# 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 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

|  |  |  |
| --- | --- | --- |
|  | 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 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 |  | |

|  |  |  |
| --- | --- | --- |
| 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, 6.3  RIPTS 1, 2, 3, 4, 5, 7, 6  IDA 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, 2.3  RIPTS 1, 2, 3, 4, 5  IDA KPS 1 | Quizzes/exam  Participate in class discussions/Discussion board posts/experiences |
| 3. Understand orthographic mapping and the teacher’s role in this process. | ILA 1.1, 1.2, 1.3,1.4  RIPTS 1, 2, 3, 4  IDA KPS 1 | Quizzes/exam  Participate 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, 6.3  RIPTS 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, 6.3  RIPTS 1, 2, 3, 4, 5, 7, 6  IDA KPS 1, 4.A-D | Quizzes/exam  Continuum project  Participate in class discussions/Discussion board posts/ experiences |
| 6. Relate decoding to encoding and understand the difference between the two. | ILA 1.1,1 .2  RIPTS 2  IDA KPS 1, 4.A-D | Quizzes/exam  Class discussion  Discussion board posts  Video analysis  Classroom practice and reflection |
| 7. Demonstrate understanding of basic phonics skills including phoneme-grapheme mapping | ILA 1.1, 1.2, 1.3, 1.4  IDA KPS 1, 4.A-D | Quizzes/Exam  Class discussion  Discussion board posts  Video analysis  Classroom practice and reflection |
| 8. Understand the linguistic, cognitive, and neurobiological differences between proficient and struggling readers. | ILA 1  IDA KPS 1 | Quizzes/exam  Class discussion  Discussion board posts |
| 9. Compare reading acquisition to language acquisition and writing systems to language systems | ILA 1  IDA KPS 1 | Participate in class discussions/experiences  Quizzes/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, 5  RIPTS 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.

|  |  |  |  |
| --- | --- | --- | --- |
| 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](mailto:ccummings@ric.edu) | Dean of FSEHD | [Carol Cummings](mailto:ccummings@ric.edu) | ***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 |