



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

Continuing Accreditation Report

for

**North Carolina Department of Public Instruction
National Council for Accreditation of Teacher Education**

Special Education Program

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Section I: Program Overview

Levels (s) Offered

The Special Education: General Curriculum is one of twenty-two teacher preparation programs at the institution. Candidates can pursue the B.S. degree in Special Education: General Curriculum. Candidates receive the initial license in Special Education: General Curriculum with a focus on mild or moderate disabilities. (There is an option for candidates with a four –year degree to pursue a post-baccalaureate alternative licensure program also resulting in an initial license in Special Education: General Curriculum. This option is available for lateral entry teachers as well).

The B.S. degree in Special Education: General Curriculum is designed to provide candidates with important knowledge about the mild and moderate disabilities and the implications of this knowledge for teaching, learning, and assessment. The program places strong emphasis on preparing candidates for increasingly diverse and inclusive classrooms and settings.

The Special Education: General Curriculum program is based on the NC core, diversity, technology, and specialty area standards and professional organizations' guidelines and endorses practices that are constant with these standards and guidelines. An overriding purpose of the program is to prepare candidates to teach in schools and become reflective practitioners who assess and help students construct knowledge in diverse and inclusive settings.

The design of the curriculum components in the program allow candidates to have repeated exposure to and experiences with essential knowledge and concepts that are part of the preparation to teach students with mild and moderate disabilities. Skills, concepts, and generalizations concerning the knowledge needed to teach students with mild and moderate disabilities are continually supported across program course requirements and teacher licensure requirements so candidates are able to make connections across special education and general education content.

The program offers courses leading to licensure at the initial level in special education: general curriculum. The B.S. degree in Special Education: General Curriculum is designed to provide a strong foundation in teaching students with mild and moderate disabilities. Below are the major course requirements as well as the teacher licensure requirements.

Table 1. Major Requirements for Special Education: General Curriculum

<i>Course & Number</i>	<i>Course Title</i>	<i>Semester Hours</i>
SES 135	Sign language for the deaf	3
SES 240	Communication development in children	3
SES 250	Introduction to professions in specialized education	3
SES 252	Survey of learning and behavior differences	3
SES 350A	Interprofessional and instructional field experience	2
SES 350B	Interprofessional and instructional field experience	2
SES 350C	Interprofessional and instructional field experience	2
SES 360	Assessment for exceptional learners	3
SES 447	Service delivery systems and role management	3
SES 460	Home-school partnerships for students with exceptional needs	3
SES 466	Positive behavior supports for exceptional learners	3
SES 465	Student teaching and seminar :students with mild/moderate disabilities	12
SES 469	Reading instruction for learners with disabilities	3
SES 471	Teaching exceptional learners the general curriculum I	3
SES 472	Teaching exceptional learners the general curriculum II	3

Table 2. Related Area Requirements

<i>Course & Number</i>	<i>Course Title</i>	<i>Semester Hours</i>
CUI 320 OR	Language arts education	3
CUI 335 OR	Integrated reading instruction	3
CUI 420	Reading education	3
CUI 450	Psychological foundations of education	3
ELC 381	The institute of education	3

HEA 201	Personal health	3
LIS 120	Introduction to instructional technology for educational settings	3
PSY 250	Developmental psychology	3
SOC 101	Introduction to sociology	3

Data source: University Catalog 2005-2006

Table 3. Teacher Licensure Requirements

<i>Requirement</i>	<i>Description of Requirement</i>
General education requirements as identified within each major	Requirements specific to major
ELC 381	The institute of education
LIS 120	Introduction to instructional technology for educational settings
CUI 450	Psychological foundations of education
CUI 320 or CUI 355 or CUI 420	Language arts education or Integrated reading instruction or Reading education
HEA 201	Personal health
Students must have a 2.75 overall grade point average to be admitted to teacher education, and a 2.75 grade point average in all courses with a SES prefix in order to be admitted to student teaching. Any grade below C- in a required core course makes a student ineligible to continue in the licensure track	

Table 4. Second Academic Concentration Requirements-24 semester credit hours

All students majoring in Special Education are required to complete an approved second academic concentration. The following are second academic concentrations consisting of a minimum of 24 semester hours. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward both the General Education (GE) requirements and the second academic concentration.
Anthropology
Communication Studies
Human Development and Family Studies
Psychology
Sociology
Approved interdepartmental studies-families, community and systems, or language and communication

Data Source: University Catalog 2005-2006

Table 5. Second Academic Concentration Requirements-18 semester credit hours

The following are second academic concentrations that require a minimum of 18 credit hours to complete. These concentrations allow students a more extensive choice in academic content areas. Students choosing an 18 semester hours concentration must also take 6 semester credit elective hours in order to meet program hours requirements. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward both the General Education (GE) requirements and the second academic concentration. The following 18 credit hour concentrations have been approved for Special Education:
Art (Art History or Studio Art)
Classical Studies (Latin or Greek)
English
Geography
German
History
Mathematics
Philosophy
Physics and Astronomy
Political Science
Religious Studies

Data Source: Will appear in the University Catalog 2006-2007

Program Coordinator

Dr. Stephanie Kurtts, a full-time faculty member in the program, serves as interim program coordinator. The coordinator is North Carolina “D” level license as a curriculum instructional specialist and a “M” level license – mentally disabled (K-12). These two licensure areas are current until June 6, 2008.

Table 6. Performance of Candidates on the PRAXIS II

The most recent report from the North Carolina Department of Public Instruction provided by the Teachers Academy indicated the following percentage of passing scores of teacher candidates who took any combination of the required PRAXIS II tests:

	Per cent of candidates who took test	Per cent passing
Special Education	75	97.33

In addition, the Teachers’ Academy provided the following information on PRAXIS II scores:

**Special Education: Knowledge-Based Core Principles
National Percentiles 154, 163, 174
NC Passing Score = 143**

N	Valid	67
	Missing	0
Mean		164.209
		0
Median		163.000
		0
Std. Deviation		11.6950
		4
Percentiles	25	155.000
		0
	50	163.000
		0
	75	173.000
		0

UNCG scores approximate the national trends. Only a single score in 67 is below the NC passing score.

**Special Education: Application of Core Principles
National Percentiles 144, 153, 161
NC Passing Score = 136**

N	Valid	19
	Missing	0
Mean		154.105
		3
Median		155.000
		0
Std. Deviation		9.33866
Percentiles	25	147.000
		0
	50	155.000
		0
	75	161.000
		0

**Education of Exceptional Children: Core Content Knowledge
National Percentiles 164, 174, 184
NC Passing Score = 143**

N	Valid	32
	Missing	0
Mean		174.625
		0
Median		176.000

		0
Std. Deviation		13.2877
		6
Percentiles	25	166.250
		0
	50	176.000
		0
	75	184.000
		0

Education of Exceptional Children: Mild-Moderate Disabilities
National Percentiles 172, 181, 190
NC Passing Score = 159

N	Valid	28
	Missing	0
Mean		173.428
		6
Median		174.000
		0
Std. Deviation		13.7663
		8
Percentiles	25	162.250
		0
	50	174.000
		0
	75	184.000
		0

Program Completers

The following table provides information relative to program completers.

Table 7. Number of Program Completers

Special Education: General Curriculum	2004-2005	2005-2006	Total
	20	20	40

(Based on Teachers Academy data)

Table 8. Number of Candidates Currently Enrolled and Admitted to the Program

Special Education: General Curriculum	Number of juniors- 2005-2006	Number of seniors- 2005-2006	Total
	17	24	41

(Based on Teachers Academy data)

Enrollment Trends

Beginning with only 7 graduates in the class of 2003, the program has seen growth and sustained enrollment over the last three years, holding steady at 20 graduates each year. In 2006 three men completed the program. In addition, 25%-30% of the teacher candidates come from underrepresented groups, much in part due to the recruitment and retention efforts associated with Project RESTART, a U.S. Department of Education, Office of Special Education Programs, personnel preparation grant for high incidence disabilities.

Section II: Program Conceptual Framework

Program Conceptual Framework and the Knowledge Base that Informs It

The special education: general curriculum undergraduate program adheres to the unit's conceptual framework.

UNCG Teachers Academy Mission Statement (School of Education, July 2001)

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice.

UNCG's professional education programs are guided by shared commitments to:

- equity and excellence in teaching, research, and service
- professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based)
- construction of a professional knowledge base through collaboration and collegiality
- dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel

We believe that caring, collaborative and competent professionals possess an elaborate knowledge base comprised of five types of knowledge:

- content knowledge
- professional knowledge and skills
- pedagogical content knowledge
- sociocultural knowledge
- critical and reflective knowledge and skills

Professional education programs at UNCG emphasize four dispositions that drive application of the knowledge base and we believe that we must model and monitor these dispositions as conscientiously as we provide opportunities for building the knowledge base:

- creating caring learning communities in diverse settings
- collaborating with colleagues, students, and parents
- engaging in continuous professional development
- becoming leaders in the profession

Performance Expectations

We recognize that the process of education is a complex and humane enterprise requiring commitments from the professional educator to acquire knowledge, to keep practice current and to weigh the importance of ethical decisions in a changing and culturally diverse world. All of UNCG's professional education programs present candidates with opportunities to master the knowledge base and develop the dispositions we believe are the foundation of professional practice. Through such mastery and development, candidates leave our programs able to meet a set of expectations that are grounded in state and national standards, scholarship, and what Shulman (1987) called the "wisdom of practice."

The following performance expectations are aligned with standards, principles, or core propositions from the

- Interstate New Teacher Assessment and Support Consortium (INTASC)
- North Carolina Professional Teaching Standards Commission (NCPTSC)
- National Board for Professional Teaching Standards (NBPTS)
- Interstate School Leaders Licensure Consortium (ISLLC)
- North Carolina Standards Board for Public School Administration (NCSBPSA)
- International Society for Technology in Education (ISTE).

Caring professionals. . .

- understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners (INTASC 3; NBPTS 3)
- use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation (INTASC 5)
- respect and care about their students (NCPTSC 6)
- are committed to students and their learning (NBPTS 1)
- facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community (ISLLC 1; NCSBPSA 1)
- act with integrity, fairness, and in an ethical manner (ISLLC 5; NCSBPSA 4)
- understand, respond to, and influence the larger political, social, economic, legal, and cultural context of schooling (ISLLC 6; ISTE 6)

Collaborative professionals. . .

- actively seek out opportunities to grow professionally (INTASC 9; ISTE 5)
- foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being (INTASC 10)
- are leaders (NCPTSC 4; NCSBPSA 8)
- are members of learning communities who pursue lifelong learning (NBPTS 5; NCSBPSA 10)
- collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources (ISLLC 4; NCSBPSA 5, 7)

Competent professionals . . .

- understand the central concepts, tools of inquiry, and structures of the disciplines they teach and can create learning experiences that make these aspects of subject matter meaningful for students (INTASC 1; NCPTSC 1; NBPTS 2)
- understand how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development (INTASC 2; NCPTSC 2)
- understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills (INTASC 4; NCPTSC 2; ISTE 3)
- use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom (INTASC 6; NCPTSC 2)
- demonstrate a sound understanding of technology operations and concepts (ISTE 1)
- plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals (INTASC 7; NCPTSC 2; ISTE 2)
- understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner (INTASC 8; NCPTSC 2; ISTE 4; NCSBPSA 9)
- are reflective practitioners who continually evaluate the impact of their choices and actions on students, parents, and other professionals (INTASC 9; NCPTSC 5)

- are responsible for managing and monitoring student learning (NBPTS 3)
- think systematically about their practice and learn from experience (NBPTS 4)
- advocate, nurture and sustain a school culture and instructional program conducive to student learning and promote success of all students (ISLLC 2; NCSBPSA 2, 3, 8, 10)
- promote a safe, efficient, and effective learning environment (ISLLC 3; NCSBPSA 6, 7)

Candidates are continuously assessed on these performance expectations from entry into the professional education program through the culminating experience by way of teaching portfolio assessment, field-based experiences, both early internships and student teaching, multiple assessments such as performance-based projects, written tests, oral presentations, service activities, and licensure examinations, presentations at local, state, and national conferences.

The knowledge-base which informs our practice has its underpinnings in the development of reflective practitioners who are committed to becoming caring, collaborative, and competent professionals in the field of special education with opportunities to demonstrate this commitment throughout the learning community of schools and teacher education. The knowledge base underscores the teacher's role as reflective practitioner who understands how reflection on practice can lead to self-knowledge and assist in making meaningful choices in the service to diverse learners (Lanyard, 1996; Fosnot, 1989; Garmston, 2001). Experience takes on a new dimension with the process of reflection empowering teachers as they investigate the teaching and learning process. Critical reflection creates new knowledge by blending experiences with theoretical and technical learning thus impacting the development of competency and effective teaching behaviors (Stein, 2000.) In addition, critical reflection is inquiry into questioning of current perspectives, values, and assumptions (Cranton, 1996). As candidates engage in reflective practice to become caring, collaborative and competent teachers, they give careful attention to their experiences, thus analyzing the influence context and how experiences can help them construct meaningful understanding of effective schooling and teaching (Bullough & Gitlin, 1995; Clarke, 1995; Liston & Zeichner, 1995).

Evaluation and Revision of the Conceptual Framework

The conceptual framework is discussed during meetings of the Council of Program Coordinators. As such there have been opportunities to be more explicit about how programs are able to reflect the conceptual framework. Minutes of several meetings at which the conceptual framework was reviewed and revised are documented in the Evidence Boxes, along with the names of faculty involved in the discussion and meetings of the Council of Program Coordinators.

Each area of the conceptual framework, caring, collaborative, and competent professionals are reflected in the core of the program. The standards as described in Standard 1: Candidate Knowledge, Skills, and Dispositions, are addressed in matrices that demonstrate artifacts representative of the types of instructional activities that will contribute to the development of caring, collaborative, and competent teaching professionals. An essential part of this development is reflection on practice as evidenced in the artifacts.

The undergraduate program in special education: general curriculum is undergoing the first review and therefore operates under this current conceptual framework.

Conceptual Framework Evidenced in the Program

The conceptual framework is evidenced in the initial program through coursework and field experiences and is integrated throughout the program. The conceptual framework is part of each syllabus and guides the direction of the course purpose and the course objectives as evidenced in the sample syllabi from required program coursework. Candidates use a reflective writing cycle model to write reflectively about projects and assignments that are designed to demonstrate competency in meeting professional standards. Through unit and lesson plans and individualized instructional activities, candidates have additional opportunities to reflect, analyze and assess their actions, and adjust teaching as needed. Candidates also write reflection papers on each artifact that is part of their professional teaching and technology portfolio. Rubrics for the reflection papers are provided. Course work and field experiences are designed to provide opportunities for special education candidates to reflect on their experiences in diverse educational settings. Special Education: General Curriculum candidates keep a journal during early field experiences and write reflections in the journal. Candidates also write reflective summaries after teaching a lesson. Student teaching gives candidates an opportunity to provide evidence of meeting program and technology standards through the professional teaching and technology portfolio.

In preparing special education: general curriculum candidates for culturally responsive teaching, emphasis is placed on helping candidates understand that assessment and instruction should deal with both the processes and products of learning and should consider student difference. Recently the department created a diversity vision and statement as follows:

Diversity Vision-“Living our commitment to understanding and respecting human diversity”

Diversity Statement- The faculty of the Department of Specialized Education Services of the University of North Carolina at Greensboro is committed to an evolving and interactive process of understanding and respecting human diversity. Through advocacy, teaching, scholarship, and service to the academy, the profession, and the community, we engage in both individual actions and group interactions that recognize and respect the

full spectrum of human differences and similarities in order to support the inclusion of ALL people.

Through group projects, candidates explore a variety of formal and informal assessments. Candidates plan lessons and assessments which focus on culturally responsive teaching and assessments. The candidates also complete an assessment of the responsiveness of their respective schools to diversity issues through an activity known as a Diversity Walkthrough. An example of this activity is found in the evidence boxes.

The four-year undergraduate teacher program in Special education: General Curriculum contains requirements in the following areas: (a) general education (i.e., liberal arts) requirements; (b) coursework required for licensure by the State of North Carolina; (c) special education major coursework needed to learn best practices for working with students with learning disabilities and behavior/emotional disabilities; and (d) a second area of academic concentration which is no longer required by the Department of Public Instruction but assists our teacher candidates as they seek highly qualified status in academic content areas.

All courses and field experiences have been entered into a matrix with standards from the North Carolina Department of Public Instruction (DPI), the Interstate New Teacher Assessment and Support Consortium (INTASC), and, especially, the Council for Exceptional Children (CEC) standards for beginning professionals to ensure that candidates acquire all the necessary knowledge and skills to become successful and persistent special educators thus ensuring competency. By using professional standards to determine program content and complementing those standards with input from community members, the project goal of creating a high quality and responsive teacher preparation program can be achieved.

A strong commitment exists at UNCG, not just to implement this program, but also to ensure that it meets the most rigorous professional scrutiny. The undergraduate program in special education: general curriculum at UNCG, emphasizes six themes that capture contemporary thinking about preservice special education teacher preparation and exemplifies the development of caring, collaborative, competent professional educators. These themes, listed below, are emphasized in the undergraduate program in special education at UNCG.

Parents and families.

Students learn about, interact with, and have field experiences stressing culturally competent interactions with parents and families of individuals with disabilities. Particular emphasis will be placed on creating supportive and positive interactions. One course (SES 460-Home School Partnerships for Students with Exceptional Needs) is entirely devoted to this topic, but more importantly, it is infused throughout the program in other courses such as SES 447, Service Delivery Systems and Role Management. This course is also a designated Speaking Intensive course and a designated Service Learning course. It should be noted that working with families is also emphasized in the interprofessional collaboration experiences. Students have the opportunities to participate

in collaborative activities with peers that will ensure attend parent meetings, inviting students to parent/family professional development activities, and instruct students on families, multiculturalism, and cultural competence in their courses

Interprofessional collaboration.

The strong emphasis placed on interprofessional collaboration at UNCG will be echoed in the special education: general curriculum program. In addition to learning about collaboration with families, students will receive instruction on collaboration in coursework (SES 447, SES 460), and in each of the three professional semesters prior to student teaching in their two-credit field experience (SES 350a, b, and c) designed to provide them with experiences blending instruction and collaboration with other general education preservice teachers in the university. For example, Rockingham Co. and Guilford Co. Schools, partner schools with the program, both have several highly impacted schools that serve children from culturally diverse backgrounds as well as high poverty areas. Working with these children and their families will assist the students as they develop effective teaching skills for diverse learners.

Differentiated learning based on best practices in instruction.

Students will learn the most contemporary best practices for working with students with mild and moderate disabilities. Students will participate in coursework on assessment and instruction (SES 360-Assessment for Exceptional Learners, SES 471-Teaching Exceptional Learners the General Curriculum I, SES 472-Teaching Exceptional Learners the General Curriculum II, SES 469-Reading Instruction for Learners with Disabilities). The emphasis in the assessment coursework will be multi-level: Although some instruction will be provided and activities related to formal assessment for identification and eligibility, assessment for the purpose of instruction using curriculum-based approaches will be the primary topic along with assessment related to behavior and social adaptation. In addition, students will learn about the multitude of strategies for assessing students, including the use of alternatives such as portfolios and problem-based activities.

In the area of instruction, coursework, activities, and field experiences will emphasize the use of research-based, effective instructional approaches in inclusive educational settings with reading/language arts/English, mathematics, science, and social studies. The intent is to familiarize students with the current expectations and standards affecting both typical learners and those with disabilities while at the same time providing students with the unique knowledge and skills that will enable them to effectively teach students with disabilities.

It should also be noted that the assessment/instruction component of the program will be guided by instruction on the development of effective IEPs, that is, IEPs that are clearly based on assessed need, built on the standards of the typical curriculum, yet individualized to meet student needs.

Transitions (school levels, settings, life span)

Emphasis will be placed in coursework and field experiences on assisting students and families during periods of transition, including those across school levels, those across

settings, and those across the life span. This topic will be integrated throughout the program. Since the North Carolina licensure pattern is for K-12 credentialing in special education, a priority will be placed on providing students with experiences across age levels and settings and needs. In that way, they will be better prepared for the variety of teaching positions for which they will be eligible.

Technology

Each course will have assigned to it a specific aspect of technology instruction, including hardware, software, and other materials and applications useful for teachers. Since the State of North Carolina requires that each teacher licensure candidate prepare a technology portfolio following ISTE guidelines, this program theme will be clearly articulated and implemented.

Positive supports for behavior

A specific goal of the Special Education: General Curriculum program is to emphasize positive supports for students with mild and moderate disabilities. Toward this end, one course will stress responding to student behavior (SES 466-Positive Behavior Supports for Exceptional Learners) as well as exploring issues related to school violence and prevention. Students will learn strategies and techniques for working with students' behavior and emotional needs, including therapeutic approaches, interventions for crises, self-advocacy, and social skills training. A priority for this course is stressing the many factors in the environment that affect student behavior, particularly in urban settings. A second priority will be the functional analysis of behavior and the development of effective strategies based on such assessment. Another perspective will be improving students' understandings of cultural variations in behaviors and the implications for intervention. Finally, the role of parents and families in supporting positive student behavior will be stressed.

In addition to the themes that run through the teacher preparation coursework and field experiences with an emphasis on the development of caring, collaborative, and competent professionals, the Special Education: General Curriculum program will also have these features: (a) extensive field experiences, beginning in the first professional semester; (b) an emphasis on problem-based learning, using increasingly complex cases (handbook of cases has been obtained, others are accessible on the Internet, and yet others will be developed) to realistically prepare students for the career demands and workplace conditions; (c) emphasis on appropriate implementation of inclusive practices in least restrictive environments (LREs) with guidelines for students with disabilities; (d) a cohort approach in which teams of students work together in partnership schools, (e) a second academic concentration in a content area or interdisciplinary studies to ensure that candidates have competency with a content area and learn about their field from a broad perspective, and (f) strong emphasis on working in urban and high-risk settings. The latter characteristic of the program will be implemented by projects, activities, and topics covered in coursework, the nature and locations of field experiences, and the sets of courses students are allowed to select for their.

Professional Dispositions

The Candidate Disposition Assessment Process is intended to be used primarily as a formative assessment tool that enables programs to identify difficulties that candidates may be having early in their program so that these issues can be corrected. Programs vary in when and how they administer the Assessment process, but all collect data from multiple sources: at a minimum, the candidate, mentor teacher, and university supervisor. Potential difficulties are brought to the attention of the candidate early on and development plans are created. The behaviors that are monitored are seen as characteristics of caring, collaborative and competent teachers and are listed below:

- Reflective
- Ethical
- Inclusive
- Engaged and committed to professional practice
- Dedicated to life-long learning
- Self-efficacious
- Receptive to feedback
- Affirming of diversity
- Responsible
- Collaborative

While the primary purpose of the Candidate Disposition Assessment Process is to provide candidates with candid, constructive feedback so that they can improve as teachers, this process may also become grounds for removing a candidate from the teacher education program if, after repeated efforts, improvement in identified areas is not seen.

Section III: Standard I: Candidate Knowledge, Skills, and Dispositions

Guidelines and standards from the state of North Carolina are integral to the special education: general curriculum program and how candidates are prepared for teaching. These standards and guidelines, as a corpus, articulate what teachers know what they can do in the classroom. The core and special education standards are aligned with the INTASC standards and standards from the Council for Exceptional Children. The technology standards are congruent with the ISTE National Education Technology Standards for Teachers.

The core, diversity, technology, and special education standards articulate a set of beliefs about what teachers in North Carolina should know and be able to demonstrate, inherent in these belief statements are expectations regarding content knowledge, pedagogy, and assessment. The special education knowledge base draws heavily from the core standards, as well as the specialty area, diversity, technology, INTASC, and CEC standards. Core and specialty area standards underscore the candidate's knowledge of subject matter and how their content area is related to other subjects and curriculum in general.

The basis for developing a strong foundation in the core standards and the specialty area standards begins with the general education curriculum and rigorous study in arts and sciences, especially in major courses. All special education: general curriculum candidates take all requirements in the General Education Curriculum. Candidates know important concepts and essential knowledge identified in the NC special education area and core standards. Special education candidates are also well grounded in pedagogy, and the NC Standard Course of Study.

The following are the matrices that address core, diversity, technology, and specialty area (Special Education: General Curriculum) professional standards.

Evidence of Meeting the Core Standards

NC DPI Core Standards
UNCG – Special Education: General Curriculum

Table 9. Evidence of Meeting the Core Standards

Core Standard 1 – Teachers know the content they teach.		
Indicator 1:1 – Have a broad knowledge of content.		
Indicator 1:2 – Know the content appropriate to their teaching specialty.		
Indicator 1:3 – Understand the ways in which their teaching area connects to the broad curriculum.		
Indicator 1:4 – Know relevant applications of the content they teach.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
University supervision & cooperating teacher observation. & final exit evaluation checklist-SERVE TGAP instrument	SES 465	91% proficient 8% Acceptable
Core Standard 2 – Teachers know how to teach students.		
Indicator 2:1 – Know the ways in which learning takes place, and know the appropriate levels of intellectual, physical, social and emotional development of the students.		
Indicator 2:2 – Use a variety of methods to teach students.		
Indicator 2:3 – Are expert communicators.		
Indicator 2:4 – Able to use communication skills to circumvent or manage conflict as it arises in the classroom.		
Indicator 2:5 – Have strong and current technology skills.		
Indicator 2:6 – Plan instruction that is appropriate for the students they teach.		
Indicator 2:7 – Use a variety of methods to assess what students have learned.		
Indicator 2:8 – Teach communication, thinking, and problem solving skills.		
Indicator 2:9 – Help students develop skills of teamwork, leadership, and cooperation in their classrooms and schools. Understand the importance of building a positive classroom climate through emphasizing constructive communication.		
Indicator 2:10 – Instill a love of learning and self-confidence based on achievement.		
Indicator 2:11 – Align their instruction with the required curriculum.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Content Knowledge exams	SES 252	99% Proficient 1% Acceptable

Child Study	SES 350a	96% Proficient 4% Acceptable
Unit Lesson Plans	SES 350b	83 % Proficient 17% Acceptable
Reading Unit	SES 469	20% Proficient 65% Acceptable
Curriculum Based Assessment	SES 360	28% Proficient 61% Acceptable
Service-Learning Project	SES 447	88% Proficient 12% Acceptable
University supervision & cooperating teacher observation. & final exit evaluation checklist-SERVE TGAP instrument	SES 465	91% Proficient 8% Acceptable
Strategies Notebook	SES 471	97% Proficient 3% Acceptable
IEP Project	SES 350c	97% Proficient 3% Acceptable

Core Standard 3 – Teachers are successful in teaching a diverse population of students.

- Indicator 3:1 – Demonstrate their belief that diversity in the classroom, in the school, and in the society is a strength.
- Indicator 3:2 – Treat students as individuals.
- Indicator 3:3 – Know and respect the influence of race, ethnicity, gender, religion and other aspects of culture on a child’s development and personality. Understand how and individual’s belief system affects behavior.
- Indicator 3:4 – Adapt their teaching for the benefit of students with special needs.
- Indicator 3:5 – Work collaboratively with the families and significant adults in the lives of their students.

Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Diversity Walkthrough/School Climate Assessment	SES 350a	100% Proficient
Family Case Study	SES 460	95% Proficient 2% Acceptable
IEP Project	SES 350c	97% Proficient 3% Acceptable
Dispositions Checklist	SES350a	81% Proficient 19% Acceptable

Dispositions Checklist	SES 465	91% Proficient 8% Acceptable
Core Standard 4 – Teachers are leaders.		
Indicator 4:1 Lead in their classrooms.		
Indicator 4:2 – Lead in the school.		
Indicator 4:3 – Lead in advocating for schools and children.		
Indicator 4:4 – Function effectively in a complex, dynamic environment.		
Indicator 4:5 – Meet high ethical standards of practice.		
Indicator 4:6 – Support the teaching profession.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
University supervision & cooperating teacher observation. & final exit evaluation checklist- SERVE TGAP instrument	SES 465	91% Proficient 9% Acceptable
Dispositions Checklist	SES350a	81% Proficient 19% Acceptable
Dispositions Checklist	SES 465	91% Proficient 8% Acceptable
Core Standard 5 – Teachers are reflective about their practice.		
Indicator 5:1 – Analyze the results of teaching.		
Indicator 5:2 – Collaborate with their colleagues.		
Indicator 5:3 – Use research in their classrooms.		
Indicator 5:4 – Continue to grow professionally.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Reflections	SES 465	87% Proficient 13% Acceptable
Vieotaped Interaction	SES 447	77% Proficient 23% Acceptable
University supervision & cooperating teacher observation. & final exit evaluation checklist- SERVE TGAP instrument	SES 465	91% Proficient 8% Acceptable
Core Standard 6 – Teachers respect and care about students.		
Indicator 6:1 – Enjoy spending time in the company of children and young adults.		

Indicator 6:2 – Learn all they can about each of their students.		
Indicator 6:3 – Maintain the dignity of each student.		
Indicator 6:4 – Express pride in their student’s accomplishments.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Child Study	SES 350a	96% Proficient 4% Acceptable
Family Case Study	SES 460	95% Proficient 2% Acceptable
Dispositions Checklist	SES350a	81% Proficient 19% Acceptable
Dispositions Checklist	SES 465	91% Proficient 8% Acceptable
University supervision & cooperating teacher observation. & final exit evaluation checklist- SERVE TGAP instrument	SES 465	91% Proficient 8% Acceptable

Evidence of Meeting Diversity Standards

NC DPI Diversity Standards
UNCG – Special Education: General Curriculum

Table 10. Evidence of Meeting the Diversity Standards

Diversity Standard 1 – Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.		
Indicator 1:1 – Select, evaluate and incorporate unbiased instructional materials.		
Indicator 1:2 – Use multiple strategies to address the needs of individual learners.		
Indicator 1:3 – Create a safe, inclusive and caring environment in which all students can learn.		
Indicator 1:4 – Understand and utilize anger management and conflict resolution strategies as appropriate in the classroom.		
Indicator 1:5 – Use a variety of assessment procedures/instruments.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher

AT Group Project	SES 472	88% Proficient 12% Acceptable
Reading Assessment	SES 469	20% Proficient 65% Acceptable
Diversity Walkthrough/School Climate Assessment	SES 350a	100% Proficient
Strategies Notebook	SES 471	97% Proficient 3% Acceptable
University supervision & cooperating teacher observation. & final exit evaluation checklist-SERVE TGAP instrument	SES 465	91% Proficient 8% Acceptable

Diversity Standard 2 – Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.

Indicator 2:1 – Seek and apply good matches among instructional goals, methods, and materials and students’ skills and abilities.

Indicator 2:2 – Assist students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills.

Indicator 2:3 – Modify instruction and assessment to meet the needs of individual student.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Language Sample	SES 240	88% Proficient 12% Acceptable
IEP Project	SES 350c	97% Proficient 3% Acceptable
Strategies Notebook	SES 471	97% Proficient 3% Acceptable

Diversity Standard 3 – Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.

Indicator 3:1 – Develop strategies to communicate with the families of their students, helps them understand and value the educational process and encourage their participation in a variety of school activities.

Indicator 3:2 – Recognize and value the family’s role in education and offer them suggestions on how to help their children complete school-related tasks.

Indicator 3:3 – Make links with the learners’ other environments on behalf of students, by working with in-school personnel, and community professionals and agencies.

Indicator 3:4 – Talk with and listen to the student, are sensitive and responsive to clues of distress or conflict, investigate situations, and seek outside help as needed and appropriate to remedy problems.

Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Service-Learning Project	SES 447	88% Proficient 12% Acceptable
Family Case Study	SES 460	95% Proficient 2% Acceptable

Diversity Standard 4 – Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.

Indicator 4:1 – Become knowledgeable of diverse cultures and encourages families to share the richness of their backgrounds.

Indicator 4:2 – Provided opportunities for students and their families to share their diversities.

Indicator 4:3 – Promote appreciation and respect for diversity by rejecting the use of stereotypes.

Indicator 4:4 – Provide P-12 students with the skills necessary for evaluating their beliefs, attitudes, and behaviors to enable them to understand how their attitudes affect their behaviors.

Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Diversity Walkthrough/School Climate Assessment	SES 350a	100% Proficient
University supervision & cooperating teacher observation. & final exit evaluation checklist- SERVE TGAP instrument	SES 465	91% Proficient 8% Acceptable

Diversity Standard 5 – Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.

Indicator 5:1 – Become strong advocates for educational equity.

Indicator 5:2 – Continually refine practices that address the individual needs of diverse learners.

Indicator 5:3 – Are proactive and deliberate in promoting and fostering respect among students.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
University supervision & cooperating teacher observation. & final exit evaluation checklist- SERVE TGAP instrument	SES 465	91% Proficient 9% Acceptable
Dispositions Checklist	SES350a	81% Proficient 19% Acceptable
Dispositions Checklist	SES 465	91% Proficient 8% Acceptable
Diversity Standard 6 – Teachers of diverse students are reflective practitioners who are committed to educational equity.		
Indicator 6:1 – Identify own biases and reflect on them in terms of practice.		
Indicator 6:2 – Provide equity and access to learning in classroom.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Reflections	SES 465	87% Proficient 13% Acceptable
AT Group Project	SES 472	88% Proficient 12% Acceptable

The NC diversity standards are designed to focus candidates attention on the ability of the teachers to value all students; hold high expectations for them; recognize the impact of socioeconomic levels, cultural, and political system on daily life; consider the different learning styles. The standards address helping candidates develop a positive learning environment in diverse and inclusive classrooms. Instruction stresses helping candidates see students as individuals and as members of a cultural group as they plan learning experiences. Coursework and field experiences related to diversity are influenced by the standards.

Evidence of Meeting Technology Standards

NC DPI Technology Standards
UNCG – Special Education: General Curriculum

Table 11. Evidence of Meeting the Technology Standards

Technology Standard 1 – Teachers demonstrate a sound understanding of technology operations and concepts.		
Indicator 1:1 – Demonstrate introductory knowledge, skills, and understanding of concepts related to technology.		
Indicator 1:2 – Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
LIS 120 Certificate	No later than the semester before SES 465	100% Proficient
Technology Standard 2 – Teachers plan and design effective learning environments and experiences supported by technology.		
Indicator 2:1 – Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.		
Indicator 2:2 – Apply current research on teaching and learning with technology when planning learning environments and experiences.		
Indicator 2:3 – Identify and locate technology resources and evaluate them for accuracy and suitability.		
Indicator 2:4 – Plan for the management of technology resources within the context of learning activities.		
Indicator 2:5 – Plan strategies to manage student learning in a technology-enhanced environment.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Website Reviews	SES 250	100% Proficient
AT Group Project	SES 472	88% Proficient 12% Acceptable
Technology Standard 3 – Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.		
Indicator 3:1 – Facilitate technology-enhanced experiences that address content standards and student technology standards.		
Indicator 3:2 – Use technology to support learner-centered strategies that address the diverse needs of students.		
Indicator 3:3 – Apply technology to develop students’ higher order skills and creativity.		
Indicator 3:4 – Manage student learning activities in a technology-enhanced environment.		
Evidence		

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Unit Lesson Plans	SES 350b	83 % Proficient 17% Acceptable
DEC Forms Project	SES 465	1% Proficient (Only one student assessed)

Technology Standard 4 – Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Indicator 4:1 – Apply technology in assessing student learning of subject matter using a variety of assessment techniques.

Indicator 4:2 – Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Indicator 4:3 – Apply multiple methods of evaluation to determine students’ appropriate use of technology resources for learning, communication, and productivity.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Functional Behavioral Assessment/Behavioral Intervention Plan	SES466	65% Proficient 35% Acceptable
University supervision & cooperating teacher observation. & final exit evaluation checklist-SERVE TGAP instrument	SES 465	91% Proficient 8% Acceptable

Technology Standard 5 – Teachers use technology to enhance their productivity and professional practice.

Indicator 5:1 – Use technology resources to engage in ongoing professional development and lifelong learning.

Indicator 5:2 – Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning.

Indicator 5:3 – Apply technology to increase productivity.

Indicator 5:4 – Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
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University supervision & cooperating teacher observation. & final exit evaluation checklist-SERVE TGAP instrument	SES 465	91% Proficient 8% Acceptable
Technology Standard 6 – Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.		
Indicator 6:1 – Model and teach legal and ethical practice related to technology use.		
Indicator 6:2 – Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.		
Indicator 6:3 – Identify and use technology resources that affirm diversity.		
Indicator 6:4 – Promote safe and healthy use of technology resources.		
Indicator 6:5 – Facilitate equitable access to technology resources for all students.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
School AUP	SES 465	1% Proficient (Only one student assessed)
University supervision & cooperating teacher observation. & final exit evaluation checklist-SERVE TGAP instrument	SES 465	91% Proficient 8% Acceptable

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Candidates increased use of technology is apparent across the program of study. Evidence Boxes contain such artifacts as sample lesson plans and unit plans and assistive technology collaborative project that incorporate the use of universally designed instruction to meet the needs of all students. The use of email has become common place and the preferred methods of communication between university supervisor and teacher candidates.

Evidence of Meeting Specialty Area Standards

NC DPI Specialty Area Standards
UNCG – Special Education: General Curriculum

The Special Education: General Curriculum Program adheres to the guidelines outlined in the NC core, diversity, technology, and the specialty area standards. The program emphasizes candidates knowing essential knowledge and concepts about the development and characteristics of students with mild and moderate disabilities. Candidates demonstrate that they can plan and implement learning experiences that are interdisciplinary, and that focus on the meeting the needs of students with mild and moderate in inclusive educational settings. Special Education: General Curriculum candidates are well grounded in content knowledge and complete second academic concentrations selected from content area disciplines (as described in the Program Overview). During field experiences, candidates combine theory and practice and demonstrate developmentally responsive instruction and assessment. Pre-service candidates design lessons using universally designed instruction and show evidence of differentiating instruction for diverse learners in lesson plans. Rubrics have been developed for this lesson plan format as well as for other of the performance-based projects (See Standard 2 and Evidence Boxes).

Table 12. Evidence of Meeting Specialty Area Standards

SPED General Standard 2 – Teachers have a broad and working knowledge of research-based learning strategies and their relationship to the learning of individual students.		
Indicator 2:1 – Know research-validated learning strategies including strategies related to acquiring storing, remembering and expressing information; demonstrating competence; developing social interaction; and content enhancement routines.		
Indicator 2:2 – Know research-validated self-determination learning strategies including choice making, decision-making, problem-solving, goal setting and attainment, self-awareness, self-advocacy, self-regulation and self-efficacy.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Reading Unit	SES 469	35% Proficient 65% Acceptable

Unit Lesson Plans	SES 350b	83 % Proficient 17% Acceptable
Strategies Notebook	SES 471	97% Proficient 3% Acceptable
IEP Project	SES 350c	97% Proficient 3% Acceptable
SPED General Standard 3 – Teachers teach students to use behaviors that promote success in the learning environment.		
Indicator 3:1 – Know how to conduct individual functional behavior assessment and develop a behavioral intervention plan.		
Indicator 3:2 – Demonstrate competency to effectively teach a specific, research-validated, social skills development program.		
Indicator 3:3 – Demonstrate ability to implement, at classroom and individual student levels, a positive behavior supports school wide program.		
Indicator 3:4 – Demonstrate competency to implement a positive classroom behavioral management program.		
Indicator 3:5 – Demonstrate competency to design a self-monitoring program and instruct students on implementation of program.		
Indicator 3:6 – Instruct students in the utilization of positive communication techniques.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Functional Behavioral Assessment/ Behavioral Intervention Plan	SES 466	65% Proficient 35% Acceptable
University supervision & cooperating teacher observation. & final exit evaluation checklist- SERVE TGAP instrument	SES 465	91% Proficient 8% Acceptable
SPED General Standard 4 – Teachers organize effective student learning environments.		
Indicator 4:1 – Demonstrate ability to plan, organize, implement and evaluate research-validated peer tutoring approaches to instruction.		
Indicator 4:2 – Demonstrate ability to maximize the percentage of time students are on task.		
Indicator 4:3 – Demonstrate ability to plan and organize learning settings for success to include implementation and evaluation of individual, small group, and large group instruction and the communication of schedules, routines and rules.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher

Diversity Walkthrough/School Climate Assessment	SES 350a	100% Proficient
Child Study	SES 350a	96% Proficient 4% Acceptable
University supervision & cooperating teacher observation. & final exit evaluation checklist-SERVE TGAP instrument	SES 465	91% Proficient 8% Acceptable

SPED General Standard 5 – Teachers use a variety of assessment techniques to determine instructional content, instructional procedures, and documentation of student learning and progress.

Indicator 5:1 – Demonstrate ability to conduct individual curriculum-based assessment procedures, interpret results and draw instructional and management conclusions and recommendations.

Indicator 5:2 – Demonstrate ability to conduct individual curriculum-based continuous progress monitoring using student products, assessment probes, quizzes, and tests including state mandated tests.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Curriculum Based Assessment	SES 360	28% Proficient 61% Acceptable
Reading Assessment	SES 469	20% Proficient 65% Acceptable

SPED General Standard 6 – Teachers explicitly teach research-validated instructional behavior strategies to facilitate learning across the curriculum.

Indicator 6:1 – Demonstrate ability to assess individual students in the use of learning strategies including reading comprehension, writing, mathematics, memory, test-taking, time management, content area learning, self determination and advocacy and effective communication.

Indicator 6:2 – Demonstrate ability to plan and implement a series of lessons to teach effective use of the learning strategies in the content and behavior areas indicated in Indicator 1 above.

Indicator 6:3 – Demonstrate ability to monitor student progress in the use of learning strategies and the impact on academic performance.

Indicator 6:4 – Demonstrate ability to scaffold instruction and procedures to promote student independence (e.g., moving from more supports to few supports).

Indicator 6:5 – Demonstrate ability to assess implement and monitor student use of technology (including assistive technology) throughout the curriculum.

Indicator 6:6 – Instruct students in the use of problem-solving techniques relevant to their functioning level (e.g., conflict resolution, self-monitoring of behavior).

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
IEP Project	SES 350c	97% Proficient 3% Acceptable
AT Group Project	SES 472	88% Proficient 12% Acceptable
Strategies Notebook	SES 471	97% Proficient 3% Acceptable
SPED General Standard 7 – Teachers use systematic, explicit, multi-sensory methods to teach reading, written expression, and mathematics.		
Indicator 7:1 – Demonstrate ability to assess individual students’ reading abilities to include a summary of the students’ reading performance level and assessment of the students’ phonemic awareness skills, letter-sound association skills, word identification skills, sight word readings skills, reading fluency, vocabulary, and reading comprehension.		
Indicator 7:2 – Demonstrate ability to effectively plan and teach a comprehensive series of daily instructional lessons which include explicit instructional procedures, activities and materials for teaching phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension, and monitoring students’ progress in the development of reading skills.		
Indicator 7:3 Demonstrate ability to assess individual students’ writing abilities to include a summary of writing performance and an assessment of the students’ fine motor skills, mechanics of writing, writing fluency and written expression.		
Indicator 7:4 – Demonstrate ability to effectively plan and teach writing using a continuous series of daily instructional lessons, which include explicit, multisensory teaching strategies.		
Indicator 7:5 – Demonstrate ability to assess and summarize an individual student’s mathematical abilities to include an assessment of error patterns and an understanding of the effects of language-based disabilities on understanding math concepts.		
Indicator 7:6 – Demonstrate ability to effectively plan and teach a continuous series of daily instructional lessons that link to other curricula areas and include explicit instructional procedures for teaching essential skills from the NC General Curriculum, using multisensory methods, continuing cycles of review, sequence from concrete to abstract, real word applications, and monitoring the students’ progress in the development of mathematical skills.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Unit Lesson Plans	SES 350b	83 % Proficient 17% Acceptable
Reading Unit	SES 469	35% Proficient 60% Acceptable

Strategies Notebook	SES 471	97% Proficient 3% Acceptable
University supervision & cooperating teacher observation. & final exit evaluation checklist-SERVE TGAP instrument	SES 465	91% Proficient 8% Acceptable
SPED General Standard 8 – Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.		
Indicator 8:1 – Create environments in which equity, fairness, and diversity are modeled, taught and practiced.		
Indicator 8:2 – Demonstrate the use of knowledge about cultural and socio-economic factors in planning instructional strategies and activities that connect students to the curriculum.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Family Case Study	SES 460	95% Proficient 2% Acceptable
Child Study	SES 350a	96% Proficient 4% Acceptable
Dispositions Checklist	SES350a	81% Proficient 19% Acceptable
Dispositions Checklist	SES 465	91% Proficient 8% Acceptable
SPED General Standard 9 – Teachers know the process and procedures for providing special education services.		
Indicator 9:1 – Demonstrate knowledge of pre-referral intervention and facilitate effective referral process.		
Indicator 9:2 – Demonstrate ability to participate effectively in the multidisciplinary evaluation to include the administration and interpretation of educational assessments and understanding and interpreting psychological reports.		
Indicator 9:3 – Demonstrate ability to appropriately participate in the case conferencing and writing of effective IEPs that are aligned with the general curriculum and facilitate student and parent involvement.		
Indicator 9:4 – Demonstrate ability to effectively implement the objectives of the IEP including transition planning and post-school education and employment.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher

IEP Project	SES 350c	97% Proficient 3% Acceptable
Transition Plan	SES 447	100% Proficient
SPED General Standard 10 – Teachers collaborate and consult with general education teachers, parents and other professionals.		
Indicator 10:1 – Demonstrate ability to use effective communication and parent conferencing skills including appropriate verbal, non-verbal, questioning and summarizing skills.		
Indicator 10:2 – Demonstrate knowledge of a variety of effective instructional modifications and the ability to use them appropriately in general education classrooms.		
Indicator 10:3 – Demonstrate ability to effectively communicate with and supervise paraeducators.		
Indicator 10:4 – Demonstrate professional ethical behavior including confidentiality and advocacy for appropriate services for students with disabilities.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Video Interaction	SES 447	77% Proficient 23% Acceptable
Unit Plans	SES 472	83% Proficient 17% Acceptable
University supervision & cooperating teacher observation. & final exit evaluation checklist-SERVE TGAP instrument	SES 465	91% Proficient 8% Acceptable
SPED General Standard 11 – Teachers pursue continued professional development and learning to improve schools and advance knowledge.		
Indicator 11:1 – Demonstrate professional interest through continuing professional development through a variety of activities including higher education coursework, CEU and other staff development activities, membership in professional organization, and professional presentations.		
Indicator 11:2 – Demonstrate advocacy for effective services for students with disabilities through a variety of activities including staff development presentations and communications with other professionals and community groups.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Service-Learning Project	SES 447	88% Proficient 12% Acceptable
CEC Code of Ethicss	SES 250	100% Proficient

University supervision & cooperating teacher observation. & final exit evaluation checklist-SERVE TGAP instrument	SES 465	91% Proficient 8% Acceptable
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Evidence of meeting these standards is provided by both external and internal assessments and the use of the online assessment management program Taskstream. Candidates show evidence of meeting these standards in a variety of ways such as through PRAXIS I and II examinations, GPA, course assignments, early field experiences, student teaching, follow-up surveys, and meeting each assessment at each of the four transition points. Candidates are also assessed by individual and group projects; research papers; position papers; journal articles; case studies; lesson and unit plans which show differentiation and modification of instruction; technology portfolio; course syllabi which detail specific assessments that address standards; and evidence of working with families. Table 13 provides the average GPA of program completers in which the GPA has showed slight improvement over the last three years.

Table 13. Average GPA of Program Completers

Average GPA 2003-2004	Average GPA 2004-2005	Average GPA 2005-2006
3.06	3.26	3.27

Working with Families to Support Student Learning

Through two courses, SES 447-Service Delivery Systems and Role Management and SES 460-Home School Partnerships for Students with Exceptional Needs, candidates have opportunities to demonstrate that they can work with diverse learners and their families. Both of these courses provide opportunities for candidates to interact with families in community settings.

There are two primary assignments related to service-learning in SES 447 are designed to encourage and enhance careful thought, including critical analysis and appraisal, of how community services can transform mutually beneficial relationships between students and individuals with disabilities and their families. First, students complete a reflective narrative on the service-learning experiences in which they write a reflective narrative describing what was learned from the experiences, how they see themselves in developing partnerships with area community agencies, and how these experiences will impact their role as a collaborative educational professional. The use of the Reflective Writing Cycle provides a model for reflective thought. Key to this writing project is the ability to critically analyze, appraise, and describe the experience with and emphasis on transformation.

The second project is an oral presentation related to service delivery or roles and professional responsibility. Based on online discussions and assignments, readings, student interest, and the service-learning experience, students present on (1) a topic related to service delivery in schools or the community or (2) an examination of roles and responsibilities of special education professionals as they understand the development of partnerships between service agencies and individuals with disabilities and their families. The following are examples of what may be addressed in the presentation: (a) teach classmates effective interpersonal communication strategies, (b) offer an innovative approach to scheduling interdisciplinary school, family, and agency meetings, or (c) outcomes of a community-based research project in which students examine the purpose of an agency and critically assess the impact of those services to participants.

Students also use an online forum to participate in weekly discussions on their service-learning experiences. Prompts for these online discussions may include such questions as (1) how will the skills that you have developed through the service-learning experience help you in becoming an agent of change for children with disabilities and their families and (2) what do you see as the most important aspect of developing community partnerships as a special education professional?

Teacher candidates complete a Family Case Study in SES 460 in which they interview family members concerning their child. This project not only includes family interviews but also allows candidates to observe the child in a variety of settings that allows for insight into strengths and concerns of the family as well as the impact of service delivery for special education needs of the child.

Standard 1A Undergraduate Candidate Qualifications

Program Admission Criteria

All degree-seeking candidates must make a formal application to be admitted to teacher education. The process entails having a minimum cumulative GPA of 2.75 prior to formal admission to the program and maintaining a 2.75 or higher GPA until program completion. Additionally, candidates must provide satisfactory passing scores on all three parts of PRAXIS I: reading, math, and writing as well as a C or better in SES 250, Introduction to Specialized Education Professionals. All teacher education majors must earn a grade of C or higher in all education courses. Progress is monitored through a software program which identifies any student whose grade point average is dangerously close to being below the 2.75 GPA requirement.

Candidates must provide evidence of possessing certain dispositions (See Standard B) Early field experience evaluations include items such as being respectful, considerate of feelings of others, showing equitable and fair treatment of students (especially when working with diverse students) and showing professionalism in all experiences at the local schools, at the university, or in the community. The Teacher Education Handbook includes a comprehensive overview of the requirements.

How Progress in Program is Limited Until Formal Admission

Enrollment in certain courses is limited for candidates until formal admission to the program occurs. Candidates cannot enroll in special education courses that are designated as methods coursework. As such, all candidates must be admitted to teacher education by the first week of the second semester of the program (spring semester of the junior year) in order to continue in the program. This allows the program to monitor admission. This information is available to teacher candidates and faculty through the Special Education: General Curriculum undergraduate handbook.

How Progress in Program Monitoring to Ensure that Formal Admission Occurs No No Later Than One Semester Prior to Student Teaching

As stated above, candidates will not be permitted to continue in professional coursework after the first semester of the program without formal admission to the program. In addition, all students enrolled in education courses are informed (during the first three weeks of each semester) of deadlines for being admitted to teacher education and student teaching. The website for the Office of Teacher Education includes the admission dates to teacher education and student teaching for three years. Freshmen can have projected dates for admission to teacher education and subsequently student teaching. (See Teacher Education Handbook, Admission to Teacher Education and Student Teaching Checklists).

Section IV: Standard II: Assessment System and Evaluation

Data Collection and Analysis on Candidate Performance

There are four transition points at which candidates are assessed: (1) admission to teacher , in which candidates must have a GPA of 2.75 or higher, minimum state scores on PRAXIS I, a grade of C or better in SES 250, and completion of 50 hours of general education. (Program faculty through coursework and assignments, along with the candidate’s program entry profile, help the department determine the candidate’s knowledge, skills, and dispositions at admission to the program). (2) midway through the program, (3) entrance to student teaching, and (4) completion of student teaching. (Table describes the activities and assessments associated with the transition points.)

Faculty use multiple assessments such as research papers, reflective papers, case studies, position papers, article critiques, lesson and unit plans, and course quizzes. Each assessment is tied to the core, diversity, technology, or specialty area standards. Candidate performance on these assessments, using scoring rubrics, is rated as target, acceptable, or unacceptable. These ratings are aggregated and the results are available to candidates, faculty, the program coordinator, chair and dean of the unit. Rubrics, checklists, and other assessment reporting tools are used for targeted projects identified as demonstrating meeting professional standards. These targeted assignments (samples of student work of which are found in document boxes and in Taskstream) aligned with professional standards are below in Table 14. (The standards matrices in Standard 1 reflect these targeted assignments):

Table 14. Specialized Education Services

K-12 Special Education: General Curriculum Licensure
Portfolio Competency Matrix with Required Artifacts

“Caring, Collaborative, and Competent Educators Who Work in Diverse Settings”

Homepage of Student Portfolio links to: Philosophy Of Education Paper completed in SES 447

Reflection: CEC Standard Number	Artifacts	Additional Suggestions	Course where Reflection is written and first reviewed
1 Foundations	<ul style="list-style-type: none"> • Praxis I and II Scores • LIS Certificate • Exams in 252 	<ul style="list-style-type: none"> • Caring, Competent, Professional • Internship Experiences 	SES 350C
2 Learner Characteristics	<ul style="list-style-type: none"> • Child Study 350 A • Family Case Study 460 	<ul style="list-style-type: none"> • Unit Plans 	SES 350B
3 Individual Learning Differences	<ul style="list-style-type: none"> • Diversity Profile/Walk Through 350B/C • Service Learning Project 447 	<ul style="list-style-type: none"> • UDL Lesson Plans SES 350A,B,C 	SES 252

4 Instructional Strategies	<ul style="list-style-type: none"> • Unit Plans SES 471 or 472 • Strategy Notebook SES 471 • Reading Unit SES 469 	<ul style="list-style-type: none"> • Strategies notebook SES 472 	SES 469
5 Learning Environments and Social Interactions	<ul style="list-style-type: none"> • Functional Behavior Assessment SES 466 • Behavior Improvement Plan SES 466 		SES 466
6 Communication	<ul style="list-style-type: none"> • Sign Language Class • Language Sample Analysis SES 240 • Group AT project SES 471 	<ul style="list-style-type: none"> • AT Expo • AT Workshop SES 350 C 	SES 472
7 Instructional Planning	<ul style="list-style-type: none"> • IEP writing 465 • DEC forms SES 465 		SES 465
8 Assessment	<ul style="list-style-type: none"> • CBA project SES 360 • Reading Assessment SES 469 		SES 360
9 Professional Ethical Practice	<ul style="list-style-type: none"> • CEC Code of Ethics SES 250 • Professional Growth Plan SES 465 • School AUP SES 465 	<ul style="list-style-type: none"> • CEC Membership • Student teaching Experiences • Confidentiality 	SES 465
10 Collaboration	<ul style="list-style-type: none"> • Transition Plan SES 447 • Videotape Interaction SES 447 • Student Teaching Experiences 	<ul style="list-style-type: none"> • Email Collaboration 	SES 465

Fall of junior year	1 reflection
Spring of junior year	2 reflections
Fall of senior year	3 reflections
Spring of senior year	4 reflections

Admission to student teaching includes having a minimum 2.75 GPA, completing all general education courses, and required program coursework, and recommendations from faculty regarding their suitability for student teaching. Program completion requirements consist of satisfactory completion of all course requirements including student teaching, student teaching evaluations from university supervisors and cooperating teachers, and completing the technology portfolio. Follow-up surveys are sent to employers and alumni to gather information regarding employer and alumni satisfaction with the program. The results from all the data sources are entered into the assessment system for analysis and are subsequently reported to candidates, faculty, the coordinator, the chair and the dean

Table 15. Transition Points for Assessing Candidate Performance

Assessment	Admission	Midway in Program	Entrance to Student Teaching	Completion of Student Teaching	Follow-up
GPA	Minimum of 2.5 (higher for some programs)	Checked each semester by Teachers' Academy	Minimum of 2.5 (higher for some programs)	Minimum of 2.5 (higher for some programs)	
Praxis I	Minimum scores 176 for Math, 173 for Writing, 173 for Verbal				
Praxis II				Elementary & special ed only	
Disposition Rubric		Ratings of 1 or 2 require an action plan to address problems	Ratings of 1 or 2 require an action plan to address problems	All ratings must be a 3 or higher	
Portfolio Rubric				Must have satisfactory ratings in all dimensions	
SERVE		Portions may be completed in early field experiences		Must have satisfactory ratings in all dimensions	
Course Requirements	Pre-requisites must be completed		Required courses must be satisfactorily completed		
Licensure Status					TA keeps record of all licensure applications
Employment					Checked at

Status					end of 2 nd year of teaching
Employer Satisfaction					Completed at end of graduate's 2 nd year of teaching
Candidate Satisfaction					Completed at end of program
Additional Program Requirements	Must be admitted to the TA at least one full semester prior to final field experience	Individual Programs Add Specific Program Requirements	Individual Programs Add Specific Program Requirements	Individual Programs Add Specific Program Requirements	

Table 16. Individual Candidate Assessment Plan

Admission	Midway through the Program	Admission to Final Field Experience	Completion of the final field experience	Follow-up
GPA minimum of 2.75	GPA is checked each semester by the Teachers' Academy & students/programs notified if a student falls below 2.75	Minimum GPA of 2.75 (higher for some programs) is required to be admitted to final field experience	Minimum GPA of 2.75 (higher for some programs). Final field experience is graded A, B or C.	Licensure status
Praxis I Minimum Scores 176 for Math 173 for Writing 173 for Verbal	Student Dispositions are evaluated and ratings are discussed with faculty	Must have been admitted at least one full semester before final field experience	Praxis II, where applicable	Employment status
Pre-requisite courses completed		All program-specific required courses	SERVE instrument is used to evaluate	Employer satisfaction ratings

			dimensions of the quality of performance of the candidates field experience	
Additional program requirements, when applicable			Dispositions are evaluated	Candidate's satisfaction ratings with the program
			Portfolio is created and evaluated using a standard rubric	

Admission to student teaching is the third transition point. This portion of the student's preparation occurs in the final semester of enrollment in the program. Each student is placed at one of three levels (primary/elementary, middle school, or high school) for a fifteen week student teaching experience. Students adhere to the guidelines and policies for student teaching as required by the Teachers Academy. Recommendation for Licensure requires a grade C or above for student teaching. A complete list for assessment of students at this level is listed in the table below.

Throughout the student teaching internship, the cooperating teacher and university supervisor conduct formal observations and visitations of each student's teaching performance and dispositions. Evidence of the student's performance is documented on both the visitation and form observation form. Each student is observed a minimum of twice by the university supervisor prior to a mid-term conference during which the mid-term evaluation form and dispositions rating form are completed. These forms delineate specific areas of strength, areas for needed improvement, and strategies for developing the areas of needed improvement. At the completion of student teaching, the exit criteria form is mandated by the North Carolina Department of Public Instruction. It specifies eight major functions of teaching performance in which candidates are expected to demonstrate competency at the novice teacher level. A copy of the exit criteria form is sent and kept by the Office of Teacher Education prior to each student's (candidate's) application for licensure. In addition, candidates must submit a technology and teaching portfolio that encompasses artifacts to demonstrate their application of technology, acquisition of knowledge, skills, and dispositions throughout their program of study. The reflective writing process is emphasized since all artifacts have been rated and score as part of coursework. The portfolio is reviewed by at least two faculty members in the department and a rating form is used. Both faculty members and the department chairperson sign the form to verify that all components are within the acceptable to target range.

Data Collection and Analysis on the Program and Program Operations

The principle part of the assessment system is the aggregation, interpretation, and summarization of evidence that verifies that special education teacher candidates have acquired the knowledge, skills, and dispositions as defined by the Council for Exceptional Children Content Standards, the North Carolina Department of Public Instruction Core, Special Education, and Diversity Standards, the National Educational Technology Standards for Teachers, and the UNCG Teachers Academy Mission Statement.

The assessment data are systemically compiled, analyzed, and summarized at the end of each semester. The assessment information and the candidate data will be collected and related to each standard. Summaries of data are included along with aggregation and interpretation. From this information conclusion are drawn about candidate proficiencies, program strengths, and program areas that need improvement.

The assessment data is compiled using an online assessment management program, Taskstream, and is typically maintained by a designated doctoral candidate in the special education program. This doctoral candidate will be the data system manger and is under the direction of the department chairperson and the program coordinator.

If a student wishes to appeal a decision for any part of the assessment process, the student should first put the concern in writing as well as discuss the concern with the university instructor that evaluated the assessment measure in question. If desired, the student may further appeal to the Program Coordinator, the Department Head, the Director of the Teachers Academy, the Dean of the School of Education, and the Provost, in that order. All persons involved in the appeal process are required to keep documentation and may involve other appropriate faculty in the process.

Formal Annual Review of the Program

A program report will be prepared during the 2005 – 2006 academic year. The CEC/NCATE Training Manual will be used as a guide. The program report, located in the Evidence Boxes, will include the following:

- ❖ Cover sheet
- ❖ Context statement
- ❖ Information on the program’s assessment system
- ❖ A description of clinical experiences
- ❖ Aggregated performance data

Summary of Data Collected and Analyzed

Data collected on programs and program operations addressed the following:

- Identification of key assessments used across programs and put these assessments in the Taskstream data management system.
- Revision of the process for reviewing and collecting formal candidate disciplinary concerns.
- Revision of some of the rubrics used with the professional teaching and technology portfolio and also rubrics used to measure key assessments.
- Creation of a technical standards policies which candidates will need in order to be successful in the program.

Aggregated data below show results from the TGAP SERVE evaluation instrument (university supervisors and cooperating teachers) and disposition ratings completed by university supervisors, cooperating teachers, and student self-assessment

Table 17. Candidate Performance

TGAP-SERVE Evaluation instrument
2005

Class	350 A	350 C	465	
Proficient	13%	100%	91%	
Acceptable	87%	0%	9%	
Unacceptable	0%	0%	0%	

Disposition Ratings
2005
University supervisor assessment
2005

Class	350 A	350 B	350 C	465
Proficient	75%	20%	29%	91%

Acceptable	25%	75%	71%	9%
Unacceptable	0%	5%	0%	0%

Cooperating teacher assessment
2005

Class	350 A	350 B	350 C	465
Proficient	N/A	N/A	80%	81%
Acceptable	N/A	N/A	20%	19%
Unacceptable	N/A	N/A	0%	0%

Student self-assessment
2005

Class	350 A	350 B	350 C	465
Proficient	N/A	N/A	53%	100%
Acceptable	N/A	N/A	42%	0%
Unacceptable	N/A	N/A	0%	0%

TGAP SERVE Evaluation Instrument
2006

Class	350 A	350 B	350 C	465
Proficient	13%	N/A	100%	N/A
Acceptable	87%	N/A	0%	N/A
Unacceptable	0%	N/A	0%	N/A

Disposition Ratings 07
2006

University Supervisor

Class	350 A	350 B	350 C	465
Proficient				
Acceptable				
Unacceptable				

Cooperating teacher
2005

Class	350 A	350 B	350 C	465
Proficient	N/A	N/A	80%	81%
Acceptable	N/A	N/A	20%	19%
Unacceptable	N/A	N/A	0%	0%

Student self-assessment
2005

Class	350 A	350 B	350 C	465
Proficient	N/A	N/A	53%	100%
Acceptable	N/A	N/A	42%	0%

Unacceptable	N/A	N/A	0%	0%
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Initial results of these assessments indicate that candidates are performing at a consistently proficient or acceptable level on teaching behaviors and demonstrate proficient or acceptable dispositions.

Improvements in the Program and Program Operations

The special education core, diversity, technology, and specialty area program assessments detail specific suggestions for improving candidate knowledge, skills, and dispositions.

The following changes were addressed based on the data:

- Creation of a diversity plan, vision statement, and mission statement for the department that reflects effective beliefs and practices toward ensuring teacher candidates' experiences with students from diverse populations.
- Development of a formal procedure for early internship and field placement decisions.
- Adjustments to several key assignment and projects that represented teacher candidate competency in meeting standards-for example, the service-learning project from SES 447 was added to Diversity Standard 3 and the Specialty Area for Special Education: General Curriculum Standard 9.

Section V: Standard III: Field Experiences and Clinical Practice

The Special Education: General Curriculum Program collaborates with school partners to design, implement, and evaluate field experiences. Special Education faculty and cooperating teachers design field experiences that comply with the NC core, diversity, technology, and specialty area and professional organizations' guidelines.

Early Field Experiences

The process of preparing special education candidates to have a positive impact on learning begins early in the program with early field experiences and culminates in student teaching. Candidates complete a sequence of four early field experiences, beginning in their sophomore year. These field experiences are developmental and build on one another. During these early field experiences, special education candidates complete 100 hours of on-site field experiences each semester by participating in a variety of activities. Candidates enroll in a sequence of courses which focus on observation, tutoring, working with small groups to whole groups, and finally student teaching. In SES 250, Introduction to Specialized Education Professions, candidates have an opportunity to explore the work of specialized education professionals in schools and community service agencies.

Early field experiences are tied to course content. All candidates complete field experiences in elementary and secondary inclusive educational settings. Candidates have specific assignments linked to the core, diversity, technology, and specialty area standards. In addition to completing course-based assignments designed for field experiences, special education candidates observe students in multiple settings. Interacting positively with students is integral to early field experiences. Activities include working with an individual student or working with small groups, and recording reflections in their journals. Observations entail looking for specific behaviors that the cooperating teacher performs, and observing student behavior and learning. Candidates reflect on their experiences. Placement, selection of cooperating teachers, and evaluation of early field experiences are the same as the requirements detailed for student teachers. The cooperating teacher evaluates the candidates and also evaluates the university's early field experiences program. The evaluation information is provided for the course instructor who includes the early field experience activities into the final grade for the candidate. Program evaluations are reported to the department and the unit.

Table 18. Undergraduate Early Field Experiences

Course & Number	Course Title	Hours	Experiences
SES 250	Introduction to Specialized Education Services	10-18	Observations in inclusive school settings and volunteer activities with community service agencies serving individuals with disabilities and their families
SES 350a	Interdisciplinary Field Experiences	100	One-on-one and small group instruction; attendance at team meetings; involvement with IEP meetings; peer coaching
SES 350b	Interdisciplinary Field Experiences	100	Implementation of lessons designed for diverse learners in inclusive classroom; attendance at IEP meetings; experience with general curriculum and including students with mild and moderate disabilities; peer coaching

SES 350c	Interdisciplinary Field Experiences	100	Implementation of lessons designed for diverse learners in inclusive classroom; attendance at IEP meetings; experience with general curriculum and including students with mild and moderate disabilities; co-teaching experiences
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Student Teaching Requirement

Requirements for student teaching include having a minimum cumulative GPA of 2.75 and earning a grade of C or better in all education course work. Candidates apply for student teaching the spring semester of their junior year and receive approval before the fall semester of the senior year. Special education candidates complete a minimum ten-week period of continuous student teaching at one level, either elementary or secondary. During student teaching, special education candidates observe and are observed by others—cooperating teachers, university supervisors, principals, and other P-12 educators. These observations are structured..

Table 19. Clinical Field Experiences (Student Teaching)

Course & Number	Course Title	Hours	Experiences
SES 465	Student Teaching and Seminar: Students with Mild/Moderate Disabilities	460-500	Implementation of lessons designed for diverse learners in k-12 inclusive classrooms; attendance at IEP meetings; experience with general curriculum and including students with mild and moderate disabilities; co-teaching experiences; fulltime special education teaching in cooperating schools, including conferences and seminars.

Involvement of P-12 Partners in Field Experiences and Clinical Practice

Program faculty and the school partners share in developing learning experiences for candidates. In addition to helping in the design, implementation, and evaluation of the field experiences, school partners also help with assessment of candidates during their field and clinical practice. Program faculty and school partners take part in providing learning experiences and activities for candidates. School partners also provide orientations on field placements which help program faculty ensure that candidates are being placed in diverse settings. Additionally, school partners also participate in evaluating the teaching technology portfolio.

Criteria and Process Used for Making Field Placements

A variety of field experiences and placements are planned and coordinated by the program, Office of Teacher Education, and the participating schools. Every effort is made to ensure that candidates experience a variety of placements (rural, suburban, urban) and different settings with diverse students. Written requests for placements are made by program supervisors and the Office of Teacher Education.

The unit has agreements with these schools which delineate the placement, evaluation, selection of cooperating teachers, roles, and responsibilities of all partners. Field

experience sites are selected by program faculty, the Office of Teacher Education, and school partners. Faculty consider a site if there is sufficient diversity among P-12 educators and students; if there is congruency between the program's goals and inclusive school settings; and if the faculty are familiar with the school's program. Field placement sites are also selected to ensure that candidates have experiences in diverse settings with diverse populations.

Both the candidates and school partners receive copies of the request forms, introductory letter and procedures for carrying out the process. The introductory letter delineates the roles and responsibilities of the candidate and school partners.

Procedures for Preparing Cooperating Teachers

All cooperating teachers must hold an initial license in special education: general curriculum and must have a minimum of three years of successful teaching. The agreements with the school systems specify that cooperating teachers, field based supervisors, and university supervisors must participate in a series of orientations, training, and evaluation of field experiences. A major focus of the orientation is to ensure that onsite cooperating teachers understand the goals, objectives, standards of the program, the rubrics for evaluation of the candidates, and are willing to work with student teachers. Many of the cooperating teachers are former candidates and are familiar with the program. All role, responsibilities, and criteria for selection of cooperating teachers and university supervisors are determined jointly by program faculty and school partners.

Supervision and Evaluation of Candidates in Field Experiences

During early field experiences, candidates are assessed based on their suitability or disposition toward teaching. Cooperating teachers indicate whether the candidate's experiences were marginal, adequate or exemplary. Cooperating teachers also write a brief narrative about the candidate's performance and complete an assessment of dispositions.

Student teachers are evaluated four times by the university supervisors and every other week by the cooperating teacher. More evaluations can occur if the need warrants it. The student teacher is assigned to a cooperating teacher who provides supervision on a daily basis. University supervisors and cooperating teachers conference with the candidate and provide feedback about the experience. The final evaluation of the student teacher's performance is the joint responsibility of the cooperating teacher and the university supervisor. Both the university supervisor and the student teacher evaluate the cooperating teacher and the student teaching site. The cooperating teacher evaluates the student teaching program. Student teachers must complete a technology portfolio. Guidelines for completing the teaching technology portfolio are listed in the Student Teaching Handbook.

Evaluation of Field Experiences and Clinical Practice

Student teachers provide feedback on their experiences in student teaching placements the cooperating teacher and the university supervisor. Cooperating teachers provide feedback on the program by evaluating the student teaching process and program by identifying strengths of the program and recommendations to improve the program.

Section VI: Standard IV: Diversity

How Diversity is Addressed in the Curriculum and in Clinical Practice

The Department of Specialized Education Services will engage in an infusing diversity plan during the 2005-06 academic year. Table 16 provides a matrix of how the department will implement this plan in regards to professional standards, coursework, field experiences, special activities, professional development, international experiences, and departmental level activities. Recently the department created a diversity vision and statement as follows:

Diversity Vision-“Living our commitment to understanding and respecting human diversity”

Diversity Statement- The faculty of the Department of Specialized Education Services of the University of North Carolina at Greensboro is committed to an evolving and interactive process of understanding and respecting human diversity. Through advocacy, teaching, scholarship, and service to the academy, the profession, and the community, we engage in both individual actions and group interactions that recognize and respect the full spectrum of human differences and similarities in order to support the inclusion of ALL people.

Though group projects, candidates explore a variety of formal and informal assessments. Candidates plan lessons and assessments which focus on culturally responsive teaching and assessments. The candidates also complete an assessment of the responsiveness of their respective schools to diversity issues through an activity known as a Diversity Walkthrough. An example of this activity is found in the evidence boxes.

Table 20. SES Department Infusing Diversity Plan

Professor	SES Classes	Practicum/Student Teaching Activities	Special Activities	Faculty Professional Development	International Experiences	Research
<i>Dave Smith</i>	<i>SES 200 – People with Disabilities n American Society. This course approaches disability as a form of diversity.</i>		<i>During the summer months of 2004 and 2005 I worked in a World Bank funded project in St. Lucia. The project, coordinated by Lynchburg College was designed to train a cohort of teachers in special education. Prior to this effort the only assistance in special education had been provided by the Peace Corps. The project enriched my own understanding of the special education needs in developing nations and has allowed me to share new insights with my undergraduate and graduate students.</i>		In March 2006, I served on the UNCG Delegation to China. The purpose of the visit was to visit Chinese colleges and universities in an effort to establish exchanges and partnerships with Chinese faculty and students. I will be teaching in St. Lucia again during the summer of 2006. In addition, a second of my books has bow been translated into Japanese. This may lead to additional opportunities for collaboration with Japanese students and faculty in the field of special education.	
Bill Bursuck	SES 642 - Assessment and teaching of reading to ELL.					

Professor	SES Classes	Practicum/Student Teaching Activities	Special Activities	Faculty Professional Development	International Experiences	Research
Angie Stratton	SES 350A- 2 chapters of the text specifically addresses Diversity in a Changing Society	Climate Diversity Walkthrough				
Marilyn Friend	SES 750- Topic of disproportionate representation in readings and discussion, discuss diverse teaching force. SES 752- Discuss interacting with people from different cultures			Professional development for chairs and faculty regarding disability related diversity	Fullbright in Portugal for 3 months. Presented in Indonesia, Belgium, Portugal, England, Canada, and Panama	
Mary V. Compton	SES 240 – Children with dialectical differences; History of African American English; Panel of speakers	SES 350A – Environment Diversity Scale; Fieldwork and Seminar; Inter-professionals placed at a school site that is diverse	Deaf Hearing College Connection- with Deaf individuals in the community; Performance by Deaf children from Jamaica	Taking a class in Cued Speech and sponsoring class in Cued Speech	Plan to take Spanish class and help with project in Guatemala	Special Problems course with a woman with Retinitis Pigmentosa whose is conducting a qualitative study with women who have lost their sight.

Professor	SES Classes	Practicum/Student Teaching Activities	Special Activities	Faculty Professional Development	International Experiences	Research
Judy Niemeyer	<p>SES 603 Examine assessments from a cultural bias; Group process work to help students develop sensitivity to individuals from diverse backgrounds; Assessments of kids and families from diverse backgrounds.</p> <p>SES 602- Case studies, discussions, and write reflective analysis of the cases, all cases have aspects of cultural and disability diversity; Role-playing</p> <p>SES 758- Take a piece from the media (book, movie, play) and look at it across 3 different time periods and talk about how individuals with disabilities were portrayed; Look at a concept or issue (inclusion) from a historic perspective across time; Identify a major contributor to the field and give presentation on the contribution made and the impact on the course; Research a different discipline and how that discipline contributed to special education; Advocacy organization and how it began and how it impacted sp. education.</p>	<p>SES 604- Online class discussion, read article about cultural differences, internship projects often have some focus on diversity.</p> <p>HDF 460 or 461- BK undergrads have to do student teaching in an inclusive setting, develop IEP; All practicum placements have to be in inclusive settings.</p> <p>SES/HDF 441- Practicum placement- put in low performing schools.</p>	AO Grant focuses on bringing individuals with diverse backgrounds for AOBK program. MVC is Co-PI	<p>Racism training</p> <p>Chapel Hill conference- 1 day seminar for working with individuals with disabilities</p>	Working with Manta, Ecuador	Book- including families from diverse backgrounds for case studies for AO book. MVC is co-author

Professor	SES Classes	Practicum/Student Teaching Activities	Special Activities	Faculty Professional Development	International Experiences	Research
Lauri Susi	<p>SES 350C – Lesson plans and unit project that addresses diversity; Projects which use strategies, modifications, accommodations, adaptations to address diversity; CHAMPs training- Conversation Help Activity Movement Participation- safe schools and environments</p> <p>SES 350B – Lesson plan design addresses diversity; Unit plan (5 lessons) address diverse learners and learning in inclusive classrooms; IEP goal writing</p> <p>SES 471 – Methods class for writing and discussing language differences in language and learning; Create a digital book that has to be modified for 3 readability levels to address diverse learning needs; Assistive technology project; Strategies notebook to meet needs of diverse learners for content area</p> <p>SES 472 - Strategies notebook to meet needs of diverse learners for math</p>	<p>Applying lesson and unit plans from 350B and 350C</p> <p>Observation forms address diversity</p> <p>Climate Diversity Walkthrough</p> <p>Assistive Technology Universal Access Assignment</p>		<p>Assistive Technology Conferences – “Closing the Gap”</p> <p>Assistive Technology Industry Association</p> <p>National Education Computer Conference</p> <p>COSN – Systematic implementation for diverse learners universal access to curriculum</p>		

Professor	SES Classes	Practicum/Student Teaching Activities	Special Activities	Faculty Professional Development	International Experiences	Research
Ed Shroyer	<p>SES 243- Address Deaf culture and additional disabilities that are related to deafness; Black Deaf culture, Hispanic Deaf culture; Learning styles related to different ethnicities and groups of deaf people; Sexual abuse related to disabilities; Diversity in Mental Health; Diversity of signs in the South before segregation (different signs for Black Deaf); Required to write a paper about a person who has contributed to Deaf culture (famous Deaf Americans).</p> <p>SES 135, 155- Deaf culture, history of Deaf culture, modern times, establishment of Deaf Schools, famous people.</p>			Attending Southeast Regional Institute on Deafness Vocational Rehabilitation Services and Disabilities Conference		

Professor	SES Classes	Practicum/Student Teaching Activities	Special Activities	Faculty Professional Development	International Experiences	Research
Glenda Torres	<p>SES 462 – Interpreting in Educational Settings: Multicultural issues in settings; IEP meetings; present information, gestures, and disability training for those who are Deaf and have another disability</p> <p>SES 480, 557, 558, 488, 496 – Hands up practice for scenarios interpreting for children and adults with minimal language skills</p> <p>SES 380 – Lexical development class; Unit on slang and African American slang</p> <p>SES 135, 335, 555, 420 – Diversity within the Deaf community; Cultural perspective vs. Pathological perspective; Deaf culture panel</p> <p>SES 572 – Profession of Interpreting Individual Projects- Jewish Deaf, Hispanic Deaf, Oral Deaf, etc.; Diversity of language mode of community; Extra credit to join Black Deaf Interpreters Association</p>	One placement with children who are Deaf and have special needs; Practicum experience with variety of Deaf, Deaf-blind, and Deaf senior citizens	Sign Language Club; Members of Deaf community at every event; Panels of Deaf individuals who share diverse experience; Interpreted play about Rosa Parks; President of the Black Deaf came as a consultant; Deaf position liaison to Deaf community; Jamaican Deaf students coming to visit	<p>RID convention; Mid-state local chapter monthly meetings</p> <p>Topics include: Deaf-Blind Black-Deaf Deaf with minimal language skills Deaf-Hispanic</p>	Internships to Jamaica, Alaska (Athebascan natives); 2 students in Australia to present on Australian Deaf Culture; Interpreted cruises to Bahamas	

Professor	SES Classes	Practicum/Student Teaching Activities	Special Activities	Faculty Professional Development	International Experiences	Research
Stephanie Kurts	<p>SES 652 – Students create lesson plans that are framed in Universal Design that explicitly describes how to meet diverse learner needs</p> <p>SES 250 – Introduction to cultural competence; Explore all areas of diversity</p> <p>SES 447 – Casework; Study cases that represent diverse individuals</p> <p>SES 647 – Diverse families; How teachers can address needs of and communicate with diverse families</p>	<p>SES 350A – Build upon cultural competence learned in SES 250</p>	<p>Council for Exceptional Children – work with diverse families in tutoring program</p> <p>SES 447 – Designated service learning course, Horsepower, Gateway-adult program</p>	<p>Staff development and presentations of inclusive education that addresses cultural competence and working with children from poverty</p> <p>CEC Annual meeting</p>	<p>Presented and was a part of a group of scholars that went to Beijing, China for the China/US Conference on Educating Children with Disabilities</p> <p>Presented in Aruba at an international conference on Technology and Education on Universal Design and meeting diverse learner needs</p>	<p>USDE Personnel Preparation Grant- Targets non-traditional teacher candidates from under-represented groups; Presented on outcomes after first year about the support non-traditional teachers need to be successful</p> <p>Preparing manuscript in collaboration with a teacher from the non-dominant culture about creating universally designed instruction for diverse learners in secondary science classes</p>
Carolyn Boyles	<p>SES 252 – Address disproportionate representation in special education and reasons it exists. Cover influence of family, economics, culture, and biology on disability outcomes. Reflection on Diversity walk-through.</p>	<p>SES 661-649 – Discuss school culture, family interactions, and participation in school, behavior management relating to school culture and family expectations. Technology portfolio-evaluating software for various diverse ethnic representations within software.</p>	<p>Mentoring low-income college students and non-traditional students.</p>	<p>Workshop dealing with poverty and families and impact on schooling.</p>		<p>Address poverty and at-risk children.</p> <p>Interventions in Title 1 schools (2000-2003).</p>

Professor	SES Classes	Practicum/Student Teaching Activities	Special Activities	Faculty Professional Development	International Experiences	Research
Belinda Hardin	<p>SES 460-In-depth family story project in which students conduct interviews and home visits with families of children with a variety of disabilities and write a paper on their findings. Virtual family project in which students become a “virtual parent” of a child with a disability and reflect on their experiences. Class readings/discussions cover populations from diversity cultural, socioeconomic, gender, and ability contexts.</p> <p>SES 601-Students conduct home visits with families of children with disabilities and write a paper that summarizes their findings. Class readings/discussions cover populations from diversity cultural, socioeconomic, gender, and ability contexts.</p>	SES 435, 441- Students placed in settings with populations from diversity cultural, socioeconomic, gender, and ability contexts.	Chair, ACEI Global Guidelines Task Force, which provides guidance and leadership concerning elements needed for quality inclusive early childhood services worldwide; Presented international research results at AERA, DEC, ACEI, and NAEYC during past two years.	<p>Attended workshops at DEC and ACEI focused on meeting the needs of ELL children; Visited programs in Guatemala to learn about early childhood and special education services, as well as Guatemalan culture.</p> <p>Took Spanish lessons.</p>	<p>Met with teachers and administrators in Guatemala; Provided training to approximately 110 early childhood and special education directors, teachers, and teacher assistants in Guatemala.</p> <p>Began dialogue with interested professionals in Manta, Ecuador about future project.</p>	<p>Conducted study in 5 Latin American countries and preparing manuscript on study; Conducting NC survey on the referral, evaluation, and placement of ELL children in preschool settings; Repository for ACEI Global Guidelines Assessment Database; Manuscript published on children’s ideas about time in Mexico and US; Submitted manuscript on international study examining how teachers are viewed in five countries; Organized community-based literacy project for Pich, Mexico; Obtained grant to conduct focus groups to further investigate the referral, evaluation, and placement of ELL children in preschool settings.</p>

Table 21 shows how diversity is addressed in the undergraduate specialty curriculum.

Table 21. Evidence of Diversity in the Curriculum and Clinical Practice

Course & Number	Course Title	How Diversity Addressed
SES 250	Introduction to	Overview of universal design for instruction to meet the needs of diverse learners
SES 350a	Interprofessional and Instructional Field Experience	Child study project addressing individual student needs
SES 350b	Interprofessional and Instructional Field Experience	Assessment of the learning environment and impact on diverse learners; lesson planning using differentiated instruction for diverse learner needs; informal assessment tools such as CBAs
SES 350c	Interprofessional and Instructional Field Experience	lesson planning using differentiated instruction for diverse learner needs informal assessment tools such as CBAs
SES 447	Service Delivery Systems and Role Management	Service learning projects Interaction video project with parent conferencing
SES 460	Home-School Partnerships for Students with Exceptional Needs	Family interviews
SES 469	Reading Instruction for Learners with Disabilities	Teaching reading to students with diverse educational needs, including those students from high-poverty, at-risk environments
SES 471	Teaching Exceptional Learners the General Curriculum	Lesson planning using differentiated instruction for diverse learner needs
SES 465	Student Teaching and Seminar: Students with Mild/Moderate Disabilities	Lesson planning using differentiated instruction for diverse learner needs; assessment of individual student performance; IEP

		writing and implementation
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Diversity of Higher Education and P-12 Faculty

Table 22. Distribution of Ethnicity and Gender of Higher Education Faculty

	Asian	Asian	African-American	African-American	American Indian	American Indian	Hispanic	Hispanic
	M	F	M	F	M	F	M	F
Adjuncts		2		5		1		
Grad Assistants				5				
Faculty-Fulltime/Fulltime			2	6			1	3
Faculty – Fulltime/Part-time			1	3				1
Faculty-Part-time			1	1				
Total	0	2	4	20	0	1	1	4

	White	White	Other	Other	Total	Total
	M	F	M	F	M	F
Adjuncts	9	53			9	61
Grad Assistants	12	21			12	26
Faculty-Fulltime/Fulltime	24	41		1	27	51
Faculty – Fulltime/Part-time	4	12			5	16
Faculty-Part-time	3	15			4	16
Total	52	142	0	1	57	170

Opportunities and Experiences for Candidates to Interact with Diverse Higher Education and School Faculty

The institution, unit, and the program are committed to hiring and maintaining a diverse faculty and student body. The institution actively seeks to recruit and retain diverse faculty. Students have an opportunity to interact with diverse faculty and staff at the institution and in P-12 settings. Candidates interact with diverse faculty from the College of Arts and Sciences. Faculty teach cross disciplinary courses to candidates, and serve on committees. Additionally, candidates are assigned to schools which are racially and ethnically mixed.

Diversity of the Candidates in the Program

The program has teacher candidates from all identified ethnic groups. Project RESTART, a U.S. Department of Education, Office of Special Education personnel preparation grant for high-incidence disabilities, is a teacher preparation project that has as one of its primary goals to recruit and retain teacher education candidates for special education: general curriculum from underrepresented groups. All of the teacher candidates from the underrepresented

**Table 23. Distribution of Ethnicity and Special Education Candidates
2005-2006**

Candidates	Female	Male
American Indian/Native American		
African American	7	
Asian/Pacific Island	2	
Hispanic/Latino	1	
White	26	4
Other	1	
Total	37	4

Opportunities and Experiences for Candidates to Interact with Diverse Candidates

A major goal of the university is to recruit and enroll diverse candidates. Teacher candidates participate in activities with diverse candidates including candidates with disabilities. Teacher candidates work together through course work, projects, membership in organizations, and extra curricular activities. Teacher candidates are invited to events sponsored by the Office of Recruitment and the Exploring Teaching as a Profession Learning Community-faculty presentations on working with diverse learners and their families.

Diversity of P-12 Students with whom Candidates Work in Clinical Experiences

The program makes every effort to ensure that candidates are assigned to schools which have representative numbers of diverse students and diverse settings such as rural, urban, and suburban. Candidates encounter various forms of diversity during their field experiences and learn how to design developmentally responsive lessons and developmentally responsive assessments.

Table 24. Field Experience Placements 2004-2006

School	District	Total Student	Free	Reduc	Total F/R	% F/R	Male	Female	Amer Indian	Asian	Black	Hispanic	White	% Amer Indian	% Asian	% Black	% Hispan	% White	Title 1
Pittsboro Elementary	Chatham	458	N/A	N/A	N/A	N/A	249	209	1	2	155	22	278	0.22%	0.44%	33.84%	4.80%	60.70%	N
Siler City Elementary	Chatham	633	N/A	N/A	N/A	N/A	332	301	0	2	145	386	99	.00%	0.32%	22.91%	60.98%	15.64%	Y
Ward Elementary	Forsyth	804	221	43	264	32.84	415	389	3	9	211	114	467	0.37%	1.12%	26.24%	14.18%	58.08%	N
Bessemer Elementary	Guilford	511	413	42	455	89.04	258	253	3	6	477	12	13	0.59%	1.17%	93.35%	2.35%	2.54%	Y
Brightwood Elementary	Guilford	524	316	50	366	69.85	276	248	2	6	355	30	131	0.38%	1.15%	67.75%	5.73%	25.0%	Y
Claxton Elementary	Guilford	436	62	14	76	17.43	225	211	0	14	99	9	314	0.00%	3.21%	22.71%	2.06%	72.02%	N
Colfax Elementary	Guilford	860	37	28	65	7.56	443	417	3	31	69	23	734	0.35%	3.60%	8.02%	2.67%	85.35%	N
Dudley High	Guilford	1330	577	138	715	53.76	616	714	2	15	1273	28	12	0.15%	1.13%	95.71%	2.11%	0.90%	N
Eastern Guilford Middle	Guilford	893	419	89	508	56.89	445	448	16	39	400	43	395	1.79%	4.37%	44.79%	4.82%	44.23%	N
Fairview Elementary	Guilford	531	463	36	499	93.97	263	268	3	36	398	55	39	0.56%	6.78%	74.95%	10.36%	7.34%	Y
Guilford Middle	Guilford	1009	313	91	404	40.04	535	474	5	56	366	78	504	.50%	5.55%	36.27%	7.73%	49.95%	N
Guilford Primary	Guilford	362	167	43	210	58.01	175	187	3	18	165	41	135	0.83%	4.97%	45.58%	11.33%	37.29%	Y
Jamestown Elementary	Guilford	1036	324	91	415	40.06	514	522	5	64	350	38	579	0.48%	6.18%	33.78%	3.67%	55.89%	N
Jefferson Elementary	Guilford	731	178	61	239	32.69	365	366	7	53	203	53	415	0.96%	7.25%	27.77%	7.25%	56.77%	N
Jesse Wharton Elementary	Guilford	872	255	53	308	35.32	443	429	7	67	247	67	484	0.80%	7.68%	28.33%	7.68%	55.50%	N
Kernodle Middle	Guilford	922	83	28	111	12.04	476	446	2	33	152	24	711	0.22%	3.58%	16.49%	2.60%	77.11%	N
Mendenhall Middle	Guilford	800	214	41	255	31.88	427	373	5	18	320	21	436	0.63%	2.25%	40.00%	2.63%	54.50%	N
Northeast Guilford Middle	Guilford	866	276	83	359	40.52	438	448	4	4	359	35	484	0.45%	0.45%	40.25%	3.95%	54.63%	N
Otis Hairston Middle	Guilford	844	597	89	686	81.28	436	408	1	11	773	44	15	.12%	1.30%	91059%	5.21%	1.78%	Y
Page High	Guilford	1608	421	76	497	30.91	798	810	5	59	687	38	819	.31%	3.67%	42072	2.36%	50.93%	N

Shadybrook Elementary	Guilford	578	227	35	262	45.33	288	290	1	21	258	30	268	0.17%	3.63%	44.64%	5.19%	46.37%	Y
Southern Guilford High	Guilford	831	204	94	298	35.86	396	435	18	26	251	19	517	2.17%	3.13%	30.20%	2.29%	62.21%	N
Southwest Elementary	Guilford	777	84	14	98	12.61	405	372	0	56	108	29	584	0.00%	7.21%	13.90%	3.37%	75.16%	N
Sternberg Elementary	Guilford	386	143	23	166	43.01	195	191	0	4	125	18	239	0.00%	1.04%	32.38%	4.66%	61.92%	Y
Western Guilford High	Guilford	1207	193	49	242	20.05	664	543	5	59	282	63	798	0.41%	4.89%	23.36%	5.22%	66.11%	N
Dalton McMichael High	Rockingham	993	191	48	239	24.07	499	494	8	6	149	30	800	0.81%	0.60%	15.01%	3.02%	80.56%	N
Lawsonville Ave Elementary	Rockingham	266	182	44	226	84.96	146	120	2	0	163	19	82	0.75%	0.00%	61.28%	7.14%	30.83%	Y
Reidsville Middle	Rockingham	778	410	80	490	62.98	410	368	0	3	413	40	322	0.00%	0.39%	53.08%	5.14%	41.39%	N
Stoneville Elementary	Rockingham	513	264	51	315	61.40	281	232	0	0	90	79	344	0.00%	0.00%	17.54%	15.40%	67.06%	Y
Western Rockingham Middle	Rockingham	875	302	94	396	45.26	457	418	2	2	167	43	661	0.23%	0.23%	19.09%	4.91%	75.54%	N
Liberty Drive Elementary	Thomasville City	608	394	67	461	75.82	316	292	1	3	307	97	200	0.16%	0.49%	50.49%	15.95%	32.89%	Y
Thomasville Middle	Thomasville City	590	354	72	426	72.20	318	272	1	4	297	84	204	0.17%	0.68%	50.34%	14.24%	34.58%	N
Knightdale Elementary	Wake	734	279	84	363	49.46	401	333	6	4	347	99	278	0.82%	0.54%	47.28%	13.49%	37.87%	Y

How the Program Ensures that Candidates Interact with Diverse P-12 Students in Public School Settings

The unit continues to review placement sites to evaluate the quality of the field experiences with respect to diversity, and the kinds of experiences and interactions with P-12 students, teachers, and personnel. Field experience sites include rural, urban, low performing schools, high achieving schools, and alternative schools. The majority of the candidates are placed in settings which have diverse students. The unit collects data on placement of student teachers with diverse students and faculty.

Section VII: Standard V: Faculty Qualifications, Performance, and Development

Program Faculty, Faculty Qualifications, and their Teaching Assignments

See Table 25.

Individual Responsible for Coordinating the Program

Dr. Stephanie Kurtts is the interim coordinator for the undergraduate program in special education: general curriculum. She is a member of the School of Education's Council of Program Coordinators and is a member of the Executive Council of the Council of Program Coordinators. She is responsible for all advising of undergraduate teacher candidates. She also is responsible for reviewing course offerings for the undergraduate program. In addition, she leads program revision efforts on behalf of the department as necessary.

Table 25. SES Faculty Members

Name, Title	Status -- Full-Time (F), Full-Time Grant (FG), Part-Time(P)	Dept.	Licensure Areas and Degrees	Courses Taught in Program are located in Table 25 under Faculty Teaching Loads	Content Knowledge (CK), content Pedagogy (CP), Professional Education (PE)
<u>Ms. Lynne Allen</u> Lecturer	F	SES	NC Licensure Areas: Deaf Education (K-12), Elementary Education (K-6), Preschool Handicapped, Birth-Kindergarten M.Ed., 1990, UNC-Greensboro, Elementary Education; B.S., 1986, UNC-Greensboro, Education of the Deaf		PE
<u>Dr. Annette Asfaw</u> , - Assistant Professor, Hired 2004 ¹	F	SES	Ph.D., The University of Kansas, Major: Special Education (Deaf Education/Learning Disabilities) Minor: Educational Psychology and Research, 2001; M.A., The University of Northern Colorado, Special Education, Severe Needs: Hearing, 1990; B. A., The University of Northern Colorado, Middle School Education: Social Studies/Language Arts, 1989		PE

Name, Title	Status -- Full-Time (F), Full-Time Grant (FG), Part-Time(P)	Dept.	Licensure Areas and Degrees	Courses Taught in Program are located in Table 25 under Faculty Teaching Loads	Content Knowledge (CK), content Pedagogy (CP), Professional Education (PE)
Dr. Pam Baker Adjunct Hired 2003	F	SES	NC Licensure Areas: Special Education for K-12 in the areas of Serious Emotional, Psychology, Certified Instructor for Crisis Prevention Institute, Life Space Crisis Intervention Certification of Competency D.E.D., 2002, Bowling Green State University, Ohio, Doctorate of Education in Leadership Studies; M.Ed., 1987, The College of William and Mary, Virginia, Special Education; B.S., 1984, The College of William and Mary, Virginia, Psychology		PE

Name, Title	Status -- Full-Time (F), Full-Time Grant (FG), Part-Time(P)	Dept.	Licensure Areas and Degrees	Courses Taught in Program are located in Table 25 under Faculty Teaching Loads	Content Knowledge (CK), content Pedagogy (CP), Professional Education (PE)
<u>Dr. Carolyn Boyles</u> - Visiting Assistant Professor, Hired 2001	F	SES	NC Licensure Areas: Elementary Education, Grade 1-6, Language Arts, Grad 1-9, Special Education-Learning Disabilities, Mental Retardation, School Administration-Supervisor, Principal, Superintendent Ed.D., University of North Carolina at Greensboro, Greensboro, North Carolina, Educational Leadership; M.Ed., Appalachian State University, Boone, North Carolina, Special Education; B.S., Auburn University, Auburn, Alabama, Early Elementary Education		PE
<u>Dr. William Bursuck</u> - Professor, Hired 2004	F	SES	Ph.D., University of Illinois, 1982, Special Education/ Mild Disabilities; M.A., University of Vermont, Burlington, Vermont, 1976, Special Education; M.S., State University of New York, College at Buffalo, New York, 1970, Urban Education; B.A., Hobart College, Geneva, New York, 1968, Religion		PE

Name, Title	Status -- Full-Time (F), Full-Time Grant (FG), Part-Time(P)	Dept.	Licensure Areas and Degrees	Courses Taught in Program are located in Table 25 under Faculty Teaching Loads	Content Knowledge (CK), content Pedagogy (CP), Professional Education (PE)
<u>Dr. Mary V. Compton</u> - Associate Professor, Hired 1991	F	SES	NC Licensure Areas: Speech Pathology; American Speech-Language and Hearing Association, Certificate of Clinical Competence in Speech Pathology Ed.D., 1986, University of Virginia, Charlottesville, Virginia, Speech Pathology; M.Ed., 1975, Smith College, Northampton, Massachusetts., Master of Education of the Deaf; M.E., 1968, University of North Carolina at Greensboro, Greensboro, North Carolina, Speech Pathology; B.A., 1967, Greensboro College, Greensboro, North Carolina, Speech and Drama		PE

Name, Title	Status -- Full-Time (F), Full-Time Grant (FG), Part-Time(P)	Dept.	Licensure Areas and Degrees	Courses Taught in Program are located in Table 25 under Faculty Teaching Loads	Content Knowledge (CK), content Pedagogy (CP), Professional Education (PE)
<p><u>Dr. Marilyn Friend</u> - Professor, SES Department Chairperson, Hired 1999</p>	F	SES	<p>Indiana life teaching license in elementary education (K-6), with endorsements in learning disabilities (K-12), emotional disturbance (K-12), and mental retardation (K-12) Ph.D., 1981, Indiana University, Bloomington, IN, Special Education (minors in elementary education and psychology); M.S., 1978, Indiana University, Bloomington, IN, Special Education; B.S., 1974, Butler University, Indianapolis, IN, Elementary Education</p>		PE

Name, Title	Status -- Full-Time (F), Full-Time Grant (FG), Part-Time(P)	Dept.	Licensure Areas and Degrees	Courses Taught in Program are located in Table 25 under Faculty Teaching Loads	Content Knowledge (CK), content Pedagogy (CP), Professional Education (PE)
<p><u>Dr. Belinda Hardin</u> - Assistant Professor, Hired 2004</p>	F	SES	<p>NC Licensure Areas: Birth-Kindergarten (0-5), Elementary Education (K-6), Middle School Language Arts (6-9), Middle School Music (6-9) Ph.D., 2001, University of North Carolina at Chapel Hill, Chapel Hill, NC, Early Childhood/Families/Literacy; M.A.T., 1975, University of Louisville, Louisville, KY, Elementary Education with Kindergarten Endorsement; B.A., 1998, University of North Carolina at Greensboro, Greensboro, NC, Studio Art/Design; B.A., 1974, University of Louisville, Louisville, KY, Music History (Cum Laude)</p>		PE

Name, Title	Status -- Full-Time (F), Full-Time Grant (FG), Part-Time(P)	Dept.	Licensure Areas and Degrees	Courses Taught in Program are located in Table 25 under Faculty Teaching Loads	Content Knowledge (CK), content Pedagogy (CP), Professional Education (PE)
<u>Dr. Stephanie Kurttts</u> - Assistant Professor, Hired 2001	F	SES	NC Licensure Areas: North Carolina "G" level teacher certification - Special Ed, 2003; North Carolina Instructional Curriculum Specialist DSG level, 2003; Ph.D., University of North Carolina at Greensboro, Greensboro, NC, Curriculum and Teaching; M.Ed., 1975, East Carolina University, Greenville, NC, Special Education-Mental Retardation; B.S., 1973, East Carolina University, Greenville, NC, Parks and Recreation		PE

Name, Title	Status -- Full-Time (F), Full-Time Grant (FG), Part-Time(P)	Dept.	Licensure Areas and Degrees	Courses Taught in Program are located in Table 25 under Faculty Teaching Loads	Content Knowledge (CK), content Pedagogy (CP), Professional Education (PE)
Dr. Mary Murray Adjunct Hired 2002	F	SES	May, 2002 Ed.D. ,Bowling Green State University, Bowling Green, Ohio May, 1992 Ed.S. The University of Toledo, Toledo, Ohio May, 1989, M.Ed. The University of Toledo, Toledo, Ohio August, 1972, B.Ed. The University of Toledo, Toledo, Ohio Ohio elementary education (K-8), early intervention supervisor, moderate and intensive disabilities (K-12), elementary principal, secondary principal, and superintendent,		PE

Name, Title	Status -- Full-Time (F), Full-Time Grant (FG), Part-Time(P)	Dept.	Licensure Areas and Degrees	Courses Taught in Program are located in Table 25 under Faculty Teaching Loads	Content Knowledge (CK), content Pedagogy (CP), Professional Education (PE)
<p><u>Dr. Judy Niemeyer</u> - Associate Professor and Director of Graduate Studies, SES, Co-Coordinate Doctoral Program; Co-Coordinate Birth-Kindergarten: graduate and undergraduate programs, Hired 1990.</p>	F	SES	<p>Ph.D., 1990, Vanderbilt University, Nashville, Tennessee, Special Education Research (Early Childhood and Family Studies); M.Ed., 1997, Xavier University, Cincinnati, Ohio, Education (Administration); Special Education (certificate), 1971, University of Kentucky, Lexington; A.B., 1970, Thomas More College, Crestview Hills, Kentucky, Elementary Education</p>		PE

Name, Title	Status -- Full-Time (F), Full-Time Grant (FG), Part-Time(P)	Dept.	Licensure Areas and Degrees	Courses Taught in Program are located in Table 25 under Faculty Teaching Loads	Content Knowledge (CK), content Pedagogy (CP), Professional Education (PE)
Ms. Ginger Parnell ¹	F	SES	<p>Master of Education, Special Education, Cross Categorical, University of North Carolina Greensboro, 1984</p> <p>Bachelor of Art, Elementary Education, University of North Carolina Greensboro, 1975</p> <p>Elementary Education K – 6, Intermediate Education 4 - 6, Middle Grades Science 6 - 9, Middle Grades Language Arts 6 – 9, Cross Categorical Special Education K – 12</p>		PE

Name, Title	Status -- Full-Time (F), Full-Time Grant (FG), Part-Time(P)	Dept.	Licensure Areas and Degrees	Courses Taught in Program are located in Table 25 under Faculty Teaching Loads	Content Knowledge (CK), content Pedagogy (CP), Professional Education (PE)
Dr. Ed Shroyer Professor Emeritus, Hired 1978 ¹	F	SES	1973, Doctor of Philosophy Special Education and Rehabilitation, University of Pittsburgh 1963, Master of Science Education of the Deaf, Gallaudet University 1962, Bachelor of Science Elementary Education, Ohio State University NC Hearing Impaired K-12 Ohio Elementary School Licensure A Certificate NC Interpreter Evaluation System		PE
Ms. Cheryl Smith	F	SES	Ph.D Student in Special Education		PE
<u>Ms. Angie Stratton</u> - Lecturer, Hired 2003 ¹	F	SES	NC Licensure Areas: Mentally Handicapped (K-12), G license, Hearing Impaired (K-12), G license, M.S., 1979, University of North Carolina at Chapel Hill, Chapel Hill, NC, Special Education; B.S., 1977, University of North Carolina at Chapel Hill, Chapel Hill, NC, Special Education		PE

Name, Title	Status -- Full-Time (F), Full-Time Grant (FG), Part-Time(P)	Dept.	Licensure Areas and Degrees	Courses Taught in Program are located in Table 25 under Faculty Teaching Loads	Content Knowledge (CK), content Pedagogy (CP), Professional Education (PE)
<u>Ms. Lauri Susi</u> - Lecturer, Hired 2003 ¹	F	SES			PE
<u>Ms. Glenda Torres</u> - Lecturer, Coordinator of Interpreter Preparation Program, Hired 1993 ¹	F	SES	NC Licensure Areas: Level III Interpreter Certification, Comprehensive Skills Certificate ; M.A., 1984, Georgia State University, Atlanta, GA, Education of the Deaf; B.S., 1979, University of North Carolina at Greensboro, Greensboro, NC, Education of the Deaf, K-12		PE
Dr. Ada Vallecorsa	F	SES			PE
<u>Ms. Rosie Parrish</u> - Lecturer, Hired 2005 ¹	FG	SES			PE
<u>Ms. Kathryn Aldridge</u> - Lecturer, Hired 2003 ¹	P	SES			PE

Name, Title	Status -- Full-Time (F), Full-Time Grant (FG), Part-Time(P)	Dept.	Licensure Areas and Degrees	Courses Taught in Program are located in Table 25 under Faculty Teaching Loads	Content Knowledge (CK), content Pedagogy (CP), Professional Education (PE)
Ms. Jenni Ask - Lecturer, Hired 2003 ¹	P	SES	M.S., 1996, Speech-Language Pathology, Nashville Tennessee, Vanderbilt University; B.A., 1994, University of North Carolina - Chapel Hill, Chapel Hill, NC, Speech-Communication; 1997, Certificate of Clinical Competence		PE
Dr. Khalilah Badger - Lecturer, Hired 2003 ¹	P	SES	NC Licensure Areas: B-K M.Ed., 2003, University of North Carolina at Greensboro, Greensboro, NC, Birth-Kindergarten-Interdisciplinary Studies in Education and Development (BKISED); B.A., 2000, University of North Carolina at Greensboro, Greensboro, NC, Child Development and Family Studies		PE

Name, Title	Status -- Full-Time (F), Full-Time Grant (FG), Part-Time(P)	Dept.	Licensure Areas and Degrees	Courses Taught in Program are located in Table 25 under Faculty Teaching Loads	Content Knowledge (CK), content Pedagogy (CP), Professional Education (PE)
Ms. Frances Barger - Lecturer, Hired 2004 ¹	P	SES	NC Licensure Areas: School Psychologist, level 3, NCDPI; Approved Provider: Traumatic Brain Injury, NCDPI; Early Childhood Classroom Teaching License, NCDPI, Ed.D., 1985, University of Georgia, Athens, Georgia, Neuropsychology; M.Ed., 1985, University of Georgia, Athens, Georgia, School Psychometry		PE
<u>Ms. Julie Bost</u> ¹	P	SES	NC Licensure Areas: Special Education BED focus M.Ed., 2003, University of North Carolina at Greensboro, Greensboro, NC, Cross Categorical Special Education; B.A., 1998, Appalachian State University, Boone, NC, Psychology, anthropology		PE

Name, Title	Status -- Full-Time (F), Full-Time Grant (FG), Part-Time(P)	Dept.	Licensure Areas and Degrees	Courses Taught in Program are located in Table 25 under Faculty Teaching Loads	Content Knowledge (CK), content Pedagogy (CP), Professional Education (PE)
Ms. Terri Crump - Lecturer, Hired 2003 ¹	P	SES	NC Licensure Areas: North Carolina Teaching Certification, 1985; American Sign Language Teacher Association Certification, 2005; North Carolina Teacher Certification in Deaf Education, 1985; M.S., 2000, Western Maryland College, Westminster, Maryland, Deaf Education; B.A., 1977, Gallaudet College, Washington, DC, Psychology-Social Work		PE
Ms. Tiffany Dohner ¹	P	SES	NC Licensure Areas: Speech-Language Pathologist, M.A., 2000, Truman State University, Communication Disorders; B.S., 1998, University of North Carolina at Greensboro, Greensboro, NC, Communication Disorders		PE

Name, Title	Status -- Full-Time (F), Full-Time Grant (FG), Part-Time(P)	Dept.	Licensure Areas and Degrees	Courses Taught in Program are located in Table 25 under Faculty Teaching Loads	Content Knowledge (CK), content Pedagogy (CP), Professional Education (PE)
Dr. Rebecca Evers	P	SES	Illinois Licensure Areas: Type 10-Special Education, Cooperative Work-Study Coordinator, Rehabilitation Teacher, American Association of Workers for the Blind, English (6-12) Ed.D., 1994, Northern Illinois University, Dekalb, Illinois, Special Education (Teacher Education); Advanced Certificate, 1980, University of Illinois, Urbana-Champaign, Illinois, Vocational, Technical, and Practical Arts Education; M.A., 1969, Western Michigan University, Kalamazoo, Michigan, Special Education (Rehabilitation Teaching of the Adult Blind); B.A., 1966, Illinois College, English		PE
Dr. Cristin Flynt - Instructor, Hired 2003	P	SES	Ph.D. Curriculum and Teaching, University of North Carolina at Greensboro, MSN, University of North Carolina at Greensboro		PE

Name, Title	Status -- Full-Time (F), Full-Time Grant (FG), Part-Time(P)	Dept.	Licensure Areas and Degrees	Courses Taught in Program are located in Table 25 under Faculty Teaching Loads	Content Knowledge (CK), content Pedagogy (CP), Professional Education (PE)
<u>Dr. Wayne Foster</u>	P	SES	NC Licensure Areas: Speech/Language Pathology, Audiology. American Speech, Language and Hearing Association Certificate of Clinical Competence in Speech/Language Pathology and Audiology Ph.D., 2001, University of North Carolina at Greensboro, Greensboro, NC , Human Development and Family Studies; M.S., 1979, University of South Carolina, Speech Pathology and Audiology; B.A., 1976, University of South Carolina, Anthropology (linguistics)		PE
<u>Dr. Emma Hair</u> - Lecturer, Hired 2000	P	SES	NC Licensure Areas (Level A): Cross Categorical (K-12), Mentally Disabled (K-12), Behaviorally/Emotionally Disabled (K-12), Learning Disabilities (K-12) (Level G): Severely/Profoundly Disabled (K-12); Mentor; Graduate Certificate in Assistive Technology		PE

Name, Title	Status -- Full-Time (F), Full-Time Grant (FG), Part-Time(P)	Dept.	Licensure Areas and Degrees	Courses Taught in Program are located in Table 25 under Faculty Teaching Loads	Content Knowledge (CK), content Pedagogy (CP), Professional Education (PE)
Dr. Katherine Hibbard - Instructor, Hired 2003	P	SES			PE
Dr. Beth Holder - Lecturer, Hired 2000	P	SES	NC Licensure Areas: Administration, Cross-Categorical, Learning Disabilities, Mental Retardation, Behaviorally-Emotionally Handicapped, Severely-Profoundly Mentally Handicapped Ph.D., 1997, University of North Carolina at Greensboro, Greensboro, NC, Curriculum and Instruction - Special Education Supervision; M.Ed., 1989, University of North Carolina at Greensboro, Greensboro, NC, Special Education; B.S., 1984, Greensboro College, Greensboro, NC, Special Education		PE
Mr. Kurt Lazaroff ¹	P	SES	Ph.D. Student in Special Education		PE
Ms. Sarah Naus ¹	P	SES	Ph.D. Student in Special Education		PE

Name, Title	Status -- Full-Time (F), Full-Time Grant (FG), Part-Time(P)	Dept.	Licensure Areas and Degrees	Courses Taught in Program are located in Table 25 under Faculty Teaching Loads	Content Knowledge (CK), content Pedagogy (CP), Professional Education (PE)
Mr. Sam Parker - Lecturer, Hired 2004 ¹	P	SES	NC Licensure Areas: North Carolina License for Interpreting, 2005; Comprehensive Skills Certificate, 1981; Unknown, 1997, University of North Carolina at Greensboro, Greensboro, NC, Fine Arts in Acting; B.A., 1988, Christopher Newport University, Newport News, VA, Arts in Theatre		PE
Ms. Susan Shroyer - Lecturer, Hired 1987 ¹	P	SES	1974-76 M.A. Education of Hearing Impaired, Gallaudet University, Washington, DC 1970-74 A.B. Psychology, Magna Cum Laude, Mount Holyoke College South Hadley, MA North Carolina Teacher's Certificate-Hearing Impaired K-12, "G" Council on Education of the Deaf (CED) Certification (expired)		PE

Instructional Strategies Used by Faculty

Table 26. Instructional Strategies

Teaching Practice	Competent	Caring	Collaborative
Lecture	x		
Large group discussion	x	x	x
Small group discussion and cooperative learning	x	x	x
Student presentations including the use of media/technology	x		x
Individual assignments	x	x	
Small group assignments	x		x
Discussions on Blackboard	x	x	x
Virtual Classroom sessions on Blackboard	x		x
Case studies	x	x	x
Action research projects	x		
Field experiences/internships	x	x	x
Reflection and self-analysis	x	x	
Debates about critical issues in the field	x	x	

As this chart illustrates, teaching practices also draw from the five dimensions of knowledge that inform the conceptual framework.

- *Content knowledge.* The liberal arts foundation that candidates bring to the graduate special education programs is a base of experience that they draw from in the discussions in which they participate and projects and assignments that they complete
- *Professional knowledge and skills.* Students learn essential professional knowledge and skills through lecture and group/small-group discussions. They then apply this knowledge and these skills in their field experiences and assignments.
- *Pedagogical content knowledge.* Like professional knowledge and skills, this domain is acquired through instruction of all types and applied in field experiences and projects and assignments.
- *Sociocultural knowledge.* Particularly for the field of special education, it is crucial that students are aware of the sociocultural context in which they work and live. Thus, teaching practices include asking students challenging questions about topics such as race, class, poverty, and disability (discussions, Blackboard discussion board).
- *Critical and reflective knowledge.* Many assignments in the graduate special education programs as well as the portfolios that represent the culminating experience for graduate students require reflection and analysis. Students are reminded frequently that the goal is not to imply that their work is completed as it stands, but rather that as they have grown as professionals they should see that their work is not complete and could be expanded, deepened, or improved.

Faculty Scholarship

Faculty engage in scholarly activities such as publications (journal articles, chapters in books), presentations (local, state, national), editorial review boards, workshops (local and state) and holding offices in professional organizations. Table 27 details faculty involvement in scholarly activities.

Table 27. Scholarly Activities of Special Education Faculty

Scholarly Activity	2005	2006	Total
Journal Article	15	7	22
Monograms	0	0	0
Technical Reports	3	3	6
Critical Reviews	2	0	2
Book Chapters	2	6	8
Conference Presentations	58	11	69
Total	83	24	107

In addition to this type of scholarly productivity, faculty members in SES have been able to obtain significant external funding to support their research and to provide tuition support to students. Since the last visit, SES has been awarded over \$5 million in external grant funds. During 2004-2005, a total of 4 major proposals totaling \$5 million were submitted; most of these are still pending (RFPs for 2005-2006 have not yet been announced). One proposal that provides significant funding for doctoral students was funded at nearly \$800,000.

Content Pedagogy and Professional Education Faculty Service to the Institution and Collaboration with Colleagues in the Discipline

Table 28. Faculty Service to the Institution

Service	2005	2006	Total
University Committees	19	10	29
Project Director	0	0	0
Grant Reader	0	0	0
Editorial Boards	12	3	15
Advisor to Organizations			
Recognition, Awards	1	0	1
State & National Boards	4	4	8
Total	32	13	45

In addition, faculty members in the Department of Specialized Education Services are strong citizens of the university community, and they provide service at the university, school, and department level in a way that reflects commitment to their professional, recognition of the need for each individual to contribution, and understanding of the importance of the service function. Examples of this type of SES faculty members' service include the following from the 2005-2006 academic year (UNCG and School of Education):

UNCG

- Member, Faculty Senate
- Member, Institutional Review Board (IRB)
- Member, Council of Program Coordinators
- Member, Guilford Partnership Council
- Member, Undergraduate Curriculum Committee

School of Education

- Member, Curriculum Committee
- Member, Personnel Committee
- Member, Research Advisory Committee

Collaboration runs as a theme in the Department of Specialized Education Services. With its emphasis in the conceptual framework and its application in SES coursework

and field experiences, it is not surprising that collaboration also is a defining characteristic of the work of faculty members. Many examples of faculty collaboration exist. The following are illustrative:

- Dr. Stephanie Kurtts has co-taught the interdisciplinary course on collaboration and families with faculty members from nursing and social work. This course is listed by each participating department, the instructors collaborate on the syllabus and instruction that occurs, and students from several disciplines work together in the course to grow in understanding of the practices of each represented group.
- SES faculty members frequently work on scholarly projects with faculty members from other departments. The results include joint publications or conference presentations. Dr. Stephanie Kurtts, Dr. Jewell Cooper (CUI), and Dr. Catharine Matthews (CUI) have presented together and submitted scholarly publications.
- Faculty members in SES and the Department of Curriculum and Instruction worked closely in order to develop a new offering—a dual major program in which undergraduate students earn both special education and elementary licensure.

Content Pedagogy and Professional Education Faculty Involvement and Collaboration with and Service to the Public Schools

Faculty members in the Department of Specialized Education Services are close partners with school districts in the Piedmont region, across North Carolina, and across the country. The following are examples of this dimension of their service work:

- Through the University-School Teacher Education Partnership (USTEP), one faculty member with students enrolled in a field experience is working at a Guilford County elementary school studying the effect of using principles of universal design for learning on outcomes for students with disabilities.
- One faculty member is working with the Charlotte-Mecklenburg Schools to design and implement inclusive practices at the preschool level, and to prepare early interventionists for their roles in such settings.
- One faculty member is collaborating with staff members in the Guilford County Schools to foster co-teaching and inclusive practices in the middle schools.
- One faculty member has provided extensive professional development to teachers in Georgia on the use of effective early reading interventions.

Follow-up support also is being provided, and data on the effectiveness of the professional development are being gathered.

- One faculty member is part of a UNCG School of Education-Guilford County Schools Partnership designed to collaborate to address a wide variety of issues; the faculty member's primary focus is reading instruction in secondary schools.

Content Pedagogy and Professional Education Faculty Service to the Profession

Faculty members in the Department of Specialized Education Services recognize the importance of making a contribution to the profession as a complement to their contributions to the university and the public schools. These are examples of professional organizations to which SES faculty members belong:

- Council for Exceptional Children, including the Division of Learning Disabilities, Council for Children with Behavior Disorders, Council for Administrators of Special Education, Division of Early Childhood, Teacher Education Division, the Technology and Media Division
- American Education Research Association
- National Association for the Education of Young Children
- Association of Teacher Educators
- American Association of Colleges of Teacher Education
- National Staff Development Council
- Phi Delta Kappa
- Phi Kappa Phi
- Association for Supervision and Curriculum Development
- Early Childhood Education International
- Association for College Educators-Deaf and Hard of Hearing (ACE-DHH)
- Alexander Graham Bell Association for Deaf and Hard of Hearing

Faculty members generally attend at least one national professional meeting each year, often presenting at that meeting.

However, service to the profession extends beyond participation in national professional organizations. Many faculty members contribute to their professional organizations by reviewing manuscripts submitted for publication and reviewing proposals for national and international conferences. Several faculty members serve on committees within their organizations or on the board of directors.

Service to the profession also encompasses contributions made to state and local activities. Examples in this arena include the following:

- SES has a representative actively involved in the Guilford County Assistive Technology Services (GCATS) organization. This coalition of many public

agencies shares information about and seeks support for the use of assistive technology across the lifespan.

- SES has a representative on the North Carolina State Regional interagency Coordinating Council for your children with disabilities and their families.
- Faculty members and their students present at state conferences such as the annual North Carolina Assistive Technology Expo and the annual fall North Carolina Conference on Exceptional Children.
- Faculty members present with their students at state and national conferences. During 2005-2006, students presented with faculty members at the North Carolina Council for Exceptional Children conference, the North Carolina Assistive Technology Expo, and the annual convention of the Council for Exceptional Children.
-

Table 29 shows a variety of faculty services to profession.

Table 29. Service to the Profession

	School	University	Local	State	National	Total
School	12	9				
University	6	17	10			
Professional Organization-National					6	
Professional Organization-State				2	2	
Grant Reviewer					2	
Chair-National Conference						
Boards or Committees	18			1		
Total						

Faculty Evaluation Process

Faculty evaluation procedures are multi-dimensional in the Department of Specialized Education Services and include these components:

- At the beginning of each academic year, faculty members meet with the department chair to discuss responsibilities for the year. The faculty member's workload is written into a UNCG plan and kept in the SES office.
- At the conclusion of each academic year, faculty members prepare a detailed summary of their accomplishments for the year just ending. They meet individually with the department chair to discuss their work as it relates to the plan that had been written at the beginning of the academic year. Based on the information provided in the end-of-year report, faculty members' productivity is rated by the department chair as exemplary, satisfactory, or unsatisfactory.
- At the conclusion of each semester, all student course evaluations are reviewed by the department chair to determine extraordinary success and identify potential problems. The department chair meets with any faculty member with overall course or instructor ratings at or below 3.7 on a 5-point scale to discuss steps to take to improve teaching quality. If an adjunct instructor receives ratings at 3.5 or below, unless there are extenuating circumstances, that individual is not allowed to teach again.
- Non-tenured faculty members are observed at least once each year as they teach. In advance of the observation they provide the observer, a tenured faculty member, with a syllabus and any materials related to the instruction. The observer attends the class for at least 45 minutes (depending on the length of the class) and then meets with students to ask for input from them. The observation and student comments are summarized and provided to the faculty member both orally and in writing, and a copy of the written report is kept for the faculty member personnel file. Tenured faculty members are observed an average of once every 2-3 years.
- Faculty members who are tenured go through a post-tenure review process each five years. They summarize their work since the last review, discuss this with the department chair, and the chair forwards the materials to the dean. Faculty members are rated as satisfactory or unsatisfactory in this process.

How Faculty Assess Their Own Effectiveness as Related to Candidate Performance

Part of faculty evaluation is setting annual goals and then reviewing those goals at the conclusion of each academic year (described earlier in this section). That process comprises one component of faculty evaluation of their effectiveness.

Candidate course evaluations are returned to faculty members after each semester, and faculty members are encouraged to carefully read student comments and consider student course ratings. In addition, at key points—reappointment, tenure, promotion, and post-tenure review—faculty members summarize their teaching evaluations and reflect on their skills in that domain. A similar, albeit more general, process is used for faculty at the same points to analyze their other teaching responsibilities, their scholarship, and their service. These key assessment points allow faculty members to step back to review the work that they summarize each year in the annual reports.

At the department level, faculty members in each program area review student Praxis II scores to assess the effectiveness of the preparation program. It should be noted, though, that the programs described in this report have been in a state of continual revision for the past four years because of changing need in the state and licensure requirements, and so clear statements about program effectiveness and student outcomes are tentative until at least three years of program stability can be considered.

How Faculty Evaluations Inform Teaching, Scholarship, and Service

The following strategies represent how faculty evaluations are used to inform teaching, scholarship, and service:

- Teaching evaluations are discussed as needed and specific course changes made as a result of identified need.
- Faculty members use their teaching experiences to inform their writing. For example, Dr. Stephanie Kurtts is mentored by Dr. William Bursuck.
- Each program area meets to discuss the data available about courses and student performance. Decisions about program revision are made based on these discussions.

Professional Development Opportunities Provided for Faculty

Opportunities for faculty development are both centralized and decentralized, and they occur at the department, School of Education, and UNCG levels as well as beyond the university boundaries. They range from sessions that focus on highly specialized topics of interest primarily to faculty members in the area of specialized education through general topics such as making better use of library resources and procedures for using resources on campus (e.g., Blackboard, electronic resources at the library, research review procedures).

In some instances, faculty members decide that a particular set of knowledge or skills is needed by everyone, and so arrangements are made for professional development on selected topics. In some cases these sessions are funded through the Dean's office. Recent examples of this type of faculty development include an all-day session on current research trends in special education and the preparation of grant proposals, technical assistance in the preparation of manuscripts made available to anyone wishing to access it, and recent significant developments in law and litigation related to individuals with disabilities, particularly mental retardation.

Some professional development opportunities are made available through the School of Education. For example, a research symposium for faculty members, students, and community members included international speakers on topics related to research in professional education as well as breakout and poster sessions led by faculty members and students. Likewise, faculty members are encouraged to take advantage of speakers brought to UNCG at the campus level.

Professional development for faculty members is individualized as well. For example, one faculty member attended the training sessions to become a trainer in the *Language!* program. Another has attended several training sessions in order to improve her knowledge and skills related to reading instruction. Yet another faculty member attended an intensive training institute on assistive technology in order to be better prepared to offer instruction in this realm. All faculty participate in professional development as they attend national and state conferences, an activity that is partially funded by the Department of Specialized Education Services.

Practice Used to Select, Orient, Communicate with, and Evaluate Adjunct Faculty to Ensure Program Quality

When an adjunct faculty member is new to SES, a copy of the course syllabus is provided, a meeting is held with a prior or knowledgeable instructor of the course, clarification is offered of required assignments, and the individual is added to the department group e-mail list for instructional matters. In addition, the program coordinator stays in close contact with all adjunct faculty members, asking for a status report at least twice during the semester. Adjunct faculty members also are directly informed that if any small student problem is encountered, it should be brought to the coordinator's attention immediately so that resolution occurs quickly. SES also

distributes a list of hints and tips related to university policy and SES policy so that adjunct faculty members are informed about such expectations. All adjunct faculty members also have the SES website address that contains program handbooks and department policies and procedures.

Adjunct faculty members often teach on-line courses, and so they do not have need for office space. However, a group office with a telephone is available for their use in the department suite. Adjuncts are told to route requests for materials or supplies to the department administrative assistant, and their requests for duplicating likewise are sent to her and taken care of within the department. All instructional materials available in the department (e.g., videotapes, assessment instruments) as well as all School of Education and UNCG resources (e.g., assistive technology items from that lab; Jackson library, Blackboard access and technical support) are readily available for adjunct faculty members.

Candidate evaluations of adjunct teaching are carefully examined by the department chair. If a problem is apparent, it is discussed with the adjunct faculty member. As noted earlier, if a serious problem exists, the adjunct faculty member is not invited to teach again.

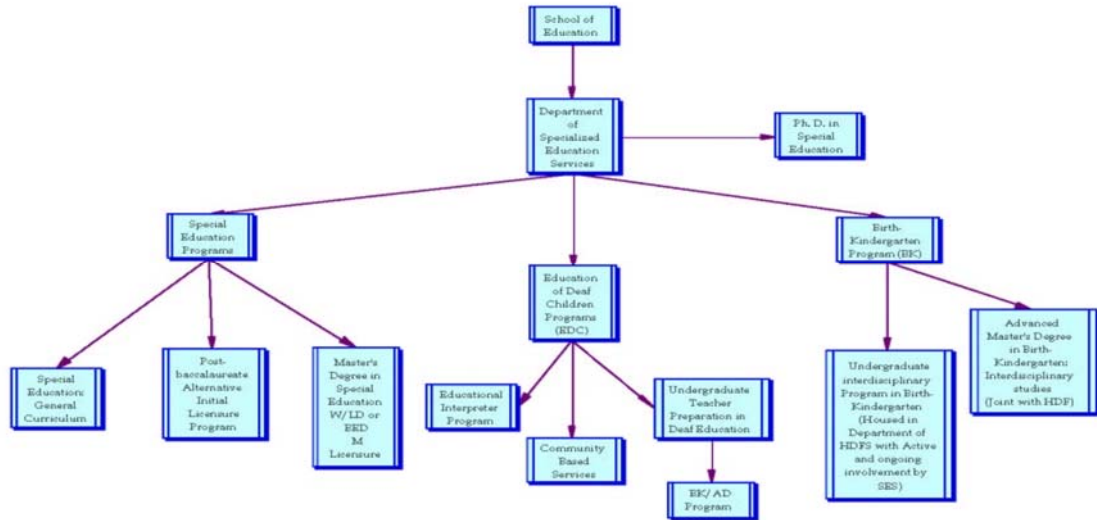
Section VIII: Standard VI: Program Governance and Resources

Because the program governance and resources for the three graduate special education programs addressed in this report are so similar, responses in this section should be presumed to address all programs unless otherwise specifically noted.

Program Administration

All graduate special education programs are part of the Department of Specialized Education Services which is located in the School of Education. This arrangement provides the overall structure and management of the two programs that deal exclusively with special education (i.e., PAIL and the M.Ed. in special education) while at the same time providing for the flexibility in program specialization in the broader-based Ph.D. in specialized education. Chart 8 captures visually the placement of SES and its program within the larger School of Education context.

SES Organizational Structure in Context



Adequacy of the Number of Faculty to Support the Program

The rapid growth of the graduate special education programs in the Department of Specialized Education Services has been supported in the School of Education with the additional of several faculty members. For example, with the authorization to establish the Ph.D. program in specialized education, SES over two years was able to hire two additional faculty members at the Professor level. In addition, two tenure-line faculty member positions (Assistant Professor) were added to support overall program growth. As the search of one of the latter positions was conducted, SES was permitted to hire a fulltime instructor to help with general SES program coverage, an indirect benefit for faculty members working in the graduate programs.

In addition to fulltime, tenure-line faculty members, the School of Education has been supportive in otherwise meeting SES faculty needs. For example, funding has been provided to enable one doctoral level faculty member partially employed with grant funds to be employed fulltime. As needs arise for coverage for specific courses, funds also have readily been obtained to employ adjunct faculty at the doctoral level, that is, those who teach in the PAIL and M.Ed. programs. The chart included with Standard 5 addressed the total number of fulltime and adjunct faculty members working in each of the graduate special education programs.

Adequacy of the Non-faculty Personnel that Support the Program

The Department of Specialized Education Services is strongly supported with non-faculty personnel. These include the following:

- One department administrative assistant works fulltime for the department chair to ensure that all day-to-day aspects of department operations occur efficiently and effectively. Her responsibilities include ordering supplies, responding to calls that come into the department office, greeting and assisting students, parents, and others who come to the department office, assisting the department chair in completing all necessary reports and other department business, and providing day-to-day logistical supervision of department graduate assistants.
- A total of 10 graduate assistants currently work in the Department of Specialized Education Services. These include
 - 6 M.Ed. students whose responsibilities include (a) assisting faculty members in a wide range of activities, from copying materials need for class to assisting in scoring student work to completing library research; (b) assisting in the completion of office tasks including retrieving and sorting mail, duplicating, and answering phones; and (c) participating in other significant department tasks, including website management and processing of applications for graduate special education programs.
 - 4 Ph.D. students whose responsibilities include (a) assisting faculty in the preparation, delivery, and evaluation of course content for undergraduate SES programs; (b) assisting faculty in the preparation of grant proposals; (c) assisting faculty members in the completion of research projects; (d) assisting faculty in the library research and other tasks necessary for manuscript preparation; and (e) supervision of students in undergraduate field placements.
 - Generally, tenure-track faculty members have approximately 15 hours/week of assigned GA time. Non-tenure track faculty members and visiting faculty members have 5-10 hours/week. Approximately 20 hours/week of GA time is assigned for overall department tasks.

Facilities in which the Program is Housed and their Adequacy

The following information characterizes the physical environment in which SES graduate programs in special education are housed:

- a. In January 2004 faculty members in the Department of Specialized Education were moved from their offices spread throughout the Curry Building into a suite of offices in Ferguson Building (200B). At the present time, all SES faculty members and graduate assistants are located in Ferguson building, either in the suite or in a proximate set of offices on the third floor.
- b. All fulltime tenure-track faculty members have an office equipped with standard office furniture (e.g., desk, comfortable chair, bookcases) and equipment (e.g., computer three years old or less, laser printer, scanner if requested, telephone).
- c. When requested, faculty members have additional storage for archived materials or supplies in common department space within the office suite.
- d. SES has a department office that is equipped as faculty offices. In addition, this office has a small-capacity copier as well as a fax machine. (NOTE: Duplicating for classes is completed on equipment provided by and budgeted for at the unit level.)
- e. Doctoral graduate assistants share a single office equipped with four desks and two computer work stations.
- f. Master's graduate assistants share a single office equipped with four desks and three computer work stations.
- g. One small office is allocated for adjunct faculty members. This office is equipped with a computer and a phone. The other small office (originally designed to house a computer server) is used by the graduate assistant who manages the graduate admissions procedure. This office also has a computer and a phone.
- h. Additional space and equipment located within the SES office suite is available for faculty member, graduate student, and adjunct use. Items available include several worktables located near chalkboards, two color printers, two computers, and a scanner.
- i. Office supplies for faculty members and graduate assistants are located within the SES suite. Additional storage is located on the same floor of the building, but outside the suite.
- j. SES meetings are held in any of several locations. Small meetings (e.g., program area meetings) may be held in the suite at one of the workspaces noted above. SES also shares a conference room (same building as department suite) with the

Department of Communication Sciences and Disorders, and this room is available on a sign-up basis. Meeting space also is arranged as needed in the counseling clinic (same floor as the SES suite), the Dean's conference room (Curry 315), and other campus locations.

- k. SES is located in the Ferguson building. Right outside the suite is located a large lobby with sofas and tables for faculty member and student use.

Instructional Resources that Support the Program and their Adequacy

Graduate programs in the Department of Specialized Education Services are supported with a wide variety of instructional resources. These include but are not limited to the following:

- An essential instructional resource for students and faculty members in SES is the Jackson Library. The following descriptive information has been taken from the library website description (<http://library.uncg.edu/about/description.asp>):
 - Jackson Library has the shelving capacity for more than one million books, an area of 220,174 square feet, and seating capacity for 1,700. The library offers a variety of materials and services to its users. Information regarding collections is available through the Library's online catalogue. In addition, computerized database searches can retrieve vast amounts of information in a short period of time. Orientation to the library and instruction in use of information resources are available.
 - Current library holdings number more than 2.6 million items, including 700,000 federal and state documents and 968,000 items in microtext. The library subscribes to approximately 5,100 newspapers, periodicals, and other serials. Its open shelves provide a generous selection of reference books, bibliographies, periodicals, and books reserved for class assignments. The building includes reading rooms, carrels, study areas in the stack sections, and microcomputer classroom/labs.
 - Through a cooperative lending agreement with the other fifteen campuses of the University of North Carolina system, and with Duke University, faculty members and graduate students borrow books directly from the libraries of those institutions using a privilege card issued by the Circulation Department of Jackson Library.
 - Jackson Library is dedicated to providing state-of-the-art information technology for use by its patrons. The Electronic CITI and SuperLab provide more than 150 machines for general-use computing by current UNCG faculty, staff, and students. The Library also contains about 75 machines which provide access to the Library's catalog, as well as

electronic databases and full text resources.

- The reference librarian who works with faculty member in the School of Education regularly invites requests for textbooks and other materials, and he encourages faculty members to ask for necessary materials. Because nearly all journals in the field are available through on-line subscriptions, the common issue of journal expense is now avoided.
- Teaching and Learning Center is available on campus and has additional resources for educators including a library of testing and instructional materials. The Center has a state-of-the-art Distance Learning Laboratory available to faculty and staff as well as the community. Additional information on this resource is available at the TLC website at <http://www.uncg.edu/tlc>.
- The South Eastern Region Visions for Education (SERVE), a regional education center, funded by the U. S. Department of Education, is located on campus. This regional unit is involved in a wide variety of activities such as dissemination, recruitment and program development. Additional information on this resource is available at the SERVE website at <http://www.serve.org>.
- The Teaching Resources Center contains teaching materials, assessment instruments and software programs for faculty and student use. It is located in the Ferguson building across the lobby from the SES suite. Additional information on this resource is available at the TRC website at http://www.uncg.edu/soe/affiliates/index_new.html#TRC.
- The Center for Youth, Family, and Community Partnerships is available to work with faculty on projects to enhance individuals' and families' lives through interdisciplinary research and education at the community, state, national, and international levels. Additional information on this resource is available at the Center's website at <http://www.uncg.edu/csr/index.html>.
- Classroom assignments for faculty members are made centrally at the university level. If a special accommodation is needed, the department administrative assistant makes the request; most such needs can be met.

Technology Resources that Support the Program and their Adequacy

Extensive technology resources are available to faculty members and students at UNCG. The following is a sample of these resources:

- Many resources are available through the UNCG Technology Services office. The following information was taken from that website:
 - Currently 15 open-access computer labs located throughout the campus, containing more than 500 computers: 385 PC or Windows-based

machines, 110 Macintosh, and 11 Sun computers.

- The SuperLab, located on the first floor of Jackson Library, contains approximately 140 computers and is the location for the Student Help Center, where students can obtain help with their questions about lab software or the labs in general. Student Consultants are also available for telephone consultation at 256-TECH (256-8324).
- IT Services employs approximately 130 student consultants in the computer labs.
- IT Services offers a variety of on-line and face-to-face technology workshops for faculty and students.
- The University Teaching and Learning Center (TLC) makes available to faculty members a wide array of technology resources including a faculty computer lab (e.g., for faculty professional development on using technology resources), equipment that can be checked out, instructional services (e.g., transferring analog media to digital format), and other services (e.g., technical consultation) to assist faculty members in preparing and delivering coursework using contemporary technology.
- Nearly all classrooms in which SES faculty members teach are equipped with teaching stations that include a media projector, document projector, video player, computer, and screen. One classroom designated for SES use, Ferguson 322, also is equipped with closed captioning equipment. If a problem is encountered with classroom technology, a technology consultant from the TLC (described above) responds nearly immediately.
- School of Education technology consultants. Three consultants are available to assist faculty members with technology. Two computer technicians are available by calling the UNCG technology HELP desk. These individuals help to resolve problems related to hardware and software, they install equipment, and they address issues such as viruses and spyware. The third consultant works in the area of instructional technology. His responsibilities include providing professional development related to using technology in instruction, assisting faculty members creating on-line courses, helping faculty members take full advantage of the options available in Blackboard, the UNCG on-line course platform, and tutoring faculty members encountering difficulties in using such technology.
- Other technology resources also support SES graduate special education programs. Examples include these: The School of Education generally replaces faculty member computer equipment every three years, SES has been instrumental in ensuring that an assistive technology lab is available so that students in both undergraduate and graduate programs can learn about these tools, the Office of Disability Services assists when technology needs arise for specific students, and

specific requests for technology (hardware or software) usually can be made to and are fulfilled by the School of Education Director of Technology

- Specific personnel also serve as technology resources. Two technology consultants are assigned fulltime to the School of Education to assist with technology problems and setup; an additional technical instructor assists faculty members in developing courses making full use of technology resources available.

Adequacy of the Fiscal Resources that Support the Program

As is true in many universities, financial support for SES graduate programs in special education comes from many sources and is based on documented need. An overview of the funding structures includes the following components:

- Each department in the School of Education is allocated a small budget that covers specified departmental expenses (e.g., postage, office supplies, faculty travel reimbursement, mileage for travel to field placement sites)
- Funding for several types of expenses are centralized. For example, salaries for faculty members and adjunct faculty are allocated through the Dean's office and the funds for the former are held in accounts from that office. Funds for adjunct faculty members and some student help is transferred as allocated from the Dean's office to the appropriate departmental line. Telephone expense, duplicating, office maintenance costs, and requests for special events (e.g., support for program evaluation meetings with local employers) are provided for upon request through the Dean's office.
- When faculty members generate external funding a significant portion of that funding benefits the individual and the department. That is, part of the indirect cost is placed in an account that supports the faculty member's ongoing research and part of it is placed into a department account to support department activities. Funds gained when faculty have time bought out on grant funds are returned to the department for use at the chair's discretion.
- Additional supplemental funds are available from several on-campus offices. For example, funding to present at an international conference may be partially supported through the International Program Center, the Dean's office typically provides supplemental funding to support junior faculty members' travel to present at conferences, and internal grant funds can be sought from the Office of Research.
- Technology funding is separate from other funding. Requests for technology (e.g., new computers for faculty members joining the department, replacement computers, software and hardware to support SES graduate special education program) are made to the School of Education Technology Coordinator.

- Several scholarships available for SES graduate students are available (competitive application) through the School of Education and through the Department of SES, and students, of course, also may seek financial aid through the UNCG Office of Financial Aid.
- The Department of Specialized Education Services has a small endowment, the Cross Endowment that focuses on preparing professionals to work with students with attention deficit/hyperactivity disorder (ADHD). Funds from this endowment generally are used for faculty member, cooperating teacher, and student professional development.
- Each year, the Dean provides a small honorarium fund to each department. This funding is used for SES faculty professional development. Examples include these: During one year, faculty members were provided with the opportunity to receive group and one-to-one assistance on manuscript production from the editor of a major special education journal. Another year, an international expert on grant preparation presented a seminar attended by SES faculty members, other faculty members from the School of Education and across the UNCG campus, and SES doctoral students.
- The University-School Teacher Education Partnerships (USTEP) operated through the Teachers Academy of the School of Education make available resources to assist programs and form partnerships with local school personnel. SES generally access these funds to foster collaborative research and teaching efforts.

Standard 6A: Working Conditions

Faculty teaching, advisement, and committee loads by semester for at least three years.

Information on faculty teaching load is included in Chart 9. Information on faculty advisement and committee loads is included in Chart 9. It should be noted that several individuals listed should be considered in view of their unique situations:

- Vallecorsa and Epanchin are Associate Deans. They are assigned to SES, work with SES graduate students, but do not have teaching responsibilities or assigned master's advisement responsibilities.
- Baker and Murray both were fulltime SES faculty members. Both left UNCG after Spring 2004, but both continue to teach on-line coursework as adjunct faculty members. Both still serve on doctoral committees and are engaged in other collaborative work with SES faculty members.
- Hardin was employed as a visiting assistant professor for the 2004-2005 academic year. She was employed to a tenure-track assistant professorship for the 2005-2006 academic year.

- Bursuck joined the faculty in Fall 2004.
- Smith joined the faculty in Fall 2005.

Table 30. Faculty Teaching Load

Course Schedules and Faculty Assignments¹										
	Full time or	2003-2004			2004-2005			2005-2006		
Name	Part time²	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Allen	F							SES 135 SES 487(2) SES 496	SES 335 SES 487(2)	SES 135
Asfaw	F				SES 135 SES 483	SES 333 SES 350 SES 463			SES 135 SES 333 SES 350 SES 578 SES 650	
Baker	F	SES 466 SES 472 SES 658 ³	SES 250 SES 465(2) SES 650	SES 657(2)	SES 658(2)	SES 659	SES 657	SES 658		SES 657
Boyles	F	SES 252 SES 649 SES 655 SES 661	SES 543 SES 649 SES 661	SES 649 SES 655 SES 661	SES 252 SES 350 SES 649 SES 661	SES 350 SES 649 SES 661	SES 540(2)	SES 252 SES 649 SES 661	SES 649 SES 661 SES 661	
Bursuck	F				SES 469 SES 643	SES 642 SES 756		SES 469 SES 642 SES 650	SES 543 SES 642 SES 650	
Compton	F	SES 240 SES 578	SES 240 SES 461 SES 467 SES 577		SES 240 SES 333 SES 350 SES 578	SES 577		SES 240 SES 578	SES 240 SES 333 SES 577 SES 650	

Course Schedules and Faculty Assignments¹

	Full time or	2003-2004			2004-2005			2005-2006		
Name	Part time ²	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Friend	F	SES 643 SES 650	SES 647 SES 747		SES 540 ³ SES 650 SES 749 SES 750 SES 775 SES 790	SES 747(2) SES 775 SES 799	SES 540 ³ SES 749 SES 775	SES 750 SES 775 SES 790 SES 799	SES 647 SES 650 SES 747 SES 752 SES 754 SES 775(2) SES 799	
Hardin	F				SES 242 SES 441 SES 460(2)	SES 242 SES 333 SES 441		SES 460 SES 601	SES 603	SES 605
Kurtts	F	SES 350 SES 460 SES 652	SES 447 SES 641 SES 650 SES 652 SES 662 ³	SES 250 SES 333 SES 645	SES 350 SES 447 SES 652	SES 250 SES 647	SES 250 SES 641 SES 652	SES350(2) ³ SES 447 SES 652	SES 250 SES 650	SES 250 SES 662 SES 645
Murray	F	SES 441 SES 601 SES 650	SES 460 (2) SES 603 SES 650	SES 649 SES 650 SES 660			SES 660(2)			
Niemeyer	F	SES 460 SES 604 SES 650 SES 747			SES 604(2) SES 758	SES 602 SES 650 SES 749	SES 649 ³	SES 604 SES 650 SES 762 SES 790	SES 460 SES 650	SES 649 ³
Parnell	F	SES 350 SES 540 SES 658 ³	SES 350 (2) SES 360 SES 471		SES 350					
Shroyer, E.	F	SES 135 SES 243 SES 555 (2)			SES 135 SES 243 SES 555			SES 135 SES 243 SES 555		
Smith	F							SES 200 SES 758	SES 540 SES 660	

Course Schedules and Faculty Assignments¹

	Full time or	2003-2004			2004-2005			2005-2006		
Name	Part time ²	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Stratton	F	SES 135 SES 461 SES 483 SES 484	SES 135 SES 335 SES 461 (2)		SES 135 SES 335 SES 461 SES 484	SES 135(2) SES 335 SES 461		SES 135 SES 335 SES 350 SES 483	SES 135(2) SES 333 SES 335(2) SES 461	
Susi	F		SES 662 ³		SES 350 SES 465 SES 472	SES 350 SES 465(2) SES 471		SES350(2) ³ SES 472	SES 350 SES 465(2) SES 471	
Torres	F	SES 333 SES 380 SES 486 SES 487 SES 558 SES 572	SES 333 SES 486 SES 487 (2) SES 488 SES 557		SES 135 SES 333 SES 380 SES 462 SES 486 SES 496 SES 558	SES 333 SES 335 SES 486 SES 487(2) SES 488		SES 333 SES 380 SES 467 SES 486 SES 558 SES 572	SES 333 SES 467 SES 486 SES 487 SES 488 SES 557	
Vallecorsa	F								SES 650	
Michael	FG	SES 242 SES 435 SES 461	SES 242 SES 435 SES 461		SES 461					
Parrish	FG					SES 460(2) SES 461		SES 460 SES 461	SES 460	
Aldridge	P	SES 425	SES 425		SES 425	SES 425		SES 425	SES 425	
Ask	P	SES 240	SES 240	SES 240	SES 240	SES 240	SES 240	SES 240	SES 240	
Badger	P	SES 435	SES 425		SES 441	SES 435		SES 425	SES 441	
Barger	P					SES 360				
Barrett	P	SES 452								
Bost	P							SES 466		
Brady	P								SES 641	
Crump	P	SES 135 SES 370	SES 270	SES 135	SES 370	SES 557		SES 370	SES 270	
Dohner	P					SES 240				
Evers	P			SES 648			SES 648			SES 648

Course Schedules and Faculty Assignments¹

	Full time or	2003-2004			2004-2005			2005-2006		
Name	Part time ²	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Flynt	P		SES 641			SES 641				
Foster	P							SES 540	SES 577	
Fox	P		SES 135			SES 135			SES 135	
Gloeckler	P						SES 649 ³	SES 441	SES 441	SES 649 ³
Grubbs	P				SES 601					
Hair	P					SES 543		SES 643		
Hibbard	P		SES 659					SES 659	SES 659	SES 659
Holder	P		SES 656	SES 656	SES 655	SES 656	SES 645 SES 688	SES 655	SES 656	SES 640
Hutchinson	P		SES 441							
Izquierdo	P			SES 240			SES 240			SES 240
Lazaroff	P							SES 350 ³		
Naus	P							SES 350 ³		
Parker	P		SES 335 SES 420		SES 480 SES 555	SES 420 SES 487	SES 135	SES 555	SES 420	
Pope	P			SES 540	SES 540 ³		SES 540 ³			
Roach	P							SES 242	SES 242	
Shroyer, S.	P	SES 135						SES 135		
Skelly	P				SES 435					
Staff	P								SES 435 SES 461	
Terry	P							SES 435		
Thomas	P					SES 435				
Tilley-Gregory	P								SES 360	
Tishok	P				SES 452					
Walker	P	SES 450	SES 451		SES 450	SES 451		SES 450	SES 451	

Course Schedules and Faculty Assignments ¹										
	Full time or	2003-2004			2004-2005			2005-2006		
Name	Part time ²	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
	¹ Multiple sections noted in parentheses									
	² Denotes adjunct faculty member									
	³ Denotes course was shared between two faculty members									

Table 31. Faculty Advisement Loads

Faculty Advising Load

Name	2003-2004				2004-2005				2005-2006			
	UG	Pail	M.Ed.	Ph.D.	UG	Pail	M.Ed.	Ph.D.	UG	Pail	M.Ed.	Ph.D.
Allen - na												
Asfaw (on leave)					13							
Baker	25			2								
Boyles		30	15			33	13	2		22	11	2
Bursuck						20	1	3		23	8	3
Compton	35			3	50			5	35			5
Friend		17	30	3		34	35	6		38	40	6
Hardin									3			1
Kurtts	62				60			2	48			2
Murray			15	3								
Niemeyer			7	7			15	11			6	11
Parnell												
Shroyer, E.												
Smith										11	4	
Stratton	25				15				20			
Susi												
Torres	57				70				70			
Vallecora								2				2

NOTE: Parttime and adjunct faculty members are not responsible for student advising and so are not listed in this chart.

Table 32. Faculty Committee Loads

Faculty Committee Load

Name	2003-2004		2004-2005		2005-2006	
	Chair ¹	Member	Chair ¹	Member	Chair ¹	Member
Allen						
Asfaw						
Baker		2			1 (1)	1
Boyles			2 (2)	2	2 (2)	2
Bursuck					3	3
Compton					2 (1)	5
Friend					6 (1)	
Hardin					1 (1)	
Kurtts				2	2 (2)	2
Murray		3				
Niemeyer	5	7	5	11	9 (2)	11
Parnell						
Shroyer, E.						
Smith						
Stratton						
Susi						
Torres						
Vallecora					2 (2)	

¹Number in parentheses denotes number of co-chair positions

Institutional and program policies and practices related to faculty loads, including student teaching supervision

UNCG has specific policies regarding faculty workload. The Department of Specialized Education Services follows these guidelines and supplements them with policies that clarify their application to SES programs and needs.

- The following information was drawn directly from the Provost's website (<http://provost.uncg.edu/publications/personnel/facultyworkload.asp>):

Determining the workload for a specific faculty member requires consideration of a complex variety of variables related to the department's goals and expectations for instruction, research/creative expression, service/outreach, and directed professional activity. In most cases, counting semester hours alone fails to reflect the totality of a faculty member's effort, and is therefore insufficient for the purposes of developing or comparing workload assignments. Within and across departments, schools, and the College, individual workload assignments must allow for both flexibility and maintenance of UNCG's commitment to instructional productivity and academic excellence. The resulting assignments, however, must convey recognition of the Faculty Workload Guidelines stated for UNCG (see below) and adherence to the faculty workload expectations of the UNC Board of Governors and UNC Office of the President.

Guidelines

The following guidelines are stated with regard to the determination of faculty workloads at UNCG:

1. *Department heads make assignments and adjustments to assignments, based upon: a) an overall expectation of the department's instructional productivity, negotiated annually with the dean; b) consideration of the guidelines for individual teaching assignments (items 2-4 below); and c) consideration of the differential weightings of teaching, research, graduate supervision, and service activities assigned to and/or being assumed by a faculty member in a given year.*
2. *In departments that do not offer the doctoral degree, 18 semester hours for each tenured/tenure-track faculty member are normally assigned to teaching; in departments that offer the doctoral degree, 15 semester hours are normally assigned to teaching and 3 hours to dissertation supervision. (These assignments are based upon the expectation of 24 semester hours per academic year, 6 hours of which are assigned to research/creative activity, for all tenured/tenure-track faculty.)*

Modifications to a faculty member's assigned hours for teaching may be made on the basis of considerations listed in item #1 above, and also in

consideration of alternative assignments beyond those routinely expected of all faculty members in the department. Alternative assignments may include academic administration, unique service commitments, or other special assignments. Service on Department, College/School and University-wide/Faculty Senate Committees is not an alternative assignment but is expected as part of the normal responsibilities of a faculty member. In addition, hours assigned for teaching may increase or decrease in consideration of the type of courses taught and/or number of student credit hours generated.

3. *Assignments other than teaching will be reviewed and agreed to by the department head and dean.*
 4. *The standard teaching load for full-time lecturers and other non-tenure track faculty is 24 semester hours per year (12 hours per semester). This teaching load may vary in certain cases (see item 2 above).*
 5. *Faculty members will receive their assigned annual workload in writing, using the Faculty Assignment Form (which may be modified to meet department- or unit-specific needs). Adjustments to a workload assignment may be necessary depending on course enrollments and/or program needs.*
 6. *A record of a faculty member's assigned workload is to be included as part of the documentation for annual reviews, as well as for reappointment, promotion, tenure, and post-tenure reviews.*
- Because the Department of Specialized Education Services offers a doctoral program tenure-track faculty members generally carry a teaching load of 12-15 credit hours. Non-tenure track faculty members may carry up to a 24-credit hour teaching load, but because these essential department members often are assigned to other significant responsibilities, they typically have a teaching load of 18-21 credits hours.
 - In operationalizing the above policy, each fulltime faculty member (non tenure-track as well as tenure-track) completes at the beginning of the academic year a Faculty Assignment Form. The draft of this form is discussed in a face-to-face meeting with the department chair, and then the final form is signed by both parties and kept in the personnel file. This form is used as the basis for annual faculty reviews completed at the conclusion of each academic year.
 - The established SES policy for supervision of undergraduate field experiences and student teaching is as follows:

Table 33. Undergraduate Supervision Guidelines

Course/Credits	Amount of Time in Placement	Load for 2-Credit Course
SES 350A-Interprofessional and instructional field experience	100 contact hours	15
SES 350B- Interprofessional and instructional field experience	100 contact hours	15
SES 350C- Interprofessional and instructional field experience	100 contact hours	15
SES 465 Student teaching and seminar: Students with mild/moderate disabilities	480-640 contact hours (additional hours occur if a candidate is deemed to need more experience to demonstrate competency)	12