

THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE
FACULTY SENATE

Senate Document Number SD2522S
Date of Senate Approval 2/03/2022

Statement of Faculty Senate Action:

APC 21 (EDUC): Revise the requirements for Special Education: General Curriculum (K-12)

Effective Date: Fall 2022

1. Delete: On page 129, the entry under **Special Education: General Curriculum (K-12):**

Candidates are recommended to declare a major in Psychology or other course of study that can be successfully linked to the goals of licensure and special education, and complete other teacher licensure requirements. See appropriate Education advisor for details.

- I. Required courses in education —41 hours, including: EDUC 210, 211, 230, 231, 305, 327, 342, 348, 349, 430, 439, 455, 456.
- II. Required courses outside Education – 10 hours, including: MATH 211, 215; PSYC 319.
- III. Other departmental requirements as outlined above for all licensure candidates.

Add: On page 129, in place of deleted entry:

Candidates are recommended to declare a major in Psychology or other course of study that can be successfully linked to the goals of licensure and special education, and complete other teacher licensure requirements. See appropriate Education advisor for details.

- I. Required courses in education —40 hours, including: EDUC 210, 211, either 230 or 346, 320, 327, 340, 342, 348, 430, 439, 455, 456.
- II. Required courses outside Education – 10 hours, including: MATH 211, 215; PSYC 319.
- III. Other departmental requirements as outlined above for all licensure candidates.

Overall Impact and Rationale: There should not be a significant impact on departmental needs or resources due to the requested changes. Many of these course substitutions have been happening for a number of semesters due to lower enrollments in the licensure area, so they will formalize the current practice. The courses that have been substituted meet the competencies outlined by the North Carolina Department of Public Instruction. No new courses are being requested, and the integration of course content from EDUC 231 into other courses allows for its removal, resulting in a 1-credit reduction for the licensure area.

Replacing 349, Evidence Based Strategies for Teaching Mathematics to Learners with Disabilities, with 340, Teaching Mathematics: Content and Process, K-6

Impact: Special Education licensure students will receive a strong focus on current mathematical practices in the same class with the K-6 licensure candidates. The need for another faculty member to teach 349 will be eliminated. EDUC 340 currently enrolls approximately 15 students.

Rationale: The two instructors who have taught EDUC 340 have experience working with Special Education students in the mathematics classroom. Students in the Special Education Licensure program have been taking EDUC 340 for the past five years due to small numbers of students in the Special Education program.

Allowing either EDUC 230, Introduction to Exceptional Children or 346, Teaching Students with Diverse Needs in the General Education Classroom

Impact: Currently EDUC 230 is only offered in the Fall; EDUC 346 is typically offered in both fall and spring semesters. Allowing a choice between EDUC 346 will give students more flexibility both with grade level focus (230 is K-6; 346 is 6-12) and with scheduling. We did not have enough students to offer EDUC 230 in Fall 2021 and therefore, this provides students more flexibility when the number of students is limited.

Rationale: The [Specialty Area Standards](#) as outlined by the State Department require special education teachers to “know the policies, process and procedures for providing special education services”. These include:

- Know the Policies Governing Services for Children with Disabilities
- Understand the placement process from referral to delivery of services
- Know the typical characteristics of students in each disability category

Both EDUC 230 and 346 address these competencies, though their focuses are on different grade levels.

Replacing EDUC 305, Classroom and Behavior Management, with 320, Middle School Principles, Practices and Materials

Impact: Currently, EDUC 320 is only taken by middle school licensure candidates. The course size is around 10. Allowing Special Education licensure candidates to take this course in place of EDUC 305 ~~course~~ will provide a richer environment for the benefit of all and will maximize enrollments in what has historically been a small class. EDUC 305 has been taught by an adjunct to very small numbers of students for the last several years; removing it from the ECED curriculum enhances departmental efficiency.

Rationale: In Fall 2021, the K-6 faculty revised EDUC 430, Lesson Planning and Classroom Management, to include classroom management strategies for students with special needs. During our department discussions of the Special Education program, faculty determined there needed to be more opportunities for candidates to interact with middle and secondary students because special education licensure covers grades K-12, but several courses currently in the curriculum are focused on serving K-6 students. The middle grades course EDUC 320, which has a service learning focus, provides candidates with opportunities to interact with teachers in their content areas, and thus would allow special education candidates to work with special education faculty at a local middle school.

Removing EDUC 231, Assistive Technology

Impact: Special Education licensure students will be required to take one less hour to complete the requirements. The technology skills from this course have been integrated into other required courses.

Rationale: The Education Technology Coordinator has added a module on Assistive Technology to our current EDUC 211 course so that all will benefit from this knowledge. In addition, both EDUC 230 and EDUC 430 will be integrating Assistive Technology tools into those courses.

The current schedule looks like this:

Note that our courses repeat this same schedule every year. As a general rule, we do not have electives. Reassign **time for our department is in yellow.**

<u>Fall</u>	<u>Spring</u>
Brown EDUC 210, 325, 338 (3 hrs Reassign)	Brown EDUC 210, 323
Chapman EDUC 430 (1), EDUC 437, LA 478 (4 hrs Interim Hum. Dir)	Chapman EDUC 313, 455, LA 478
Cole EDUC 430*, EDUC 342 (6 hrs CTL)	Cole EDUC 327, 342, (2 hrs CTL; 4 hours grant-funded reassign time)
Couzo EDUC 210, EDUC 435/436, (6 hrs ATMS)	Couzo FYS 178, EDUC 455, EDUC 456, ATMS
Randall EDUC 211	Randall EDUC 211
Ruppert EDUC 314 (1), EDUC 430 (2), EDUC 455 (1), 456 (1), EDUC 439 (3) (4 hrs Reassign)	Ruppert EDUC 314 (1), 455 (8 hours Reassign)
Sidelnick EDUC 210 (3), 304 (3), 431 (3), ARTS 310 (4)	Sidelnick ART 451, EDUC 210, EDUC 455
Faculty from Across Campus:	Contracted Services for Student Teachers**:
Evelyn Chiang PSYC 319	Andy Peoples
Alvis Dunn EDUC 130	Carol Douglas
Jessica Pisano EDUC 432	Shirley Crowson
Tiece Ruffin EDUC 230***, 314, 346	Rebecca Bodenheimer
Julia Webster MATH 211	
Adjuncts:	Faculty from Across Campus:
Kimberly Eggett EDUC 344****	Evelyn Chiang PSYC 319
Kendra Jarvis EDUC 320	Jessica Pisano EDUC 455 (2 student teachers)
Cassandra Jarman EDUC 348	Tiece Ruffin EDUC 314, 346
	Julia Webster MATH 215
	Adjuncts:
	Paige Bode EDUC 340
	Kendra Jarvis EDUC 320

* EDUC 430 is split into two sections: Secondary and K-6

** Adjunct faculty sometimes supervise student teachers. These adjuncts are paid per student supervised, \$1000 for the first student teacher and \$450 for each additional one. Faculty supervising student teachers are given load credit as follows 1= 1 hour, 2-3 = 2 hours; 4-5 = 3 hours. We do not give people more than 5 student teachers.

*** EDUC 230 is usually taught in the fall ; it was not taught this past fall .

**** EDUC 344 was taught for the last time this fall. It has been replaced by EDUC 304