



UNC CHARLOTTE

LONG SIGNATURE SHEET

Proposal Number: SPE^D 4-20-10b

Proposal Title Revision of M.A.T in Special Education (General Curriculum)

Originating Department Department of Special Education and Child Development

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE XX _____ UNDERGRADUATE & GRADUATE _____
(Separate proposals sent to UCCC and Grad Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
	4-20-10	11-22-10	Approved	<u>DEPARTMENT CHAIR</u>
11/22/10	11/22/10	1/14/11	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u>
Not Applicable to COED	Not Applicable to COED	Not Applicable to COED	Approved	<u>COLLEGE FACULTY CHAIR</u> (Not applicable in the College of Education)
1-14-11	1-24-11	1-24-11	Approved	<u>COLLEGE DEAN</u>
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
1-25-11	2-1-11	2-2-11	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses)
			Approved	<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

COPY
MADE
Grad Schoolap

Revised; Graduate

Course and Curriculum Proposal from: Department of Special Education and Child Development/College of Education

Title: Revision of M.A.T in Special Education (General Curriculum)

CONTENT OF PROPOSAL

A. PROPOSAL SUMMARY AND CATALOG COPY:

SUMMARY OF GRADUATE CHANGES. The Special Education and Child Development Department proposes a revision of the M.A.T. in Special Education (General Curriculum) by aligning course curriculum to the North Carolina State Board of Education Standards for Teacher Education and NCATE standards. The M.A.T. in Special Education General Curriculum is composed of two phases. First students must meet initial teaching licensure standards with successful completion of the 27 hour Graduate Certificate Program in general Curriculum (approved Spring 2010). At that point students may apply to the Graduate School for admission to the M.A.T. program with a transfer of the 27 initial licensure hours. An additional 12 hours are required to earn the M.A.T.

Curricular changes include the alignment of course content with new North Carolina State Board of Education Standards for Teacher Education and NCATE standards and judicial placement of candidate assessment measures and evidences.

SPED 6690 *Consultation and Collaboration* has been shifted from an initial licensure requirement to the final advanced licensure course sequence and changed from a 3-credit course to a 2-credit course.

SPED 6691a (1), SPED 6691b (1), SPED 6691c (1) *Seminar in Professional and Leadership Development* was changed to SPED 6691 *Seminar in Professional and Leadership Development* (1).

RSCH 7113 Single Case Research (3), SPED 6502 Advanced Classroom Management, and SPED 6503 Instructional Design in Special Education have been retained.

RSCH 6101 was deleted from the M.A.T and standards originally met through this course are shared among the 12 required hours.

PROPOSED CATALOG COPY: Graduate

SPED 6690. Consultation and Collaboration. (2) Graduate students in Special Education will likely assume leadership roles in their individual schools and/or their LEA's. The proposed course is designed to provide students with the background, knowledge base, experience, and personal contact to work collaboratively with professionals and parents. The proposed course will be offered in a true seminar manner. Learning consultation and collaboration skills assures that the needs of individuals with Exceptional Learning Need (ELN) are addressed throughout their school career. It also enhances the view of Special Educators as specialists and a resource to colleagues for instruction, inclusion, transition, and collaboration with outside agencies. Students enrolled in the course will use these skills, the professional literature, and their professional experience to formulate training packages for successful collaboration.
(Fall)

SPED 6691. (1) Prerequisites: An "A" level special education teaching license and admittance to the Special Education M.A.T. Program, SPED 6502, SPED 6503, RSCH 7113. Pre or Co-requisite: SPED 6690. The course is designed to support graduate students in the design, implementation, and write up

of their Data-based Decision Project, required for M.A.T. candidates in special education. This project involves the candidate implementing an academic or behavioral intervention with one or more students using a single subject research methodological design and support/mentor a colleague to implement a similar intervention with other students. This project must be implemented in a school setting. The resulting product serves as the capstone project for the M.A.T. (*Fall, Spring*)

B. JUSTIFICATION.

- a. The UNC Charlotte Special Education Program underwent structural and curricular changes in response to a revisioning mandate from the North Carolina State Board of Education to all licensure programs in North Carolina. The program responded to gaps in our current program as identified by faculty members and our community partners including the practical use of data to determine interventions; knowledge of co-teaching models and best practices; knowledge and skills working with culturally and linguistically diverse students; content knowledge in middle and high school reading; more advanced technology skills, and knowledge of Universal Design for Learning strategies.
- b. Course numbering is consistent with the level of advanced academic work in a master's degree program.
- c. Special Education faculty concur that the revised program will better prepare graduate candidates to engage as knowledgeable and skilled professionals in the field of special education and to serve as special education teachers who thoughtfully plan and implement effective, research-validated instruction that is responsive to the diverse and multi-faceted needs of their K-12 students.

C. IMPACT.

1. Graduate students entering the M.A.T. in Special Education (General Curriculum) will be served by this proposal.
2. Effect on existing courses
 - a. When and how often these new courses will be taught?

There are no new courses in the last 12 hour advanced licensure sequence. They will continue to be offered as frequently (i.e., at least once per year) as previously scheduled with the exception of SPED 6690, which will have fewer sections since only students accepted into the M.A.T. will be required to take it.

- b. How will the content and/or frequency of offering of other courses be affected?

Other courses offered by the SPED program will not be affected.

- c. What is the anticipated enrollment?

Anticipated enrollment for each course is estimated at 25 students.

- d. How will enrollment in other courses be affected?

Enrollment in other courses offered by the SPED program will not be affected.

- e. Give details of experience if courses offered under special topics.

These new courses have not been offered under special topics.

- f. Identify other areas of catalog copy that would be affected.

Other areas of the catalog copy that will be affected include admission requirements, curriculum outlines, degree requirements, course number and description.

D. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

1. Personnel:

a. Requirements: at this point, no additional faculty is needed.

b. Names of qualified faculty

1. SPED 6502 will be taught by Dr. Ya-yu Lo or Dr. Charles Wood
2. SPED 6503 will be taught by Dr. Ya-yu Lo or Dr. Charles Wood
3. SPED 6690 will be taught by Dr. Gloria Campbell-Whatley
4. SPED 6691 will be taught by Dr. Shawnee Wakeman
5. RSCH 7113 will be taught by Dr. David Test

2. Physical Facility

None: courses can be taught within the existing facility

3. Equipment and Supplies

None: Additional equipment and supplies are not needed.

4. Computer

None: courses are taught by existing faculty

5. Audio-Visual

None: Additional audio/visual equipment is not required.

6. Other Resources

None: Copying can be provided with the existing budget.

7. Sources of funding

None

E. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENT OR UNITS

a. Library Consultation

Additional library consultation is not needed as a new course was not developed.

b. Consultation with other departments or units

Email sent to Dawson Hancock, Department of Educational Leadership, on September 29, 2010 (see attached).

F. INITIATION AND CONSIDERATION OF THE PROPOSAL

a. Originating Unit

The SPED faculty developed the revised M.A.T. program in General Curriculum during the 2009-2010 academic year. The final revision of this program was voted on and approved at the Special Education Program meeting, April 20, 2010.

b. Other Considering Units: N/A

G. ATTACHMENTS

a. Memorandum to Dr. Dawson Hancock, September 29, 2010

b. Memorandum from Dr. Dawson Hancock, September 29, 2010

Baxter, Janet

From: Sherry, Lee
Sent: Wednesday, September 29, 2010 9:16 AM
To: Hancock, Dawson
Cc: Baxter, Janet
Subject: RSCH 6101: Educational Research Methods

MEMORANDUM

To: Dr. Dawson Hancock, Chair
Department of Educational Leadership

From: Lee Sherry, Chair
Department of Special Education and Child Development

Re: RSCH 6101: Educational Research Methods

Date: September 29, 2010

The Special Education Program faculty in the Department of Special Education and Child Development have completed program revisions based on the new North Carolina Department of Public Instruction Professional Teaching Standards. For the revised Master of Arts (MAT) in Teaching Program, the course RSCH 6101: Education Research Methods has been dropped from Program requirements.

This change has been made to meet the new standards for the advanced teacher licensure in Special Education – Adapted Curriculum and Special Education – General Curriculum. Candidates in the revised MAT Program will demonstrate research expertise by implementing a 12 hour course sequence where students will demonstrate research strategies in the classroom designed to enhance outcomes for students in academic content areas or improvements in behavioral functioning. RSCH 6101 will remain a requirement in our revised Master’s of Education (MEd) Program.

This memorandum serves as notification of the change in curriculum in our Special Education Program. Please acknowledge receipt of this communication and the change in Program requirements.

Thank you for the support you have provided for our programs.

Lee Sherry, Ph.D. | Associate Professor and Chair
Department of Special Education and Child Development
UNC Charlotte | College of Education
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-8186 | Fax: 704-687-2916
lee.sherry@uncc.edu | <http://education.uncc.edu/spcd/>

If you are not the intended recipient of this transmission or a person responsible for delivering it to the intended recipient, any disclosure, copying, distribution, or other use of any of the information in this transmission is strictly prohibited. If you have received this transmission in error, please notify me immediately by reply e-mail or by telephone at 704-687-8186. Thank you.

Baxter, Janet

From: Sherry, Lee
Sent: Wednesday, September 29, 2010 9:58 AM
To: Baxter, Janet
Subject: FW: RSCH 6101: Educational Research Methods

This is a pretty brief response from Dawson. But it's an acknowledgement.
Lee

From: Hancock, Dawson
Sent: Wednesday, September 29, 2010 9:20 AM
To: Sherry, Lee
Subject: RE: RSCH 6101: Educational Research Methods

Lee: I acknowledge receipt of this message. Dawson

Dawson R. Hancock, Ph.D. | Professor of Educational Research
Chair of the Department of Educational Leadership
UNC Charlotte | Department of Educational Leadership
9201 University City Boulevard | Charlotte, North Carolina 28223
Telephone: 704-687-8863 | Fax: 704-687-3493
DHancock@uncc.edu | <http://www.uncc.edu>

If you are not the intended recipient of this transmission or a person responsible for delivering it to the intended recipient, any disclosure, copying, distribution, or other use of any of the information in this transmission is strictly prohibited. If you have received this transmission in error, please notify me immediately by reply e-mail or by telephone at 704-687-8863.

From: Sherry, Lee
Sent: Wednesday, September 29, 2010 9:16 AM
To: Hancock, Dawson
Cc: Baxter, Janet
Subject: RSCH 6101: Educational Research Methods

MEMORANDUM

To: Dr. Dawson Hancock, Chair
Department of Educational Leadership

From: Lee Sherry, Chair
Department of Special Education and Child Development

Re: RSCH 6101: Educational Research Methods

Date: September 29, 2010

The Special Education Program faculty in the Department of Special Education and Child Development have completed program revisions based on the new North Carolina Department of Public Instruction Professional Teaching Standards. For the revised Master of Arts (MAT) in Teaching Program, the course RSCH 6101: Education Research Methods has been dropped from Program requirements.

This change has been made to meet the new standards for the advanced teacher licensure in Special Education – Adapted Curriculum and Special Education – General Curriculum. Candidates in the revised MAT Program will demonstrate research expertise by implementing a 12 hour course sequence where students will demonstrate research strategies in the classroom designed to enhance outcomes for students in academic content areas or improvements in behavioral functioning. RSCH 6101 will remain a requirement in our revised Master’s of Education (MEd) Program.

This memorandum serves as notification of the change in curriculum in our Special Education Program. Please acknowledge receipt of this communication and the change in Program requirements.

Thank you for the support you have provided for our programs.

Lee Sherry, Ph.D. | Associate Professor and Chair
Department of Special Education and Child Development
UNC Charlotte | College of Education
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-8186 | Fax: 704-687-2916
lee.sherry@uncc.edu | <http://education.uncc.edu/spcd/>

If you are not the intended recipient of this transmission or a person responsible for delivering it to the intended recipient, any disclosure, copying, distribution, or other use of any of the information in this transmission is strictly prohibited. If you have received this transmission in error, please notify me immediately by reply e-mail or by telephone at 704-687-8186. Thank you.

**Special Education: General Curriculum
Master of Arts in Teaching (MAT) Degree Requirements
39 Graduate Credit Hours**

**PHASE I. Graduate Certificate in Teaching for Special Education: General Curriculum
Effective Fall 2010**

Requirements (27 hours)

All courses in PHASE I and acceptance to the MAT program must be completed before beginning PHASE 2

	Semester	Grade
<u>You may take these courses first: they are required prerequisites for the courses below:</u>		
SPED 5100: Introduction to Special Education (3)	_____	_____
SPED 5173: Diagnostic Assessment (3)	_____	_____
SPED 5175: Instructional Planning in Special Education (3)	_____	_____
SPED 5270: Classroom Management (3)	_____	_____
<u>You may take these courses next:</u>		
SPED 5272: Teaching Mathematics to Learners with Special Needs (3)	_____	_____
One of the following:		
SPED 5275: Teaching Reading to Learners with Special Needs (3)	_____	_____
SPED 5276: Teaching Reading to Middle and Secondary Learners with Special Needs (3)	_____	_____
SPED 5277: Teaching Writing to Learners with Special Needs (3)	_____	_____
SPED 5279: Content Area Instruction for Students with Special Needs (3)	_____	_____
SPED 6475: Internship: General Curriculum (3)	_____	_____
<hr/>		
<i>Praxis II Specialty Area exams passed-applies to lateral entry teachers _____ (date)</i>		
<i>Application for Standard Professional I license filed in TEAL Office _____ (date)</i>		

**PROPOSED* PHASE 2: Completion of the MAT Degree
*Pending approval from the State Board of Education and the University Graduate Council**

Requirements (12 hrs)

Prerequisites to begin this phase: Completion of Phase I and acceptance into the MAT

RSCH 7113: Single-Case Research (3)	_____	_____
SPED 6502: Advanced Classroom Management (3)	_____	_____
SPED 6503: Instructional Design in Special Education (3)	_____	_____
SPED 6690: Consultation and Collaboration (2)	_____	_____
SPED 6691: Seminar in Professional and Leadership Development (1)	_____	_____
<i>Application for candidacy filed with the Graduate School _____ (date)</i>		
<i>Application for graduation filed with the Graduate School _____ (date)</i>		
<i>Report of project/portfolio sent to the Graduate School _____ (date)</i>		
<i>Application for "M" license filed in TEAL Office _____ (date)</i>		