

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

FACULTY SENATE

Senate Document Number 1213F

Date of Senate Approval 12/5/13

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Statement of Faculty Senate Action:

**APC Document 4**

**Delete EDUC 326 from the curriculum;  
Replace EDUC 326 with PSYC 319 in the Elementary  
School (K-6) licensure area**

**Effective Date: Fall 2014**

**1. Delete:** On page 132, the entry for EDUC 326:

**326 Assessment, Development, and Responsive Teaching, K-6 (3)**

Covers the study of student development and curricular assessment. Emphasis on critical thinking about elementary student learning and assessment, conducting research into best assessment practices, and responsiveness to assessment results. Field experience is required. Prerequisites: EDUC 210, 211. Fall and Spring.

**2. Delete:** On page 129, under **Elementary School Licensure (K-6):**

- I. Required courses in Education—43 hours, including: EDUC 210, 211, 215, 219, 220, 317, 322, 325, 326, 340, 344, 388, 455, 456.
- II. Required courses outside Education—6 hours, including: MATH 211, 215.
- III. Other departmental requirements as outlined above for all licensure students.

**Add:** On page 129, in place of deleted entry:

- I. Required courses in Education—40 hours, including: EDUC 210, 211, 215, 219, 220, 317, 322, 325, 340, 344, 388, 455, 456.
- II. Required courses outside Education—9 hours, including: MATH 211, 215; PSYC 319.
- III. Other departmental requirements as outlined above for all licensure students.

**Impact:** The impact on the PSYC department regarding staffing will not be much more significant than it currently is. Most undergraduate elementary education (K-6) licensure students are Psychology majors, and already take PSYC 319 for their major. PSYC is a very large major with many students enrolled, so the post-baccalaureate elementary education (K-6) licensure students who will need PSYC 319 will be incorporated into existing sections of the course.

The impact on the EDUC department is a positive one. The elimination of EDUC 326 will free up a faculty member to teach another course.

**Rationale:** The EDUC department is interested in ensuring that all licensure students have a more firm grounding in the liberal arts. Requiring another course outside of EDUC for licensure will help to accomplish this goal.

When employers are studying the transcripts of elementary education (K-6) licensure completers, they are interested in seeing that these completers have taken a variety of courses to prepare them for effectively teaching students. A course in PSYC will add positively to this viewpoint, as it will provide students with instruction on the psychology of teaching, learning, and child development, as well as a perspective on assessment from the psychology standpoint.

EDUC 326 was originally conceived to teach very specific competencies related to specialized assessment practices implemented elementary schools. However, elementary school assessment has now become almost completely standardized, and specific professional development for administering these standardized assessments is offered to all new teachers. Therefore, there is no need to provide instruction in the original specialized assessment methods. The PSYC 319 course covers the interpretation of standardized testing, with greater emphasis on classroom-based assessment practices by grade range. In light of these factors, an analysis of the syllabi for the current iteration of EDUC 326 and PSYC 319 has made it clear that offering both courses is a duplication of efforts and that the instruction on assessment that PSYC 319 offers is more in line with current elementary assessment practices. The few specialized assessment topics for which there is a remaining need to cover have been moved to other EDUC courses for K-6 candidates.

EDUC and PSYC faculty members and chairs have held meetings on this topic, and the ideal course of study for elementary school (K-6) licensure was discussed. Concurrence on the part of the PSYC department has been secured.