

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE
FACULTY SENATE

Senate Document Number 7317S
Date of Senate Approval 05/04/17

Statement of Faculty Senate Action:

APC Document 66 (EDUC): **Change Requirements for Teacher Licensure and Education Courses**

Effective Date: Fall 2017

1. Delete: On page 134, under **Recommendation for North Carolina Standard Professional I Teaching Licensure**, the fourth bullet:

- Have completed all state-required Evidences

Add: On page 134, in place of deleted entry:

- Have successfully completed all state-required assessments and licensure requirements

Impact (1): The Department of Public Instruction (DPI), which approves all licensure programs in the state of North Carolina, is changing the requirement that licensure candidates (candidates) submit Evidences to show mastery of licensure competencies. The new proposed statement can encompass the new system DPI will prescribe.

2. Delete: On page 134, item I under **Elementary School Licensure (K–6):**

- I. Required courses in Education—43 hours, including: EDUC 210, 211, 215, 219, 220, 230, 317, 322, 325, 340, 344, 388, 455, 456.

Add: On page 134, in place of deleted entry:

- I. Required courses in Education—45 hours, including: EDUC 210, 211, 219, 230, 303, 315, 317, 322, 325, 340, 344, 430, 439, 455, 456.

Impact (2): EDUC 215 has not been offered regularly for quite some time. ARTS 310, Art of the Young Child, has been taken by Elementary candidates to fulfill the EDUC 215 requirement for several semesters. It fulfills both the licensure and university LAC Arts requirement, and it covers a DPI requirement that teaching about the arts be adequately integrated into the Elementary licensure program. EDUC 315 will now be cross-listed with ARTS 310, Art of the Young Child, and will replace EDUC 215 in the requirement listing for K-6 candidates. Having EDUC 215 in the list of required courses is misleading to current and prospective candidates because the accounting did not accurately show the number of required hours.

For the Elementary licensure program, relevant content from EDUC 220 has been integrated into EDUC 344. Therefore, EDUC 220 no longer needs to be listed as a licensure requirement.

EDUC 303 is being added to teach the competencies required by the edTPA, and to provide students with the practice opportunities necessary for their success. Only students who will begin their professional year (in other words, will take the EDUC 430 and 43X capstone courses) in Fall 2018 or thereafter will be required to take this course.

The capstone configuration should be uniform across all licensure areas. Therefore, EDUC 388 is being removed from the Elementary licensure area and replaced with EDUC 430 and 439.

3. Delete: On page 136, item I under **Special Education: General Curriculum (K-12):**

- I. Required courses in education —42 hours, including: EDUC 210, 211, 220, 230, 231, 305, 317, 342, 348, 349, 384, 455, 456.

Add: On page, in place of deleted entry:

- I. Required courses in education —42 hours, including: EDUC 210, 211, 230, 231, 303, 305, 317, 342, 348, 349, 430, 439, 455, 456.

Impact (3): At this time, there is not a need to offer EDUC 220. Therefore, it was decided that the course could be removed from the Special Education: General Curriculum licensure program.

EDUC 303 is being added to teach the competencies required by the edTPA, and to provide students with the practice opportunities necessary for their success. Only students who will begin their professional year (in other words, will take the EDUC 430 and 43X capstone courses) in Fall 2018 or thereafter will be required to take this course.

The capstone configuration should be uniform across all licensure areas. Therefore, EDUC 384 is being removed from the Special Education: General Curriculum licensure area and replaced with EDUC 430 and 439.

4a. Delete: On page 135, item I under **Middle School Licensure (6–9):**

- I. Required courses in Education—30-33 hours, including EDUC 210, 211, 314, 320, 346, 430, 455, 456.

Add: On page 135, in place of deleted entry:

- I. Required courses in Education—32-35 hours, including EDUC 210, 211, 303, 314, 320, 346, 430, 455, 456.

4b. Delete: On page 135, item I under **Secondary School Licensure (9–12):**

- I. Required courses in Education—27-30 hours, including EDUC 210, 211, 314, 346, 430, 455, 456.

Add: On page 135, in place of deleted entry:

- I. Required courses in Education—29-32 hours, including EDUC 210, 211, 303, 314, 346, 430, 455, 456.

4c. Delete: On page 135, item I under **Art Licensure (K–12):**

- I. Required courses in Education—27 hours, including EDUC 210, 211, 320, 346, 430, 431, 455, 456.

Add: On page 135, in place of deleted entry:

- I. Required courses in Education—29 hours, including EDUC 210, 211, 303, 320, 346, 430, 431, 455, 456.

4d. Delete: On page 135, item I under **Health and Physical Education Licensure (K-12):**

- I. Required courses in Education—33 hours, including EDUC 210, 211, 314, 319, 320, 346, 430, 434, 455, 456.

Add: On page 135, in place of deleted entry:

- I. Required courses in Education—35 hours, including EDUC 210, 211, 303, 314, 319, 320, 346, 430, 434, 455, 456.

4e. Delete: On page 136, item I under **Modern Language Licensure (K-12):**

- I. Required courses in Education—27 hours, including EDUC 210, 211, 316, 346, 430, 433, 455, 456.

Add: On page 136, in place of deleted entry:

- I. Required courses in Education—29 hours, including EDUC 210, 211, 303, 316, 346, 430, 433, 455, 456.

4f. Delete: On page 136, item I under **Theatre Arts Licensure (K-12):**

- I. Required courses in Education—27 hours, including EDUC 210, 211, 314, 346, 430, 438, 455, 456.

Add: On page 136, in place of deleted entry:

- I. Required courses in Education—29 hours, including EDUC 210, 211, 303, 314, 346, 430, 438, 455, 456.

Impact (4): EDUC 303 is being added to teach the competencies required by the edTPA, and to provide students with the practice opportunities necessary for their success. Only students who begin their professional year (in other words, will take the EDUC 430 and 43X capstone courses) in Fall 2018 or thereafter will be required to take this course.

5. Delete: On page 136, the entry for EDUC 130:

130 General Geography, 6–12 (3)

A general survey of physical and cultural geography, the objectives, basic skills and study methods of the geographer as applied to the teaching of geography. Required for licensure in 6–9 and 9–12 Social Studies. Others admitted by permission of instructor. Spring.

Add: On page 136, in place of deleted entry:

130 General Geography, 6–12 (3)

A general survey of physical and cultural geography, the objectives, basic skills and study methods of the geographer as applied to the teaching of geography. Field experience is required. Required for licensure in 6–9 and 9–12 Social Studies. Others admitted by permission of instructor. Spring.

6. **Delete:** On page 137, the entry for EDUC 231:

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.

Add: On page 137, in place of deleted entry:

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. Field experience is required. Prerequisites: EDUC 210, 211. See department chair.

7. **Delete:** On page 137, the entry for EDUC 313:

313 Adolescent Literature, 6–12 (3)

Young adult literature, including genres, themes, authors and history; emphasizing methodologies for incorporating the young adult novel into the classroom. Instructional and motivational techniques examined. Prerequisites: EDUC 210, 211. Spring.

Add: On page 137, in place of deleted entry:

313 Adolescent Literature, 6–12 (3)

Young adult literature, including genres, themes, authors and history; emphasizing methodologies for incorporating the young adult novel into the classroom. Instructional and motivational techniques examined. Field experience is required. Prerequisites: EDUC 210, 211. Spring.

8. **Delete:** On page 137, the entry for EDUC 314:

314 Multiple Literacies in Content Area Classrooms (3)

Multiple literacies have been designated as reading, writing, speaking, listening and doing, and include 21st century skills such as critical thinking. The focus of the course provides candidates with an overview of multiple instructional strategies as they relate to 21st century skills, differentiation, and assessment. Prerequisites: EDUC 210, 211. Fall and Spring.

Add: On page 137, in place of deleted entry:

314 Multiple Literacies in Content Area Classrooms (3)

Multiple literacies have been designated as reading, writing, speaking, listening and doing, and include 21st century skills such as critical thinking. The focus of the course provides candidates with an overview of multiple instructional strategies as they relate to 21st century skills, differentiation, and assessment. Field experience is required. Prerequisites: EDUC 210, 211. Fall and Spring.

Impact (5-8): Per the new legislation described in the Rationale section below, a field experience is required in every semester. Since the Department of Education does not offer a major in Education, the only way the department can comply with this law is to ensure that all candidates are engaged in a field experience in all courses that are part of all licensure programs. It is possible that candidates may be taking only one EDUC course in a given semester, so a field experience must be added to comply with legislation. For the courses in proposed change numbers 5-7 this will mean an additional requirement in the course. For proposed change in number 8, there is already a field experience in the course whereby candidates tutor in the Asheville Middle or High school AVID program. However, this was not stated explicitly in the catalog, so adding the phrase “Field experience is required” to the course description makes the course requirements clear.

9. Delete: On page 136, the entry for EDUC 210:

210 Teaching and Learning in the 21st Century, K-12 (3)

Introduces students to current issues, research, and trends affecting teachers and students. Emphasizes school and student diversity, curriculum, and accountability. Field experiences required. To be taken concurrently with EDUC 211. Prerequisite: Completion of at least 30 semester hours. Fall and Spring.

Add: On page 136, in place of deleted entry:

210 Teaching and Learning in the 21st Century, K-12 (3)

Introduces students to current issues, research, and trends affecting teachers and students. Emphasizes school and student diversity, curriculum, and accountability. To be taken concurrently with EDUC 211. Prerequisite: Completion of at least 30 semester hours. Fall and Spring.

10. Delete: On page 136, the entry for EDUC 211:

211 Instructional Technology for Educational Settings, K-12 (1)

Covers current technologies, applications promoting active and participatory learning, societal and ethical issues, and the development of technological competence and essential skills. Emphasizes the practical application of the Computer Skills Standard Course of Study. To be taken concurrently with EDUC 210. (Grading is S/U). Fall and Spring.

Add: On page 136, in place of deleted entry:

211 Instructional Technology for Educational Settings, K-12 (1)

Covers current technologies, applications promoting active and participatory learning, societal and ethical issues, and the development of technological competence and essential skills. Emphasizes the practical application of the Computer Skills standards. Field experience is required. To be taken concurrently with EDUC 210. (Grading is S/U). Fall and Spring.

Impact (9-10): Per the impact above, there must be a field experience in every EDUC course that is part of each licensure program. Some candidates transfer to their licensure program with credit for a course equivalent to EDUC 210, but all candidates, without exception, must take EDUC 211. Therefore, the field experience that was in EDUC 210 has been moved to EDUC 211 to comply with legislation. Because these are the very first courses candidates take, it is too burdensome to require a field experience in both courses when every candidate must take EDUC 211.

11. Delete: On page 137, the entry for EDUC 315:

315 Creative Arts, K–6 (3)

Interdisciplinary approach to the teaching of visual art, music and creative drama across the curriculum, appropriate for development levels; culminates in the production and presentation of an integrated teacher resource unit. Formative assessment tools focus on portfolios. Fall and Spring.

Add: On page 137, in place of deleted entry:

315 Art of the Young Child (3)

Interdisciplinary approach to the teaching of visual art, music, movement and creative drama; culminates in the production and presentation of a themed, integrated instructional resource. Formative assessment tools focus on lesson-planning, portfolio, performance, and in-class participation. Primarily intended for people who work with or plan to work with children pre-Kindergarten through grade 6 in a variety of settings, especially future elementary school teachers. Field experience is required. Fall.

Impact (11): EDUC 315 will replace EDUC 215 for K-6 licensure students. The course has been taught as an ARTS 310 course and used by K-6 licensure candidates to meet the EDUC 215 requirement for a number of years. EDUC 315 will be cross-listed on the schedule with ARTS 310, Art of the Young Child, in the future. K-6 students will take the EDUC 315 section, while other students will register for the ARTS 310 section, so it will serve a larger audience.

12. Delete: On page 138, the term offered for EDUC 317:

Fall.

Add: On page 138, in place of deleted entry:

Spring.

Impact (12): The capstone courses in every licensure program must now be offered only in Fall semesters. EDUC 317 is a prerequisite to the capstone for Elementary candidates, so candidates will be better able to schedule their courses if EDUC 317 is offered in the Spring.

13. Delete: On page 138, the prerequisite listing for EDUC 340:

Prerequisites: EDUC 210, 211; MATH 211 or MATH 215.

Add: On page 138, in place of deleted entry:

Prerequisites: EDUC 210, 211. Pre- or corequisite: MATH 211 or MATH 215.

Impact (13): Allowing MATH 211 or 215 to be corequisites instead of prerequisites to EDUC 340 is one place the department can make the Elementary licensure program less prescriptive, given that most all courses are only able to be offered once per year. Faculty concede that this change will not negatively impact candidate success in the EDUC 340 courses.

14. Delete: On pages 138-139, the prerequisite listing for EDUC 344:

Prerequisites: EDUC 210, 211. Pre- or corequisite: EDUC 220. Fall.

Add: On pages 138-139, in place of deleted entry:

Prerequisites: EDUC 210, 211. Fall.

Impact (14): For the Elementary licensure program, relevant content from EDUC 220 has been integrated into EDUC 344. Therefore, this course was removed as a pre- or corequisite to EDUC 344.

15. Delete: On page 140, the entry for EDUC 430:

430 Lesson Planning and Classroom Management (3)

Planning, teaching, and management essential for classroom teaching. To be taken as part of the Professional Year prior to the Clinical Practice semester. Prerequisites: EDUC 210, 211, 346; PSYC 319; formal admission to the department. EDUC 313 is a prerequisite for 6-9 Language Arts and 9-12 English licensure students, and EDUC 314 is a prerequisite for all licensure students except those seeking K-12 Art and Foreign Language licensure. Corequisite: One course from EDUC 431, 432, 433, 434, 435, 436, 437, 438. Fall and Spring.

Add: On page 140, in place of deleted entry:

430 Lesson Planning and Classroom Management (3)

Planning, teaching, and management essential for classroom teaching. To be taken as part of the Professional Year in the semester prior to the Clinical Practice semester. Prerequisites: EDUC 210, 211, 303; formal admission to the department. EDUC 317 is a prerequisite for K-6 Elementary School and K-12 Special Education: General Curriculum licensure students; EDUC 313 is a prerequisite for 6-9 Language Arts and 9-12 English licensure students; EDUC 230, EDUC 305, EDUC 342, and EDUC 349 are prerequisites for K-12 Special Education: General Curriculum licensure students; EDUC 314 is a prerequisite for all licensure students except those seeking K-12 Art and Foreign Language licensure; EDUC 346 is a prerequisite for all licensure students except those seeking K-6 Elementary School or K-12 Special Education: General Curriculum licensure; and PSYC 319 is a prerequisite for all licensure students except those seeking K-6 Elementary School licensure. Corequisite: One course from EDUC 431, 432, 433, 434, 435, 436, 437, 438, 439. Fall.

16. Delete: On pages 140-141, the term offered for both EDUC 432 and 437:

Fall and Spring.

Add: On page, in place of deleted entry:

Fall.

Impact (15-16): Per the legislation described in the Rationale section below, all candidates must engage in Clinical Practice full time for 16 weeks. Legislation that was previously enacted stipulates that North Carolina public school years can start no earlier than the Monday closest to August 26 and end no later than the Friday closest to June. The intersection of these two pieces of legislation is extremely problematic for the Department of Education. Again, because there is no major in Education, the department cannot offer an option for Clinical Practice to extend over two semesters (per the one provision in the legislation that offers a bit of flexibility) because our candidates are taking major, LAC, and other courses – in addition to their EDUC capstone courses – the semester prior to Clinical Practice. Therefore, candidates are only able to engage in full time Clinical Practice in the course of one semester. Simply put, there are not enough calendar days in a Fall semester between the Monday closest to August 26 and graduation for candidates to be able to complete 16 weeks of Clinical Practice. Therefore, the capstone courses for all programs will have to be offered in Fall semesters, and candidates will then be required to complete Clinical Practice the following Spring semester.

The capstone configuration is to be uniform across all licensure areas. Therefore, EDUC 430 and EDUC 43X will be the capstone courses for all licensure programs. EDUC 303 is being added to teach the competencies required by the edTPA, and will be a necessary prerequisite for EDUC 430, as will the courses that were prerequisites to EDUC 388 and EDUC 384 (the current capstone courses for the Elementary and Special Education: General Curriculum licensure programs, respectively) that are being replaced by EDUC 430 and 43X.

17. Delete: On page 141, the entry for EDUC 455:

455 Clinical Practice and Seminar (8)

Emphasizes full-time involvement of students in a cooperating elementary, middle and/or secondary school as appropriate to area/level of licensure desired. This involvement requires reporting to the schools on opening day and includes observing, assisting the cooperating teacher and eventual full-time assumption of teaching duties which are gradually phased out near the end of the UNC Asheville semester. The seminar meets once per week for two hours. To be taken concurrently with EDUC 456. Prerequisites: final methods course(s) in area of licensure and admission to the Professional Year. Fall and Spring. (Grading: S/U).

Add: On page 141, in place of deleted entry:

455 Clinical Practice and Seminar (10)

Emphasizes full-time involvement of students in a cooperating elementary, middle and/or secondary school as appropriate to area/level of licensure desired. To be taken concurrently with EDUC 456. Prerequisites: Successful completion of EDUC 430 and EDUC 431, 432, 433, 434, 435, 436, 437, 438, or 439 and admission to the Professional Year. Grading is S/U. Spring.

18. Delete: On page 141, the entry for EDUC 456:

456 The Teacher as a 21st Century Professional, K-12 (4)

To continue to grow as teacher-leaders, teachers must know their students and the communities served by their schools, know their colleagues and other members of the profession, and develop habits as lifelong professional learners. Licensure candidates will create and implement their own professional development plan, engage with their students' families and communities, and interact with peers and colleagues around current educational topics. Candidates will administer a pre-test to their students, collect and analyze data, design and implement differentiated lessons, and administer a post-test to determine their overall impact on the learner. To be taken concurrently with EDUC 455. Fall and Spring.

Add: On page 141, in place of deleted entry:

456 The Teacher as a 21st Century Professional, K-12 (2)

To continue to grow as teacher-leaders, teachers must know their students and the communities served by their schools. Licensure candidates will collect and analyze data, design and implement differentiated lessons, and analyze the impact on the learner according to the edTPA system. To be taken concurrently with EDUC 455. Spring.

Impact (17-18): Per the legislation described in the Rationale section below, all licensure candidates are now required to complete 16 weeks of full time clinical practice. This is an increase from the current 12 full time weeks of Clinical Practice requirement. Therefore, it is proposed that EDUC 455 change from 8 credit hours to 10. The corequisite course, EDUC 456, is proposed to change from 4 credit hours to 2 because the structure of EDUC 456 will change based on the new edTPA portfolio requirement. The content that will be taught in EDUC 456 will be lessened, as candidates will be preparing their portfolios independently instead of completing Evidences that were required by DPI in EDUC 456.

Overall Impact Statement:

Because this proposal results in a slight change to the number of hours and number of courses required for candidate graduation, tables depicting a two-year staffing plan are included below. These tables demonstrate that the department has sufficient resources to teach every course in the proposed curriculum in the offering pattern described in the catalog with a sufficient number of sections and seats for candidates to graduate in a timely manner. This is possible due to the streamlining of the capstone requirement and once-per-year offering of capstone and Clinical Practice semester courses. The tables do take into account faculty with guaranteed course releases and commitments to university programs. It is important to note that, despite the credit hours listed for the course, faculty receive 1 hour toward their course load for the first candidate supervised in EDUC 455 and .5 of a credit hour for each candidate thereafter. All candidates are provided a supervisor for EDUC 455, and a seminar is convened by all supervisors.

Fall 2017

COURSE	CREDIT HOURS	INSTRUCTOR
EDUC-210.001	3	Kim Brown
EDUC-210.002	3	Evan Couzo
EDUC-210.003	3	Mark Sidelnick
EDUC-211.001	1	Fran Randall
EDUC-211.002	1	Fran Randall
EDUC-211.003	1	Fran Randall
EDUC-211.004	1	Fran Randall
EDUC-230.001	3	Rebecca Bodenheimer
EDUC-231.001	1	Fran Randall
EDUC-303.001	2	Joyce Davis
EDUC-314.001	3	Nancy Ruppert
EDUC 315/ARTS 310	3	Mark Sidelnick
EDUC-320.001	3	Nancy Ruppert
EDUC-325.001	3	Kim Brown
EDUC-344.001	3	Joyce Davis
EDUC-346.001	3	Adjunct
EDUC-430.001	3	Reid Chapman
EDUC-430.002	3	Joyce Davis
EDUC-430.003	3	Joyce Davis
EDUC-431.001	2	Mark Sidelnick
EDUC-432.001	2	Reid Chapman
EDUC-433.001	2	Michelle Bettencourt
EDUC-434.001	2	Kathie Garbe
EDUC-435.001	2	Nancy Ruppert
EDUC-436.001	2	Evan Couzo
EDUC-437.001	2	Trey Adcock
EDUC-438.001	2	Lise Kloeppe
EDUC-439.001	2	Joyce Davis
EDUC-455.001	10	Jeanne McGlenn
EDUC-455.002	10	Mark Sidelnick
EDUC-456.001	2	Jeanne McGlenn
MATH-211.001	3	Till Dohse
PSYC-319	3	Evelyn Chiang

One final Fall semester of EDUC 455 and EDUC 456 will be offered for candidates who will complete their capstone in Spring 2017 (which will be the final offering of capstone courses in a Spring semester).

Trey Adcock – 2 hours of EDUC courses, 7 hours of university program courses (Trey is affiliated with IST and teaches courses in that department as well as HUM and LA 178 courses), 3 hours release time as Director of American Indian Outreach

Rebecca Bodenheimer – 3 hours EDUC course (Rebecca is staff and often supervises Clinical Practice in EDUC 455, so this is her regular load)

Kim Brown – 6 hours of EDUC courses, 6 hours release time as associate department chair

Reid Chapman – 5 hours of EDUC courses, 7 hours of university program courses (Reid has taught HUM, LA 478, and HON courses)

Evan Couzo – 8 hours of EDUC courses, 4 hours of university program courses (Evan has taught LA 178, HON, and ATMS courses)

Joyce Davis – 13 hours of EDUC courses

Jeanne McGlenn – 6 hours of EDUC courses [2 hours, or 3 candidates, for EDUC 455 and 4 hours for EDUC 456] (Jeanne is on phased retirement, so this is her regular teaching load)

Fran Randall – 5 hours of EDUC courses (Fran is staff, so this is his regular teaching load)

Tiece Ruffin – Awarded PDL for Fall 2017

Nancy Ruppert – 6 hours of EDUC courses, 6 hours release time as department chair

Mark Sidelnick – 9 hours of EDUC courses [3 hours for EDUC 210; 2 hours for EDUC 431; 3 hours for cross-listed ARTS 310/EDUC 315; and 1 hour, or 1 candidate, for EDUC 455], and 3 hours ARTS 310 course

Other instructors listed are members of other departments who teach courses required for licensure. An adjunct will be hired for EDUC 346 given the award of PDL to Tiece Ruffin for this semester.

Spring 2018

COURSE	CREDIT HOURS	INSTRUCTOR
EDUC-130.001	3	Trey Adcock
EDUC-210.001	3	Kim Brown
EDUC-210.002	3	Mark Sidelnick
EDUC-210.003	3	Evan Couzo
EDUC-211.001	1	Fran Randall
EDUC-211.003	1	Fran Randall
EDUC-211.004	1	Fran Randall
EDUC-219.001	1	Evan Couzo
EDUC-230.001	3	Tiece Ruffin
EDUC-231.001	1	Fran Randall
EDUC-303.001	2	Joyce Davis
EDUC-313.001	3	Reid Chapman
EDUC-314.001	3	Nancy Ruppert
EDUC-315/ARTS 310	3	Mark Sidelnick
EDUC-317.001	3	Joyce Davis
EDUC-320.001	3	Nancy Ruppert
EDUC-322.001	3	Kim Brown
EDUC-340.001	3	Joyce Davis
EDUC-346.001	3	Tiece Ruffin
EDUC-455.001	10	Reid Chapman
EDUC-455.002	10	Evan Couzo
EDUC-455.003	10	Jeanne McGlenn
EDUC-455.004	10	Tiece Ruffin
EDUC-455.005	10	Mark Sidelnick
EDUC-456.001	2	Joyce Davis
EDUC-456.002	2	Jeanne McGlenn
ARTS-310	3	Mark Sidelnick
ART-451.001	3	Mark Sidelnick
MATH-215.001	3	Lothar Dohse
PSYC-319	3	Evelyn Chiang

At this time, there is no way to determine how many candidates will be enrolled in EDUC 455 during this semester. As described above, each candidate will be assigned a faculty supervisor for this course.

Trey Adcock – 3 hours of EDUC courses, 6 hours of possible Clinical Practice supervision and/or university program courses (Trey is affiliated with IST and teaches courses in that department as well as HUM and LA 178 courses), 3 hours release time as Director of American Indian Outreach

Kim Brown – 6 hours of EDUC courses, 6 hours release time as associate department chair

Reid Chapman – 4 hours of EDUC courses [3 hours for EDUC 313 and 1 hour, or 1 candidate, for EDUC 455], 4 hours HON 478, 4 hours HUM 414

Evan Couzo – 8 hours of EDUC courses [3 hours for EDUC 210; 1 hour for EDUC 219; and 4 hours, or 7 candidates, for EDUC 455], 4 hours HON course

Joyce Davis – 11 hours of EDUC courses [2 hours for EDUC 303; 3 hours for EDUC 317; 3 hours for EDUC 340; 2 hours for EDUC 456; and 1 hour, or 1 candidate, for EDUC 455], 1 hour owed from Fall 2017 overload

Jeanne McGlenn – 6 hours of EDUC courses [4 hours, or 7 candidates, for EDUC 455 and 2 hours for EDUC 456] (Jeanne is on phased retirement, so this is her regular teaching load)

Fran Randall – 4 hours of EDUC courses (Fran is staff, so this is his regular teaching load)

Tiece Ruffin – 9 hours of EDUC courses [3 hours for EDUC 230; 3 hours for EDUC 346; and 3 hours, or 5 candidates, for EDUC 455], 3 hours AFST course

Nancy Ruppert – 6 hours of EDUC courses, 6 hours of release time as department chair

Mark Sidelnick – 9 hours of EDUC courses [3 hours for EDUC 210; 3 hours for cross-listed ARTS 310/EDUC 315; and 3 hours, or 5 candidates, for EDUC 455], 3 hours of ART 451 course

Other instructors listed are members of other departments who teach courses required for licensure.

Fall 2018

COURSE	CREDIT HOURS	INSTRUCTOR
EDUC-210.001	3	Kim Brown
EDUC-210.002	3	Evan Couzo
EDUC-210.003	3	Mark Sidelnick
EDUC-211.001	1	Fran Randall
EDUC-211.002	1	Fran Randall
EDUC-211.003	1	Fran Randall
EDUC-211.004	1	Fran Randall
EDUC-230.001	3	Tiece Ruffin
EDUC-231.001	1	Fran Randall
EDUC-303.001	2	Joyce Davis
EDUC-305.001	3	Tiece Ruffin
EDUC-314.001	3	Nancy Ruppert
EDUC 315/ARTS 310	3	Mark Sidelnick
EDUC-320.001	3	Nancy Ruppert
EDUC-325.001	3	Kim Brown
EDUC-344.001	3	Joyce Davis
EDUC-346.001	3	Tiece Ruffin
EDUC-430.001	3	Reid Chapman
EDUC-430.002	3	Joyce Davis
EDUC-430.003	3	Joyce Davis
EDUC-431.001	2	Mark Sidelnick
EDUC-432.001	2	Reid Chapman
EDUC-433.001	2	Michelle Bettencourt
EDUC-434.001	2	Kathie Garbe
EDUC-435.001	2	Nancy Ruppert
EDUC-436.001	2	Evan Couzo
EDUC-437.001	2	Trey Adcock
EDUC-438.001	2	Lise Kloeppe
EDUC-439.001	2	Joyce Davis
MATH-211.001	3	Lothar Dohse
PSYC-319	3	Evelyn Chiang

Trey Adcock – 2 hours of EDUC courses, 10 hours of university program courses (Trey is affiliated with IST and teaches courses in that department as well as HUM and LA 178 courses)

Kim Brown – 6 hours of EDUC courses, 6 hours release time as associate department chair

Reid Chapman – 5 hours of EDUC courses, 7 hours of university program courses (Reid has taught HUM, LA 478, and HON courses)

Evan Couzo – 5 hours of EDUC courses, 7 hours of university program courses (Evan has taught LA 178, HON, and ATMS courses)

Joyce Davis – 13 hours of EDUC courses

Fran Randall – 5 hours of EDUC courses (Fran is staff, so this is his regular teaching load)

Tiece Ruffin – 9 hours of EDUC courses, 3 hours of university program courses

Nancy Ruppert – 6 hours of EDUC courses, 6 hours release time as department chair

Mark Sidelnick – 8 hours of EDUC courses, 4 hours of university program courses (Mark has taught other ARTS 310 courses)

Other instructors listed are members of other departments who teach courses required for licensure.

Spring 2019

COURSE	CREDIT HOURS	INSTRUCTOR
EDUC-130.001	3	Trey Adcock
EDUC-210.001	3	Kim Brown
EDUC-210.002	3	Mark Sidelnick
EDUC-210.003	3	Evan Cuzo
EDUC-211.001	1	Fran Randall
EDUC-211.003	1	Fran Randall
EDUC-211.004	1	Fran Randall
EDUC-219.001	1	Joyce Davis
EDUC-230.001	3	Tiece Ruffin
EDUC-231.001	1	Fran Randall
EDUC-303.001	2	Joyce Davis
EDUC-313.001	3	Reid Chapman
EDUC-314.001	3	Nancy Ruppert
EDUC-315/ARTS 310	3	Mark Sidelnick
EDUC-317.001	3	Joyce Davis
EDUC-320.001	3	Nancy Ruppert
EDUC-322.001	3	Kim Brown
EDUC-340.001	3	Joyce Davis
EDUC-342.001	3	Tiece Ruffin
EDUC-346.001	3	Tiece Ruffin
EDUC-348.001	3	Rebecca Bodenheimer
EDUC-349.001	3	Tiece Ruffin
EDUC-456.001	2	Joyce Davis
EDUC-456.002	2	Jeanne McGlinn
ART-451.001	3	Mark Sidelnick
MATH-215.001	3	Till Dohse
PSYC-319	3	Evelyn Chiang

At this time, there is no way to determine how many candidates will be enrolled in EDUC 455 during this semester. As described above, each candidate will be assigned a faculty supervisor for this course.

Trey Adcock – 3 hours of EDUC courses, 6 hours of possible Clinical Practice supervision and/or university program courses (Trey is affiliated with IST and teaches courses in that department as well as HUM and LA 178 courses), 3 hours release time as Director of American Indian Outreach

Rebecca Bodenheimer – 3 hours of EDUC courses (Rebecca is staff and often supervises Clinical Practice in EDUC 455, so this is her regular load)

Kim Brown – 6 hours of EDUC courses, 6 hours release time as associate department chair

Reid Chapman – 3 hours of EDUC courses, 9 hours of possible Clinical Practice supervision and/or university program courses (Reid has taught HUM, LA 478, and HON courses)

Evan Couzo – 3 hours of EDUC courses, 9 hours of possible Clinical Practice supervision and/or university program courses (Evan has taught LA 178, HON, and ATMS courses)

Joyce Davis – 11 hours of EDUC courses, 1 hour owed from Fall 2018 overload

Jeanne McGlenn – 6 hours of EDUC courses [4 hours, or 7 candidates, for EDUC 455 and 2 hours for EDUC 456] (Jeanne is on phased retirement, so this is her regular teaching load)

Fran Randall – 4 hours of EDUC courses (Fran is staff, so this is his regular teaching load)

Tiece Ruffin – 12 hours of EDUC courses

Nancy Ruppert – 6 hours of EDUC courses, 6 hours of release time as department chair

Mark Sidelnick – 6 hours of EDUC courses, 3 hours of ART courses, 3 hours of possible Clinical Practice supervision and/or university program courses (Mark has taught other ARTS 310 courses)

Other instructors listed are members of other departments who teach courses required for licensure. Current 4-year graduation plans for all possible configurations regarding licensure programs are available by visiting <https://education.unca.edu/four-year-plans>. As can be seen, there are far too many 4-year graduation plans for it to be feasible to create all new plans with the new EDUC 303 course added. However, it can also be seen that adding a 2-hour course that will be offered every semester will not be an impossibility. Additionally, it can be seen that all 4-year graduation plans already place the capstone semester in the Fall and the Clinical Practice semester in the Spring. This is not to say that there will not be burdens placed on candidates and faculty, or that the proposed changes will be incorporated effortlessly. However, department faculty take an extremely personal approach with each candidate. Every candidate has an advisor in the Department of Education who specifically serves their licensure area, and undergraduate candidates have an additional major advisor. Therefore, there is a support system for candidates. The department is also continuously engaged in analyzing data and programs for continuous improvement. In other words, department faculty will do all that is possible to ensure candidate and program success while adhering to the legislation and requirements imposed by DPI and CAEP (our national accrediting body).

Rationale:

All existing licensure programs in the state of North Carolina must be updated to reflect the following requirements recently legislated by the General Assembly of North Carolina in Session Law 2015-241 (House Bill 97) and Session Law 2016-94 (House Bill 1030). These components must be implemented no later than July 1, 2017.

Minimum Requirements for Clinical Practice/Student Teaching.

1. Require clinical practice in the form of residencies or internships in those fields for which they are approved by the State Board of Education. Residencies or internships shall be a minimum of 16 weeks. Residencies and internships may be over the course of two semesters and shall, to the extent practicable, provide student experiences at both the beginning and ending of the school year.
2. Require field experiences in every semester prior to the student's residency or internship (clinical student teaching) and include a full semester field experience in a low-performing school.

Nationally Normed Assessment of Pedagogy

Administer the ed Teacher Performance Assessment (edTPA) or the Praxis Performance Assessment for Teachers (PPAT), nationally normed and valid pedagogy assessments, to determine clinical practice performance for all teacher candidates. All student teachers shall meet passing scores and mastery criteria to be determined by the State Board of Education. The edTPA or the PPAT may replace the Praxis Principles of Learning and Teaching (PLT) tests for Secondary education teacher candidates.

IHEs must select edTPA or PPAT by November 15, 2016 and begin the process of preparing faculty and aligning curricula.

As reflected in the Impact Statement above, changes in this document include those which must be made to comply with legislation as well as some we believe will lessen the burden on students as compliance with legislation is enacted.