

THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE

FACULTY SENATE

Senate Document Number SD4621S

Date of Senate Approval 04/29/2021

Statement of Faculty Senate Action:

APC Document 39 (EDUC):

- Delete EDUC 315, replacing with EDUC 304, Teaching Global Citizenship Through the Arts, K-6;**
- Delete EDUC 317, replacing with 327, Language Arts in the Contemporary K-2 Classroom and EDUC 338, Language Arts in the Contemporary 3-6;**
- Delete EDUC 219 and 322, replacing with EDUC 323, Inquiry-Based Science, Physical Activity, and Healthful Living Instruction, K-6;**
- Revise the requirements for Teacher Licensure in Elementary Education (K-6)**

Effective Date: Fall 2021

1. **Delete:** On page 130, the entry for **EDUC 315, Art of the Young Child:**

315 Art of the Young Child (3)

Interdisciplinary approach to the teaching of visual art, music, movement and creative drama; culminates in the production and presentation of a themed, integrated instructional resource. Formative assessment tools focus on lesson-planning, portfolio, performance, and in-class participation. Primarily intended for people who work with or plan to work with children pre-Kindergarten through grade 6 in a variety of settings, especially future elementary school teachers. Field experience is required. Fall.

Add: On page 130, new course, **EDUC 304, Teaching Global Citizenship Through the Arts, K-6:**

304 Teaching Global Citizenship Through the Arts, K-6 (3)

Interdisciplinary approach to the teaching of visual art, music, movement and creative drama. Emphasis on integration of curriculum standards, methods and materials, geography concepts, and use of technology associated with Social Studies instruction. Culminates in the production and presentation of an integrated unit plan. Field experience is required. No credit given to students with credit for EDUC 315. Pre- or Corequisites: EDUC 210, 211. Fall.

2. **Delete:** On page 130, the entry for **EDUC 317, Language Arts in the Contemporary Classroom, K-6:**

317 Language Arts in the Contemporary Classroom, K-6 (3)

Teaching the language arts (reading, writing, speaking, listening, viewing, visually representing) in the K-6 classroom. Emphasis is on children's development in the area of multimodal literacy, including direct skills instruction, children's literature, integrated approaches to literacy teaching and assessment, and responsive teaching frameworks and techniques. Field experience required. Prerequisites: EDUC 210, 211. Spring.

Add: On page 130, new course, **EDUC 327, Language Arts in the Contemporary K-2 Classroom:**

327 Language Arts in the Contemporary K-2 Classroom (3)

Teaching the language arts (reading, writing, speaking, listening, viewing, visually representing) in the K-2 classroom. Emphasis on proficiencies for teaching the acquisition of language skills (including syntax, semantics, morphology, and pragmatics), phonological and phonemic awareness, accurate and efficient word identification and spelling abilities, word knowledge, and comprehension strategies. Field experience required. No credit given to students with credit for EDUC 317. Prerequisites: EDUC 210, 211. Spring.

3. Add: On page 130, new course, **EDUC 338, Language Arts in the Contemporary 3-6 Classroom:**

338 Language Arts in the Contemporary 3-6 Classroom (3)

Teaching the language arts (reading, writing, speaking, listening, viewing, visually representing) in the 3-6 classroom. Emphasis on proficiencies for teaching the development of increasingly more complex language skills (including syntax, semantics, morphology, and pragmatics), reading and writing for more diverse purposes, reading and writing increasingly complex materials, and higher level comprehension strategies. Field experience required. Prerequisites: EDUC 210, 211. Fall.

4a. Delete: On page 129, the entry for **EDUC 219, Physical Activity and Healthful Living, K-6:**

219 Physical Activity and Healthful Living, K-6 (1)

Introduces methods for facilitating physical activity and teaching healthful living to elementary school students. Spring.

4b. Delete: On page 130, the entry for **EDUC 322, Inquiry-Based Science Instruction, K-6:**

322 Inquiry-Based Science Instruction, K-6 (3)

Teaching science in the K-6 classroom. Emphasis on analysis of best teaching practices, inquiry experiences, classroom methods and management, and integrated teaching and assessment. Field experience required. Prerequisites: EDUC 210, 211. Spring.

Add: On page 130, new course, **EDUC 323, Inquiry-Based Science, Physical Activity, and Healthful Living Instruction, K-6:**

323 Inquiry-Based Science, Physical Activity, and Healthful Living Instruction, K-6 (3)

Teaching science, physical activity, and healthful living in the K-6 classroom. Emphasis on analysis of best teaching practices, inquiry experiences, classroom methods and management, and integrated teaching and assessment. Field experience required. No credit given to students with credit for EDUC 219 or 322. Prerequisites: EDUC 210, 211. Spring.

5. Delete: On page 131, the entry for **EDUC 430, Lesson Planning and Classroom Management:**

430 Lesson Planning and Classroom Management (3)

Planning, teaching, and management essential for classroom teaching. To be taken as part of the Professional Year in the semester prior to the Clinical Practice semester. Prerequisites: EDUC 210, 211, 303; formal admission to the department. EDUC 317 is a prerequisite for K-6 Elementary School and K-12 Special Education: General Curriculum licensure students; EDUC 313 is a prerequisite for 6-9 Language Arts and 9- 12 English licensure students; EDUC 230, EDUC 305, EDUC 342, and EDUC 349 are prerequisites for K-12 Special Education: General Curriculum licensure students; EDUC 314 is a prerequisite for all licensure students except those seeking K-12 Art and Foreign Language licensure; EDUC 346 is a prerequisite for all licensure students except those seeking K-6 Elementary School or K-12 Special Education: General Curriculum licensure; and PSYC 319 is a prerequisite for all licensure students except those seeking K-6 Elementary School licensure. Corequisite: One course from EDUC 431, 432, 433, 434, 435, 436, 437, 438, 439. Fall.

Add: On page 131, in place of deleted entry:

430 Lesson Planning and Classroom Management (3)

Planning, teaching, and management essential for classroom teaching. To be taken as part of the Professional Year in the semester prior to the Clinical Practice semester. Prerequisites: EDUC 210, 211; formal admission to the department. EDUC 327 and 342 are prerequisites, and EDUC 338 is a pre- or corequisite for K-6 Elementary licensure students. EDUC 313 is a prerequisite for 6-9 Language Arts and 9- 12 English licensure students; EDUC 230, EDUC 305, EDUC 327, EDUC 342, and EDUC 349 are prerequisites for K-12 Special Education: General Curriculum licensure students; EDUC 314 is a prerequisite for all licensure students except those seeking K-12 Art and Foreign Language licensure; EDUC 346 is a prerequisite for all licensure students except those seeking K-6 Elementary School or K-12 Special Education: General Curriculum licensure; and PSYC 319 is a prerequisite for all licensure students except those seeking K-6 Elementary School licensure. Corequisite: One course from EDUC 431, 432, 433, 434, 435, 436, 437, 438, 439. Fall.

6. **Delete:** On page 133, the entry for **EDUC 439, Elementary and Special Education Teaching Methods:**

439 Elementary and Special Education Teaching Methods (2)

Use of educational technology in designing lessons; application of methodologies appropriate to Elementary and Special Education instruction; methods of informal and formal assessment, evaluation, and grading. Field experience required. To be taken as part of the Professional Year prior to the Clinical Practice semester. Prerequisites: EDUC 210, 211, 317; formal admission to the department. Corequisite: EDUC 430. Fall.

Add: On page 131, in place of deleted entry:

439 Elementary and Special Education Teaching Methods (3)

Use of educational technology in designing lessons; application of methodologies appropriate to Elementary and Special Education instruction; methods of informal and formal assessment, evaluation, and grading. Field experience required. To be taken as part of the Professional Year prior to the Clinical Practice semester. Prerequisites: EDUC 210, 211, 327, 342; formal admission to the department. Corequisite: EDUC 430. Pre- or corequisite for K-6 Elementary licensure students only: EDUC 338. Fall.

7. **Delete:** On page 127, item I under **Elementary School Licensure (K–6):**

- I. Required courses in Education—45 hours, including: EDUC 210, 211, 219, 230, 303, 315, 317, 322, 325, 340, 344, 430, 439, 455, 456.

Add: On page 127, in place of deleted entry:

- I. Required courses in Education—46 hours, including: EDUC 210, 211, 230, 304, 323, 325, 327, 338, 340, 342, 430, 439, 455, 456.

Impact: The current K-6 licensure program is comprised of 51 hours and 17 courses. This proposal results in adding one hour to the K-6 licensure program, for a total of 52 hours. However, another result of the proposal is that the required number of courses for the program will be reduced from 17 to 16, and the elimination of a course requirement positively impacts students’ ability to graduate “on time”. The following provides an explanation of these changes in terms of hours and number of courses:

- EDUC 219 (a 1-hour course) is eliminated from the program.
 - $51 - 1 = 50$ hours
 - $17 - 1 = 16$ courses
- EDUC 344 (a 3-hour course) is eliminated from the program.
 - $50 - 3 = 47$ hours
 - $16 - 1 = 15$ courses
- The EDUC department has submitted a separate APC document to eliminate EDUC 303 (a 2-hour course) as a requirement from the entire EDUC curriculum.
 - $47 - 2 = 45$ hours
 - $15 - 1 = 14$ courses
- The EDUC department has submitted a separate APC document to change the EDUC 43X courses (there is a 43X course for each licensure program, and 439 is the course for the K-6 program) from 2-hour courses to 3-hour courses to enable the incorporation of EDUC 303 competencies into those courses. Hence, in the K-6 program, the existing EDUC 439 course is changed from a 2-hour to a 3-hour course.
 - $45 + 1 = 46$ hours
 - $14 + 0 = 14$ courses
- EDUC 338 (a 3-hour course) is added to the program.
 - $46 + 3 = 49$ hours
 - $14 + 1 = 15$ courses
- EDUC 342 (a 3-hour course) is added to the program.
 - $49 + 3 = 52$ hours
 - $15 + 1 = 16$ courses

Due to the number and diversity of courses which must be offered for the K-6 licensure program, several faculty in the EDUC department contribute to the program. However, per the table below, there will be very little impact on faculty loads since many courses for the proposed program are existing courses; the elimination of courses frees up hours from faculty loads that they can use to teach courses added to the proposed program; and the competencies from some eliminated courses will be shifted to other existing courses, while competencies from some existing courses will be shifted to other existing or proposed courses.

Course	Instructor(s) – Current Program	Instructor(s) – Proposed Program	Impact
EDUC 210 (taught Spring and Fall)	Couzo and/or Sidelnick	Couzo and/or Sidelnick	There is no change, as EDUC 210 is an existing course required for all students in all licensure programs.
EDUC 211 (taught Spring and Fall)	Randall	Randall	There is no change, as EDUC 211 is an existing course required for all students in all licensure programs.
EDUC 219 (taught Spring only)	Couzo	N/A – Competencies to be incorporated into EDUC 323	Couzo will use the 1 hour from this course to teach EDUC 436, which is a course Couzo teaches each Fall (per the information provided above and in a separate APC document submitted by the EDUC department, the 43X courses (there is a 43X course for each licensure area) are changing from 2-hour to 3-hour courses).
EDUC 230 (taught Fall only)	Ruffin	Ruffin	There is no change, as EDUC 230 is an existing course required for all students in the K-6 and K-12 Special Education licensure programs.
EDUC 303 (being deleted; was taught spring and fall)	Ruppert and/or Cole	N/A	Impact information regarding the elimination of this course from the entire EDUC curriculum is provided in the aforementioned separate APC document submitted by the EDUC department.
EDUC 304-previously 315 (taught Fall only)	Sidelnick	Sidelnick	There is no change, as EDUC 315 (which will become EDUC 304) is an existing course required for all students in the K-6 licensure program.

EDUC 327-previously 317 (taught Spring only)	Cole	Cole	There is no change, as EDUC 317 (which will become EDUC 327) is an existing course required for all students in the K-6 and K-12 Special Education licensure programs.
EDUC 323-previously 322 (taught Spring only)	Brown	Brown	There is no change, as EDUC 322 (which will become 323) is an existing course required for all students in the K-6 licensure program.
EDUC 325 (taught Fall only)	Brown	Brown	There is no change, as EDUC 325 is an existing course required for all students in the K-6 licensure program.
EDUC 338 (will be taught Fall only)	N/A	Brown	Brown will have space opened up to teach the course since Brown will have a readjustment of reassigned time now that the department has completed the accreditation process.
EDUC 340 (taught Spring only)	Adjunct	Adjunct	There is no change, as EDUC 340 is an existing course required for all students in the K-6 licensure program.
EDUC 342 (taught Spring only)	Adjunct	Cole	EDUC 342 is an existing course already required for all students in the K-12 Special Education licensure program. An adjunct is currently teaching the course for the Special Education licensure program. Cole will have space opened up to teach the course since Cole will no longer have CTL reassigned time after the Spring 2021 semester.

EDUC 344 (taught Fall only)	Adjunct	N/A	The Adjunct line used for EDUC 344 in the current program will no longer be needed.
EDUC 430 (taught Fall only)	Cole	Cole	There is no change, as EDUC 430 is an existing course required for all students in all licensure programs.
EDUC 439 (taught Fall only)	Cole	Cole	Per the information provided above and in a separate APC document submitted by the EDUC department, the 43X courses (there is a 43X course for each licensure area, and 439 is the course for the K-6 licensure program) are changing from 2-hour to 3-hour courses. Impact information regarding the addition of this hour is provided in the aforementioned separate APC document submitted by the EDUC department.
EDUC 455 (taught Spring only)	As this is the student teaching course, a combination of department faculty and contracted personnel receive 1 load hour for the first assigned student teacher and .5 load hours for each additional student teacher. Assigned load hours vary each Spring based on the number of student teachers and individual faculty loads for other teaching assignments.		There is no change, as EDUC 455 is an existing course required for all students in all licensure programs.
EDUC 456 (taught Spring only)	Cole	Cole	There is no change, as EDUC 456 is an existing course required for all students in all licensure programs.

* Brown currently receives 9 hours of reassigned time per semester to serve as Associate Chair/Director of Candidate Assessment/Director of Accreditation. Ruppert currently receives 6 hours of reassigned time per semester to serve as

Chair. The contracts for both positions are up for renewal in Spring 2021, which intersects with the university's decision making regarding the structure of the Deans positions (which is significant because it has not yet been determined whether the current Dean or new Dean, if there is one, will make contract decisions for the Social Sciences division) and reassigned time for administrative positions within departments. At the time of the writing this proposal, no decisions have been made regarding any of these functions of the department or university. Therefore, the table above is configured with the current reassigned time used, in the absence of any other information being available.

Rationale:

Eliminating EDUC 303 and Adding One Hour to EDUC 439

The EDUC department has submitted a separate APC document to eliminate EDUC 303 (a 2-hour course) as a requirement from the entire EDUC curriculum and change the EDUC 43X courses (there is a 43X course for each licensure area) from 2-hour courses to 3-hour courses to enable the incorporation of EDUC 303 competencies into EDUC 43X courses. Hence, in the proposed K-6 program, EDUC 303 is eliminated and one hour is added to the existing EDUC 439 course.

Eliminating EDUC 219, While Incorporating the EDUC 219 Competencies into EDUC 323 (previously EDUC 322)

The state requires elementary teacher education programs to include instruction in all areas included in the elementary curriculum. It is important to note that elementary classroom teachers must teach the entire Health curriculum, as elementary PE teachers do not teach Health. There is also a law requiring elementary classroom teachers to provide their students with a certain number of minutes of physical activity per week, to occur in addition to their structured and separate Physical Education classes. EDUC 219 is the course in the current program which provides K-6 licensure candidates with the knowledge to fulfill the Physical Education and Health requirements as classroom teachers. However, there are two problems with the course. First, EDUC 219 is currently a 1-hour course, and creates an awkward situation in terms of candidates' course schedules. Secondly, course evaluation feedback from candidates indicates that they frequently do not see the value or purpose of the course, and that it feels disjointed from the rest of the K-6 curriculum as the only 1-hour course in the program.

In the current program, there is a significant portion of EDUC 322 dedicated to teaching candidates the skills necessary to facilitate literacy teaching strategies in the 3-6 classroom. Per the information provided throughout this document, this proposal adds two additional literacy courses (EDUC 338 and EDUC 342) to the K-6 program. This new EDUC 338 course will provide candidates with comprehensive instruction in teaching literacy skills to 3-6 students, hence the literacy component will be able to be removed from EDUC 322. This will leave space for the competencies from EDUC 219 to be taught in EDUC 322 (now EDUC 323). The human body movement and Health topics are a natural fit with science instruction, and the same scientific method and principles used to teach candidates about Science instruction can also be used to teach candidates about Physical Education and Health instruction. Additionally, the integration of subjects is a best practice in Education, and in line with the university's liberal arts model. Integration is also reflective of the realities of the K-6 classroom, as literacy and math teaching encompass a majority of the elementary instructional day, and integration of all other curricular topics is a necessity given time constraints in the elementary classroom and stringent Language Arts and Math teaching requirements. Finally, Science is an area in which elementary students must pass an End-of-Grade test in fifth grade, but Health and PE are untested areas. For all of these reasons, the main focus of the newly configured EDUC 323 course will be to teach Physical Education and Health competencies through the lens of Science. Brown is the exclusive instructor of the current EDUC 322, and was the exclusive instructor of EDUC 319 when it was a 3-hour course teaching Physical Education and Health (back when the university required a 3-hour Health and Wellness course for all students, for which EDUC 319 counted). Therefore, Brown has the knowledge and experience to blend the Physical Education and Health competencies with the Science competencies into the newly configured EDUC 323.

Eliminating EDUC 344, While Incorporating the EDUC 344 Competencies into EDUC 304 (previously EDUC 315)

As mentioned above, the state requires elementary teacher education programs to include instruction in all areas included in the elementary curriculum. Additionally, each year the Education department is required to submit the “Bachelor Performance Report” to the Department of Public Instruction. Within that report, the Education department must explain how the state mandate, “Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum”, is fulfilled in the K-6 licensure program. EDUC 315 is the course in the current program which provides elementary teacher candidates with the knowledge to fulfill this mandate. Education department faculty believe that the integration of arts across the curriculum is important and crucial to the offering of licensure courses according to the liberal arts model, despite the state mandate. Education department faculty also feel strongly about the importance of the teaching of Social Studies concepts. Unfortunately, because neither the Arts areas nor Social Studies are tested areas in terms of End-of-Grade testing, and since there are Music and Art specialist teachers in elementary schools who teach every elementary student, elementary classroom teachers do not dedicate much time to the teaching of Social Studies, and the Arts areas are typically added as “activities” to lessons teaching competencies with the Language Arts, Math, and Science curricula.

In discussing this proposal, the Education department determined that integrating the Arts and Social Studies topics into a revised course (now EDUC 304) would, again, support a best teaching practice as well as the liberal arts model. Additionally, faculty feel that exploring topics with the Arts competencies through the lens of Social Studies competencies is a very natural fit (e.g. geography is synonymous with drawing and scale concepts in Art, Music in historical time periods is significant to understanding cultural ideals of the time, the role of historical figures and events is often explored in the elementary classroom through dramatization and reading plays, etc.). Faculty also believe that teaching candidates about effective integration of the Arts and Social Studies will increase the likelihood of them dedicating teaching time to the subjects since they will have skills in doing so in an effective and efficient manner.

Changing the Course Description and Focus for EDUC 327 (previously EDUC 317), Adding EDUC 338, and Adding EDUC 342

The main foci of elementary classroom instruction are Language Arts and Math. The current K-6 licensure program provides candidates with three courses (9 hours) to prepare them for effectively instructing Math (MATH 211 and MATH 215 focus solely on teaching candidates the content necessary for effective elementary Math instruction, and EDUC 340 focuses solely on teaching candidates the methods necessary for effective elementary Math instruction). The current K-6 licensure program provides candidates with just one course, EDUC 317 (3 hours), to prepare them for effectively instructing Language Arts. In the past, the K-6 licensure program’s capstone course, EDUC 388, was a 4-hour course that focused on Language Arts. However, over time, teacher licensure requirements for all licensure areas have changed dramatically. The biggest change has occurred due to the state requiring that all licensure candidates pass the edTPA portfolio in order to be granted a license. The edTPA portfolio is a comprehensive collection of candidate works that serves as an assessment of their teaching skills in their specific licensure area. The portfolio is practiced in candidates’ EDUC 43X course (there is a 43X course for each licensure program, and 439 is the course for the K-6 licensure program), completed during their EDUC 455/EDUC 456 (student teaching) semester, and sent off to Pearson for national scoring. The comprehensive nature of the process candidates must follow to create their portfolio and providing the instruction related to the skills candidates need for effective teaching as measured by the portfolio have necessitated a change in the focus for the capstone semester, which in turn means that the capstone course sequence for the K-6 licensure program became EDUC 430 and EDUC 439, and no longer provides candidates instruction in teaching Language Arts because EDUC 388 was phased out.

Once the capstone course sequence focus moved away from Language Arts instruction, faculty teaching in the K-6 program found ways to incorporate some of the Language Arts competencies into other courses. For example, the current iteration of EDUC 322 contains a fairly large focus on strategies for teaching Language Arts in the 3-6 classroom. While these strategies are taught through the lens of integrating Language Arts and Science, this portion of the course is not as clean or focused on Language Arts as faculty feel it needs to be. And, the fact that other K-6 courses are attempting to pick up Language Arts competencies provides for disjointed instruction in Language Arts, which is a topic that is very complex and best taught using a more linear approach. In Summer 2020,

faculty teaching in the K-6 program engaged in a curriculum mapping exercise to determine in which courses each of the specific pieces of Language Arts instruction were being taught. As a result of that exercise, faculty determined that the entire K-6 program curriculum could be revised for effectiveness and efficiency, to better reflect best practices, and to provide candidates with a better program that aligns more closely with the realities of the K-6 classroom.

In addition to faculty dedication to continuous program improvement, state and national accreditation requirements are a driving force behind decisions made in EDUC licensure programs. Included in Appendix A is, “Recommendations of the North Carolina State Board of Education Literacy Task Force”, a recently published document that was developed by the state-mandated Literacy Taskforce. This document and the recommendations therein were recently approved by the State Board of Education. As can be seen in the document, there are many requirements set forth regarding literacy education in elementary teacher education programs (and specifically recommendations 2, 3, 5 and 6 under the heading, “Pre-Service Preparation and Licensure”). Additionally, each licensure program across the state is evaluated each year according ~~to the completers'~~ ~~to completers'~~ students’ performance on End-of-Grade and End-of-Course test results. These evaluations for each IHE’s licensure programs are compared to other benchmarks, with the licensure programs in other UNC system IHEs being one of the more prominent of these benchmarks. And, some of the national accreditation standards to which licensure programs are held are based upon the results of these comparisons. While our programs compare very well to other programs in most areas, and with regard to the K-6 program in particular, the new standards and increased accountability measures outlined in the “Recommendations...” document point to the need for our K-6 program to place a greater emphasis on ensuring that candidates are instructed thoroughly and properly in the area of teaching Language Arts. The table below outlines the Language Arts courses required in the K-6 licensure programs at all other UNC institutions. It is very clear that our K-6 licensure program is lagging very far behind by offering only one 3-hour course dedicated to Language Arts instruction.

UNC Institution	Language Arts Courses Required for K-6 Licensure		
ASU	ENG 3240: World Literature for Children (3) or RE 3240: World Literature for Children (3)	RE 3030: Foundations of Literacy (3)	RE 4030: Development of Literacy for Learning (3)
ECU	ENGL 3950: Literature for Children or LIBS 4950: Literature for Children	READ 3301: Reading Instruction in the Primary Grades	READ 3302: Reading Instruction in the Intermediate Grades
ECSU	EDUC 250: Intro to Literacy	EDUC 350: Inter. & Content Reading	ELEM 300: Literacy Instructional Methods
A&T	No portions of their website were working at the time of the writing of this proposal.		
NCCU	EDU 3400: Language Arts Instruction in the	EDU 3410: Principles of	EDU 3310: Foundations In Literacy

	Elementary School K-6	Teaching Reading K-9 (3)	Assessment and Planning
NCSU	ELM 335: Teaching Reading	ELM 330: Teaching Reading in Elem School: K-2	ELM 430: Teach Language Arts
UNC-CH	Does not offer K-6 licensure.		
UNCC	READ 3224: Early Literacy and Assessment	ELED 3226: Teaching Language Arts to Elementary School Learners	READ 4161: Assessment, Design, and Implementation of Classroom Reading Instruction
UNCG	TED 320: Language Arts Education	TED 420: Reading Education	
UNCP	RDG 2000: Foundations of Reading and Language Acquisition (3 credits)	ELE 3060: Literacy and Language Arts: Developing Readers and Writers (3 credits)	ELE 4150: Literacy and Language Arts: Fluent Readers and Writers (3 credits)
UNCW	EDN 340: Reading Foundations K-6	EDNL 340: Reading Laboratory	EDN 348: The Teaching of Communication Arts (K-6)
WCU	EDEL 415: Language Arts Methods	EDRD 420: Reading Methods (K-6)	EDRD 440: Reading Diagnosis & Instruct. (K-6)

In conclusion, this proposal maximizes efficiencies in the K-6 program by incorporating competencies from EDUC 219 into EDUC 323 (previously EDUC 322), and EDUC 344 into EDUC 304 (previously EDUC 315). As mentioned above, this incorporation of competencies also serves to model integrated teaching, which is a best practice in the field of Education, and mirrors the reality of K-6 classrooms. Finally, this new program course model, and changes to the entire EDUC curriculum with the elimination of EDUC 303 and reconfiguration of EDUC 43X courses, make it possible for additional literacy courses (EDUC 338 and EDUC 342) to be added to the K-6 program.

As teaching literacy in K-2 classrooms is very different from teaching literacy in 3-6 classrooms, the change in focus of EDUC 317 (now EDUC 327) to specifically address K-2 literacy teaching and the addition of EDUC 338 to specifically address 3-6 literacy teaching, and adding EDUC 342 so candidates know how to diagnose and correct reading difficulties, are necessary so that the program can address the “science of reading” and Standards for the Preparation of Literacy Professionals outlined by the Taskforce.