# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## A. Cover page

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| A.1[. Course or program](#_heading=h.gjdgxs) | Reading Masters in Education Program |  |
| Academic Unit | School of Education |
| A.2. [Proposal type](#bookmark=id.tyjcwt) | Program: Revision |
| A.3. [Originator](#bookmark=id.4d34og8) | Natasha J Feinberg | [Home department](#bookmark=id.2s8eyo1) ELED |  |
| A.4. [Rationale](#bookmark=id.17dp8vu)Additional Information for [new programs](#bookmark=id.tyjcwt) | The purpose of this proposal is to explain the revisions to the Masters of Education in Reading program. The Master’s of Education in Reading will remain an 11 course, 36 credit hour program. Passing the Reading PRAXIS will be necessary for completion of the program. The program will take a minimum of 1.5 years to complete.Overview of Changes to the Program-COURSE ADDITIONS:FNED 547 Introduction to Practitioner Action Research (3)COURSE DELETIONS:ELED 510 Research Methods, Analysis, and Application (3)ELED 510 is no longer a course offering and FNED 547 will replace that course. CHANGES IN 3 READ COURSE NAMES: 1. READ 629 Literacy Practicum for Assessment and Intervention to READ 629 Literacy Internship for Assessment and Intervention

Now that the scope of courses has run and there has been feedback from RIDE, it is evident that READ 629 needs to be a culminating teaching experience that is of the clinical nature.1. READ 687 Urban Literacies to READ 687 Teaching Literacy in Diverse Contexts. Urban Literacies gave the false impression that the only topic being covered was inner-city needs. The new title reflects that diversity in numerous contexts will be explored.
2. READ 688 Teaching Reading in the Digital Era to READ 688 Educational Technology for Reading Instruction in the Digital Age. Now that the program has had a cohort take this course, it makes more sense to word the title as Educational Technology for Reading Instruction in the Digital Age as this more clearly reflects course content.

Passing PRAXIS 5301 will change to Passing PRAXIS 5302RIDE has changed their certification requirements, and this reflects the change.The above changes also reflect the feedback given from RIDE.READ 629, 630, 678, 688, 667, 534 have changes to prerequisites that will allow students more flexibility in the sequence in which they are taken and allow for some of these to be taken as electives. “With consent of instructor” has been added to the wording. Now that Right to Read initiatives are in place, all current teachers will have their Dyslexia Awareness or Dyslexia Proficiency trainings as background knowledge for these classes. This will adequately prepare students who have not had previously required course work. |
| A.5. [Student impact](#bookmark=id.2u6wntf) |  The prerequisite modifications will allow students more flexibility in the sequence of courses to fit their schedules. More courses will be accessed as electives, especially by our TFA students. Background knowledge requirements will be met through RIDE mandatory Dyslexia Awareness or Dyslexia Proficiency trainings. |
| A.6. [Impact on other programs](#bookmark=id.19c6y18) | None |
| A.7. [Resource impact](#bookmark=id.3tbugp1) | [*Faculty PT & FT*](#bookmark=id.3rdcrjn):  | None |
| [*Library*:](#bookmark=id.26in1rg) | None |
| [*Technology*](#bookmark=id.lnxbz9) | None |
| [*Facilities*](#bookmark=id.35nkun2): | None |
| A.8. [Semester effective](#bookmark=id.28h4qwu) | Summer 2024  | A.9. [Rationale if sooner than next Fall](#bookmark=id.28h4qwu) | Program has a summer start. |
| A.10 Changes to the website | Updates to current website information will be necessary, along with catalog changes |

## C. [Program Proposals](#bookmark=id.3o7alnk)

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|  | [Old (for revisions only)](https://docs.google.com/document/d/1ntCPudoF33WYxcmztF4t_FDyTEsZmxa0/edit#bookmark=id.35nkun2) | New/revised |
| C.1. [Enrollments](#bookmark=id.ihv636) |  |  |
| C.2. [Admission requirements](#bookmark=id.32hioqz) |  |  |
| C.3. [Retention requirements](#bookmark=id.1hmsyys) |  |  |
| C.4. [Course requirements](#bookmark=id.41mghml) for each program option | ELED 510 Research Methods, Analysis, and Application (3)FNED 502 Social Issues in Education (3)READ 501 Reading in the Content Areas (3)TESL 507 Teaching Reading and Writing to English-as-a-Second-Language Students (3)READ 534 Foundations in Literacy (3)READ 629 Literacy Practicum for Assessment and Intervention (6)READ 630 Literacy and the Community (2)READ 667 Literacy Coaching and the Administration of Reading Programs (4)READ 687 Urban Literacies (3)READ 688 Reading Instruction in the Digital Era (3)SPED 546 Dyslexia in Schools: Assessment and Identification (3) | FNED 547 Introduction to Practitioner Action Research (3)FNED 502 Social Issues in Education (3)READ 501 Reading in the Content Areas (3)TESL 507 Teaching Reading and Writing to English-as-a-Second-Language Students (3)READ 534 Foundations in Literacy (3)READ 629 Literacy Clinic for Assessment and Intervention (6)READ 630 Literacy and the Community (2)READ 667 Literacy Coaching and the Administration of Programs (4)READ 687 Teaching Literacy in Diverse Contexts (3)READ 688 Educational Technology for Reading Instruction in the Digital Age (3)SPED 546 Dyslexia in Schools: Assessment and Identification (3) |
| C.5. [Credit count](#bookmark=id.2grqrue) for each program option | 36 Credits | 36 Credits |
| C.6. Requirement for thesis, project, or comprehensive exam  | Pass Praxis 5301: Reading Specialist Test | Pass Praxis 5302: Reading Specialist Test |
| C.7. Program Accreditation | RIDE |  | RIDE |
| C.8 Program goalsNeeded for all new programs |  | Program goals*:** Program is self-sustaining and provides additional income for the college
* Program carries approximately 10-15 students per year
* Program becomes IDA and/or ILA accredited
* Have a 100% pass rate on the Praxis 5302 Reading Specialist Test

Program learning outcomes:In an effort to promote equity and access to literacy and to improve reading outcomes, graduates will be able to:● Identify and remediate dyslexia (note: dyslexia is considered to exist on a continuum) ● Screen students with current tools such as the TOWL, CTOP, TOWR, PAST, QPS● Use structured literacy to determine focus skills for interventions● Implement research-based reading and writing interventions grounded in the science of reading (e.g. Orton-Gillingham based programs such as: Project Read, S.P.I.R.E.)● Incorporate research-based literacy instruction to all content areas K-12● Integrate knowledge of Data-Based Individualization into reading/writing instruction● Track student growth using nationally normed progress monitoring tools● Share reading data with parents and partner with families to spread knowledge of how to advocate for students’ needs● Prepare materials that inform school and community leaders of the science of reading and structured literacy● Develop awareness of the illiteracy to incarceration pipeline and be empowered to break this cycle● Be able to coach and support other teachers in structured literacy and research-based literacy instruction |

Strategic Plan Alignment

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| Learning Innovations |
| Leveraging Academic Expertise | 1.2.1: Develop degree and non-degree certificate programs in high-demand areas to meet regional economic development needs1.2.3: Strengthen and expand graduate study opportunities at RIC |
| FSEHD | 1.4.2: Increase proficiency with standards-based instruction and assessment, integration of technology, and instruction in working with English language learners and students with disabilities1.4.3: Strengthen relationships with local districts and develop more robust clinical experiences |
| Student Success |
| Enrollment Management | 2.1.4: Develop a comprehensive enrollment management plan providing strategies for graduate, international, adult and traditional enrollment growth |
| Community Partnerships |
| Build strategic national, regional, and local partnerships | 4.1.1-4.1.3: Strengthen and expand partnerships with national and federal level, state, and local community organizations and agencies to support RIC's highest priority initiatives and provide opportunities for students, faculty and staff |
| Instructional Effectiveness |
| Fiscal Resource Management | 5.1.3: Strengthen revenue streams to promote affordability by maintaining tuition and fee levels below regional peers |

## D. Signatures

##### D.1. Approvals:

##### Required from department chairs, program directors, and deans from the academic unit originating the proposal.

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| Name | Position/affiliation | [Signature](#_heading=h.2lwamvv) | Date |
| Natasha Feinberg | Program Director of M.Ed. in Reading | **Natasha J. Feinberg** | **9/17/23** |
| Leslie Sevey | Chair of ELED | **Leslie A. Sevey**  | **10/30/23** |
| Carol Cummings | Dean of FSEHD | ***Carol Cummings*** | ***1/4/24*** |

##### D.2. [Acknowledgements](#bookmark=id.vx1227):

##### Required from all departments (and corresponding dean) impacted by the proposal. Signature does not indicate approval. Concerns should be brought to the attention of the graduate committee chair for discussion.

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| Name | Position/affiliation | [Signature](#bookmark=id.3fwokq0) | Date |
| Paul LaCava | Special Education Chair | *Paul LaCava* | 1/4/2024 |
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