**Course Syllabus**

**ELED 3120**

**THE ELEMENTARY SCHOOL CHILD**

**Spring 2017**

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Monday & Wednesday 12:15 – 2:15

Other times by appointment

**NOTE: Corrections, revisions, and changes in any portion of this syllabus may be made during the semester and will be announced in class.**

**Course Description**

The course is designed for preservice elementary teachers whose certification requires integrated knowledge of child development, teaching, and professional roles of school-based staff. Students examine child development theories, age-related patterns of development, child development research, conceptual relationships between education and child development, pathways of individual student development, child‑centered and other types of educational reforms, and the roles and responsibilities of school staff for meeting children's developmental needs. Course includes a required, school-based clinical of 10 hours which will be completed in a *high poverty, high minority, high risk, urban elementary school* assigned by the Office of Field Experiences. (Fall, Spring)

**The College of Education Commitment to Diversity**

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College’s learning environments, thereby enriching the community and improving opportunities for human understanding.  While the term “diversity” is often used to refer to differences, the College’s intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

**College of Education Technology Statement**

Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application.  Preparation in the integration and application of technology to enhance student learning is essential for all candidates.  Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.

**Cell Phones**

Cell phones must be turned off during class. Students caught using cell phones during class or exams will forfeit their cell phones to the instructor during class time. Persistent use of cell phones during class may result in dismissal from the class.

**RELIGIOUS ACCOMMODATIONS**

UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student’s religious practice or belief.  Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance.  Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/ps-134.html>. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](https://legal.uncc.edu/sites/legal.uncc.edu/files/media/policies/ps-134-AccommodationForm.pdf) to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).

**Disability Accommodations**

If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704‑687‑4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

**Online Student Course Evaluation Process and Confidentiality**

Courses in the College of Education will are evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be administered at the end of the term, during the final two week (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help in continuing this commitment by participating in the course evaluation process.

**University Policy on Withdrawals (for undergraduate students only)**

Students are expected to complete all courses for which they are registered at the close of the add/drop period. If students are concerned about succeeding in the course, it is important to make an appointment to speak with the course instructor as soon as possible. The University policy on withdrawal allows students only a limited number of opportunities available to withdraw from courses. Undergraduate students may receive a grade of W for no more than 16 credit hours over their academic careers. It is important for students to understand the financial and academic consequences that may result from course withdrawals. The UNC Charlotte Academy Policy on Withdrawals for Undergraduate students is available from the Office of the Provost or online at: <http://provost.uncc.edu/policies/academic/withdrawals>

**edTPA Practice Pieces prior to Student Teaching**

edTPA, formerly the Teacher Performance Assessment, was designed by teachers and teacher educators to support candidate learning and provide data that support preparation program growth and renewal. Aligned with Common Core State Standards and InTASC standards, edTPA assesses teaching behaviors that focus on student learning. It is a research-based, performance-based assessment currently used nationwide. The skills assessed by edTPA will be provided in program coursework. In this course, practice for [INSERT AS APPROPRIATE: TASK 1 PLANNING / TASK 2 INSTRUCTION / TASK 3 ASSESSMENT] will be provided to help candidates prepare for completing edTPA during the student teaching semester.

**Inclement Weather Policy**

This class follows UNC Charlotte’s response to inclement weather. These are the decision points for ELED 3120 during inclement weather.

* Follow UNCC’s announcement for campus-scheduled classes.
* If any class is cancelled due to inclement weather, the next class meeting will take up where the last class left off in the course schedule (e.g., if an exam is scheduled, but inclement weather cancels the class, the exam will be on the class’s next meeting date).
* Adjustments in course material, due dates, and assignments will be made on an “as needed” basis and announced in class.

**Important Department Policies**

* A grade of C or higher is required in all professional education coursework.
* Any candidate who does not earn a C or higher in a professional education course may repeat the course only once.
* Candidates must pass student teaching with the grade of a B or higher.
* To meet the requirements for graduation with a degree in Elementary Education, all candidates must be eligible for a Professional Standard I License to teach grades K-6.

**ELED 3120 COURSE OBJECTIVES**

***Professional Educators Transforming Lives***, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness,** and **commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies that are highlighted below.

**Core Proficiency: Knowledge.** Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

K1: Knowledge relevant to life in the 21st century

K2: Specialty area knowledge

K3: Pedagogical knowledge

K4: Knowledge of learners and their contexts

K5: Self-awareness

K6: Knowledge of policies, laws, standards, and issues

**Core Proficiency: Effectiveness.** Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

E1: 21st century skills

E2: Planning, implementation, and evaluation

E3: Research-based practice

E4: Research skills

E5: Culturally competent practice

E6: Response to diverse learners

E7: Reflective practice

**Core Proficiency: Commitment.** Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

C1: Positive impact on learners

C2: Ethics

C3: Leadership

C4: Collaboration

C5: Advocacy

C6: Professional identity and continuous growth

The core proficiencies of **knowledge, effectiveness,** and **commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards that are highlighted below.

**North Carolina Professional Teaching Standards (2007):** 1) Demonstrate leadership, 2) Establish a respectful environment for a diverse population of students, 3) Know the content they teach, 4) Facilitate learning for their students, 5) Reflect on their practice.

The following specific Course Objectives *[and evaluation methods]* spell out the explicit learning reflected in the Conceptual Framework, NCATE Standards, and DPI Standards related to this course:

A. Identify the zeitgeist effects which influence both the "what" and the "how" of our knowledge of human development *[exams]*

B. Relate paradigms of developmental theories to educational orientations *[exams]*

* Classify developmental theories and paradigms according to paradigm
* Classify theoretical paradigms in terms of: implicit assumptions about children's needs, desired educational experiences, short‑term and long‑term goals of education, and appropriate teaching practices

C. Identify three components of development (physical-biological, socio-emotional, and cognitive) *[exams]*

* Identify interactions among the three developmental components
* Identify family and community systems which support or retard development along the components
* Identify practices found in elementary schools which enhance or retard development along the components

D. Identify age related patterns of development in early childhood *[exams]*

* Understand theoretical interpretations of behavioral, cognitive, linguistic, social, and emotional behaviors and needs of elementary school children
* Identify research findings about elementary students' physical development, including sex differences in fine motor coordination
* Identify research findings about elementary students' cognitive development
* Identify research findings about elementary students' social development
* Identify research findings about elementary students' language development as a function of their ethnicity and family social dynamics
* Identify research findings about elementary students' moral development

E. Understand early adolescent phenomena *[exams]*

* Identify elements and interpretations of theories which incorporate adolescence
* Identify physical changes manifested during pubescence
* Identify socio-cultural treatment of adolescents, including Rites of Passage

F. Recognize guidance principles and practices in elementary schools *[exams]*

* Identify the role and responsibility of the guidance counselor or student services specialist in elementary schools
* Identify common practices among North Carolina elementary school guidance counselors
* Identify issues of "confidentiality" as they affect the practices and responsibilities of elementary school teachers and guidance counselors
* Identify appropriate relationships between the school guidance counselor, classroom teachers, students, parents, and school administrators

1. Understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influence learning and address these factors when making instructional decisions *[exams]*

H. Know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual student’s development, acquisition of knowledge, and motivation *[exams]*

* 1. Understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students *[exams]*

J. Know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student [*exams]*

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**WORK ETHIC**

**Work ethic** is one of the 10 components of character education in North Carolina’s Standard Course of Study. In this course establishing and practicing **work ethic** **and professional conduct** are the expected norms and standards of conduct (see *Work Ethic and Professional Conduct* near end of course syllabus).

**Required Text**

Robert S. Feldman, *Child Development* (7th ed.), 2015, Pearson Prentice Hall.

**COURSE REQUIREMENTS**

Direct Assessments (100% of course grade)

* Three midterm exams total 45% of course grade (weighted 15% each). These exams are multiple choice, noncumulative, and cover both class and text material.
* A final exam (both cumulative and noncumulative portions) covering class and text material (25% of grade).
* Three in-class short essays. You must be in class to complete these essays (5 points each = 15% of course grade).
* Completion of activities contained in ELED 3120 Clinical Log with K-5 student(s), documented with teacher signatures. ***The clinical log must be an original document (no copies accepted) and contain dates from two or more months*.** ***Clinical hours for this course may not duplicate hours applied to clinicals for other courses.*** (Weighted 15% of course grade)
* In class **bonus** essays (unannounced, unscheduled) provide additional assessment of student learning (will be added to the recorded scores of required exams). There is no opportunity for making up missed “in class” bonus essays. (These can add up to 5 points to an exam score.)

**COURSE GRADING**

The *weighted mean* of exams and the Clinical Log will determine your course grade according to the following scale:

|  |  |
| --- | --- |
| A | 90-100 |
| B | 80-90 |
| C | 70-80 |
| D | 60-70 |

**Weighted mean formula**: (you can compute this yourself to see your expected course grade)

**.15 x (Exam1 + Exam2 + Exam3)**

**+.25 x Final Exam**

**+ raw sum of 3 in-class essays**

**+ points shown on Clinical Log returned at final exam**

= **weighted mean (converted to percent; max = 100%)**

**Grade Adjustment (*Pay Attention*)**

The exams and clinical report taken together constitute your weighted mean for the course. To that base an adjustment for ***class attendance*** will be made as follows. At the start of the course every student will receive a 6 point bonus to add on to the weighted mean. Deductions will be made at the rate of one point for each absence (excused or not). After your sixth absence, no further deductions will be made in this 6 point bonus.

**Example 1**. Robert has a semester average of 88 points. He has missed three classes. He gets a 3 point deduction from his 6 bonus points. This results in adding 3 bonus points to his weighted mean of 88, for a grade adjustment of 91. Robert gets an “A” in the course.

**Example 2**. Jill has a semester average of 75 points. This would normally result in a “C” grade for Jill. But she has missed no classes during the semester. She will have 6 bonus points added to her weighted mean for a revised mean of (75 + 6 = 81) for a “B” in the course.

**Example 3**. Gima has a semester average of 56. She has missed 8 classes, so her revised mean would be 56 + 0 = 56, which results in a grade of “F” for Gima.

Exams

All exams are required, and taken together, they constitute 90% of the course grade. Exams will have identical structure and will differ only in content. Items will be multiple choice format, machine scored, and will represent material taken from both class and textbooks, weighted *approximately* 50% text and 50% class material. Test items reflect basic facts, definitions, theoretical principles and concepts, research findings and interpretations, conceptual understanding, and applications to real-life situations. The final exam consists of both (a) new material since the last exam and (b) items selected from previous exams. ***Students need to bring #2 pencils to each exam. EXPECT to spend 5 – 6 hours outside of class each week, every week engaged in serious study and learning of course material. Most students will benefit from the study strategy described in class.***

Mandatory Clinical

The clinical placement for this course will be in a high poverty, high minority, high risk, URBAN elementary school shown on a list of schools compiled by the REEL department for schools that meet specific demographic criteria. **Your placement at one of these schools will be made by the Office of Field Experiences through your online application. Your placement in the school is not optional, and it cannot be waived. It is a program requirement of all elementary education students.** You may do all your clinicals this semester at that school, or you may do clinicals for other courses at a different school. But all clinical documentation submitted for ELED 3120 must be original (no copies) and must come from the assigned school for this course. **The minimum requirement is completion of all items shown on the ELED 3120 CLINICAL LOG (download from course web page). In addition, these tasks must be completed over two separate months during the semester. Any clinical hours you spend for this course may NOT duplicate hours applied to clinicals for other courses.**

The actual placement procedure is the same for all sections of ELED 3120. The reason the department is so strict about this clinical placement is that our program is nationally accredited. In that vein, one of the requirements for the PROGRAM is that our students present experiences from “diverse, heterogeneous school settings.” Program data clearly shows that many UNCC students will avoid “high poverty, high minority, high risk, URBAN” school settings if they can. That is why we now require such a placement of all students in the course. Before the student teaching semester, elementary education students will have had appropriate experiences in diverse school settings.

**Required elements of Clinical Log:**

School shown on log is the school assigned by OFE (high minority, high poverty, high

risk, urban)

All items completed and documented by date and teacher signature

2 separate months shown on log

ORIGINAL log (copies not accepted)

Teacher contact information completed (name, phone, email)

Hours cannot double count (same hours cannot apply to multiple courses)

The clinical LOG must be free of deception, fabrication, and falsification of any kind (see definition in UNC Charlotte Catalog). *Clinical logs that contain academically dishonest information will result in an “F” for the course.*

**ACADEMIC INTEGRITY**

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>

Note that this code forbids falsification, cheating, and complicity in academic dishonesty. Academic evaluations in this course assume that student work is free from academic dishonesty of any type (including false reporting and fabrication), and grades will therefore be adversely affected by academic dishonesty. In addition, students who violate the Code can be expelled from UNC Charlotte.

The instructor may, at any time, ask students to produce identification at examinations and may require students to demonstrate that assignments completed outside of class (including clinicals) are their own work.

**NOTE**: The Department of Reading and Elementary Education will NOT recommend student teaching for any individual whose transcript shows an "x" designated grade assigned by the Academic Integrity Board for violation(s) of the academic integrity code.

Exams in this course will be carefully monitored to create a climate in which cheating does not occur. Students caught cheating in any way (including looking at another's answer sheet, failing to turn in a numbered exam) will be given an “F” for the entire course.

The Clinical Log must represent students’ own work and must be free of deception, falsification, and fabrication of any kind (see definition in UNC Charlotte Catalog).

**ATTENDANCE POLICY**

Class attendance is the expected norm for all elementary education classes and students (see Work Ethic at end of syllabus). Attendance also weighs considerably on your course grade.

**Credit Hour Statement**

This 3-credit course requires 2.5 hours of in-class, direct, faculty instruction and an additional 6 hours of out-of-class student work each week for approximately 15 weeks.  Out-of-class work may include but is not limited to: Required reading, clinicals, and studying for exams.

**Course Schedule and Material**

***NOTE: Schedule and material may change without notice.***

Jan 9 FIRST CLASS: Introduction and course overview

Course requirements, professional conduct, work ethic, & due dates

Inclement weather policy

Professional conduct, work ethic

Study expectations and proper strategy

Web site and course documents

**Go to Web Site:** download & print course *syllabus* & *Addenda to Print for Class*

OFE and course clinical assignment

Jan 11 "Common sense" and the concept of *zeitgeist*

The discovery of childhood -- Jean J. Rousseau

*Emile* and the Natural Plan

The Education of *Sophie*

Jan 16 Martin Luther King holiday, no class this date

Jan 18 READ: Feldman, Chapter 1

Modern zeitgeists in child development

Turn of 20th century & landmark studies of infants

Rene Spitz, Harry Harlow, John Bowlby

Jan 23 Modern zeitgeists (continued)

John Bowlby revisited

TGR Bower

Why study theories?

Paradigms in developmental psychology

Nature versus nurture

Jan 25 READ: Feldman, Chapter 2

Endogenous paradigm: Freud and infantile sexuality

Jan 30 Endogenous paradigm: Wilson and Sociobiology

Feb 1 Exogenous paradigm: Skinner and operant conditioning

Methodological versus Radical Behaviorism

Feb 6 Misconceptions about Skinner

Negative reinforcement

Respondent conditioning

Feb 8 READ: Feldman, Chapter 5

Constructivist paradigm: Piaget & cognitive development

Sensorimotor development

Infantile amnesia

**Feb 13 First exam**

**Class material and text chapters 1, 2, 5**

**BRING A #2 PENCIL**

Feb 15 READ: Feldman, Chapter 7

Brief arithmetic test

Math education research & constructivism

Constructivism in action – constructivist motto

Constructing logico-mathematical knowledge

Feb 20 READ: Feldman, Chapter 8

Constructivism in action

Constructing logico-mathematical knowledge

Feb 22 Constructivism in action

Constructing logico-mathematical knowledge

Feb 27 Constructivism in action

Constructing logico-mathematical knowledge

Mar 1 Constructivism in action

Review of reconstructing logico-mathematical knowledge

Mar 6, 8 Spring break, no class these dates

Mar 13 READ: Feldman, chapter 6

Language development

Phonetics, semantics, grammar, pragmatics

Phonics and whole language instruction

Mar 15 READ: Feldman, chapter 9

Conservation studies: student responses

Preoperational stage and assimilation rules

Mar 20 Playing 20 Questions: two children’s strategies

Teaching concepts of zero and time in grades K - 2

**Mar 22 Second Exam**

**Class material since Exam 1 and Chapters 6 - 9**

**Bring #2 pencil to exam**

Mar 27 READ: Feldman, chapter 10

The 5 – 7 “shift”

Concrete operations and logico-mathematical thinking

Cardinal and ordinal number: quantification

Mar 29READ: Feldman, chapter 12

Age norms for acquiring concrete operational thought

Operative versus figurative aspects of knowledge

Apr 3 READ: Feldman, Chapter 11

Oedipal & Electra complexes

Identification, superego, & sex role development

# Apr 5 READ: Feldman, Chapter 13

Child sexual abuse

Statutory reporters in North Carolina statutes

Apr 10 Moral Development

**Apr 12 Third Exam**

**Class material since Exam 2 and Chapters 10 – 13**

**Bring #2 pencil to exam**

Apr 17 READ: Feldman, chapter 15

3 Definitions of Adolescence

# Limitations of concrete operational thought

# Formal operational thinking (in-class test of formal reasoning)

# Apr 19 READ Feldman, Chapters 16

Hypothetico-deductive reasoning

Personal fable and imaginary audience

Erikson and the Identity crisis: A search for self

Marcia's identity statuses

Apr 24 Rites of passage

The cultural context of the Identity Crisis

Do American youth undergo Rites of Passage?

Apr 26 READ: Feldman, Chapter 14

# Sexual maturity in males and females

# Onset of sexual activity

Teen pregnancies and STIs

First sources of sexual information

**May 1 LAST CLASS**

**Original (not copies) of clinical log due at start of class**

Clinical logs returned to students at final exam date

Sex education: conflict and controversy

North Carolina's state law on sex education

Sex education in the classroom: Javarius and Matthew

Electronic Course evaluations – please complete

**Final Exam:**

**Section 001, MW 9:30-10:45 class: Final Exam is Wednesday, May 10 at 8:00 – 10:30 a.m.**

**Section 002, MW 11:00 – 12:15 class: Final Exam in Monday, May 8 at 11:00 – 1:30**

Class material *since* third exam ~ 40%, includes chapters 14, 15, 16

Earlier course material ~ 60% (all prior classes and chapters)

BRING a #2 pencil

**Selected Bibliography and Reference Materials**

*Many of the following bibliographic citations are considered “classics” in child development. Most refer to writings of important theorists or to work containing important or unusual discoveries about human nature and its development.*

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\* Unless otherwise noted, Sigmund Freud references above are from: J. Strachey, Ed. and trans., The standard edition of the complete psychological works of Sigmund Freud. 24 vols. London: The Hogarth Press and the Institute of Psychoanalysis, 1953‑1962.

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**Work Ethic and Professional Conduct in ELED 3120**

***Children come first***

Teaching is a demanding career which requires a long-term, serious commitment. **Work ethic** is one of the 10 components of character education officially adopted by the Charlotte Mecklenburg Board of Education. For teachers, work ethic involves demeanor, collegiality, and attention to detail. It involves initiating tasks and following through in a timely manner (not waiting until the last minute). Professional conduct is a key element of work ethic. Establishing and practicing work ethic is important in preparing undergraduates for a beginning teaching position. To foster a consistent climate in which work ethic is learned and consistently practiced, this section of ELED 3120 will adhere to the following class expectations.

* Be responsible: attend class, be on time, initiate and complete assignments on time.
* Be flexible: adapt to uncertainty, conflict, different perspectives.
* Participate, show initiative, and be attentive.
* Display your name cards.
* Dress professionally for all field activities and school visits (***3 Bs***)
* Accept praise, feedback, and criticism impersonally to improve yourself.
* Complete your work in a timely manner. Initiate school contacts and parent permission letters when assigned so you will be in position to complete field activities by due dates.
* Turn OFF CELL PHONES! Better – leave them in the trunk of your car! Walk outside of the school if you need to call or text. Do not do that in the school.

*Professional Dress* means shoes, socks or hose, slacks & collared shirts (ties recommended but optional), skirts or slacks with blouses or dresses. Clothes should be clean and unwrinkled. **Un**professional dress includes 3 Bs, t-shirts, tanks, sweatshirts and sweatpants, jeans, shorts, and hats.

A consistent, professional work ethic is expected of all students in the Elementary Education Program. Students *who find themselves unable or unwilling to consistently demonstrate the above elements of work ethic and professional conduct will be referred to the department chair in order to develop a plan for improving* specific aspects of conduct prior to student teaching.

Work ethic and professional conduct are formally embodied in the following Professional Dispositions policy in the College of Education.

**Professional Dispositions for Professional Education Program**

Dispositions include the values, commitments, and ethics expected of professional educators and will be evaluated throughout your academic and professional preparation.  (These may be found online at <https://education.uncc.edu/resources/professional-dispositions-plan-and-information>). Education is a demanding profession that requires candidates to act in a professional manner at all times, be collegial with peers and supervisors, and conscientiously attend to job-related details. Showing proper initiative and following through on tasks in a timely manner are also critical. Establishing habits supportive of these dispositions is an important part of each candidate’s career preparation and as such will be emphasized throughout this course and the program.