

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE  
FACULTY SENATE

Senate Document Number 4813S

Date of Senate Approval 03/21/13

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Statement of Faculty Senate Action:

**APC Document 42:**

**Change title and description of EDUC 314**

**Effective Date: Fall 2013**

**1. Delete:** On page 130, the entry for **EDUC 314:**

**314 Teaching Reading and Writing in the Content Areas, 6–12 (3)**

Teaching reading and writing skills in content areas to students with a wide range of ability levels and skills in a classroom; methodologies to improve content area teaching; individualizing instruction; method of informal assessment and interpreting norm referenced and criteria referenced tests. Field experiences required. Prerequisites: EDUC 210, 211. Fall and Spring.

**Add:** On page 130, in place of deleted entry:

**314 Multiple Literacies in Content Area Classrooms (3)**

Multiple literacies have been designated as reading, writing, speaking, listening and doing, and include 21st century skills such as critical thinking. The focus of the course provides candidates with an overview of multiple instructional strategies as they relate to 21<sup>st</sup> century skills, differentiation, and assessment. Prerequisites: EDUC 210, 211. Fall and Spring.

**Impact:** Changing the name and description of the course will have no impact. For the past three years we have integrated the changes required by the Department of Instruction into the course. We have also aligned the course with the Mission of the university. Thus, the new title and description provides a closer alignment of our course with the university's focus.

**Rationale:** Based on the National Council of Teachers of English, "Multiple Literacies in Content Area Classrooms" will be a more inclusive title for this course. The title was presented as part of our "Blue Prints" that were approved by the State Department of Education in 2012. Multiple literacies encompass what has been designated as "Information Literacy" by our ILS and include 21st century skills such as critical thinking. In addition, the State Department of Education charged colleges of education to consider how they were addressing literacy in K-12 preparation. All of the secondary content licensure candidates must take this course and we believe a change in focus provides teacher licensure candidates with a more comprehensive view of what is meant by "literacy in the 21<sup>st</sup> century."