responsible for reporting violations to Student Affairs. Conviction of an Honor Code violation results in a grade of XF for the course in which the violation occurred. For help clarifying paraphrasing vs. plagiarism, see the following websites:

[http://writing.wisc.edu/Handbook/QPA\\_paraphrase.html](http://writing.wisc.edu/Handbook/QPA_paraphrase.html)

<https://www.indiana.edu/~istd/example1paraphrasing.html>

<http://owl.english.purdue.edu/owl/resource/619/01/>

9. **ADA ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed. Once the Professor Notification Letter is received, take the letter to professors as early in the semester as possible (preferably during their office hours). The letter will document SNAP status and the accommodations to which you are entitled, while providing you the opportunity to arrange for timely service.

10. **MISSION:** The mission of the School of Education, Health, and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world. Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. Professionals who can make the Teaching- Learning Connection through attaining the three Elements of Teacher

Competency (ETC) create these opportunities for learners. The ETCs organize the EHHP standards for effective teaching.

**Students are expected to understand the Elements of Teacher Competency and the EHHP standards as they relate to their preparation to become a teacher leader.**

- ETC1: Understanding and valuing the learner
- Standard 1: Evidence theoretical and practical understanding of the ways learners develop
- ETC2: Knowing what and how to teach and assess and how to create an environment in which learning occurs
- Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content areas
- Standard III: Evidence a variety of strategies that optimize student learning
- Standard IV: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning
- ETC3: Understanding ourselves as professionals
- Standard V: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession
- Standard VI: Communicate effectively with students, parents, colleagues, and the community
- Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society