# 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 629 Literacy Internship for Assessment and Intervention | | | | |  |
| [Replacing](#bookmark=id.2et92p0) | READ 629 Literacy Practicum for Assessment and Intervention | | | | |
| 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 name of READ 629 Literacy Practicum for Assessment and Intervention to Literacy Internship for Assessment and Intervention. This reflects that READ 629 is the culmination of the reading program, and that it constitutes a clinical experience as opposed to a practicum experience. The clinical experience will allow students to use knowledge gained in the other courses. | | | | | |
| A.5. [Student impact](#bookmark=id.2u6wntf) | Students will have practical experience utilizing HQCM and research-based interventions at the Tier 2 and 3 levels. This will have a positive impact on RIC students as they will be prepared to accurately and appropriately assess their own students for language-based learning differences including dyslexia. This will ultimately empower them as educators, to provide services following best practices in the field of education as it relates to literacy instruction, assessment, and identification of student exceptionalities. | | | | | |
| 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 629 | READ 629 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.2jxsxqh) | Literacy Practicum for Assessment and Intervention | Literacy Internship for Assessment and Intervention |
| B.4. [Course description](#bookmark=id.z337ya) |  |  |
| B.5. [Prerequisite(s)](#bookmark=id.3j2qqm3) |  |  |
| 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. Select, administer, and interpret a battery of literacy assessments (print and electronic) in order to drive planning and evaluation of instruction. | ILA 3.1, 3.2, ​3.3, 7.1, 7.2, 7.3  RIPTS 9.1,​ ​9.3  IDA KPS 3 | Selection and implementation of High Quality Instructional Materials  ​Small​ ​Group Instruction  Case​ ​Study​ ​Reports |
| ​2.​ ​Use​ ​professional​ ​judgment​ ​and​ ​practical​ ​knowledge ​ ​to​ ​synthesize​ ​a​ ​body​ ​of​ ​evidence​ ​into​ ​recommendations ​ ​that​ ​support​ ​literacy​ ​development. | ILA 1.3,​ ​3.3, 7.1, 7.3  RIPTS ​9.5,​ ​9.7  IDA KPS 3 | Selection and implementation of High Quality Instructional Materials  ​Small​ ​Group Instruction  ​Anecdotal​ ​Notes  ​Case​ ​Study​ ​Reports |
| 3.​ ​Implement structured literacy​ ​instruction​ ​ ​ ​to target​ decoding,​ ​language​ ​development, ​ ​comprehension,​ ​strategic​ ​knowledge,​ ​and reading-writing ​ ​connections.  ​ | ILA 2.1,​ ​2.2, 7.1, 7.2, 7.3, 7.4  RIPTS 5 , ​2.1, ​ ​2.2  IDA KPS 4 | Selection and implementation of High Quality Instructional Materials  ​Peer​ ​Team​ ​Reflection  ​Small​ ​Group Instruction  ​​Anecdotal​ ​Notes  Case​ ​Study​ ​Reports |
| 4.​ ​Select​ ​and​ ​use​ decodable​​ ​texts​ ​for ​ ​instructional​ ​purposes​ ​and​ ​to​ ​elicit​ ​student ​ ​engagement, ​​motivation,​ ​and​ ​interest ​ ​in​ ​literacy.​ ​Draw​ ​from​ ​traditional​ ​print​ ​and​ ​digital ​ ​resources.  ​ | ILA 2.3 , ​2.2, 7.1, 7.3  RIPTS 2.3  IDA KPS 4 | Selection and implementation of High Quality Instructional Materials  ​Peer​ ​Team​ ​Reflection  Co-teaching  ​Case​ ​Study​ ​Reports |
| 5.​ ​Analyze​ ​and​ ​sensitively​ ​communicate​ ​assessment ​ ​results​ ​to​ ​appropriate​ ​audiences​ ​for​ ​relevant ​ ​implications,​ ​instructional​ ​purposes,​ ​and​ ​accountability. | ILA ​3.4  RIPTS 8, ​ ​9.6  IDA KPS 3 | Selection and implementation of High Quality Instructional Materials  Peer Team Reflection  Small Group Instruction  Anecdotal Notes  Case Study Reports  Parental conferences |
| 6.​ ​Recognize, ​​understand,​ ​and​ ​value​ ​diversity​ ​in​ ​the ​ ​process​ ​of​ ​learning​ ​to​ ​read​ ​and​ ​write:​ ​developing​ ​and ​ ​implementing​ ​strategies​ ​that​ ​advocate​ ​for​ ​equity​ ​and ​ ​supporting​ ​caregivers​ ​and​ ​colleagues​ ​with​ ​addressing the​ ​differing​ ​needs​ ​of​ ​diverse​ ​learners. | ILA 4.1,​ ​4.2,​ ​4.3  RIPTS 4.1 , ​4.2 , ​ ​4.4  IDA KPS 4 | Program Peer​ ​Team​ ​Reflection  ​Small​ ​Group Instruction  ​Co-teaching  ​Anecdotal​ ​Notes  Case​ ​Study​ ​Reports  Parental Conferences |
| 7.​ ​Design​ ​the​ ​physical​ ​and​ ​social​ ​environment​ ​in​ ​order ​to:​ ​a)​ ​optimize​ ​student​ ​agency;​ ​b)​ ​encourage ​ ​student​ ​engagement​ ​in​ ​reading​ ​and​ ​writing​ ​instruction; ​ ​and​ ​c)​ ​ensure​ ​student​ ​progress​ ​toward​ ​differentiated ​ ​instructional​ ​goals. | ILA 5.1,​ ​5.2, ​ ​5.3, ​ ​5.4  RIPTS 6.1,​ ​6.2, ​ ​6.4, 7.17.2, 7.3, 7.4  IDA KPS 3 | Program Peer​ ​Team​ ​Reflections  Co-teaching  Case​ ​Study​ ​Reports  ​ |
| ​ ​8.​ ​Maintain​ ​positive​ ​dispositions​ ​related​ ​to​ ​the ​ ​teaching​ ​of​ ​literacy:​ ​demonstrating​ ​effective ​ ​interpersonal,​ ​leadership,​ ​and​ ​communication ​ ​skills.​ ​Pursue​ ​and​ ​support​ ​professional​ ​knowledge. | ILA 6.2, 7.2, 7.4  RIPTS 11.1, ​11.4,​ ​11.5  IDA KPS 1,2,3,4 | All assignments |

## 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](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.

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| Name | Position/affiliation | [Signature](#bookmark=id.3fwokq0) | Date |
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