



Exception Request to Regulation Related to Fostering Student Success

Program: *Biology (BA), concentration in Comprehensive Science High School Teaching Licensure*

The Regulation Related to Fostering Student Success (UNC Policy 400.1.5 [R]), amended by the UNC System Board of Governors and effective Jan. 31, 2018, states that the required semester hours for a baccalaureate degree are set for UNC System schools at 120 semester credit hours. By fall 2019, all UNCG program must revise their curricula to be in compliance. Per the policy,

Baccalaureate degree programs shall require no more than 120 semester credit hours. An institution with compelling reasons as to why a program's requirements must exceed 120 semester credit hours may petition to have an exception approved by its board of trustees.

To seek an exception from the Board of Trustees of The University of North Carolina at Greensboro, please complete this form and submit it to the Dean's Office by Sept. 17, 2018. The Dean will forward approved requests to the Provost by Oct. 1, 2018.

Current credits to degree: 135

Proposed credits to degree: 135

Reason for Exception

Please select all that apply:

- Programmatic Accreditation standards
- Licensure requirements
- Other state, federal, or professional regulations
- Other (*describe*):

Rationale

Please explain the reason(s) that an exception should be granted by the Board of Trustees.



1. Students are majoring in a discipline in the College of Arts and Sciences that meets the 120- credit hour limit. Students are choosing to add on secondary licensure. So, technically, the major is still under 120 hours.
2. State licensure requirements and national teacher licensure accreditation requirements are clearly stated. Secondary teachers (as opposed to elementary teachers) are required to develop a depth of content knowledge adequate to pass the Praxis II exam, which is required by the state. Lowering the number of content requirements would hinder students' ability to pass that exam. Also, our licensure accreditation agency, Council for the Accreditation of Education Preparation (CAEP), requires that teacher education programs adequately prepare preservice teachers to be well-versed in assessment, awareness of diversity, teaching students with diverse learning needs, content area literacy, and methods for teaching their content area. Dropping any of the teacher education courses would likely put us in violation of CAEP accreditation standards.
3. The state recently required that preservice teachers pass an additional culminating assessment called edTPA. This assessment measures preservice teachers' pedagogical content knowledge (PCK), which as its name suggests, incorporates a working knowledge of content and pedagogy and how those two knowledge bases mesh together. Dropping courses would hurt our students' ability to pass the edTPA requirement
4. The total hours requirement includes 12 credit hours for student teaching. Student teaching is a state requirement, and the university requires students to register for 12 credit hours/semester so that students retain full-time student status
5. Finally, the state (and the United States as a whole) is in a teacher shortage. Any action that would lead to preservice teachers not being able to be licensed would only contribute to that shortage, which would be detrimental to the state.

Additional Comments Since Initial Request:

The breakdown of the credits required are:

Credits for Major: 38 (BIO) + 11 (CHE and MAT)

Credits for Gen Ed: 24 (doesn't count Gen Ed already in major)

Credits for CAR: 21 (e.g. foreign language)

Credits for Licensure: 41

Total Credits: 135

Biology BA with Comprehensive Science High School Teaching Licensure (BIOL)—AOS: U119
based on GEC and CAR revisions in Spring 2018

OCTOBER 2018

I. General Education Core Requirements (GEC)

- 3 s.h. GLT—Literature (3 s.h.)
 - 3 s.h. GFA—Fine Arts (3 s.h.)
 - 3 s.h. GPR—Philosophical, Religious, Ethical Principles (3 s.h.)
 - 3 s.h. GHP—Historical Perspectives on Western Culture (3 s.h.)
 - * s.h. GNS—Natural Sciences (7 s.h.) s.h. in requirements in “major req”
 - * s.h. GMT—Mathematics (3 s.h.) s.h. in requirements in “major req”
 - 6 s.h. GRD—Reasoning and Discourse (6 s.h.) ENG 101 *or* FMS 1.1 *or* RCO 101; and 3 s.h. more from the GRD list
 - 6 s.h. GSB—Social and Behavioral Sciences (6 s.h.) Student selects 6 s.h. from GSB list.
- $\Sigma=24$ s.h. (see note at sum of section II, below)

II General Education Marker Requirements

- * s.h. GL/GN—Global/Global Non-Western Perspectives: 4 courses carrying GL/GN markers, at least one GN
 - * s.h. SI (Speaking Intensive) One SI course and one SI within the major
 - * s.h. WI (Writing Intensive) One WI course and one WI course within the major
- $\Sigma=0$ s.h. (assumes student earns these markers in major and in GEC)

III College of Arts and Sciences Additional Requirements (CAR)

- 3 s.h. GMO/GPM—Histor Perspect (3 s.h.) Select 3 s.h. from GMO or GPM list (must differ from GHP selection)
 - * s.h. GLS/GPS—Natural Sciences (3–4 s.h.) s.h. in “major req”
 - 3 s.h. GLT - Student selects 3 s.h. from GLT list in addition to the 3 GLT credits for GEC
 - 3 s.h. GSB—Social and Behavioral Sciences (3 s.h.) Student selects 3 s.h. from GSB list.
 - * s.h. GFL—Foreign Language (0–12 s.h.) Intermediate-level proficiency - work through course number 204.
 - * s.h. WI—Writing Intensive Courses: a total of four WI courses.
- $\Sigma=9$ s.h. (assumes student earns some of these markers in major and in GEC, and has completed language req)

IV Major Requirements

- 8 s.h. BIO 111 Principles of Biology I + BIO 112 Principles of Biology II
 - 12 s.h. BIO 301 Principles of Ecology + BIO 355 Cell Biology + BIO 392 Genetics + BIO 330 Evolution
 - 4 s.h. BIO 315 Ecology and Evolution Laboratory + BIO 375 Cell Biology and Genetics Laboratory
 - 1 s.h. BIO 500 level – one course (BIO 596 is SI, and 1 s.h.)
 - 13 s.h. A minimum of 30 s. h. of Biology courses above the 100 level; 4 s.h. maximum at 2xx level
- $\Sigma=38$ s.h.

V Related Area Requirements

- 8 s.h. CHE 111 + CHE 112 + CHE 114 + CHE 115
 - 3 s.h. MAT 151 Precalculus II *or* MAT 191 Calculus I
- $\Sigma=11$ s.h.

VI Additional Requirements for Teacher Licensure

- 6 s.h. GEO 103 Introduction to Earth Science and one of: GEO 111 *or* GEO 205 *or* GEO 311 *or* GEO 314
 - 8 s.h. PHY 211, 211L 212, 212L
 - 3 s.h. TED 535 Literacy in the Content Area
 - 3 s.h. ERM 405
 - 3 s.h. TED 444
 - 3 s.h. TED 445 Human Diversity, Teaching, and Learning
 - 3 s.h. TED 559 Teaching Practices and Curriculum in Science
 - 12 s.h. TED 465 Student Teaching and Seminar: Secondary School
- $\Sigma=41$ s.h.

TOTAL, BA BIO w/ HS compreh sci lic = 123 s.h. **PLUS** foreign language; up to 12 s.h.; **GRAND TOTAL** = 135 s.h.



Exception Request to Regulation Related to Fostering Student Success

Program: *Chemistry (BA), concentration in Comprehensive Science High School Teaching Licensure*

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Current credits to degree: 134

Proposed credits to degree: 134

Reason for Exception

Please select all that apply:

- Programmatic Accreditation standards
- Licensure requirements
- Other state, federal, or professional regulations
- Other (*describe*):

Rationale

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1. Students are majoring in a discipline in the College of Arts and Sciences that meets the 120- credit hour limit. Students are choosing to add on secondary licensure. So, technically, the major is still under 120 hours.
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3. The state recently required that preservice teachers pass an additional culminating assessment called edTPA. This assessment measures preservice teachers' pedagogical content knowledge (PCK), which as its name suggests, incorporates a working knowledge of content and pedagogy and how those two knowledge bases mesh together. Dropping courses would hurt our students' ability to pass the edTPA requirement
4. The total hours requirement includes 12 credit hours for student teaching. Student teaching is a state requirement, and the university requires students to register for 12 credit hours/semester so that students retain full-time student status
5. Finally, the state (and the United States as a whole) is in a teacher shortage. Any action that would lead to preservice teachers not being able to be licensed would only contribute to that shortage, which would be detrimental to the state.



Exception Request to Regulation Related to Fostering Student Success (120-hour Degrees)

Program: *Drama BFA, concentration in Theatre Education K-12 teaching licensure*

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Current credits to degree: 128

Proposed credits to degree: 125

Reason for Exception

Please select all that apply:

- Programmatic Accreditation standards
- Licensure requirements
- Other state, federal, or professional regulations
- Other (*describe*):

Rationale

In the late 1990s, through the hard work of Dr. Robert Hansen and Lorraine Shackelford, the University of North Carolina at Greensboro's then-BA-in-Drama-with-teacher-certification transitioned to the innovative BFA in Theatre Education, a rigorous-but-streamlined 128 hour degree program that offered substantial improvements in the training sequence and learning



outcomes of preservice teachers, especially in the area of theatre content. The early model of one-size-fits-all, where specialty areas were shoved into a catch-all survey course blossomed into one where breadth-of-content did not have to come at the expense of depth. Among the highlights of this new concentration were the additions of a Performance Styles course (where students finally interfaced with Shakespeare and other classic forms) as well as more hands-on coursework in the three design areas of Lighting, Costumes, and Scenery (which the old BA model had previously compressed into one introduction course). This unique BFA in Theatre Education has since undergone several revisions, one as recently as last year, but the heart of the program has always been a model which values process over product; one that seeks to maximize the longevity-and-sustainability of teaching theatre instead of add-on credentialing within the lateral entry process (and some other BA/BS-with-certification programs in the country).

It is imperative that UNCG's Board of Trustees approve the 120 hour exemption for this licensure program to be able to continue offering the substantial training which marks the BFA concentration in Theatre Education. Homogenizing theatre content or cutting the professional education coursework associated with this concentration would compromise the excellence associated with UNCG's Area of Distinction and may jeopardize the program's accreditation with the Council for the Accreditation of Educator Preparation (CAEP) and the National Association of Schools of Theatre (NAST).

Concerning the loss of theatre content courses: The most common misconception about theatre education—especially in the public schools—is that it falls into the larger umbrella of arts education, and therefore may be painted with the same brush. The truth is that specialists in theatre are often forced to diversify their contributions much more than simply serving as a director or an artist. K-12 theatre specialists nurture a broad range of student roles, as reflected within a broad curriculum of Essential Standards, and wear many hats in order to contribute to the effectiveness of the whole school in which they serve. They are designers, carpenters, and tailors, who must consider the visual elements of lighting, costuming, and scenery in addition to the sound-and-texture elements of student performance. They are stage managers and house managers, which operate in two different physical spaces of the professional theater, but combine into one person in the public schools, much like how artistic directorship and business management conflate to one job in the public schools, unlike most professional theatre. They are playwrights and dramaturgs, who promote student scholarship and literacy, not only within the area of theatre, but in the priority Common Core areas of reading-writing-and-math. Above all, the streamlined 71 credit hours of theatre content provide a diverse array of opportunities to collaborate, create, and critically think with other students from a variety of backgrounds, to more accurately empower the building of their own programs that maintain communication and diversity as the intersection of innovative practice.



Concerning the loss of professional education courses (i.e. the pedagogy from the School of Education that prepares our students to excel at credentialing agencies like the Praxis tests and EdTPA assessments): These 12 hours of coursework, primarily offered through the School of Education are where most education concentrations would elect to trim hours. Despite the School of Education's considerable efforts to offer this formal pedagogy work as a non-sequential series of online web-modules, student feedback often targets these professional education courses as the ones where they struggle the most, since the curriculum can focus much more on quantifying educational practice and expanding future educators' ability to teach with diversity in mind. Despite the additional rigor, we fight for keeping these courses in the BFA theatre education curriculum, rather than cutting them loose and resigning to fulfill CAEP standards within an already overloaded Methods course. While other arts areas and other universities offer multiple Methods courses, and elect to address technology, diversity, assessment, child development, and teaching students with disabilities within Methods, these other areas and programs risk doing so at the cost of depth-of-content and have the luxury of a wider variety of contact points within their Methods internships. For example, music education is very fortunate to have multiple faculty members that serve a very large number of students over a wide variety of in-school placements with music teachers. While there is normally a music specialist at every elementary, middle, and high school in Guilford County, there are currently only four (4) high quality placements in Theatre Arts within the 30-minute radius: one elementary school and three high schools (two of which are magnet programs, which do not represent an accurate depiction of field work for a first-year teacher, due to their audition-only structure). Each of the other placements—one middle school and eleven (11) high schools—involve some form of calculated risk, such as an increased commute, an ineffective classroom manager (i.e. questionable role model), a higher degree of production-within-curriculum, low expectations for K-12 students, lack of licensure, etc. Thus, the playing field is far from equal, and, to maximize the quality of our future theatre educators, the quality of internships and pedagogy must be supplemented by the professional education courses offered through the School of Education. We do not have the capacity to supplement this pedagogy within the THR 482 Teaching Methods in Theatre Arts course, and do not have the additional faculty to teach-and-supervise additional methods courses.

Finally, it is worth noting that the premise of initial teaching licensure programs, especially in the arts is one of supplementing content coursework (from another full 120-124 hour BA/BM/BS/BFA degree program) with additional coursework in professional education/pedagogy. The very reason an exemption process like this one exists, is the fundamental principle that preservice educators do more. They serve in public schools in addition to taking university courses. They pay hundreds of dollars in additional credentialing fees, like Praxis tests, EdTPA assessments, and, at UNCG, even pay a student teaching fee in order to do much of their cooperating teacher's work for them. They are investing in their



immediate gainful employment, longevity, and their preparation for success in their own classrooms. With all of these extras, they still do most of their learning during their first year of teaching, away from the streamlined experiences, supervising faculty, and abundant resources provided by the university, developed over many years of communication, partnerships, and review.

We can say, and have said, "what is five more hours, out of 128, to make their time at UNCG a little briefer and a little less expensive, and keep it in line with the other 120 hour programs?" However, compromises, sacrifices, and shortcuts have already been made over the last 20 years, especially with UNCG's BFA concentration in Theatre Education. We still have faculty offering pro bono weekly workshops to bridge content between theatre content and pedagogy, just to prevent cutting another course. We have traded one design course for a more formalized technical theatre production course, and folded in a stage management credit to another course's grading schematic. We have eliminated the required advanced directing requirement, to allow for more student choice in advanced specialty areas. We partner with teaching organizations to allow for professional networking and we bring in guest lecturers to cover those pragmatic trends in education for which we do not have the time to accommodate within the curriculum. In short, we are already past our breaking point, when it comes to the excellence that sets UNCG apart and earns it renown with teachers across the state. We believe further losses would plunge us headlong into the "status quo," which we feel is one step removed from mediocrity. The future K-12 students of our state and country deserve more than teachers who have met the bare minimum required for lateral entry or a liberal arts degree. They deserve specialists who are excellent in their area, but serve to connect other areas of education into a whole-child-centered "well-oiled learning machine" (as Harry Wong puts it). Theatre education is the mortar that connects all the foundational bricks between other areas of learning, including-but-not-simply-limited-to other areas of culture, such as art.

We would be happy to provide the most recent curricular revisions from last year for your review, but hope that with the lateral cutting of the 3 hour humanities course, that we will be able to preserve our BFA concentration in Theatre Education as it stands, from 128 total hours to 125 hours.



Exception Request to Regulation Related to Fostering Student Success

Program: *History, Secondary Education (BA), concentration in Social Studies High School Teaching Licensure*

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Current credits to degree: 122

Proposed credits to degree: 121

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Please select all that apply:

- Programmatic Accreditation standards
- Licensure requirements
- Other state, federal, or professional regulations
- Other (*describe*):

Rationale

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UNC

GREENSBORO

School of Health
and Human Sciences

429 Coleman

Kathleen Williams, Senior Associate Dean and Professor *kw*

336.256.0218/k_willia@uncg.edu

September 11, 2018

Provost Dunn:

Please accept this request for an exception to the 120 credit maximum for an undergraduate program. The faculty have been able to reduce the number of required credits in the PEHTE program in Kinesiology from 128 to 122. They are unable to reduce it further while meeting licensure requirements.

Thank you for your consideration of this request.

Exception Request to Regulation Related to Fostering Student Success

Program: *Physical Education, Teacher Education K-12 (BS)*

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Proposed credits to degree: **122**

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- Other (*describe*):

Rationale

Please explain the reason(s) that an exception should be granted by the Board of Trustees.

Students must complete at least 18 credits of electives for the Healthful Living Second Academic Concentration required for NC Teacher Licensure. This requirement, paired with

General Education requirements, major core requirements, and content courses required for accreditation, make it impossible to reduce the minimum required credits below 122.



Exception Request to Regulation Related to Fostering Student Success

Program: *Psychology, Secondary Education (BA), concentration in Social Studies High School Teaching Licensure*

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