

Specific terminality for students with deficiency in higher education: practices (to be) implemented?

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ABSTRACT

The purpose of the study was to discuss about the provisions for specific terminality for students with deficiency in higher education. With a qualitative and exploratory approach, the data were collected through an interview directed to the coordinators and professors of graduate courses of a federal institution of higher education (FIHE) located in the state of Rio Grande do Sul. It was verified that the subject in question is little known in the academic environment and that it needs to be studied. Considering its possible application in higher education, the cases should be carefully evaluated through pedagogical commissions, ensuring learning and professional performance. It is concluded that it is possible to develop specific terminality in higher education, including by what is advocated in the current legal documents, since it is necessary to implement actions that allow permanence, learning and conclusion in higher education for students with deficiency.

KEYWORD

special education; higher education; specific terminality; people with deficiency.

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TERMINALIDADE ESPECÍFICA PARA ESTUDANTES COM DEFICIÊNCIA NA EDUCAÇÃO SUPERIOR: PRÁTICAS (A SEREM) IMPLEMENTADAS?

RESUMO

O objetivo do estudo foi discutir sobre as disposições à terminalidade específica na educação superior para estudantes com deficiência. Com abordagem qualitativa e exploratória, os dados foram coletados, por meio de entrevista direcionada aos coordenadores e professores de cursos de graduação de uma instituição federal de ensino superior (IFES) localizada no estado do Rio Grande do Sul. Constatou-se que o tema em questão é pouco conhecido no meio acadêmico e que é preciso ser estudado. Ainda, considerando a aplicação da terminalidade específica no ensino superior, os casos deveriam ser criteriosamente avaliados em comissões pedagógicas, assegurando aprendizagem e atuação profissional. Concluiu-se que há possibilidade de desenvolver a terminalidade específica na educação superior, pautando-se também no que é preconizado nas documentações legais vigentes, visto que se faz necessário implementar ações que possibilitem a permanência, aprendizagem e conclusão na educação superior para estudantes com deficiência.

PALAVRAS-CHAVE

educação especial; ensino superior; terminalidade específica; pessoa com deficiência.

TERMINALIDAD ESPECÍFICA PARA ESTUDIANTES CON DISCAPACIDAD EN LA EDUCACIÓN SUPERIOR: ¿PRÁCTICAS (POR SER) IMPLEMENTADAS?

RESUMEN

El objetivo del estudio fue discutir las disposiciones sobre la terminación específica en la educación superior para estudiantes con discapacidades. Con un enfoque cualitativo y exploratorio, los datos fueron recolectados a través de entrevistas dirigidas a coordinadores y maestros de cursos de pregrado de una institución federal de enseñanza superior (IFES), ubicada en el estado del Rio Grande do Sul. Se constató que el tema aún es poco conocido en el medio académico, necesitando ser estudiado. Considerando su posible aplicación en la educación superior, los casos deben ser cuidadosamente evaluados a través de comités pedagógicos, asegurando el aprendizaje y el desempeño profesional. Se concluye que existe la posibilidad de desarrollar la terminación específica en la educación superior, también guiada por lo que se recomienda en la documentación legal actual, ya que es necesario implementar acciones que permitan la permanencia, el aprendizaje y la conclusión en la educación superior para estudiantes con discapacidad.

PALABRAS CLAVE

educación especial; enseñanza superior; términos específicos; personas con discapacidad.

INTRODUCTION

In Brazil, the access of people with disabilities to admission to higher education is being gradually widened, in line with data by the Higher Education Census (Brasil, 2016). Affirming and concretizing, in this way, the right of all to education, professionalization and work qualification (Brasil, 1988). In this context, it is pertinent to discuss the essential and necessary actions to the processes of permanence, learning and course conclusion. It is likely that, depending on the characteristics of some deficiencies, skills or competencies required in the initial training of certain undergraduate courses, some skills may not be fully attainable by the students in question. And, when not being contemplated, is it possible to receive the certification that authorizes professional performance?

Based on this question, it may be highlighted that educational inclusion policies (Brasil, 1988, 1990, 1994, 1996, 1999, 2001) have long been discussing access possibilities and educational guarantees to disabled students or those with other characteristics that hinder learning. According to the *Política Nacional de Educação Especial na Perspectiva da Educação Inclusiva* (PNEEPEI) (Brasil, 2008), and, more recently, the Brazilian Inclusion Law (Brasil, 2015), the following are considered for targeted public education students: sensory, mental and motor impairment; Pervasive Developmental Disorders (PDD) or Autism Spectrum Disorders (ASD) and High Abilities/Giftedness. These issues refer to the debates and research on the directions of special education as an area of knowledge and transversal modality of teaching, involving aspects of enrollment, management, structural and curricular changes, social participation, resources necessary for teaching, continuing education and improvement in attendance to all students, ensuring inclusion.

In this sense, specific terminality is focused on basic education as a right of everyone of school age, in order to complete this stage. For students with disabilities, this is accomplished by means of a “certificate of completion of schooling based on pedagogical evaluation — with school records that describe, in a descriptive way, the skills and competences achieved by students with severe mental or multiple disabilities” (Brasil, 2001, p. 59).

Given this legitimacy, based on the legal provisions aimed at basic education and technical training, the specific terminality could also be used in higher education, as it contributes to the undergraduate’s learning and their courses completion, minimizing evasion and retention of students with disabilities. The specific terminality would be applied in order to contribute to the completion of special education by the targeted students.

Thus: in order to enable the conclusion of courses by the target public students of special education, is it possible to apply the specific terminality regulated by higher education institution (HEI), even though it may be applied in basic education?

It is understood that special education in higher education does not refer only to promoting access, accessibility and vacancies, through reservation, but also to perceiving each student individually, along with their needs and potentials, reasonably suppressing or minimizing the barriers during their academic training. In this direction, it is possible to see the need to use different inclusion strategies

involving: pedagogical, structural, communicative and legal aspects — with regard to institutional documents —, among others.

Based on these problematizations, there is the possibility of expanding the discussion about specific terminality, applied or not in higher education, aiming at the discussion of its provisions in higher education for people with disabilities. Given what has been exposed in this introductory section, the next section, of theoretical nature, substantiates the theme specific terminality. In the sequence, the method used to carry out this study is presented and the results are discussed, in an attempt to answer and/or problematize the questions raised in the introduction. Finally, the final considerations of this article are followed by the appropriate references.

POSSIBILITY OF SPECIFIC TERMINALITY IN HIGHER EDUCATION FOR DISABLED PEOPLE

The university is considered as a propeller social institution that promotes the implementation of inclusion policies, since “it generates knowledge, ideas and values that become part of the inheritance. Thus, it is conservative, regenerative, generative [...]. It has an autonomy that allows it to carry out this mission” (Morin, 2005, p. 81). From this perspective, therefore, the university is characterized as a manager of power and production of subjects for life in society. In addition, it believes in its autonomy for the training of professionals, in the dissemination and production of knowledge, and in the creation of administrative and legal actions.

In this scenario, the Education Observatory of *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior/Instituto Nacional de Estudos e Pesquisas Educacionais Antísio Teixeira* (CAPES/INEP) (Isaia, 2011), which publishes bibliographies regarding higher education quality, constitutes a decisive initiative in the union of professionals, giving voice to the challenges, problems, difficulties and advances existing in universities. Among these obstacles and successes, are the actions of those who are involved with the special education environment.

The aforementioned observatory's concerns are about answering the following questions: how do you form or how do you intend to train professionals at the University? What indicators could be inferred from discussions about the quality of training offered at universities? These questions meet the purposes of this study, regarding the discussion about the quality of the professional training offered by the undergraduate courses to the target public students of special education, guaranteeing inclusion, specific terminality, as an action in favor of quality teaching in university.

In this perspective, one of the key issues when it comes to specific terminality is the autonomy of universities. To that end, the LDBEN — No. 9394/96 (Brasil, 1996) is mentioned, which ensures, in article 53, the universities' autonomy, among others: “II – to establish the curricula of its courses and programs, observing the pertinent general guidelines; [...] V – To elaborate and to reform its statutes and regiments in accordance with the general norms pertinent” (Brasil, 1996, p. 19).

This autonomy allows institutions to make possible and necessary curricular adaptations in undergraduate courses, even with the application of specific terminality, which is contained in general regulations of basic education. Although the levels of education have different purposes, it is inferred that, also with regard to higher education, adjustments, adaptations and curricular flexibilization are necessary. It is precisely due to this artifice of university autonomy that the laws of basic education and Technical Education to higher education become evident, understanding that, it could be used in higher education.

There is a growing number of special education audience students entering higher education (Brasil, 2016) — a result of public policies and HEI quota programs — which demands urgent thinking, planning and developing of strategies to fulfill what is provided for by law, going beyond access, creating actions that positively interfere with the student's learning for the future completion of the undergraduate course. With this, “such priority areas require a conception from professional careers, in order to meet contemporary social needs. This implies giving strength to the transdisciplinary action in the development of educational products and actions” (Gomes, 2011, p. 37).

Based on the above, it is also understood that the challenge lies in the diversity of current students at the university and in the constant training process that ranges from the focus on the disciplines to the incorporation of students' experiences outside the University. Thus, in addition to meeting social needs, the curriculum requires attention as to how students learn and assimilate the meaning of knowledge, adapting and enabling other methodologies, methods, techniques, and similar teaching styles than conventional ones.

Considering these aspects, being the university a space of training, studies and research, it is important to have a look at students, regarding:

- their sensitivity in perceiving one's own difficulties;
- their ways of responding to what is required;
- ways of relating to others and the knowledge of the areas.

In addition, when the process of knowledge construction does not occur, it is necessary to rethink and reinvent its structures, both in the aspects of curricular adaptations and of the skills and competences required in the courses.

In this regard, the first initiatives were developed, focused on the education of students of special education, held in 1961, with the publication of LDBEN No. 4.024/61, which contained, in title X: “Education of Exceptional”, defending education as a form of community integration (Brasil, 1961). After three and a half decades, in 1996, LDBEN 9.394/96 directs some articles for special education, emphasizing art. 59, the possibility of specific terminality “for those who cannot reach the level required for the completion of elementary education because of their deficiencies and acceleration to complete the school program for gifted students in a shorter time” (Brasil, 1996, p. 22).

Although special education considers the policies, decrees and laws for basic education, all levels and stages are permeated by this teaching modality. Among these levels is higher education, which in certain cases requires the student to use

differentiated resources to promote learning. Such resources may involve: flexibilizations, adaptations and/or specific terminality that allow their application at all levels. Thus, the application of the specific terminality for basic education institutions confirms the effectiveness of curricular changes and the different perspectives on students and may, in fact, extend to higher education (Brasil, 2006; Silva, 2016).

From LDBEN No. 9.394 (Brasil, 1996), new policies embracing the importance of inclusion in the different stages of education were enacted. In 1999, the National Policy for the Integration of People with Disabilities was decreed (Brasil, 1999), which regulates the access of students public-targeted of special education throughout each of the student phases, thus ensuring enrollment in professional education offered in public and private institutions, so that, in the future, they will be in the labor market. From this point of view, it is important to emphasize that art. 28, paragraph 3 is understood as “by professional qualification the process of providing the disabled person, on a formal and systematized level, with the acquisition of knowledge and skills specifically associated with a particular profession or occupation” (Brasil, 1999, p. 8).

Thus, despite intentions to ensure student access and enrollment, the curriculum was seen as instruction, ordering of disciplines and content directed to the execution of profession. This implies the prejudice of not thinking about curricular adaptations, since the teaching was directed to the instrumental rather than the student’s identity.

Regarding adaptations, CNB/CEB No. 17 is highlighted. This document has brought to the guidelines the conceptualization and important aspects of specific terminality for students with special educational needs who, even with the development of the necessary adaptations, do not reach the expected results: “Schools must provide them with a certificate of completion of schooling, namely specific terminality” (Brasil, 2001, p. 59). In this section of the opinion, emphasis is placed on certification.

However, its importance is not only in certification, but also in the perception of managers and teachers in assessing skills and competences to the detriment of their difficulties, in the situation of graduating. In addition, depending on the compatibility of the courses, some curricular components may be changed/replaced.

Thus, for specific terminality, an evaluation about learning needs to be carried out, considering aspects of the individual, social and collective scope, of the teaching-learning process, of the teacher’s posture and of the relationship among all factors that involve pedagogical practice. After these perceptions, it will be possible to think about the application of the specific terminality or the investment of new curricular adaptations.

In 2007, with Resolution *Conselho Estadual de Educação* (CEE) No. 68/2007 (Brasil, 2007), the establishment of norms for the formation of students who represent special education needs in the state educational system was performed, with conceptions about specific terminality, emphasizing on art. 12 that “exhausted all possibilities of advancement in the schooling process [...] schools are able to provide students with severe mental deficiency or several multiple disabilities, of specific terminality degree” (Brasil, 2007, p. 3). When the assessment is carried out, the

need for specific terminality is verified; after the school year of the relevant learning period, the student will have the term of completion and the school records with a descriptive presentation of the competences developed. It should be noted that specific terminality is found to be more common for mental or multiple disabilities as well as for basic education, emphasizing, in the process of certification by terminality, that the school record should focus on the student's abilities rather than on their difficulties.

Subsequently, Resolution *Conselho Executivo das Normas-Padrão* (CENP)/*Coordenadoria do Ensino da Grande São Paulo* (COGSP)/*Centro de Educação Infantil* (CEI) of 06/07/2009 (Brasil, 2009), is defined, which provides for specific terminality in the area of mental disability in schools of the state network and provides other measures. According to this ordinance, specific terminality is aimed at students with mental or multiple disabilities who cannot reach the skills, competences and knowledge corresponding to the grade in which they are enrolled. For this, it is up to common room teachers, specialized teachers, principal and supervisor to identify the difficulties, the needs of constant support in learning, and the lack of skills and abilities even in the daily life. After these procedures, a collection of individual student documents should be organized for the specific terminality. According to art. 2, the documents consist of "periodic and continuous observation sheets; a copy of the abilities and competences evaluation achieved by the student in the several areas of knowledge and school records" (Brasil, 2009, p. 1-2). It should be emphasized that observation sheets and evaluations will be carried out by the Specialized Pedagogical Support Service of the Institution, outlining alternatives for the inclusion of students in the social and productive spheres (Brasil, 2009).

This ordinance brings new perspectives to both students and educational context, as it constantly emphasizes the relevance of the involvement of all professionals in student assessment, as well as the perception of the importance of perceiving them as learners and being able to learn in other spaces, in other areas. These words are taken for the scope of this study, extending these possibilities to higher education.

In 2012, another very important document for the special education area in this section, to which a discussion space is dedicated from now on, is opinion *Conselho Nacional de Educação* (CNE)/*Câmara de Educação Básica* (CEB), No. 11, which regulates changes in vocational training in technical and technological levels, which establishes the National Curricular Guidelines for Technical Professional Education at the Middle Level (Brasil, 2012). This opinion, on the other hand, defines new guidelines for specialization and professional qualification courses and programs, seeking broader and polytechnical offers, respecting the right of access and the conclusion of professional courses as a right of all.

In this bias, special education becomes an integral part of the pedagogical proposal of professional education, ensuring accessibility, autonomy of students, and guidance to families. In this sense, it is the institution's responsibility to plan appropriate actions for students: "Including the possibility of completing the training, intermediate certification or anticipation of studies that do not limit students' right to learn independently" (Brasil, 2012, p. 21).

Attention is again given to the fact that students are recognized as actors of the educational and formative process and the curriculum is dynamic, respecting the diversity and identity of the students. From this, as there is a dilation, it is possible to reflect on the practice, to think of small and large curricular adaptations (Brasil, 2006). These inclusion perspectives imply the need for constant updates in the curriculum, in line with the changes in the world of work and simultaneously, the centrality of the subject, ensuring the attendance to the needs of each one. In this context, professional terminality stands out, “following formative itineraries structured by technological axes, is one of the ways to flexibilize and organize a curriculum centered on the student’s continuous learning and development” (Brasil, 2012, p. 47). As stated in the opinion, it can be observed that there are ways to develop or plan educational actions that take into account different learning needs.

Following this approach, the stages can be understood as “a set of studies that, pedagogically structured, respond to a phase of the formative process, and have professional terminology if they have as a basic reference a recognized occupation in the world of work” (Brasil, 2010, p. 47). In this excerpt, we also highlight the support that can be sought in the professional terminality.

It is understood that the professional terminality represents, for students with disabilities, the possibility of insertion in the labor market, through the exercise of professional activities chosen by them. When the student uses the terminality, “it is entitled to the corresponding professional certification and is suitable both for a qualified job and to continue their studies, going through other phases of their formative itinerary” (Brasil, 2012, p. 47). According to what is stated in the opinion, the student has legal support that validates their qualification, as well as anchors its continuity, which assists you as well as the company/organization in which you will enter.

In this way, student and curricular organization are valued, as can be seen in the excerpt below, from the opinion in question: “It must be guided by the principles of flexibility, interdisciplinarity and contextualization” (Brasil, 2012, p. 47). Such elements are relevant in all and any teaching space (school, university, technical course, and institution of professional formation): to maintain the basic disciplines of the professional area and, at the same time, minimize the fragmentation of knowledge, promoting the relationship of knowledge to the reality and student’s activities.

For the student to be valued in the teaching-learning process, contextualization is fundamental, since it enables the communication between the peers of said process, the dialogue and the approximation between theory and experience of professional practice. Given this discursive scenario about different policies/regulations for the inclusion of basic, technical, technological and higher education, emphasis is given to the Opinion CNE/CEB No. 2/2013 (Brasil, 2013a), which provides for the “Consultation on the possibility of applying “specific terminality” in the technical courses integrated to High School”, by the Instituto Federal do Espírito Santo (IFES). One reason for this opinion is the observation that specific regulations of specific terminality are “in addition to being an important resource for curricular flexibility, it enables the school to register and recognize school trajectories that occur in a specific and differentiated manner” (Brasil, 2013a, p. 3). Then,

about the approach, it is possible to allow the student to make the most of their educational process “and throughout his educational trajectory they will establish new perspectives of formative itineraries” (Brasil, 2013a, p. 3).

Still in 2013, Resolution 102/2013 (Brasil, 2013b), which refers to specific terminality as a possible resource, demands to be included in the regiment and institutional pedagogical project and is configured “as a right and possibility of insertion of this public in the world of work, with a view to their autonomy and productive insertion and citizenship in life in society” (Brasil, 2013b, p. 26).

This configuration does not relate to a disqualified form of completion of a level of education, but rather to a way of (re)knowing the other and even exceeding the predetermined prognosis. Still in an attempt of making a discursive and provocative approach, Resolution *Conselho Superior* (Consup), No. 060/2016 (IFFar, 2016) is cited, which regulates the specific terminality for students of technical and superior courses, besides providing important reflections on specific terminality in higher education. The Resolution defines, in the art. 2 (IFFar, 2016, p. 3-4), specific terminality as “certification of completion of Technical and Higher Courses of the Instituto Federal Farroupilha (IFFar) issued by the institution to students with severe mental or multiple disabilities.”

The consent and the issuance of the specific terminality will only occur in justified cases, through evaluations and opinions of the Institution’s Pedagogical Team and accompanied by a whole collection of individual student documentaries. In addition to the opinions of the pedagogical team (coordination of Inclusive Actions, special education teacher, social worker), the evaluations issued by a psychologist and a doctor are included (IFFar, 2016).

Diplomas and school records must explicitly state the flexibility developed, the specific accompaniments of the Pedagogical Team with the student, the lessons learned, and the limitations that implied in indicating specific terminality (IFFar, 2016) in the relevant school period. It also validates the certificate when presented along with the record and “opinion of the examining board of teaching and learning processes records for specific terminality certification cases” (IFFar, 2016, p. 9). The disciplines’ teachers will have autonomy and commitment to the specific terminality, using teaching methodologies directed to the students’ individualities.

The premise of specific terminality may extend to higher education, as this is a basic level of education and responsible for the training of professionals in contemporary society. It is necessary in the HEI, studies, meetings, scientific research, ordinances and regulations for the knowledge and regulation of specific terminality, such as the legal right to complete the course, training for work and citizenship, as a qualified professional in the area — not necessarily in the same way as in basic education. This autonomy is provided in the Federal Constitution, art. 207 (Brasil, 1988), which states that “universities enjoy didactic-scientific, administrative and financial and patrimonial autonomy and shall obey the principle of inseparability between teaching, research and extension.”

According to the law, as explained above, the university may, with legal support and autonomy, address the issue that the application of specific terminality, accompanied by documentation, records and training diploma, requires: apprentice,

with evaluation of the pedagogical team, opinion of the discipline's teacher and verification by the university — explaining the skills and competences of the student in the training area. In addition, it must include mandatory subjects that are not covered and that may be lacking in the exercise of professional activity.

It is assumed that the determination of the specific terminality is performed after continuous evaluations of the learning process and studied from course to course, taking into account the needs of students and the peculiarities of the subjects. In cases where the specific terminality is applicable, it is understood that it is carried out by a collegiate commission, that is, it is the teachers of the undergraduate course in question who can decide which curricular component will be, for the purpose of the course conclusion without prejudice to the professional practice, replaced to the detriment of what, by incapacity, is not possible.

An example in this sense is the case of a student with visual impairment/blindness, enrolled in the HEI that was part of this study. After consulting with the Ministry of Education (MEC), it was authorized to substitute one curricular component for another, since the student would not be able to attend the discipline with quality due to their deficiency. In this consultation with the MEC, the component replacement request passed the approval of the course collegiate. The changes made were based on the provisions of article 53 of LDBEN (Brasil, 1996), regarding the exercise of university autonomy in the subject "prescription of curricula of their courses." In the case of the mentioned student, according to the HEI Internal Regulations and the course collegiate, it is possible to make this change/exchange of discipline.

Regarding the universities autonomy, it is the responsibility of the collegiate of the courses, in art. 53, sole paragraph, among others, to "III - elaboration of the course schedule" (Brasil, 1996). Then, through the coordination that perceived the difficulties of the student, this change of discipline was carried out, together with the collegiate, and in accordance with the provisions of the legislation and the Rules of Procedure. Consequently, it is inferred that if this team was not formed to evaluate the case, the student would face serious difficulties to complete the discipline and perhaps evaded or repeated several times.

The substitution of a specific curricular component by itself does not constitute specific terminality diploma, especially when this substitution, or some adaptation within a curricular component, does not affect the basic core of vocational training. Under these conditions, the cases should be carefully evaluated so as not to cause difficulties to the student/institution and their insertion into the job market. With these annotated notes, it can be inferred that, in view of these questions, the cases of application of specific terminality in higher education do not constitute a significant quantity.

Verification of student performance in the other disciplines will be perceived by teachers in a diversified way, through the use or not of curricular adaptations, different teaching strategies and student monitoring, in order to address the curricular requirements of the courses and the demands of the students. These disciplines will be part of the school records, evaluations and opinions issued by teachers, so that management, teachers, students and family members can see if these disciplines

cover the professional needs of the area and contribute to the constitution of the professional being.

Also, in order to summarize the main policies of the theme proposed in this article, it indicates Interministerial Ordinance No. 5/2014, which deals with the reorganization of the National Network of Professional Certification. In chapter III of professional certification, it is claimed as one of the principles of professional certification, respecting “the specificities of workers and occupations in the process of designing and developing professional certification, with the assumption of diagnostic evaluation — formative” (Brasil, 2014, p. 6).

This panorama, established in the aforementioned ordinance, validates the need to elaborate the rules, opinions, laws that regulate specific terminality in higher education as a possible way to rethinking the curriculum of the courses, maintaining quality in teaching. A process of collective reconstruction, elaborated by management, direction, coordination, teachers, technicians and students, with financial, administrative and human resources.

Thus, it is understood that the specific terminality, to be applied, must first be included in the official university documents, such as: Political Educational Project (PEP), Political Course Project (PCP), General Regiment and Plan of Institutional Development (PID), as this means that it was discussed democratically.

In view of the discussion in this section, it is observed that different ways of looking at and understanding human learning and development are prerequisites for identifying the validity of specific terminality as a mediator in the acquisition of knowledge, skills and guidance for the professional environment, changing the focus from the emphasis on disciplines to human multidimensionality. University disciplinary knowledge is challenged by the development of transdisciplinary pedagogical practices, encompassing complexity, promoting the appreciation and recognition of people as subjects with identities.

METHOD

For this research to reach the objectives proposed, the study had a qualitative exploratory approach, based on the “little explored” principle of the subject to be investigated, which affects the difficulty of “formulating precise and operable assumptions”, as punctuated by Gil (2008, p. 27). The participants of this research were teachers and coordinators of a HEI. Data were collected from semi-structured open interviews, organized as a script for teachers of subjects with expressive evasion/repetition and another interview for the coordinators. The entire process of this research was submitted and approved by the Research Ethics Committee.

The study participants were: twelve coordinators of the undergraduate courses belonging to the center of education with the highest number of student admissions by Quota B (quota for people with disabilities or special education target audience) and eight professors of subjects with significant students quantitative (evasion/retention).

The demarcation of the disciplines with the expressive quantitative (evasion/retention) was carried out at the Institution's Accessibility Center, having as criterion the disciplines in which students failed at least twice. Through the Institution's Integrated System of Teaching, access to the academic records of students entering Quota B in undergraduate courses was obtained. From then on, it was possible to identify the disciplines with high levels of evasion and retention, in order to contact the faculty of the components that revealed these indices.

Data analysis was performed using the content analysis technique (Bardin, 2011) and data structured into categories. In the presentation of the results, the participants had their names and courses kept confidential, for which the following denomination was used: C1, C2, C3, C4, C5, C6, C7, C8, C9, C10, C11 and C12 for the coordinators of the courses and P1, P2, P3, P4, P5, P6, P7 and P8, for the teachers of the subjects.

For data analysis, three chronological poles were performed: "material exploitation; results treatment, inference and interpretation" (Bardin, 2011, p. 125). Subsequently, to the referential plan and developed theories, the practical part of the research was put to practice, the analysis, which refers to the moment of putting into practice the hypotheses, the techniques of data collection and interpretation.

In the pre-analysis, the systematization of ideas was performed, and the necessary readings and foundations for the research problem were carried out, as well as the analyses and discussions of documents, followed by the formulations of the objectives. These missions enriched the final interpretation. The preparation of the material was also present in the pre-analysis, as well as the organization of the interviews, recorder preparation for later formal preparation, "editing" (Bardin, 2011, p. 130), addressing the purposes of the research. Once this initial systematization was completed, the material was explored through interviews with the coordinators and teachers of the undergraduate courses, organizing the *corpus* of analysis, according to the objectives and hypotheses elaborated in the pre-analysis.

RESULTS AND DISCUSSION

In line with the objectives proposed for this study and from the treatment and interpretation (Bardin, 2011) of the data collected through interviews, the analysis category that problematizes aspects considered essential to the field under discussion is as follows: "Impressions and expectations about specific terminality", highlighted as a major thematic category. These findings for the research were fundamental, as they direct the search for explanations about what happens to students with disabilities, as well as verifying the indispensability and the possibility of applying the specific terminality, and even identifying strategies that may contribute to the course coordinators in pedagogical management and with teachers in the management of teaching and learning processes.

Thus, the discussion about these impressions and expectations show the specificities of each area of scientific knowledge and which could raise even more doubts about specific terminality and its uses.

IMPRESSIONS AND EXPECTATIONS ABOUT THE SPECIFIC TERMINALITY

Initially, it is emphasized that, during the interviews, it was necessary to contextualize the participants about the specific terminality, regarding the following aspects: concept, what legislation foresees it and its purpose, so as to outline the interview. It is assumed that, in some cases, courses, areas of knowledge and situations, it is possible to apply the specific terminality to undergraduate courses. For this, it is necessary, to know it, to problematize it and to regulate it institutionally, since there is no explicit formalization, except through the interpretation of the transversality of education levels, since terminality is foreseen in basic education. Through questions related to this category, it was possible to inform the participants, to consider the situations existing in each course and to establish future provocations.

In defense of pointing to specific terminality as an offer to continue the academic and professional life to the target public students of special education, it is essential to extend these possibilities to higher education. To that end, it reaffirms the aforementioned extension of terminality to all levels of education; in addition, the need for these discussions to be strengthened in the field of higher education is emphasized.

Think about changes in the structure of teaching and maintain the same “conceptions that determine their objectives, content, form of evaluation [...] which end up signaling and centering the responsibility for failure and school failure in the individual themselves” (Lima, 2009, p. 23), which will not result in progress in the educational process. It is necessary to go further to meet the current educational demand, in this case, especially the growing number of people who are part of the target public of special education entering higher education.

In this sequence, it was verified that coordinators and teachers, until that moment of the interview, were unaware of the possibilities of specific terminality, as well as their objectives and contributions to the formative process. Although specific terminality is present in law articles directed to basic education, the existence of opinions focused on high-level technical and technological professional education, such as CNE/CEB Opinion No. 11/2012 (Brasil, 2012) and CNE/CEB nº 2/2013 (Brasil, 2013a), besides the resolution that approves the specific terminality (IF-Far, 2016), becomes a marker and expands the possibilities of having a specific terminality in higher education. Therefore, having these documents as reference, we understand that it is possible, because it is still thought for a level of education that is basic education, it may be possible to think about it and apply it to the level of higher education.

The perceptions of coordinators and teachers during the interviews allowed to identify that there is possibility of developing specific terminality in the courses and in the institution as a whole. However, it is necessary to study, to read, to point out which cases are appropriate for a terminality, and to clarify which is a democratic form of the level education completion and which is really directed to students who enter the vacancy reserved for people with disabilities who cannot complete any discipline due to a certain difficulty

or limitation, that is, it cannot be established for all students (other than the reservation of vacancy mentioned).

In some cases, participants mentioned examples of how they would be performed. P3 states that specific terminality would be interesting in the theoretical course of h.

Still, presenting examples of how it could be done, here is what C1 said:

For example, a student in the R.J. discipline, depending on the student's characteristics, if the student has speech difficulties, would have difficulties in the discipline, thus, could be an example of adaptation. So far we have not had it, it has some features in the general course that was not attempted. It would be possible! It was never proposed because it was not experienced.

When asked if it would be possible to institutionalize the specific terminality in the courses, a positive indication was obtained from the interviewees (from the dialogues established in the interview and explanations regarding the terminality). According to them, it would be a good policy, but it would have to be evaluated course by course and should be institutionally provided by the Institution, mentioning again the university documents and the PPP of the course.

As an expressive number of participants quoted the curriculum in their responses, it was found that one must discuss this document, which exercises a form of power and regulation over practices. Considering that the curriculum consists of different relations and discourses, it has a discursive practice. "That means that it is a practice of power, but also a practice of meaning, of attribution of meanings. It builds reality, governs us, constrains our behavior, projects our identity, all of which produces senses" (Lopes and Macedo, 2011, p. 41).

In this perspective, investing in the spaces and questions of the debate becomes an imminent possibility of changing meanings to occur. As participants explained the understanding and practice of the curriculum, demonstrating the need for institutionality in the university and that, therefore, these different forms have to be reflected,

Having the Institutionality we will follow the Institutionality. And I also think that in the didactic-pedagogical point if it is the orientation we have to follow, and even thinking as a teacher, as an educator I think it is an alternative, let's touch on the case of the student x if she had failed in the discipline of s. We would have to create some mechanism, so maybe this was an alternative. (C2)

"From my part, of course, would have to be evaluated in a committee, I think there are so many other interesting insights that could be replaced or added". (C3)

I believe that nowadays everything is possible, only we need to have the structure and the conditions to identify that student previously, if it is a much more serious case I think, because our students with the kind of deficiency we received so far none was difficult to resolve. (C8)

This is interesting, but it requires a lot of criticism from a perspective really that lives with this criticism of analysis, a lot of theoretical reflection [...]. You have to have this student configuration very well and understand what the reality is for terminality. I think your work is very interesting to be thought of and I'm going to take it to the collegiate to think together what we can get around in the PPP, put in the PPP that student with a disability. (C9)

"Of course, and as coordinator I am complemented for this, the Undergraduate Dean is very committed to creating a whole project of Follow-up of students who are having difficulties in the course". (C11)

"I think so, but with that proviso that you said of the school record [...]. It will give a lot of discussion about this, internally, department, teachers, but I also think it goes through the federal standardization, let's put this flexibilization". (C4)

"I think so, since it got registered, I do not think I would have any problems". (P5)

"It would be possible, we have to facilitate the process. First the discipline prepares, attends the University and then it prepares to conduct a research [...]. I think I would have to have more protection where that has these guidelines, in PPC". (P7)

It is pertinent to add that the interview provided insight into what specific terminality is, what documents govern this specification and how it could be in practice. It is worth noting that there were no previous readings of participants on the subject before the interview, the greatest concern is in the information, the training of teachers to understand the terminality and to dynamize it in practice. It is possible to notice that it cannot be something imposed in the courses, because there will always be the idea of being inclusive, but the practices and perspectives regarding students do not change.

Participants recognize that the University is a space for questioning and that the process needs to be facilitated. It was also noticed that in the courses in which the disability was easy to solve (understood as not being necessary many pedagogical and structural adjustments), the coordinators and teachers expressed knowledge to carry out the pedagogical referral. While in other courses with more specific cases of adaptation, the coordinators and teachers of these courses cited more concrete examples of how the specific terminality could be implemented, requiring specialized pedagogical support.

Regardless of the experienced cases, one must think of the whole and all that may arise, as already mentioned. The enrollment of students targeted by special education is growing, and although it is envisaged by law, there is still no complete knowledge of specific terminality. Transdisciplinarity in favor of terminality is therefore highlighted, when participants state that *"our course operates in several areas, it is very permeable, many human areas, anthropology, so the student with this deficiency he may well, is fully qualified and perhaps has more sensitivity to deal with people than others"* (C4).

By stating this, C4 emphasizes that terminality would meet the purpose of the center of education to which the course is linked. This is due to the harmonization with the current complexity of being based on the human, the multi-identities, and the knowledge, offering content focused on the student's life.

The university, for developing a work of scientific knowledge production, knowing realities and contemplating future actions, becomes a place of changes and discussions. In this bias, C5 recognizes that specific terminality is a difficult task, which can be observed in the following section: *“I believe that it is always possible. We are in a University and I think that the University is where it is produced. I think it is within the University that one can try to do and develop, it can be until one tries, tries and does not work, but it is valid”* (C5).

The curriculum is a text that bases, guides and directs the practices developed in the pedagogical scope and, therefore, must predict difference and diversity. Even if desired, each student lives in a particular way, relates to the objects around them in a unique way; the curriculum should not be an instrument to be followed by the teachers, but an instrument that allows the construction through practices, that is, that has a dynamic feature. C12, in this sense, understands that terminality could be applied and that, in the course, the student has a great field of action, bringing the evaluation aspect as an example:

if you take an assessment today and it is this situation, the student could define, change, because for example, we will get a text, how will I get yours and apply it to another person, how will I evaluate this or to fit if the person does not have the same condition to fit, what he will do with it. (C12)

In line with this discussion, extending the concern with the labor market, Decree No. 3.298/1999 (Brasil, 1999), which provides for the National Policy for the Integration of Persons with Disabilities, consolidates the norms of protection and gives other measures, guaranteeing the exercise of social and individual rights. In which, chapter VI, section IV, art. 36 are guarantees of the person's access to work: *“A company with one hundred or more employees is required to fill two to five percent of its positions with beneficiaries of Social Security, rehabilitated or with disabled persons qualified”* (Brasil, 1999). The same law guarantees equal rights to disabled people to compete and hold a position through a public competition, provided they are compatible with their disability (Brasil, 1999).

In this way, the specific terminology cannot and should not make it impossible to insert and place the disabled person in the labor market, and this clarifies what the law guarantees. Transdisciplinarity in the courses allows the disciplines union, a dialogue, in a way that the disciplines knowledge complement each other, from one semester to another, configuring not as a hindrance, but as a collaboration in the life of the learner that aims to qualify them professionally for the development of other actions associated with their training and the characteristics of the disability in work.

In order to finalize the themes of this thematic category, we affirm once again what has been evidenced to date with the data collected and analyzed: the importance of studies, teacher training, innovation in practices and the (re)knowledge that students with a disability is not a problem in the course or is solely responsible for their non-learning: *“I think it would be better if I had a place to discuss these issues, it could not be a single decision of the course, because, you know, I did not professionally graduate a teacher who will tell about accessibility issues”* (C3).

It was evident from the discussion of the results that the practices are implemented, governed by a formal curriculum and common to all, but it is known that teaching involves other factors. In addition, it should be noted that they and the professionals from the undergraduate courses that act cannot overlook or conveniently forget that “every practice is reflexive in the double sense in which its author reflects to act and establishes a *later* reflective relationship with the action taken” (Perrenoud, 2000, p. 160).

Thus, as the final reference of this section, it is stated that the teacher’s act of thinking about their practice, reflecting on their planning, about what is the act of educating and learning, will ensure that inclusion is carried out in a coherent and appropriate manner. It is important to note that the teacher, (re)knowing the student as a person capable of learning and establishing their academic and professional career in a unique way, is essential to mediate the accomplishment of the specific terminalities in higher education.

CONCLUSION

From this study, it was possible to conclude that there is a lack of governmental and institutional regulations regarding the proposal of specific terminality in higher education. However, there is this documentation directed to basic education, without allowing ideals of academic progression and professional career. This strengthens the need for discussions about specific terminality and the construction of policy orientations.

The need for regulation, which provides for specific terminality in HEI in the curricular guidelines and the PPP of the courses, can be an important way to start this discussion. This may be the first step, since, given the possibility of application in certain courses, it can be established.

Despite the advances in the access of special education public education students in higher education (those with deficiencies: sensory, mental and motor, GDD or ASD; High Abilities/Giftedness), and of being widely discussed the permanence actions for the conclusion of the course, the need to implement strategies of curricular adequacy it is still evident, among which is the specific terminality. It is noteworthy that this adequacy, like all others, such as: only in one or more objectives, in the lesson or assessment method, does not fit all students.

It is also worth remembering that terminality cannot be applied to all students. As mentioned in the study, the application of these curricular actions will only be feasible, after extensive analysis of the subject’s learning and exhausting all strategies and assistive technologies. In addition, it is a process accompanied by a pedagogical team that can guide the learning of that person.

Finally, it is noteworthy that the application of curricular adequacy — specific terminality in higher education cannot be understood from disability, making the discourse *applicable because it has disability*, a type of discrimination. Such an understanding may, by itself, be unique in considering that, if it cannot be applied by difference, it immediately excludes, without attempting to conclude and any professional qualification, having been proven the impediment of performing any professional practice.

As final words, we recognize some limitations of the study, which include the few discussions about the repercussions of inclusion policies in higher education, legal implications regarding the graduation by terminality in undergraduate courses. With this, one realizes the need to know and establish a dialogue with the professional councils that regulate professional performance. For these and other unidentified issues, the discussion is kept open.

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