

THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE
FACULTY SENATE

Senate Document Number SD0522F
Date of Senate Approval 12/8/2022

Statement of Faculty Senate Action:

APC Document 3 (LL/EDUC): Deletion of K-12 Teacher Licensure in French and Spanish

Effective Date: Fall 2023

1. **Delete:** On page 129, under **Areas of Licensure and Required Majors**, Modern Language (French and Spanish) from the last bullet point:
 - Kindergarten–12 (K–12): Art, ~~Modern Language (French and Spanish)~~, Special Education: General Curriculum, Theatre Arts

2. **Delete:** On page 133, the entry for **Modern Language Licensure (K–12)**

Modern Language Licensure (K–12)
Candidates must complete a major in Languages and Literatures with a concentration in French or Spanish and complete other licensure requirements. (See the Languages and Literatures section of the catalog.) See appropriate Education advisor for details.

 - I. Required courses in Education—28 hours, including EDUC 210, 211, 320, 346, 430, 431, 455, 456.
 - II. Required courses outside Education—4 hours: PSYC 319. Candidates must also complete the ART courses required for the major in Art with a concentration in Teacher Licensure.
 - III. Other departmental requirements as outlined above for all licensure students.

3. **Delete:** On page 211, reference to FREN 400 in item I under **Major in Languages and Literatures with a Concentration in French:**
 - I. Required courses in the concentration—34 hours: LL 313; FREN 230, 300, 325, 340, 341; three courses at the 400-level. ~~Note: FREN 400 is required for teacher licensure candidates.~~ Students whose level of proficiency does not allow them to start with FREN 230 will be required to complete the appropriate prerequisite courses. Students who place out of one or more of the required courses must still complete 32 hours of French, not including the prerequisite courses, for the concentration. At least one-half of the hours required for the concentration must be completed at UNC Asheville.

4. **Delete:** On page 212,

French with Teacher Licensure

To obtain licensure as a teacher of French (K–12), the candidate must complete the required courses for the Concentration in French, including FREN 400 as one of the 400-level electives, and the courses required by the Education Department for K–12 Foreign Language licensure. See the Education section of the catalog for additional information.

5. **Delete:** On pages 212-213,

Spanish with Teacher Licensure

To obtain licensure as a teacher of Spanish (K–12), the candidate must complete the required courses for the concentration in Spanish, and the courses required by the Education Department for K–12 Foreign Language licensure. See the Education section of the catalog for additional information.

6. **Delete:** On page 213, in the description for LL 316, the references to pursuing teacher licensure and a field experience.

316 Teaching and Learning Languages and Cultural Expression at Home and Abroad (4)

Students will consider and practice the art of teaching and learning languages. This class will provide a foundation in the basics of languages and cultural expression to those interested in teaching or tutoring languages abroad, teaching their native language in the United States, ~~pursuing teacher licensure~~, crafting a self-study of a foreign language, or simply pondering the experience of humans as multi-language learners. Common beliefs and principles around learning language and cultural expression will be explored. Using an active and experiential approach, students will consider the ways in which learners acquire a second language, and experiment through peer-teaching the principles, methods, and practices that are rooted in second language acquisition research. ~~The course contains a field experience.~~ Every other year.

Impact: The impact to our city and county schools will likely not be excessive considering the very small number of K-12 language teacher candidates that we have had in the past semesters. Students interested in pursuing a teaching career in a second language will continue to be able to take LL 316, *Teaching and Learning Languages and Cultural Expression at Home and Abroad*.

Students pursuing teacher licensure in Latin, whom Languages and Literatures has been supporting by teaching EDUC 433 and 455, will continue to benefit from Dr. Catherine Fountain's (adjunct from ASU) expertise in EDUC 433. The Ancient Mediterranean Studies department has been informed of our decision; we simply cannot continue with this enterprise along their side. Latin is a 9-12 Licensure, and at this point some of the requirements are different from the current Modern Languages Teacher Licensure (K-12). Our Latin licensure candidates are always encouraged to take LL 316 with us.

The impact in Languages and Literatures will be that faculty who have worked these past years to support the program can focus on departmental mission, and already existing responsibilities (in and out of the home department.) While this has been very important work for us, with the existing resources it has meant that several faculty have had to step outside their direct areas of training and expertise. This has not always had a positive impact for our students.

Rationale: K-12 Teacher Licensure requires students to take the following courses during their professional year: EDUC 433, to work on the edTPA Handbook, in the Fall; and EDUC 455 and EDUC 456, 16 supervised weeks of teaching in the schools, in the Spring. The Department of Languages and Literatures

does not have faculty members formally trained to teach EDUC 433, nor to supervise students while teaching in the schools as part of taking EDUC 455/456.

EDUC 433 is a demanding course, as students are required to pass the edTPA (standardized by Pearson) exam in the Spring after having worked on this class during the Fall semester. This exam is consequential, as students must pass it to receive their teaching license. LL faculty members have attempted to teach this class, but the result has not been satisfactory for the students. We then "outsourced" this course, and Dr. Catherine Fountain taught it twice for us. The current Deans have stated their support to continue hiring Dr. Fountain. However, we do not believe this is sustainable. If / when we cannot count on Dr. Fountain's expertise, we will have no faculty on campus prepared / trained to guide the students through EDUC 433. As mentioned before, LL faculty have stepped up and tried to do this work, and the results have not been optimal. Also, when this happened, it became a teaching overload due to the low number of students enrolled in the course (9 students since Fall 2017).

EDUC 455 presents the same challenge for us. In this case the teaching overload is compensated, but we do not have faculty who can supervise students in the school, either because we are not formally trained or because we are covering our own teaching needs / current responsibilities. It is also becoming more and more difficult to place French candidates in the schools nearby, so they can fulfill EDUC 455/456 (their student teaching.)

The efforts previously mentioned, and our commitment thus far, have helped improve students' scores not only in edTPA, but also in the Praxis 2 exams (language proficiency exams), but it's not sustainable.

This has been a painful reckoning for the Languages and Literatures department. We supported the program and the Education Department by taking over the former EDUC 316 – now LL 316. We were able to do this by opening up enrollment to this course to students not pursuing a K-12 teacher licensure. We also helped coordinate the transition from PSYC 328 to LANG 395. PSYC 328 is no longer required for language licensure students, but both PSYC 319 and LANG 395 are, so the Psychology department and the English department have been informed of this proposal. We have worked to strengthen the relationship between both the Education and Languages and Literatures. departments. However, we've concluded that the very small number of students pursuing French and Spanish Licensure does not justify these efforts. We feel that we can contribute to the very important mission of teaching languages – and of promoting language justice – focusing on our departmental mission, and on the university's lead of doing outreach in our secondary schools, and moving thus outside of the current state requirements for licensure.

Concrete numbers; the AY is the student's professional year:

Fall 2017 / Spring 2018- 3 candidates in Spanish, and 2 candidates in Latin.

Fall 2018 / Spring 2019- 1 candidate in Spanish, and 1 candidate in French.

Fall 2019 / Spring 2020- 1 candidate in Spanish.

Fall 2021 / Spring 2022- 1 candidate in Spanish.

Fall 2022- One student has expressed an interest in Spanish licensure, and if they formally declare prior to the removal of K-12 licensure for languages, they will be accommodated through independent studies or other means to allow them to be a candidate for licensure.