

College of Charleston

EDEE 407-01: Creating Learning Environments

Spring 2019



Date, Time & Location	Tuesday, 12:15-3:00 ECTR #215
Instructor	Kelley Mayer White, Ph.D.
Teaching Philosophy	Most of my early work as an early childhood educator and my current work in higher education is centered on relationship building and is informed by the work of Nel Noddings. In "The Challenge to Care In Schools," Noddings (1992) argues the primary aim of school should be to care for students. She believed "we do not tell our students how to care; we show them how to care by creating caring relations with them" (Noddings, 1992, p.22). I recognize that all learners need to be understood, received, respected, and recognized (Noddings, 1992.) I aim to understand who my students are as individuals and get a sense for their prior experiences and backgrounds, and then use this information thoughtfully to plan engaging and challenging learning experiences.
Office Hours	Tuesday 9:30-11:00 and Thursday 1:00-4:00
Office Location	86 Wentworth, #230
Phone/Email	(O) 843 953 7372, whitekm@cofc.edu
SOEHP Mission	We develop educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.
SOEHP Theoretical Framework	Our vision 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; and understanding ourselves as professionals.
Course Prerequisite	EDFS 201: Foundations of Education is a prerequisite to all other education courses with a grade of C or higher.
Course Description	This course focuses on how teachers create collaborative and inclusive communities of learners. Supportive, preventative, and corrective teaching practices and management strategies are emphasized. (3 undergraduate credit hours)
Required texts	Jones, V., & Jones, L. (2016). <i>Comprehensive classroom management: Creating communities of support and solving problems</i> . (11th ed.). Upper Saddle River, NJ: Pearson. Assigned articles and chapters available on OAKS

<p>Course outcomes</p>	<p>ETC #1: Outcomes related to understanding and valuing the learner: Demonstrate understanding of the dignity and worth of students from diverse cultural, social, ethnic and racial backgrounds (SOE Standard I, III, IV). Compare and contrast major philosophies of education in relationship to the aims of education, the curriculum, teacher-student relationships and methodology (SOE Standard I, III, IV, V, and VII).</p> <p>ETC #2: Outcomes related to knowing what and how to teach, assess and how to create environments in which learning occurs: Demonstrate understanding of the beliefs, values and assumptions which contribute to your understanding of schooling (SOE Standard VII). Describe the functions of education and schooling as reflected in sociological forces associated with the diverse characteristics of a multicultural society (SOE Standard I & VII). Begin identification of pedagogical strategies that are suitable for learners of diverse abilities and backgrounds (SOE Standard I & II).</p> <p>ETC #3: Outcomes related to understanding yourself as a professional: Describe the major historical events which have contributed to the overall development and organization of education in the U.S. (SOE Standard VII). Explain the significance of historical events through a study of prominent leaders and general major movements as a prerequisite to contemporary educational thought and practice (SOE Standard VII). Identify major political and economic issues which have influenced policy decisions in education as determined by federal, state, and local agencies (SOE Standard II, VI & V). Identify and explain the legal rights and responsibilities currently governing all members of the school community (SOE Standard III, V, and VII). Appraise individual interest and commitment to the profession (SOE Standard IV). Predict some future outcomes of American education in the United States (SOE Standard IV & VII). Demonstrate consistently the communication skills of reading, writing, speaking, listening and interpreting (SOE Standards - all).</p>
-------------------------------	--

<p>Exit outcomes and alignment with standards & assessments</p>	<table border="1"> <thead> <tr> <th></th> <th>Outcome</th> <th>CAEP</th> <th>InTASC</th> <th>ISTE</th> <th>Assessments</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Teacher candidates will summarize classroom management competencies.</td> <td>1.1 1.2 1.3 1.5</td> <td>1 3 9</td> <td>1a 3a 3b</td> <td>Reading Response Log Classroom Management Plan</td> </tr> <tr> <td>2</td> <td>Teacher candidates will evaluate the role of the teacher as well as the qualities of an effective teacher in creating caring and supportive classroom environments.</td> <td>1.1 1.2 1.3 1.5</td> <td>1 2 3 9</td> <td>4d, 5a 5b, 5c 6a, 6d 7a, 7b 7c</td> <td>Reading Responses CLASS project Classroom Management Plan</td> </tr> <tr> <td>3</td> <td>Teacher candidates will describe the components of and design an optimal physical classroom environment that supports learning.</td> <td>1.1 1.2 1.3 1.5</td> <td>1 3 9</td> <td>1a, 3a 4d, 5a 5b, 5c 6a, 6b</td> <td>Reading Responses Classroom Management Plan Final Exam</td> </tr> <tr> <td>4</td> <td>Teacher candidates will analyze the connections among planning, instruction, assessment and classroom management, including EEDA concepts/applications and ISTE standards.</td> <td>1.1 1.2 1.3 1.5</td> <td>3 8 9</td> <td>1, 3a 4d, 5a 5b, 5c 6a, 6d 7a, 7b 7c</td> <td>Reading Responses Classroom Management Plan</td> </tr> <tr> <td>5</td> <td>Teacher candidates will construct a working knowledge of major trends and approaches in contemporary classroom management.</td> <td>1.1 1.2 1.3 1.5</td> <td>1 3 9</td> <td>3a, 4d 6a, 6d</td> <td>Reading Responses Principles and Practices Demo</td> </tr> </tbody> </table>		Outcome	CAEP	InTASC	ISTE	Assessments	1	Teacher candidates will summarize classroom management competencies.	1.1 1.2 1.3 1.5	1 3 9	1a 3a 3b	Reading Response Log Classroom Management Plan	2	Teacher candidates will evaluate the role of the teacher as well as the qualities of an effective teacher in creating caring and supportive classroom environments.	1.1 1.2 1.3 1.5	1 2 3 9	4d, 5a 5b, 5c 6a, 6d 7a, 7b 7c	Reading Responses CLASS project Classroom Management Plan	3	Teacher candidates will describe the components of and design an optimal physical classroom environment that supports learning.	1.1 1.2 1.3 1.5	1 3 9	1a, 3a 4d, 5a 5b, 5c 6a, 6b	Reading Responses Classroom Management Plan Final Exam	4	Teacher candidates will analyze the connections among planning, instruction, assessment and classroom management, including EEDA concepts/applications and ISTE standards.	1.1 1.2 1.3 1.5	3 8 9	1, 3a 4d, 5a 5b, 5c 6a, 6d 7a, 7b 7c	Reading Responses Classroom Management Plan	5	Teacher candidates will construct a working knowledge of major trends and approaches in contemporary classroom management.	1.1 1.2 1.3 1.5	1 3 9	3a, 4d 6a, 6d	Reading Responses Principles and Practices Demo
	Outcome	CAEP	InTASC	ISTE	Assessments																																
1	Teacher candidates will summarize classroom management competencies.	1.1 1.2 1.3 1.5	1 3 9	1a 3a 3b	Reading Response Log Classroom Management Plan																																
2	Teacher candidates will evaluate the role of the teacher as well as the qualities of an effective teacher in creating caring and supportive classroom environments.	1.1 1.2 1.3 1.5	1 2 3 9	4d, 5a 5b, 5c 6a, 6d 7a, 7b 7c	Reading Responses CLASS project Classroom Management Plan																																
3	Teacher candidates will describe the components of and design an optimal physical classroom environment that supports learning.	1.1 1.2 1.3 1.5	1 3 9	1a, 3a 4d, 5a 5b, 5c 6a, 6b	Reading Responses Classroom Management Plan Final Exam																																
4	Teacher candidates will analyze the connections among planning, instruction, assessment and classroom management, including EEDA concepts/applications and ISTE standards.	1.1 1.2 1.3 1.5	3 8 9	1, 3a 4d, 5a 5b, 5c 6a, 6d 7a, 7b 7c	Reading Responses Classroom Management Plan																																
5	Teacher candidates will construct a working knowledge of major trends and approaches in contemporary classroom management.	1.1 1.2 1.3 1.5	1 3 9	3a, 4d 6a, 6d	Reading Responses Principles and Practices Demo																																

	6	Teacher candidates will combine knowledge of diverse learners with contemporary issues and trends in effective classroom management.	1.1 1.2 1.3 1.5	1 2 3 9	3a, 4d 6a, 6d	Reading Responses Principles and Practices Demo
	7	Teacher candidates will apply emerging understandings and practices to field observations and teaching.	1.1 1.2 1.3 1.5	1 2 3	1a 5a 5c	Class participation Reading Responses Final Exam
	8	Teacher candidates will identify South Carolina requirements related to safe schools and child abuse.	1.1 1.2 1.3 1.5	1 3 9	4d 6a 6d	Reading Responses Final Exam
	9	Teacher candidates will select positive dispositions for teaching and creating successful learning environments.	1.1 1.2 1.3 1.5	1 2 9	3a 4d 6a 6d	Class participation Reading Responses CLASS project Classroom Management Plan
	10	Teacher candidates will construct a complete, comprehensive, research-based classroom management plan that reflects and promotes community, family, learning and respect.	1.1 1.2 1.3 1.5	1 2 3 8 9	5a 5b 5c 6a, 6d	Classroom Management Plan

Methods of instruction	Each class will consist of a combination of short lectures, learning activities, videos, class discussions, guest speakers, and/or work sessions. The more actively you participate in these activities, the more you will learn. Members of the class and people you meet will bring a rich diversity of backgrounds, interests and experiences. Please remember – much can be learned by listening to others' ideas, questioning those ideas and sharing your own.
-------------------------------	--

Course Assignments	<p>Attendance and Participation (25 points): Quality, excellence, and depth are expected in your work and in your interactions with classmates, faculty, guest speakers, and school staff. Consistent preparation and attendance are expected, as is active participation and engagement in class discussions and activities. Here are some examples of ACTIVE participation:</p> <ul style="list-style-type: none"> • asking questions ^[L]_[SEP] • answering questions ^[L]_[SEP] • making comments (especially those that relate to material in the text) ^[L]_[SEP] • making comments that reflect connections between course content and ^[L]_[SEP] relevant field experiences ^[L]_[SEP] • responding thoughtfully to something another student says (including answering a ^[L]_[SEP] question asked by a student) <p>Reading Responses and Learning Log Entries (75 points): You are expected to complete reading responses and learning log entries BEFORE coming to class. You will need to read thoughtfully -- engaging with and making connections between your own schooling, your experiences in the field, and the text. As you read you will be expected to take notes on what you learned on the left hand side of the paper. On the right hand side, you should record any reactions you have to the reading. This might include emotional reactions you had to the text, questions about what you read, and/or connections between the content and your field experiences. Your work will be collected by the instructor several times across the semester. The dates will <u>not</u> be announced in advance so you are highly encouraged to keep up with readings and assignments and should bring the notebook with you to class each week. Late responses will not be accepted.</p>
---------------------------	--

CLASS Video Analysis (50 points): Videotape yourself (approx. 15 minute segment) in a teaching scenario (either during field, in an after-school setting, or other opportunities available to you). Watch your video several times. Using the template provided and language from the CLASS tool, describe areas of your teaching where you were effective and describe opportunities for growth, across all dimensions and domains (Emotional Support, Classroom Organization, Instructional Support). Assign a score for yourself based on the CLASS scoring system and justify your score with a brief summary and time stamping of interactions you observed. In a reflection at the end, describe other salient observations using the guiding questions provided on the template.

Principles and Practices Demonstration (100 points): This small group project involves introducing the principles or theoretical perspective of a predetermined philosophy/psychologist. You will create a hands-on activity (the practice or strategy) or set of activities for the class that highlights the principles introduced. You should plan to lead the class for approx. 20 minutes, have designated learning outcomes and assessment measures. Feel free to be creative (role playing, enact a classroom practice, small group work) but be sure that the activity deepens learning. If strategies would differ across age ranges (EC, EL, MG) then be sure to explain how you would tailor to different age groups.

Management Plan (100 points): You will submit a thoughtful, concise plan of classroom management including your personal philosophy for creating developmentally appropriate classroom environments, a classroom diagram, and materials created for use in your future teaching. A discussion of theoretical influences and a reflection on what you have learned about your own personality and temperament with regard to classroom environments are required. See assignment description and evaluation criteria available on OAKS.

Final Exam (50 points): You will need to demonstrate comprehensive mastery of course content with emphasis on the major topics presented through analysis of a case study, short answer, essay and reflection questions.

Grading Scale

UNDERGRADUATE GRADING SCALE		
Letter Grades	Percentage	Grade
A	93-100%	4.0
A-	91-92%	3.7
B+	89-90%	3.3
B	86-88%	3.0
B-	84-85%	2.7
C+	82-83%	2.3
C	79-81%	2.0
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
Attendance Policy	<ul style="list-style-type: none"> • <u>More than two (2) absences will result in WA/F.</u> • Three tardies equals one absence. • Arriving 15 minutes after class begins or leaving more than 15 minutes before class ends is equivalent to an absence. 		
Honor System	<p>Candidates are expected to adhere to the "College of Charleston's Student Handbook: A Guide to Civil and Honorable Conduct". See http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm</p>		
Accommodations	<p>If you have a documented disability and have been approved to receive accommodations through the Center for Disability Services/SNAP (Students Needing Access Parity), please let me know as soon as possible.</p>		
Technology use in class	<p>Please bring a tablet or laptop computer with you to class each week. Appropriate use of technology for learning purposes (e.g., taking notes, researching information, viewing course documents) is permitted and encouraged. Be respectful of others seated around you and work hard to stay engaged in class. Silence your phone and disable notifications to keep yourself and your classmates focused on learning.</p>		
Policy on late work and extensions	<p>It is essential you stay on schedule throughout the course. Late work will not be accepted and only in the most extenuating circumstances will extensions be given for assignments and exams (e.g., serious personal illness, death in the family, etc.). If this occurs, please contact me immediately.</p>		
Campus resources	<p>Center for Student Learning (CSL) - The CSL, located on the first floor of the library, offers a wide variety of tutoring and other academic resources that support many courses offered at the College. Services include walk-in tutoring, tutoring by appointment, study strategies appointments, Peer Academic Coaching (PAC), and Supplemental Instruction (SI). All services are described at http://csl.cofc.edu/ or call 953-5635 for more information.</p> <p>Writing Center - The Writing Lab is located in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 953-5635 or visit http://csl.cofc.edu/labs/writing-lab/.</p> <p>Curriculum Lab – The School of Education, Health and Human Performance at 86 Wentworth houses the Curriculum Lab. There are a variety of instructional resources available for checkout. They also have equipment to support you in creating class materials, including bulletin board paper, laminators, paper cutters and an Ellison die-cut machine. Hours vary each semester.</p> <p>Counseling Center – The mission of CofC's Counseling Center is "to increase student psychological resilience and personal growth to support persistence and success in school." A variety of services are offered including individual counseling, and self help resources. See http://counseling.cofc.edu/about/index.php for more information.</p> <p>College of Charleston Student Food/Temporary Housing Assistance Program – Funded through students dedicating their meal swipes as a semester ends and by other friends,</p>		

family, alumni, community members and businesses making monetary donations to the Student Emergency Fund. The program may provide temporary assistance in meals/dining dollars for use in the College of Charleston dining facilities or temporary housing in a residence hall for up to 10 days. See here for more information - <http://deanofstudents.cofc.edu/student-food-temp-housing-asst/index.php>

C of C Food Pantry - The pantry is located near the elevator on the second floor of the Stern Center. It will be open Sundays from 1 p.m. to 3 p.m.; Mondays from 10 a.m. to 12 p.m.; and Mondays, Wednesdays and Fridays from 3 p.m. to 6 p.m. To access the pantry, students must present their Cougar Card. No other information is required. There are no restrictions on the number of times a student may visit the pantry each week. Students may choose up to 10 items per visit.

TENTATIVE Course Calendar

Wk	Date	Topic	Readings	Assignments due
1	Jan 8	Course overview: Morning Meetings: Getting to know each other: Self assessment		
2	Jan 15	Darkness to Light Training		Learning Log Entry A – Take notes and reflect on what was learned in the D2L training.
3	Jan 22	Historical and theoretical perspectives; Understanding students' basic psychological needs	Jones & Jones, Ch. 1-2	Reading Response 1
4	Jan 29	Teacher-student relationships	Jones & Jones, Ch. 3 OAKS readings	Reading Response 2 *** Set up banking time journal in class
5	Feb 5	Peer relationships	Jones & Jones, Ch. 4 OAKS readings	Reading Response 3
6	Feb 12	Family engagement; Collaborating with other professionals	Jones & Jones, Ch. 5	Reading Response 4
7	Feb 19	CLASS – Observing teacher-child interactions	OAKS readings	Reading Response 5 Learning Log Entry B – Teacher Conversation
8	Feb 26	Establishing classroom procedures; Maximizing on-task behavior	Jones & Jones, Ch. 6	Reading Response 6 Learning Log Entry C – Classroom Observation Tool
9	Mar 5	Managing transitions; First days of school; CLASS analysis – Peer review and discussion	OAKS readings	Reading Response 7 CLASS video analysis due
10	Mar 12	Motivation to learn	Jones & Jones, Ch. 7 OAKS readings	Reading Response 8 Learning Log Entry D – First day of school plan
Mar 18-22 C of C Spring Break				
11	Mar 26	Responding to disruptive behavior; PBIS; SC State regulations and zero tolerance policies	Jones & Jones, Ch. 8	Reading Response 9
12	Apr 2	Problem solving; Individual behavior plans	Jones & Jones, Ch. 9-10	Reading Response 10
13	Apr 9	Principles and practices demonstrations		Learning Log Entry E – Finalize and reflect on banking time journal.
14	Apr 16	Principles and practices demonstrations; Online course evaluations		Learning Log Entry F – Summarize and reflect on what was learned from demonstrations.
--	Apr 23	Management Plan due by 5:00 p.m.		
--	Apr 25	Final Exam due by 5:00 p.m.		

PRINCIPLES AND PRACTICES DEMONSTRATION

RUBRIC

	10	15	20
CONTENT	INFORMATION IS INACCURATE OR INCOMPLETE	MODERATE LEVEL OF INFO IS PRESENTED ACCURATELY; PROVIDES SUFFICIENT DETAIL	COMPLETE PRESENTATION OF PRINCIPLES IS PRESENTED; MAKES EXCELLENT USE OF PROFESSIONAL LANGUAGE
PRACTICES	DEMONSTRATION DOES NOT RELATE TO KEY PRINCIPLES	DEMONSTRATION IS CONNECTED TO KEY PRINCIPLES	PRACTICES ARE DEMONSTRATED EFFECTIVELY AND THOUGHTFULLY LINKED TO KEY PRINCIPLES
RELEVANCE	NOT RELEVANT FOR AUDIENCE; NOT DIFFERENTIATED ACROSS GRADE LEVELS	RELEVANT FOR AUDIENCE	HIGHLY RELEVANT FOR AUDIENCE; AGE RELATED DIFFERENCES ARE SHARED WHEN APPLICABLE
CREATIVITY	LACKS ORIGINALITY; DULL AND NOT ENGAGING	DEMONSTRATES SOME ORIGINALITY AND THOUGHT; MOSTLY ENGAGING	DEMONSTRATION IS ENGAGING AND THOUGHT PROVOKING; AUDIENCE IS ACTIVELY INVOLVED
TIME MANAGEMENT & ORGANIZATION	UNTIMED AND UNORGANIZED	LOOSELY TIMED AND ORGANIZED	ACCURATELY TIMED AND WELL ORGANIZED; SMOOTH TRANSITIONS AND FLOW

**CLASS VIDEO ANALYSIS
RUBRIC**

	5	7.5	10
APPROPRIATE USE OF CLASS LANGUAGE	CLASS LANGUAGE IS ABSENT OR INACCURATE	USES CLASS LANGUAGE FAIRLY CONSISTENTLY	COMPETENTLY USES AND APPLIES CLASS LANGUAGE THROUGHOUT
REFLECTIVE THINKING	FAILS TO IDENTIFY STRENGTHS AND AREAS FOR GROWTH	DEMONSTRATES A MODERATE LEVEL OF INSIGHT; IDENTIFIES SOME STRENGTHS AND AREAS FOR GROWTH BUT COULD'VE GONE DEEPER	DEMONSTRATES HIGH LEVEL OF INSIGHT AND SELF-REFLECTION
TIED TO EVIDENCE	DOES NOT CONNECT STATEMENTS TO EVIDENCE FROM THE VIDEO	MAKES SOME CONNECTIONS BETWEEN STATEMENTS AND EVIDENCE FROM THE VIDEO	MAKES MULTIPLE, EXPLICIT AND THOUGHTFUL CONNECTIONS BETWEEN STATEMENTS AND EVIDENCE FROM VIDEO
COMMUNICATION	DIFFICULT TO UNDERSTAND; MULTIPLE ERRORS INTERFERE WITH READABILITY	MOSTLY CLEAR; MINOR ERRORS BUT NONE THAT INTERFERE WITH READABILITY	EXCEPTIONALLY CLEAR AND DIRECT; EFFORT WAS MADE TO BE PROFESSIONAL
VIDEO QUALITY	VIDEO IS OF POOR QUALITY MAKING IT DIFFICULT TO ANALYZE CANDIDATE'S PERFORMANCE	VIDEO IS OF SUFFICIENT QUALITY FOR USE IN ANALYSIS	VIDEO IS OF HIGH QUALITY; GOOD SOUND QUALITY AND PERSPECTIVE(S)

DEPARTMENT OF TEACHER EDUCATION
COURSE POLICIES AND PROCEDURES*

1. GRADING SCALES: UNDERGRADUATE AND GRADUATE

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

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

<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.

ETC 1: Understanding and valuing the learner

- Standard 1: Evidence theoretical and practical understanding of the ways learners develop

ETC 2: 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

ETC 3: 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