Student Teaching Syllabus  
Spring Semester 2015

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3 Credit Hour Student Teaching Course Numbers
CHFD 6400  Student Teaching/Seminar: B-K Child and Family Development  
DANC 5400  Internship in Dance  
ELED 6470  Graduate Student Teaching/Internship in Elementary Education  
FLED 6470  Graduate Student Teaching/Internship  
MDSK 6470  Graduate Student Teaching/Internship  
SPED 6475  Internship/Seminar; Special Education K-12 General Curriculum  
SPED 6476  Internship/Seminar; Special Education K-12 Adapted Curriculum  
TESL 6470  Internship in Teaching English as a Second Language

Course Pre-requisite: 1. Completion of all degree and professional education requirements  
a. Prior Admission to the Graduate Certificate in Teaching Program or the Master of  
  Arts in Teaching Program  
b. Completion of all other course work in a student's program of study  
c. GPA of 3.0 and no more than two grades of C in all professional education courses  
d. GPA of 2.50 and grades of C or higher in area of teaching specialization  
e. Overall GPA of 2.50 or higher  
f. Faculty advisor’s recommendation certifying readiness to student teach  
g. Additional requirements as determined by specific teacher education programs  
h. Documentation of completion of field experiences in three diverse settings

REQUIRED MATERIALS  
Student Teaching and Graduate Internship Assessment Rubric, (2nd Edition).

CREDIT HOUR STATEMENT  
This 3 credit course requires a minimum of 15 hours of seminar and direct faculty instruction and 30 hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: internship, reading, research, written assignments. Students should plan to spend a combination of 45 hours per week between instruction and hands-on time in the classroom.

COURSE RATIONALE  
Becoming a teacher is a process: Veteran teachers reveal that reflective practice and professional involvement help counter burnout and improve student learning. Teachers learn quickly that they never cease being a student. Reflective practice enables teachers to review and analyze the quality of teaching and their impact on student learning. In this course, you explore a variety of assessment and management strategies proven effective for educating a diverse population of students. Reflection will lead to effective assessment of student learning and self-critique of classroom and behavior management strategies. This process will help to develop practices to meet diverse student needs. One of the main purposes of this course is to foster lifelong learning and develop teacher leaders. This course encourages you to become a reflective practitioner, enabling you to respond to students’ needs and collaborate with others to improve education for all students.

COURSE STRUCTURE  
The structure of the course allows for approximately fifteen (15) weeks of intensive instructional preparation in assessment, reflection, and management practices with follow-up analysis in three to four monthly seminar meetings. This course is designed for graduate teacher education licensure candidates in alignment with North
Carolina Department of Public Instruction expectations. Field experiences, class readings, class discussions, and personal philosophies of teaching will encourage the integration of teaching, research, and service.

**College of Education**

*Conceptual Framework and Other Required Syllabi Inserts*

*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 indicated below.**

**North Carolina Standards for Graduate Teacher Candidates (2009):** 1) Teacher leadership, 2) Respectful educational environments, 3) Content and curriculum expertise, 4) Student learning, 5) Reflection.

**COURSE GOALS AND OBJECTIVES**

The following course objectives comply with InTASC standards 5, 8, and 9 and NCDPI standards for initial licensure. Explicitly course content addresses NCDPI Standard 1: Core, Diversity, Technology, and Specialty Area standards, along with documentation of work with families to support student learning. In addition, the course aligns with NCATE standards for teacher education, the Conceptual Framework of the UNC Charlotte College of Education and content specific standards as defined by national accrediting organizations: NCTM, NCTE, NCSS, NSTA, and NSMA.
Upon completion of the student teaching experience, the successful candidate will be able to demonstrate mastery of the knowledge, skills, and dispositions outlined in the College’s Conceptual Framework and the \textit{Student Teaching and Graduate Internship Assessment Rubric (STAR)} which is framed by the Interstate Teacher Assessment and Support Consortium (InTASC) standards. The successful candidate will also be able to demonstrate proficiency in all areas outlined on the \textit{LEA/IHE Certification of Teaching Capacity (CTC)}.

1. \textbf{Learner Development}: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (Conceptual Framework: Knowledge) (CTC: 2c.1, 2d.)
   a. Individualizes the instructional environment
   b. Sets expectations for learning and achievement

2. \textbf{Learning Differences}: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Conceptual Framework: Knowledge) (CTC: 2c.1,2d.2)
   a. Individualizes the instructional environment
   b. Sets expectations for learning and achievement

3. \textbf{Learning Environments}: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Conceptual Framework: Effectiveness); (CTC: 1a.3, 1a.4, 2a.1, 2b.1, 4f.1)
   a. Manages time and materials
   b. Establishes expectations for behavior
   c. Monitors and responds to student behavior
   d. Establishes and maintains a positive climate

4. \textbf{Content Knowledge}: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/ she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (Conceptual Framework: Knowledge) (CTC: 3A.2, 3B.2, 3D.1)
   a. Demonstrates knowledge of content
   b. Implements interdisciplinary approaches and multiple perspectives for teaching content
   c. Demonstrates awareness of literacy instruction across all content areas
   d. Makes content relevant and accessible to all learners

5. \textbf{Application of Content}: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (Conceptual Framework: Effectiveness) (CTC: 2b.2, 4g.1, 4g.2)
   a. Teachers connect concepts
   b. Teachers communicate effectively with students
   c. Encourages students to articulate understanding of content
   d. Teachers embrace diversity in the school community and in the world

6. \textbf{Assessment}: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. (Conceptual Framework: Effectiveness) (CTC: 1a.1, 3d.1, 4h.2, 5a.1)
   a. Uses a variety of formal and informal assessment strategies
   b. Establishes criteria and provides assessment feedback
   c. Creates opportunities for learner response
   d. Uses, monitors, and records assessment data

7. \textbf{Planning for Instruction}: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Conceptual Framework: Effectiveness) (CTC: 2d.1, 2d.2, 4h.1, 5a.1)
   a. Develops plans that are aligned with state and district curriculum
b. Monitors and adjusts lesson plans (to meet and enhance student progress towards goals)

c. Collaborates with other professionals

8. **Instructional Strategies**: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Conceptual Framework: Effectiveness) (CTC: 4c.1, 4d.1, 43.1, 4f.1)

   a. Poses quality questions
   b. Develops higher order thinking skills in students
   c. Uses a variety of instructional methods
   d. Integrates technology with instruction
   e. Varies the instructional role

9. **Professional Learning and Ethical Practice**: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (Conceptual Framework: Commitment) (CTC: 1d.1, 1e.1)

   a. Assumes the professional role and maintains high ethical standards
   b. Completes student teaching internship responsibilities
   c. Demonstrates effective oral and written language
   d. Self-evaluates teaching and the professional role

10. **Leadership and Collaboration**: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (Conceptual Framework: Commitment)

   a. Exhibits leadership and collaboration in professional settings
   b. Communicates with families

### INSTRUCTIONAL METHODS

Student teaching is a field-based, internship experience with students also participating in scheduled on-campus seminars throughout the semester.

### COURSE CONTENT

The student teaching seminar, led by the university instructor, provides reinforcement and additional instruction on the InTASC Standards of content pedagogy, student development, diverse learners, critical thinking, motivation and management, communication and technology, planning, assessment, professional development, and parent and community involvement. The university supervisor also provides information regarding research findings and employment strategies. The classroom teacher assists the student teacher in applying and demonstrating learning from previous courses and the student teaching seminar in the classroom setting. Through modeling, conferences, observations, and evaluative feedback, the classroom teacher and university supervisor help the student teacher refine the knowledge, skills, attitudes, and understandings identified on the *Student Teaching and Graduate Internship Assessment Rubric (STAR)* and the *LEA/IHE Certification of Teaching Capacity*.

### COURSE ACTIVITIES

A full description of the course requirements is provided in the *Student Teaching and Graduate Internship Handbook*. These requirements are designed to provide evidence that a student has met the student teaching course objectives.

### Schedule for the Student Teaching/Graduate Internship Semester

The candidate will follow the school calendar instead of the university calendar. Vacations will be observed in accordance with the school system calendar. The candidate will assume and release teaching responsibilities in a gradual manner. The following chart reflects the schedule recommended by the university. However, details for each candidate’s duties should reflect a sensible progression for the classes involved, as determined by the cooperating teacher and university supervisor.
Weeks 1 - 2  Attend orientation at the university. Begin orientation and active observation in the school. Plan with the cooperating teacher; work with individuals and small groups.

Weeks 3 - 7  Assume one responsibility at a time until full teaching load is acquired.

Weeks 8 - 11  Begin or maintain all planning, teaching, evaluation, and non-instructional responsibilities.

Weeks 12 - 14  Release responsibilities gradually, while maintaining active involvement in planning and teaching for the remainder of the semester.

Weeks 15 - 16  Maintain active assistance in the classroom. Observe other teachers, grade levels, and programs as time permits.

EXPECTATIONS

Attendance
The student teaching semester is a full-time experience in the classroom. The candidate is required to follow the school system calendar for the duration of the student teaching semester.

1. Duplicate the cooperating teacher’s daily schedule, which includes arriving and leaving at designated times. Promptness is essential.
2. Candidates report to school on teacher workdays; these are not optional workdays for candidates.
3. Attend all professional meetings.
4. Attend all orientation sessions, seminars, conferences, and other meetings arranged by the university supervisor.
5. Notify the cooperating teacher and the university supervisor promptly in case of absence, late arrival or early departure.
6. Get approval, in advance, from the university supervisor and the cooperating teacher for all absences other than those due to personal illness.
7. Make up absences in excess of five days.

Beginning of Semester Observations of the Cooperating Teacher and Other Teachers
The candidate completes four formal observations of the cooperating teacher prior to assuming responsibilities. The candidate should observe the teacher's methods of planning and evaluation, management of instruction and student behavior, and the overall learning environment of the classroom. In addition, some candidates may be required to observe outside of their assigned classroom.

End of Semester Observations
Written analysis of at least four observations during the final week in school and/or other settings is required.

Planning
The candidate plans instruction on a weekly basis and modifies plans daily in response to student needs. Written plans should be submitted to the cooperating teacher for feedback and signed approval at least two days prior to teaching each lesson. All plans will be reviewed by the university supervisor during each visit. Planning requirements for lateral entry candidates will be provided by the university supervisor.

Teaching
The candidate is involved in the classroom instructional program for the entire semester. After gradually assuming teaching responsibilities in the first weeks of the semester, the candidate teaches full-time for a minimum of 20 consecutive instructional days. Under the guidance of the cooperating teacher, the candidate assumes primary responsibility for all planning, instruction, and assessment. During this time the candidate maintains all instructional and non-instructional duties.

Lesson Critiques
The candidate writes daily lesson critiques and/or individual lesson critiques, as prescribed by the university supervisor. Additional information will be available in the seminar sessions with the university supervisor.
Video
The video is for written self-evaluation. More information about the video assignment and details for critiquing are found in the Student Teaching and Graduate Internship Handbook. Following those pages is a form letter that must be sent home for parent/guardian permission. This release is required for professional protection and parent/guardian notification. School system video release forms cannot be used in lieu of UNC Charlotte forms.

Professional Development Learning Modules
The online Professional Development Learning Modules are specific to program areas. Candidates are required to complete these modules as part of the seminar experience. Access to the modules is available from the OFE website. Candidates are expected to complete the modules the week they are assigned and submit them to the university supervisor as instructed.

Impact on Student Learning (ISL) (ARTS)
The Impact on Student Learning Project (ISL), completed during the student teaching semester, fulfills two purposes: it is the student teaching culminating capstone project; and it is a licensure portfolio requirement for candidates.

edTPA (B-K, ELED, MDSK, FLED, SPED, TESL)
The edTPA Project is a pilot project to be completed during the student teaching semester. This project fulfills two purposes: it is the student teaching culminating capstone project; and it is a licensure portfolio requirement for candidates.

Technology
Candidates are required to use technology in instructional presentations and as a resource in daily lesson planning. They are also expected to seek assistance from cooperating teachers, technology-media specialists, and others who can offer guidance about facilities and available resources.

Reflection
Reflection is an on-going and embedded expectation in many of the activities and requirements during student teaching such as the learning modules, video, and lesson critiques. Reflection is a critical professional skill for the effective classroom teacher. Candidates may be required to complete the Final Self-Evaluation which is linked to the College of Education’s Conceptual Framework.

Seminar
The student teaching seminar is an integral part of the student teaching experience. Candidates are assigned to small group seminars based on specific areas of specialization such as elementary, special education, visual arts, or secondary education. Attendance at seminar is mandatory. More information about seminar is found in the Handbook.

COURSE EVALUATION
Performance evaluation is based on classroom observation, written documents, work products, and seminar involvement. Both the cooperating teacher and the university supervisor provide performance documentation on the Student Teaching and Graduate Internship Assessment Rubric (STAR) and the Observation Feedback Form (OFF) after each formal observation. Evidence collected from these two instruments is reported summatively on the Exit Evaluation of Teacher Education Candidates. The final student teaching grade is based on the degree of quality and consistency demonstrated by the student teacher throughout the semester. Under the state approval process, candidates must meet all proficient descriptors on the LEA/IHE Certification of Teaching Capacity. Those candidates must also receive a grade of A or B in Student Teaching.

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<thead>
<tr>
<th>REQUIREMENT</th>
<th>EVALUATION METHOD</th>
<th>DOCUMENTATION</th>
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<tbody>
<tr>
<td>1. Daily, full-time attendance</td>
<td>Observation</td>
<td>STAR, OFF</td>
</tr>
<tr>
<td>2. Observations of Teachers</td>
<td>Work products</td>
<td>OFF</td>
</tr>
<tr>
<td>3. Lesson plans</td>
<td>Observation, work products</td>
<td>STAR, OFF, CTC</td>
</tr>
<tr>
<td>4. Gradual teaching responsibilities, with at least 20 consecutive days of all-day teaching</td>
<td>Observation, work products</td>
<td>STAR, OFF, CTC</td>
</tr>
</tbody>
</table>
5. Four formal observations  
   Observation, work products  
   Observation, STAR, OFF

6. Class/Student Records  
   Work products  
   STAR, OFF

7. Professional Development Learning Modules  
   Work products  
   OFF

8. Capstone Project (ISL or edTPA)  
   Work product  
   OFF, ISL rubric

9. Technology usage  
   Observation, work products  
   STAR, OFF, CTC

10. Reflection  
    Work products, conferences  
    STAR, OFF

11. Seminar participation  
    Observation  
    OFF

12. Student teaching notebook-documentation  
    Work products  
    OFF

13. Completion of the Electronic Licensure Portfolio  
    Electronic Evidences  
    Teacher Candidate Evaluation Rubric

14. Professional Disposition  
    Conferences, observation, work products  
    STAR, OFF, CTC

**GRADE COMPONENTS:**

<table>
<thead>
<tr>
<th>Items</th>
<th>% of Grade</th>
</tr>
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<tbody>
<tr>
<td>Final Star Scores</td>
<td>45</td>
</tr>
<tr>
<td>Course Requirements</td>
<td>40</td>
</tr>
<tr>
<td>Capstone Project</td>
<td>15</td>
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</tbody>
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**Grades Awarded in Student Teaching**

A grade of A means that the candidate has met performance standards and completed all course requirements at or above the proficient level. The quality of the student teacher's work demonstrates a high level of competence and consistency. The student teacher earns the full recommendation of the University and the Local Education Agency (LEA) for licensure. The A student teacher has achieved the knowledge, skills, and dispositions noted in the Conceptual Framework for Professional Education Programs at UNC Charlotte. This framework guides the preparation of excellent professionals who are capable of meeting the challenges of the educational environment. In this context, the A student teacher:

- Demonstrates leadership by his/her commitment to making the student teaching experience a priority for the semester, exhibiting integrity and high moral standards in words and actions, seeking professional growth and involvement, and by showing optimism and intensity for living and learning as a model for students. The A student teacher is dependable and responsible as evidenced by following through on responsibilities, being punctual in school and seminar attendance, completing lesson plans and other assignments by their due dates, and exhibiting a strong professional work ethic.

- Demonstrates advanced knowledge of human development, curriculum, content, and is able to link theory and research to classroom practices, including demonstration of this advanced knowledge in planning and implementation of these plans. The A student teacher uses this knowledge to creatively individualize his/her classroom style and provide unique learning experiences for students.

- Demonstrates excellence in the ability to be an effective teacher through the use of appropriate strategies, planning, goal setting, implementation, and continuous assessment of student learning. The A student teacher exhibits genuine interest in his/her students by working/planning for their success. The A student teacher is an effective communicator who gives attention to accurate written and oral language skills.

- Demonstrates excellence in the ability to be a reflective teacher, as evidenced in educational decision-making, self-evaluation skills, flexibility, and the continuous improvement of professional practice. The A student teacher shows initiative by asking questions to clarify, learn, and reflect on how to implement best practices.

- Demonstrates excellence in the ability to be responsive to equity and diversity as evidenced in his/her ability to apply knowledge and skills so as to foster an environment respectful of diverse backgrounds, cultures, individual differences, and to provide age and individually appropriate instruction. The A student teacher holds high but realistic expectations for all students.
• Demonstrates excellence in the ability to **work collaboratively** with others in efforts to provide quality instruction for the students. The **A** student teacher works in partnership with colleagues, administrators, and parents/families of the students and demonstrates a genuine interest in students and their community.

A **grade of B** means that the candidate has met performance standards at an acceptable level and has earned the full recommendation of the University and the LEA for licensure. The candidate has completed all course requirements, but the quality and/or consistency of the performance do not rise to the level of competency and proficiency awarded an **A**. Often the **B** student teacher has one area of performance that needs further opportunity for development.

A **grade of C** means that the candidate has completed all core course requirements at an acceptable level of achievement and has maintained active involvement in the classroom and seminar. **However, the candidate has not met the classroom performance standards with sufficient competency to allow the University or the school system to recommend him/her for licensure.** The **C** candidate who is not recommended for licensure has numerous areas of inadequate classroom performance and does not demonstrate a clear potential for success as a teacher.

A **grade of U** means that the graduate intern has not met performance standards, and his/her classroom performance has been specifically, and/or generally, unsatisfactory. The candidate is not recommended for licensure.

A **grade of I** (Incomplete) is assigned in accordance with University policy when the university supervisor and the Director of Field Experiences determine that the candidate is performing competently, but cannot complete all the requirements, due to circumstances beyond his/her control. The internship experience must be completed during the next semester in residence, but no later than 12 months after the term in which the **I** was assigned, whichever comes first. If the **I** is not removed during the specified time, a grade of **F** is automatically assigned.

A **grade of W** (Withdrawal) may be assigned under two conditions. First, a candidate may voluntarily withdraw from the student teaching experience for personal reasons, within the timeline and guidelines set by the University. The candidate is advised to consult with the Director of Field Experiences before completing the University request for withdrawal. Alternately, a student teacher may be advised to withdraw by the university supervisor and/or the Director of Field Experiences for professional reasons, within the timeline and guidelines set by the University.

**Recommendation for the North Carolina Teaching License**
The grade for the internship course and the recommendation for licensure are viewed as separate but related decisions. Candidates who earn grades of **A** or **B** are recommended for the teaching license without reservation. Candidates who earn a grade of **C** are not recommended for license, as noted in the description above. Candidates who earn grades of **U**, **I**, or **W** exhibit deficiencies in performance or completion that are inconsistent with a recommendation for teacher licensure. In all cases, the university supervisor consults with school personnel regarding grade determination and the licensure recommendations.

**Code of Student 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://legal.uncc.edu/policies/up-407](http://legal.uncc.edu/policies/up-407)

*Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.*

**College of Education Diversity Commitment**
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.

**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/up-409](http://legal.uncc.edu/policies/up-409). 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](http://legal.uncc.edu/policies/up-409) 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 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 are administered at the end of the term. 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 is secure and confidential. The technology used ensures 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.

**Professional Dispositions for Professional Education Programs**
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](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.

**Required Course Texts**


**Other Readings**


