<table>
<thead>
<tr>
<th>Instructor’s Name:</th>
<th>Dr. Cynthia Bryant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Hours:</td>
<td>Wednesdays 10:00 – 12 noon</td>
</tr>
<tr>
<td>Phone:/Email</td>
<td>803-348-8209  <a href="mailto:bryantc@cofc.edu">bryantc@cofc.edu</a></td>
</tr>
<tr>
<td>Class</td>
<td>Mon./Wed., 8:00 a.m.-9:15 a.m., Education Center 201</td>
</tr>
<tr>
<td>Course Prerequisites:</td>
<td>EDEE 380, 382, or 384</td>
</tr>
<tr>
<td>Course Description</td>
<td>The course examines current research on differentiated instruction strategies. Candidates describe historical and legal factors impacting inclusion. They develop collaborative skills and identify their role on multidisciplinary teams, and they promote school/family partnerships. They identify learning characteristics of special needs students and develop appropriate instructional strategies.</td>
</tr>
<tr>
<td>Course Materials:</td>
<td>Electronic Text (Required)</td>
</tr>
<tr>
<td></td>
<td>Additional Loose-Leaf Copy (Optional):</td>
</tr>
<tr>
<td></td>
<td>If you wish to have a hard copy of the text in addition to the required e-text and the accompanying online resources, you may purchased a loose leaf copy for $15. Both the required e-text and the optional loose leaf can be purchase from either the CofC Bookstore or Pearson.</td>
</tr>
<tr>
<td>Course Outcomes:</td>
<td>All teacher preparation programs in the School of Education (SOE) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher competency which are at the heart of the SOE Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as Professionals. These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.</td>
</tr>
<tr>
<td></td>
<td>ETC 1 - UNDERSTANDING AND VALUING THE LEARNER</td>
</tr>
<tr>
<td></td>
<td>1. Describe the characteristics which influence differences in learning. ACEI 1.0, 3.2; NAEYC 1; NMSA 1; SC 4</td>
</tr>
<tr>
<td></td>
<td>2. Identify and differentiate between the needs of typical and exceptional learners in general education classrooms. ACEI 1.0, 3.2; NAEYC 1; NMSA 1; SC 4; SC 6</td>
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<tr>
<td></td>
<td>a. SC 4; SC 6</td>
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<td></td>
<td>3. Identify the historical and philosophical basis for mainstreaming and inclusion of exceptional learners. ACEI 1.0; NAEYC 1; NMSA 1; SC 4; SC 6</td>
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<td></td>
<td>4. Identify variations and developmental patterns for children with special needs. ACEI 1.0, 3.2; NAEYC 1; NMSA 1; SC 4; SC 6</td>
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<tr>
<td></td>
<td>ETC 2 - KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE AN ENVIRONMENT IN WHICH LEARNING</td>
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</table>
### OCCURS
1. Identify and illustrate the steps in the process for differentiating instruction and providing for independent learning. ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b, NMSA 5; SC 4; ISTE
2. Design integrated instruction on selected grade levels providing for individual differences of general and inclusion students. ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b; NMSA 5; SC 4
3. Define and formulate objectives in the cognitive, affective, and psychomotor learning domains. ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b; NMSA 5
4. Explain the relationship between the process of selecting goals and objectives from a variety of materials including state and local curriculum guidelines and modifying or adapting them to meet the social, emotional and academic needs of individual students. ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b; NMSA 5; SC 4
5. Define and demonstrate the process of diagnostic/prescriptive instruction which include the development of pretests, analysis of results, development of appropriate instructional materials and learning environments, and instructional processes, development and analysis of post-tests for all learners. ACEI 4.0; NAEYC 3; NMSA 5; SC 4
6. Demonstrate the relationship between the objectives of unit and lesson plans and the instructional strategies, student activities, and evaluation means selected for such plans. ACEI 4.0; NAEYC 3 & 4b; NMSA 5
7. Distinguish between criterion referenced and norm referenced assessment. ACEI 4.0; NAEYC 3; NMSA 5
8. Integrate alternative assessment with standardized assessment. ACEI 4.0; NAEYC 3; NMSA 5
9. Explain the concepts of reliability and validity as they relate to criterion and norm referenced testing. ACEI 4.0; NAEYC 3; NMSA 5
10. Explain the difference between measurement and evaluation. ACEI 4.0; NAEYC 3; NMSA 5
11. Distinguish between formative and summative assessment. ACEI 4.0; NAEYC 3; NMSA 5

### ETC 3- UNDERSTANDING YOURSELF AS A PROFESSIONAL
1. Identify the importance of collaboration among professionals, community members and families. ACEI 5.1-5.2; NAEYC 5; NMSA 7
2. Identify national, state, and local support resources and agencies appropriate referral strategies. ACEI 5.1-5.2; NAEYC 5; NMSA 7
3. Identify careers in which educators can work with students with special needs. ACEI 5.1-5.2; NAEYC 5; NMSA 7; SC 4

### Course Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
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<tbody>
<tr>
<td><strong>1. IRIS Center Modules (10%)</strong> - The IRIS Center is an invaluable, free resource you will use to enhance your learning of students with special learning needs. Over the term, you will complete two modules – one by midterm and one by final. Each module takes approximately 2 hours to complete. (Follow separate directions attached.) (ETC 1 – Objectives 1 -4; ETC 2 – Objectives 1 – 9; ETC 3 – Objectives 1 – 3; SC 4 &amp; 6; ISTE)</td>
</tr>
<tr>
<td><strong>2. Attendance, Chapter Summaries &amp; Participation (10%)</strong> - Active participation and regular attendance are expected. Various in-class activities will be included in your participation grade. After you read each chapter, identify and summarize three key points to share during our in-class discussions. <strong>In order to receive full credit for this assignment, attach your summaries to the midterm and final exams.</strong> (See rubric)</td>
</tr>
</tbody>
</table>
(Note: After the fourth (excused or unexcused) absence, the student’s final grade for the course will be lowered by 10%).

3. Awareness Project (20%) - Individually and in collaboration with a small group, you will research and develop methods for promoting community, faculty, parent, and student awareness of students with special & other diverse needs. The group is responsible for providing an organized and cohesive 15 - 20 minute awareness presentation and activity, which involves the entire class, to promote awareness and understanding.

Topics will be chosen from the following categories – high incidence disabilities (learning disabilities; communication disorders; mild intellectual disabilities; emotional disabilities), low incidence disabilities (autism; orthopedic impairments; health impairments; sensory impairments; traumatic brain injury), and other special needs (ADHD; gifted and talented; foster care; poverty; homelessness). (ETC 1 Objectives 1 -4; SC 4 & 6; ISTE)

A. Individual Awareness Research - Individually, each group member will review resources (websites, articles, books) and review children’s literature related to the topic. Each group member’s reviews (with the exception of ONE or TWO key professional websites or children’s books) are not to be duplicated by other members of the group.

B. Group Pamphlet, Presentation & Peer Evaluation
The group is responsible for providing an organized and cohesive 15 – 20 minutes interactive presentation. In addition, your group is to develop an awareness guide/pamphlet to be shared with the class.

C. Peer Evaluation Group and individual contributions will be evaluated by group members.

Resources (i.e. children’s books lists, websites, articles, etc.) to assist with the project and student samples can be found on OAKS.

Submit a hard copy.

4. Candidate Work Sample (CWS) (20%) - In conjunction with Field III, you will develop a modified Candidate Work Sample (unit of instruction) with special emphasis on accommodations for students with special needs. A case study will be developed as part of this project. The assignment will be completed in three separate homework assignments. Based upon feedback and additional information learned throughout the course and through your research, you are expected to revise ALL sections of the CWS for final submission. **Hard copy submission required.** (ETC 2 – Objectives 1 - 9; SC 4 & 6; ISTE)

**IMPORTANT** – The final CWS project should be professionally compiled into a lightweight packet. The packet must include ALL CWS Homework assignments, my feedback and final revisions to the project. Significant point deductions will occur for missing components (homework and revisions).
5. **Midterm & Final Exams: (40%)** - These exams will cover all the material in the readings, course activities, and associated field experiences. **Hard copy submission required.** (ETC 1 - objectives 1 - 4; ETC 2 – Objectives 1 – 9; ETC Objectives 1 - 3; SC 4 & 6; ISTE)

**ALL assignments must be submitted as hard copies.**

**Evaluation:**

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Attendance &amp; Participation – 10%</td>
<td>93 – 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>2) IRIS Center Modules – 10%</td>
<td>91 – 92%</td>
<td>3.7</td>
</tr>
<tr>
<td>3) Awareness Project – 20%</td>
<td>89 – 90%</td>
<td>3.3</td>
</tr>
<tr>
<td>4) Candidate Work Sample - 20%</td>
<td>86 – 88%</td>
<td>3.0</td>
</tr>
<tr>
<td>5) Midterm Exam - 20%</td>
<td>84 – 85%</td>
<td>2.7</td>
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<tr>
<td>6) Final Exam - 20%</td>
<td>82 – 83%</td>
<td>2.3</td>
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<td>79 – 81%</td>
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<td>77 – 78%</td>
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<tr>
<td>D++**</td>
<td>75 – 76%</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>72 – 74%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>70 – 71%</td>
<td>0.7</td>
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<tr>
<td>F</td>
<td>0 – 69%</td>
<td>0.0</td>
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</table>

**GRADING SCALE:**

**Policies**

- **Attendance:** Class attendance and active participation in class is expected. Students are responsible for all content and assignments for each class. The roll will be taken at the beginning of each class.
- **Four absences for ANY reason** (i.e. sickness, family emergencies, personal) are allowed. Distinctions are not made between “excused” and “unexcused” absences. Attend regularly and save those 4 absences for days you are too ill to attend class, must attend important family events, etc. **After the fourth absence, the student’s final grade for the course will be lowered by 10%.**
- **REQUIRED DOCUMENTATION** – Go to the Absence Memo Office - Go to 67 George Street (white house next to Stern Center) to discuss absences and fill out the appropriate forms. Forms can also be found online at [http://studentaffairs.cofc.edu/services/absence.php](http://studentaffairs.cofc.edu/services/absence.php) and they also can be faxed to the office at 953-2290. You will need to provide documentation for health, personal or emergency situation. Email notification by the student will not be considered.
- Athletes who will miss class due to athletic events must see the professor within the first two weeks of the course and submit athletic schedule for the semester, identifying classes that will be missed. No additional absences.
- **Cell phone/Smartphone/Texting/Laptop Policy:** **Cell** phones, laptops and other personal communication devices need to be silent and put away during class. On specified days, groups will be allowed to use laptops to work
• **Students with Special Needs:** SNAP students must see the professor within the first two weeks of the course if they wish special accommodations.

• **CofC Honor System:**
  Academic honesty and integrity are highly regarded in this class and are assessed on several levels. As a student at the College of Charleston you have agreed to uphold the policies outlined in the Student Handbook: A guide to civil and honorable conduct both in your coursework and as a representative of the College in field experiences and clinical practice situations. Violations to the Code of Conduct outlined on pages 10-11 in the Student Handbook will be reported to the Honor Board. Additionally, violations may affect course grade. As EDEE is a dual program, in that we recommend candidates for teacher certification, professors reserve the right to document violations that would impact student certification (e.g., attendance problems in field experiences and clinical practice, professionalism in schools).

• **Homework & Classwork:**
  In class and for homework, you will respond to various scenarios, videos, lesson plans, and questions regarding the teaching of students with special needs in inclusive settings. It is expected that textbook and outside reading assignments be read **PRIOR** to class and that students will attend **ALL** class sessions. Assigned readings and projects must be completed and submitted on time. **Late work will not be accepted.** Responsibility for all course content (lecture, text, outside reading, handouts, research) is the student’s responsibility. Students are responsible for obtaining missed assignments/handouts from someone in class, not the instructor.

• **Professional Behavior/Dispositions**
  • The belief that all students can learn
  • Value and respect for difference.
  • A commitment to inquiry, reflection, and self-assessment.
  • Intellectual curiosity and willingness to learn new knowledge.
  • Value of positive human interaction.
  • Intellectual curiosity and collaborative work.
  • Sensitivity to community and cultural context.
  • Fair, responsible and ethical practice.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 26</td>
<td>Introductions, Syllabus</td>
<td>Read chapter 1 and complete summary of 3 key points in class.</td>
</tr>
<tr>
<td>Aug. 31</td>
<td>The Foundation for Educating Students with Special Needs</td>
<td>Chapter 1 Share Chapter 1 Key Points in Class</td>
</tr>
<tr>
<td>Sept 2</td>
<td>The Foundation for Educating Students with Special Needs</td>
<td>Chapter 1 Share Chapter 1 Key Points in Class Select Awareness Activity Topics</td>
</tr>
<tr>
<td>Sept. 7</td>
<td>Special Education Procedures &amp; Services</td>
<td>Chapter 2 Share Chapter 2 Key Points in Class</td>
</tr>
<tr>
<td>Sept. 9</td>
<td>Special Education Procedures &amp; Services</td>
<td>Chapter 2 Share Chapter 2 Key Points in Class</td>
</tr>
<tr>
<td>Sept. 14</td>
<td>Building Partnerships Through Collaboration</td>
<td>Chapter 3 Share Chapter 3 Key Points in Class</td>
</tr>
<tr>
<td>Sept. 16</td>
<td>Building Partnerships Through Collaboration</td>
<td>Chapter 3 Share Chapter 3 Key Points in Class</td>
</tr>
<tr>
<td>Sept. 21</td>
<td>Assessing Student Needs Awareness Group Work</td>
<td>Chapter 4 Share Chapter 4 Key Points in Class</td>
</tr>
<tr>
<td>Sept. 23</td>
<td>Planning Instruction by Analyzing Classroom &amp; Student Needs CWS</td>
<td>Chapter 5 Share Chapter 5 Key Points in Class</td>
</tr>
<tr>
<td>Sept. 28</td>
<td>Planning Instruction by Analyzing Classroom &amp; Student Needs CWS</td>
<td>Chapter 5 Share Chapter 5 Key Points in Class</td>
</tr>
<tr>
<td>Sept. 30</td>
<td>Planning Instruction by Analyzing Classroom &amp; Student Needs CWS</td>
<td>Chapter 5 CWS Homework #1 – Unit Topic, Unit Outline, Unit Materials &amp; Map Bring Awareness Materials</td>
</tr>
<tr>
<td>Oct. 5</td>
<td>Students with Low-Incidence Disabilities Low-Incidence Awareness Presentations CWS Peer Editing</td>
<td>Chapter 6 Share Chapter 6 Key Points in Class Awareness Projects Due</td>
</tr>
<tr>
<td>Oct. 7</td>
<td>Students with Low-Incidence Disabilities Low-Incidence Awareness Presentations CWS Peer Editing Study Guide</td>
<td>Chapter 6 Share Chapter 6 Key Points in Class</td>
</tr>
<tr>
<td>Date</td>
<td>Activities</td>
<td>Chapters/Assignments</td>
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<td>Oct. 12</td>
<td>Students with Low-Incidence Disabilities&lt;br&gt;&lt;br&gt;Low Incidence Awareness Presentations&lt;br&gt;CWS Peer Editing&lt;br&gt;Review For Midterm</td>
<td>Chapter 6&lt;br&gt;Share Chapter 6 Key Points in Class&lt;br&gt;(Chapters 1-6; Chapter Summaries Due: IRIS Center Module)</td>
</tr>
<tr>
<td>Oct. 14</td>
<td>Midterm Exam</td>
<td>(Chapters 1-6; Chapter Summaries Due: IRIS Center Module)</td>
</tr>
<tr>
<td>Oct. 19</td>
<td>Break/No Class</td>
<td>(Chapters 1-6; Chapter Summaries Due: IRIS Center Module)</td>
</tr>
<tr>
<td>Oct. 21</td>
<td>Students with High-Incidence Disabilities&lt;br&gt;Candidate Work Sampling</td>
<td>Chapter 7&lt;br&gt;Share Chapter 7 Key Points in Class</td>
</tr>
<tr>
<td>Oct. 26</td>
<td>Students with High-Incidence Disabilities&lt;br&gt;High-Incidence Awareness Presentations&lt;br&gt;CWS Peer Editing</td>
<td>Chapter 7&lt;br&gt;Share Chapter 7 Key Points in Class</td>
</tr>
<tr>
<td>Oct. 28</td>
<td>Students with High-Incidence Disabilities&lt;br&gt;High-Incidence Awareness Presentations&lt;br&gt;CWS Peer Editing</td>
<td>Chapter 7&lt;br&gt;Share Chapter 7 Key Points in Class</td>
</tr>
<tr>
<td>Nov. 2</td>
<td>Students with Special Needs Other than Dis.&lt;br&gt;Other Special Needs Awareness Presentations&lt;br&gt;CWS Peer Editing</td>
<td>Chapter 8&lt;br&gt;Share Chapter 8 Key Points in Class&lt;br&gt;CWS Homework #2 – Contextual Factors, Case Study Student Analysis &amp; Classroom Map&lt;br&gt;Due: Awareness Collaborative Peer &amp; Self Evaluation Form</td>
</tr>
<tr>
<td>Nov. 4</td>
<td>Students with Special Needs Other than Dis.&lt;br&gt;Other Special Needs Awareness Presentations&lt;br&gt;CWS Peer Editing</td>
<td>Chapter 8&lt;br&gt;Share Chapter 8 Key Points in Class&lt;br&gt;CWS Homework #2 – Contextual Factors, Case Study Student Analysis &amp; Classroom Map&lt;br&gt;Due: Awareness Collaborative Peer &amp; Self Evaluation Form</td>
</tr>
<tr>
<td>Nov. 9</td>
<td>Differentiating Instruction&lt;br&gt;CWS</td>
<td>Chapter 9&lt;br&gt;Share Chapter 9 Key Points in Class&lt;br&gt;CWS Homework #2 – Contextual Factors, Case Study Student Analysis &amp; Classroom Map&lt;br&gt;Due: Awareness Collaborative Peer &amp; Self Evaluation Form</td>
</tr>
<tr>
<td>Nov. 11</td>
<td>Differentiating Instruction&lt;br&gt;CWS</td>
<td>Chapter 9&lt;br&gt;Share Chapter 9 Key Points in Class&lt;br&gt;CWS Homework #2 – Contextual Factors, Case Study Student Analysis &amp; Classroom Map&lt;br&gt;Due: Awareness Collaborative Peer &amp; Self Evaluation Form</td>
</tr>
<tr>
<td>Nov. 16</td>
<td>Strategies for Independent Learning</td>
<td>Chapter 10&lt;br&gt;Share Chapter 10 Key Points in Class&lt;br&gt;CWS Homework #3 – Lesson Plan, Case Study Student Adaptation &amp; Research-Based Strategies</td>
</tr>
<tr>
<td>Nov. 18</td>
<td>Strategies for Independent Learning</td>
<td>Chapter 10&lt;br&gt;Share Chapter 10 Key Points in Class&lt;br&gt;CWS Homework #3 – Lesson Plan, Case Study Student Adaptation &amp; Research-Based Strategies</td>
</tr>
<tr>
<td>Nov. 23</td>
<td>Evaluating Student Learning</td>
<td>Chapter 11&lt;br&gt;Share Chapter 11 Key Points in Class&lt;br&gt;CWS Homework #3 – Lesson Plan, Case Study Student Adaptation &amp; Research-Based Strategies</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>Nov. 25</td>
<td>Thanksgiving Break/No Class</td>
<td>Nov. 23 (Mon.) – Final CWS (Submit Final Copy along with ALL Graded CWS Homework #1-3)</td>
</tr>
<tr>
<td>Nov. 30</td>
<td>Responding to Student Behaviors</td>
<td>Chapter 12&lt;br&gt;Share Chapter 12 Key Points in Class</td>
</tr>
<tr>
<td>Dec. 2</td>
<td>Responding to Student Behaviors</td>
<td>Chapter 12&lt;br&gt;Share Chapter 12 Key Points in Class</td>
</tr>
<tr>
<td>Dec. 7</td>
<td>Review for Final Exam</td>
<td>Chapters 7-12; Chapter Summaries; 1 IRIS Center Module</td>
</tr>
<tr>
<td>Friday Dec. 11</td>
<td>Final Exam-8:00 – 11:00am</td>
<td><em>Due dates may vary depending on class discussions and group activities</em></td>
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</table>
1. **Grading Scale:**

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
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</tr>
<tr>
<td>D-</td>
<td>70 – 71%</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Note:** A grade of 76 or below is considered a failing grade for all graduate courses. No D’s are given in graduate classes.

2. **Professional Behavior/Dispositions:** Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.
- A commitment to inquiry, reflection, and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Fair, responsible and ethical practice.

3. **Attendance:** Class attendance and punctuality are expected professional behaviors. Students are responsible for meeting the specific attendance requirements as outlined in the syllabus for each course. A student may receive a “WA/F” for excessive absences, based on the class attendance requirements specified in the syllabus.

4. **Make-up Examinations and quizzes:** If a quiz or examination (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up examination. It is the responsibility of the student to make arrangements for the make-up.

5. **Due Dates:** Due dates for course assignments, as well as scheduled quizzes and exams, are listed in the syllabus. Any changes will be announced in class. Consequences related to late materials are determined by the professor.
6. **FINAL EXAMS:** The final exam for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final exam for that course. (Undergraduate students who have more than two final exams scheduled on the same day may arrange for an alternate time for one final exam through the Office of Undergraduate Academic Services.) Graduate students have their own schedule and they need to go through the Graduate Dean for changes.

* Applies to all EDEE and EDFS courses and all PEHD teacher education courses above the 200 level. Revised and approved by EHHP faculty 3/31/06

7. **PAPERS:** Papers will be word processed using the style of the Publication Manual of the American Psychological Association (most current edition).

8. **HONOR SYSTEM:** All courses in the School of Education, Health, and Human Performance are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of “XF” for the course.

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.

**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. These opportunities are created by professionals who can MAKE THE TEACHING - LEARNING CONNECTION through:

- Understanding and valuing the learner;
- Knowing what and how to teach and assess and how to create an environment in which learning occurs;
- Understanding ourselves as professionals.

**MAKE THE TEACHING AND LEARNING CONNECTION**

The mission is further defined through elements of teacher competency that organize standards of effective teaching.

**Element of Teacher Competency 1: Understand and value the learner**

Standard I: Evidence theoretical and practical understanding of the ways learners develop

**Element of Teacher Competency 2: Know 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 VI: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning

**Element of Teacher Competency 3: Understand oneself as a professional**

Standard IV: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession
Standard V: 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

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