

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE
FACULTY SENATE

Senate Document Number 0615F
Date of Senate Approval 11/05/15

Statement of Faculty Senate Action:

APC Document ~~612~~ (EDUC): **Add K-12 Special Education: General Curriculum
Licensure to EDUC licensure areas**

Effective Date: Fall 2015

1. Delete: On page 126, under **Areas of Licensure and Required Majors:**

Kindergarten-12 (K-12): Art, Foreign Language (French, German and Spanish), Health and Physical Education, Theatre Arts

Add: On page 126, in place of deleted entry:

Kindergarten-12 (K-12): Art, Foreign Language (French, German and Spanish), Health and Physical Education, Special Education: General Curriculum, Theatre Arts

2. Add: On page 130, new licensure area before the entry for **Theatre Arts Licensure (K-12):**

Special Education: General Curriculum (K-12)

Students are recommended to declare a major in Psychology or other course of study that can be successfully linked to the goals of licensure and special education (see Psychology section of catalog for specifics) and complete other teacher licensure requirements. See appropriate Education advisor for details.

- I. Required courses in education—42 hours, including: EDUC 210, 211, 220, 230, 231, 305, 317, 342, 348, 349, 384, 455, 456.
- II. Required courses outside Education—22 hours, including: PSYC 208, 214, 312, 319, 412 (students majoring in Psychology will complete these courses as part of their major requirements); MATH 211, 215.
- III. Other departmental requirements as outlined above for all licensure students.

Impact: The impact on the Department of Psychology regarding staffing will not be any more significant than it currently is. This is true because Psychology is already a very large major with many students enrolled, and all students who seek K-12 Special Education: General Curriculum licensure will be recommended ~~required~~ to be Psychology majors.

The creation of this new licensure area will necessitate realignment of faculty teaching responsibilities in the Department of Education. However, this realignment will be able to take place over time. The Department of Education will not begin offering all of the new courses required for the license at one time. Rather, the courses will be taught as needed as the cohort of students seeking this license grows. Additionally, some of

the required EDUC courses for the new licensure area are currently being taught as part of the Department of Education's existing curriculum including EDUC 210, 211, 220, 317, 455, and 456.

The chairperson of the Department of Education has collected data from UNC General Administration to attempt to predict possible enrollment in the new licensure program. The number of undergraduate Special Education: General Curriculum (SEGC) Bachelor level licenses granted over the past 3 academic years at all UNC institutions has been analyzed in relation to all Bachelor level licenses granted at each institution, and the data are presented in the following table:

Institution	Bachelor Level SEGC Licenses Granted/Total Licenses Granted/% SEGC Granted of Total Licenses Granted		
	2010=2011	2011-2012	2012-2013
ASU	0/498/0%	0/412/0%	0/473/0%
ECU	12/699/1.7%	36/681/5.3%	18/710/2.5%
ECSU	0/431/0%	2/59/3.4%	3/54/5.6%
A&T	0/62/0%	0/40/0%	0/44/0%
NCCU	0/136/0%	0/124/0%	0/108/0%
NCSU	15/345/4.3%	9/299/3%	3/329/0.9%
UNC-CH	0/116/0%	0/103/0%	0/100/0%
UNCC	20/738/2.7%	14/553/2.5%	27/615/4.4%
UNCG	28/394/7.1%	34/491/6.9%	44/344/12.8%
UNCP	6/181/3.3%	5/150/3.3%	5/108/4.6%
UNCW	10/350/2.9%	30/332/9.0%	26/340/7.6%
WCU	12/276/4.3%	14/292/4.8%	19/271/7.0%

Disregarding all years during which no Bachelor level SEGC licenses were granted, it was determined that the average percentage of SEGC licenses granted compared to all licenses granted was 4.8%. If the number of licenses granted in the overall licensure program at UNC Asheville were to have been increased by 4.8% over the past three academic years, there would have been an enrollment increase in the overall licensure program of 3 (from 71 to 74), 2 (from 51 to 53), and 2 (from 34 to 36) candidates respectively.

Rationale:

Importance of Special Education: General Curriculum Licensure Area

Special Education is one of North Carolina's highest need licensure areas. According to the 2014 Condition of Education Report, the number of children and youth ages three through twenty-one receiving special education services was about thirteen percent of all public school students. In today's classroom, students with disabilities are the largest group of students with special needs in K-12 general education classrooms. It is the role of the teacher to create a positive learning environment for these diverse learners. It is necessary to offer a licensure program to help address State-identified needs for personnel preparation in special education; and ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving those children.

Call to Action by stakeholders

The ideas for the new licensure program originated from several sources. This document reflects a submission soliciting approval of a new program, as there is a call from many of our department's partners for creation of this license at UNC Asheville.

Department faculty consider Local Education Agencies (LEAs) to be among our foremost partners. Over the course of many years, data gathered by the department from public school partners has pointed to the need for more teachers to be trained in special education. These data have been gathered through Employer Survey results, contributions from University School Teacher Education Partnership (USTEP) members, and recommendations from University School Teacher Education Council (USTEC) members/LEA leaders.

Program completers are another important source of data for the department. Information gathered through Initially Licensed Teacher (ILT) survey results and program completer surveys generated by the department internally have indicated for a number of years program completers' desire to have more opportunity for instruction and licensure in special education.

State legislation such as that related to Read to Achieve serves as guidance for the Department of Education as well. Given new requirements and expectations related to student achievement, teacher licensure candidate instruction and licensure in special education is necessary so as to provide the skills necessary for teaching a diversity of students.

New state licensure requirements dictate that all Special Education licensure candidates pass the same licensure examinations as those required for K-6 licensure candidates, as well as one additional exam. Given this congruency between the two licensure areas, it is the hope of the Department of Education that some K-6 licensure candidates will take the additional courses necessary to enable them to pass the additional exam for and receive licensure in both Special Education: General Curriculum and K-6 and that Special Education: General Curriculum candidates will do the same to become licensed in K-6. This is possible because upon receiving their initial license from the UNC Asheville Department of Education, candidates can apply directly to the NC Department of Public Instruction's Licensure Section requesting to add on an additional licensure area via the additional testing requirement and/or taking 24 hours of appropriate content courses. Because of the UNC Asheville liberal arts model, the additional exam and/or courses will be more feasible for UNC Asheville licensure candidates than at other institutions because UNC Asheville licensure candidates receive a major and take the additional courses required for licensure. Therefore, UNC Asheville licensure graduates complete their programs as very well-rounded teachers with strong content knowledge, instead of specialized knowledge in just one area of teaching. Additionally, all of the required EDUC courses for the new licensure area that are currently being taught as part of the Department of Education's existing curriculum (EDUC 210, 211, 220, 317, 455, and 456) are also required for K-6 licensure.

The data presented in the table above point to the very low number of SEGC licenses being granted at UNC institutions. This is a troubling trend given the extreme importance of preparing teachers to effectively teach students with special needs. This trend points even more clearly to the need for UNC Asheville to offer this licensure area and recruit students into this very important facet of the field of teaching. It is projected that the liberal arts model for licensure as well as the congruency between the new licensure area and the existing UNC Asheville K-6 licensure will serve as positive recruitment points.