



**Academic Affairs Committee**  
**April 1, 2025**

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**Action Item**

AAC – 4      UNCG 120-Hour Exemptions (Pettazzoni)

**Background Information**

UNC Policy 400.1.5, *Fostering Undergraduate Student Success*, states, “Constituent institutions will require no more than 120 semester credit hours for a four-year baccalaureate degree program unless an exception is granted by a board of trustees as described in Section 400.1.5[R] of the UNC Policy Manual.” The UNC System has directed each constituent institution to submit an updated list of programs that require exemptions.

UNC Greensboro has four programs that require exemptions approved by the Board of Trustees. These four programs prepare students for teacher licensure, in addition to developing competency in a discipline. They are:

1. Biology (BA), Comprehensive Science High School Teacher Licensure concentration
2. Chemistry (BA), Comprehensive Science High School Teacher Licensure concentration
3. Drama (BFA), Teacher Education K-12 Teaching Licensure concentration
4. History, Secondary Education (BA)

***Attachments:***

- 4.1 - Biology (BA), Comprehensive Science High School Teacher Licensure concentration exemption rationale
- 4.2 - Chemistry (BA), Comprehensive Science High School Teacher Licensure concentration exemption rationale
- 4.3 - Drama (BFA), Teacher Education K-12 Teaching Licensure concentration exemption rationale
- 4.4 - History, Secondary Education (BA) exemption rationale

**Recommended Action**

That the Board of Trustees of the University of North Carolina at Greensboro approve the proposed list of four 120-hour exemptions.

A handwritten signature in black ink, appearing to read "J. Alan Boyette".

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J. Alan Boyette  
Provost & Executive Vice Chancellor



### **Exception Request to Regulation Related to Fostering Student Success**

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

**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 are required to develop a depth of content knowledge adequate to pass the Praxis II exam, which is required by the State Board of Education. Lowering the number of content requirements would hinder students' ability to pass that exam. Also, our licensure accreditation agency, the 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 preclude meeting CAEP accreditation standards, since the program would not be able to provide evidence of candidates' preparation in the required content and pedagogical knowledge.

3. In order to be fully licensed, the State Board of Education requires that teachers pass an additional culminating assessment called edTPA. This assessment measures 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 (internship) is required by state statute, 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**

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

**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**

*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 are required to develop a depth of content knowledge adequate to pass the Praxis II exam, which is required by the State Board of Education. Lowering the number of content requirements would hinder students' ability to pass that exam. Also, our licensure accreditation agency, the 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 preclude meeting CAEP accreditation standards, since the program would not be able to provide evidence of candidates' preparation in the required content and pedagogical knowledge.

3. In order to be fully licensed, the State Board of Education requires that teachers pass an additional culminating assessment called edTPA. This assessment measures 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 (internship) is required by state statute, 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**

**Program:**     *Drama (BFA), concentration in Teacher Education*

**Current credits to degree:**     125

**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**

*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 Visual and Performing Arts that meets the 120- credit hour limit. Students are choosing to add on K-12 teaching licensure. The Drama BFA is accredited by the National Association of Schools of Theatre (NAST), and the curriculum aligns with standards mandated by that agency.
2. State licensure requirements and national teacher licensure accreditation requirements are clearly stated. K-12 teachers are required to develop a depth of content knowledge adequate to pass the Praxis exam, which is required by the State Board of Education. Lowering the number of content requirements would hinder students' ability to pass that exam.
3. In order to be fully licensed, the State Board of Education requires that teachers pass an additional culminating assessment called edTPA. This assessment measures 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 (internship) is required by state statute, 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**

**Program:** *History, Secondary Education (BA)*

**Current credits to degree:** 121

**Proposed credits to degree:** 121

**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.
2. State licensure requirements and national teacher licensure accreditation requirements are clearly stated. Secondary teachers are required to develop a depth of content knowledge adequate to pass the Praxis II exam, which is required by the State Board of Education. Lowering the number of content requirements would hinder students' ability to pass that exam. Also, our licensure accreditation agency, the 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 preclude meeting CAEP accreditation standards, since the program would not be able to provide evidence of candidates' preparation in the required content and pedagogical knowledge.

3. In order to be fully licensed, the State Board of Education requires that teachers pass an additional culminating assessment called edTPA. This assessment measures 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 (internship) is required by state statute, 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.