# 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) | READ 687 Urban Literacies | | | | |  |
| new title | READ 687 Teaching Literacy in Diverse Contexts | | | | |
| Academic Unit | School of Education | | | | |
| A.2. [Proposal type](#bookmark=id.tyjcwt) | Revision of Title | | | | |
| 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 title of the course to reflect the content and to allow this class to be taken as a graduate elective by adding to the prerequisites “with consent of instructor.” 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. The prerequisite change reflects that Right to Read initiatives are in place, and all current teachers will have their Dyslexia Awareness or Dyslexia Proficiency trainings as background knowledge for this class.  This proposal addresses RIDE feedback in that the course now covers a wide range of diverse placements. | | | | | |
| A.5. [Student impact](#bookmark=id.2u6wntf) | Graduate students will be able to take this as an optional elective. | | | | | |
| 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 | New Examples 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 687 | READ 687 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.2jxsxqh) | Urban Literacies | Teaching LIteracy in Diverse Contexts |
| B.4. [Course description](#bookmark=id.z337ya) |  |  |
| B.5. [Prerequisite(s)](#bookmark=id.3j2qqm3) | Graduate status and enrollment in the M.Ed. in Reading program; READ 501 and READ 534 | Graduate status and enrollment in the M.Ed. in Reading program; READ 501 and READ 534; or with consent of instructor |
| 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 role of community agencies in supporting schools and work collaboratively with them as  appropriate. | RIPTS 7.3  ILA 4.1, 4.2, 4.3 | Discussion  Community Project |
| 2. Use their understanding of students (e.g., individual interests, prior learning, cultural background, native  language, and experiences) to create connections between the subject matter and student experiences, especially in utilizing children’s literature. | RIPTS 4.2  ILA 4.1, 4.2, 4.3 | Discussion  Literature Project |
| 3. Explore the role of language systems in education and design instruction that meets the current cognitive, social and personal needs of their students. | RIPTS 4.1  ILA 4.1, 4.2, 4.3 | Discussion  Personal Literacies Project |
| 4. Collaborate with school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement. | RIPTS 7  ILA 4.1, 4.2, 4.3 | Discussion  Community Project |
| 5. Students will see how to establish a safe, secure and nurturing learning environment that supports the active engagement of all students. | RIPTS 6.2  ILA 4.1, 4.2, 4.3 | Discussion  Personal Literacies Project  Literature Project |
| 6. Students will see how to establish a classroom environment characterized by mutual respect. | RIPTS 6.4  ILA 4.1, 4.2, 4.3 | Discussion  Community Project |
| 7. Design instruction that accommodates individual differences (e.g., stage of development, learning style, English  language acquisition, cultural background, learning disability) in approaches to learning. | RIPTS 4.1  ILA 4.1, 4.2, 4.3 | Discussion  Literature Project |
| 8. Understand reading acquisition as it relates to text, context, and reader characteristics including cultural and linguistic diversity. | ILA 1.1, 1.2, 1.3, 2.1, 2.2, 2.3  RIPTS 1, 2, 3, 4, 5 | Participate in class discussions/experiences |

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## 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** | **10/1/23** |
| Leslie Sevey | Chair of ELED | **Leslie A. Sevey** | **10/30/23** |
| [Carol Cummings](mailto:ccummings@ric.edu) | Dean of FSEHD | [Carol Cummings](mailto:ccummings@ric.edu) | **1/4/24** |
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##### 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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