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

## A. Cover page (hover over text for more instructions)

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| A.1[. Course or program](#_heading=h.gjdgxs) | READ 534 Foundations in Literacy |  |
| [Replacing](#bookmark=id.2et92p0)  |  |
| Academic Unit | School of Education |
| A.2. [Proposal type](#bookmark=id.tyjcwt) | Course: revision |
| A.3. [Originator](#bookmark=id.4d34og8) | Natasha 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 change the prerequisites for this course to allow for it to be taken separately from SPED 546 (It is currently listed as “concurrent with SPED 546). This will allow the course to be taken as an elective or for students to spread out their workload by taking one class at a time.  |
| A.5. [Student impact](#bookmark=id.2u6wntf) | Students will have more flexibility in being able to take one class at a time |
| 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) |  |

B. NEW OR REVISED COURSES

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| --- | --- | --- |
|  | Old ([for revisions only](#bookmark=id.nmf14n))ONLY include information that is being revised, otherwise leave blank | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| B.1. [Course prefix and number](#bookmark=id.44sinio)  | READ 534 | READ 534 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.2jxsxqh)  | Foundations in Literacy | Foundations in Literacy |
| B.4. [Course description](#bookmark=id.z337ya)  |  |  |
| B.5. [Prerequisite(s)](#bookmark=id.3j2qqm3) | To be taken concurrently with SPED 546 | No prerequisites |
| B.6. [Offered](#bookmark=id.37m2jsg) |  |  |
| B.7. [Contact hours](#bookmark=id.4i7ojhp)  |  |  |
| B.8. [Credit hours](#bookmark=id.2xcytpi) |  |  |
| B.9. [Justify differences if any](#bookmark=id.1ci93xb) |  |
| B.10. [Grading system](#bookmark=id.1mrcu09)  |  |  |
| B.11. [Instructional methods](#bookmark=id.3whwml4) |  |  |
| B.11.a [Delivery Method](#bookmark=id.3whwml4) |  |  |
| B.12.[Categories](#bookmark=id.2bn6wsx) |  |  |
| B.13. [How will student performance be evaluated?](#bookmark=id.qsh70q) |  |  |
| B.14. [Redundancy with, existing courses](#bookmark=id.3as4poj) |  |  |
| B. 15. Other changes, if any |  |

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| B.16. [Course learning outcomes](#bookmark=id.1pxezwc): List each outcome in a separate row | [Professional organization standard(s)](#bookmark=id.49x2ik5), if relevant  | [How will each outcome be measured?](#bookmark=id.2p2csry) |
| 1. Understand the development of literacy instruction historically, in order to identify trends and themes, as well as situate current theories and practices promoted by best practice research in literacy instruction. | ILA 1.1, 1.2, 2.1, 2.2, 6.3RIPTS 1, 2, 3, 4, 5, 7, 6IDA KPS 1 | Participate in class discussions/Discussion board posts/experiences |
| 2. Understand reading acquisition through the four-part processor | ILA 1.1, 1.2, 1.3, 2.1, 2.2, 2.3RIPTS 1, 2, 3, 4, 5IDA KPS 1 | Quizzes/examParticipate in class discussions/Discussion board posts/experiences |
| 3. Understand orthographic mapping and the teacher’s role in this process. | ILA 1.1, 1.2, 1.3,1.4RIPTS 1, 2, 3, 4IDA KPS 1 | Quizzes/examParticipate in class discussions/Discussion board posts/experiences |
| 4. Demonstrate the ability to work with and support colleagues to better understand how to teach reading and continuously improve one’s practice. | ILA 6.2, 6.3RIPTS 8, 10, 11 | Participate in class discussions/Discussion board posts/experiences implementing science of reading lessons |
| 5. Understand the Literacy Continuum and how skills build upon one another, with phonological awareness being crucial to foundational skills. | ILA 1.1, 1.2, 2.1, 2.2, 6.3RIPTS 1, 2, 3, 4, 5, 7, 6IDA KPS 1, 4.A-D | Quizzes/examContinuum projectParticipate in class discussions/Discussion board posts/ experiences |
| 6. Relate decoding to encoding and understand the difference between the two. | ILA 1.1,1 .2RIPTS 2IDA KPS 1, 4.A-D  | Quizzes/examClass discussionDiscussion board postsVideo analysisClassroom practice and reflection |
| 7. Demonstrate understanding of basic phonics skills including phoneme-grapheme mapping | ILA 1.1, 1.2, 1.3, 1.4IDA KPS 1, 4.A-D | Quizzes/ExamClass discussionDiscussion board postsVideo analysisClassroom practice and reflection |
| 8. Understand the linguistic, cognitive, and neurobiological differences between proficient and struggling readers. | ILA 1IDA KPS 1 | Quizzes/examClass discussionDiscussion board posts |
| 9. Compare reading acquisition to language acquisition and writing systems to language systems | ILA 1IDA KPS 1 | Participate in class discussions/experiencesQuizzes/exam |
| 10. Recognize the culturally diverse compositions of schools and plan, act, and reflect on this diversity in literacy lessons and classroom discussion | ILA 1, 2, 3, 4, 5RIPTS 4, 6, 8 | Classroom practice and reflection |

## 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 | Interim Program Director of M.Ed. in Reading | **Natasha J. Feinberg** | **10/29/23** |
| 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 |
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