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

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A.1[. Course or program](#_heading=h.gjdgxs) | READ 688 Reading Instruction in the Digital Era | | | | |  |
| New title | READ 688 Educational Technology for Reading Instruction in the Digital Age | | | | |
| Academic Unit | School of Education | | | | |
| A.2. [Proposal type](#bookmark=id.tyjcwt) | Revision of Prerequisites | | | | |
| 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 and prerequisites. 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.  Prerequisites will reflect the background knowledge teachers are required to have as a result of the Right to Read Dyslexia Awareness and Proficiency trainings and now allow as an elective with instructor approval. | | | | | |
| A.5. [Student impact](#bookmark=id.2u6wntf) | Students will be able to use this course as an elective for other programs. | | | | | |
| 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) | Fall 2024 | A.9. [Rationale if sooner than next Fall](#bookmark=id.28h4qwu) | |  | | |

B. NEW OR REVISED COURSES

|  |  |  |
| --- | --- | --- |
|  | 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 688 | READ 688 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.2jxsxqh) | Reading Instruction in the Digital Era | Educational Technology for Reading Instruction in the Digital Age |
| 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 401,667,687, FNED 502, ad TESL 507 | Graduate status and enrollment in the M.Ed. in Reading program; READ 629, READ 501, or consent of the 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 |  | |

|  |  |  |
| --- | --- | --- |
| 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.Select appropriate digital instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts in the discipline/content areas | RIPTS 2  ILA 5.3 | Digital Literacies Project  Survey of Digital Literacy Tools |
| 2.Design digital learning experiences that reflect individual learner needs. | RIPTS 4  ILA 5.3 | Digital Literacies Project |
| 3.Create digital learning experiences that ’ foster the development of critical thinking, problem solving, performance skills, and literacy across content areas. | RIPTS 5  ILA 5.3 | Digital Literacies Project |
| 4. Use digital tools for communication both with students and their families. | RIPTS 7, 8  ILA 5.3 | Digital Literacies Project |
| 5. Understand how the theories of motivation, new literacies, digital learning, and the connections and potential integration of reading with other aspects of literacy influence instruction. | RIPTS 1, 2  ILA 1.1, 1.2, 1.3, 1.4, 5.3 | Digital Literacies Project  Survey of Digital Literacy Tools |
| 6. Integrate digital literacies to teach the ELA CCSS and provide literacy interventions. | RIPTS 1, 2  ILA 2, 5.3 | Digital Literacies Project |
| 7. Understand current models of digital literacy. | RIPTS 1  ILA 1,2, 5.3 | Models and Ethics assignment |

## D. Signatures

##### D.1. Approvals:

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

|  |  |  |  |
| --- | --- | --- | --- |
| 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.

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/affiliation | [Signature](#bookmark=id.3fwokq0) | Date |
|  |  |  |  |
|  |  |  |  |
|  |  |  | Tab to add rows |