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New Academic Degree Program Request for Preliminary Authorization

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Institution ___University of North Carolina Asheville_____

Degree Program Title (e.g., M.A. in Biology) __B.A. in Elementary and Inclusive Education_____

Reviewed and Approved By (Provide Name and title only. No signature required in this section.)

Review	Name	Title
Chief Financial Officer	John Liposchak	Vice Chancellor for Budget and Finance
Faculty Senate Chair (Or appropriate faculty body)	Dr. Dee Eggers	Associate Professor, Faculty Senate Chair
Graduate Council (If applicable)	n/a	
Graduate/Undergraduate Dean (If applicable)	n/a	
Academic College/School Dean	Lei Han	Interim Dean of Special and Graduate Programs
Department Head/Chair	Dr. Tiece Ruffin	Chair, Department of Education
Program Director/Coordinator	n/a	

New Academic Proposal Process

New academic programs are initiated and developed by faculty members. The Request for Preliminary Authorization must be reviewed and approved by the appropriate individuals listed above before submission to the UNC System Office for review.

Please provide a succinct, yet thorough response to each section. Obtain signatures from the Chancellor and Provost and submit the proposal via the PREP system to the UNC System Vice President for Academic Programs, Faculty, and Research, for review and approval by the UNC System Office. If the Request for Preliminary Authorization is approved, the institution may begin work on the formal Request to Establish a New Academic Degree Program.

NOTE: If an institution is requesting preliminary authorization for a degree program at a higher level than their current Carnegie Classification (e.g., a Master's institution proposing a doctoral degree), then a request for a mission review must first be submitted to the UNC Board of Governors Committee on Educational Planning, Programs, and Policies, through the Senior Vice President for Academic Affairs. If approved by the Board, then

the institution may proceed with the Request for Preliminary Authorization.

UNC Institution Name	UNC Asheville
Joint Degree Program (Yes or No)? If so, list partner institution.	No
Degree Program Title (e.g., M.A. in Biology)	B.A. in Elementary and Inclusive Education
CIP Code and CIP Title (May be found at National Center for Education Statistics)	13.1017 Education/Teaching of Individuals in Elementary Special Education Programs
Require UNC Teacher Licensure Specialty Area Code (Yes or No). If yes, list suggested UNC Specialty Area Code(s).	Yes. 025 (Elementary, grades K-6) or 88091 (Special Education: General Curriculum)
Proposed Delivery Mode (campus, online, or site-based distance education). Add maximum % online, if applicable.	Campus
Will this program be offered through an Online Program Manager (OPM)? If yes, list the OPM.	no
Proposed Term to Enroll First Students (e.g., Fall 2023)	Fall 2025

I. **SACSCOC Liaison Statement:** *(Provide a brief statement from the University SACSCOC liaison regarding whether the new program is or is not a substantive change.)*

Following consultation with SACSCOC Director of Substantive Change Kevin Sightler, UNC Asheville SACSCOC liaison Deaver Traywick concluded that a new major in Elementary and Inclusive Education (K-6 and EC, K-12 general education, dual licensure) would *not* constitute a substantive change from our present licensure programs in elementary education and special education. Because the major is centered on existing curricula, and would involve no new faculty lines or library/learning resources, we do not believe it to be a significant departmental change.

II. **Program Summary**: (*Briefly describe the proposed program and summarize the overall rationale.*) Maximum of 1,000 words.

Include the following in your narrative:
a. How this program supports specific university and UNC System missions.
b. Collaborative opportunities with other UNC institutions as appropriate.
c. Ways in which the proposed program is distinct from others already offered in the UNC System.

Information on other programs may be found on the UNC System [website](#), and all similar programs should be listed here (use the 4-digit CIP as a guide).

d. How does the program align with the UNC System and institutional strategic plan?

UNC Asheville's Department of Education currently prepares undergraduates and postbaccalaureate students interested in teaching by providing the coursework necessary to earn a North Carolina license to teach in one of 17 areas. Up to now, all undergraduate K-6 licensure candidates complete a major in another discipline, most frequently Psychology, requiring about 40 credit hours, along with courses required for general education licensure. The very best case scenario, accounting for all courses that fulfill more than one requirement, is that students must complete 124 credit hours with no free electives. Similarly, students pursuing licensure in special education must complete 127 hours (see four-year plans in Appendix 1). Completing all requirements for either area of licensure with a degree in four years is theoretically possible but practically unlikely. Further, with maximum efficiency in scheduling, students who attempt to finish in four years do not have room for elective courses, especially disappointing at a liberal arts institution where we seek to provide students with exposure to multiple disciplines. Enhancing our students' ability to complete their degrees with licensure in four years is the primary motivation for our request to plan a major in K-6 and Inclusive Education. Appendix 3 illustrates a proposed 4-year plan for the Inclusive and Responsive Education major (K-6 and EC, K-12 general education, dual licensensure).

We are proposing a major in elementary and Inclusive Education because we believe that the elementary and special education licensure areas are highly complementary. Not only would our graduates be prepared to teach in two different classroom settings, expanding their career opportunities and better meeting the needs of our public school partners, but they would develop the skills necessary to work with a full range of elementary school students, e.g., students with disabilities, English language learners, and students with varying identities and socioeconomic backgrounds. This major would equip our students to develop instructional strategies, materials, and resources that help *all* children learn and succeed. Although majors in elementary or special education are far from unique in UNC System institutions, only four institutions have dual licensure programs, and only one, Western Carolina University, offers a program in inclusive education.

Within the department, a major would allow us to deepen coverage of critical areas in education, especially literacy learning. Data from North Carolina assessments have revealed significant underperformance among 4th and 8th grade students in reading scores for many years (NAEP, 2019), with COVID-19 disruptions creating additional setbacks in literacy development. These and other findings prompted the state to enact a series of comprehensive reading policies designed to promote literacy learning, which included directing educator preparation programs to demonstrate specific components of literacy instruction throughout their elementary education curricula. Our inclusive emphasis would ensure that literacy strategies are geared toward all types of classroom learners. We have already reshaped our curriculum to more thoroughly address literacy foundations including K-2 literacy instruction, especially phonemic awareness and phonics; 3-6 literacy instruction, including reading, writing, speaking and listening; multicultural children's literature; and diagnosis and corrections of reading difficulties. Our program is one of only five in the state of North Carolina recognized by the [National Council on Teacher Quality](#) as exemplary in reading instruction, demonstrating our ability to deliver high quality preparation for differentiated instruction, particularly in reading.

An elementary and inclusive Education major would offer several advantages to UNC Asheville and our students. First, we believe that student recruitment, retention, and success would each be enhanced with this major. Anecdotally, we are aware of prospective students who do not choose UNC Asheville because of our lack of an education major. For those that do enroll and begin pursuing licensure, we know that each year we lose some students because of the added stress that comes with completing what is essentially a double major (i.e., major plus licensure), or because of the difficulty of completing so many credit hours in four years. While we remain committed to having students seeking licensure in a specific content area to major in that content area (e.g., Mathematics rather than Math Education), and we believe that we should continue to allow K-6 and Special Education licensure students to major in another content area, we also believe that students should have the option to major in Education while pursuing licensure in these critically important areas. Having one primary focus area - one major - would allow students to dig into their education coursework more deeply and likely perform at a higher level.

Second, a major in elementary and inclusive education would provide students with more academic options, allowing students who begin the licensure program but have a change of heart to complete a degree in education regardless. While we anticipate that most students will seek the degree as a means to licensure, the major would also allow students to earn a degree in education without seeking licensure, an option that might appeal to students interested in non-teaching but related career areas or opportunities, e.g., school counseling or social work, school library work, after-school programming, child care, or teaching English abroad.

Third, a major in education would provide our students greater opportunity to take advantage of liberal arts courses across the curriculum, enhancing the breadth and value of their undergraduate experience. As noted above, completion in four years makes it difficult if not impossible to take elective courses. Elementary school teachers need the ability to bridge multiple curricular areas; we believe that exposure to a wider number of disciplines will enhance their ultimate effectiveness in the classroom.

Finally, the proposed major in education has clear links to UNC Asheville's Mission and Values statements. By providing students with more elective opportunities, an education major would enhance opportunities for undergraduate research, community engagement, and "free and open inquiry." An inclusive elementary education major also aligns well with our university's commitment to "living the core values of diversity and inclusion," better equipping our students to work in increasingly diverse school districts, where teachers play a critically important role in addressing gaps in opportunity and achievement.

Many of the advantages of an education major are also represented in the UNC System mission and strategic plan. For example, we hope that the major would improve student success through both ensuring a greater likelihood of a four-year path to graduation (Goal 2), thereby increasing affordability (Goal 6). Given teacher shortages in North Carolina, we would also expect to increase our contribution to the teacher workforce (Goal 8).

National Assessment of Educational Progress [NAEP] (2019). NAEP Report Card: Reading. National Center for Education Statistics, Institute of Education Sciences, U.S. Dept. of Education. https://www.nationsreportcard.gov/reading/states/groups/?grade=4

III.   **Student Demand**: *(Provide evidence of student enrollment demand, including external estimates. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution. Maximum length 1,000 words.)*

We believe that student demand for a major in elementary and inclusive education has led to a steady loss of elementary licensure candidates at UNC Asheville over the past decade.In the last five years, 59 K-6 candidates completed the licensure program, compared to 109 candidates in the preceding six years. From student input at campus events, we know that many high school students are interested in elementary school teaching. However, despite our many conversations with prospective students about elementary school education, only a small percentage actually enroll. Anecdotally, over a number of years, students have shared with faculty that our lack of major serves as a deterrent. Students highly motivated to become teachers have reported to us that they don't understand why they cannot major in education, and they are intimidated by the requirement that they choose a major in another discipline. Likewise, their parents may feel that a school without an education major is inefficient and needlessly expensive, and consequently encourage another institution.

As noted in Section II, in addition to aiding recruitment efforts, a major in education would increase the likelihood of students being able to complete a degree in four years. Timely completion means less debt along with the opportunity to transition into the profession in a reasonable timeframe. Undergraduates seeking a major and license to teach are accruing well over 120 hours. Considering first-time admits only, K-6 licensure completers required about 145 hours and 4.5 years to complete their degree and licensure requirements (see Appendix 4). A major would allow our students a far more efficient and economical path, requiring less than 100 hours for licensure/major and general education, enabling students to graduate in four years with the flexibility of elective credit (see Appendix 3).

A second group of students we hope a major would attract are transfer students from North Carolina community colleges. In 2020, two new associate degree programs in teacher preparation were launched throughout the state community college system (NCcommunitycolleges.edu). Envisioned as a means of bolstering recruitment of teachers, the programs offer students interested in a teaching career a more efficient transfer pathway than traditional 2-year degrees, as their degrees include not only general education courses but also 14 hours in education. A major in K-6 and Inclusive education would be especially attractive to these students, while the absence of an education major would likely serve as a deterrent to matriculation. UNC Asheville typically enrolls a large percentage of transfer students, with an average of 44% of graduating classes across the past 15 years being transfer students (UNC Asheville 2021-22 Graduate Profile). We believe that an education major would ensure community college transfer students interested in teacher preparation that UNC Asheville is a fit for them.

A third group we believe an elementary and inclusive education major will help us recruit is high school students. We recently hired a teacher recruitment and retention liaison who has reestablished our contact with local high schools and their teacher cadet classrooms and/or Future Teachers of America clubs, by presenting and tabling at local schools in the western region (Asheville City, Buncombe County, Madison County, McDowell County, Henderson County, and Transylvania County schools) to interest students in the education profession.

Additionally, our department and this liaison recently organized and led a local Future Teachers Conference, bringing fifty high schoolers interested in teacher education and their mentor teachers to UNC Asheville for an engaging experiential day on education as a profession and choosing to study education/teacher licensure at UNC Asheville. Furthermore, we recently helped implement a year-long course for high school students interested in teaching called Pathways2Teach (P2T, https://www.pathways2teaching.com/) in a local school district. Focused on students interested in education and a human rights-based approach to education, there are currently seven students enrolled in the course at a local high school. Students who complete the assignments of the course have the potential to submit a portfolio and receive credit for UNC Asheville's Introduction to Education course (EDUC 210). Pathways2Teach has the potential to become a pipeline program for our department, and we have some donor funding available to support students of color in their quest to become teachers. However, without a major in Elementary and Inclusive education, we fear we will lose these students to other universities.

Overall, these three groups, and the option of a major focus on increasing, retaining, and diversifying the educator workforce. This is a priority for North Carolina, as noted in the DRIVE (Developing a Representative and Inclusive Vision for Education) Summit of 2019, DRIVE Taskforce 2021 recommendations, and The Public School Forum of North Carolina's Top Education Issues, 2023-2024. There is a decline of teachers in North Carolina, which may lead to teacher vacancies throughout the state. Also, we know that North Carolina is not an anomaly and that there is a National Teacher Shortage. How do we address the shortage from an educator preparation perspective? Many strategies to address the shortage from an institution of higher education perspective calls for new initiatives, explorations to lower barriers, and degree accessibility (Knox, 2022, Inside Higher Education). This major emphasizes the importance of the teacher pipeline in our state, innovation, and trying a new initiative to grow enrollment.

This innovation, new initiative, does not diminish our current model and the success we've had. According to data provided by North Carolina, the candidates we prepare under our current licensure-only model are successful. Our K-6 licensure students are performing well and showing improvement each year compared to the state level data regarding student success. Additionally, our K-6 candidates are passing their licensure exams at a rate of nearly 100%. However, given the increasing state demand for well-prepared teachers, we believe a major would help us increase the number of candidates ready to serve the needs of our state while at the same time increasing institutional efficiency, enhancing program flexibility, and reducing student costs.

IV.   **Access, Affordability, and Student Success**: (*Provide an analysis of the impact of the program on student access and affordability. Maximum length 1,200 words. Include information from College Scorecard. May also include census postsecondary outcomes data, etc.)*

   a.   Analysis of the impact of the proposed program on student access, including key metrics identified in the UNC System Strategic Plan and statewide initiatives (such as myFutureNC).

As discussed in Sections II and III, we anticipate that a major in Elementary and Inclusive Education would improve **student access to higher education** by increasing the number of students able to pursue education as a major at UNC Asheville. In addition, although UNC Asheville is situated in Buncombe County, geographically central to multiple underserved counties in the western part of the state. Specifically, we are the only public institution that abuts Madison, Yancey, McDowell, Rutherford, and Henderson counties, meaning that for students from those counties interested in elementary or special education, we are the only nearby option for a 4-year degree from a public university.

In addition, a major in Elementary and Inclusive Education would increase **student success** by improving the four-year graduation major for students pursuing licensure. Rather than completing courses in both licensure and in a major in another discipline, students would only need to complete the major in education, reducing the overall number of required credit hours by 30-40 hours, creating latitude for elective courses and minors, and making it substantially easier to graduate in four years.

> b. Analysis of student debt levels for similar programs and programs at the same academic level at the institution.

The cost to attend UNC Asheville is competitive with other UNC System institutions (see "[Tuition and Fees Applicable to All Regular Full-Time Undergraduate Students 2023-24](#)"). In 2021-2022, 77.5% of the financial need for new fall, first-time students at UNC Asheville was met ([Institutional Facts, Financial Aid Awards by Source](#)). Across all students, from 2015-2016 to 2020-2021, the average percentage of need met varied from 73.4% to 80.1% ([Institutional Facts, Financial Aid Awards by Type](#)). In 2021-22, the average indebtedness at graduation for first-time students at UNC Asheville was $11,754, almost exactly at the UNC system average of $11,479.

While data is not available specifically for licensure completers, it is reasonable to expect that because this major shortens the time to graduation, it will reduce the overall indebtedness of our graduates, both first-time and transfers.

> c. Provide an analysis of indebtedness, repayment, and relationship to potential earnings.

Although public teacher salaries in North Carolina do not compare favorably to salaries in other states (Teacher Salary Benchmark Averages, [nea.org](#)), the average indebtedness of a UNC Asheville graduate is considerably less than graduates of public institutions in other states ([educationdata.org](#)). Specifically, a new teacher in North Carolina will earn $37,000 in their first year of teaching and receive a $1000 increase with each year of experience thereafter (Bachelor's Degree Certified Teacher Salary Schedule 2022-23, [dpi.nc.gov](#)). As calculated by the UNC System Office Strategy and Policy unit, the average indebtedness of a UNC Asheville graduate was $11,754 for first-time students and $11,184 for transfer students.

Assuming a Federal loan interest rate for undergraduate direct subsidized and unsubsidized loans of 5.5% ([studentaid.gov](#)), for a 10-year $11,500 loan total (the approximate midpoint for the two populations), the monthly payment would be ~$125. This would constitute about 4% of a first-year teacher's gross monthly salary,

a percentage that would decline with each year of teaching, ending at 3.25% of monthly salary in Year 10, the final year of the loan repayment. In addition, there are several loan forgiveness and cancellation programs available to teachers that can significantly lower or erase student loans (e.g., Public Service Loan Forgiveness, Teacher Loan Forgiveness, Perkins Loan Cancellation for Teachers; studentaid.gov).

V.   **Societal and Labor Market Demand:** *(Provide evidence of societal demand and employability of graduates from each of the following source types. Must include external estimates. Maximum length 1,000 words)*

  a.   Labor market information (projections, job posting analyses, and wages)
    i.   Specific to North Carolina (such as ncworks.gov, nctower.com, or outside vendors such as Burning Glass).
    ii.   Available from national occupational and industry projections (such as the U.S. Bureau of Labor Statistics).
  b.   Projections from professional associations or industry reports (including analysis
  c.   Other (alumni surveys, insights from existing programs, etc.)

Societal Demand: *(Provide evidence of societal demand and employability of graduates from each of the following source types. Maximum length 1,000 words)*

North Carolina has a severe teacher shortage. On the first day of the 2022-2023 school year, the North Carolina School Superintendents' Association reported 3,619 vacancies for K-12 teachers (including 1,572 for K-5 teachers) and 850 vacancies for special education teachers, an underestimate considering that not all school districts had yet shared data (wunc.org). According to the 2021-2022 State of the Teaching Profession report prepared by the North Carolina Department of Public Instruction, the two areas with the largest vacancies were K-5 core areas and K-5 exceptional children, the two licenses that our prospective combined major would support.

According to ncworks.gov, there are currently 5,490 jobs available for teachers in North Carolina. When adding the "K-5" filter, this number reduced to 352; when instead adding the keyword of "exceptional," the total positions available was 486. Based on national sources, at the same time, the job outlook for both elementary and special education teachers is expected to grow 4% in the next decade, with openings anticipated from teachers exiting the labor force (Bureau of Labor Statistics, Bureau of Labor Statistics).

Locally, our school districts also express a need for elementary and special education teachers. Currently, we work with six partner districts and three charter schools (Asheville City Schools, Buncombe County Schools, Henderson County Schools, Madison County Schools, McDowell County Schools, and Transylvania County Schools; ArtSpace, Evergreen, and Francine Delaney Charter Schools). In our annual visits with each district superintendent/school director in the past year, all spoke of the need for more teachers. Creating a major in Elementary and Inclusive Education has the potential to serve our community and state, expanding pools of highly-qualified applicants with expertise that would allow them to effectively serve all students.

Finally, the education of future teachers has an important economic impact in our state. In North Carolina, school systems are a critical employer of college graduates. In nearly half of the 100 counties in our state, K-12 school systems are the largest employer of residents (Ednc.org).

VI. **Costs, Funding, and Budget** (*Maximum length 1,200 words*)
Adding a new degree program will cost the institution some amount of money and will potentially generate new revenues. Calculating the costs and identifying the funding sources associated with implementation of a new program requires several institutional offices (e.g., academic affairs, finance, institutional research, enrollment management) to collaborate to present an accurate estimate.

a. Complete and attach the *UNC System Academic Program Planning Financial Worksheet* showing all costs required and revenues generated for each of the first five years of the program. Provide a budget narrative for each year addressing the following:
   i. UNC Academic Program Costs
   Faculty costs include all faculty assigned to the proposed program, including faculty serving as program directors, coordinators, department chairs, etc. funded in the 101 instructional budget code. If an existing faculty member is reassigned to the program, the salary is reflected as a reallocated cost. New faculty salaries need to be competitive for the discipline, and figures should include all applicable fringe (e.g., retirement, medical). If the proposed program will hire new faculty, it is a new cost.

   Graduate Assistant costs are identified either as new or reallocated, as appropriate, and should include all stipends, tuition remission, and benefits, as applicable.

   EHRA Non-Faculty positions include non-instructional academic support costs directly associated with running the program, including amounts associated with the Dean's office, research support, etc. This should include salaries and all applicable fringe.
   SHRA Non-Faculty positions includes all positions specific costs associated with the new program. This includes the additional staff needed to organize applications, prepare for the proposed program, and for general administration of the proposed program. New staff or purchases of new equipment should be adequate to support the stated goals and enrollments for the proposed program. Other program costs identified in the proposal should be realistic.

   ii. UNC Academic Program Revenues
   Funding sources may include enrollment growth formula funding, other state appropriation, regular tuition, tuition differential, general fees, special fees, reallocation of existing resources, federal funding, and other funding (such as awarded grants or gifts). The total projected revenue from the above categories should allow the proposed program to become self-sufficient within five years.

When estimating funding for new programs, institutions should take into account that students switching programs do not generate additional enrollment growth formula funds. For example, if a program projects enrollment of 20 students, but 12 of them switched into the program from an existing program at the institution, then only 8 of the students would generate additional formula funding.

Reallocation of Existing Resources includes the salary of faculty reassigned who may be partially or wholly reallocated to the new program. Explain how the current teaching obligations of those faculty are reallocated and include any faculty replacement costs as program costs in the budget. If substantial funds are reallocated, explain how existing undergraduate and graduate programs will be affected.

Federal Funding (In-hand only) refers to federal monies from grants or other sources currently in hand. Do not include federal funding sought but not secured. If anticipated federal funding is obtained, at that time it can be substituted for funds designated in other funding categories. Make note within the text of the proposal of any anticipated federal funding. Provide evidence of sustainability after federal funds have been exhausted.

This program requires very little additional funding because it is essentially a repackaging of our current licensure offerings into a degree program. Costs reflect expenses to faculty associated with the delivery of Education courses for licensure in K-6 and in Special Education, currently all of 1 faculty member's time and ½ of two others. Non-tenure track faculty equate to five adjunct courses per year, and student support and other expenditure categories reflect a proportion of department expenses equal to the proportion of K-6 and Special Education students, assuming that expenses are distributed equally across students of all licensure areas. The only increase in expenditures that would arise are the result of slight increase in enrollment requiring additional institutional financial aid, calculated on the basis of current institutional student averages. No allowance is made or inflation on either the cost or the revenue side. Expenses reflect only those associated directly with the delivery of the program, and do not include indirect or overhead costs.

With respect to revenues, if we assume that current enrollment in these licensure programs would become majors, there would be a slight increase in credit hour generation in EDUC courses; this, along with expected modest increases in enrollment by making it easier for students to gain licensure at UNC Asheville, so we have 20 completers in five years rather than 10, results in these licensure areas generating more revenue as a degree program than associated expenses. By these calculations, even if the growth in enrollment is smaller, say to 15 completers per year, the program breaks even compared to operating at a loss as it is.

     b. Based on the institution's estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc.), please describe the following:

i. How does the institution budget and allocate enrollment growth revenues? Is this program expected to generate new enrollment growth for the institution? If so, how will funds be allocated to the proposed program or be used to further other institutional priorities?

Enrollment growth revenues flow into the university's general fund and are allocated through our usual budget processes, which are consultative with a University Budget Committee but ultimately approved by senior leadership. While this program will generate only modest new enrollment growth revenue, as seen in the budget projection, we expect it to be sufficient to cover operating costs for delivery by Year 3. Any surplus revenues will be allocated by senior leadership to support the operation of the university in all areas, and not retained exclusively by this new program.

ii. Will the institution seek other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate.

No

iii. Will the institution require differential tuition supplements or program-specific fees? If so, please elaborate.
   1. State the amount of tuition differential or program-specific fees that will be requested.
   2. Describe specifically how the campus will spend the revenues generated.

We do not require differential tuition supplements or program-specific fees.

c. Provide a description of how the program can be implemented and sustained If enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming.

The program becomes sustainable for two reasons. First, through the attractiveness of offering a major rather than completion of licensure requirements within another major; we believe that this will result in modest increases in enrollment in EDUC courses generating increases in both tuition revenues and appropriations. Even without the appropriations associated with enrollment increases, tuition revenues cover the current shortfall by year 3. This is simply because of the second reason, on the cost side–the program does not require additional resources other than a portion of tuition revenues going to institutional financial aid. The reallocation of resources from completion of licensure to delivery of a major, and the associated increase in student enrollment, makes this a low-cost, high-value proposal.

d. If this is an online program offered in partnership with an OPM, describe the nature of the relationship, length of contract, funding model (e.g., revenue share, fee for service), and plans for sustainability beyond the initial contract period.

NA

VII.   **For Research Doctoral Programs Only:**

Describe the following (maximum length 1,000 words):

a. The research and scholarly infrastructure in place (including faculty) to support the proposed program.
b. Any aspects of financing the proposed new program not included in the above section.
c. State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program.

VIII.   **For Professional Practice Doctoral Programs Only:**

Describe the following (maximum length 1,000 words):

a. Discussion of external requirements, including professional licensure or accreditation requirements related to the proposed program. If the program is designed or will be marketed to lead to professional licensure, which state(s) has the institution determined the program meets professional licensure requirements for?
b. The academic and professional infrastructure in place (including faculty) to support the proposed program.
c. Any aspects of financing the proposed new program not included in the above section.
d. State the number and source of required clinical/practical placements, if applicable. Determine whether it is the students' or the institution's responsibility to secure clinical/practical placements and discuss how that expectation will be communicated to students and prospective students. Describe how the institution will ensure that proposed clinical/practical sites are appropriate.

IX.   **Contact:** (List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.)

Position Title	Name	E-mail Address	Telephone
Dean	Professor Lei Han	lhan@unca.edu	
Chair	Dr. Tiece Ruffin	truffin@unca.edu	
Associate Chair	Dr. Kim Brown	kbrown@unca.edu	
Faculty	Dr. Karen Cole	kcole@unca.edu	

Signatures. This Request for Preliminary Authorization has been reviewed and approved by the

appropriate institutional committees and authorities and has my support.

Position Title	Signature	Date
Chancellor		
Provost		

(Only complete below for partner institution if this is a joint degree program proposal)

Position Title	Signature	Date
Chancellor		
Provost		

Appendix 1. CURRENT Four-Year Plan for K-6 Licensure Students with Psychology Major

CH = Credit Hour
LAC = Liberal Arts Core (UNC Asheville's General Education Program) Course
* = Major Course that Double-Dips to Fulfill a LAC Course as Designated
** = Licensure Course that Double-Dips to Fulfill a LAC Course as Designated

K-6 Licensure with Psychology Major - UNC Asheville			
Sample Four-Year Plan - B.A. Degree			
Year 1 – Fall	CH	Year 1 - Spring	CH
FYS 178 (LAC First-Year Seminar)	3-4	HUM 214 (LAC Humanities)	4
LANG 120 (LAC Academic Writing and Critical Inquiry)	4	Second Language Semester I (LAC Second Language)	3-4
PSYC 100 (*LAC Social Science)	4	Lab Science (LAC Lab Science)	4
HUM 124 (LAC Humanities)	4	PSYC 200/206/208/214/216/290	4
Total	15-16	Total	15-16
Year 2 – Fall	CH	Year 2 - Spring	CH
LA 378 (LAC Humanities and LAC Diversity Intensive US Race/Ethnicity Centric)	4	HUM 414/LA 478 (LAC Senior Capstone)	4
Second Language Semester II (LAC Second Language)	3-4	PSYC 201	4
PSYC 200/206/208/214/216/290	4	EDUC 327	3
EDUC 304 (**LAC Arts and Ideas)	3	EDUC 323 (**LAC Scientific Perspectives)	3
EDUC 210 (**LAC Diversity Intensive)	3	PSYC 200/206/208/214/216/290	4
EDUC 211	1		
Total	18-19	Total	18
Year 3 – Fall	CH	Year 3 - Spring	CH
PSYC 202	4	PSYC 307/311/312/319/334/343/366	4
PSYC 310/322/324/328/329/347/362/367	4	EDUC 340	3

EDUC 230	3	EDUC 342	3
EDUC 338	3	MATH 215 (**LAC Quantitative Perspective Part I)	3
MATH 211 (**LAC Quantitative Perspective Part I)	3	PSYC 300-Level	4
Total	**17**	**Total**	**17**
Year 4 – Fall	**CH**	**Year 4 - Spring**	**CH**
PSYC 412	4	EDUC 455	10
EDUC 325	3	EDUC 456	2
EDUC 430	3		
EDUC 439	3		
Total	**13**	**Total**	**12**

Psychology is currently the most frequently declared major of K-6 licensure students. All EDUC courses listed are required for K-6 licensure.

Appendix 2. CURRENT Four-Year Plan for K-12 Special Education Licensure Students with Psychology Major
CH = Credit Hour
LAC = Liberal Arts Core (UNC Asheville's General Education Program) Course
* = Major Course that Double-Dips to Fulfill a LAC Course as Designated
** = Licensure Course that Double-Dips to Fulfill a LAC Course as Designated
***=Major Course that Double-Dips to Fulfill a Licensure Requirement as Designated

K-12 Special Education: General Curriculum Licensure - with Psychology Major UNC Asheville (2023)			
Sample Four-Year Plan - B.A. Degree			
Year 1 - Fall	**CH**	**Year 2 - Spring**	**CH**
FYS 178 (LAC First-Year Seminar)	3-4	HUM 124 (LAC Humanities)	4
LANG 120 (LAC Academic Writing and Critical Inquiry)	4	Second Language II (LAC Second Language)	4
PSYC 100 (*LAC Social Science)	4	Lab Science (LAC Lab Science)	4
Second Language I (LAC Second Language)	4	PSYC 200/206/208/214/216/290	4
Total	**15-16**	**Total**	**16**

Year 2 - Fall	CH	Year 2 - Spring	CH
EDUC 210 (**LAC Diversity Intensive)	3	LAC Science Perspectives (rec Educ 323)	3
EDUC 211	1	PSYC 201	4
MATH 211 (**LAC Quantitative Persp. Part I)	3	MATH 215 (**LAC Quantitative Persp. Part II)	3
HUM 214 (LAC Humanities)	4	PSYC Group A	4
PSYC 200/206/208/214/216/290	4	EDUC 327	3
Total	**15**	**Total**	**17**
Year 3 - Fall	**CH**	**Year 3 - Spring**	**CH**
EDUC 320	3	EDUC 340	3
EDUC 230 or 346	3	EDUC 342	3
EDUC 348	3	LA 378 (LAC Humanities and LAC Diversity Intensive US Race/Ethnicity Centric)	4
PSYC 200/206/208/214/216/290	4	***PSYC 319 (Group B)	4
PSYC 202	4	PSYC 412	4
Total	**17**	**Total**	**18**
Year 4 - Fall	**CH**	**Year 4 - Spring**	**CH**
LAC Arts and Ideas (rec Educ 304)	3-4	EDUC 455	10
EDUC 430	3	EDUC 456	2
EDUC 439	3		
HUM 414 or LA 478 (LAC Humanities)	4		
PSYC 300-level	4		
Total	**17-18**	**Total**	**12**

Appendix 3. Proposed Four-Year Plan for K-6 Inclusive EducationLicensure Students
CH = Credit Hour
LAC = Liberal Arts Core (UNC Asheville's General Education Program) Course
* = Major Course that Double-Dips to Fulfill a LAC Course as Designated
^ = Would need to do APC document to alter prereq hours to 15 earned instead of 30

K-6 Inclusive and Responsive Education Major - UNC Asheville			
Sample Four-Year Plan - B.A. Degree			
Year 1 – Fall	**CH**	**Year 1 - Spring**	**CH**

FYS 178 (LAC First-Year Seminar)	4	EDUC 210* (LAC Social Science and DI)^	3
Humans and Institutions Elective	4	EDUC 211^	1
LANG 120 (LAC Academic Writing and Critical Inquiry)	4	HUM 124 (LAC Humanities)	4
Second Language I (LAC Second Language)	4	Second Language II (LAC Second Language)	4
		General Elective	4
Total	**16**	**Total**	**16**
Year 2 – Fall	**CH**	**Year 2 - Spring**	**CH**
MATH 211 (*LAC Quantitative Persp. Part I)	3	MATH 215 (*LAC Quantitative Persp. Part II)	3
EDUC 230	3	EDUC 327	3
EDUC 2XX Inclusive and Responsive Children's Literature	3	EDUC 323 (LAC Scientific Perspectives)	3
HUM 214 (LAC Humanities)	4	Humans and Institutions Elective	4
EDUC 304 (*LAC Arts and Ideas)	3	General Elective	3-4
Total	**16**	**Total**	**16-17**
Year 3 – Fall	**CH**	**Year 3 - Spring**	**CH**
EDUC 348	3	EDUC 340	3
EDUC 338	3	EDUC 342	3
Lab Science (LAC Lab Science)	4	LA 378 (LAC Humanities and LAC Diversity Intensive US Race/Ethnicity Centric)	4
Language, Learning, and the Brain Elective	3-4	EDUC 3XX: Teaching Written Expression	3
		EDUC 3XX: Instruction and Behavior in Inclusive, Responsive Classrooms	3
Total	**13-14**	**Total**	**16**
Year 4 – Fall	**CH**	**Year 4 - Spring**	**CH**
EDUC 430	3	EDUC 455	10
EDUC 439	3	EDUC 456	2
EDUC 325	3		
HUM 414/LA 478 (LAC Senior Capstone)	4		

Total	**13**	**Total**	**12**

Appendix 4. K-6 completers 2018-23

EC= Early College Student
P= Part Time Student
T= Transfer Student
PB= Post-Bac Licensure Only Student
*= The remaining 19 first-time admits who completed K-6 licensure took an average of 4.45 years and 143 overall credit hours. 12 needed only 4 years, but only 3 completed with under 130 hours.

Student ID	Last Name	First Name	Grad Term	Matric Term Code	Original Enroll Status Code	CUM INST Earned Hrs	CUM Over Earned Hrs	Years	Notes
930363633	Wyatt	Megan	20211	20186	1	91	152	3	EC
930380041	Mejia	Grace	20231	20206	1	99	160	3	EC
930310536	Snyder	Allison	20181	20146	1	123	123	4	*
930312985	Gallagher	Jatsiri	20181	20146	1	127	127	4	*
930313088	Graham	Olivia	20181	20146	1	143	143	4	*
930316983	Karpinski	Rachael	20191	20156	1	122	134	4	*
930324762	Church	Teri	20191	20156	1	113	126	4	*
930326540	Rodgers	Andrew (Ben)	20201	20166	1	124	145	4	*
930350491	Lutz	Claire	20221	20186	1	131	134	4	*
930352529	Jenkins	Jaden	20211	20176	1	140	147	4	*
930368554	Webb	Julie	20231	20196	1	122	141	4	*
930368808	Eckler	Abigail	20231	20196	1	120	135	4	*
930369651	Silver	Holland	20231	20196	1	130	147	4	*
930374434	Lynch	Ansley	20231	20196	1	125	131	4	*
930319989	Crider	Lya	20196	20156	1	139	145	4.5	*
930322165	Fennell	Allison	20201	20156	1	141	141	5	*
930325344	Tillman	Katherine	20201	20156	1	148	163	5	*
930345410	McCaleb	Tess	20221	20176	1	144	153	5	*
930350845	Bryant	Wyatt	20221	20176	1	150	150	5	*

930295949	Gabriel	Lauren (Ren)	20191	20136	1	162	162	6	*
930323072	Hall	Samantha	20211	20156	1	177	177	6	*
930133951	Williams	Julie	20211	20056	1	178	181	16	P
930007632	Stewart	Katie	20191	19996	1	165	171	20	P
930329268	Crowder	Katy	20211	20186	2	99	160	3	T
930342081	May	Jessica	20191	20166	2	93	155	3	T
930350309	Mennetti	Jera	20221	20196	2	106	183	3	T
930387408	Reed	Elli	20231	20206	2	92	171	3	T
930336821	Adams	Morgan	20196	20166	2	108	133	3.5	T
930346667	Emery	Jessie	20201	20171	2	91	157	3.5	T
930349141	Rice	MacKenzie	20201	20171	2	106	136	3.5	T
930355673	Edens	Clarice	20206	20176	2	88	133	3.5	T
930318636	Ayres	Kaitlin	20201	20166	2	120	144	4	T
930340846	Teeter	Michaela	20201	20166	2	114	145	4	T
930341346	Curtis	Madison	20201	20166	2	107	166	4	T
930341681	Weaver	Carly	20211	20176	2	110	138	4	T
930342708	Jarvis	Morgan	20201	20166	2	112	141	4	T
930346203	Gee	Carly	20201	20166	2	123	144	4	T
930353697	Wilson	Brittani	20211	20176	2	107	143	4	T
930359980	Baldwin	Macy	20211	20176	2	112	145	4	T
930253043	McCoy	Wesley	20221	20096	2	114	180	13	T
930350394	Grimes	Erica	20181	20171	6	49	49	1.5	PB
930355280	Silcox	Madelyn	20191	20178	6	51	51	1.8	PB
930347263	Scothorn	Bonnie	20181	20166	6	49	49	2	PB
930348561	Koons	Lauren	20181	20166	6	49	49	2	PB
930353688	Keane-Sanchez	Emma	20191	20176	6	51	51	2	PB
930370887	Turner	Kathleen	20201	20186	6	51	51	2	PB

930388842	Gibbons	Serene	20221	20206	6	52	52	2	PB
930395504	Jacaruso	Kimberly	20231	20216	6	50	50	2	PB
930363838	Lueth	Charlotte	20201	20181	6	51	51	2.5	PB
930005583	D'paxxe	Maria	20181	20156	6	53	53	3	PB
930359994	Hermanni	Carolita	20201	20176	6	51	51	3	PB
930379331	Munjal	Sonia	20221	20196	6	66	66	3	PB
930251514	Landis	Katlin	20181	20151	6	52	52	3.5	PB
930324684	Hency	Amanda	20211	20176	6	51	51	4	PB