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ABSTRACT

Reviewed are current higher education resources in North Carolina for training special educators, school psychologists, and speech and hearing specialists who serve handicapped children. It is explained that current resources were found to be inadequate when compared with projected needs for preservice training of new personnel and for inservice training to upgrade the qualifications of existing staff members. Recommendations are offered for augmenting existing training resources, for meeting future needs for increased personnel, and for initiating a field-based education system to assist public schools and agencies in upgrading and certifying current personnel. Appendixes include data on active and developing training programs at the University of North Carolina and at private institutions of higher learning within the state. (LH)

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TRAINING OF PERSONNEL TO SERVE CHILDREN WITH SPECIAL NEEDS

**A Report from the Cooperative Planning Consortium
of Special Education Programs**

in

The University of North Carolina

1975

THE UNIVERSITY OF NORTH CAROLINA

General Administration

P O BOX 2688

CHAPEL HILL 27514

WILLIAM FRIDAY
President

February 10, 1975

TELEPHONE (919) 933-6981

Senator Lamar Gudger
State Legislative Building
Raleigh, North Carolina 27611

Dear Senator Gudger:

In accordance with your recommendation the University has reviewed its training programs in the area of special education, school psychology and the hearing and speech sciences.

The Consortium appointed to complete this task has reported its findings and recommendations to me. I have attached copies for you and the other members of your Legislative Study Commission on Children with Special Needs.

I look forward to the opportunity of meeting with you and the Commission to present our findings and to discuss their implications.

Cordially,



William Friday



Frank Porter Graham Child Development Center
of the Child Development Research Institute

February 5, 1975

MEMORANDUM

To: President William C. Friday
University of North Carolina

From: Donald J. Stedman, Chairman *DJS*
Cooperative Planning Consortium

Re: Report of the Cooperative Planning Consortium of Special Education
Programs of the University of North Carolina

Attached is a report for your review and conveyance to the Legislative Study Commission on Children with Special Needs (the Gudger Commission).

The report contains a review of current resources in the University for the training of special educators, school psychologists and speech and hearing specialists. The report indicates the gap between current personnel needs and projected needs in relation to the projected service needs in North Carolina. Both a strategy and the necessary implementation resources are proposed for the next biennium.

The Consortium is continuing its long range planning task and will provide that report before April 1, 1975.

DJS/cw

Attachment

cc: Vice President Sanders
Associate Vice President Williams
CPC Vice Chairman Brooks

the University of North Carolina at Chapel Hill, North Carolina 27514

"No bird soars too high,
if he soars with his own wings."

William Blake

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Dr. Gary Hoover (UNC-G), Dr. Harold Corter (NCSU), Dr. Clarence Smith (UNC-C), Dr. Harold Hulon (UNC-w) and Dean Lafayette Parker (WSSU) helped immensely.

The members of N. C. Student CEC and advisor, Ms. Carolyn Worley, are commended for the excellent conference at Boone to help provide student input to the report.

Guidance from Mr. Don Taylor, Mr. Ted Drain, Ms. Mamie Hubbard, Dr. Jerome Melton, Mr. George Kahdy, Mr. Fred Baars, and Ms. Cornelia Tongue was of great value and support.

Special subcommittee reports on school psychology by Dr. Walter Pryzwansky and the hearing-speech sciences by Dr. LuVern Kunze were a major need fulfilled admirably under great stress.

The members of CPC especially appreciated the access to and guidance from Vice President John Sanders and Dr. James J. Gallagher all along the way.

Executive Summary

A Cooperative Planning Consortium was appointed by President Friday to review the training programs in the University providing personnel to work with children with special needs in educational settings in communities in North Carolina. Attention was concentrated on special education, school psychology, and speech and hearing specialists training programs.

The review of training resources included all 16 units of the University of North Carolina and, in cooperation with the State Department of Public Instruction, the approved special education programs in private institutions of higher education in North Carolina.

The current training resources in the University were compared with the projected needs for many new personnel and the upgrading of large numbers of existing staff in the public schools over the next two years (1975-77).

As a result of the review it was found that -

1. *There are insufficient numbers and types of faculty and staff resources in the University to meet pre-service and in-service training needs in the state at this time.*

The university training resource assessment indicated that there are 71 special education faculty members (58.5 FTE) in the present six University programs. About 60% are on state funds; the balance receive support from special federal training grants renewable annually. This faculty group spans ten categorical areas of handicaps including mentally

retarded, learning disabled, emotionally disturbed, speech impaired, autistic, hearing impaired, gifted-talented, crippled and health impaired, visually impaired, therapeutic recreation, and non-categorical specialties.

This current faculty will train a projected 239 undergraduate and 164 graduate special educators during 1975-76; 240 undergraduates and 161 graduates in 1976-77. The current student group being trained (1974-75) by this faculty (only about 42 of whom are primarily assigned to teacher training) amounts to 208 undergraduates and 167 graduate students. All student product projections will be high because of normal attrition, usually in the neighborhood of 10%.

This same cadre of about 42 constitutes the professional faculty providing field-based education under various contracts between their University and local or regional school systems.

The projected need for special educators, for mainstream education of "regular" educators, for field-based education and staff development, for the technical assistance, leadership training, service program planning, development and evaluation, and for the development of improved training and service models simply cannot be handled by this current University training resource. More and higher quality faculty and staff must be acquired to address the problem successfully over the years ahead.

The Legislative Study Commission reports an immediate requirement for 1569 certified special education teachers in seven categorical areas (mentally retarded - 512, gifted and talented - 330, learning disabled - 266, speech and hearing handicapped - 196, emotionally disturbed - 179, visually impaired - 64, and physically handicapped - 22).

Consortium members project a need for 22 new faculty in 1975-76,

and an additional 18 in 1976-77 to increase the current pre-service projections to 385 undergraduates and 295 graduates in 1975-76, 486 and 483 in 1976-77, and to provide for a significant new training capacity through field-based education for teachers currently employed.

There is an urgent need for faculty and staff resources in the University to train school psychologists.

There are currently about 90 school psychologists working in North Carolina's schools. An equal number more are required immediately to fill available, funded positions. There are currently 23 persons in training in the University. An additional 102 could be trained over the next two years with the 15 new faculty members proposed for current and developing training programs. New required faculty would also engage heavily in staff development and field-based education efforts needed for teachers as well as other educational specialists.

Significant and rapid development of existing training programs in the hearing and speech sciences is of high priority to staff much needed services in public schools, clinics, day care centers, residential centers and other community settings where children and young people with special needs are served.

The University now engages 34 faculty (27.15 FTE) in this area serving 555 undergraduate and 232 graduate students. The need for additional speech and hearing specialists requires an increased output of personnel in 1975-76 and 1976-77. In order to accomplish this, 16 new faculty and staff are needed as soon as possible.

This new faculty and staff resource would engage actively in the field-based education effort to train and update existing personnel and

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provide competencies to special class teachers and "regular" educators as well.

2. *An organized, systematic method of delivering field-based education for uncertified and otherwise inadequate teachers and other personnel must be developed.*

The current piecemeal effort to provide staff development amounts to inadequate deployment of the University's resources given the size and complexity of the public schools' problem. Nearly 3,400 special class teachers currently employed in North Carolina need some degree of competency development through education and training. Nearly 57% of these teachers are not certified. Over 7,000 regular educators now employed will require training in how to work with children with special needs who are "mainstreamed" from special programs or placed in regular programs for lack of local special services.

This major task calls for drastic revision in the University's current approach to assisting the State Department of Public Instruction in staff development. It requires the development of a field-based education system that will properly utilize existing and new faculty, staff and student resources to help upgrade the teacher corps in this special area.

The Consortium recommends that a full-time staff member be added to each of the existing and developing training programs in the University with the primary role of "brokering" the training resources of that University for the field-based education system. These "agents" would form a group within the University that would be responsible to work with the State Department's eight Regional Special Education Coordinators to continually assess and meet the training needs of the teachers in the local schools. Using this approach, hundreds rather than dozens of teachers could

be involved in some stage of development at any one time on a substantially more cost-beneficial basis than with current practices.

3. *Coordinating, planning and special study mechanisms must be developed to improve the effectiveness of current and proposed training programs in the University.*

Current coordination and communication between special education programs within the University and between them and state-regional agencies have not been sufficient for best utilization of resources or maximum capitalization on program development opportunities. Forward planning has been isolated and spotty. Correlating training efforts with service needs has not been the responsibility or authority of any specific and accountable person or organization.

Continuation of the Consortium is proposed to fill this need. Planning, evaluation and special study authorities are recommended for both pre-service and field-based education activities. Program development and review functions are recommended, also, together with some responsibility for leadership in innovative training model development.

This proposed representative Consortium would provide the continued, ongoing planning and coordinating mechanism required for the kind of evolutionary plan proposed in this report which requires correcting feedback as it moves toward solution of the problems.

4. *At least short-term modification of some University policies should be made.*

Policies and practices currently in force in this area, including certification procedures, extension education faculty position formulas, and accounting for scholarship funds need modification, at least temporarily, for the proposed plan to work most effectively.

New and consistent certification criteria need to be devised and applied by all Universities in concert with a state managed system of monitoring the professional status of each teacher in the field.

A method for "counting" persons trained in the proposed field-based education system toward new or continued faculty positions in the training organization must be devised and applied to encourage outreach training amongst the Universities and University administrators. Additionally, it would provide for a method of financing field-based education staff beyond short-term University or legislative appropriations.

- 5. *Local special educational service program development is being more aggressively pursued by state and local educational agencies so that future teachers and other personnel trained will, in fact, find jobs available.*

Continued moral and legal pressure on local school systems, and perhaps eventually mandatory education for children with special needs, will require extensive technical assistance to state and local agencies. Much of this will come from University personnel. The resources should be available on a timely and cost-free basis when necessary. Existing resources would be extremely inadequate to the task.

New faculty and staff resources, and research and development programs as well as training programs in the University must be augmented to make services available.

Under the new plan, additional faculty would be required in ten units of the University. A model, state-wide field-based education system formed by University programs would be initiated to respond to the immediate need in the state for staff development. The Cooperative Planning Consortium would be continued so that resources for planning and rationalized program development would be made available. A continuing and intensive planning

relationship between the University and state and local educational structures would be established and maintained through the Consortium. Additionally, liaison would be maintained with the newly created Office for Children in the North Carolina Department of Human Resources:

6. *The University plan would require that new funds be appropriated by the North Carolina General Assembly in its 1975 session to provide the training response necessary to fulfill the University's mission as the principal organization for higher education in North Carolina and full partner in the state's public education program.*

For the biennium (1975-77), the field-based education system would require staff and operational support. Basic University resources for the field-based education system and expanded pre-service training in special education would be required. Coordination, planning, evaluation and special studies activities also would be required to assure adequate development and utilization of programs and funds.

An additional amount would be required for the biennium for school psychology training programs and also for speech and hearing training programs. Estimates of cost are in the process of being drawn.

7. *A concerted effort must be made over the next three to five years to help develop and evaluate alternative service delivery and training programs which would allow for meeting the needs of more children while requiring fewer and less expensive personnel budgets.*

The final destination of the current track of more children--more service--more staff--more University faculty is not an affordable situation. Of course, prevention and early intervention are key strategies. However, for the foreseeable future, if we are to provide equal educational opportunity to all children with special needs, new forms of service, new techniques and new partners must be found to help solve the problem. The University can help lead the way.

Introduction:

More than a decade ago this state concerned itself heavily with improving and expanding its 15 year old program of educational services for exceptional children.

Federal-state initiatives in 1963, particularly in the area of mental retardation, were nowhere more substantial or heartening than in North Carolina. Special education programs at the local level were coupled with major resources for higher education units to assure adequate and quality staff for school systems, residential centers and other settings where services to exceptional children were needed. The prospects were bright then for making major inroads into the problem of finding and effectively educating children with special needs.

For a time, the pace of development of the educational service and manpower training activity steadily reduced the gap between the known needs of children and families and the resources required to meet those needs. However, by the late 1960s, new state priorities, an increased population, a more complicated and varied higher education system, and a cumbersome array of state and local governmental agencies had impeded the rate and effectiveness of both service and training program development to a point of almost desperate alarm among both parents and professionals in the state.

The situation was compounded further by the very success of exceptional child research, training, and demonstration-service programs mounted over the period 1966-72. Research found new problems as well as new solutions. Families and communities observed effective demonstration intervention

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programs they could not afford. Some training programs produced personnel more inclined toward innovative development than direct service to children. Higher education assigned more priorities to funding programs and faculties that could not command federal resources for training. Service program development needs soon outstripped training program capacity.

As a result, over the past three years, mounting pressure has led to new state legislation (the Equal Education Opportunities Act of 1974), a demand for adequate services for exceptional children as a constitutional right (Civil Action #3050, U.S. District Court, Eastern District of North Carolina, Raleigh Division), a renewed state governmental effort to deliver services (N. C. State Department of Public Instruction request for 1975-77), and a requirement for a realignment, renewal and resurgence within North Carolina's higher education institutions to provide adequate pre-service, in-service and leadership training programs that will assure the best opportunity to close the expanding gap between needs and resources in this area.

In the fall of 1974, the Legislative Study Commission on Children with Special Needs (Gudger Commission) requested that President Friday review the University's current education and training activities in the area of exceptional children and recommend what steps and resources were needed to participate effectively in expanding and improving statewide service program development. Their initial concern was related to unfilled teacher allotments.

An already developing Cooperative Planning Consortium of Special Education Programs (CPC) was designated by the President to meet the University's response to the Gudger Commission. The State Advisory Budget Commission and the Governor authorized the use of University generated

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overhead funds to support the CPC effort.

President Friday added a second task for the CPC by requesting a long range (5. year) plan for the University in this area that would go beyond the Commission's need for a recommendation for the 1975-77 biennium and address new directions and training program strategies that would solve the problem.

During the period October-December, 1974, the following tasks were completed by the CPC:

1. Organization of CPC and specification of activities to reach its two objectives.
2. Completion of a comprehensive survey of existing training programs. (special education, school psychology, hearing and speech specialists)
3. A review of developing training programs.
4. Development of projected manpower needs based on current national data, and a child survey conducted by the State Department of Public Instruction and the Department of Human Resources.
5. Construction of a manpower training plan, together with a statement of the required resources to implement the plan, that would begin the reconstruction process necessary during 1975-77 to meet the leadership and staffing needs of the current and projected service program plan.
6. Development of liaison and coordination with individuals and organizations, internal and external to the University, to assure the accuracy, propriety and potential for success of the CPC recommendations.

This report is a result of the work of the members of CPC and its staff.

The report presents the situation as we find it. It recommends steps to remedy the current situation and it provides a general strategy for the near future that will help assure a timely and effective training enterprise within the University as well as between the University and regional-local educational structures.

This report should not be regarded as the completion of the larger task of devising alternative methods of training as well as expanding current programs into new and needed areas. That effort will be the focus of the report to President Friday concerning long-range plans as well as the object of considerable attention in the years ahead.

I. The Current Situation

1. The North Carolina Survey of Children with Special Needs
2. Educational Service Needs in North Carolina
3. University Training Resources

I. The Current Situation

A picture of the current situation requires several elements--the number and types of children to be served, the service needs and resources, current University resources (in the University and in private higher education units), the production history of the University, and needed personnel (service and University faculty) in the several critical areas, particularly special education.

1. The Child Survey -

In November 1974 the Division of Exceptional Children in the North Carolina Department of Public Instruction and the Office for Children in the North Carolina Department of Human Resources completed two comprehensive surveys of children with special needs in North Carolina. An in-depth survey was undertaken on contract with the Research Triangle Institute (RTI) and a state wide, broad-gauged survey ("Count the Children") was completed under a plan proposed by Parents and Professionals for Handicapped Children (PPHC) and adopted by the state agencies.

The survey results and consequent projections of incidence in North Carolina were still not available from RTI on February 1, 1975. The results will be included as a reference in Appendix A and will reveal the number of children estimated by age level and area of handicap in North Carolina.

An estimate based on national incidence estimates has been used as an interim data base in Table 1. These interim incidence data are more conservative than the final child survey data will be. Even so, they indicate that 142,296 children of school age in North Carolina have special needs. If one estimates incidence on the 0-21 age group in North Carolina, then 252,096 persons have special needs.

An additional guide to incidence is the compilation of exceptional children currently being served plus those known to be on waiting lists. This list was developed by the Gudger Commission and issued in its legislative report of February 1, 1975 (p. 4). The total number of exceptional children cited in this report included 116,456 being served in the public schools and 45,513 on waiting lists. This yields a total state wide incidence of 161,969.

TABLE B. ESTIMATES OF NUMBER OF EXCEPTIONAL PERSONS IN NORTH CAROLINA
AND NUMBER OF TEACHERS NEEDED TO SERVE THEM

| | Category of Exceptionality ^a | | | | | | | |
|---|---|---------|----------------------|--------|-------|----------------------|--------|--------|
| | CR | ED | ER | GT | HR | HI | LD | SI |
| Estimated Prevalence Percentages ^b | 0.50% | 2.00% | 2.14% | 2.00% | 0.15% | 0.58% | 1.00% | 3.50% |
| Estimated Number of Exceptional Children in NC of School Age ^c | 5,865 | 23,462 | 25,104 | 23,462 | 1,760 | 6,804 | 11,731 | 41,058 |
| Estimated Number of Teachers Needed ^d | 586.5 | 2,932.7 | 1,725.4 (ER & TR) | 938.5 | 146.7 | 1,908.2 (HI & SI) | 469.2 | |
| Estimated Number of Exceptional Persons in NC, Aged 0-21 ^e | 40,391 | 41,566 | 44,476 | 41,566 | 3,117 | 12,054 | 20,783 | 72,740 |
| Estimated Number of Exceptional Children in NC of School Age (Gudger report) ^f | 976 | 3,949 | 52,967 | 39,741 | 3,843 | 8,496 | 14,718 | 38,449 |
| Estimated Number of Teachers Needed (Gudger Report) ^g | 65 | 202 | 2,044 (ER & TR) | 553 | | 476 (HI & SI) | 332 | |

(See footnotes on next page.)

TABLE 1. ESTIMATES OF NUMBER OF EXCEPTIONAL PERSONS IN NORTH CAROLINA
AND NUMBER OF TEACHERS NEEDED TO SERVE THEM

Category of Exceptionality^a

| CR | ED | ER | GT | HH | HI | LD | SI | TR | VI | TOTAL |
|--------|---------|-----------|------------------|-------|-----------|--------|--------|-------|-------|---------|
| 0.50% | 2.00% | 2.14% | 2.00% | 0.15% | 0.58% | 1.00% | 3.50% | 0.16% | 0.10% | 12.13% |
| 5,865 | 23,462 | 25,104 | 23,462 | 1,760 | 6,804 | 11,731 | 41,058 | 1,877 | 1,173 | 142,296 |
| 586.5 | 2,932.7 | 1,725.4 | 938.5 | 146.7 | 1,908.2 | 469.2 | | | 46.9 | 8,754.1 |
| | | (ER & TR) | | | (HI & SI) | | | | | |
| 10,391 | 41,566 | 44,476 | 41,566 | 3,117 | 12,054 | 20,783 | 72,740 | 3,325 | 2,078 | 252,096 |
| 976 | 3,949 | 52,967 | 39,741 | 3,843 | 2,496 | 14,718 | 38,449 | 3,886 | 944 | 161,969 |
| 65 | 202 | 2,044 | 553 | | 476 | 332 | | | 75 | 3,747 |
| | | (ER & TR) | | | (HI & SI) | | | | | |

page.)

FOOTNOTES FOR TABLE 1

^aCR, Crippled; ED, Emotionally Disturbed; ER, Educable Mentally Retarded; GT, Gifted and Talented; HH, Hospitalized and/or Homebound; HI, Hearing Impaired; LD, Learning Disabled; SI, Speech Impaired; TR, Trainable Mentally Retarded; VI, Visually Impaired.

^bEstimated prevalence percentages are from Office for the Handicapped, US Department of Health, Education and Welfare.

^cBased on total 1973-74 public school enrollment of 1,173,097, grades 1-12, used by the Division for Exceptional Children, NCS DPI.

^dDerived from row above by using the following teacher:student ratios (obtained from NCS DPI): CR, 1:10; ED, 1:8; ER, 1:16; GT, 1:25; HH, 1:12; HI, 1:5; LD, 1:25; SI, 1:75; TR, 1:12; VI, 1:25.

^eBased on total NC population (aged 0-21) of 2,078,293, from US Census, 1970.

^fFrom the Report of the Commission on Children with Special Needs to the NC Legislature, February 1, 1975, p. 4.

^gFrom the Report of the Commission on Children with Special Needs to the NC Legislature, February 1, 1975, p. 7. Includes teachers now serving plus additional teachers required.

2. Service Needs - Special Education

These children require services of varying kinds. Data on types of services, numbers of children served and children not now being served are also presented in Table 1.

The services provided are staffed by personnel with continuing educational and training needs.

The service programs remaining to be mounted will require new personnel training efforts to staff them.

New service program personnel requirements and numbers and types of current program staff are indicated in Table 2.

According to the Legislative Commission nearly 1,600 teachers are needed now, especially in the areas of emotionally disturbed, gifted and talented, physically handicapped and learning disabled.

While great strides have been made in providing teachers for the mentally retarded, more than 500 new teachers are still required to meet their estimated needs. In addition, the more than 1,500 teachers of the retarded now employed comprise the bulk of those not certified or in need of improvement through continuing in-service training.

A more representative projection of personnel needs can be derived by estimating the number of personnel based on the estimated incidence in both public schools and the 0-21 age group in North Carolina.

TABLE 2. ESTIMATES OF NUMBER OF SPECIAL TEACHERS NOW AVAILABLE IN NORTH CAROLINA AND NUMBER OF ADDITIONAL SPECIAL TEACHERS REQUIRED

| | Category of Exceptionality ^a | | | | | | |
|---|---|---------|---------|-------|-------|---------|-------|
| | CR | ED | MR | GT | HH | HI/SI | LD |
| Estimated Number of Teachers Needed ^b | 586.5 | 2,932.7 | 1,725.4 | 938.5 | 146.7 | 1,908.2 | 469.2 |
| Estimated Number of Teachers Available (NCS DPI) ^c | 75.0 | 46.0 | 2,638.0 | 269.5 | 74.5 | 347.0 | 163.0 |
| Estimated Number of Teachers Available (Gudger Report) ^d | 43.0 | 23.0 | 1,532.0 | 223.0 | | 280.0 | 66.0 |
| Estimated Number of Additional Teachers Required (NCS DPI) ^e | 511.5 | 2,886.7 | 0 | 669.0 | 72.2 | 1,561.2 | 306.2 |
| Estimated Number of Additional Teachers Required (Gudger Report) ^f | 543.5 | 2,909.7 | 193.4 | 715.5 | 146.7 | 1,628.2 | 403.2 |

(See footnotes on next page.)

ESTIMATES OF NUMBER OF SPECIAL TEACHERS NOW AVAILABLE IN NORTH CAROLINA
AND NUMBER OF ADDITIONAL SPECIAL TEACHERS REQUIRED

Category of Exceptionality^a

| CR | EB | MR | GT | HH | HI/SI | LD | VI | TOTAL |
|-------|---------|---------|-------|-------|---------|-------|------|---------|
| 586.5 | 2,932.7 | 1,725.4 | 938.5 | 146.7 | 1,908.2 | 469.2 | 46.9 | 8,754.1 |
| 75.0 | 46.0 | 2,638.0 | 269.5 | 74.5 | 347.0 | 163.0 | 14.0 | 3,627.0 |
| 43.0 | 23.0 | 1,532.0 | 223.0 | | 280.0 | 66.0 | 11.0 | 2,178.0 |
| 511.5 | 2,886.7 | 0 | 669.0 | 72.2 | 1,561.2 | 306.2 | 32.9 | 6,039.7 |
| 543.5 | 2,909.7 | 193.4 | 715.5 | 146.7 | 1,628.2 | 403.2 | 35.0 | 6,576.1 |

FOOTNOTES FOR TABLE 2

^aCR, Crippled; ED, Emotionally Disturbed; MR, Educable Mentally Retarded and/or Trainable Mentally Retarded; GT, Gifted and Talented; HH, Hospitalized and/or Homebound; HI/SI, Hearing Impaired and/or Speech Impaired; LD, Learning Disabled; VI, Visually Impaired.

^bFrom this report, Table 1, Row 3.

^cFrom Preparation of Professional Personnel in the Education of the Handicapped in North Carolina, Department of Public Instruction, Division for Exceptional Children, October 15, 1974, p. 17. Figures for Gifted and Talented, and Hospitalized and/or Homebound are from "1973-74 Statistical Summary, Instructional Programs for Exceptional Children, North Carolina Public Schools," published by Division for Exceptional Children, NCS DPI, October 1974.

^dFrom the Report of the Commission on Children with Special Needs to the NC Legislature, February 1, 1975, p. 7.

^eRow 1 minus Row 2.

^fRow 1 minus Row 3.

3. University Resources - Special Education -

A comprehensive review of University training resources revealed that 71 faculty persons (58.5 FTE) are engaged in training in six active special education programs. A review of the University Training Resource Assessment (Appendix B) indicates faculty, student, staff assignment, financial and other relevant data. Tables 3 and 4 provide summaries of pertinent data.

Table 3 suggests that the majority of faculty are non-categorical in specialty area. The majority clearly specializing are in mental retardation (40). The fewest faculty specialists are available in the areas of hearing handicapped, visually impaired, physically handicapped, gifted and talented, and autistic.

It should be noted that while new faculty are required for new program areas, new faculty also may be required for "old" areas in order to engage in field-based education.

Table 4 indicates very few faculty members from black or other minority groups. Sixty-two percent of the University faculty members hold the doctorate (as compared with 63.1% University-wide across all departments). Twelve percent of the special education faculty are full Professors. Of the 71 faculty members only 45 are available to teach full time. The balance are in administrative, research, service or other appropriate roles. Sixty percent of the faculty are on state funds (line positions or special contracts). Only 10 administrative staff are available to support the six training programs!

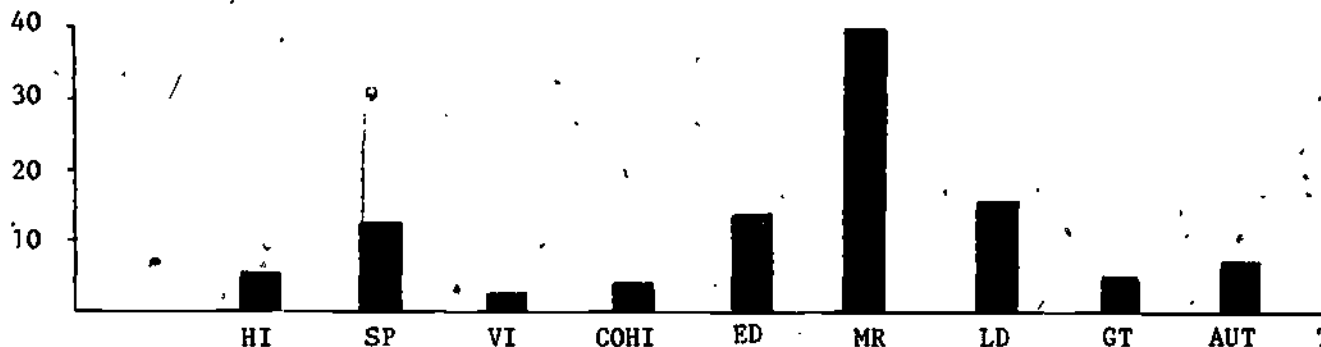
The remaining six components of the University have varying degrees of interest, from very little to considerable, in establishing training activities in one or more of the areas under consideration here.

TABLE 3. SPECIALTIES OF CURRENT SPECIAL EDUCATION FACULTY OF THE UNIVERSITY OF

| | Category of Exceptionality ^b | | | | | | | | |
|--------|---|----|----|------|----|----|----|----|-----|
| | HI | SP | VI | COHI | ED | MR | LD | GT | AUT |
| ASU | 4 | 5 | - | 3 | 8 | 15 | 7 | 1 | 6 |
| ECU | - | - | - | - | - | 8 | 4 | 1 | - |
| UNC-CH | - | 2 | - | - | 3 | 8 | 3 | 1 | - |
| NCCU | - | - | - | - | 2 | 4 | - | - | - |
| NCSU | - | - | 1 | - | - | 3 | - | - | - |
| WCU | 1 | 5 | 1 | - | - | 4 | 2 | 1 | - |
| TOTAL | 5 | 12 | 2 | 3 | 13 | 40 | 16 | 4 | 6 |

^aA faculty member may have more than one area of specialization.

^bHI, Hearing Impaired; SP, Speech Impaired; VI, Visually Impaired; COHI, Crippled and/or Homebound; ED, Emotionally Disturbed; MR, Mentally Retarded; LD, Learning Disabled; GT, Gifted/Talented; AUT, Autistic; TH REC, Therapeutic Recreation; N-C, Non-Categorical.



SPECIALTIES OF CURRENT SPECIAL EDUCATION FACULTY OF THE UNIVERSITY OF NORTH CAROLINA^a

Category of "Exceptionality"^b

| SP | VI | COHI | ED | MR | LD | GT | AUT | TH REC | N-C |
|----|----|------|----|----|----|----|-----|--------|-----|
| 5 | - | 3 | 8 | 15 | 7 | 1 | 6 | - | 23 |
| - | - | - | - | 6 | 4 | 1 | - | - | 4 |
| 2 | - | - | 3 | 8 | 3 | 1 | - | - | 5 |
| - | - | - | 2 | 4 | - | - | - | - | - |
| - | 1 | - | - | 3 | - | - | - | - | 1 |
| 5 | 1 | - | - | 4 | 2 | 1 | - | 1 | 1 |
| 12 | 2 | 3 | 13 | 40 | 16 | 4 | 6 | 1 | 34 |

per may have more than one area of specialization.

impaired; SP, Speech Impaired; VI, Visually Impaired; COHI, Crippled and/or Hospitalized
 O, Emotionally Disturbed; MR, Mentally Retarded; LD, Learning Disabled; GT, Gifted and
 atic; TH_REC, Therapeutic Recreation; N-C, Non-Categorical.

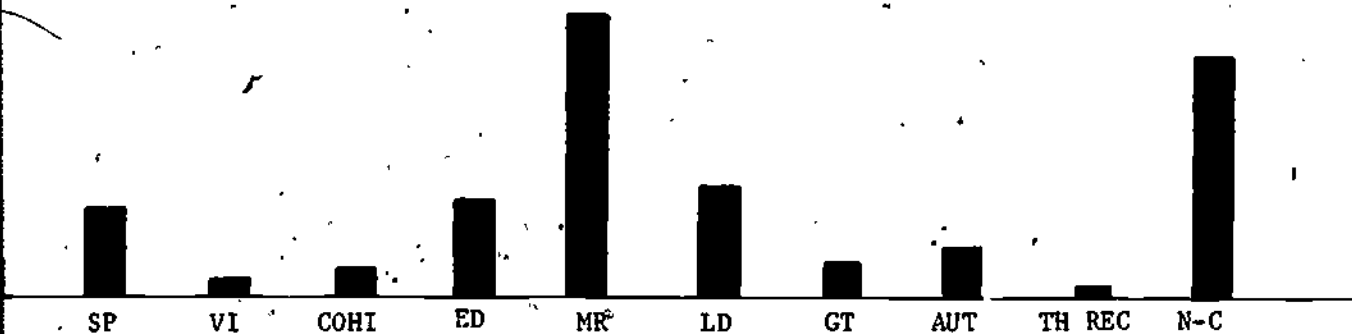


TABLE 4. ATTRIBUTES OF CURRENT SPECIAL EDUCATION FACULTY
OF THE UNIVERSITY OF NORTH CAROLINA

Faculty (N=79)

| | Sex ^a | | Race | | Level | | Rank | | | | | Assignment (U/G) | | | | | |
|--------|------------------|----|------|----|-------|----|------|----|----|----|----|------------------|------|------|-------|-------|-----|
| | M | F | W | NW | M | D | P | Ac | At | L | Ad | Teach | Res | Adm | Ser | Other | Adv |
| ASU | 23 | 8 | 30 | 1 | 12 | 18 | 1 | 3 | 12 | 9 | 6 | 10.50 | 0.00 | 0.75 | 9.75 | 1.75 | |
| | | | | | | | | | | | | 4.00 | 0.00 | 0.50 | | | |
| ECU | 5 | 3 | 8 | 0 | 5 | 3 | 1 | 1 | 4 | 2 | 0 | 3.83 | 0.00 | 0.08 | 1.50 | 0.00 | 18 |
| | | | | | | | | | | | | 2.00 | 0.00 | 0.09 | | | |
| UNC-CH | 18 | 7 | 17 | 0 | 3 | 14 | 2 | 6 | 6 | 3 | 0 | 3.25 | 0.00 | 0.00 | 0.25 | 0.25 | 8 |
| | | | | | | | | | | | | 5.65 | 0.50 | 0.50 | | | |
| NCCU | 1 | 4 | 3 | 2 | 1 | 4 | 2 | 2 | 0 | 1 | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 2 |
| | | | | | | | | | | | | 4.50 | 0.00 | 0.50 | | | |
| NCSU | 2 | 3 | 5 | 0 | 3 | 2 | 1 | 1 | 1 | 0 | 2 | 0.00 | 0.00 | 0.00 | 0.20 | 0.00 | |
| | | | | | | | | | | | | 1.65 | 0.10 | 0.20 | | | |
| WCU | 6 | 7 | 13 | 0 | 5 | 8 | 2 | 1 | 8 | 2 | 0 | 6.85 | 0.00 | 0.00 | 3.10 | 0.00 | 5 |
| | | | | | | | | | | | | 2.25 | 0.30 | 0.70 | | | |
| TOTAL | 47 | 32 | 76 | 3 | 29 | 49 | 9 | 14 | 31 | 17 | 8 | 24.43 | 0.00 | 0.83 | 14.80 | 2.00 | 34 |
| | | | | | | | | | | | | 20.05 | 0.90 | 2.49 | | | |

^aSex--M, Male; F, Female; Race--W, White; NW, Nonwhite; Level of Training--M, Masters; D, Doctorate; Ac, Associate Professor; At, Assistant Professor; L, Lecturer; Ad, Adjunct Professor; Assignment--Teach, Teaching; Res, Research; Adm, Administration; Ser, Services; Other; Adv, Advisees; Sup, Supervisor; Fed, Federal; Priv, Private; Adm Stf, Administrative Staff.

^bData not available

TABLE 4. ATTRIBUTES OF CURRENT SPECIAL EDUCATION FACULTY
OF THE UNIVERSITY OF NORTH CAROLINA

Faculty (N=79)

| Level | Rank | | | | | | Assignment (U/G) | | | | | | Support Source | | | Adm Stf |
|-------|------|----|----|----|---|----|------------------|--------------|--------------|-------|-------|----------|----------------|-------|------|------------|
| | D | P | Ac | At | L | Ad | Teach | Res | Adm | Ser | Other | Advs | St | Fed | Priv | |
| 18 | 1 | | 3 | 12 | 9 | 6 | 10.50 4.00 | 0.00 0.00 | 0.75 0.50 | 9.75 | 1.75 | <i>b</i> | 14.75 | 16.25 | .00 | 4.00 |
| 3 | 1 | | 1 | 4 | 2 | 0 | 3.83 2.00 | 0.00 0.00 | 0.08 0.09 | 1.50 | 0.00 | 180 | 7.00 | 1.00 | .00 | 1.50 |
| 14 | 2 | | 6 | 6 | 3 | 0 | 3.25 5.65 | 0.00 0.50 | 0.00 0.50 | 0.25 | 0.25 | 89 | 5.25 | 11.50 | .25 | 3.50 |
| 4 | 2 | | 2 | 0 | 1 | 0 | 0.00 4.50 | 0.00 0.00 | 0.00 0.50 | 0.00 | 0.00 | 29 | 2.00 | 3.00 | .00 | 1.00 |
| 2 | 1 | | 1 | 1 | 0 | 2 | 0.00 1.65 | 0.00 0.10 | 0.00 0.20 | 0.20 | 0.00 | <i>b</i> | 5.00 | 0.00 | .00 | 0.11 |
| 8 | 2 | | 1 | 8 | 2 | 0 | 6.25 2.25 | 0.00 0.30 | 0.00 0.70 | 3.10 | 0.00 | 50 | 13.00 | 0.00 | .00 | 0.70 |
| 49 | 9 | 14 | 31 | 17 | 8 | | 24.43 20.05 | 0.00 0.90 | 0.83 2.49 | 14.80 | 2.00 | 348 | 47.00 | 31.75 | .25 | 10.81 |

Level; Race--W, White; NW, Nonwhite; Level of Training--M, Masters; D, Doctorate; Rank--P, Professor; Ac, Assistant Professor; L, Lecturer; Ad, Adjunct Professor; Assignment (Undergraduate/Graduate)--Teach, Teaching; Res, Research; Adm, Administration; Ser, Services; Other; Advs, Advisees; Support Source--St, State; Fed, Federal; Priv, Private; Adm Stf, Administrative Staff.

A review of training resources in private institutions of higher education in the special education area was completed in cooperation with the Division of Exceptional Children of the North Carolina State Department of Public Instruction. The data from this survey are presented in Appendix D.

Given the resource assessment data and the manpower needs data from the estimates and surveys and the staff development report from the State Department of Public Instruction (Appendix E), it is obvious that more and better personnel are needed at both the service program staff and University training program staff levels.

An estimate of needs for both areas is indicated in Table 5. Obviously neither need can be met in the foreseeable future.

University Resources - School Psychology and the Hearing and Speech Sciences -

Similar reports on resources in School Psychology and the Hearing and Speech Sciences are presented in Appendixes F and G.

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TABLE 5. NUMBER OF PERSONNEL NEEDED
 AT SERVICE PROGRAM LEVEL AND UNIVERSITY TRAINING PROGRAM LEVEL

| | Category of Exceptionality ^a | | | | | | |
|--|---|---------|-------|-------|-------|---------|-------|
| | CR | ED | MR | GT | HH | HI/SI | LD |
| Estimated Number of Additional Teachers Required (Gudger Report) ^b | 543.5 | 2,909.7 | 193.4 | 715.5 | 146.7 | 1,628.2 | 403.2 |
| Estimated Number of Additional Personnel Required at Univ. Training Prog. Level ^c | 36.2 | 194.0 | 12.9 | 47.7 | 9.8 | 108.5 | 26.9 |

^aCR, Crippled; ED, Emotionally Disturbed; MR, Mentally Retarded; GT, Gifted and Talented; HH, Homebound; HI/SI, Hearing Impaired and/or Speech Impaired; LD, Learning Disabled;

^bThese figures were taken from Table 2, Row 5 of this report, and are based on NCS school enrollment, NCS DPI teacher:student conversion ratios, and estimates of teachers from Report of the Commission on Children with Special Needs to the NC Legislature, February 1981.

^cThese figures were derived from the row above, based on the ratio of one FTE faculty service teachers.

TABLE 5. NUMBER OF PERSONNEL NEEDED
AT SERVICE PROGRAM LEVEL AND UNIVERSITY TRAINING PROGRAM LEVEL

Category of Exceptionality^a

| CR | ED | MR | GT | HH | HI/SI | LD | VI | TOTAL |
|-------|---------|-------|-------|-------|---------|-------|------|---------|
| 543.5 | 2,909.7 | 193.4 | 715.5 | 146.7 | 1,628.2 | 403.2 | 35.9 | 6,576.1 |
| 36.2 | 194.0 | 12.9 | 47.7 | 9.8 | 108.5 | 26.9 | 2.4 | 438.4 |

ED, Emotionally Disturbed; MR, Mentally Retarded; GT, Gifted and Talented; HH, Hospitalized
/SI, Hearing Impaired and/or Speech Impaired; LD, Learning Disabled; VI, Visually Impaired.

were taken from Table 2, Row 5 of this report, and are based on NCSBPI estimates of public
CSDPI teacher:student conversion ratios, and estimates of teachers available from the
Session on Children with Special Needs to the NC Legislature, February 1, 1973, p. 7.

were derived from the row above, based on the ratio of one FTE faculty member to 15 pre-

II. Steps Necessary to Remedy the Situation

1. Field-Based Education
2. Basic Resource Development
3. Coordination and Planning

II. Steps Necessary to Remedy the Current Situation

In order to respond constructively to the current situation and to remedy it, four simultaneous activities (changes) must take place. Each is intertwined with the other and is not free standing or removable without impairing the effectiveness of the others. The activities are manpower training (pre-service), field-based education (extension), coordination and planning (within the University and between it and education agencies), and the provision of the human and financial resources required to provide the first three functions.

1. Field-Based Education -

Of equal or greater concern than unfilled allotments is the status of currently employed personnel in educational settings serving children with special needs. There are varying figures describing this situation. None are promising. A computer survey done on February 13, 1974 revealed that of the 3,382.5 special education teachers employed in North Carolina, 1,925 (56.9%) were not certified in any area of exceptionality. In the state agency's 1974 grant application to the Bureau for Education of the Handicapped it was indicated that there were 1,886 "uncertified" teachers employed at the time. The Legislative Study Commission on Children with Special Needs cites 61% as the segment of special education teachers not certified, or 1,343 teachers (p. 5).

So, the current problem is a combination of inadequate numbers of personnel available to meet available employment requirements and opportunities (where money is now available) and inadequate competencies in personnel now employed in special education programs.

The State Department of Public Instruction has documented the need for staff development activities in its May 1974 Suggested Master Plan for the certification of teachers of exceptional children by September 1, 1977 (Appendix E).

Clearly such a master plan cannot be fully implemented through effective, top quality field-based education without a systematic training relationship with the University of North Carolina.

Nearly 3,400 teachers in seven areas of exceptional children are in varying stages of development, on the job, and many are not now certified in the area in which they are teaching: most are not certified at all.

This need, coupled with the even greater need to provide "regular" classroom teachers with the skills to work with children with special needs requires an immediate and major effort to deploy more of the existing and much of any new University faculty resources to the field to satisfy the great need for staff development which will exist into the 1980s. This balance of effort might shift over the next five years from the current 80-20 balance to a roughly 50-50 balance (see Figure 1).

Therefore, a field-based education capacity is needed which would provide -

1. access to the best and most immediate training resources in the University for any local or regional educational organization in need, and
2. assurance of the most effective utilization of University resources for deployment to practitioners in the field without depleting on-campus resources and undermining education or the research and development mission of the University.

To accomplish this a Field-Based Education System is recommended that would include at least one full time staff member in each of the ten active and developing University programs to act as an "agent" or "broker" for the program in cooperation with similar "agents" in the other University units. This group of agents would maintain a continuous training needs assessment working in close cooperation with the eight regional educational councils and in coordination with CPC and the state agency.

In this fashion the entire University would become available to any given local or regional structure through the nearest field-based education agent and the field-based education process.

FIGURE 1. UNC MANPOWER EDUCATION EMPHASES:
FIELD-BASED AND ON-CAMPUS, 1975-80

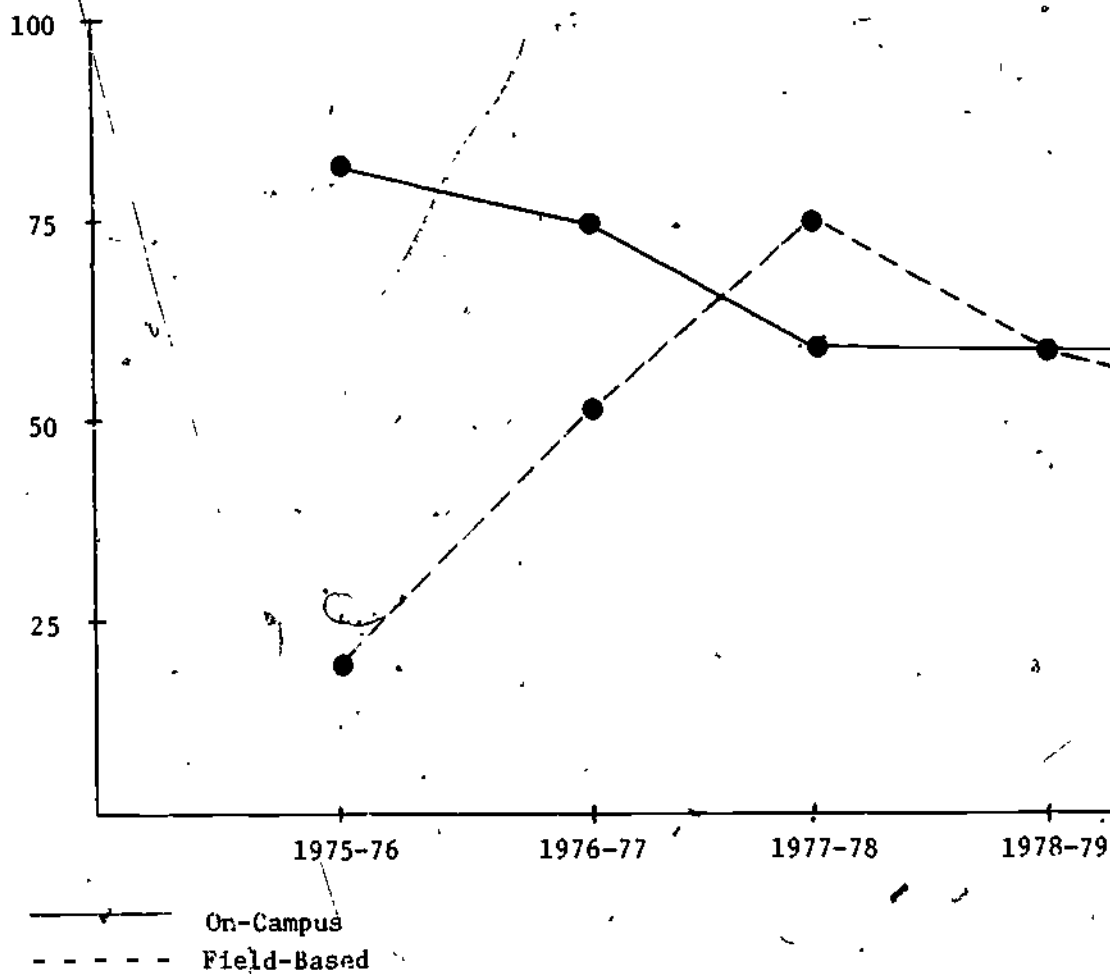
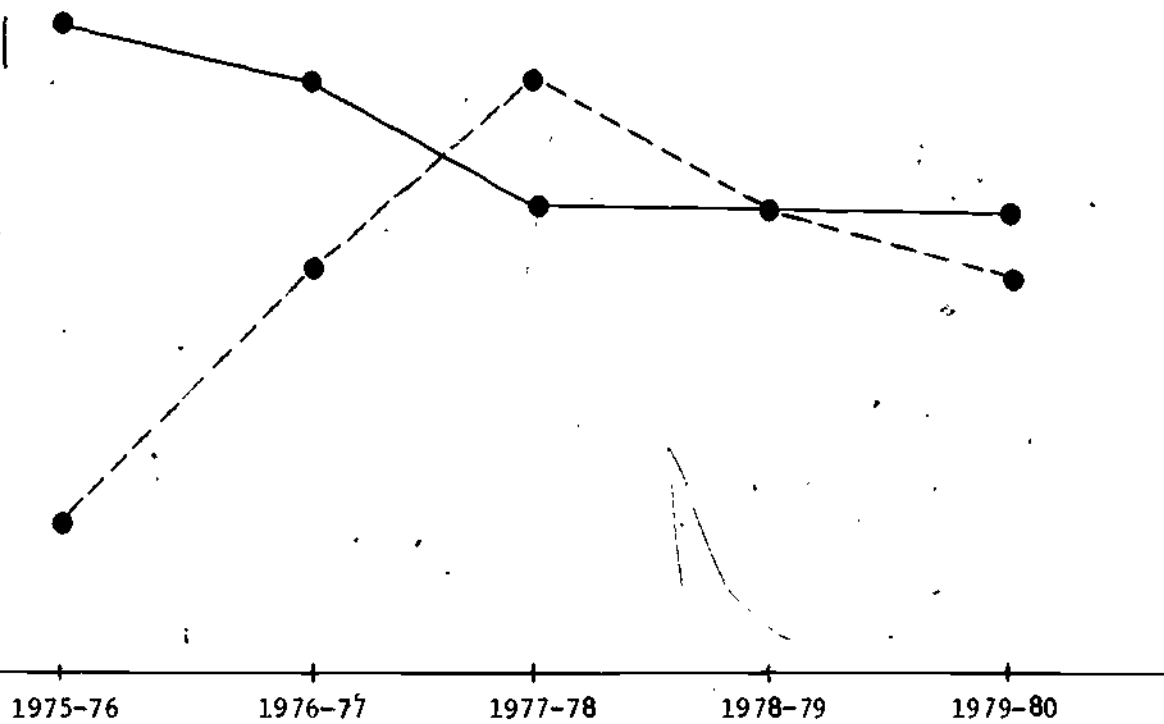


FIGURE 1. UNC MANPOWER EDUCATION EMPHASES:
FIELD-BASED AND ON-CAMPUS, 1975-80



On-Campus
Field-Based

In order to make such a network available each University would require (1) the necessary resources to recruit and maintain a field-based education "agent" of faculty quality as well as (2) sufficient training funds to provide the training activities. Such a program would neither prevent nor discourage individual contracting for training between regional-local structures and Universities. Instead, it would help assure that all contract opportunities and training needs would become known to all Universities. Multiple University responses to training needs would also become possible as well as a more effective capacity to assist the state agency's technical assistance centers with their task.

In order to implement the proposed field-based education program, at least two existing policies need to be modified --

1. The teacher-student ratio method of determining state funded faculty positions should be expanded for special education and school psychology training programs to off-campus educational activity at least through 1977 or 1978. Using a formula on the order of one faculty position to each 45 trainees, the training programs would then be able to develop staff resources commensurate with the level and quality of their training services to the field. This would reduce the need to contract for special training services at each instance of need.
2. The current method of certifying special class teachers and school psychologists is extremely ambiguous and fragmented. A special commission should develop a single set of criteria which each University would agree to use in certifying personnel for positions in this area. Such a commission should represent the involved Universities, both public and private, and state and local educational agency officials. A 90 day period of deliberations would seem ample time for

such a commission to provide the criteria, given adequate staff, support and release time for involved, faculty and administrative personnel. Such a report should be evaluated by the Consortium and forwarded to the University administration and State Department with appropriate recommendations.

2. Basic Resource Development -

a. There are currently six active training programs in the University. They are Appalachian State University, East Carolina University, North Carolina Central University, Western Carolina University, N. C. State University at Raleigh and UNC at Chapel Hill. Only one, UNC at Chapel Hill, has a doctoral training program. All six have graduate programs. Appalachian State University and East Carolina University currently have the most substantial undergraduate training activity.

These six programs are operating with increasingly limited resources, increasingly tenuous federal funding patterns, a lack of adequate staff to meet the rapidly expanding needs in categorical areas where they are now operating (principally mental retardation, emotional disturbance, and learning disabilities for school-aged children), and limited ability to expand into categorical areas where they could effectively work almost immediately if resources were available (emotional disturbance, severely handicapped, adult services, physically handicapped, early childhood, gifted, parent training and mainstream education in the general teacher education programs). Outreach training activities are cumbersome, haphazard, exceedingly difficult to plan and often result in unknown effectiveness.

An immediate improvement in actual and potential training activity would result from building on and expanding these basic strengths in the University in areas where the age level, category, severity level and manpower needs are clearly demonstrated through the surveys developed by CPC and state agencies. Table 6 gives detailed results of a needs assessment survey of the active University programs.

Greater emphasis should be given to the categories of emotional disturbance, learning disabilities, gifted, and physically handicapped, to

the early childhood and young adult services levels, and to the moderately and severely affected child especially in rural and high density inner-city areas where specialized teacher training is required.

Table 6 provides a summary of projected faculty needs by level of experience and category area for the active training programs. It indicates that 41 new faculty persons are needed over the next two years.

b. Four UNC components, UNC at Greensboro, UNC at Charlotte, UNC at Wilmington and Winston-Salem State University are developing rapidly toward more expanded and effective training activities at pre-service and in-service training levels.

These institutions should be reinforced immediately so that a group of ten active University programs would be available by 1977 to serve the state, regional, and local programs and services anticipated by the state agency and recommended by the consumer and legislative groups.

In order to do this, development grants should be made available to these four units to enable them to engage new staff, plan, participate in field-based education, strengthen in-service programs, and develop needed new program areas.

c. Six UNC System units have potential for program development in areas of future needs. These are Elizabeth City University, UNC at Asheville, N.C. A. & T University, Pembroke State University, The N. C. School of the Arts, and Fayetteville State University.

Planning grants should be provided for those interested to enable them, during 1975-76, working with CPC and other sources of consultation and technical assistance, to evaluate not only whether they should participate, but how and in what areas.

TABLE 6. UNC-CPC PROJECTIONS FOR NEW FACULTY NEEDS BY AREA

1975-76

| Universities | Faculty | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------|---------|---|---|----|---|---|----|---|---|----|---|---|----|---|---|------|---|---|----|---|---|-----|---|---|-----|---|---|-------|---|---|-------|---|---|---|---|---|--|--|---|
| | MR | | | ED | | | HI | | | SP | | | VI | | | C/HI | | | LD | | | G/T | | | Aut | | | Multi | | | Non-c | | | | | | | | |
| | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | | | |
| ASU | 5 | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | | 1 | | | |
| ECU | 5 | | | | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UNC-CH | 3 | | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 |
| NCCU | 3 | 5 | 1 | .5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NCSU | 4 | 1 | | | 1 | | | | 1 | | | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | |
| WCU | 2 | | | 1 | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

1976-77

| Universities | Faculty | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------|---------|---|---|----|---|---|----|---|---|----|---|---|----|---|---|------|---|---|----|---|---|-----|---|---|-----|---|---|-------|---|---|-------|---|---|---|---|---|--|--|---|
| | MR | | | ED | | | HI | | | SP | | | VI | | | C/HI | | | LD | | | G/T | | | Aut | | | Multi | | | Non-c | | | | | | | | |
| | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | | | |
| ASU | 3 | | | 1 | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 |
| ECU | 4 | | | | | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UNC-CH | 5 | | | 1 | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | | | |
| NCCU | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NCSU | 4 | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | | | |
| WCU | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

1975-77

| Universities | Faculty | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------|---------|---|---|----|---|---|----|---|---|----|---|---|----|---|---|------|---|---|----|---|---|-----|---|---|-----|---|---|-------|---|---|-------|---|---|---|---|---|---|--|---|
| | MR | | | ED | | | HI | | | SP | | | VI | | | C/HI | | | LD | | | G/T | | | Aut | | | Multi | | | Non-c | | | | | | | | |
| | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | S | M | J | | | |
| ASU | 8 | | | 1 | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | | 2 |
| ECU | 9 | | | | | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UNC-CH | 8 | | | 1 | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 2 | | | |
| NCCU | 3 | 5 | 1 | .5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NCSU | 8 | 1 | 1 | | 1 | | | | 1 | | | | | | 1 | | | | | | | | | | | | | | | | | | 1 | | | | | | |
| WCU | 4 | | | 1 | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Summary

| | Faculty | | | | | | | | | | | |
|---------|---------|-----|-----|-----|-----|------|-----|-----|-----|-------|-------|--|
| | MR | ED | HI | SP | VI | C/HI | LD | G/T | Aut | Multi | Non-c | |
| 1975-76 | 7.5 | 4.5 | 1.0 | 0.0 | 1.0 | 0.0 | 3.0 | 2.0 | 0.0 | 0.0 | 3.0 | |
| 1976-77 | 8.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 2.5 | 0.0 | 1.0 | 3.5 | |
| 1975-77 | 15.5 | 4.5 | 1.0 | 0.0 | 1.0 | 0.0 | 6.0 | 4.5 | 0.0 | 1.0 | 6.5 | |

^aS=Senior; M=Middle; J=Junior.

N.B.: The largest number of new faculty positions requested is in MR even though pre-service activity is now highest in this area. The reason for this is that the greatest in-service training need is in this area and the areas most needed for "regular" teacher training are MR and LD.

Figure 2 depicts the distribution of the 16 UNC units and the six private institutions of higher education with special education programs.

While it is important to prevent a proliferation of training programs which are identical, it should be part of the University's program development planning to place similar programs (for example, speech impaired, mentally retarded, severely handicapped, etc.) strategically around the state.

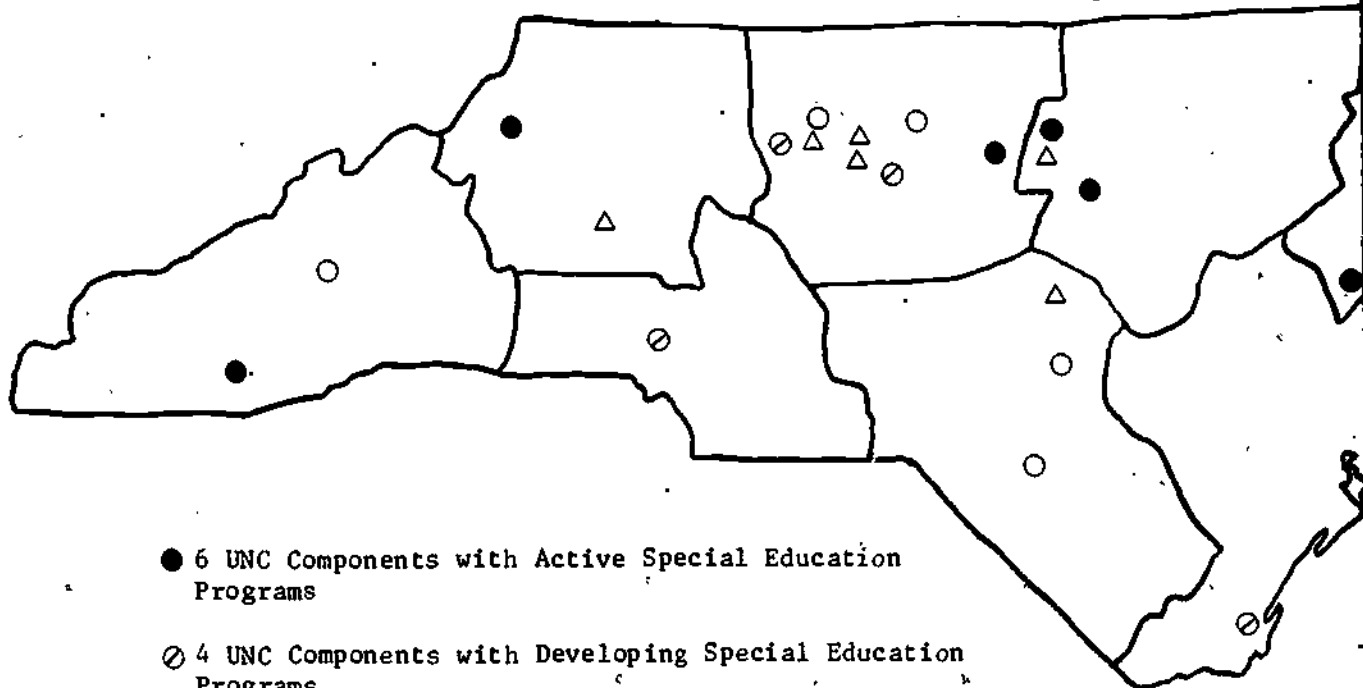
This dispersion of similar training resources provides more accessible, lower cost education for personnel in the region for both pre- and in-service education. In addition, special regional needs that need to be taken into account in the training of personnel can be accommodated. The principal reason for program similarity should be evident in each case and not the product of competition or program "collecting" behaviors.

Special emphasis would be placed, in the utilization of these basic, developmental, and planning resources, on the following areas -

1. Provision of training to all students in teacher education programs in how to work with children with special needs (mainstreaming education).
2. Development of training programs for personnel to work with severely handicapped persons in community and residential settings.
3. Expansion of programs to provide more emphasis on early childhood, adult services, physically handicapped, emotionally disturbed, gifted, deaf and blind areas.
4. Provision of more scholarship funds to acquire more and better students in pre-service programs and to allow participation of more in-service personnel.*

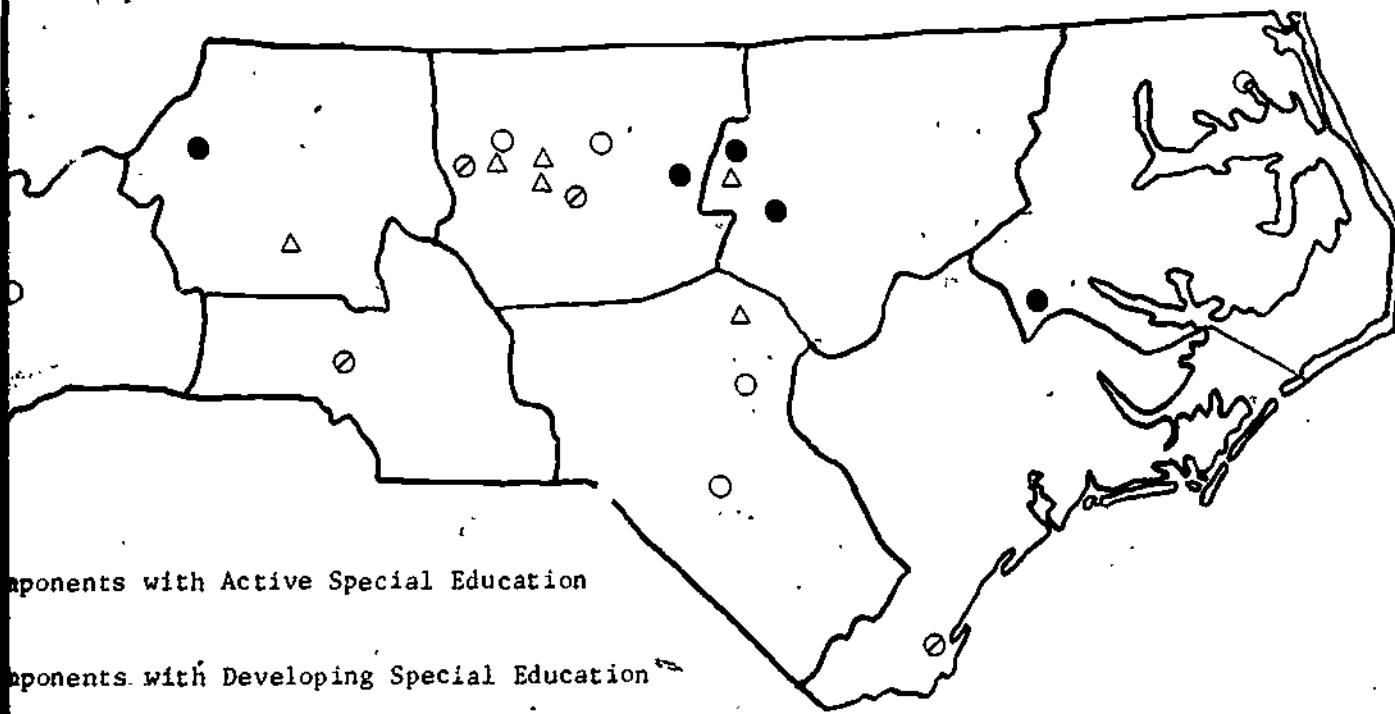
* If scholarship funds are to be mostly or entirely distributed by the state directly to students, then assurances should be provided so that the training organizations directly involved, at the lowest level, in fact, receive the scholarship funds to pay for faculty services.

FIGURE 2. LOCATIONS OF NORTH CAROLINA UNIVERSITIES/COLLEGES WITH SPECIAL EDUCATION PROGRAMS



- 6 UNC Components with Active Special Education Programs
- ⊗ 4 UNC Components with Developing Special Education Programs
- 6 UNC Components with Emerging Special Education Programs
- △ 6 Private Universities/Colleges with Special Education Programs

LOCATIONS OF NORTH CAROLINA UNIVERSITIES/COLLEGES WITH SPECIAL EDUCATION PROGRAMS



● Components with Active Special Education

○ Components with Developing Special Education

△ Components with Emerging Special Education

⊘ Universities/Colleges with Special Education

5. Leadership training to improve the planning, evaluation and communications skills of administrative personnel.
6. Improvement of University faculty teaching skills and development of new approaches to training personnel for public schools and other community settings where children with special needs are served.
7. A shift to greater emphasis on non-categorical training and the training of personnel for other roles in the schools rather than primarily emphasizing the self-contained classroom teacher.
8. Review and modification or development of University policies and procedures for providing improved educational and training activities for professional personnel to serve exceptional children.

Projected Outputs

Given the University staff and resources needed, the following table indicates the approximate number of persons, by area, who could be trained over the periods indicated. These product projects are compared in Table 7, with needs data presented by the Legislative Study Commission.

Table 8 presents data comparing current University production capacity with a new capacity if proposed resources are provided. Current projections are for 403 in 1975-76 and 401 in 1976-77. These would increase to 680 special educators in 1975-76 and 919 in 1976-77.

Similarly, increased basic staff plus the Field-Based Education Program could be expected to provide staff development training to uncertified and certified special educators and regular classroom teachers as indicated in Table 9.

TABLE 7. UNC-CPC PRODUCT PROJECTIONS BY AREA

1975-76

| Universities | Categories | | | | | | | | | | | | | | | | | | | | | |
|--------------|------------|----|----|----|----|---|----|---|----|---|------|---|----|----|-----|----|-----|---|-------|----|-------|----|
| | MR | | ED | | HI | | SP | | VI | | C/HI | | LD | | G/T | | Aut | | Multi | | Non-c | |
| | U | G | U | G | U | G | U | G | U | G | U | G | U | G | U | G | U | G | U | G | U | G |
| ASU (5) | 15 | | 15 | | | | | | | | | | | 11 | 3 | | | | | 23 | 5 | |
| ECU (5) | 24 | 15 | | | | | | | | | | | 10 | 10 | | | | | | | | |
| UNC-CH (3) | | | | 10 | | | | | | | | | 10 | | | | | | | | 5 | |
| NCCU (3) | 19 | 3 | 4 | 3 | | | | | | | | | 8 | 5 | | | | | | | | |
| NCSU (4) | | 10 | | 10 | 10 | | | | 10 | | | | | | | | | | | | | |
| WCU (2) | 15 | | 12 | 2 | | | | | | | | | | | | | | | | | | |
| Total (22) | 73 | 28 | 31 | 25 | 10 | | | | 10 | | | | 8 | 25 | 11 | 13 | | | | | 23 | 10 |

TOTALS = U=146
G=121.

1976-77

| Universities | Categories | | | | | | | | | | | | | | | | | | | | | |
|---------------|------------|----|----|----|----|---|----|---|----|---|------|---|----|----|-----|----|-----|---|-------|----|-------|----|
| | MR | | ED | | HI | | SP | | VI | | C/HI | | LD | | G/T | | Aut | | Multi | | Non-c | |
| | U | G | U | G | U | G | U | G | U | G | U | G | U | G | U | G | U | G | U | G | U | G |
| ASU (5+3) | 30 | 10 | 15 | | | | | | | | | | | 11 | 3 | | | | | 38 | 5 | |
| ECU (5+4) | 48 | 30 | | | | | | | | | | | 20 | 10 | | | | | | | | |
| UNC-CH (3+5) | 15 | 10 | | 10 | | | | | | | | | 10 | 5 | | | | | | | 20 | |
| NCCU (3+0) | 19 | 3 | 4 | 3 | | | | | | | | | 8 | 5 | | | | | | | | |
| NCSU (4+4) | | 20 | | 10 | 10 | | | | 10 | | | | 10 | 10 | | | | | 10 | | | |
| WCU (2+2) | 15 | | 12 | 2 | | | | | | | | | 10 | 10 | | | | | | | | |
| Total (22+18) | 127 | 73 | 31 | 25 | 10 | | | | 10 | | | | 8 | 55 | 11 | 38 | | | 10 | | 38 | 25 |

U=215
G=246

1975-77

| Universities | Categories | | | | | | | | | | | | | | | | | | | | | |
|--------------|------------|-----|----|----|----|---|----|---|----|---|------|---|----|----|-----|----|-----|---|-------|----|-------|----|
| | MR | | ED | | HI | | SP | | VI | | C/HI | | LD | | G/T | | Aut | | Multi | | Non-c | |
| | U | G | U | G | U | G | U | G | U | G | U | G | U | G | U | G | U | G | U | G | U | G |
| ASU | 45 | 10 | 30 | | | | | | | | | | | 22 | 6 | | | | | 51 | 10 | |
| ECU (9) | 72 | 45 | | | | | | | | | | | 30 | 20 | | | | | | | | |
| UNC-CH (8) | 15 | 10 | | 20 | | | | | | | | | 20 | 5 | | | | | | | 25 | |
| NCCU (3) | 19 | 6 | 8 | 6 | | | | | | | | | 16 | 10 | | | | | | | | |
| NCSU (8) | | 30 | | 20 | 20 | | | | 20 | | | | 10 | 10 | | | | | 10 | | | |
| WCU (4) | 30 | | 24 | 4 | | | | | | | | | 10 | 10 | | | | | | | | |
| Total (40) | 209 | 101 | 62 | 50 | 20 | | | | 20 | | | | 16 | 80 | 22 | 51 | | | 10 | | 61 | 35 |

U=361
G=367

Need Supplied

| | MR | ED | HI | SP | VI | C/HI | LD | G/T | Aut | Multi | Non-c |
|---------------|-----|-----|-----|----|----|------|-----|-----|-----|-------|-------|
| UNC 1975-77 | 301 | 112 | 20 | - | 20 | - | 96 | 73 | - | 10 | 96 |
| Needed * | 512 | 179 | 196 | - | 64 | 22 | 266 | 330 | - | - | - |
| Still Lacking | 211 | 67 | 176 | - | 44 | 22 | 170 | 257 | - | - | - |

Ratios: B: 1 FTE/15
S: 1 FTE/10
D: 1 FTE/5

() = Faculty.

U=undergraduate; G=graduate.

* data based on report of Gudger Commission to General Assembly Feb. 1, 1975 (p. 7).

TABLE 8. CURRENT AND PROPOSED STUDENT TEACHER PRODUCTS

| | Current | | | | Proposed | | | |
|---------|---------|-----|-----|-----|----------|-----|-----|-----|
| | FAC | U | G | TOT | U | G | TOT | FAC |
| 1972-73 | - | 121 | 84 | 205 | - | - | - | - |
| 1973-74 | - | 165 | 159 | 324 | - | - | - | - |
| 1974-75 | 45 | 208 | 167 | 375 | - | - | - | - |
| 1975-76 | 45 | 239 | 164 | 403 | 385 | 295 | 680 | 67 |
| 1976-77 | 45 | 240 | 181 | 401 | 486 | 433 | 919 | 85 |

TABLE 9. FIELD-BASED TRAINING OUTPUT PROJECTIONS

| | 1975-76 | 1976-77 | 1977-78 |
|--|----------------|---------|---------|
| Uncertified in Any Area of Exceptionality ^a | 0 ^d | 270 | 270 |
| Certified in Some Area of Exceptionality ^b | 270 | 270 | 540 |
| Regular Classroom Teachers ^c | 270 | 270 | 540 |

^aThose educators currently working in special education on provisional certification; those currently working in special education on minimum certification standards within a specified period of time; could take from 1 to 2 years to become certified.

^bThose educators possessing certification in an area other than the one in which they are currently employed or seeking certificate renewal; depending upon individual deficiencies could take from 1 to 2 years to become certified.

^cThose educators seeking to upgrade skills in an effort to respond to the "minimum standards" or seeking certificate renewal; normally done in 1 year.

^dEstimates are based on 2 FTE at each of the six active institutions and 1.5 FTE at each of the three developing institutions. The product ratio is 1 FTE/45.

TABLE 9. FIELD-BASED TRAINING OUTPUT PROJECTIONS

| | 1975-76 | 1976-77 | 1975-77 |
|------------------------------|----------------|---------|---------|
| Any ionality ^a | 0 ^d | 270 | 270 |
| ome ionality ^b | 270 | 270 | 540 |
| oom | 270 | 270 | 540 |

ucators currently working in special education on provisional certificates who must meet
ication standards within a specified period of time; could take from 2-5 years

ucators possessing certification in an area other than the one in which they are currently
eking certificate renewal; depending upon individual deficiencies could take from 1-3 years

ucators seeking to upgrade skills in an effort to respond to the "mainstreaming" movement
tificate renewal; normally done in 1 year

s are based on 2 FTE at each of the six active institutions and 1.5 FTE at each of the four
stitutions. The product ratio is 1 FTE/45.

3. Coordination and Planning

One of the major problems and weaknesses of the past has been the lack of a mechanism to provide coordination among programs within the University and between the University and the service delivery systems in the state (state agencies, regional structures, local school systems and other settings where services are being provided for children with special needs).

The Cooperative Planning Consortium has already demonstrated that it could be a valuable arrangement for this coordination function. The CPC should be expanded to include membership from other Universities as well as representation from other relevant organizations, and continued at its current level of organizational attachment at least for the period July 1, 1975 - June 30, 1977. (See Figure 3.)

CPC functions should include -

1. Continued coordination and communication between active, developing and planning University programs.

The probability of non-productive duplication is greater without inter-University planning than it is with some clearly designated mechanism to guide new and expanded program development in this area. While it is not necessarily duplicative to have two or three similar training programs going at once, the distribution of the programs from the standpoint of geography, demography, and age emphasis should be carefully monitored. It is entirely possible in a few short years to move to a condition of over supply of personnel in some category areas or other dimension without a "throttle" to guide production. The Consortium could help create and manage such a "throttle".

FIGURE 3. ORGANIZATIONAL ARRANGEMENT AND PLACEMENT OF CPC

The University of North Carolina

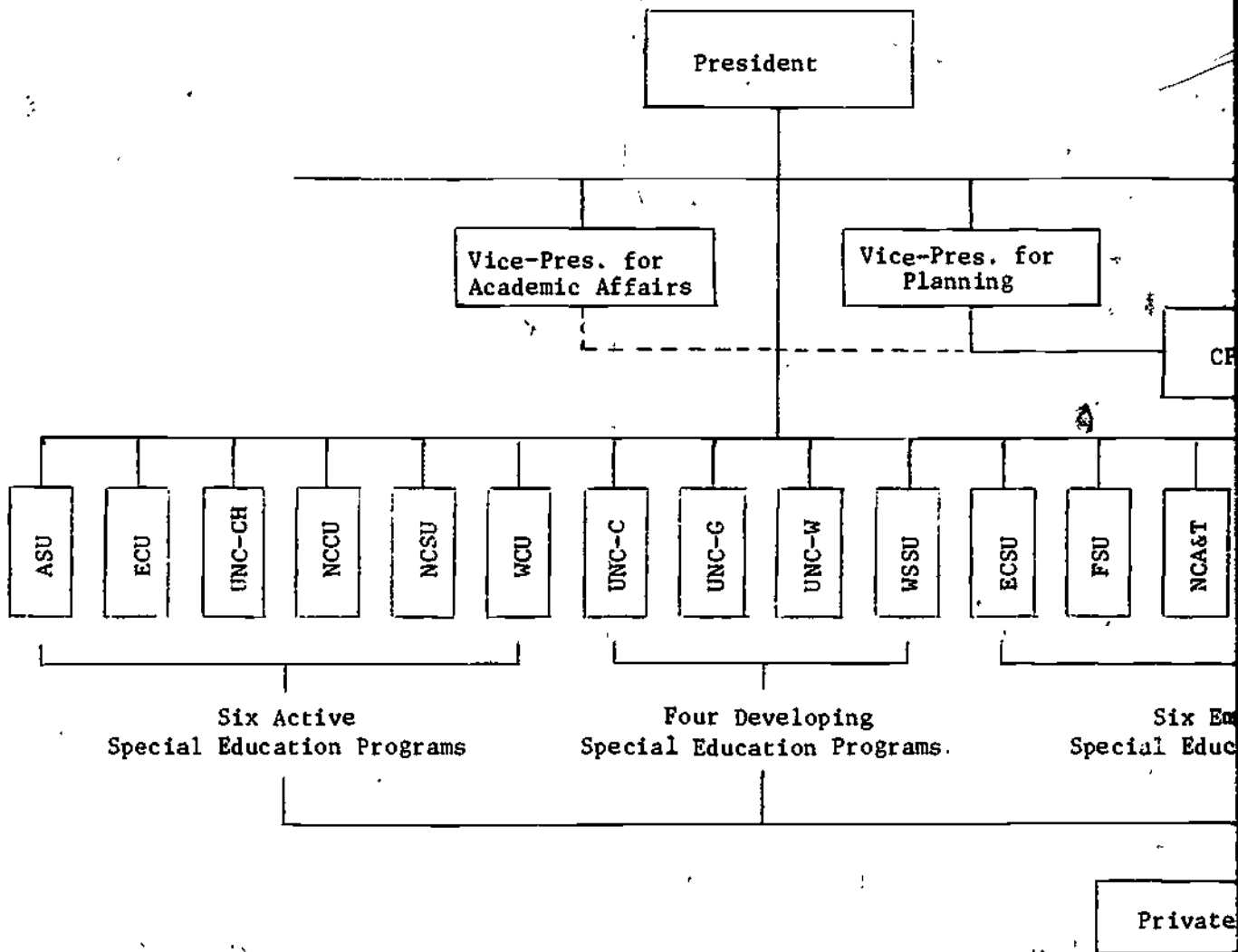
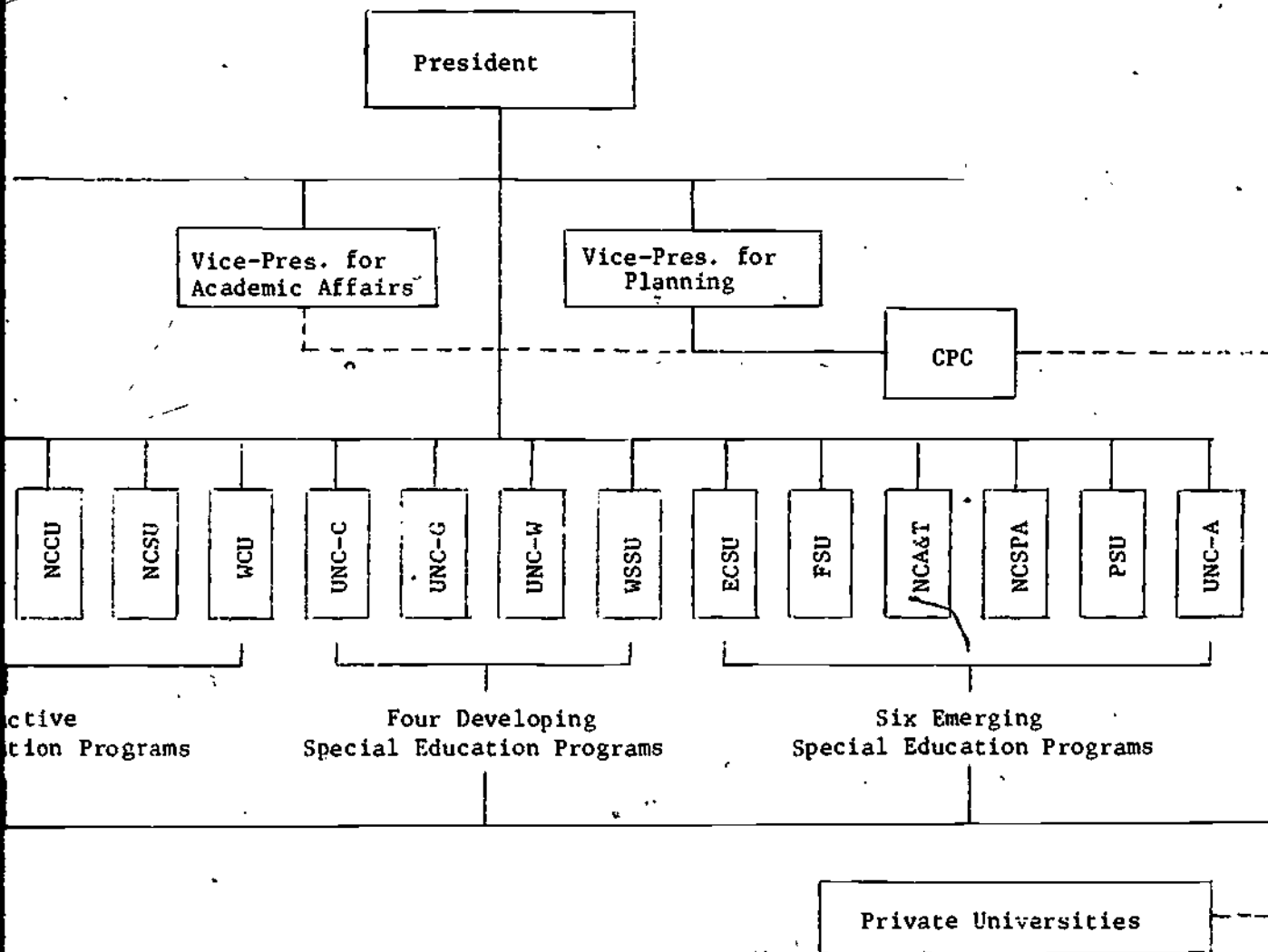


FIGURE 3. ORGANIZATIONAL ARRANGEMENT AND PLACEMENT OF CPC

The University of North Carolina



2. Liaison between the University and the state-regional-local structures with which coordination must be maintained. There is no effective way for the needs-resources match required between service and training programs to be maintained without close liaison between the University and State education agencies. The continuance of an expanded, well staffed Consortium is required to insure this activity.
3. The development, management and coordination of a field based education system that would assure timely and high quality continuing education, training, staff development and technical assistance from University resources to state, regional and local educational service programs and personnel. This has been covered further in previous sections of this report.
4. The development and conduct of planning and evaluation activities as might be required to initiate or improve training programs. Planning is the essence of good program development. It is the necessary forerunner of effective program evaluation. It is the best assurance of cost-beneficial training and service activity. Without the capacity to plan, evaluate and modify programs, there is little hope of keeping pace with changing needs. As a result, a planning component is recommended for the general strategy proposed here and strongly urged as a fully funded element.
5. The development and execution of special studies, in concert with the State Department of Public Education, consumer organizations, and regional-local educational leadership, that would be directed toward the development of new or improved training, service, demonstration or technical assistance activities. The ability to trouble shoot a program through systematic special studies provides the opportunity to

ask specific questions of a program as it grows and develops. It also adds new knowledge to the field and makes innovative programming an integral part of the continuing training effort.

Consequently, a capacity to develop and engage in special studies related to training and the education of children with special needs is recommended as part of the overall scheme to improve pre-service and outreach training programs in the University.

It is recommended that the planning and special studies components of the general strategy be implemented through the University educational research and development organization, the Frank Porter Graham Child Development Center, at the University of North Carolina at Chapel Hill.

Summary

A Cooperative Planning Consortium of Special Education Training Programs was appointed in September 1974 by University of North Carolina President William C. Friday.

The purpose of the Consortium was to review University training resources in light of increasing personnel needs growing from expanding service programs at the community level for children with special needs.

The review resulted in a set of recommendations designed to improve the current situation. The recommendations included augmentation of existing training resources in the University to meet current and projected personnel needs and to design new ways of meeting such needs in the future. In addition, a field-based education system was proposed to assist the public schools and other service agencies with the task of continually upgrading and certifying personnel (Table 10).

It was recommended, further, that the Cooperative Planning Consortium be continued as a coordinating, planning, evaluation and special studies mechanism to assure that the training activities of the University in this area were rationalized and interrelated with activities of other agencies and organizations in the state as well as within the University itself.

TABLE 10. SUMMARY OF CURRENT AND PROPOSED FACULTY POSITIONS
 IN SPECIAL EDUCATION, SCHOOL PSYCHOLOGY, AND SPEECH AND HEARING SCIENCES
 TRAINING PROGRAMS IN THE UNIVERSITY OF NORTH CAROLINA

| Area | Current | Additional Proposed | |
|-----------------------------|--------------------|---------------------|---------|
| | 1974-75 | 1975-76 | 1976-77 |
| Special Education | 58.50 ^a | 22.00 | 18.00 |
| Speech and Hearing Sciences | 27.15 | 11.00 | 5.00 |
| School Psychology | 11.84 | 12.00 | 3.00 |

^aAll figures are FTEs.

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Respectfully submitted,

Ben Brooks, Ed.D., Appalachian State University, Vice Chairman

John Chase, Ph.D., UNC-Charlotte

Roy Cox, Ed.D., Western Carolina University

Octavia Knight, Ph.D., N. C. Central University

LuVern Kunze, Ph.D., Duke University

Kathleen McCutchen, M.A., N. C. State University

Walter Pryzwansky, Ph.D., UNC-Chapel Hill

Gilbert Ragland, Ed.D., UNC-Chapel Hill

David Reilly, Ph.D., UNC-Greensboro

John Richards, Ed.D., East Carolina University

Donald Stedman, Ph.D., UNC-Chapel Hill, Chairman

Kathy Wickliffe, N. C. Student CEC President

January 31, 1975

APPENDIXES

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APPENDIX A:

RESULTS OF SURVEY OF EXCEPTIONAL CHILDREN IN NORTH CAROLINA

At the date of filing of this report, the survey results were incomplete and unofficial. The complete, official results will be inserted into this report as soon as they are available.

January 29, 1975

At the date of the second printing of this report, the survey results were still unavailable.

March 13, 1975

APPENDIX B.

RESOURCE ASSESSMENT DATA:

UNC COMPONENTS WITH ACTIVE SPECIAL EDUCATION PROGRAMS

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit ASU

| FACULTY * | | | PROGRAM | | STUDENT | | | |
|-----------|----|-----------------|-----------------|---------|-------------|-----|-----------|--------|
| | | | | | Enrollees | | Graduates | |
| | | | | | U | G | U | G |
| Sex | | Assignment | Program Scope | | | | | |
| M | 23 | Teach | HI | yes | | | | |
| F | 8 | U | LP | yes | Total | | | |
| | | G | VI | - | 1972-73 | /// | /// | 33 |
| Race | | Res | C/HI | - | 1973-74 | /// | /// | 54 |
| WH | 30 | U | ED | yes | 1974-75 | 70 | 65 | /// |
| BL | - | G | MR | yes | 1975-76 | 85 | 80 | /// |
| CC | 1 | Admin | LD | yes | 1976-77 | 100 | 85 | /// |
| Oth | - | G | G/T | - | | | | /// |
| | | G | Non-c | - | | | | |
| Age | | Dir ser | | | Sex | | | |
| 20-35 | NA | Other | Program Support | | M | NA | NA | 8 |
| 36-50 | NA | Total FTE | Basic | | F | NA | NA | 79 |
| 51-65 | NA | Advisees | St \$ | 263,661 | Race | | | |
| | | | Fed \$ | 80,000 | WH | NA | NA | 87 |
| Degree | | Support | Grant/contract | | BL | NA | NA | - |
| M | 12 | St | St \$ | 238,605 | ID | NA | NA | - |
| D | 18 | Fed | Fed \$ | - | CC | NA | NA | - |
| | | Pvt | Stipends | | Oth | NA | NA | - |
| Rank | | | St \$ | 22,000 | Area | | | |
| Adjunct | 6 | Direct Services | Fed \$ | 28,220 | VI | NA | NA | - |
| Lect | 9 | Consult | | | C/HI | NA | NA | - |
| Assist | 11 | Train | Facilities | | ED | NA | NA | 4 |
| Assoc | 3 | Eval | Office | Inad | MR | NA | NA | 83 |
| Prof | 2 | Assess | Class/clinic | Inad | LD | NA | NA | - |
| | | Info | Practic | Ad | | | | 21 |
| Area | | | | | Pre-service | | | |
| HI | | Faculty Grants | Courses | | PT | - | 175 | - |
| SP | 5 | \$ | On-campus | | FT | 356 | 190 | 87 |
| VI | - | \$ | Acad yr--U | 31.50 | | | | 38 |
| C/HI | 3 | | Acad yr--G | 19.50 | Support | | | |
| ED | | Staff | Sum ses--U | 54.00 | St | | | |
| MR | 15 | | Sum ses--G | 33.00 | \$ | NA | NA | - |
| LD | 7 | | Off-campus | | \$ | NA | NA | 1,500 |
| G/T | 1 | | Acad yr--U | 18.75 | Fed | | | |
| Autis | 8 | | Acad yr--G | 3.75 | \$ | | | |
| Thy rec | - | | Sum ses--U | 1.50 | \$ | NA | NA | 32 |
| Non-c | 83 | | Sum ses--G | 2.25 | \$ | NA | NA | 19,487 |
| | | | Special inst | .75 | | | | 10 |
| | | | Certification | NA | | | | 6,188 |

*Includes 5 speech & hearing faculty.

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

| PROGRAM | | | STUDENTS | | | | | | | | | | | | | | | | | | |
|---------|-----------------|---------|-------------|-----|-----------|--------|-----------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | Enrollees | | Graduates | | Graduates | | | | | | | | | | | | | | |
| | | | U | G | U | G | U | G | | | | | | | | | | | | | |
| 10.50 | Program Scope | | | | | | | | | | | | | | | | | | | | |
| | HI | yes | | | | | | | | | | | | | | | | | | | |
| 4.00 | SP | yes | Total | | | | | | | | | | | | | | | | | | |
| | VI | - | 1972-73 | /// | /// | 33 | 18 | | | | | | | | | | | | | | |
| = | C/HI | - | 1973-74 | /// | /// | 54 | 52 | | | | | | | | | | | | | | |
| - | ED | yes | 1974-75 | 70 | 55 | /// | /// | | | | | | | | | | | | | | |
| .75 | MR | yes | 1975-76 | 85 | 60 | /// | /// | | | | | | | | | | | | | | |
| .50 | LD | yes | 1976-77 | 100 | 65 | /// | /// | | | | | | | | | | | | | | |
| 0.75 | C/T | - | | | | | | | | | | | | | | | | | | | |
| 1.75 | Non-c | - | Sex | | | | | | | | | | | | | | | | | | |
| 27.25 | Program Support | | M | NA | NA | 8 | 14 | | | | | | | | | | | | | | |
| - | Basic | | F | NA | NA | 78 | 56 | | | | | | | | | | | | | | |
| - | St \$ | 283,581 | Race | | | | | | | | | | | | | | | | | | |
| - | Fed \$ | 90,000 | WH | NA | NA | 87 | 67 | | | | | | | | | | | | | | |
| 14.75 | Grant/contract | | BL | NA | NA | - | 2 | | | | | | | | | | | | | | |
| 18.25 | St \$ | 338,505 | ID | NA | NA | - | 1 | | | | | | | | | | | | | | |
| - | Fed \$ | - | CC | NA | NA | - | - | | | | | | | | | | | | | | |
| - | Stipends | | Oth | NA | NA | - | - | | | | | | | | | | | | | | |
| 50 | St \$ | 22,000 | Area | | | | | | | | | | | | | | | | | | |
| 916 | Fed \$ | 28,220 | VI | NA | NA | - | - | | | | | | | | | | | | | | |
| 145 | Facilities | | C/HI | NA | NA | - | - | | | | | | | | | | | | | | |
| 95 | Office | Inad | ED | NA | NA | 4 | 4 | | | | | | | | | | | | | | |
| yes | Class/clinic | Inad | MR | NA | NA | 83 | 55 | | | | | | | | | | | | | | |
| - | Practicum | Ad | LD | NA | NA | - | 11 | | | | | | | | | | | | | | |
| - | Courses | | Pre-service | | | | | | | | | | | | | | | | | | |
| - | On-campus | | PT | - | 175 | - | 38 | | | | | | | | | | | | | | |
| 4 | Acad yr--U | 31.50 | FT | 355 | 180 | 87 | 32 | | | | | | | | | | | | | | |
| - | Acad yr--G | 18.50 | Support | | | | | | | | | | | | | | | | | | |
| - | Sum ses--U | 54.00 | St | | | | | | | | | | | | | | | | | | |
| - | Sum ses--G | 33.00 | \$ | NA | NA | - | 1 | | | | | | | | | | | | | | |
| - | Off-campus | | \$ | NA | NA | - | 1,500 | | | | | | | | | | | | | | |
| 4 | Acad yr--U | 18.75 | Fed | | | | | | | | | | | | | | | | | | |
| - | Acad yr--G | 3.75 | \$ | NA | NA | - | - | | | | | | | | | | | | | | |
| - | Sum ses--U | 1.50 | \$ | NA | NA | 32 | 10 | | | | | | | | | | | | | | |
| - | Sum ses--G | 2.25 | \$ | NA | NA | 19,487 | 6,188 | | | | | | | | | | | | | | |
| - | Special inst | .75 | Location | | | | | | | | | | | | | | | | | | |
| - | Certification | NA | Rural NC | | | | | | | | | | | | | | | | | | |
| | | | Suburban NC | | | | | | | | | | | | | | | | | | |
| | | | Urban NC | | | | | | | | | | | | | | | | | | |
| | | | Other state | | | | | | | | | | | | | | | | | | |
| | | | Unknown | | | | | | | | | | | | | | | | | | |

Unit ECU

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

| FACULTY | | | PROGRAM | | STUDENTS | | | |
|---------|------------|-----------------|-----------------|--------|-------------|-----|-----------|-----|
| Sex | Assignment | | Program Scope | | Enrollees | | Graduates | |
| | | | | | U | G | U | G |
| M | 5 | Teach | HI | yes | | | | |
| F | 3 | U | SP | - | Total | | | |
| | | G | VI | - | 1972-73 | /// | /// | 50 |
| | | Res | C/HI | - | 1973-74 | /// | /// | 48 |
| Race | | U | ED | - | 1974-75 | 73+ | 25 | /// |
| WH | 8 | G | MR | yes | 1975-76 | 77+ | 50 | /// |
| BL | - | Admin | LD | yes | 1976-77 | 72+ | 50 | /// |
| CC | - | U | G/T | - | | | | |
| Oth | - | G | Non-c | - | | | | |
| Age | | Dir ser | | | Sex | | | |
| 20-35 | 3 | Other | Program Support | | M | NA | NA | 5 |
| 36-50 | 4 | Total FTE | Basic | | F | NA | NA | 93 |
| 51-65 | 2 | Advisees | St \$ | 88,475 | Race | | | |
| Degree | | Support | Fed \$ | 17,800 | WH | NA | NA | 98 |
| M | 5 | St | Grant/contract | | BL | NA | NA | 2 |
| D | 3 | Fed | St \$ | 19,000 | ID | NA | NA | - |
| | | Pvt | Fed \$ | - | CC | NA | NA | - |
| Rank | | Direct Services | Stipends | | Oth | NA | NA | - |
| Adjunct | - | Consult | St \$ | 23,000 | Area | | | |
| Lect | 2 | Train | Fed \$ | 10,200 | VI | - | - | - |
| Assist | 4 | Eval | Facilities | | C/HI | - | - | - |
| Assoc | 2 | Assess | Office | Ad | ED | - | - | - |
| Prof | 2 | Info | Class/clinic | Ad | MR | 296 | 47 | 98 |
| | | Faculty Grants | Practicum | Ad | LD | - | 78 | - |
| Area | | | Coursns | | Pre-service | | | |
| HI | - | | On-campus | | PT | 100 | 80+ | - |
| SP | - | | Acad yr--U | 31.50 | FT | 296 | 20+ | 98 |
| VI | - | | Acad yr--G | 16.75 | | | | |
| C/HI | - | | Sum ses--U | 16.00 | Support | | | |
| ED | - | Staff | Sum ses--G | 13.50 | St | | | |
| MR | 6 | | Off-campus | | \$ | - | 11 | - |
| LD | 4 | | Acad yr--U | 19.50 | \$ | - | 23,000 | - |
| G/T | 2 | | Acad yr--G | 2.25 | Fed | | | |
| Autis | - | | Sum ses--U | 1.50 | \$ | | | |
| Thr rec | - | | Sum ses--G | .75 | \$ | | | |
| Non-c | 4 | | Special inst | 8.25 | \$ | | | |
| | | | Certification | NA | | | | |

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

| PROGRAM | | | STUDENTS | | | | | | | |
|---------|-----------------|--------|--------------|-----|-----------|--------|-----------|------|----|--|
| | | | Enrollees | | Graduates | | Graduates | | | |
| | | | U | G | U | G | U | G | | |
| 3.83 | Program Scope | | | | | | | | | |
| | HI | yes | | | | | | | | |
| 2.00 | SP | - | | | | | | | | |
| | VI | - | | | | | | | | |
| | C/HI | - | | | | | | | | |
| | ED | - | | | | | | | | |
| | MR | yes | | | | | | | | |
| | LD | yes | | | | | | | | |
| .08 | G/T | - | | | | | | | | |
| .09 | Non-c | - | | | | | | | | |
| 2.50 | Program Support | | Sex | | | | | | | |
| | Basic | | M | NA | NA | 5 | 7+ | | | |
| 7.50 | St \$ | 88,475 | P | NA | NA | 93 | 21+ | | | |
| 280 | Ped \$ | 17,800 | Race | | | | | | | |
| | Grant/contract | | WH | NA | NA | 96 | 28+ | | | |
| 7 | St \$ | 19,000 | BL | NA | NA | 2 | - | | | |
| 1 | Fed \$ | - | ID | NA | NA | - | - | | | |
| | Stipende | | CC | NA | NA | - | - | | | |
| | St \$ | 23,000 | Oth | NA | NA | - | - | | | |
| | Fed \$ | 10,200 | Area | | | | | | | |
| 48 | Facilities | | VI | - | - | - | - | | | |
| 280 | Office | Ad | C/HL | - | - | - | - | | | |
| 89 | Class/clinic | Ad | ED | - | - | - | - | | | |
| 30 | Practicum | Ad | MR | 295 | 47 | 98 | 26 | | | |
| 520 | | | LD | - | 78 | - | 12 | | | |
| | Courses | | Pre-service | | | | | | | |
| | On-campus | | PT | 100 | 80+ | - | 6 | | | |
| | Acad yr--U | 31.50 | FT | 295 | 20+ | 98 | 32 | | | |
| | Acad yr--G | 19.75 | Support | | | | | | | |
| 2.5 | Sum ses--U | 15.00 | St | | | | | | | |
| | Sum ses--G | 13.50 | \$ | - | 11 | - | 5 | | | |
| | Off-campus | | \$ | - | 23,000 | - | 11,000 | | | |
| | Acad yr--U | 19.50 | Fed | | | | | | | |
| | Acad yr--G | 2.25 | \$ | - | 5 | 19 | 9 | | | |
| | Sum ses--U | 2.50 | \$ | - | 20,200 | 10,200 | 16,800+ | | | |
| | Sum ses--G | .75 | | | | | | | | |
| | Special inst | 8.25 | | | | | | | | |
| | Certification | NA | | | | | | | | |
| | | | Position | | | | | | | |
| | | | Admin | | | | | .5 | - | |
| | | | Col/univ tch | | | | | - | 1 | |
| | | | Con/itin tch | | | | | 1.0 | 3 | |
| | | | Res rm tch | | | | | 75.0 | 15 | |
| | | | Spec cl tch | | | | | 21.5 | 9 | |
| | | | Speech path | | | | | - | - | |
| | | | Super | | | | | - | - | |
| | | | Voc ed | | | | | - | - | |
| | | | Phys ed | | | | | - | - | |
| | | | Reg ed | | | | | - | - | |
| | | | Cont ed | | | | | - | - | |
| | | | Unknown | | | | | - | 10 | |
| | | | Placement | | | | | | | |
| | | | Clinic/hos | | | | | - | - | |
| | | | Com agency | | | | | 4 | - | |
| | | | Col/univ | | | | | - | 4 | |
| | | | Pub sch dis | | | | | 89 | 21 | |
| | | | Resi cen | | | | | 5 | 1 | |
| | | | Spec day sch | | | | | - | 1 | |
| | | | State agencv | | | | | - | 1 | |
| | | | Unknown | | | | | - | 10 | |
| | | | Serving | | | | | | | |
| | | | Preschool | | | | | 4 | - | |
| | | | Elementary | | | | | 39+ | 7+ | |
| | | | Secondary | | | | | 4+ | 3+ | |
| | | | Combined | | | | | 7 | 7 | |
| | | | Location | | | | | | | |
| | | | Rural NC | | | | | 27 | 9 | |
| | | | Suburban NC | | | | | 20 | 4 | |
| | | | Urban NC | | | | | 39 | 11 | |
| | | | Other state | | | | | 11 | 4 | |
| | | | Unknown | | | | | 1 | 10 | |

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit UNC-CN

| FACULTY | | | PROGRAM | | STUDENT | | | | |
|---------|-----------------|-------|-----------------|---------|--|-----------------------------|--|-------------------------------|----------|
| Sex | Assignment | | Program Scops | | Enrollees | | Graduates | | |
| | | | | | U | C | U | G | |
| M | Teach | | HI | yes | Total 1972-73 1973-74 1974-75 1975-76 1976-77 | /// /// 22 28 - | /// /// 47 ^c 16 6 | 17 19 /// /// /// | 30 46 |
| F | U | 3.25 | SP | yes | | | | | |
| | C | 5.65 | VI | - | | | | | |
| Race | Res | | C/HI | - | | | | | |
| WH | U | - | ED | yes | | | | | |
| BL | C | .50 | MR | yes | | | | | |
| CC | Admin | | LD | yes | | | | | |
| Oth | U | - | C/T | - | | | | | |
| | C | .50 | Non-c | yes | | | | | |
| ARC | Dir scr | .25 | Program Support | | | | | | |
| 20-35 | Other | .25 | Basic | | M | 5 | 24 | 4 | 10 |
| 36-50 | Total FTE | 10.40 | St \$ | 38,370 | F | 45 | 55 | 32 | 67 |
| 51-65 | Advisees | 89 | Fed \$ | 197,000 | Race | | | | |
| | Support | | Grant/contract | | WH | 46 | 73 | 33 | 75 |
| Decrec | | | St \$ | 57,600 | BL | 4 | 4 | 3 | 6 |
| M | St | 5.25 | Ped \$ | 13,000 | ID | - | - | - | - |
| D | Fed | 11.50 | Stipends | | CC | - | 1 | - | - |
| | Pvt | .25 | St \$ | 66,450 | Oth | - | 1 | - | - |
| Rank | | | Fed \$ | 41,100 | Area | | | | |
| Adjunct | Direct Services | | Facilities | | VI | - | - | - | - |
| Lect | Consult | - | Office | Inad | C/HI | - | - | - | - |
| Assist | Train | 120 | Class/clinic | Ad | ED | - | 22 | - | 20 |
| Assoc | Eval | - | Practicum | Ad | MR | 50 | 43 ^d | 36 | 57 |
| Prof | Assess | - | | | LD | - | 14 | - | 8 |
| | Info | yes | Courses | | Pre-service | | | | |
| Area | Faculty Grants | | On-campus | | PT | - | 14 | - | 1 |
| HI | \$ | 1 | Acad yr--U | 7 | FT | 50 | 55 | 36 | 75 |
| SP | | | Acad yr--G | 17 | Support | | | | |
| VI | \$ | 690 | Sum ses--U | 8 | St | | | | |
| C/HI | | | Sum ses--C | 4 | \$ | - | 24 | - | 34 |
| ED | Staff | 3.5 | Off-campus | | \$ | - | 46,500 | - | 78,650 |
| MR | | | Acad yr--U | - | Fed | | | | |
| LD | | | Acad yr--C | - | \$ | | | | |
| G/T | | | Sum ses--U | - | \$ | 8 | 20 | 6 | 34 |
| Artis | | | Sum ses--G | - | \$ | 600 | 45,300 | 1,300 | 53,700 |
| Thr rec | | | Special inst | 2 | | | | | |
| Non-c | | | Certification | NA | | | | | |

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

| PROGRAM | | | | STUDENTS | | | | | |
|---------------|-------|-----|--|-----------------|---------|-----------|-------|--------------|-----------|
| PROGRAM SCOPE | | | | Enrollees | | Graduates | | Graduates | |
| | | | | U | C | U | C | U | C |
| 3.25 | HI | yes | | | | | | | |
| 5.65 | SP | yes | | | | | | | |
| | VI | - | | | | | | | |
| | C/HI | - | | | | | | | |
| .50 | ED | yes | | | | | | | |
| | MR | yes | | | | | | | |
| | LD | yes | | | | | | | |
| | C/T | - | | | | | | | |
| | Non-c | yes | | | | | | | |
| | | | | Sex | | | | Position | |
| | | | | M | 34 | 4 | 15 | Admin | 1.0 |
| | | | | F | 55 | 53 | 61 | Col/univ tch | 3.0 |
| | | | | Race | | | | Con/itin tch | 8.0 |
| | | | | WH | 73 | 53 | 71 | Res rm tch | 18.5 32.5 |
| | | | | BL | 4 | 4 | 4 | Spec cl tch | 15.0 20.5 |
| | | | | ID | - | - | 1 | Speech path' | - |
| | | | | CC | - | 1 | - | Super | .5 5.0 |
| | | | | Oth | - | 1 | - | Voc ed | 1.0 1.0 |
| | | | | Area | | | | Phys ed | - |
| | | | | VI | - | - | - | Reg ed | - |
| | | | | C/HI | - | - | - | Cont ed | - |
| | | | | ED | - | 22 | - | Unknown | 1.0 5 |
| | | | | MR | 50 | 43 | 38 | Placemen. | - |
| | | | | LD | - | 14 | - | Clinic/hos | - 6 |
| | | | | Pre-service | | | | Con agency | - 2 |
| | | | | PT | - | 14 | - | Col/univ | - 5 |
| | | | | FT | 50 | 55 | 38 | Pub sch dis | 29 45 |
| | | | | Support | | | | Resi ctn | 3 1 |
| | | | | St | - | 24 | - | Spec day sch | 3 12 |
| | | | | \$ | - | 46,500 | - | Stac agency | - 1 |
| | | | | Fed | - | - | - | Unknown | 1 4 |
| | | | | \$ | 8 | 30 | 8 | Serving | - |
| | | | | \$ | 600 | 45,300 | 1,200 | Preschool | - 21 |
| | | | | | | | | Elementary | 23 41 |
| | | | | | | | | Secondary | 9 5 |
| | | | | | | | | Combined | 4 9 |
| | | | | | | | | Location | |
| | | | | | | | | Rural NC | 13 5 |
| | | | | | | | | Suburban NC | 2 6 |
| | | | | | | | | Urban NC | 15 50 |
| | | | | | | | | Other state | 8 13 |
| | | | | | | | | Unknown | - 3 |
| | | | | Program Support | | | | | |
| | | | | Basic | | | | | |
| | | | | St \$ | 38,370 | | | | |
| | | | | Fed \$ | 197,000 | | | | |
| | | | | Grant/contract | | | | | |
| | | | | St \$ | 57,500 | | | | |
| | | | | Fed \$ | 13,000 | | | | |
| | | | | Stipends | | | | | |
| | | | | St \$ | 68,450 | | | | |
| | | | | Fed \$ | 41,100 | | | | |
| | | | | Facilities | | | | | |
| | | | | Office | Inad | | | | |
| | | | | Class/clinic | Ad | | | | |
| | | | | Practicum | Ad | | | | |
| | | | | Courses | | | | | |
| | | | | On-campus | | | | | |
| | | | | Acad yr--U | 7 | | | | |
| | | | | Acad yr--C | 17 | | | | |
| | | | | Sum ses--U | 8 | | | | |
| | | | | Sum ses--C | 4 | | | | |
| | | | | Off-campus | | | | | |
| | | | | Acad yr--U | - | | | | |
| | | | | Acad yr--C | - | | | | |
| | | | | Sum ses--U | - | | | | |
| | | | | Sum ses--C | - | | | | |
| | | | | Special inst | 2 | | | | |
| | | | | Certification | | | | | |
| | | | | NA | | | | | |

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

 Unit NCCU

| FACULTY | | | | PROGRAM | | | | Enrollees | | Graduates | |
|---------|------------|-----------------|-----|-----------------|--------|-------------|-----|-----------|-----|-----------|--|
| Sex | Assignment | | | Program Scope | | | U | C | U | G | |
| M | 1 | Teach | | HI | yes | | | | | | |
| F | 4 | U | | SP | yes | Total | | | | | |
| | | C | 4.5 | VI | - | 1972-73 | /// | /// | | 4 | |
| Race | | Res | | C/Hi | - | 1973-74 | /// | /// | | 15 | |
| WH | 3 | U | - | ED | yes | 1974-75 | - | 28 | /// | /// | |
| BL | 2 | C | - | MR | yes | 1975-76 | - | 31 | /// | /// | |
| CC | - | Admin | | LD | - | 1976-77 | - | 40 | /// | /// | |
| Oth | - | U | | G/T | - | | | | | | |
| | | C | .5 | Non-c | - | | | | | | |
| ARC | | Dir ser | - | Program Support | | Sex | | | | | |
| 20-35 | 3 | Other | - | Basic | | M | - | 17 | | 3 | |
| 35-50 | 2 | Total FTE | 5.0 | St \$ | 65,000 | F | - | 82 | | 16 | |
| 51-65 | - | Advisees | 29 | Fed \$ | 59,000 | Race | | | | | |
| | | | | Grant/contract | | WH | - | 8 | | 2 | |
| Decree | | Support | | St \$ | 12,850 | BL | - | 91 | | 17 | |
| M | 1 | St | 2 | Fed \$ | - | ID | - | - | | - | |
| D | 4 | Fed | 3 | Stipenda | | CC | - | - | | - | |
| | | Pvt | - | St \$ | 1,800 | Oth | - | - | | - | |
| Rank | | | | Fed \$ | 30,500 | Area | | | | | |
| Adjunct | - | Direct Services | | | | VI | - | - | | - | |
| Lect | 1 | Consult | 18 | Facilities | | C/Hi | - | - | | - | |
| Assist | - | Train | 88 | Office | Ad | ED | - | 5 | | - | |
| Assoc | 2 | Eval | - | Class/clinic | Inad | MR | - | 94 | | 18 | |
| Prof | 2 | Assess | 1 | Practicum | Inad | LD | - | - | | - | |
| | | Info | yes | Courses | | Pre-service | | | | | |
| Area | | Faculty Grants | | On-campus | | PT | - | 74 | | 6 | |
| HI | - | # | - | Acad yr--U | 4 | FT | - | 25 | | 11 | |
| SP | - | \$ | - | Acad yr--G | 9 | | | | | | |
| VI | - | | - | Sum ses--U | 1 | Support | | | | | |
| C/Hi | - | | - | Sum ses--G | 7 | St | | | | | |
| ED | 2 | Staff | 1 | Off-campus | | # | - | - | | - | |
| MR | 4 | | | Acad yr--U | 1 | \$ | - | - | | - | |
| LD | - | | | Acad yr--G | 3 | Fed | | | | | |
| G/T | - | | | Sum ses--U | - | # | - | 27 | | 19 | |
| Autis | - | | | Sum ses--G | - | \$ | - | 27,457 | | 12,844 | |
| Thr rec | - | | | Special inst | 1 | | | | | 37 | |
| Non-c | - | | | | | | | | | | |
| | | | | Certification | NA | | | | | | |

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

| PROGRAM | | | STUDENTS | | | | | | |
|---------|-----------------|--------|-----------|--------|-----------|--------|-----------|----|--|
| | | | Enrollees | | Graduates | | Graduates | | |
| | | | U | C | U | G | U | C | |
| | Program Scope | | | | | | | | |
| | HI | yes | | | | | | | |
| 4.5 | SP | yes | | | | | | | |
| | VI | - | | | | | | | |
| | C/HI | - | | | | | | | |
| | ED | yes | | 28 | /// | /// | | | |
| | MR | yes | | 32 | /// | /// | | | |
| | LD | - | | 40 | /// | /// | | | |
| | C/T | - | | | | | | | |
| .5 | Non-c | - | | | | | | | |
| | Program Support | | | | | | | | |
| 5.0 | Basic | | | | | | | | |
| 20 | St \$ | 66,000 | | | | | | | |
| | Fed \$ | 69,000 | | | | | | | |
| | Grant/contract | | | | | | | | |
| 2 | St \$ | 12,650 | | | | | | | |
| 3 | Fed \$ | - | | | | | | | |
| | Stipends | | | | | | | | |
| | St \$ | 1,900 | | | | | | | |
| can | Fed \$ | 30,500 | | | | | | | |
| 18 | Facilities | | | | | | | | |
| 66 | Office | Ad | | | | | | | |
| | Class/clinic | Inad | | | | | | | |
| 1 | Practicum | Inad | | | | | | | |
| yes | Courses | | | | | | | | |
| | On-campus | | | | | | | | |
| | Acad yr--U | 4 | | | | | | | |
| | Acad yr--C | 9 | | | | | | | |
| 1 | Sum ses--U | 1 | | | | | | | |
| | Sum ses--C | 7 | | | | | | | |
| | Off-campus | | | | | | | | |
| | Acad yr--U | 1 | | | | | | | |
| | Acad yr--C | 3 | | | | | | | |
| | Sum ses--U | - | | | | | | | |
| | Sum ses--C | - | | | | | | | |
| | Special inst | 2 | | | | | | | |
| | Certification | | | | | | | | |
| | | NA | | | | | | | |
| | Total | | /// | /// | 4 | 9 | | | |
| | 1972-73 | | /// | /// | 15 | 27 | | | |
| | 1973-74 | | | | | | | | |
| | 1974-75 | | | 28 | /// | /// | | | |
| | 1975-76 | | | 32 | /// | /// | | | |
| | 1976-77 | | | 40 | /// | /// | | | |
| | Sex | | | | | | | | |
| | M | | | 27 | 3 | 6 | | | |
| | F | | | 82 | 16 | 30 | | | |
| | Race | | | | | | | | |
| | WI | | | 8 | 2 | - | | | |
| | BL | | | 91 | 17 | 36 | | | |
| | ID | | | - | - | - | | | |
| | CC | | | 1 | - | - | | | |
| | Oth | | | - | - | - | | | |
| | Area | | | | | | | | |
| | VI | | | - | - | - | | | |
| | C/HI | | | - | - | - | | | |
| | ED | | | 5 | - | 4 | | | |
| | MR | | | 94 | 19 | 32 | | | |
| | LD | | | - | - | - | | | |
| | Pre-service | | | | | | | | |
| | PT | | | 74 | 6 | 18 | | | |
| | FT | | | 25 | 12 | 16 | | | |
| | Support | | | | | | | | |
| | St | | | - | - | - | | | |
| | \$ | | | - | - | - | | | |
| | Fed | | | - | - | - | | | |
| | \$ | | | - | - | - | | | |
| | Sum ses--U | | | 27 | 19 | 35 | | | |
| | Sum ses--C | | | 27,467 | 12,044 | 37,090 | | | |
| | Special inst | | | - | - | - | | | |
| | Location | | | | | | | | |
| | Rural NC | | | - | - | - | 1 | - | |
| | Suburban NC | | | - | - | - | 1 | 11 | |
| | Urban NC | | | - | - | - | 6 | 20 | |
| | Other state | | | - | - | - | 1 | 4 | |
| | Unknown | | | - | - | - | 10 | 1 | |
| | Position | | | | | | | | |
| | Admin | | | - | - | - | - | 1 | |
| | Col/univ tch | | | - | - | - | - | 6 | |
| | Con/itan tch | | | - | - | - | - | 3 | |
| | Res rn tch | | | - | - | - | - | 1 | |
| | Spec cl sch | | | - | - | - | - | 6 | |
| | Specch path | | | - | - | - | - | 22 | |
| | Supet | | | - | - | - | - | 2 | |
| | Voc ed | | | - | - | - | - | 1 | |
| | Phys ed | | | - | - | - | - | 1 | |
| | Reg ed | | | - | - | - | - | 2 | |
| | Cont ed | | | - | - | - | - | 1 | |
| | Unknown | | | - | - | - | - | 1 | |
| | Placement | | | | | | | | |
| | Clinic/hos | | | - | - | - | - | - | |
| | Com agency | | | - | - | - | - | 1 | |
| | Col/univ | | | - | - | - | - | 9 | |
| | Pub sch dis | | | - | - | - | - | 9 | |
| | Residen | | | - | - | - | - | 30 | |
| | Spec day sch | | | - | - | - | - | - | |
| | State agency | | | - | - | - | - | 2 | |
| | Unknown | | | - | - | - | - | 1 | |
| | Serving | | | | | | | | |
| | Preschool | | | - | - | - | - | 2 | |
| | Elementary | | | - | - | - | - | 9 | |
| | Secondary | | | - | - | - | - | 4 | |
| | Combined | | | - | - | - | - | 7 | |
| | Location | | | | | | | | |
| | Rural NC | | | - | - | - | - | 1 | |
| | Suburban NC | | | - | - | - | - | 1 | |
| | Urban NC | | | - | - | - | - | 6 | |
| | Other state | | | - | - | - | - | 1 | |
| | Unknown | | | - | - | - | - | 10 | |

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit NCSU

| FACULTY | | | PROGRAM | | STUDENTS | | | | | | | | |
|---------|------------|-----------------|-----------------|-----|--|-----|-----------|---|---|-----|-----|-----|--|
| Sex | Assignment | | Program Scope | | Enrollees | | Graduates | | | | | | |
| | | | | | U | G | U | G | | | | | |
| M | 2 | Teach | HI | - | Total 1972-73 1973-74 1974-75 1975-76 1976-77 | /// | /// | - | 1 | | | | |
| F | 3 | U | SP | - | | | | | | | | | |
| | | G | VI | yes | | | | | | | | | |
| Race | | Res | C/Hi | - | | | | | | | | | |
| WH | 5 | U | ED | - | | | | | | 6 | /// | /// | |
| BL | - | G | MR | yes | | | | | | 7 | /// | /// | |
| CC | - | Admin | LD | - | | | | | | - | /// | /// | |
| Oth | - | U | G/T | - | | | | | | - | - | - | |
| | | G | Non-c | - | | | | | | - | - | - | |
| Age | | Dir ser | | | | | | | | Sex | | | |
| 20-35 | 1 | Other | Program Support | | M | - | - | - | 1 | | | | |
| 35-50 | 1 | Total FTE | Basic | | F | 13 | - | - | 1 | | | | |
| 51-65 | 3 | Advisees | St \$ | 0 | Race | | | | | | | | |
| | | | Fed \$ | - | WH | - | 12 | - | 1 | | | | |
| Degree | | Support | Grant/contract | | BL | - | 1 | - | - | | | | |
| M | 3 | St | St \$ | - | ID | - | - | - | - | | | | |
| D | 2 | Fed | Fed \$ | - | CC | - | - | - | - | | | | |
| | | Pvt | Stipends | | Oth | - | - | - | 1 | | | | |
| Rank | | | St \$ | - | Area | | | | | | | | |
| Adjunct | 2 | Direct Services | Fed \$ | - | VI | - | 2 | - | - | | | | |
| Lect | - | Consult | | | C/Hi | - | - | - | - | | | | |
| Assist | 1 | Train | Facilities | | ED | - | - | - | - | | | | |
| Assoc | 1 | Eval | Office | Ad | MR | - | 11 | - | 2 | | | | |
| Prof | 1 | Assess | Class/clinic | Ad | LD | - | - | - | - | | | | |
| | | Info | Practicum | Ad | | | | | | | | | |
| Area | | | Courses | | Pre-service | | | | | | | | |
| HI | - | Faculty Grants | On-campus | | PT | - | 7 | - | 1 | | | | |
| SP | - | \$ | Acad yr--U | - | FT | - | 6 | - | 1 | | | | |
| VI | 1 | \$ | Acad yr--G | 2 | | | | | | | | | |
| C/Hi | - | | Sum ses--U | - | Support | | | | | | | | |
| ED | - | Staff | Sum ses--G | 10 | St | | | | | | | | |
| MR | 3 | | Off-campus | | \$ | - | 1 | - | - | | | | |
| LD | - | | Acad yr--U | - | \$ | - | 1,200 | - | - | | | | |
| G/T | - | | Acad yr--G | - | Fed | - | - | - | - | | | | |
| Autis | - | | Sum ses--U | - | \$ | - | - | - | - | | | | |
| Thr rec | - | | Sum ses--G | - | \$ | - | - | - | - | | | | |
| Non-c | 1 | | Special inst | 1 | | | | | | | | | |
| | | | Certification | NA | | | | | | | | | |

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

| PROGRAM | | | STUDENTS | | | | | | | | | | |
|---------|-----------------|-----|-------------|-----|-----------|-----|-----------|---|--|--------------|---|---|--|
| | | | Enrollees | | Graduates | | Graduates | | | | | | |
| | | | U | G | U | G | U | G | | | | | |
| | Program Scope | | | | | | | | | | | | |
| | HI | - | | | | | | | | | | | |
| | SP | - | | | | | | | | | | | |
| 2.65 | VI | yes | Total | | | | | | | Position | | | |
| | C/HI | - | 1972-73 | /// | /// | - | 2 | | | Admin | - | 2 | |
| | ED | - | 1973-74 | /// | /// | - | 2 | | | Col/univ tch | - | - | |
| .10 | MR | yes | 1974-75 | - | 6 | /// | /// | | | Con/itin tch | - | - | |
| | LD | - | 1975-76 | - | 7 | /// | /// | | | Res rñ tch | - | - | |
| | G/T | - | 1976-77 | - | - | /// | /// | | | Spec cl tch | - | - | |
| .30 | Non-c | - | Sex | | | | | | | Speech path | - | - | |
| .20 | | | M | - | 6 | - | 2 | | | Super | - | - | |
| | | | F | - | 13 | - | 2 | | | Voc ed | - | - | |
| 2.15 | Program Support | | | | | | | | | Phys ed | - | - | |
| NA | Basic | - | Race | | | | | | | Reg ed | - | - | |
| | St \$ | - | WH | - | 18 | - | 2 | | | Cont ed | - | - | |
| | Fed \$ | - | BL | - | 2 | - | - | | | Unknown | - | 2 | |
| 5 | Grant/contract | - | ID | - | - | - | - | | | Placement | | | |
| | St \$ | - | CC | - | - | - | - | | | Clinic/hos | - | - | |
| | Fed \$ | - | Och | - | - | - | 2 | | | Com agency | - | 2 | |
| | Stipends | - | Area | | | | | | | Col/univ | - | - | |
| | St \$ | - | VI | - | 8 | - | - | | | Pub sch dis | - | - | |
| 10+ | Fed \$ | - | C/HI | - | - | - | - | | | Resi cen | - | - | |
| | Facilities | | ED | - | - | - | - | | | Spec day sch | - | - | |
| 55 | Office | Ad | MR | - | 11 | - | 8 | | | State agency | - | - | |
| 55 | Class/clinic | Ad | LD | - | - | - | - | | | Unknown | - | 2 | |
| yes | Practicum | Ad | | | | | | | | Serving | | | |
| | Courses | | Pre-service | | | | | | | Preschool | - | 2 | |
| | On-campus | | PT | - | 7 | - | 2 | | | Elementary | - | - | |
| | Acad yr--U | - | FT | - | 6 | - | 2 | | | Secondary | - | - | |
| | Acad yr--G | 0 | | | | | | | | Combined | - | - | |
| .11 | Sum ses--U | - | Support | | | | | | | Location | | | |
| | Sum ses--G | 10 | St | - | 2 | - | - | | | Rural NC | - | - | |
| | Off-campus | | \$ | - | 1,200 | - | - | | | Suburban NC | - | 2 | |
| | Acad yr--U | - | Fed | - | - | - | - | | | Urban NC | - | - | |
| | Acad yr--G | - | \$ | - | - | - | - | | | Other state | - | - | |
| | Sum ses--U | - | \$ | - | - | - | - | | | Unknown | - | 2 | |
| | Sum ses--G | - | \$ | - | - | - | - | | | | | | |
| | Special inst | 2 | | | | | | | | | | | |
| | Certification | NA | | | | | | | | | | | |

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unic ECU

| FACULTY * | | | | PROGRAM | | | | STUDEN | | | | | |
|-----------|----|-----------------|-------|-----------------|---------|--|-------------|-----------|--------|-----------|--------|--|--|
| Sex | | Assignment | | Program Scope | | | | Enrollees | | Graduates | | | |
| M | 8 | Teach | | HI | - | | | U | G | U | G | | |
| F | 7 | U | 6.65 | SP | yes | | Total | | | | | | |
| | | G | 2.25 | VI | - | | 1972-73 | /// | /// | 17 | 12 | | |
| Race | | Res | | C/HL | - | | 1973-74 | /// | /// | 29 | 20 | | |
| WH | 13 | U | - | ED | - | | 1974-75 | 43 | 6 | /// | /// | | |
| BL | - | G | .30 | MR | yes | | 1975-76 | 49 | - | /// | /// | | |
| CC | - | Admin | | LD | yes | | 1976-77 | - | - | /// | /// | | |
| Oth | - | U | - | G/T | - | | | | | | | | |
| | | G | .70 | Non-c | - | | | | | | | | |
| Age | | Dir ser | 3.10 | | | | Sex | | | | | | |
| 20-35 | 3 | Other | - | Program Support | | | M | NA | NA | 10 | 7 | | |
| 36-50 | 4 | Total FTE | 13.20 | Basic | | | F | NA | NA | 36 | 14 | | |
| 51-65 | 6 | Advisees | 50 | St \$ | 320,000 | | Race | | | | | | |
| Degree | | Support | | Ped. \$ | 12,000 | | WH | NA | NA | 44 | 21 | | |
| M | 5 | St | 13 | Grant/contract | | | BL | NA | NA | 1 | - | | |
| D | 6 | Fed | - | St \$ | 41,170 | | ID | NA | NA | 1 | - | | |
| | | Pvt | - | Fed \$ | 11,532 | | CC | NA | NA | - | - | | |
| Rank | | | | Stipends | | | Oth | NA | NA | - | - | | |
| Adjunct | - | Direct Services | | St \$ | - | | Area | | | | | | |
| Lect | 2 | Consult | 255 | Ped \$ | 24,380 | | VI | - | - | - | - | | |
| Assist | 6 | Train | 260 | Facilities | | | C/HL | - | - | - | - | | |
| Assoc | 1 | Eval | - | Office | Inad | | ED | - | - | - | - | | |
| Prof | 2 | Assess | 200 | Class/clinic | Ad | | MR | 92 | 6 | 46 | 21 | | |
| | | Info | 200 | Practicum | Ad | | LD | - | - | - | - | | |
| Area | | | | Courses | | | Pre-service | | | | | | |
| HI | 1 | Faculty Grants | | On-campus | | | PT | - | - | 1 | 6 | | |
| SP | 5 | # | - | Acad yr--U | 23.26 | | FT | 92 | 6 | 45 | 15 | | |
| VI | 1 | \$ | - | Acad yr--G | 4.50 | | | | | | | | |
| C/HL | - | | | Sum ses--U | 11.25 | | Support | | | | | | |
| ED | - | Staff | .70 | Sum ses--G | 6.00 | | St | | | | | | |
| MR | 4 | | | Off-campus | | | \$ | - | - | 1 | - | | |
| LD | 2 | | | Acad yr--U | 6.00 | | \$ | - | - | 800 | - | | |
| G/T | 1 | | | Acad yr--G | 2.25 | | Fed | | | | | | |
| Autis | - | | | Sum ses--U | 1.50 | | # | 4 | 6 | 4 | 6 | | |
| Thr rec | 1 | | | Sum ses--G | .75 | | \$ | 1,400 | 10,800 | 800+ | 5,400+ | | |
| Non-c | 1 | | | Special inst | 6.26 | | | | | | | | |
| | | | | Certification | 300 | | | | | | | | |

*Includes 6 speech & hearing faculty.

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

| PROGRAM | | | STUDENTS | | | | | | | |
|----------|-----------------|---------|-------------|-------|-----------|------|-----------|---|--|--|
| | | | Enrollees | | Graduates | | Graduates | | | |
| | | | U | G | U | G | U | G | | |
| | Program Scope | | | | | | | | | |
| 8.65 | HI | - | | | | | | | | |
| 2.25 | SP | yes | Total | | | | | | | |
| | VI | - | 1972-73 | /// | /// | 17 | 11 | | | |
| | C/HI | - | 1973-74 | /// | /// | 29 | 10 | | | |
| | ED | - | 1974-75 | 43 | 6 | /// | /// | | | |
| .30 | MR | yes | 1975-76 | 49 | - | /// | /// | | | |
| | LD | yes | 1976-77 | - | - | /// | /// | | | |
| | G/T | - | | | | | | | | |
| .70 | Non-c | - | Sex | | | | | | | |
| 3.10 | | | M | NA | NA | 10 | 7 | | | |
| | | | F | NA | NA | 36 | 14 | | | |
| | Program Support | | Race | | | | | | | |
| 13.20 | Basic | | WH | NA | NA | 44 | 21 | | | |
| 50 | St \$ | 220,000 | BL | NA | NA | 1 | - | | | |
| | Fed \$ | 12,000 | LD | NA | NA | 1 | - | | | |
| | Grant/contract | | CC | NA | NA | - | - | | | |
| 13 | St \$ | 41,170 | Oth | NA | NA | - | - | | | |
| | Fed \$ | 11,532 | Area | | | | | | | |
| | Stipends | | VI | - | - | - | - | | | |
| | St \$ | - | C/HI | - | - | - | - | | | |
| | Fed \$ | 24,360 | ED | - | - | - | - | | | |
| 255 | | | MR | 92 | 6 | 46 | 21 | | | |
| 260 | Facilities | | LD | - | - | - | - | | | |
| | Office | Inad | Pre-service | | | | | | | |
| 200 | Class/clinic | Ad | PT | - | - | 1 | 6 | | | |
| 200 | Practicum | Ad | FT | 92 | 6 | 45 | 15 | | | |
| | Courses | | Support | | | | | | | |
| | On-campus | | St | | | 1 | - | | | |
| | Acad yr--U | 23.26 | \$ | - | - | 800 | - | | | |
| | Acad yr--G | 4.50 | Fed | | | | | | | |
| .70 | Sum ses--U | 11.26 | \$ | 4 | 6 | 4 | 6 | | | |
| | Sum ses--G | 6.00 | \$ | 1,400 | 10,800 | 800+ | 5,400+ | | | |
| | Off-campus | | | | | | | | | |
| | Acad yr--U | 6.00 | | | | | | | | |
| | Acad yr--G | 2.25 | | | | | | | | |
| | Sum ses--U | 1.50 | | | | | | | | |
| | Sum ses--G | .76 | | | | | | | | |
| | Special inst | 6.25 | | | | | | | | |
| faculty. | Cercification | 200 | | | | | | | | |

| Position | U | G |
|--------------|----|----|
| Admin | - | - |
| Col/univ tch | - | - |
| Con/itin tch | - | - |
| Res rm tch | 38 | 12 |
| Spec cl tch | 2 | 6 |
| Speech path | - | - |
| Super | - | 1 |
| Voc ed | - | - |
| Phys ed | - | - |
| Reg ed | - | - |
| Cent ed | 4 | 1 |
| Unknown | 2 | 1 |
| Placement | | |
| Clinic/hos | - | - |
| Com agency | - | - |
| Col/univ | 3 | 1 |
| Pub sch dis | 40 | 19 |
| Resi cen | - | - |
| Spec day sch | - | - |
| State agency | - | - |
| Unknown | 3 | 1 |
| Serving | | |
| Preschool | - | - |
| Elementary | 36 | 14 |
| Secondary | 3 | 4 |
| Combined | 1 | 1 |
| Location | | |
| Rural NC | 16 | 5 |
| Suburban NC | 13 | 7 |
| Urban NC | 6 | 4 |
| Other state | 4 | 3 |
| Unknown | 7 | 2 |

Unit UNC (Six active institutions)

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

| FACULTY* | | | | PROGRAM | | STUDENT | | | |
|----------|-----------------|-------|--|-----------------|---------|------------------------|-------|-----------|---------|
| Sex | Assignment | | | Program Scope | | Enrollees ^f | | Graduates | |
| M | Teach | | | HI | yes | U | G | U | G |
| F | U | 24.43 | | SP | yes | Total | | | |
| | G | 20.05 | | VI | yes | 1972-73 | /// | /// | 121 |
| Race | Res | | | C/HI | - | 1973-74 | /// | /// | 166 |
| WH | U | - | | ED | yes | 1974-75 | 308+ | 187 | /// |
| BL | G | .90 | | MR | yes | 1975-76 | 239+ | 184 | /// |
| CC | Admin | | | LD | yes | 1976-77 | - | 181 | /// |
| Oth | U | .83 | | G/T | - | | | | |
| | G | 2.49 | | Non-c | yes | Sex | | | |
| Age | Dir ser | 14.80 | | | | M | 6 | 41 | 30 |
| 20-35 | Other | 2.00 | | Program Support | | F | 46 | 160 | 258 |
| 35-50 | Total FTE | 86.50 | | Basic | | Race | | | |
| 51-65 | Advisees | 348 | | St \$ | 875,408 | WH | 46 | 93 | 282 |
| Degree | Support | | | Fed \$ | 376,800 | BL | 4 | 96 | 23 |
| M | St | 47.00 | | Grant/contract | | ID | - | - | 1 |
| D | Fed | 31.76 | | St \$ | 388,826 | CC | - | 1 | - |
| | Pvt | .25 | | Fed \$ | 24,532 | Oth | - | 1 | - |
| Rank | Direct Services | | | Stipends | | Area | | | |
| Adjunct | Consult | 379 | | St \$ | 113,360 | VI | - | 2 | - |
| Lect | Train | 1522 | | Fed \$ | 734,380 | C/HI | - | - | - |
| Assist | Eval | 288 | | Facilities | | ED | - | 27 | 4 |
| Assoc | Assess | 381 | | Office | Varies | MR | 437 | 201 | 282 |
| Prof | Info | 720 | | Class/clinic | Varies | LD | - | 92 | - |
| | | | | Practicum | Varies | | | | |
| Area | Faculty Grants | | | Courses | | Pre-service | | | |
| HI | \$ | 1 | | On-campus | | PT | 100 | 350+ | 9 |
| SP | \$ | 890 | | Acad yr--U | 97.26 | FT | 792 | 302+ | 277 |
| VI | \$ | | | Acad yr--G | 77.76 | | | | |
| C/HI | Staff | 10.81 | | Sum ses--U | 89.26 | Support | | | |
| ED | | | | Sum ses--G | 73.60 | St | | | |
| MR | | | | Off-campus | | \$ | - | 36 | 1 |
| LD | | | | Acad yr--U | 45.25 | \$ | - | 70,700 | 800 |
| G/T | | | | Acad yr--G | 11.26 | Fed | | | |
| Adults | | | | Sum ses--U | 4.60 | \$ | 7 | 68 | 80 |
| Thr rec | | | | Sum ses--G | 3.76 | \$ | 2,000 | 93,767 | 44,331 |
| Non-c | | | | Special inst | 21.25 | | | | 219,184 |
| | | | | Certification | 200+ | | | | |

*Includes 11 speech & hearing faculty.

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

(active institutions)

| | PROGRAM | | STUDENTS | | | | | | | | |
|-------|-----------------|---------|------------------------|-------|-----------|---------|-----------|---|--------------|-------|------|
| | | | Enrollees ^f | | Graduates | | Graduates | | | | |
| | | | U | G | U | G | U | G | | | |
| 24.43 | Program Scope | | | | | | | | | | |
| | HI | yes | | | | | | | Position | | |
| 30.05 | SP | yes | Total | | | | | | Admin | .5 | 4.0 |
| | VI | yes | 1972-73 | /// | /// | 121 | 84 | | Col/univ tch | - | 7.0 |
| | C/HI | - | 1973-74 | /// | /// | 185 | 159 | | Con/itin tch | 3.0 | 20.0 |
| | ED | yes | 1974-75 | 308+ | 167 | /// | /// | | Ees rm tch | 156.5 | 95.5 |
| | MR | yes | 1975-76 | 339+ | 164 | /// | /// | | Spec cl tch | 86.5 | 84.5 |
| | LD | yes | 1976-77 | - | 161 | /// | /// | | Speech path | - | - |
| 2.49 | G/T | - | Sex | | | | | | Super. | .5 | 10.0 |
| 14.80 | Non-c | yes | M | 5 | 41 | 30 | 50+ | | Voc ed | 2.0 | 1.0 |
| 2.00 | | | F | 45 | 150 | 256 | 283+ | | Phys ed | - | 1.0 |
| 65.50 | Program Support | | Race | | | | | | Reg ed | 2.0 | - |
| 348 | Basic | | WH | 48 | 93 | 362 | 288+ | | Cbnt ed | 22.0 | 3.0 |
| | St \$ | 675,408 | BL | 4 | 96 | 23 | 42 | | Unknown | 24.0 | 17.0 |
| | Fed \$ | 375,600 | ID | - | - | 1 | - | | Placement | | |
| 47.00 | Grant/contract | | CC | - | 1 | - | - | | Clinic/hos | 10 | 6 |
| 31.75 | St \$ | 360,825 | Oth | - | 1 | - | 1 | | Com'agency | 5 | 6 |
| .25 | Fed \$ | 24,532 | Area | | | | | | Col/univ | 21 | 16 |
| | Stipends | | VI | - | 2 | - | - | | Pub sch als | 221 | 174 |
| | St \$ | 113,360 | C/HI | - | - | - | - | | Resi cen | 11 | 4 |
| | Fed \$ | 134,360 | ED | - | 27 | 4 | 28 | | Spec dev sch | 3 | 15 |
| 379 | Facilities | | MR | 437 | 201 | 282 | 187 | | State agency | - | 6 |
| 1522 | Office | Varies | LD | - | 92 | - | 28 | | Unknown | 15 | 16 |
| 268 | Class/clinic | Varies | Pre-service | | | | | | Serving | | |
| 381 | Practicum | Varies | PT | 200 | 350+ | 9 | 70 | | Preschool | 4 | 24 |
| 720 | | | FT | 792 | 302+ | 277 | 173 | | Elementary | 165+ | 132+ |
| | Courses | | Support | | | | | | Secondary | 27+ | 29+ |
| 1 | On-campus | | St | | | | | | Combined | 12 | 21 |
| 690 | Acad yr--U | 97.25 | \$ | - | 36 | 1 | 40 | | Location | | |
| | Acad yr--G | 77.75 | \$ | - | 70,700 | 800 | 89,150 | | Rural NC | 93 | 42 |
| 10.81 | Sum ses--U | 89.25 | Fed | 7 | 58 | 60 | 94 | | Suburban NC | 47 | 84 |
| | Sum ses--G | 73.50 | \$ | 3,000 | 93,757 | 44,331+ | 219,184+ | | Urban NC | 83 | 95 |
| | Off-campus | | | | | | | | Other state | 31 | 25 |
| | Acad yr--U | 45.25 | | | | | | | Unknown | 32 | 17 |
| | Acad yr--G | 21.25 | | | | | | | | | |
| | Sum ses--U | 4.50 | | | | | | | | | |
| | Sum ses--G | 3.75 | | | | | | | | | |
| | Special inst | 21.25 | | | | | | | | | |
| | Cerrification | 200+ | | | | | | | | | |

APPENDIX C.

RESOURCE ASSESSMENT DATA:

UNC COMPONENTS WITH DEVELOPING SPECIAL EDUCATION PROGRAMS

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit UNC-C

| FACULTY | | | | PROGRAM | | STUDENT | | | |
|---------|---|-----------------|-----|-----------------|--------|-------------|-----|-----------|-----|
| Sex | | Assignment | | Program Scope | | Enrollees | | Graduates | |
| M | 1 | Teach | | HI | - | U | G | U | G |
| F | 1 | U | - | SP | - | Total | | | |
| | | C | 1.2 | VI | - | 1972-73 | /// | /// | - |
| Race | | Res | | C/HI | - | 1973-74 | /// | /// | - |
| WH | 1 | U | - | ED | - | 1974-75 | - | - | /// |
| BL | 1 | C | - | MR | - | 1975-76 | - | 0 | /// |
| CC | - | Admin | - | LD | yes | 1976-77 | - | - | /// |
| Oth | - | U | - | C/T | - | | | | /// |
| | | C | - | Non-c | - | Sex | | | |
| Age | | Dir ser | - | | | M | - | - | - |
| 20-35 | - | Other | - | Program Support | | F | - | 0 | - |
| 36-50 | 1 | Total FTE | 1.2 | Basic | | Race | | | |
| 51-65 | 1 | Advisees | 0 | St \$ | 6,000 | WH | - | 0 | - |
| | | | | Fed \$ | - | BL | - | 1 | - |
| Degree | | Support | | Grant/contract | | LD | - | - | - |
| N | 2 | St | 2 | St \$ | 15,000 | CC | - | - | - |
| D | - | Fed | - | Fed \$ | - | Oth | - | - | - |
| | | Pvt | - | Stipends | | Area | | | |
| Rank | | | | St \$ | - | VI | - | - | - |
| Adjunct | - | Direct Services | | Fed \$ | - | C/HI | - | - | - |
| Lect | 1 | Consult | 15 | Facilities | | ED | - | - | - |
| Assist | 1 | Train | 71 | Office | Ad | MR | - | - | - |
| Assoc | - | Eval | - | Class/clinic | Inad | LD | - | 0 | - |
| Prof | - | Assess | - | Practicum | Ad | Pre-service | | | |
| | | Info | yes | | | PT | - | 0 | - |
| Area | | | | Courses | | FL | - | - | - |
| HI | - | Faculty Grants | | On-campus | | Support | | | |
| SP | - | \$ | - | Acad yr--U | - | Sc | - | - | - |
| VI | - | \$ | - | Acad yr--C | 2 | \$ | - | - | - |
| C/HI | - | | | Sum ses--U | - | \$ | - | - | - |
| ZD | 1 | Staff | - | Sum ses--C | - | \$ | - | - | - |
| LD | 2 | | | Off-campus | | \$ | - | - | - |
| G/T | 2 | | | Acad yr--U | - | \$ | - | - | - |
| Autis | - | | | Acad yr--G | 0 | \$ | - | - | - |
| Thr rec | - | | | Sum ses--U | - | \$ | - | - | - |
| Non-c | 1 | | | Sum ses--C | 2 | \$ | - | - | - |
| | | | | Special inet | - | | | | |
| | | | | Certification | NA | | | | |

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

| PROGRAM | | | STUDENTS | | | | | | | |
|---------|-----------------|--------|-------------|-----|-----------|-----|-----------|---|--|--------------|
| | | | Enrollees | | Graduates | | Graduates | | | |
| | | | U | G | U | C | U | C | | |
| | Program Scope | | | | | | | | | |
| | HI | - | | | | | | | | |
| | SP. | - | | | | | | | | |
| 2.2 | VI | - | Total | | | | | | | Position |
| | C/HI | - | 1972-73 | /// | /// | - | - | | | Admin |
| | ED | - | 1973-74 | /// | /// | - | - | | | Col/univ tch |
| | MR | - | 1974-75 | - | - | /// | /// | | | Con/itin tch |
| | LD | yes | 1975-76 | - | 0 | /// | /// | | | Res rm tch |
| | C/T | - | 1976-77 | - | - | /// | /// | | | Spec cl tch |
| | Non-c | - | | | | | | | | Speech path |
| | | | Sex | | | | | | | Super |
| | | | M | - | 0 | - | - | | | Voc ed |
| | | | F | - | 0 | - | - | | | Phys ed |
| 2.2 | Program Support | | | | | | | | | Reg ed |
| | Basic | | | | | | | | | Cont ed |
| 0 | St \$ | 4,000 | Race | | | | | | | Unknown |
| | Fed \$ | - | WH | - | 0 | - | - | | | |
| | Grant/contract | | BL | - | 2 | - | - | | | Placment |
| 2 | St \$ | 15,000 | ID | - | - | - | - | | | Clinic/hos |
| | Fed \$ | - | CC | - | - | - | - | | | Com agency |
| | Stipends | | Oth | - | - | - | - | | | Col/univ |
| | St \$ | - | Area | | | | | | | Pub sch dia |
| | Fed \$ | - | VI | - | - | - | - | | | Resi cen |
| 15 | Facilities | | C/HI | - | - | - | - | | | Spec day sch |
| 71 | Office | Ad | ED | - | - | - | - | | | State agency |
| | Class/clinic | Inad | MR | - | - | - | - | | | Unknown |
| yes | Practicum | Ad | LE | - | 0 | - | - | | | Serving |
| | | | | | | | | | | Preschool |
| | Courses | | Pre-service | | | | | | | Elementary |
| | On-campus | | PT | - | 0 | - | - | | | Secondary |
| | Acad yr U | - | FT | - | - | - | - | | | Combined |
| | Acad yr--C | 2 | | | | | | | | Location |
| | Sum ses--U | - | Support | | | | | | | Rural NC |
| | Sum ses--G | - | St | - | - | - | - | | | Suburban NC |
| | Off-campus | | \$ | - | - | - | - | | | Urban NC |
| | Acad yr--U | - | \$ | - | - | - | - | | | Other acate |
| | Acad yr--C | 0 | Fed | - | - | - | - | | | Unknown |
| | Sum ses--U | 2 | \$ | - | - | - | - | | | |
| | Sum ses--G | 2 | \$ | - | - | - | - | | | |
| | Special inst | - | | | | | | | | |
| | Certification | NA | | | | | | | | |

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit UNC-G

| FACULTY | | | | PROGRAM | | STUDENT | | | |
|---------|-----------------|------|--|-----------------|--------|-------------|-----|-----------|-----|
| Sex | Assignment | | | Program Scope | | Enrollees | | Graduates | |
| M | Teach | | | HI | - | U | C | U | C |
| F | U | .75 | | SP | - | Total | | | |
| | C | - | | VI | - | 1972-73 | | | |
| Race | Res | | | C/Hi | - | /// | /// | | |
| WH | U | .25 | | ED | yes | 1973-74 | | | |
| BL | C | - | | MR | yes | 12 | - | /// | /// |
| CC | Ad th | | | LD | yes | 1974-75 | | | |
| Oth | U | .25 | | G/T | - | 11 | - | /// | /// |
| | C | .10 | | Non-c | yes | 1975-76 | | | |
| Age | Dir ser | - | | | | 1976-77 | | | |
| 20-35 | Other | - | | | | Sex | | | |
| 36-50 | Total FTE | 2.35 | | Program Support | | M | 1 | - | - |
| 51-65 | Advisees | - | | Basic | | F | 22 | - | - |
| Degree | Support | | | St \$ | 25,000 | Race | | | |
| M | St | 1 | | Fed \$ | 24,700 | WH | 23 | - | - |
| D | Fed | - | | Grant/contract | | BL | - | - | - |
| | Pvt | - | | St \$ | - | ID | - | - | - |
| Rank | Direct Services | | | Fed \$ | - | CC | - | - | - |
| Adjunct | Consult | yes | | Stipends | | Oth | - | - | - |
| Lect | Train | yes | | St \$ | - | Area | | | |
| Asst | Eval | yes | | Fed \$ | - | VI | - | - | - |
| Assoc | Asses | yes | | Facilities | | C/Hi | - | - | - |
| Prof | Info | yes | | Office | Ad | ED | NA | - | - |
| | | | | Class/clinic | Ad | MR | NA | - | - |
| Area | | | | Practicum | Ad | LD | NA | - | - |
| HI | Faculty Grants | | | Courses | | Pre-service | | | |
| SP | \$ | - | | On-campus | | PT | - | - | - |
| VI | \$ | - | | Acad yr--U | 0 | FT | 23 | - | - |
| C/Hi | | | | Acad yr--G | h | Support | | | |
| ED | Staff | - | | Sum ses--U | - | St | | | |
| MR | | | | Sum ses--G | - | \$ | - | - | - |
| LD | | | | Dff-campus | - | Fed | - | - | - |
| G/T | | | | Acad yr--U | - | \$ | - | - | - |
| Autis | | | | Acad yr--G | - | \$ | - | - | - |
| Thr rac | | | | Sum ses--U | - | \$ | - | - | - |
| Non-c | | | | Sum ses--G | - | \$ | - | - | - |
| | | | | Special inst | - | | | | |
| | | | | Certification | NA | | | | |

FOOTNOTES TO APPENDIXES B AND C

^aThis figure includes 1 doctoral student.

^bThis figure includes 3 doctoral students.

^cThis figure includes 25 doctoral students.

^dThis figure includes 22 preschool specialists.

^eSpecial Education does not have a separate budget.

^fThese figures reflect only the data reported.

^gAll undergraduate courses are taken at Greensboro College.

^hThe University of North Carolina at Greensboro is currently reactivating 12 graduate level courses.

APPENDIX D.

RESOURCE ASSESSMENT DATA:

PRIVATE INSTITUTIONS IN NORTH CAROLINA WITH SPECIAL EDUCATION TRAINING PROGRAMS

Four of the institutions of higher education in North Carolina have special education training programs. In order to provide a complete picture of the state's higher education enterprise in this area, a resource assessment of three of the private institutions having special education programs was completed by Consortium staff. A review indicates that 21 faculty members (7.75 FTE) are engaged during 1974-75 in the training of 46 undergraduate students. Projections for 1975-76 and 1976-77 are 54 and 60 respectively.

Additional resources for these programs should be considered in subsequent years as well as Consortium membership and consequent participation in planning and future program development.

| FACULTY | | | | PROGRAM | | STUDENT | | | |
|---------|----------------|-----------------|------|------------------------------|-----|-------------|-----|-----------|-----|
| | | | | Program Scope | | Enrollees | | Graduates | |
| Sex | Assignment | | | | | U | G | U | G |
| H | 2 | Teach | | HI | - | | | | |
| F | 7 ^a | U | 3.48 | SP | - | | | | |
| | | G | - | VI | - | | | 28 | - |
| Race | Res | | | C/Hi | - | | | 38 | - |
| WH | 9 | U | - | ED | yes | | | /// | /// |
| BL | - | G | - | MR | yes | | | /// | /// |
| CC | - | Admin | | LD | yes | | | /// | /// |
| Oth | - | U | .42 | G/T | - | | | | |
| | | G | - | Non-c | - | | | | |
| Age | Dir ser | | .20 | | | Sex | | | |
| 20-35 | 6 | Other | - | Program Support ^b | | M | 20 | - | 5 |
| 36-50 | 2 | Total FTE | 3.75 | Basic | | F | 96 | - | 45 |
| 51-65 | 7 | Advisees | 225 | St \$ | | Race | | | |
| Degree | Support | | | Fed \$ | | WH | 96 | - | 50 |
| M | 6 | St | - | Grant/contract | | BL | 20 | - | - |
| D | 3 | Fed | - | St \$ | | ID | - | - | - |
| | | Pvt | 9 | Fed \$ | | CC | - | - | - |
| Rank | | | | Stipends | | Oth | - | - | - |
| Adjunct | 7 | Direct Services | | St \$ | | Area | | | |
| Lect | 4 | Consult | - | Fed \$ | | VI | - | - | - |
| Assist | 2 | Train | 30 | Facilities | | C/Hi | - | - | - |
| Assoc | 3 | Eval | 30 | Office | Ad | ED | 26 | - | 6 |
| Prof | - | Assess | 30 | Class/clinic | Ad | MR | 63 | - | 43 |
| | | Info | yes | Practicum | Ad | LD | 27 | - | 7 |
| Area | | | | Courses | | Pre-service | | | |
| HI | - | Faculty Grants | | On-campus | | IT | - | - | - |
| SP | - | # | - | Acad yr--U | 26 | FT | 206 | - | 50 |
| VI | - | \$ | - | Acad yr--G | - | | | | |
| C/Hi | - | | | Sum ses--U | 4 | Support | | | |
| ED | 4 | Staff | .03 | Sum ses--G | - | St | | | |
| MR | 3 | | | Off-campus | | \$ | | | |
| LD | 3 | | | Acad yr--U | - | \$ | | | |
| G/T | - | | | Acad yr--G | - | Fed | | | |
| Aut/s | - | | | Sum ses--U | - | \$ | | | |
| Yhr rec | - | | | Sum ses--G | - | \$ | | | |
| Non-c | 9 | | | Special inst | 8 | | | | |
| | | | | Certification | 57 | | | | |

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

College

| | PROGRAM | STUDENTS | | | | | | | | | |
|------|------------------------------|-----------|-----------|---|-----------|---|---|---|--|--|-----------------|
| | | Enrollées | Graduates | | Graduates | | | | | | |
| | | | U | G | U | G | U | G | | | |
| | Program Scope | | | | | | | | | | |
| 3.48 | HI | - | | | | | | | | | Position |
| - | SP | - | | | | | | | | | Admin |
| | VI | - | | | | | | | | | Col/univ tch |
| | C/VI | - | | | | | | | | | Con/itin tch |
| | ED | yes | | | | | | | | | Res-rm tch |
| | MR | yes | | | | | | | | | Spec cl tch |
| | LD | yes | | | | | | | | | Speech path |
| .42 | G/T | - | | | | | | | | | Super |
| - | Non-c | - | | | | | | | | | Voc ed |
| .10 | | | | | | | | | | | Phys ed |
| - | Program Support ^b | | | | | | | | | | Reg ed |
| 3.75 | Basic | | | | | | | | | | Cont ed |
| 125 | St \$ | | | | | | | | | | Unknown |
| | Fed \$ | | | | | | | | | | |
| | Grant/contract | | | | | | | | | | |
| | St \$ | | | | | | | | | | Placement |
| | Fed \$ | | | | | | | | | | Clinic/hos |
| 9 | Stipends | | | | | | | | | | Com agency |
| | St \$ | | | | | | | | | | Col/univ |
| | Fed \$ | | | | | | | | | | Pub sch dis |
| | | | | | | | | | | | Resi cen |
| 30 | Facilities | | | | | | | | | | Spec day sch |
| 30 | Office | Ad | | | | | | | | | State agency |
| 30 | Class/clinic | Ad | | | | | | | | | Unknown |
| yes | Practicum | Ad | | | | | | | | | |
| | Courses | | | | | | | | | | Serving |
| | On-campus | | | | | | | | | | Preschool |
| | Acad yr--U | 15 | | | | | | | | | Elementary |
| | Acad yr--G | - | | | | | | | | | Secondary |
| .03 | Sum ses--U | 4 | | | | | | | | | Combined |
| | Sum ses--G | - | | | | | | | | | |
| | Off-campus | | | | | | | | | | Location |
| | Acad yr--U | - | | | | | | | | | Rural NC |
| | Acad yr--G | - | | | | | | | | | Suburban NC |
| | Sum ses--U | - | | | | | | | | | Urban NC |
| | Sum ses--G | - | | | | | | | | | Other state |
| | Special inst | 8 | | | | | | | | | Unknown |
| | Certification | 57 | | | | | | | | | 48 ^d |

Unit Sacred Heart College

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

| FACULTY | | | PROGRAM | | STUDENT | | | |
|---------|-----------------|------|-----------------|-----|-------------|-----|-----------|-----|
| Sex | Assignment | | Program Scope | | Enrollees | | Graduates | |
| | | | | | U | G | U | G |
| M | Teach | | HI | - | | | | |
| F | U | .75 | SP | - | Total | | | |
| | G | | VI | - | 1972-73 | /// | /// | |
| Race | Res | | C/NI | - | 1973-74 | /// | /// | |
| WH | U | | ED | - | 1974-75 | - | | /// |
| BL | G | | MR | yes | 1975-76 | 8 | | /// |
| CC | Admin | | LD | - | 1976-77 | 6 | | /// |
| Orh | U | .15 | G/T | - | | | | |
| | G | | Non-c | - | Sex | | | |
| Age | Dir ser | .10 | | | M | 1 | | |
| 20-35 | Other | - | Program Support | | P | 12 | | |
| 36-50 | Total FTE | 1.00 | Basic | | Race | | | |
| 51-65 | Advisees | .41 | St \$ | | WH | 11 | | |
| | | | Fed \$ | | BL | 2 | | |
| DeGREE | Support | | Grant/contract | | ID | - | | |
| M | St | - | St \$ | | CC | - | | |
| D | Fed | - | Fed \$ | | Orh | - | | |
| | Pvt | .1 | Stipends | | Area | | | |
| Rank | | | St \$ | | VI | 1 | | |
| Adjunct | Direct Services | | Fed \$ | | C/NI | - | | |
| Leot | Consult | yes | Facilities | | ED | - | | |
| Assist | Train | .94 | Office | Ad | MR | 12 | | |
| Assoc | Eval | - | Class/clinic | Ad | LD | - | | |
| Prof | Assess | .13 | Practicum | Ad | Pre-service | | | |
| | Info | yes | | | PT | 3 | | |
| Area | | | Courses | | FT | 10 | | |
| HI | Faculty Grants | | On-campus | | Support | | | |
| SP | \$ | - | Acad yr--U | 0 | St | | | |
| VI | \$ | - | Acad yr--C | - | \$ | - | | |
| C/NI | | | Sum ses--U | 4 | Fed | - | | |
| ED | Staff | .07 | Sum ses--C | - | \$ | - | | |
| MR | | | Off-campus | | | - | | |
| LD | | | Acad yr--U | - | | - | | |
| G/T | | | Acad yr--C | - | | - | | |
| Autis | | | Sum ses--U | - | | - | | |
| Thr rec | | | Sum ses--C | - | | - | | |
| Non-c | | | Special instr | 1 | | - | | |
| | | | Certification | 84 | | | | |

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

College

| PROGRAM | STUDENTS | | | | | | | |
|------------------|-----------|-------------|------------------------|-----|-----------|-----|--------------|--|
| | Enrollees | | Graduates ^f | | Graduates | | | |
| | U | G | U | G | U | G | | |
| Program Scope | | | | | | | Position | |
| HI | - | | | | | | Admin | |
| .75 SP | - | | | | | | Col/univ tch | |
| - VI | - | Total | 1972-73 | /// | /// | | Con/itin tch | |
| - C/HI | - | 1973-74 | /// | /// | | | Res rm tch | |
| - ED | - | 1974-75 | - | | /// | /// | Spec cl tch | |
| - MR | yes | 1975-76 | 8 | | /// | /// | Speech path | |
| .15 LD | - | 1976-77 | 5 | | /// | /// | Super | |
| - G/T | - | Sex | | | | | Voc ed | |
| .10 Non-c | - | M | 1 | | | | Phys ed | |
| - | | F | 12 | | | | Reg ed | |
| Program Support | | Race | | | | | Cont ed | |
| 2.00 Basic * | | WH | 11 | | | | Unknown | |
| .42 St \$ | | BL | 2 | | | | Placement | |
| - Fed \$ | | ID | - | | | | Clinic/hos | |
| - Cont/contract | | CC | - | | | | Com agency | |
| - St \$ | | Orh | - | | | | Col/univ | |
| .2 Fed \$ | | Area | | | | | Pub sch dis | |
| - Stipends | | VI | 1 | | | | Res/ con | |
| - St \$ | | C/HI | - | | | | Spec day sch | |
| yes Fed \$ | | ED | - | | | | State agency | |
| .84 Facilities | | MR | 12 | | | | Unknown | |
| - Office | Ad | LD | - | | | | Serving | |
| .13 Class/clinic | Ad | Pre-service | | | | | Preschool | |
| yes Practicum | Ad | PT | 3 | | | | Elementary | |
| Courses | | FT | 10 | | | | Secondary | |
| - On-campus | | Support | | | | | Combined | |
| - Acad yr--U | 9 | St | | | | | Location | |
| - Acad yr--G | - | # | - | | | | Rural NC | |
| .07 Sum ses--U | 4 | \$ | - | | | | Suburban NC | |
| - Sum ses--G | - | Fed | - | | | | Urban NC | |
| - Off-campus | | # | - | | | | Other state | |
| - Acad yr--U | - | \$ | - | | | | Unknown | |
| - Acad yr--C | - | | | | | | | |
| - Sum ses--U | - | | | | | | | |
| - Sum ses--C | - | | | | | | | |
| - Special inst | 1 | | | | | | | |
| Certification | 24 | | | | | | | |

Unit Salem College

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

| FACULTY | | | | PROGRAM | | Enrollees | | STUDENTS | |
|---------------------|----|-----------------|------|--------------------|-----|-----------|---|----------|---|
| Sex | | Assignment | | Program Scope | | U | G | U | G |
| M | 0 | Teach | | HI | - | | | | |
| F | 22 | U | 2.60 | SP | - | | | | |
| | | G | | VI | - | | | | |
| Race | | Res | | C/HI | - | | | | |
| WH | 22 | U | .06 | ED | - | | | | |
| BL | | G | | MR | - | | | | |
| CC | | Admin | | LD | yes | | | | |
| Oth | | U | .50 | G/T | - | | | | |
| | | G | | Non-c | - | | | | |
| Age | | Dir ser | .25 | | | | | | |
| 20-35 | 3 | Other | .20 | Program Support \$ | | | | | |
| 36-50 | 3 | Total FTE | 3.00 | Basic | | | | | |
| 51-65 | 6 | Advisees | 25 | St \$ | | | | | |
| | | | | Fed \$ | | | | | |
| Degree ^a | | Support | | Grant/contract | | | | | |
| M | 3 | St | - | St \$ | | | | | |
| D | 2 | Fed | - | Fed \$ | | | | | |
| | | Pvt | 2 | Stipends | | | | | |
| | | | | St \$ | | | | | |
| Rank | | | | Fed \$ | | | | | |
| Adjunct | | Direct Services | | | | | | | |
| Lect | 9 | Consult | 222 | Facilities | | | | | |
| Assist | | Train | 160 | Offlge | Ad | | | | |
| Assoc | | Eval | - | Class/clinic | Ad | | | | |
| Prof | 2 | Assess | 175 | Practicum | Ad | | | | |
| | | Info | 60 | | | | | | |
| Area | | | | Courses | | | | | |
| HI | - | Faculty Grants | | On-campus | | | | | |
| SP | - | \$ | - | Acad yr--U | 6 | | | | |
| VI | - | \$ | - | Acad yr--G | - | | | | |
| C/HI | - | | | Sum ses--U | - | | | | |
| ED | - | Staff | 1.6 | Sum ses--G | - | | | | |
| MR | - | | | Off-campus | | | | | |
| LD | 22 | | | Acad yr--U | 3 | | | | |
| G/T | - | | | Acad yr--G | - | | | | |
| Autis | - | | | Sum ses--U | - | | | | |
| Thr rec | - | | | Sum ses--G | - | | | | |
| Non-c | - | | | Special inst | 4 | | | | |
| | | | | | | | | | |
| | | | | Certification | 7 | | | | |

^aFor six faculty, Bachelors is highest degree earned.

FOOTNOTES TO APPENDIX D

^aOne faculty member is on the staff of Guilford College.

^bSpecial Education does not have a separate budget.

^cTen students are from Guilford College.

^dThirty-one are employed in North Carolina and seven are employed outside North Carolina.

^eSpecial Education does not have a separate budget.

^fTo date there have been no graduates of the program.

^gSupport funds totaling \$79,000 are from private sources.

APPENDIX E.

Master Plan for Certification for Teachers of Exceptional Children

Copies of this report can be obtained from the North Carolina
Department of Public Instruction.

APPENDIX F.

SCHOOL PSYCHOLOGY REPORT

The Consortium completed a review of University training programs in the area of School Psychology through the Interuniversity Committee on School Psychology. There are four approved programs. Two institutions are seeking approval for programs beginning Fall 1979.

Currently there are 13 faculty members (11.84 FTE) training 32 students during 1974-75. Current projections of trainee output indicate 37 during 1975-76 and 41 in 1976-77, given no change in faculty resources.

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North Carolina Inter-University Council
on School Psychology
Report and Recommendation
for
Necessary Training Activities and Resources
in
The University of North Carolina

to

Donald J. Stedman, Ph.D.,
Chairman, Cooperative Planning Consortium
University of North Carolina

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The identification and collection of some of the data used in this report by Mrs. Cynthia Howard (Division of Pupil Personnel Services) was particularly helpful.

Introduction

School psychology as a professional speciality within psychology has been one of its fastest growing specialities. For example, various surveys place the number of graduate institutions offering training programs at between 140 to 180. (Bardon & Wenger, 1974, Patros, Gross, and Bijorn, 1972) up from a total of 23 in 1954, with 57 of the current number reported to be doctoral level programs (Chartoff & Bardon, 1974). Three major developments also signal the demand and professional recognition which has been accorded this relatively young profession. Along with three other specialities in psychology individual school psychologists may apply for Diplomate status awarded by the American Board of Professional Psychology within the American Psychological Association. The American Psychological Association has formalized and begun accreditation visits for school psychology training programs at the doctoral level. Finally, the National Association of School Psychologists has initiated accreditation visits of masters level school psychology training programs.

School psychologists are behavioral science practitioners with training and experience in psychology and education. They collaborate with school staff and parents in the task of planning and implementing instructional strategies and educational programs for exceptional and normal children. There are a broad range of functions that a professional in school psychology may perform at different levels within the school system. Major goals of this profession include the facilitation and integration of the child's learning approach within

an effective, efficient learning environment.

As a speciality concerned with how schooling affects children as well as the interaction of a pupil with a specific school, school psychology has always been involved with educational efforts which concentrate on the child with special learning needs. More specifically, school psychologists are called upon to help realize these objectives through the provision of legislative acts such as N.C. Senate Bill 1238 wherein "... comprehensive early childhood development program [shall be provided] emphasizing preventive and remedial measures..." and "the state shall... require the identification and evaluation of the needs of children and the adequacy of various education programs before placement of children, and shall provide for periodic evaluation of the benefits of the program..." School psychology, then, has fulfilled an important role in the assessment of the exceptional child's strengths and weaknesses, the development of effective, relevant programs as well as the evaluation of these programs.

Current Situation

It is in the Southeast region and North Carolina in particular that this field has not kept pace with national developments and needs of the state. According to the North Carolina Governors Study Commission report, "A Child Well Taught" there existed a personnel shortage of 89% in school psychological services (Hilton, 1968). Subsequent reports since that time reflect a similar picture (Valletta, 1970; Reilly, 1972; PPS-NCDPI, 1973). While a total of approximately ninety certified school psychologists are presently employed in North Carolina schools a shortage of approximately 87% still remains at the time of this report. It also

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appears that 40% of these N.C. school psychologists are certified at the lowest level and receive neither consistent nor direct supervision of their work. Finally, it is estimated that 60% of the employed school psychologists positions are supported in N.C. by state funds.

A specific example of the manpower shortage that exists can be found in the fact that only 30 of the sixty regional school psychologists positions approved by the 1974 N.C. Legislature were filled at the time of this report. The figure is remarkable in view of the intensive recruitment which was conducted, both in-state and out-of-state, to identify qualified applicants. When one considers the 1974 figure was projected as inadequate to meet the needs, but, conservative in terms of achievement, the acuteness of the manpower shortage is even more apparent. In addition, some attention needs to be given to the use of these resources to utilize professionals in training to meet the demands of school systems.

In North Carolina there are three program categories or levels of preparation: School Psychologist I - Psychometrist, School Psychologist II, and School Psychologist III. The descriptions, which appear in the Standards and Guidelines for Teacher Education (DTE-NCDPI), are reproduced below. It is important to note that Level II is the training program level being advocated by professional organizations as being eligible for accreditation along with Level III, or the doctoral degree program. Also, it has been recommended in the proposed N.C. School Psychology Competency Requirements that Level I school psychologist work be conducted under supervision of of a Level II or III Professional.

The program for the first level of preparation involves a planned

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graduate period of study, culminating in a master's degree, which prepares one to function as a basic psycho-educational examiner in offering psychological services and to practice in a program that is restricted principally to the psycho-educational evaluation of individual children, focusing mainly on the assessment of cognitive functions in learning problems with subsequent related consultation on individual child studies.

The program at the second level stipulates a sixth-year planned graduate program which includes a master's degree and is geared to prepare one to assume major responsibility for general consultative work in the schools, informal case conference work, formal case consultation, and direct psycho-educational intervention.

The third level of preparation culminates in the doctoral degree and equips one with the competencies necessary to assume the full range of responsibilities of the school psychologist.

Currently, there are four institutions within the UNC consolidated system which meet the approved program test of the State Board of Education to graduate school psychologists who are automatically certified upon recommendation of the involved university (UNC at Chapel Hill, UNC at Greensboro, N.C. State University at Raleigh, Western Carolina University). Of these programs two have Level II and/or III approved curriculums. Two other institutions have expressed serious interest in requesting planning approval from the Consolidated University to develop a school psychology program (East Carolina University, Appalachian State University).

The approved programs referred to above are at varied stages of development and generally, operate with rather limited resources; as currently developed four programs will graduate students in 1975. Among the approved programs, there are presently only four state supported faculty members with full-time responsibility in the school psychology program. Consequently, part-time personnel must be primarily relied upon to meet

training objectives. A total of 19 school psychology students graduated from the active, developing and emerging school psychology programs of the UNC consolidated system in 1974. Of last years graduates, eight were Level I, ten were Level II and one earned a Ph.D. Forty-two percent of these graduates were recruited for out-of-state employment. In one sense these figures are encouraging when one considers the resources available to the programs. However, even at a projected graduate class of 37 for the year 1976 it would be 15 years before the number of school psychologists recommended for N.C. had been graduated (See Appendix II). This estimate is even more discouraging when one considers the active recruitment of N.C. graduates which surrounding states continue to pursue and the fact that other state and private agencies employ professionals with school psychology backgrounds. Likewise, approximately one-half of the graduates would be Level I and require supervision by at least a Level II school psychologist. It is important to note that five of the six training programs are moving rapidly to concentrate their efforts at training the Level II school psychologist. A minimum of two years training is required to train this professional so that given the requested resources the earliest date that impact would be expected in terms of graduates is 1977. Also, since an advanced level of training is required, the faculty-student ratio typically recommended for doctoral programs would reasonably apply in this instance.

The fact remains that at an optimal level of functioning the current

and anticipated school psychology programs in the state as presently developed will not be able to meet the current manpower needs in the foreseeable future. At the same time local school districts are under legal, professional and moral mandates to find psychological personnel to program effectively for children. The state milieu is one, consequently, where marginally trained professionals and those with minimum training at the lowest level of certification become considered for positions to serve North Carolina's children.

The recommended ratio of school psychologist to children cited in the past has been 1:1000 while survey findings of what exists in the nation range from 1:1000 to 1:5000 (Cutts, 1955; Farling & Hoedt, 1971). At maximum it would appear that the national average figure should be used in determining manpower needs in the state. Similarly, while full-time faculty-student ratio have been recommended not to exceed 1:7, surveys of the field report that a 1:10 ratio is the average finding when both masters and doctoral level programs are reviewed (Bardon & Wenger, 1974). A minimum of two full-time faculty in the psychology speciality area training program seems justified when other adequate supportive resources are in existence at the respective universities.

The following recommendations are based on the national figures presented above regarding school psychology training programs and designed to begin to approach a minimum school psychologist - children ratio within a five-year period as well as insure a continued, employable pool of professionals from that point in time. Additional resources will be required to meet these objectives in terms of teaching faculties, student stipends and general program support and most particularly, to

fulfill professional manpower demands between the period when action is initiated and manpower goals reached. Finally, attention needs to be directed toward the professional skill development of many of the state's practitioners.

Recommendations

1. To stabilize the establishment and productivity of school psychology programs and insure that a reasonable number of professionals are available within the next decade a minimum of fifteen state-supported faculty positions along with program support budgets will be required (see Appendix I and Appendix II).

2. Given the economic picture today and the scarcity of federal training funds for school psychologists, a minimum of 131 stipends during the '75-'77 biennium seems warranted to insure that the most qualified applicant is attracted to the profession (see Appendix I).

3. In order to meet the interim manpower needs until the above recommended objectives are realized the State Department of Public Instruction with local school districts and school psychology training programs should be provided with funds to establish externship and internship arrangements. While such arrangements may initially be relied upon to meet demands of the field for school psychological services they would be reduced to reflect the manpower resources-training needs balance as it emerges from year to year.

4. As noted earlier, the current practitioner in the state will require upgrading of his skills and thus, active programs of continuing professional development will be required for this purpose as well as to



assist them in maintaining up-to-date knowledge of the rapid changes taking place in the field. Similarly, opportunities need to be available for practitioners to enter the pool of school psychologists at an advanced level.

Respectfully Submitted,

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Harold Corter, Ph.D., NCSU

Betty J. Corwin, Ph.D., ECU

Ronald P. Edwards, Ph.D., WCU

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January 29, 1975

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Appendix I

NEEDS REQUESTS 1975-77

School Psychology Programs

Approved Programs

Developing Programs

| | UNC-CH | UNC-G | NC State | WCU | ASU | ECU |
|------------------------------|--------|-------|----------|-----|-----|-----|
| I. Faculty | | | | | | |
| Senior | 1 | 1 | | | | |
| Middle | 2 | 1 | 1 | | 2 | 1 |
| Junior | | 1 | 2 | 2 | 1 | |
| II. Staff | | | | | | |
| Admin. Asst. | | 5 | | | | |
| Prgm. Asst. | | | | | | |
| Teaching Asst. | 4 | 2 | | | | |
| Secretary | 1 | 2 | 1 | 1 | 1 | 1 |
| III. Student Stipends | | | | | | |
| Graduate (1975) | 10 | 10 | 10 | 12 | 10 | 6 |
| (1976) | 10 | 20 | 10 | 12 | 15 | 6 |

Appendix F1

SCHOOL PSYCHOLOGY PROGRAM GRADUATES

| Program + Level | 1975 | Projected | 1976 | Potential* | Projected | 1977 | Potential* |
|----------------------|------|-----------|------|------------|-----------|------|------------|
| 1. Approved | | | | | | | |
| • UNC-CH(II-III) | 11 | 11 | - | - | 12 | 21 | 21 |
| • UNC-G(I) | - | 4 | - | - | 6 | 16 | 16 |
| NC State(II-III) | 4 | 9 | - | - | 7 | 14 | 14 |
| WCU(I) | 8 | 8 | - | - | 8 | 16 | 16 |
| 2. Developing | | | | | | | |
| ASU(I-II) | - | - | 5 | - | - | 15 | 15 |
| ECU(II) | 6 | 5 | - | - | 8 | 15 | 15 |

*Potential - figure refers to the minimum number of students who could be expected to graduate in that year given expansion and/or approval for new programs

APPENDIX III

Unit Chapel Hill

UNC: School Psychology PROGRAMS, 1974-75

| FACULTY | | PROGRAM | STUDENTS | |
|-------------------|-----------------|-----------------|-------------|--------|
| Sex | Assignment | Program Scope | Enrollees | |
| M 6 | Teach | HI | U | G |
| F 2 | U | SP | Total | |
| | C 2.51 | VI | 1972-73 | /// |
| Race | Res | C/NI | 1973-74 | /// |
| WH 8 | U | ED | 1974-75 | 12 |
| BL | C 0 | HR | 1975-76 | 17 |
| CC | Admin | LD | 1976-77 | /// |
| Oth | U | G/T | | /// |
| | C .33 | Non-c | | |
| Age | Dir ser 0 | Program Support | Sex | |
| 20-35 | Other 1.33 | Basic | M | 12 |
| 36-50 N/A | Total FTE 4.17 | St \$ | F | 33 |
| 51-65 | Advisees | Fed \$ 28,409 | Race | |
| Degree | Support | Grant/contract | WH | 43 |
| M | St 2.17 | Local \$ 24,000 | BL | 1 |
| D. 8 | Fed 1 | Fed \$ | ID | |
| | Pvt | Stipends | CC | |
| Rank | Other 1 | St \$ | Oth | 1 |
| Adjunct | Direct Services | Fed \$ 45,992 | Area | |
| Lect | Consult 930 | Local \$ 4,000 | VI | |
| Assist | Train 72 | Facilities | C/NI | |
| Assoc | Eval | Office | ED | |
| Prof | Assess 660 | Class/clinic | HR | |
| | Info | Practicum | LD | |
| Area | Faculty Grants | Courses | Pre-service | |
| HI | \$ 7 | On-campus | PT | |
| SP | \$ 23406.00 | Acad yr--U | FT | |
| VI | | Acad yr--G .19 | Support | |
| C/NI | | Sum ses--U | St | |
| ED | Staff | Sum ses--G 6 | \$ | |
| HR | | Off-campus | Fed | |
| LD | | Acad yr--U | \$ | |
| G/T | | Acad yr--G | \$ | |
| Autie | | Sum ses--U | \$ | |
| Thr rac | | Sum ses--G | \$ | 18 |
| Non-c | | Special inst | \$ | 45,000 |
| School Psychology | | | | |

UNC: School Psychology PROGRAMS, 1974-75

| PROGRAM | STUDENTS | | | | | | Graduates | |
|-----------------|-------------------|---------|-----------|-----|-----|---|-----------|----|
| | Enrollees | | Graduates | | U | G | U | G |
| Program Scope | | | | | | | | |
| HI | | U | G | U | G | | | |
| SP | Total | | | | | | | |
| VI | 1972-73 | /// | /// | | 9 | | | |
| C/RI- | 1973-74 | /// | /// | | 7 | | | |
| ED | 1974-75 | | 12 | /// | /// | | | |
| MR | 1975-76 | | 17 | /// | /// | | | |
| LD | 1976-77 | | | /// | /// | | | |
| C/T | | | | | | | | |
| Non-c | Sex | | | | | | | |
| | M | 12 | | | | | | |
| | F | 33 | | | | | | |
| Program Support | Race | | | | | | | |
| Basic | WH | 43 | | | | | | |
| St \$ | BL | 1 | | | | | | |
| Fed \$ 28,409 | ID | | | | | | | |
| Grant/contract | CC | | | | | | | |
| Local \$ 24,000 | Oth | 1 | | | | | | |
| Fed \$ | Area | | | | | | | |
| Stipends | VI | | | | | | | |
| St \$ | C/RI | | | | | | | |
| Fed \$ 45,992 | ED | | | | | | | |
| Local \$ 4,000 | MR | | | | | | | |
| Facilities | LD | | | | | | | |
| Office | Pre-service | | | | | | | |
| Class/clinic | PT | | | | | | | |
| Practicum | FT | | | | | | | |
| Courses | Support | | | | | | | |
| On-campus | St | | | | | | | |
| Acad yr--U | \$ | | | | | | | |
| Acad yr--G 19 | Fed | | | | | | | |
| Sum ses--U | \$ | 18 | | | | | | |
| Sum ses--G 6 | \$ | 445,000 | | | | | | |
| Off-campus | | | | | | | | |
| Acad yr--U | | | | | | | | |
| Acad yr--G | | | | | | | | |
| Sum ses--U | | | | | | | | |
| Sum ses--G | | | | | | | | |
| Special inst | | | | | | | | |
| | Position | | | | | | | |
| | Admin | | | | | | | |
| | Col/univ tch. | | | | | | | |
| | Con/itin tch. | | | | | | | |
| | Res re tch | | | | | | | |
| | Spec cl tch | | | | | | | |
| | Speech path | | | | | | | |
| | Super | | | | | | | |
| | Voc ed | | | | | | | |
| | Phys ed | | | | | | | |
| | Reg ed | | | | | | | |
| | Cont ed | | | | | | | |
| | Unknown | | | | | | | |
| | School Psychology | | | | | | | |
| | Placement | | | | | | | |
| | Clinic/hos | | | | | | | 2 |
| | Com agency | | | | | | | |
| | Col/univ | | | | | | | 2 |
| | Pub sch dis | | | | | | | 9 |
| | Resi cen | | | | | | | |
| | Spec day sch | | | | | | | |
| | State agency | | | | | | | 2 |
| | Unknown | | | | | | | |
| | Serving | | | | | | | |
| | Preschool | | | | | | | |
| | Elementary | | | | | | | |
| | Secondary | | | | | | | |
| | Combined | | | | | | | 13 |
| | Higher | | | | | | | 2 |
| | Location | | | | | | | |
| | Rural NC | | | | | | | |
| | Suburban NC | | | | | | | |
| | Urban NC | | | | | | | |
| | Other state | | | | | | | |
| | Unknown | | | | | | | |

UNC: School Psychology PROGRAMS, 1974-75

Unit Greensboro

| FACULTY | | PROGRAM | STUDENTS | | | |
|-------------------|-------------------------|-----------------|-------------|-----|-----------|-----|
| Assignment | | Program Scope | Enrollees | | Graduates | |
| | | | U | G | U | G |
| Sex | | | | | | |
| M | Tesch | HI | | | | |
| F | U | SP | | | | |
| | G .80 | VI | Total | | | |
| Race | Res | C/HI | 1972-73 | /// | /// | |
| WH | U | ED | 1973-74 | /// | /// | 2 |
| BL | G .50 | MR | 1974-75 | | | /// |
| CC | Admin | LD | 1975-76 | | 4 | /// |
| Oth | U | G/T | 1976-77 | | 6-8(?) | /// |
| | G .20 | Non-c | | | | |
| Age | Dir ser | | Sex | | | |
| 20-35 | Other | Program Support | M | 2 | | |
| 36-50 | Total FTE 1.5 | None | F | 4 | | |
| 51-65 | Advises | Basic | Race | | | |
| Degree | Support | St \$ | WH | 6 | | |
| M | St 1.5 | Fed \$ | BL | | | |
| D | Fed | Grant/contract | ID | | | |
| | Pvt | St \$ | CC | | | |
| Rank | Direct Services | Stipends | Oth | | | |
| Adjunct | Consult X | Fed \$ | Area | | | |
| Lect | Train X | Facilities | VI | | | |
| Assoc | Eval X | Office | C/HI | | | |
| Assoc | Assess X | Class/clinic | ED | | | |
| Prof | Info | Practicum | MR | | | |
| | | | LD | | | |
| Area | Faculty Grants | Courses | Pre-service | | | |
| HI | \$ | On-campus | PT | | | |
| SP | | Acad yr--U | FT | | | |
| VI | | Acad yr--G | | | | |
| C/HI | | Sum ses--U | Support | 0 | | |
| ED | Staff | Sum ses--G | St | | | |
| MR | 2 half-time secretaries | Off-campus | \$ | | | |
| LD | | Acad yr--U | \$ | | | |
| G/T | | Acad yr--G | Fed | | | |
| Autia | | Sum ses--U | \$ | | | |
| Thr rec | | Sum ses--G | \$ | | | |
| Non-c | | Special inst | | | | |
| School Psychology | | Certification | | | | |

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UNC: School Psychology PROGRAMS, 1974-75

| PROGRAM | | STUDENTS | | | | | |
|---------------------|-------|-----------|---|-----------|-----|-----------|---|
| | | Enrollees | | Graduates | | Graduates | |
| | | U | G | U | G | U | G |
| Program Scope | | | | | | | |
| HI | | | | | | | |
| SP | | | | | | | |
| VI | | | | | | | |
| C/VI | | | | | 2 | | |
| ED | | | | /// | /// | | |
| HR | | | | 4 | /// | 3 | |
| LD | | | | 6-8(?) | /// | /// | |
| G/T | | | | | | | |
| Non-c | | | | | | | |
| Sex | | | | | | | |
| H | | 2 | | | | | |
| F | | 4 | | | | | |
| Race | | | | | | | |
| WH | | 6 | | | | | |
| BL | | | | | | | |
| ID | | | | | | | |
| CC | | | | | | | |
| Oth | | | | | | | |
| Area | | | | | | | |
| VI | | | | | | | |
| C/VI | | | | | | | |
| ED | | | | | | | |
| HR | | | | | | | |
| LD | | | | | | | |
| Pre-service | | | | | | | |
| PT | | | | | | | |
| FT | | | | | | | |
| Support | | 0 | | | | | |
| St | | | | | | | |
| \$ | | | | | | | |
| Fed | | | | | | | |
| \$ | | | | | | | |
| \$ | | | | | | | |
| Position | | | | | | | |
| Admin | | | | | | | |
| Col/univ tch | | | | | | | |
| Con/itin tch | | | | | | | |
| Res rm tch | | | | | | | |
| Spec cl tch, | | | | | | | |
| Speech path | | | | | | | |
| Super | | | | | | | |
| Voc ed | | | | | | | |
| Phys ed | | | | | | | |
| Reg ed | | | | | | | |
| Cont ed | | | | | | | |
| Unknown | | | | | | | |
| School Psychologist | | | | | | | |
| Placement | | | | | | | |
| Clinic/hos | | | | | | | 1 |
| Com agency | | | | | | | |
| Col/univ | | | | | | | |
| Pub sch dis | | | | | | | |
| Resi cen | | | | | | | |
| Spec dsy ach | | | | | | | |
| State agency | | | | | | | 1 |
| Unknown | | | | | | | |
| Serving | | | | | | | |
| Preschool | | | | | | | |
| Elementary | | | | | | | |
| Secondary | | | | | | | 1 |
| Combined | | | | | | | |
| Location | | | | | | | |
| Rural NC | | | | | | | |
| Suburban NC | | | | | | | |
| Urban NC | | | | | | | |
| Oth/or state | | | | | | | 1 |
| Unknown | | | | | | | |
| Program Support | None | | | | | | |
| Basic | | | | | | | |
| St \$ | | | | | | | |
| Fed \$ | | | | | | | |
| Grant/contract | | | | | | | |
| St \$ | | | | | | | |
| Fed \$ | | | | | | | |
| Stipends | | | | | | | |
| St \$ | | | | | | | |
| Fed \$ | | | | | | | |
| Facilities | | | | | | | |
| Office | 5 | | | | | | |
| Class/clinic | | | | | | | |
| Practicum | yes | | | | | | |
| Courses | | | | | | | |
| On-campus | | | | | | | |
| Acad yr--U | | | | | | | |
| Acad yr--G | 15-20 | | | | | | |
| Sum ses--U | | | | | | | |
| Sum ses--G | 5 | | | | | | |
| Off-campus | | | | | | | |
| Acad yr--U | | | | | | | |
| Acad yr--G | None | | | | | | |
| Sum ses--U | | | | | | | |
| Sum ses--G | | | | | | | |
| Special inst | | | | | | | |
| Certification | | | | | | | |

UNC: School Psychology PROGRAMS, 1974-75

Unit N. C. State

| FACULTY | | PROGRAM | STUDENTS | | | |
|---------------------|-----------------|-----------------|-------------|-----|-----------|-----|
| Sex | Assignment | Program Scope | Enrollees | | Graduates | |
| M 4 | Teach | HI | U | C | U | G |
| F 3 | U | SP | /// | /// | /// | /// |
| Race | G 2.56 | VI | /// | /// | /// | /// |
| WH 7 | Res | C/HI | /// | /// | /// | /// |
| BL | U | ED | | 4 | /// | /// |
| CC | G .26 | MR | | 4 | /// | /// |
| Oth | Admin | LD | | 3 | /// | /// |
| Age | U | G/T | | | | |
| 20-35 1 | G .10 | Non-c | | | | |
| 36-50 2 | Dir ser .09 | Program Support | Sex | | | |
| 51-65 3 | Other .04 | Basic | M 12 | | | |
| Degree | Total FTE 3.05 | St \$ 50,000 | F 5 | | | |
| M 1 | Advisees | Fed \$ | Race | | | |
| D 6 | Support | Grant/contract | WH 16 | | | |
| Rank | St 2 | St \$ | BL 1 | | | |
| Adjunct 3 | Fed 0 | Fed \$ 40,000 | ID. | | | |
| Lect 1 | Pvt | Stipends | CC | | | |
| Assist | Direct Services | St \$ 10,000 | Oth | | | |
| Assoc 1 | Consult | Fed \$ | Area | | | |
| Prof 2 | Train | Private 5,000 | VE | | | |
| Area | Eval | Facilities | C/HI | | | |
| HI | Assess | Office | ED | | | |
| SP | Info | Class/clinic | MR | | | |
| VI | Faculty Grants | Practicum | LD | | | |
| C/HI | \$ 4 | Courses | Pre-service | | | |
| ED | Staff | On-campus | PT | | | |
| MR | | Acad yr--U | FT | | | |
| LD | | Acad yr--G 20 | Support | | | |
| G/T | | Sum ses--U | St | | | |
| Autia | | Sum ses--G 4 | \$ | | | |
| Thr rec | | Off-campus | \$ | | | |
| Non-c | | Acad yr--U | Fed | | | |
| School Psychology 7 | | Acad yr--G | \$ | 10 | | |
| | | Sum ses--U | \$ | | | |
| | | Sum ses--G | \$ | | | |
| | | Special inst | | | | |
| | | Certification | | | | |

UNC: School Psychology PROGRAMS, 1974-75

| PROGRAM | STUDENTS | | | | | |
|------------------------|--------------------|---|-----------|---|-----------|---|
| | Enrollees | | Graduates | | Graduates | |
| | U | G | U | G | U | G |
| Program Scope | | | | | | |
| HI | | | | | | |
| SP | | | | | | |
| VI | | | | 4 | | |
| C/NI | | | | 2 | | |
| ED | | | | | | |
| MR | | | | 4 | 4 | |
| LD | | | | 4 | 4 | |
| G/T | | | | 3 | 3 | |
| Non-c | | | | | | |
| Program Support | | | | | | |
| Basic | | | | | | |
| St \$ 50,000 | | | | | | |
| Fed \$ | | | | | | |
| Grant/contract | | | | | | |
| Sup \$ | | | | | | |
| Fed \$ 40,000 | | | | | | |
| Stipends | | | | | | |
| St \$ 10,000 | | | | | | |
| Fed \$ | | | | | | |
| Private 5,000 | | | | | | |
| Facilities | | | | | | |
| Office | | | | | | |
| Class/clinic | | | | | | |
| Practicum | | | | | | |
| Courses | | | | | | |
| On-campus | | | | | | |
| Acad yr--U 20 | | | | | | |
| Acad yr--G | | | | | | |
| Sum ses--U | | | | | | |
| Sum ses--G 4 | | | | | | |
| Off-campus | | | | | | |
| Acad yr--U | | | | | | |
| Acad yr--G | | | | | | |
| Sum ses--U | | | | | | |
| Sum ses--G | | | | | | |
| Special inst | | | | | | |
| Certification | | | | | | |
| | Sex | | | | | |
| | M 12 | | | | | |
| | F 5 | | | | | |
| | Race | | | | | |
| | WH 16 | | | | | |
| | BL 1 | | | | | |
| | ID | | | | | |
| | CC | | | | | |
| | Oth | | | | | |
| | Area | | | | | |
| | VI | | | | | |
| | C/NI | | | | | |
| | ED | | | | | |
| | MR | | | | | |
| | LD | | | | | |
| | Pre-service | | | | | |
| | PT | | | | | |
| | FT | | | | | |
| | Support | | | | | |
| | St \$ | | | | | |
| | F \$ | | | | | |
| | Fed \$ 10 | | | | | |
| | F \$ | | | | | |
| | F \$ | | | | | |

Position
 Admin
 Col/univ tch
 Con/itin tch
 Res ra tch
 Spec cl tch
 Speech path
 Super
 Voc ad
 Physoed
 Reg ad
 Cont ad
 Unknown

Placement
 Clinic/hos
 Com agency
 Col/univ
 Pub sch dis
 Resi cen
 Spec day sch
 State agency
 Unknown

Serving
 Preschool
 Elementary
 Secondary
 Combined

Location
 Rural NC
 Suburban NC
 Urban NC
 Other state
 Unknown

| FACULTY | | | PROGRAM | | STUDENTS | | | |
|-------------------|---|-----------------|-----------------|-------|-----------------|--------|-----------|-----|
| Sex | | Assignment | Program Scope | | Enrollees | | Graduates | |
| M | 5 | Teach | HI | | U | G | U | G |
| F | 1 | U | SP | | Total | | | |
| | | G | VI | | 1972-73 | /// | /// | 7 |
| Race | 6 | Res | C/HI | | 1973-74 | /// | /// | 5 |
| WH | | U | ED | | 1974-75 | | | /// |
| BL | | G | MR | | 1975-76 | | | /// |
| CC | | Admin | LD | | 1976-77 | | | /// |
| Oth | | U | G/T | | | | | /// |
| | | G | Non-c | | Sex | | | |
| Age | | Dir ser | | | M | 15 | | |
| 20-35 | 3 | Other | Program Support | | F | 11 | | |
| 36-50 | 2 | Total FTE | Basic | | Race | | | |
| 51-65 | 1 | Advisees | Local \$ | 1,900 | WH | 26 | | |
| | | | Fed \$ | | BL | | | |
| Degree | | Support | Grant/contract | | ID | | | |
| M | | St | St \$ | | CC | | | |
| D | 6 | Fed | Fed \$ | | Oth | | | |
| | | Pvt | Stipends | | Area | | | |
| Rank | | | St \$ | | VI | | | |
| Adjunct | | Direct Services | Fed \$ | | C/HI | | | |
| Lect | | Consult | Facilities | | ED | | | |
| Assiat | 3 | Train | Office | | MR | | | |
| Assoc | 1 | Eval | Class/clinic | | LD | | | |
| Prof | 1 | Assess | Practicum | | Pre-service | | | |
| | | Info | | | PT | | | |
| Area | | Faculty Grants | Courses | | FT | 26 | | |
| HI | | \$ | On-campus | | Support | | | |
| SP | | | Acad yr--U | 20 | St | | | |
| VI | | None | Acad yr--G | 8 | \$ | 11 | | |
| C/HI | | | Sum ses--U | | \$ | 14,100 | | |
| ED | | Staff | Sum ses--G | | Fed | | | |
| MR | | | Off-campus | | \$ | 2 | | |
| LD | | | Acad yr--U | | \$ | 3,500 | | |
| G/T | | | Acad yr--G | | Local and state | | | |
| Autis | | | Sum ses--U | | \$ | 12 | | |
| Thr rec | | | Sum ses--G | | \$ | 28,800 | | |
| Non-c | | | Special inst | | | | | |
| School Psychology | | | Certification | | | | | |

UNC: School Psychology PROGRAMS, 1974-75

Carolina University

| PROGRAM | # STUDENTS | | | | | | | |
|------------------------|------------------------|--------|-----------|-----|-----------|-----|---|---|
| | Enrollees | | Graduates | | Graduates | | | |
| | U | G | U | G | U | G | U | G |
| Program Scope | | | | | | | | |
| HI | | | | | | | | |
| SP | | | | | | | | |
| VI | | | | | | 7 | | 1 |
| C/HL | | | | | | 5 | | 1 |
| ED | | | | 6 | /// | /// | | |
| MR | | | | 8 | /// | /// | | |
| LD | | | | 10 | /// | /// | | |
| G/T | | | | | | | | |
| Non-c | | | | | | | | |
| | Sex | | | | | | | |
| | M | 15 | | | | | | |
| | F | 11 | | | | | | |
| Program Support | | | | | | | | |
| Basic | | | | | | | | |
| Local \$ 1,900 | | | | | | | | |
| Fed \$ | | | | | | | | |
| Grant/contract | | | | | | | | |
| St \$ | | | | | | | | |
| Fed \$ | | | | | | | | |
| Stipends | | | | | | | | |
| St \$ | | | | | | | | |
| Fed \$ | | | | | | | | |
| Facilities | | | | | | | | |
| Office | | | | | | | | |
| Class/clinic | | | | | | | | |
| Practicum | | | | | | | | |
| Courses | | | | | | | | |
| On-campus | | | | | | | | |
| Acad yr--U 20 | | | | | | | | |
| Acad yr--G 8 | | | | | | | | |
| Sum ses--U | | | | | | | | |
| Sum ses--G | | | | | | | | |
| Off-campus | | | | | | | | |
| Acad yr--U | | | | | | | | |
| Acad yr--G | | | | | | | | |
| Sum ses--U | | | | | | | | |
| Sum ses--G | | | | | | | | |
| Special inst | | | | | | | | |
| Certification | | | | | | | | |
| | Total | | | | | | | |
| | 1972-73 | /// | /// | | | | | |
| | 1973-74 | /// | /// | | | | | |
| | 1974-75 | | 6 | /// | /// | | | |
| | 1975-76 | | 8 | /// | /// | | | |
| | 1976-77 | | 10 | /// | /// | | | |
| | Race | | | | | | | |
| | WH | 26 | | | | | | |
| | BL | | | | | | | |
| | ID | | | | | | | |
| | CC | | | | | | | |
| | Other | | | | | | | |
| | Area | | | | | | | |
| | VI | | | | | | | |
| | C/HL | | | | | | | |
| | ED | | | | | | | |
| | MR | | | | | | | |
| | LD | | | | | | | |
| | Pre-service | | | | | | | |
| | PT | | | | | | | |
| | FT | 26 | | | | | | |
| | Support | | | | | | | |
| | St | 11 | | | | | | |
| | \$ | 14,100 | | | | | | |
| | Fed | 2 | | | | | | |
| | \$ | 3,500 | | | | | | |
| | Local and state | | | | | | | |
| | \$ | 12 | | | | | | |
| | \$ | 28,800 | | | | | | |
| | Position | | | | | | | |
| | Admin | | | | | | | 1 |
| | Col/univ tch | | | | | | | 1 |
| | Con/ltin tch | | | | | | | |
| | Res rm tch | | | | | | | |
| | Spec cl tch | | | | | | | |
| | Speech path | | | | | | | |
| | Super | | | | | | | |
| | Voc ed | | | | | | | |
| | Phys ed | | | | | | | |
| | Reg ed | | | | | | | |
| | Cont ed | | | | | | | |
| | Unknown | | | | | | | |
| | School Psychologist | | | | | | | 7 |
| | Placement | | | | | | | |
| | Clinic/hos | | | | | | | |
| | Com agency | | | | | | | |
| | Col/univ | | | | | | | |
| | Pub sch dis | | | | | | | |
| | Resi cen | | | | | | | |
| | Spec day sch | | | | | | | |
| | State agency | | | | | | | |
| | Unknown | | | | | | | |
| | Serving | | | | | | | |
| | Preschool | | | | | | | |
| | Elementary | | | | | | | |
| | Secondary | | | | | | | |
| | Combined | | | | | | | |
| | Location | | | | | | | |
| | Rural NC | | | | | | | |
| | Suburban NC | | | | | | | |
| | Urban NC | | | | | | | |
| | Other state | | | | | | | |
| | Unknown | | | | | | | |

Unit

East Carolina University

UNC: School Psychology PROGRAMS, 1974-75

| FACULTY | | PROGRAM | | STUDENTS | | | |
|---------------------|-----------------|-----------------|--|-------------|-------|-----------|-----|
| Sex | Assignment | Program Scope | | Enrollees | | Graduates | |
| M 3 | Teach | HI | | U | G | U | G |
| F 1 | U | SP | | | | | |
| | C 1.10 | VI | | /// | /// | | |
| Race | Res | C/HI | | /// | /// | | 2 |
| WH 4 | U | ED | | | 6 | /// | 1 |
| BL | C .20 | MR | | | 10 | /// | /// |
| CC | Admin | LD | | | | /// | /// |
| Oth | U | G/T | | | 10-12 | /// | /// |
| | G | Non-c | | | | | |
| Age | Dir ser | Program Support | | Sex | | | |
| 20-35 | Other | Basic | | M 6 | | | |
| 36-50 N/A | Total FTE 1.30 | St. \$ | | F 12 | | | |
| 51-65 | Advisees | Fed \$ | | Race | | | |
| Degree | Support | Grant/contract | | WH 10 | | | |
| M | St 1.3 | St \$ | | BL | | | |
| D 4 | Fed | Fed \$ | | ID | | | |
| | Pvt | Stipends | | CC | | | |
| Rank | Direct Services | St \$ | | Oth | | | |
| Adjunct | Consult | Fed \$ | | Area | | | |
| Lect | Train | | | VI | | | |
| Assist | Eval | Facilities | | C/HI | | | |
| Assoc 2 | Assess | Office | | ED | | | |
| Prof 2 | Info | Class/clinic | | MR | | | |
| | | Practicum | | LD | | | |
| Area | Faculty Grants | Courses | | Pre-service | | | |
| HI | \$ None | On-campus | | PT 1 | | | |
| SP | | Acad yr--U | | PT 17 | | | |
| VI | | Acad yr--G | | | | | |
| C/HI | | Sum ses--U | | Support | | | |
| ED | Staff | Sum ses--G | | St \$ 12 | | | |
| MR | | Off-campus | | \$ \$14,400 | | | |
| LD | | Acad yr--U | | Fed \$ 2 | | | |
| G/T | | Acad yr--G | | | | | |
| Autis | | Sum ses--U | | | | | |
| Thr rec | | Sum ses--G | | | | | |
| Non-c | | Special inst | | | | | |
| School Psychologist | | Certification | | | | | |

123

| PROGRAM | STUDENTS | | | | | | |
|-----------------|---------------------|----------|-----------|-----|-----------|---|---|
| | Enrollees | | Graduates | | Graduates | | |
| | | U | G | U | G | U | G |
| Program Scope | | | | | | | |
| HI | | | | | | | |
| SP | | | | | | | |
| VI | | /// | /// | | | | |
| C/HI | | /// | /// | | 2 | | |
| ED | | | 6 | /// | 1 | | |
| HR | | | 10 | /// | /// | | |
| LD | | | 10-12(?) | /// | /// | | |
| C/T | | | | | | | |
| Non-c | | | | | | | |
| Program Support | | | | | | | |
| Basic | | | | | | | |
| St \$ | | | | | | | |
| Fed \$ | | | | | | | |
| Grant/contract | | | | | | | |
| St \$ | | | | | | | |
| Fed \$ | | | | | | | |
| Stipends | | | | | | | |
| St \$ | | | | | | | |
| Fed \$ | | | | | | | |
| Facilities | | | | | | | |
| Office | | | | | | | |
| Class/clinic | | | | | | | |
| Practicum | | | | | | | |
| Courses | | | | | | | |
| On-campus | | | | | | | |
| Acad yr--U | | | | | | | |
| Acad yr--G | | | | | | | |
| Sum ses--U | | | | | | | |
| Sum ses--G | | | | | | | |
| Off-campus | | | | | | | |
| Acad yr--U | | | | | | | |
| Acad yr--G | | | | | | | |
| Sum ses--U | | | | | | | |
| Sum ses--G | | | | | | | |
| Special inst | | | | | | | |
| Certification | | | | | | | |
| | Sex | | | | | | |
| | M | 6 | | | | | |
| | F | 12 | | | | | |
| | Race | | | | | | |
| | WH | 18 | | | | | |
| | BL | | | | | | |
| | TD | | | | | | |
| | CC | | | | | | |
| | Oth | | | | | | |
| | Area | | | | | | |
| | VI | | | | | | |
| | C/HI | | | | | | |
| | ED | | | | | | |
| | HR | | | | | | |
| | LD | | | | | | |
| | Pre-service | | | | | | |
| | PT | 1 | | | | | |
| | FT | 17 | | | | | |
| | Support: | | | | | | |
| | St | 12 | | | | | |
| | \$ | \$14,400 | | | | | |
| | Fed | | | | | | |
| | \$ | 2 | | | | | |
| | \$ | | | | | | |
| | Position | | | | | | |
| | Admin | | | | | | |
| | Col/univ tch | | | | | | |
| | Con/itin tch | | | | | | |
| | Rea rm tch | | | | | | |
| | Spec cl- tch | | | | | | 1 |
| | Speech path | | | | | | |
| | Super | | | | | | |
| | Voc ed | | | | | | |
| | Phys ed | | | | | | |
| | Reg ed | | | | | | |
| | Cont ed | | | | | | |
| | Unknown | | | | | | |
| | School Psychologist | | | | | | 7 |
| | Placement | | | | | | |
| | Clinic/hoa | | | | | | 2 |
| | Con agency | | | | | | |
| | Col/univ | | | | | | |
| | Pub sch dis | | | | | | 5 |
| | Resi cen | | | | | | 1 |
| | Spec day sch | | | | | | |
| | State agency | | | | | | |
| | Unknown | | | | | | |
| | Serving | | | | | | |
| | Preschool | | | | | | |
| | Elementary | | | | | | 1 |
| | Secondary | | | | | | |
| | Combined | | | | | | 7 |
| | Location | | | | | | |
| | Rural NC | | | | | | 4 |
| | Suburban NC | | | | | | |
| | Urban NC | | | | | | 2 |
| | Other state | | | | | | 1 |
| | Unknown | | | | | | |

APPENDIX G.

SPEECH AND HEARING SPECIALISTS' REPORT

The Consortium received the cooperation of the State chapter of the American Speech and Hearing Association in its review of programs in the University which train specialists in the area of the hearing and speech sciences.

Currently, six Universities have training programs.

A total of 34 faculty (27.15 FTE) are training 555 undergraduate and 232 graduate students during 1974-75. Competence to the Masters level will soon be required for certification.

Projections of trainee product outputs at the graduate level based on current staff are 103 in 1975-76 and 113 in 1976-77.

North Carolina Speech, Hearing,
and Language Association

Report and Recommendations

for

Necessary Training Activities and Resources

for

The University of North Carolina

to

Donald J. Stedman, Ph.D., Chairman
The Cooperative Planning Consortium
of Special Education Programs
The University of North Carolina

1-6

Introduction:

The primary goal of communication specialists (e.g., audiologists, speech pathologists, language specialists and deaf educators) is to provide a continuum of evaluative, habilitative and consultive services designed to maximize the hearing, language and speech skills of every child.

"The effects of . . . communicative disabilities in children may be prolonged and pervasive: academic failure, psycho-social maladjustment and loss of future learning power can result from the lack of proper habilitative opportunities provided in early life."¹ Where appropriate services are available in the schools, the social isolation and educational failure which accompany disabilities of communication are minimized, and the child is aided in his efforts to become a socially effective, economically productive and self fulfilled adult.

A statement of Policies and Regulations Governing Programs for Speech and Language Impaired adopted by the North Carolina State Board of Education on June 6, 1974, identifies three levels of services for which communicative specialists are responsible.

"A Continuum of Services Plan involves a Communication Development Program, a Communication Deviations Program, a Communication Disorders Program. The Communication Development Program serves the general school population and is prevention oriented providing strong speech and language models and sequences curricular activities emphasizing listening skills, cognitive and expressive competencies, understanding and protection of the hearing and speech mechanism, and self-confidence to help children develop appropriate communicative behaviors in social, educational and cultural contexts. The role of the clinician includes planning, promotion, consultation and demonstration with professionals and supportive personnel. The program may be conducted in a regular classroom or large groups; it may be itinerant or building based. Other participants most commonly used in this program may be teachers, parents, counselors, health and science personnel, and para-professionals.

"The Communication Deviations Program serves individuals with mild developmental or non-maturational problems in articulation, voice, fluency or language, as well as those with mild hearing loss requiring minimal aural rehabilitation procedures. The Program provides services which include speech, language and hearing screening, and speech and language improvement. The clinician's role includes identification, diagnosis, organization, consultation, and supervision of supportive personnel and occasionally a direct role in correction and follow-up. The Program may be conducted in regular classroom, large groups, small groups, and it may be itinerant, block or building based. Other participants in the Program may be teachers, parents, paraprofessionals, educational and psychological examiners, audiologists, nurses and physicians.

"The Communication Disorders Program serves children with handicapping disorders of communication. It includes comprehensive diagnostic and intensive individual and/or small group therapy utilizing modern research technology and diagnosis and program management, including direct scheduling, referral, counseling direct therapy, and dismissal. The clinician works with children on an individual basis or in small groups. Scheduling varies according to the pupil's needs. Participants called upon by the clinician include physicians, psychiatrists, and audiologists, psychologists, dentists, social workers, counselors, regular and special teachers, and parents."

While this statement emphasizes the direct services which the communication specialist is to provide to children, it also points up his role as consultant to others in the educational team who share his concern about the child's communicative function.

The same document also identified the types of disorders for which communication specialists assume primary diagnostic and remedial responsibility.

"Pupils requiring speech and language services are those who evidence (a) defective production of phonemes (speech sounds) that interfere with ready intelligibility of speech, (b) abnormality in pitch, loudness or quality resulting from pathological conditions or inappropriate use of the vocal mechanism that interferes with communication or produces maladjustment, (c) disruptions in the normal flow of verbal expression that occur frequently, or are markedly noticeable and are not readily controllable by the pupil, (d) disability in verbal learning resulting in markedly impaired ability to acquire, use or comprehend spoken, read, and written language where no significant degree of sensory or motor incapacity, mental retardation, emotional maladjustment or environmental disadvantage is present as the primary disabling condition or (e) delayed language acquisition resulting from sensory or motor incapacity, mental retardation, emotional maladjustment or environmental disadvantage."

This statement notes the wide variability in the kinds of disorders which result in a breakdown in communication. Reduced auditory sensitivity has long been recognized as a factor resulting in defective receptive language learning. Wepman² suggests that deficits in auditory discrimination, auditory memory and auditory self-monitoring have an equally depressing effect on language and speech acquisition. For others, defective decoding skills result in poor receptive language, even though all other auditory skills are intact. Still other children lack the integration skills which make it possible to use the information which he receives daily to formulate concepts. The integrative process is central to the acquisition of the rules which govern word meaning, grammatical usage and sentence formulation. Deficits in integration may result in disorders of receptive and expressive language. Certainly, to encode a verbal response, the child depends upon such integrational skills to select the necessary vocabulary, the appropriate morphologic forms and the syntactic order of sentences and paragraphs required to express his thoughts. The motor functions required for phonation and articulation have long been recognized as contributors to verbal expression.

When we recognize the organic and environmental factors which may contribute to a particular communication disorder it is not surprising that the statement of the State Board of Education takes note of the fact that defects in communication commonly appear in concert with other disabling conditions. The statement recognizes that the mentally retarded, emotionally maladjusted, sensorily and motorically incapacitated and environmentally disadvantaged children in our special education programs will frequently also exhibit communication disorders. Further, Wepman² states that the problems classified under the rubric of learning disabilities "... result essentially from a communication disorder." Thus, the

evaluation and remediation of their communication disorders constitute a major component in the integrated service programs provided for the children who are categorized under CR, ED, ER, HI, LD and TR classifications in Table 1.

In summary, maximizing the communicative skills and performance of all children is the task of the Communication Specialists working in cooperation with the educational team serving both "regular" and "exceptional" children. Without an adequate communication system, no child can achieve his academic, social and personal potential.

Current Situation:

Table 1, columns SI and HI summarize the incidence of children exhibiting speech and language problems and severe hearing impairments. These figures include children from both "regular" and "special" class populations. It can be seen that 41,058 school age children need speech and language services and 6,804 school age children need hearing services. Table 2 reveals the need for an additional 1,561.2 Speech and Language Specialists and Deaf Educators to provide services to all who need them. These data do not reflect the total need, since only about 10% of the 312 Speech and Language Specialists currently employed in the public schools hold a Master's Degree, the minimal level of training required for certification by the American Speech and Hearing Association. This level of competence is the goal for all Speech and Language Specialists being encouraged by the Division of Teacher Education and the Division of Teacher Certification of the North Carolina Department of Public Instruction. Under current competency based certification, the Communication Specialists must demonstrate competence in remediation of articulation, voice, dysfluency, language and communicative interaction problems.

TABLE 1. ESTIMATES OF NUMBER OF EXCEPTIONAL PERSONS IN NORTH CAROLINA
AND NUMBER OF TEACHEPS NEEDED TO SERVE THEM

| | Category of Exceptionality ^a | | | | | | | | | |
|---|---|---------|----------------------|--------|-------|----------------------|--------|--------|-------|--|
| | CR | ED | ER | GT | HH | HI | LD | SI | TR | |
| Estimated Prevalence Percentages ^b | 0.50% | 2.00% | 2.14% | 2.00% | 0.15% | 0.58% | 1.00% | 3.50% | 0.16% | |
| Estimated Number of Exceptional Children in NC of School Age ^c | 5,865 | 23,462 | 25,104 | 23,462 | 1,760 | 6,804 | 11,731 | 41,058 | 1,877 | |
| Estimated Number of Teachers Needed ^d | 586.5 | 2,932.7 | 1,725.4 (ER & TR) | 938.5 | 146.7 | 1,908.2 (HI & SI) | 469.2 | | | |
| Estimated Number of Exceptional Persons in NC, Aged 0-21 ^e | 10,391 | 41,566 | 44,476 | 41,566 | 3,117 | 12,054 | 20,783 | 72,740 | 3,324 | |
| Estimated Number of Exceptional Children in NC of School Age (Gudger report) ^f | 976 | 3,949 | 52,967 | 39,741 | 3,843 | 2,496 | 14,718 | 38,449 | 3,886 | |
| Estimated Number of Teachers Needed (Gudger Report) ^g | 65 | 202 | 2,044 (ER & TR) | 553 | | 476 (HI & SI) | 332 | | | |

(See footnotes on next page.)

TABLE 1. ESTIMATES OF NUMBER OF EXCEPTIONAL PERSONS IN NORTH CAROLINA
AND NUMBER OF TEACHERS NEEDED TO SERVE THEM

| Category of Exceptionality ^a | | | | | | | | | | |
|---|---------|----------------------|--------|-------|----------------------|--------|--------|-------|-------|---------|
| CR | ED | ER | GP | HH | HI | LD | SI | TR | VI | TOTAL |
| 0.50% | 2.00% | 2.14% | 2.00% | 0.15% | 0.58% | 1.00% | 3.50% | 0.16% | 0.10% | 12.15% |
| 5,865 | 23,462 | 25,104 | 23,462 | 1,760 | 6,804 | 11,731 | 41,058 | 1,877 | 1,173 | 142,296 |
| 586.5 | 2,932.7 | 1,725.4 (ER & TR) | 938.5 | 146.7 | 1,908.2 (HI & SI) | 469.2 | | | 46.9 | 3,754.1 |
| 10,391 | 41,566 | 44,476 | 41,566 | 3,117 | 12,054 | 20,783 | 72,740 | 3,325 | 2,078 | 252,098 |
| 976 | 3,949 | 52,967 | 39,741 | 3,843 | 2,496 | 14,718 | 38,449 | 3,886 | 944 | 191,969 |
| 65 | 202 | 2,044 (ER & TR) | 553 | | 476 (HI & SI) | 332 | | | 75 | 3,747 |

page.)

FOOTNOTES FOR TABLE 1

^aCR, Crippled; ED, Emotionally Disturbed; ER, Educable Mentally Retarded; GT, Gifted and Talented; HH, Hospitalized and/or Homebound; HI, Hearing Impaired; LD, Learning Disabled; SI, Speech Impaired; TR, Trainable Mentally Retarded; VI, Visually Impaired.

^bEstimated prevalence percentages are from Office for the Handicapped, US Department of Health, Education and Welfare.

^cBased on total 1973-74 public school enrollment of 1,173,097, grades 1-12, used by the Division for Exceptional Children, NCS DPI.

^dDerived from row above by using the following teacher:student ratios (obtained from NCS DPI): CR, 1:10; ED, 1:8; ER, 1:16; GT, 1:25; HH, 1:12; HI, 1:5; LD, 1:25; SI, 1:75; TR, 1:12; VI, 1:25.

^eBased on total NC population (aged 0-21) of 2,078,293, from US Census, 1970.

^fFrom the Report of the Commission on Children with Special Needs to the NC Legislature, February 1, 1975, p. 4.

^gFrom the Report of the Commission on Children with Special Needs to the NC Legislature, February 1, 1975, p. 7. Includes teachers now serving plus additional teachers required.

TABLE 2. ESTIMATES OF NUMBER OF SPECIAL TEACHERS NOW AVAILABLE IN NORTH CAROLINA
AND NUMBER OF ADDITIONAL SPECIAL TEACHERS REQUIRED

| | Category of Exceptionality ^a | | | | | | |
|---|---|---------|---------|-------|-------|---------|-------|
| | CR | ED | MR | GT | HH | HI/SI | LD |
| Estimated Number of Teachers Needed ^b | 586.5 | 2,932.7 | 1,725.4 | 938.5 | 146.7 | 1,908.2 | 469.2 |
| Estimated Number of Teachers Available (NCS DPI) ^c | 75.0 | 46.0 | 2,638.0 | 269.5 | 74.5 | 347.0 | 163.0 |
| Estimated Number of Teachers Available (Gudger Report) ^d | 43.0 | 23.0 | 1,532.0 | 223.0 | | 280.0 | 66.0 |
| Estimated Number of Additional Teachers Required (NCS DPI) ^e | 511.5 | 2,886.7 | 0 | 669.0 | 72.2 | 1,561.2 | 306.2 |
| Estimated Number of Additional Teachers Required (Gudger Report) ^f | 543.5 | 2,909.7 | 193.4 | 715.5 | 146.7 | 1,628.2 | 403.2 |

(See footnotes on next page.)

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ESTIMATES OF NUMBER OF SPECIAL TEACHERS NOW AVAILABLE IN NORTH CAROLINA
AND NUMBER OF ADDITIONAL SPECIAL TEACHERS REQUIRED

Category of Exceptionality^a

| CR | ED | MR | GT | HH | HI/SI | LD | VI | TOTAL |
|-------|---------|---------|-------|-------|---------|-------|------|---------|
| 586.5 | 2,932.7 | 1,725.4 | 938.5 | 146.7 | 1,908.2 | 469.2 | 46.9 | 8,254.1 |
| 75.0 | 46.0 | 2,638.0 | 269.5 | 74.5 | 347.0 | 153.0 | 14.0 | 3,627.0 |
| 43.0 | 23.0 | 1,532.0 | 223.0 | | 280.0 | 66.0 | 11.0 | 2,176.0 |
| 511.5 | 2,886.7 | 0 | 669.0 | 72.2 | 1,561.2 | 306.2 | 32.9 | 6,039.7 |
| 543.5 | 2,909.7 | 193.4 | 715.5 | 146.7 | 1,628.2 | 403.2 | 38.2 | 6,573.2 |

page.)

1.15

FOOTNOTES FOR TABLE 2

^aCR, Crippled; ED, Emotionally Disturbed; MR, Educable Mentally Retarded and/or Trainable Mentally Retarded; GT, Gifted and Talented; HH, Hospitalized and/or Homebound; HI/SI, Hearing Impaired and/or Speech Impaired; LD, Learning Disabled; VI, Visually Impaired.

^bFrom this report, Table 1, Row 3.

^cFrom Preparation of Professional Personnel in the Education of the Handicapped in North Carolina, Department of Public Instruction, Division for Exceptional Children, October 15, 1974, p. 17. Figures for Gifted and Talented, and Hospitalized and/or Homebound are from "1973-74 Statistical Summary, Instructional Programs for Exceptional Children, North Carolina Public Schools," published by Division for Exceptional Children, NCS DPI, October 1974.

^dFrom the Report of the Commission on Children with Special Needs to the NC Legislature, February 1, 1975, p. 7.

^eRow 1 minus Row 2.

^fRow 1 minus Row 3.

Training to this level of competence in so many areas of concern requires study of sufficient duration and quality to justify the Master's Degree, if the needs of school age children for remediation of communication problems are to be met. The University of North Carolina faces two tasks:

- 1) the training of 235.4 new Speech and Language Specialists to the Master's Degree level and
- 2) the upgrading of 280 currently employed Specialists to the Master's Degree level.

Of the 35 Teachers of the Deaf currently teaching in classes for acoustically handicapped children, approximately one-half meet the certification requirements of the Council of Educators of the Deaf. Therefore, to meet the needs of children with hearing impairments, the University of North Carolina must provide training for 1,325.8 new teachers of the hearing impaired and must provide upgrading for 17 currently employed teachers.

Not reflected in the tables is the need for an estimated 78 Audiologists (one for each 15,000 school children) trained to the Master's Degree level to provide screening, diagnostic and remedial services for the state's public school population.

Not included in this analysis of need are an estimated 20,185 preschool children who need the services of Communication Specialists. Future planning might well concentrate on meeting the needs of these children for the following reasons: 1) academic success depends upon the child's having adequate communication skills when he comes to school; 2) communication skills are more easily learned during the preschool years than at any other time; and 3) the frustrations and social alienation resulting from poor communication during the first five years of life tend to have a permanent debilitating effect.

The needs for Communication Specialists to serve the needs of school children in North Carolina are summarized in Table 3.

TABLE 3. NUMBER OF COMMUNICATION AND HEARING SPECIALISTS NEEDED TO BE TRAINED BY
THE UNIVERSITY OF NORTH CAROLINA^a

| | Speech & Lang. Specialists | Teachers of Hearing Impaired | Audiol- ogists |
|---|-------------------------------|---------------------------------|-------------------|
| Number of New Profes- sionals Needed | 235.4 | 1,325.8 | 78.0 |
| Number of Profes- sionals Needing Upgrading | 280.0 | 17.0 | -- |
| Totals | 515.4 | 1,342.8 | 78.0 |

^aBased on NCS DPI estimates of number of teachers now available.

University Resources

A review of University training resources summarized in Table 4 reveals that 34 faculty members (27.15 FTE) are engaged in training Speech and Language Specialists in six established institutions within the University of North Carolina. Of these, two provide academic and clinical training at the Master's Degree level only. All others provide both undergraduate and graduate training. No institution in North Carolina offers a Doctoral Program in Speech and Language Pathology. Only three institutions provide training for Audiologists through the Master's Degree level.

The capabilities of these faculties to meet the need for training summarized in Table 3 are analyzed in relation to the minimum requirements for ETB (Educational Training Board) accreditation proposed by the American Boards of Examiners in Speech Pathology and Audiology.³ Among the requirements for ETB Certification are the following:

1. At least one full-time faculty member must hold an earned doctorate in each area of specialization. (i.e., Speech Pathology and Audiology)
2. One full-time teaching staff member (a full-time equivalent) for every 12 junior and senior level full-time students.
3. One full-time teaching staff member (or full-time equivalent) to every six master's level full-time students.
4. Supervision by a certified professional of 300 clock hours of clinical practicum for each student, supervision being defined as direct observation of at least one of every three therapy sessions for each client seen and direct observation of every diagnostic session.

TABLE 4. ATTRIBUTES OF CURRENT COMMUNICATION AND HEARING SPECIALISTS
OF THE UNIVERSITY OF NORTH CAROLINA

Faculty^a

| No. | Sex | | Race | | Level | | Rank | | | | Spec. b | | Assignment | | | | | | |
|------------------|-----|----|------|----|-------|----|------|----|----|----|---------|----|------------|-------|------|------|------|-------|-------|
| | M | F | W | NW | M | D | P | Ac | At | L | Hr | Sp | Teach | Res | Adm | Ser | Oth | Total | |
| ASU | 5 | 2 | 3 | 5 | 0 | 3 | 2 | 1 | 1 | 2 | 1 | 4 | 5 | 2.75 | 0.00 | 0.25 | 0.00 | 0.00 | 3.00 |
| ECU | 9 | 5 | 4 | 9 | 0 | 5 | 4 | 0 | 4 | 2 | 3 | 6 | 8 | 3.90 | 0.80 | 0.95 | 1.25 | 0.60 | 7.50 |
| NCCU | 4 | 1 | 3 | 3 | 1 | 1 | 3 | 0 | 1 | 3 | 0 | 2 | 3 | 2.25 | 0.00 | 0.50 | 0.00 | 0.00 | 2.75 |
| UNCCH | 5 | 4 | 1 | 5 | 0 | 0 | 5 | 1 | 1 | 3 | 0 | 2 | 3 | 3.10 | 1.10 | 0.30 | 0.50 | 0.00 | 5.00 |
| UNCG | 5 | 3 | 2 | 5 | 0 | 2 | 3 | 1 | 0 | 3 | 1 | 2 | 4 | 3.50 | 0.75 | 0.50 | 0.25 | 0.00 | 5.00 |
| WCU ^c | 6 | 2 | 4 | 6 | 0 | 5 | 1 | 0 | 0 | 3 | 0 | 1 | 6 | 3.30 | 0.00 | 0.10 | 0.50 | 0.00 | 3.90 |
| TOTAL | 34 | 17 | 17 | 33 | 1 | 16 | 18 | 3 | 7 | 16 | 5 | 17 | 29 | 18.80 | 2.65 | 2.60 | 2.50 | 0.60 | 27.15 |

^aNo., Number; Sex--M, Male; F, Female; Level of Training--M, Masters; D, Doctorate; Rank--P, Professor; At, Assistant Professor; L, Lecturer; Spec., Specialty--Hr, Hearing; Sp, Speech; Assignm Res, Research; Adm, Administration; Ser, Direct Services; Oth, Other; Total; Support Services--St, Priv, Private; Adm Stf, Administrative Staff.

^bSome faculty members may have more than one area of specialization.

^cIncludes three adjunct faculty members.

TABLE 4. ATTRIBUTES OF CURRENT COMMUNICATION AND HEARING SPECIALISTS
OF THE UNIVERSITY OF NORTH CAROLINA

Faculty^a

| 1 | Rank | | | | Spec. ^b | | Assignment | | | | | Support Source | | | Adm Stf | |
|---|------|----|----|---|--------------------|----|------------|------|------|------|------|----------------|-------|------|------------|------|
| | P | Ac | At | L | Hr | Sp | Teach | Res | Adm | Ser | Oth | Total | St | Fed | | Priv |
| | 1 | 1 | 2 | 1 | 4 | 5 | 2.75 | 0.00 | 0.25 | 0.00 | 0.00 | 3.00 | 5.00 | 0.00 | 0.00 | 1.00 |
| | 0 | 4 | 2 | 3 | 6 | 8 | 3.90 | 0.80 | 0.95 | 1.25 | 0.60 | 7.50 | 6.00 | 2.00 | 1.00 | 1.15 |
| | 0 | 1 | 3 | 0 | 2 | 3 | 2.25 | 0.00 | 0.50 | 0.00 | 0.00 | 2.75 | 2.00 | 2.00 | 0.00 | 1.00 |
| | 1 | 1 | 3 | 0 | 2 | 3 | 3.10 | 1.10 | 0.30 | 0.50 | 0.00 | 5.00 | 3.00 | 1.75 | 0.25 | 1.00 |
| | 1 | 0 | 3 | 1 | 2 | 4 | 3.50 | 0.75 | 0.50 | 0.25 | 0.00 | 5.00 | 5.00 | 0.00 | 0.00 | 2.00 |
| | 0 | 0 | 3 | 0 | 1 | 6 | 3.30 | 0.00 | 0.10 | 0.50 | 0.00 | 3.90 | 6.00 | 0.00 | 0.00 | 0.00 |
| 9 | 3 | 7 | 16 | 5 | 17 | 29 | 18.80 | 2.65 | 2.60 | 2.50 | 0.60 | 27.15 | 27.00 | 5.75 | 1.25 | 6.15 |

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Male; F, Female; Level of Training--M, Masters; D, Doctorate; Rank--P, Professor; Ac, Associate Professor; L, Lecturer; Spec., Specialty--Hr, Hearing; Sp, Speech; Assignment--Teach, Teaching; Res, Respiration; Ser, Direct Services; Oth, Other; Total; Support Services--St, State; Fed, Federal; Adm, Administrative Staff.

110

111

may have more than one area of specialization.

f members.



It can be seen immediately that, to meet these standards for training for the number of students who must be trained to meet the public school needs for Communication and Hearing Specialists, additional faculty will be needed. (It should be noted that this need is expanded when we take into account the need to train Communication and Hearing Specialists to serve the needs of people below five years of age and above 18 years of age.)

University Resources - Educators of Hearing Impaired.

No institution within the University of North Carolina offers a program of training for Educators of Hearing Impaired either at the undergraduate or graduate level. (Two private colleges offer undergraduate training for a limited number of students.) The University of North Carolina at Greensboro has received approval for a training program through the Master's Degree level and is now recruiting an individual to head the program. The University of North Carolina at Chapel Hill has plans for a graduate program under consideration. The need for support of these emerging programs is apparent in light of the need for trained teachers noted in Table 3.

Recommendations

1. Increased faculty support should be provided for the six existing training programs in Communication Sciences in order to achieve the following goals:
 - a. improve student/faculty ratios to meet ETB certification requirements, thereby improving the quality of professional training
 - b. increase curricular offerings, particularly in interdisciplinary courses

- c. upgrade the amount and quality of clinical practicum supervision to improve professional service skills of graduates
 - d. increase the number of qualified professionals available to meet existing needs.
2. Student support should be provided in the form of scholarships and stipends in order that a) undertrained professionals currently employed in the schools can afford to seek additional training and b) quality students can be recruited into the communication disorders professions.
 3. Special funds should be provided to implement planned and emerging programs to train teachers of the hearing impaired.
 4. Campus and field based continuing education efforts should be supported to assure that Communication Specialists will provide quality services across the years.
 5. Support should be given for a reconstituted cooperative consortium to function as a coordinating and planning group.

Respectfully submitted,

J. Lou Carpenter, M.A., ASU

Richard Dixon, Ph.D., UNC-G

Garrett Hume, Ph.D., ECU

LuVern Kunze, Ph.D., Duke University, Chairman

Laura Love, Ph.D., NCCU

Robert Peters, Ph.D., UNC-CH

Thomas Scanio, Ph.D., WCU

Footnotes

¹Healey, W. C. and Johnson, K. O., Standards and Guidelines for Comprehensive Language, Speech and Hearing Programs in Schools. Washington, D.C., American Speech and Hearing Association. 1974.

²Wepman, J. M., "New and Wider Horizons for Speech and Hearing Specialists." ASHA, January 1975.

³Powers, G. R., "Proposed Minimum Requirements for ETB Accreditation." ASHA, October 1974.

APPENDIX I

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit: Appalachian State University

| FACULTY | | | | PROGRAM | | STUDENTS | |
|---------|-----------------|------|-----------------|-------------|-----------|----------|-----|
| Sex | Assignment | | Program Scope | Enrollees | Graduates | | |
| M | Teach | | HI | U | U | G | G |
| F | U | 3.00 | SP | 1972-73 | 7 | 7 | |
| | G | .75 | VI | 1973-74 | 23 | 22 | |
| Race | Rec | | C/HI | 1974-75 | 103 | 32 | 111 |
| WH | U | - | ED | 1975-76 | 220 | 30 | 111 |
| BL | G | - | MR | 1976-77 | - | - | 111 |
| CC | Admin | - | LD | | | | |
| Oth | U | - | G/T | | | | |
| | G | .35 | Non-c | | | | |
| Age | Dir ser | - | Program Support | Sex | | | |
| 20-35 | Other | - | Basic | M | NA | NA | 3 |
| 36-50 | Total FTE | 3.00 | St \$ | F | NA | NA | 15 |
| 51-65 | Advisees | - | St \$ | | | | |
| Degree | Support | | Grant/contract | Race | | | |
| M | St | 5 | St \$ | WH | NA | NA | 19 |
| D | Fed | - | Fed \$ | BL | NA | NA | - |
| | Pvt | - | Stipends | ID | NA | NA | - |
| Rank | Direct Services | | St \$ | CC | NA | NA | - |
| Adjunct | Consult | 53 | Fed \$ | Oth | NA | NA | - |
| Lect | Train | 120 | Facilities | Area | | | |
| Assist | Eval | - | Office | HI | - | - | - |
| Assoc | Assess | 140 | Class/clinic | SP | 328 | 42 | 19 |
| Prof | Info | 30 | Practicum | ED | - | - | - |
| | | | | MR | - | - | - |
| | | | | LD | - | - | - |
| Area | Faculty Grants | | Courses | Pre-service | | | |
| HI | \$ | - | On-campus | PT | NA | NA | 2 |
| SP | \$ | - | Acad yr--U | FT | NA | NA | 17 |
| VI | \$ | - | Acad yr--G | | | | |
| C/HI | | - | Sun ses--U | Support | | | |
| ED | Staff | 2 | Sun ses--G | St | | | |
| MR | | | Off-campus | \$ | - | 3 | - |
| LD | | | Acad yr--U | \$ | - | 3,800 | - |
| G/T | | | Acad yr--G | Fed | - | - | - |
| Autis | | | Sun ses--U | \$ | - | 2 | 2 |
| Thr rec | | | Sun ses--G | \$ | - | 2,000 | 800 |
| Non-c | | | Special inst | | | | |
| | | | Cartification | | | | |

| FACULTY | | | PROGRAM | | STUDENTS | | | | |
|---------|-----------------|--------|-----------------------|---------|-------------|-----|------------------|-------|--------|
| Sex | Assignment | | Program Scope | | Enrollees | | Graduates | | |
| M | Teach | | HI | yes | U | G | U | G | |
| F | U | 1.90 | SP | yes | Total | | | | |
| | G | 3.00 | VI | - | 1972-73 | 117 | 111 | 32 | 6 |
| Race | Res | | C/HI | - | 1973-74 | 111 | 111 | 39 | 15 |
| WH | U | .10 | ED | - | 1974-75 | 75 | 30 | 111 | 111 |
| BL | G | .70 | MR | - | 1975-76 | - | - | 111 | 111 |
| CC | Admin | | LD | - | 1976-77 | - | - | 111 | 111 |
| Oth | U | .30 | G/T | - | | | | | |
| | G | .85 | Non-c | - | Sex | | | | |
| Age | Dir ser | 1.25 | | | M | 3 | 3 | 4 | 3 |
| 20-35 | Other | .80 | Program Support | | F | 78 | 28 | 67 | 19 |
| 36-50 | Total FTE | 7.60 | Basic ¹ | | Race | | | | |
| 51-65 | Advisees | 30 | St \$ | 121,000 | WH | 70 | 30 | 63 | 20 |
| | | | Fed \$ | 18,000 | BL | 5 | - | 6 | 2 |
| Degree | Support | | Grant/contract | | ID | - | - | - | - |
| M | St | 6 | St \$ | 2,000 | CC | - | - | - | - |
| D | Fed | 2 | Fed \$ | 8,000 | Oth | - | - | - | - |
| | Pvt | 2 | Stipends ² | | Area | | | | |
| Rank | Direct Services | | St \$ | 8,000 | HI | - | 8 | - | 7 |
| Adjunct | Consult | 58 | Fed \$ | 8,400 | SP | 75 | 22 | 71 | 14 |
| Lect | Train | 324 | Facilities | | ED | - | - | - | - |
| Assist | Eual | 275 | Office | Ad | MR | - | - | - | - |
| Assoc | Assess | 104 | Class/clinic | Ad | LD | - | - | - | - |
| Prof | Info | 155 | Practicum | Ad | | | | | |
| Area | | | Courses | | Pre-service | | | | |
| HI | Faculty Grante | | On-campus | | PT | - | 7 | - | 3 |
| SP | \$ | 5 | Acad yr--U | 22.5 | FT | 75 | 23 | 71 | 19 |
| VI | \$ | 45,475 | Acad yr--G | 18.0 | Support | | | | |
| C/HI | Staff | 1.15 | Sum ses--U | 6.0 | St | | | | |
| EO | | | Sum ses--G | 7.5 | \$ | - | 8 | 2 | 15 |
| MR | | | Off-campus | | \$ | - | 8,000 | 1,000 | 23,500 |
| LD | | | Acad yr--U | - | Fed | - | - | - | - |
| G/T | | | Acad yr--G | - | \$ | - | 5 | - | - |
| Autis | | | Sum ses--U | - | \$ | - | 400 ³ | - | - |
| Thr rec | | | Sum ses--G | - | | | | | |
| Non-c | | | Special inst | 7.5 | | | | | |
| | | | Certification | | | | | | |

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

| PROGRAM | | | STUDENTS | | | | | |
|---------------|-----------------------|---------|-------------|-----|------------------|-------|-----------|--------------|
| Program Scope | | | Enrollees | | Graduates | | Graduates | |
| | yes | | U | G | U | G | U | G |
| 1.90 | HI | yes | Total | | | | | |
| 2.00 | SP | yes | 1972-73 | /// | /// | 32 | 6 | Position |
| | VI | - | 1973-74 | /// | /// | 39 | 15 | Admin |
| .10 | C/MI | - | 1974-75 | 75 | 30 | /// | /// | Col/univ tch |
| .70 | ED | - | 1975-76 | - | - | /// | /// | Con/itin tch |
| | MR | - | 1976-77 | - | - | /// | /// | Res. rm tch |
| | LD | - | | | | | | Spec cl tch |
| .30 | G/T | - | | | | | | Speech path |
| .65 | Non-c | - | Sex | | | | | Super |
| 1.25 | | | H | 3 | 2 | 4 | 2 | Audio |
| .60 | Program Support | | F | 72 | 26 | 67 | 19 | Phys ed |
| 7.60 | Basic ² | | Race | | | | | Reg ed |
| 30 | St \$ | 121,000 | WH | 70 | 30 | 63 | 20 | Cont ed |
| | Fed \$ | 18,000 | BL | 5 | - | 8 | 1 | Unknown |
| | Grant/contract | | ID | - | - | - | - | Placement |
| 6 | St \$ | 2,000 | CC | - | - | - | - | Clinic/hoa |
| 2 | Ed \$ | 6,060 | Oth | - | - | - | - | Com agency |
| 1 | Stipends ³ | | Area | | | | | Col/univ |
| | St \$ | 8,000 | HI | - | 8 | - | 7 | Pub sch dis |
| | Fed \$ | 8,400 | SP | 75 | 22 | 71 | 14 | Resi cen |
| 56 | Facilities | | ED | - | - | - | - | Spec day sch |
| 224 | Office | Ad | MR | - | - | - | - | State agency |
| 275 | Class/clinic | Ad | LD | - | - | - | - | Unknown |
| 104 | Practicum | Ad | | | | | | Serving |
| 255 | | | Pre-service | | | | | Preschool |
| | Courses | | PT | - | 7 | - | 2 | Elementary |
| 5 | On-campus | | FT | 75 | 23 | 71 | 19 | Secondary |
| 8,475 | Acad yr--U | 22.5 | | | | | | Combined |
| | Acad yr--G | 18.0 | Support | | | | | Location |
| 1.15 | Sum ses--U | 6.0 | St | | | | | Rural NC |
| | Sum ses--G | 7.6 | \$ | - | 8 | 1 | 15 | Suburban NC |
| | Off-campus | | \$ | - | 8,000 | 1,000 | 23,500 | Urban NC |
| | Acad yr--U | - | Fed | - | - | - | - | Other state |
| | Acad yr--G | - | \$ | - | 5 | - | - | Unknown |
| | Sum ses--U | - | \$ | - | 400 ⁰ | - | - | |
| | Sum ses--G | - | | | | | | |
| | Special inst | 7.5 | | | | | | |
| | Certification | - | | | | | | |

| FACULTY | | | PROGRAM | | STUDENTS | | | | |
|---------|-----------------|------|-----------------|--------|--|-----|-----------|---|--------|
| Sex | Assignment | | Program Scope | | Enrollees | | Graduates | | |
| | | | | | U | G | U | G | |
| M | Teach | | HI | yes | Total 1972-73 1973-74 1974-75 1975-76 1976-77 | /// | /// | - | 3 |
| F | U | - | SP | yes | | | | | |
| | G | 2.25 | VI | - | | | | | |
| Race | Res | | C/HI | - | | | | | |
| NR | U | - | ED | - | | | | | |
| BL | G | - | NR | - | | | | | |
| CC | Admin | - | LD | - | | | | | |
| Oth | U | - | G/T | - | Sex | | | | |
| | G | .60 | Non-c | - | M | - | - | 2 | |
| Age | Dir ser | - | | | F | - | 0 | - | 7 |
| 20-35 | Other | - | Program Support | | Race | | | | |
| 36-50 | Total FTE | 2.75 | Basic | | NR | - | - | - | 2 |
| 51-65 | Advisees | 22 | St \$ | 35,000 | BL | - | 0 | - | 7 |
| | Support | | Fed \$ | 31,000 | ID | - | - | - | - |
| Degree | St | 2 | Grant/contract | | CC | - | - | - | - |
| M | Fed | 2 | St \$ | - | Oth | - | - | - | - |
| D | Pvt | - | Fed \$ | - | Area | | | | |
| Rank | | | Stipends | | HI | - | - | - | - |
| Adjunct | Direct Services | - | St \$ | - | SP | - | 0 | - | 0 |
| Lect | Consult | - | Fed \$ | 16,704 | ED | - | - | - | - |
| Assist | Train | - | Facilities | | NR | - | - | - | - |
| Assoc | Eval | - | Offics | Ad | LD | - | - | - | - |
| Prof | Assess | yes | Class/clinic | Ad | Pre-service | | | | |
| | Info | yes | Practicum | Inad | PT | - | 2 | - | - |
| Area | | | | | FT | - | 0 | - | 0 |
| HI | Faculty Grants | 2 | Courses | | Support | | | | |
| SP | \$ | - | On-campus | | St | - | - | - | - |
| VI | \$ | - | Acad yr--U | 4 | \$ | - | - | - | - |
| C/HI | | | Acad yr--G | 10 | Fed | - | - | - | - |
| ED | Staff | 2 | Sum ses--U | 2 | \$ | - | 0 | - | NA |
| NR | | | Sum ses--G | 2 | \$ | - | 16,000 | - | 16,000 |
| LD | | | Off-campus | | | | | | |
| G/T | | | Acad yr--U | - | | | | | |
| Autis | | | Acad yr--G | - | | | | | |
| Tar rec | | | Sum ses--U | - | | | | | |
| Non-c | | | Sum ses--G | - | | | | | |
| | | | Special inst | - | | | | | |
| | | | Certification | 3 | | | | | |

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UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Line Central University

| PROGRAM | | | STUDENTS | | | | | | | |
|---------|-----------------|--------|-------------|-----------|--------|-----------|--------|-----------|----------------|--|
| | | | Total | Enrollees | | Graduates | | Graduates | | |
| | | | | U | G | U | G | U | C ^d | |
| | Program Scope | | | | | | | | | |
| | HI | yes | | | | | | | | |
| | SP | yes | | | | | | | | |
| 2.35 | VI | - | 1972-73 | /// | /// | - | 3 | | | |
| | C/HI | - | 1973-74 | /// | /// | - | 5 | | | |
| | ED | - | 1974-75 | - | 7 | /// | /// | | | |
| | MR | - | 1975-76 | - | 2 | /// | /// | | | |
| | LD | - | 1976-77 | - | - | /// | /// | | | |
| .50 | G/T | - | | | | | | | | |
| | Non-c | - | Sex | | | | | | | |
| | | | H | - | - | - | 1 | | | |
| | | | F | - | 9 | - | 7 | | | |
| | Program Support | | Race | | | | | | | |
| 2.75 | Basic | | WH | - | - | - | 1 | | | |
| 12 | St \$ | 35,000 | BL | - | 9 | - | 7 | | | |
| | Ped \$ | 31,000 | ID | - | - | - | - | | | |
| | Grant/contract | | CC | - | - | - | - | | | |
| 2 | St \$ | - | Oth | - | - | - | - | | | |
| 2 | Fed \$ | - | Area | | | | | | | |
| | Stipends | | HI | - | - | - | - | | | |
| | St \$ | - | SP | - | 9 | - | 8 | | | |
| | Ped \$ | 15,754 | ED | - | - | - | - | | | |
| | | | MR | - | - | - | - | | | |
| | Facilities | | LD | - | - | - | - | | | |
| | Office | Ad | Pre-service | | | | | | | |
| yes | Class/clinic | Ad | PT | - | 1 | - | - | | | |
| yes | Practicum | Inad | FT | - | 8 | - | 8 | | | |
| | Courses | | Support | | | | | | | |
| | On-campus | | St | - | - | - | - | | | |
| | Acad yr--U | 4 | \$ | - | - | - | - | | | |
| | Acad yr--G | 10 | \$ | - | - | - | - | | | |
| 2 | Sum ses--U | 2 | Fed | - | 8 | - | NA | | | |
| | Sum ses--G | 3 | \$ | - | 28,000 | - | 15,000 | | | |
| | Off-campus | | | | | | | | | |
| | Acad yr--U | - | | | | | | | | |
| | Acad yr--G | - | | | | | | | | |
| | Sum ses--U | - | | | | | | | | |
| | Sum ses--G | - | | | | | | | | |
| | Special inst | - | | | | | | | | |
| | Certification | 3 | | | | | | | | |

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75
 Unit University of North Carolina at Chapel Hill

| FACULTY | | | PROGRAM | | STUDENTS | | | | |
|---------|-----------------|--------|-----------------|--------|-------------|-----------|--------|-----------|--------|
| Sex | Assignment | | Program Scope | | Total | Enrollees | | Graduates | |
| | | | | | | U | G | U | G |
| M | Teach | | HI | yes | | | | | |
| F | U | | SP | yes | | | | | |
| | G | 3.10 | VI | | 1972-73 | /// | /// | - | 17 |
| Race | Res | | C/Hi | | 1973-74 | /// | /// | - | 26 |
| WH | U | | ED | | 1974-75 | - | 30 | /// | /// |
| BL | G | 1.10 | MR | | 1975-76 | - | 39 | /// | /// |
| CC | Admin | | LD | yes | 1976-77 | - | 35 | /// | /// |
| Oth | U | | G/I | | | | | | |
| | G | .30 | Non-c | | | | | | |
| Age | Dir ser | .50 | | | Sex | | | | |
| 20-35 | Other | | | | M | - | 13 | - | 3 |
| 35-50 | Total FTE | 8.00 | Program Support | | F | - | 81 | - | 40 |
| 51-65 | Advisees | 17 | Basic | | Race | | | | |
| Degree | Support | | St \$ | 99,677 | WH | - | 85 | - | 43 |
| M | St | 11 | Fed \$ | - | BL | - | 9 | - | - |
| D | Fed | .75 | Grant/contract* | | ID | - | - | - | - |
| | Pvt | .25 | St \$ | 37,600 | CC | - | - | - | - |
| Rank | | | Stipends | | Oth | - | - | - | - |
| Adjunct | Direct Services | | St \$ | 10,000 | Area | | | | |
| Lect | Consult | yes | Fed \$ | 18,000 | NI | - | 22 | - | 21 |
| Assist | Train | yes | | | SP | - | 72 | - | 38 |
| Assoc | Eval | - | Facilities | | ED | - | - | - | - |
| Prof | Assess | yes | Office | Ad | HR | - | - | - | - |
| | Info | yes | Class/clinic | Ad | LD | - | - | - | - |
| | | | Practicum | Ad | | | | | |
| Area | | | Courses | | Pre-service | | | | |
| HI | Faculty Grants | | On-campus | | PI | - | 4 | - | - |
| SP | \$ | 4 | Acad yr--U | - | FI | - | 80 | - | 43 |
| VI | \$ | 42,288 | Acad yr--G | 24 | | | | | |
| C/Hi | | | Sum ses--U | - | Support | | | | |
| ED | Staff | 2 | Sum ses--G | 10 | SE | | | | |
| MR | | | Off-campus | | \$ | - | 5 | - | 24 |
| LD | | | Acad yr--U | - | \$ | - | 20,000 | - | 28,000 |
| G/I | | | Acad yr--G | - | Fed | | | | |
| Autis | | | Sum ses--U | - | \$ | - | 6 | - | 16 |
| Thr rec | | | Sum ses--G | - | \$ | - | 18,000 | - | 47,600 |
| Non-c | | | Special inst | - | | | | | |
| | | | Certification | - | | | | | |

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

of North Carolina at Chapel Hill

| | PROGRAM | | STUDENTS | | | | | | | |
|-------|-----------------|--------|-------------|-----------|--------|-----------|--------|-----------|---|--------------|
| | | | Total | Enrollees | | Graduates | | Graduates | | Position |
| | | | | U | G | U | G | U | G | |
| | Program Scope | | | | | | | | | |
| | HI | yes | | | | | | | | |
| | SP | yes | | | | | | | | |
| 3.10 | VI | - | 1972-73 | /// | /// | - | 17 | | | Admin |
| | C/VI | - | 1973-74 | /// | /// | - | 26 | | | Col/univ tch |
| | ED | - | 1974-75 | - | 30 | /// | /// | | | Con/itin tch |
| 2.10 | MR | - | 1975-76 | - | 29 | /// | /// | | | Res rm tch |
| | LD | yes | 1976-77 | - | 36 | /// | /// | | | Spec cl tch |
| | G/T | - | | | | | | | | Speech path |
| .30 | Non-c | - | | | | | | | | Super |
| .60 | | | Sex | | | | | | | Audio |
| | | | M | - | 13 | - | 3 | | | Phys ed |
| | | | F | - | 23 | - | 40 | | | Reg ed |
| 6.00 | Program Support | | | | | | | | | Cont ed |
| | Basic | | | | | | | | | Unknown |
| .42 | St \$ | 99,677 | Race | | | | | | | Placement |
| | Fed \$ | - | WH | - | 86 | - | 43 | | | Clinic/hos |
| | Grant/contract* | | BL | - | 9 | - | - | | | Com agency |
| 3.00 | St \$ | - | ID | - | - | - | - | | | Col/univ |
| 2.76 | Fed \$ | 37,600 | CC | - | - | - | - | | | Pub sch dis |
| .26 | Stipends | | Oth | - | - | - | - | | | Resi cen |
| | St \$ | 10,000 | Area | | | | | | | Spec day sch |
| | Fed \$ | 19,000 | HI | - | 23 | - | 11 | | | State agency |
| yes | Facilities | | SP | - | 73 | - | 33 | | | Unknown |
| yes | Office | Ad | ED | - | - | - | - | | | Serving |
| yes | Class/clinic | Ad | MR | - | - | - | - | | | Preschool |
| yes | Practicum | Ad | LD | - | - | - | - | | | Elementary |
| | Courses | | | | | | | | | Secondary |
| 4 | On-campus | | Pre-service | | | | | | | Combined |
| 2,368 | Acad yr--U | - | PT | - | 4 | - | - | | | Location |
| | Acad yr--G | 34 | FT | - | 90 | - | 43 | | | Rural NC |
| | Sum ses--U | - | | | | | | | | Suburban NC |
| | Sum ses--G | 10 | Support | | | | | | | Urban NC |
| | Off-campus | | St | | | | | | | Other state |
| | Acad yr--U | - | \$ | - | 6 | - | 14 | | | Unknown |
| | Acad yr--G | - | \$ | - | 10,000 | - | 20,000 | | | |
| | Sum ses--U | - | Fed | - | - | - | - | | | |
| | Sum ses--G | - | \$ | - | 6 | - | 16 | | | |
| | Special inst | - | \$ | - | 18,000 | - | 47,400 | | | |
| | Certification | - | | | | | | | | |

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75.

Unit University of North Carolina at Greensboro

| FACULTY | | | | PROGRAM | | STUDENTS | | | |
|---------|---|-----------------|-------|-----------------------|---------|-------------|-----|------------------------|-----|
| Sex | | Assignment | | Program Scope | | Enrollees | | Graduates ^d | |
| M | 3 | Teach | | HI | yes | U | C | U | G |
| F | 2 | U | 1.50 | SP | yes | Total | | | |
| | | C | 2.00 | VI | - | 1972-73 | /// | /// | |
| Race | | Res | | C/HI | - | 1973-74 | /// | /// | |
| WH | 5 | U | - | ED | - | 1974-75 | 38 | 20 | /// |
| BL | - | C | .75 | HR | - | 1975-76 | 42 | 22 | /// |
| CC | - | Admin | | LD | - | 1976-77 | 48 | 24 | /// |
| Oth | - | U | .25 | C/T | - | | | | |
| Age | | G | .25 | Non-c | - | Sex | | | |
| 20-35 | - | Dir ser | .25 | | | M | NA | NA | |
| 36-50 | 4 | Other | - | Program Support | | F | NA | NA | |
| 51-65 | 1 | Total FTE | 5.00 | Basic ⁿ | | Race | | | |
| | | Advisees | 35 | St \$ | 107,000 | WH | NA | NA | |
| Degree | | Support | | Fed \$ | 800 | BL, | NA | NA | |
| M | 2 | St | 5 | Grant/contract | | ED | NA | NA | |
| D | 3 | Fed | - | St \$ | - | CC | NA | NA | |
| | | Pvt | - | Slipends ^z | | Oth | NA | NA | |
| Rank | | | | St \$ | 9,700 | Area | | | |
| Adjunct | - | Direct Services | | Fed \$ | 2,000 | HI | NA | NA | |
| Lect | 1 | Consult | 72 | Facilities | | SP | NA | NA | |
| Assist | 3 | Train | 314 | Office | Inad | ED | - | - | |
| Assoc | - | Eval | 306 | Class/clinic | Inad | HR | - | - | |
| Prof | 1 | Assess | 1062 | Practicum | Ad | LD | - | - | |
| | | Info | 62 | Courses | | Pre-service | | | |
| Area | | Faculty Grants | | On-campus | | PT | NA | NA | |
| HI | 2 | \$ | 1 | Acad yr--U | 25 | FI | NA | NA | |
| SP | 4 | \$ | 1,600 | Acad yr--G | 29 | Support | | | |
| VI | - | Staff | 2 | Sum ses--U | 9 | St | | | |
| C/HI | - | | | Sum ses--C | 5 | \$ | NA | NA | |
| ED | - | | | Off-campus | | \$ | NA | NA | |
| HR | - | | | Acad yr--U | - | Fed | | | |
| LD | 1 | | | Acad yr--G | - | \$ | NA | NA | |
| C/T | - | | | Sum ses--U | - | \$ | NA | NA | |
| Autis | - | | | Sum ses--G | - | \$ | NA | NA | |
| Thr rac | - | | | Special inst | - | | | | |
| Non-c | - | | | Certification | - | | | | |

210

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

North Carolina at Greensboro

| PROGRAM | | | STUDENTS | | | | | | |
|---------|-----------------------|---------|-----------|-----|------------------------|-----|-----------|---|--------------|
| | | | Enrollees | | Graduates ^d | | Graduates | | |
| | | | U | G | U | G | U | G | |
| | Program Scope | | | | | | | | Position |
| 2.50 | HI | yes | | | | | | | Admin |
| 2.00 | SP | yes | | | | | | | Col/univ tch |
| | VI | - | Total | /// | /// | | | | Con/itin tch |
| | C/HI | - | 1972-73 | /// | /// | | | | Res ru tch |
| - | ED | - | 1973-74 | /// | /// | /// | /// | | Spec cl tch |
| .75 | MR | - | 1974-75 | 38 | 10 | /// | /// | | Spech path |
| | LD | - | 1975-76 | 48 | 22 | /// | /// | | Super |
| .25 | G/T | - | 1976-77 | 48 | 14 | /// | /// | | Audio |
| .25 | Non-c | - | Sex | | | | | | Phys ed |
| - | | | M | NA | NA | | | | Reg ed |
| 5.00 | Program Support | | F | NA | NA | | | | Cont ed |
| 35 | Basic ^h | | | | | | | | Unknown |
| | St \$ | 107,000 | Race | | | | | | Placement |
| | Fed \$ | 300 | WH | NA | NA | | | | Clinic/hos |
| | Grant/contract | | BL | NA | NA | | | | Com agency |
| 5 | St \$ | | ID | NA | NA | | | | Col/univ |
| - | Fed \$ | | CC | NA | NA | | | | Pub sch dis |
| - | Stipends ⁱ | | Oth | NA | NA | | | | Resi cen |
| | St \$ | 9,700 | Area | | | | | | Spec day sch |
| | Fed \$ | 3,000 | HI | NA | NA | | | | State agency |
| 72 | | | SP | NA | NA | | | | Unknown |
| 314 | Facilities | | ED | - | - | | | | Serving |
| 308 | Office | Inad | MR | - | - | | | | Preschool |
| 208 | Class/clinic | Inad | LD | - | - | | | | Elementary |
| 82 | Practicum | Ad | | | | | | | Secondary |
| | Pre-service | | | | | | | | Combined |
| | On-campus | | PT | NA | NA | | | | Location |
| 2 | Acad yr--U | 25 | FT | NA | NA | | | | Rural NC |
| 2,800 | Acad yr--G | 19 | | | | | | | Suburban NC |
| | Sum ses--U | 9 | Support | | | | | | Urban NC |
| | Sum ses--G | 5 | St | | | | | | Other state |
| | Off-campus | | \$ | NA | NA | | | | Unknown |
| | Acad yr--U | | \$ | NA | NA | | | | |
| | Acad yr--G | | Fed | | | | | | |
| | Sum ses--U | | \$ | NA | NA | | | | |
| | Sum ses--G | | \$ | NA | NA | | | | |
| | Special inst | | | | | | | | |
| | Certification | | | | | | | | |

106

| FACULTY | | | PROGRAM | | STUDENTS | | | | | | | | |
|---------|-----------------|------|-----------------|----------|--|-----|-----------|----|--------|------|-----|-----|-----|
| Sex | Assignment | | Program Scope | | Enrollees | | Graduates | | | | | | |
| | | | | | U | G | U | G | | | | | |
| M | Teach | | HI | yes | Total 1972-73 1973-74 1974-75 1975-76 1976-77 | U | G | U | G | | | | |
| F | U | 2.40 | SP | yes | | | | | | /// | /// | 20 | 9 |
| | G | .90 | VI | - | | | | | | /// | /// | 19 | 4 |
| Waca | Res | | C/Hi | - | | | | | | 140* | 22* | /// | /// |
| WR | U | - | ED | - | | | | | | | | /// | /// |
| BL | G | - | MR | - | | | | | | | | /// | /// |
| CC | Admin | - | LD | - | | | | | | | | /// | /// |
| Oth | U | - | G/T | - | | | | | | | | | |
| | G | .10 | Non-c | - | | | | | | | | | |
| Age | Dir ser | .60 | | | | | | | | Sex | | | |
| 20-35 | Oth | - | Program Support | | M | 9 | 2 | 1 | 1 | | | | |
| 36-50 | Total FTE | 3.90 | Basic | | F | 131 | 20 | 38 | 12 | | | | |
| 51-65 | Advisees | 35 | St \$ | 110,000+ | Race | | | | | | | | |
| | | | Fed \$ | 6,000- | WH | 139 | 21 | 38 | 13 | | | | |
| | Support | | Grant/contract | | BL | 1 | 1 | - | - | | | | |
| Degree | St | 0 | St \$ | - | ID | - | - | - | - | | | | |
| M | Fed | - | Fed \$ | 6,288- | CC | - | - | - | - | | | | |
| D | Pvt | - | Stipends | | Oth | - | - | 1 | - | | | | |
| | | | St \$ | - | Area | | | | | | | | |
| Rank | Direct Services | | Fed \$ | 12,150+ | HI | - | - | - | - | | | | |
| Adjunct | Consult | yes | Facilities | | SP | 140 | 22 | 39 | 13 | | | | |
| Lect | Train | - | Office | Inad | ED | - | - | - | - | | | | |
| Assist | Eval | - | Class/clinic | Ad | MR | - | - | - | - | | | | |
| Assoc | Assess | yes | Practicum | Ad | LD | - | - | - | - | | | | |
| Prof | Info | yes | | | Pre-service | | | | | | | | |
| Area | Faculty Grants | | Courses | | PT | - | most | - | 1 | | | | |
| HI | \$ | - | On-campus | | FT | 140 | 6 | 39 | 12 | | | | |
| SP | \$ | - | Acad yr--U | 18 | Support | | | | | | | | |
| VI | \$ | - | Acad yr--G | 0 | St | | | | | | | | |
| C/Hi | Staff | - | Sum ses--U | 0 | \$ | | | 1 | 1 | | | | |
| ED | | | Sum ses--G | 3 | \$ | | | NA | NA | | | | |
| MR | | | Off-campus | | Fed | | | | | | | | |
| LD | | | Acad yr--U | - | \$ | | | 1 | 5 | | | | |
| G/T | | | Acad yr--G | - | \$ | | 6 | 1 | 5 | | | | |
| Autis | | | Sum ses--U | - | \$ | | 6 | 1 | 5 | | | | |
| Thr rec | | | Sum ses--G | - | \$ | | 22,150+ | NA | 5,000+ | | | | |
| Non-c | | | Special inst | - | | | | | | | | | |
| | | | Certification | - | | | | | | | | | |

FOOTNOTES FOR APPENDIX I

^aPrivate support funds total \$14,000.

^bStudent stipends from local and private sources total \$5000.

^cFour students have grants from private sources totaling \$4000.

^dThe data on the 1972-73 graduates is not available.

^ePrivate grants total \$4668.

^fThis figure represents student for the current year only.

^gStudent stipends from local sources total \$2200.

^hPrivate support funds total \$3000.

ⁱStudent stipends from private sources total \$400.

^jNo information about graduates was available at the time of the report.

^kThis figure represents the total of those currently enrolled. WCU was unable to give a breakdown by year of graduation at the time of the report.

APPENDIX II

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit Lenoir Rhyne College

| FACULTY | | | | PROGRAM | | STUDENTS | | | | |
|---------|----|-----------------|------|-----------------|--------|-------------|-------|-----------|-------|-----|
| Sex | | Assignment | | Program Scope | | Enrollees | | Graduates | | |
| M | 4 | Teach | | HI | yes | U | G | U | G | |
| F | 7 | U | 3.00 | SP | - | Total | | | | |
| | | G | - | VI | - | 1972-73 | /// | /// | 2 | - |
| Race | | Res | | C/HI | - | 1973-74 | /// | /// | 23 | - |
| WH | 11 | U | - | ED | - | 1974-75 | 28 | - | /// | /// |
| BL | - | G | - | MR | - | 1975-76 | 21 | - | /// | /// |
| CC | - | Admin | - | LD | - | 1976-77 | 19 | - | /// | /// |
| Oth | - | U | .05 | G/T | - | | | | | |
| | | G | - | Non-c | yes | Sex | | | | |
| Age | | Dir ser | .10 | | | M | 4 | - | 2 | - |
| 20-35 | 6 | Other | - | Program Support | | F | 62 | - | 29 | - |
| 36-50 | 5 | Total FTE | 3.05 | Basic a | | Race | | | | |
| 51-65 | - | Advisees | 30 | St \$ | - | WH | 63 | - | 31 | - |
| | | | | Fed \$ | 34,400 | BL | 3 | - | - | - |
| Degree | | Support | | Grant/contract | | ID | - | - | - | - |
| M | 8 | St | 2.5 | St \$ | - | CC | - | - | - | - |
| D | 3 | Fed | 2.5 | Fed \$ | - | Oth | - | - | - | - |
| | | Pvt | 2.0 | Stipends b | | Area | | | | |
| Rank | | | | St \$ | 6,000 | HI | 57 | - | 25 | - |
| Adjunct | 6 | Direct Services | | Fed \$ | 8,800 | SP | - | - | - | - |
| Lect | 1 | Consult | 31 | | | ED | - | - | - | - |
| Assist | 3 | Train | 63 | Facilities | | MR | - | - | - | - |
| Assoc | - | Eval | - | Office | Ad | LD | 9 | - | 6 | - |
| Prof | 1 | Assess | - | Class/clinic | Ad | | | | | |
| | | Info | 58+ | Practicum | Ad | Pre-service | | | | |
| Area | | | | Courses | | PT | - | - | - | - |
| HI | 11 | Faculty Grants | | On-campus | | PT | 66 | - | 31 | - |
| SP | 1 | # | - | Acad yr--U | 18 | Support | | | | |
| VI | - | S | - | Acad yr--G | - | St | | | | |
| C/HI | - | | - | Sum ses--U | 7 | # | 8 | - | 3 | - |
| ED | - | Staff | 9 | Sum ses--G | - | \$ | 8,000 | - | 8,000 | - |
| MR | - | | | Off-campus | | Fed | | | | |
| LD | 1 | | | Acad yr--U | - | # | 33 | - | 27 | - |
| G/T | - | | | Acad yr--G | - | \$ | 7,750 | - | 7,800 | - |
| Autis | - | | | Sum ses--U | - | | | | | |
| Thr rec | - | | | Sum ses--G | - | | | | | |
| Non-c | 2 | | | Special inst | 5 | | | | | |
| | | | | Certification | 7 | | | | | |

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

| | PROGRAM | STUDENTS | | | | | | | | | |
|------|-----------------------|-----------|-------------|-----------|-----|-----------|-----|--|--|--------------|----|
| | | Enrollees | | Graduates | | Graduates | | | | | |
| | | U | G | U | G | U | G | | | | |
| | Program Scope | | | | | | | | | | |
| 2.90 | HI | yes | | | | | | | | Position | |
| - | SP | - | Total | U | G | U | G | | | Admin | 1 |
| - | VI | - | 1972-73 | /// | /// | 8 | - | | | Col/univ tch | - |
| - | C/MI | - | 1973-74 | /// | /// | 23 | - | | | Con/itin tch | 3 |
| - | ED | - | 1974-75 | 28 | - | /// | /// | | | Res rm tch | 2 |
| - | MR | - | 1975-76 | 27 | - | /// | /// | | | Spec cl tch | 26 |
| - | LD | - | 1976-77 | 19 | - | /// | /// | | | Speech path | 1 |
| .86 | G/T | - | | | | | | | | Super | - |
| - | Non-c | yes | Sex | | | | | | | Audio | 0 |
| .10 | | | M | 4 | - | 2 | - | | | Phys ed | - |
| - | Program Support | | F | 62 | - | 39 | - | | | Reg ed | - |
| 2.86 | Basic ^a | | Race | | | | | | | Cont ed | - |
| 30 | St \$ | - | WH | 63 | - | 31 | - | | | Unknown | 2 |
| | Fed \$ | 24,400 | BL | 3 | - | - | - | | | Placement | |
| 2.6 | Grant/contract | | ID | - | - | - | - | | | Clinic/hos | 2 |
| 2.6 | St \$ | - | CC | - | - | - | - | | | Com agency | - |
| 2.0 | Stipends ^b | | Oth | - | - | - | - | | | Col/univ | 1 |
| | St \$ | 8,000 | Area | | | | | | | Pub sch dis | 16 |
| | Fed \$ | 8,600 | HI | 67 | - | 26 | - | | | Resi cen | 13 |
| 31 | Facilities | | SP | - | - | - | - | | | Spec day sch | - |
| 83 | Office | Ad | ED | - | - | - | - | | | State agency | - |
| | Class/clinic | Ad | MR | - | - | - | - | | | Unknown | 3 |
| 68+ | Practicum | Ad | LD | 9 | - | 8 | - | | | Serving | |
| | Courses | | Pre-service | | | | | | | Preschool | 6 |
| - | On-campus | | FT | - | - | - | - | | | Elementary | 21 |
| - | Acad yr--U | 18 | FT | 68 | - | 31 | - | | | Secondary | 3 |
| 0 | Acad yr--G | - | Support | | | | | | | Combined | 2 |
| | Sum ses--U | ? | St | | | | | | | Location | |
| | Sum ses--G | - | \$ | 8 | - | 3 | - | | | Rural NC | 13 |
| | Off-campus | | \$ | 8,000 | - | 8,000 | - | | | Suburban NC | 4 |
| | Acad yr--U | - | Fed | | | | | | | Urban NC | 3 |
| | Acad yr--G | - | \$ | 33 | - | 27 | - | | | Other state | 12 |
| | Sum ses--U | - | \$ | 7,750 | - | 7,800 | - | | | Unknown | - |
| | Sum ses--G | - | | | | | | | | | |
| | Special inst | 6 | | | | | | | | | |
| | Certification | ? | | | | | | | | | |

| FACULTY | | | PROGRAM | | STUDENTS | | | |
|----------|-----------------|------|------------------------------|------|-------------|-----|-----------|-----|
| Sex | Assignment | | Program Scope | | Enrollees | | Graduates | |
| | | | | | U | G | U | G |
| H | 3 | Tech | HI | yes | Total | | | |
| F | 4 | U | SP | - | 1972-73 | /// | /// | 8 |
| | | 2.50 | VI | - | 1973-74 | /// | /// | 20 |
| | | - | C/Hi | - | 1974-75 | 27 | - | /// |
| Race | Res | | ED | - | 1975-76 | 27 | - | /// |
| WH | U | - | MR | - | 1976-77 | 25 | - | /// |
| BL | G | - | LD | - | | | | /// |
| CC | Admin | - | G/T | - | | | | /// |
| Oth | U | .38 | Non-c | - | | | | |
| | G | - | | | Sex | | | |
| Age | Dir ser | - | | | H | 6 | - | 2 |
| 20-35 | Other | - | Program Support ^o | | F | 48 | - | 18 |
| 36-50 | Total FTE | 2.78 | Basic | | | | | |
| 51-65 | Advisees | - | St \$ | | Race | | | |
| | | | Fed \$ | | WH | 48 | - | 18 |
| Deorce * | Support | | Grant/contract | | BL | 2 | - | - |
| H | St | - | St \$ | | ID | - | - | - |
| D | Fed | - | Fed \$ | | CC | - | - | - |
| | Pvt | ? | Stipends | | Oth | - | - | - |
| | | | St \$ | | | | | |
| Rank | | | Fed \$ | | Area | | | |
| Adjunct | Direct Services | | | | HI | 49 | - | 18 |
| Lect | Consult | - | Facilities | # | SP | - | - | - |
| Asst | Train | - | Offite | Ad | ED | - | - | - |
| Assoc | Eval | - | Class/clinic | Ad | MR | - | - | - |
| Prof | Assess | - | Practicum | Inad | LD | - | - | - |
| | Info | - | | | | | | |
| Area | | | Courses | | Pre-service | | | |
| HI | Faculty Grants | | On-campus | | PT | - | - | - |
| SP | \$ | - | Acad yr--U | 18 | FT | 49 | - | 18 |
| VI | \$ | - | Acad yr--G | - | | | | |
| C/Hi | | - | Sum ses--U | 10 | Support | | | |
| ED | Staff | - | Sum ses--G | - | St | | | |
| MR | | - | Off-campus | | \$ | | | |
| LD | | - | Acad yr--U | - | \$ | | | |
| G/T | | - | Acad yr--G | - | Fed | | | |
| Autis | | - | Sum ses--U | - | \$ | | | |
| Thr rec | | - | Sum ses--C | - | \$ | | | |
| Non-c | | - | Special inst | - | | | | |
| | | | Certification | 20 | | | | |

* 2 Bachelor's Degree

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Christian College.

| | PROGRAM | STUDENTS | | | | | | | |
|------|------------------------------|-----------|--------------|-----------|-----|-----------|-----|----|---|
| | | Enrollees | | Graduates | | Graduates | | | |
| | | U | G | U | G | U | G | U | G |
| | Program Scope | | | | | | | | |
| 1.50 | HI | yes | | | | | | | |
| | SP | - | | | | | | | |
| | VI | - | | | | | | | |
| | C/MI | - | | | | | | | |
| | ED | - | | | | | | | |
| | MR | - | | | | | | | |
| | LD | - | | | | | | | |
| .20 | G/T | - | | | | | | | |
| | Non-c | - | | | | | | | |
| | Program Support ^o | | | | | | | | |
| 1.70 | Basic | | | | | | | | |
| | St \$ | | | | | | | | |
| | Fed \$ | | | | | | | | |
| | Grant/contract | | | | | | | | |
| | St \$ | | | | | | | | |
| | Fed \$ | | | | | | | | |
| ? | Stipends | | | | | | | | |
| | St \$ | | | | | | | | |
| | Fed \$ | | | | | | | | |
| | Facilities | | | | | | | | |
| | Office | Ad | | | | | | | |
| | Class/clinic | Ad | | | | | | | |
| | Practicum | Inad | | | | | | | |
| | Courses | | | | | | | | |
| | On-campus | | | | | | | | |
| | Acad yr--U | 18 | | | | | | | |
| | Acad yr--G | - | | | | | | | |
| | Sum ses--U | 10 | | | | | | | |
| | Sum ses--G | - | | | | | | | |
| | Off-campus | | | | | | | | |
| | Acad yr--U | - | | | | | | | |
| | Acad yr--G | - | | | | | | | |
| | Sum ses--U | - | | | | | | | |
| | Sum ses--G | - | | | | | | | |
| | Special inat | - | | | | | | | |
| | Certification | 20 | | | | | | | |
| | | | Total | | | | | | |
| | | | 1972-73 | /// | /// | 8 | | | |
| | | | 1973-74 | /// | /// | 20 | | | |
| | | | 1974-75 | 27 | - | /// | /// | | |
| | | | 1975-76 | 27 | - | /// | /// | | |
| | | | 1976-77 | 25 | - | /// | /// | | |
| | | | Sex | | | | | | |
| | | | M | 6 | - | 2 | | | |
| | | | F | 43 | - | 28 | | | |
| | | | Race | | | | | | |
| | | | WH | 48 | - | 28 | | | |
| | | | BL | 1 | - | - | | | |
| | | | ID | - | - | - | | | |
| | | | CC | - | - | - | | | |
| | | | Oth | - | - | - | | | |
| | | | Area | | | | | | |
| | | | HI | 49 | - | 28 | | | |
| | | | SP | - | - | - | | | |
| | | | ED | - | - | - | | | |
| | | | MR | - | - | - | | | |
| | | | LD | - | - | - | | | |
| | | | Pre-service | | | | | | |
| | | | PT | - | - | - | | | |
| | | | FT | 49 | - | 28 | | | |
| | | | Support | | | | | | |
| | | | St | | | | | | |
| | | | \$ | | | | | | |
| | | | \$ | | | | | | |
| | | | Fed | | | | | | |
| | | | \$ | | | | | | |
| | | | \$ | | | | | | |
| | | | \$ | | | | | | |
| | | | Position | | | | | | |
| | | | Admin | - | - | - | - | - | - |
| | | | Col/univ tch | - | - | - | - | - | - |
| | | | Con/itin tch | - | - | - | - | - | - |
| | | | Res rm tch | - | - | - | - | - | - |
| | | | Spec cl tch | - | - | - | - | 28 | - |
| | | | Specch path | - | - | - | - | - | - |
| | | | Super | - | - | - | - | - | - |
| | | | Audio | - | - | - | - | - | - |
| | | | Phys cd | - | - | - | - | - | - |
| | | | Reg ed | - | - | - | - | - | - |
| | | | Cont ed | - | - | - | - | - | - |
| | | | Unknown | - | - | - | - | - | - |
| | | | Placement | | | | | | |
| | | | Clinic/hos | - | - | - | - | - | - |
| | | | Com agency | - | - | - | - | - | - |
| | | | Col/univ | - | - | - | - | - | - |
| | | | Pub sch dis | - | - | - | - | 4 | - |
| | | | Resi cen | - | - | - | - | 2 | - |
| | | | Spec day sch | - | - | - | - | 23 | - |
| | | | State agency | - | - | - | - | - | - |
| | | | Unknown | - | - | - | - | - | - |
| | | | Serving | | | | | | |
| | | | Preschool | - | - | - | - | 4 | - |
| | | | Elementary | - | - | - | - | 24 | - |
| | | | Secondary | - | - | - | - | - | - |
| | | | Combined | - | - | - | - | - | - |
| | | | Location | | | | | | |
| | | | Rural NC | - | - | - | - | 2 | - |
| | | | Suburban NC | - | - | - | - | 22 | - |
| | | | Urban NC | - | - | - | - | 2 | - |
| | | | Other state | - | - | - | - | 4 | - |
| | | | Unknown | - | - | - | - | - | - |

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit Shaw University

| FACULTY | | | | PROGRAM | | STUDENTS | | | | | | | | | |
|---------|------------|-----------------|------|-----------------|--------|-----------|----|-----------|----|----|---------|-----|-----|-----|-----|
| Sex | Assignment | | | Program Scope | | Enrollees | | Graduates | | | | | | | |
| | | | | | | U | G. | U | G. | | | | | | |
| M | 2 | Teach | | HI | yes | Total | U | G. | U | G. | | | | | |
| F | 2 | U | 1.50 | SP | yes | | | | | | 1972-73 | /// | /// | NA | - |
| | | G | - | VI | - | | | | | | 1973-74 | /// | /// | 5 | - |
| Race | | Res | | C/HI | - | | | | | | 1974-75 | 45 | - | /// | /// |
| WH | 2 | U | - | ED | - | | | | | | 1975-76 | - | - | /// | /// |
| BL | 2 | G | - | MR | - | | | | | | 1976-77 | - | - | /// | /// |
| CC | - | Admin | - | LD | - | | | | | | | | | | |
| Oth | - | U | - | G/T | - | | | | | | | | | | |
| Age | | G | | Non-c | - | | | | | | | | | | |
| 20-35 | 3 | Dir ser | 1.00 | | | | | | | | | | | | |
| 35-50 | - | Other | - | Program Support | | | | | | | | | | | |
| 51-65 | - | Total FTE | 2.50 | Basic | | | | | | | | | | | |
| | | Advisees | - | St \$ | - | | | | | | | | | | |
| Degree | | Support | | Fed \$ | 20,682 | | | | | | | | | | |
| M | 2 | St | - | Grant/contract | | | | | | | | | | | |
| D | 2 | Fed | - | St \$ | - | | | | | | | | | | |
| Rank | | Pvt | 3 | Fed \$ | - | | | | | | | | | | |
| Adjunct | - | Direct Services | | Stipends | | | | | | | | | | | |
| Lect | 2 | Consult | - | St \$ | - | | | | | | | | | | |
| Assist | 2 | Train | - | Fed \$ | 5,352 | | | | | | | | | | |
| Assoc | - | Eval | - | Facilities | | | | | | | | | | | |
| Prof | - | Assees | 490 | Office | Inad | | | | | | | | | | |
| | | Info | yes | Class/clinic | Inad | | | | | | | | | | |
| Area | | | | Practicum | Inad | | | | | | | | | | |
| HI | 2 | Faculty Grants | | Courses | | | | | | | | | | | |
| SP | 2 | # | - | On-campus | | | | | | | | | | | |
| VI | - | \$ | - | Acad yr--U | 17 | | | | | | | | | | |
| C/HI | - | | - | Acad yr--G | - | | | | | | | | | | |
| ED | - | Staff | - | Sum ses--U | 2 | | | | | | | | | | |
| MR | - | | - | Sum ses--G | - | | | | | | | | | | |
| LD | - | | - | Off-campus | | | | | | | | | | | |
| G/T | - | | - | Acad yr--U | - | | | | | | | | | | |
| Autis | - | | - | Acad yr--G | - | | | | | | | | | | |
| Thr rec | - | | - | Sum ses--U | - | | | | | | | | | | |
| Non-c | - | | - | Sum ses--G | - | | | | | | | | | | |
| | | | | Special inst | - | | | | | | | | | | |
| | | | | Certification | - | | | | | | | | | | |

105

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

University

| | PROGRAM | STUDENTS | | | | | |
|------|-----------------|-----------|-----|-----------|-----|-----------|---|
| | | Enrollees | | Graduates | | Graduates | |
| | | | C | U | G | U | G |
| | Program Scope | | | | | | |
| 2.50 | HI | yes | | | | | |
| | SP | yes | | | | | |
| | VI | - | | | | | |
| | C/HI | - | | | | | |
| | ED | - | /// | /// | NA | - | |
| | MR | - | /// | /// | 5 | - | |
| | LD | - | 45 | - | /// | /// | |
| | G/T | - | | | /// | /// | |
| | Non-c | - | | | | | |
| 1.00 | Sex | | | | | | |
| | M | | 7 | - | 2 | - | |
| 3.50 | F | | 36 | - | 5 | - | |
| | Program Support | | | | | | |
| | Basic | | | | | | |
| | St \$ | | | | | | |
| | Fed \$ | 26,582 | | | | | |
| | Grant/contract | | | | | | |
| | St \$ | | | | | | |
| | Fed \$ | | | | | | |
| 3 | Stipends | | | | | | |
| | St \$ | | | | | | |
| | Fed \$ | 5,353 | | | | | |
| | Facilities | | | | | | |
| | Office | Inad | | | | | |
| 100 | Class/clinic | Inad | | | | | |
| vol | Practicum | Inad | | | | | |
| | Courses | | | | | | |
| | On-campus | | | | | | |
| | Acad yr--U | 27 | | | | | |
| | Acad yr--G | - | | | | | |
| | Sum ses--U | 2 | | | | | |
| | Sum ses--G | - | | | | | |
| | Off-campus | | | | | | |
| | Acad yr--U | - | | | | | |
| | Acad yr--G | - | | | | | |
| | Sum ses--U | - | | | | | |
| | Sum ses--G | - | | | | | |
| | Special inst | | | | | | |
| | Certification | | | | | | |
| | Total | | | | | | |
| | 1972-73 | | /// | /// | NA | - | |
| | 1973-74 | | /// | /// | 5 | - | |
| | 1974-75 | | 45 | - | /// | /// | |
| | 1975-76 | | | - | /// | /// | |
| | 1976-77 | | | - | /// | /// | |
| | Position | | | | | | |
| | Admin | | | | | | |
| | Col/univ tch | | | | | | |
| | Con/ipin tth | | | | | | |
| | Res rn tch | | | | | | |
| | Spec cl tch | | | | | | |
| | Speech path | | | | | | 2 |
| | Super | | | | | | |
| | Audio | | | | | | |
| | Phys ed | | | | | | |
| | Reg ed | | | | | | |
| | Cont ed | | | | | | 2 |
| | Unknown | | | | | | 2 |
| | Placement | | | | | | |
| | Clinic/hos | | | | | | |
| | Com agency | | | | | | |
| | Col/univ | | | | | | 2 |
| | Pub sch dis | | | | | | 2 |
| | Resi cen | | | | | | |
| | Spec day sch | | | | | | |
| | State agency | | | | | | |
| | Unknown | | | | | | 2 |
| | Serving | | | | | | |
| | Preschool | | | | | | |
| | Elementary | | | | | | |
| | Secondary | | | | | | |
| | Combined | | | | | | 2 |
| | Location | | | | | | |
| | Rural NC | | | | | | 2 |
| | Suburban NC | | | | | | |
| | Urban NC | | | | | | |
| | Other state | | | | | | |
| | Unknown | | | | | | 2 |

100

FOOTNOTES TO APPENDIX II

^aPrivate funds for program support total \$8000.

^bStudent stipends from private sources total \$1500.

^cInformation about program support was unavailable at the time of the report.

^dBasic program support from private sources totals \$16,325.

^eThis figure represents the total currently enrolled who will graduate over the next 3-4 years.