

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE
FACULTY SENATE

Senate Document Number 0515F
Date of Senate Approval 11/05/15

Statement of Faculty Senate Action:

APC Document 1 (EDUC): **Add new courses, EDUC 230, 231, 305, 342, 348, 349, 384 for a new area of licensure in Special Education**

Effective Date: Fall 2015

1. Add: On page 131, new course, **EDUC 230, Introduction to Exceptional Children:**

230 Introduction to Exceptional Children (3)

Introduces and examines the history, legislation, legal responsibilities, categories of disabilities, characteristics, educational concerns, educational responsibilities, and best practices for meeting the needs of students with exceptionalities. Issues of referral, assessment, eligibility, individualized educational programming, service delivery options, placement, consultation and collaboration with educators and related service personnel, and professional resources are emphasized. Field Experience required. Prerequisites: EDUC 210, 211. See department chair.

2. Add: On page 131, new course, **EDUC 231, Assistive Technology:**

231 Assistive Technology (1)

Designed to provide pre-service and in-service teachers with an opportunity to develop the knowledge base and skills necessary to use and analyze software, hardware, and other devices used to increase, maintain or improve the functional capabilities of individuals with disabilities. Prerequisites: EDUC 210, 211. See department chair.

3. Add: On page 131, new course, **EDUC 305, Classroom and Behavior Management:**

305 Classroom and Behavior Management (3)

Emphasizes techniques for developing rapport with students, establishing student expectations, planning for and managing instruction, and developing practical teaching and learning practices for 21st century classrooms. The course examines the realities of classrooms and the teacher's multifaceted role within the environment. Field experience is required. Prerequisites: EDUC 210, 211, 230. See department chair.

4. Add: On page 132, new course, **EDUC 342, Diagnostic Assessment and Instruction in Reading:**

342 Diagnostic Assessment and Instruction in Reading (3)

Emphasizes knowledge and skill in administering and interpreting diagnostic assessments in reading to gauge learner strengths and weaknesses and to monitor academic progress and guide instructional decision making in the teaching of reading. Emphasis is placed on using explicit instructional techniques in teaching the essential components of reaching such as phonemic awareness, phonics/word study, fluency, vocabulary, and comprehension using evidence-based teaching strategies. Field Experience required. Prerequisites: EDUC 210, 211, 230, 317. See department chair.

5. **Add:** On page 132, new course, **EDUC 348, Assessment for Exceptional Learners:**

348 Assessment for Exceptional Learners (3)

An examination of current concepts and issues in special education assessment from screening, pre-referral, eligibility/disability classification, placement, to progress monitoring of evidence-based practices. Also, the course emphasizes knowledge, skill, and practice in observation, standardized norm referenced, curriculum-based, family, and ecological methods of assessment, including those appropriate for children from culturally and linguistically diverse backgrounds. Collection of assessment data and their appropriate application are part of the required field experience. Field Experience required. Prerequisites: EDUC 210, 211, 230. See department chair.

7. **Add:** On page 132, new course, **EDUC 349, Evidence Based Strategies for Teaching Math to Learners with Disabilities:**

349 Evidence Based Strategies for Teaching Mathematics to Learners with Disabilities (3)

Examination of methods and materials appropriate to teaching mathematics to a diversity of learners. Field experience required. Prerequisites: EDUC 210, 211; MATH 211, 215. See department chair.

8. **Add:** On page 133, new course, **EDUC 384, Methods and Management for Teaching Students with Exceptionalities: General Curriculum:**

384 Methods and Management for Teaching Students with Exceptionalities (4)

Planning, teaching, evaluation and management essential for classroom teaching; use of educational technology in designing lessons; application of methodologies appropriate to teaching students with mild to moderate disabilities; methods of informal and formal assessment and grading. Specific techniques presented and practiced on how to develop, remediate or compensate for learners with mild to moderate educational needs. Field experience required. To be taken as part of the Professional Year prior to the Clinical Practice Semester. Prerequisites: EDUC 210, 211, 230, 305, 317, 342, 349, PSYC 319; formal admission to the department. See department chair.

Impact: The addition of these courses will necessitate realignment of faculty teaching responsibilities in the Department of Education. However, this realignment will be able to take place over time. The Department of Education will not begin offering all of the new courses at one time. Rather, the courses will be taught as needed as the cohort of students seeking this license grows. The Department of Education has requested a new tenure-track position for the K-6 licensure program. If this position is granted, more faculty members will be available to teach these new courses. The Department of Education is also considering offering some of these courses and others in the Department once per year as opposed to once per semester to allow for these new courses to be offered.

Rationale: The proposed courses are paramount to preparing effective special educators. These new courses address the competencies and proficiencies for special educators as stipulated in the N.C. Professional Teaching Standards and N.C. Teacher Education Specialty Standards for Special Education. Essentially, the courses proposed provide adequate preparation for entry-level professionals in special education.