College of Charleston
School of Education
Office of Professional Development in Education
Syllabus Format

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

Graduate PD Hours: Courses can be 1, 2, 3, 6 hours graduate PD credit*

*This course is for professional development credit only. Professional Development courses do not count towards any type of degree.

Semester credit earned: Specify date in which course begins and ends. (ex. – Fall 2024)

Location of Course: Address of place, city, and room #

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 lunchtimes need to be added in for class meetings 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

Office Hours: Please specify (Example - Appointment through instructor email, available upon request, 4:00-6:00 PM.)

Intended Audience: Identify who should be taking this course. (Example - K-12 educators)

Text/Materials: Should be current and completed in APA format.

Grading: Courses can be either Pass/Fail or graded using the School of Education 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 purpose of the course. How will this course enhance student achievement? What changes in knowledge, skills and dispositions should be expected as a result of this course? State how the course relates to the College of Charleston's conceptual framework and theme of making the teaching and learning connection.

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 and reference them to the appropriate School of Education standards including [InTASC Standards](#) and [ISTE Standards](#) for each goal. Show and justify how scientifically based research is incorporated into the course material.

Student Learning Outcomes: List 3 - 5 learning outcomes as a result of this class. These can be listed or in paragraph form. Outcomes should describe what the participant will do or be able to do upon completion of this course.

In-class Course Activities/Synchronous 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. **A rubric should show expectations for each assignment and must be included at the end of the syllabus.**

Out-of-class Assignments/Asynchronous Activities: List required 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 grades.

Example of assessment and grading criteria for evaluation points

Weeks		Points	Repeats	Total Points
1-15	Weekly Reflections	3	15	45
11	Lesson/Unit Evaluation	10	1	10
11	Assessment Evaluation	10	1	10

12	Lesson sequence/ assessment development	15	1	15
13, 14	Lesson sequence/ assessment implementation	5	2	10
15	Lesson sequence/ assessment reflection	10	1	10
	Total Points			100

Total Points: 100 points   Passing: 74 points or greater
                                            Failing: 73 points or less

Grading Scale/Assessment: Specify which grading option will be followed. (Pass/Fail or School of Education grading scale) Explain how grades will be earned. For example, in order to receive a grade of passing, the student must receive at least 74 points of the possible 100 points available. (74% of total points) If a student has 73 points or less, the grade will be failing. If the course is graded using the School of Education grading scale, a percentage breakdown for the value of each assignment should be included. Explain the basis for determining the final grade. If School of Education grading is used, the lowest passing grade to be given would be a C. The grading scale should be included on the syllabus.

Attendance: The following statements 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 synchronous/face-to-face 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. For asynchronous online classes, 85% attendance/participation will be determined by the instructor. All class sessions will be held in a virtual (online) environment. Attendance is based on successful task completion (See assessment and grading).

Add these to the syllabus:

Professionalism and Ethics: As members 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. Students should engage personally and thoughtfully with course material, applying their critical thinking and analysis without reliance on AI-generated assistance.

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.

Social Media Policy: The Department of Teacher Education prohibits the sharing of school, teacher, or student images, videos, or classroom work samples to social media by students in College of Charleston learning experiences that take place in partner schools or other learning settings. Failure to comply with this policy may result in a failing grade and/or disciplinary action.

Auditing Statement: Some students may have elected to audit this course. If you have chosen 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 over two weeks.

Course Calendar: List the sessions, specific topics, and assignments for each course meeting. This section should be specific enough to show the course content. The use of a table is appropriate.

Example:

Session:	Topic:	Assignment/Assessment:

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

Insert the following at the end of your syllabus:

The College of Charleston has authorized Parchment to provide online transcript ordering, printing, and delivery. Order online via MyPortal or the Parchment website. A major credit card is required.

Official transcripts can be ordered to be sent electronically, mailed, or picked up at the College of Charleston. The cost for a transcript that is mailed or sent electronically is $10. Additional charges apply for FedEx and international orders.

Current students can use the Parchment ordering service available through MyPortal.

- Make sure your browser is not blocking pop-ups.
- Login to MyPortal
- Click on the Transcripts Tile
- Click "Order Official Transcript"; this will open the Parchment site in a new window.

- For assistance accessing your MyPortal, contact the Information Technology Service Desk or 843.953.3375 or itservicedesk@cofc.edu.

Alumni or former students who do not have a current MyPortal account may order directly with Parchment.

Further information is located at the C of C Official Transcripts Webpage.

Detailed instructions and information regarding Transcripts are available in the **Transcripts** section of the **Registrar's website**.

Email your completed syllabus to tannerdb@cofc.edu