graduate COMMITTEE
curriculum PROPOSAL FORM

A. Cover page

.

|  |  |  |
| --- | --- | --- |
| A.1[. Course or program](#_heading=h.gjdgxs) | READ 667 Literacy Coaching and Administration of Programs  |  |
| [Replacing](#bookmark=id.2et92p0)  |  |
| Academic Unit | School of Education |
| A.2. [Proposal type](#bookmark=id.tyjcwt) | Revision to 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 prerequisites for this course to include “or with consent of the instructor.” Now that Right to Read initiatives are in place, all current teachers will have their Dyslexia Awareness or Dyslexia Proficiency trainings as background knowledge for this class. |
| A.5. [Student impact](#bookmark=id.2u6wntf) | More students will be able to use this class as an 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

|  |  |  |
| --- | --- | --- |
|  | 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 667 | READ 667 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.2jxsxqh)  | Literacy Coaching and Administration of Programs | Literacy Coaching and Administration of Programs |
| B.4. [Course description](#bookmark=id.z337ya)  |  |  |
| B.5. [Prerequisite(s)](#bookmark=id.3j2qqm3) | Graduate status, Enrollment in the M.Ed. in Reading program; READ 501, READ 534, 629; SPED 546 | Graduate status, Enrollment in the M.Ed. in Reading program; READ 501, READ 534, 629; SPED 546 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. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals. | RIPTS 6,7ILA 1.3 | Practicum/Coaching |
| 2. Communicate the importance of fair-mindedness, empathy, and ethical behavior in professional behavior. | RIPTS 6, 7ILA 1.3 | Coaching/Coaching log |
| 3. Demonstrate support for teachers and other personnel in the design, implementation, and evaluation of reading and writing curriculum for all students. | RIPTS 7, 8, 10ILA 2.1 | Coaching |
| 4. Demonstrate support for classroom teachers and education personnel to implement instructional approaches for all students.  | RIPTS 4, 6, 7, 8, 9, 10ILA 2.2 | Coaching |
| 5. Collaborate with and provide support to all teachers in the analysis of data, using the assessment results with all students.  | RIPTS 7, 10ILA 3.2 | Self-Evaluation, Coaching |
| 6. Lead teachers to analyze and use classroom, individual, grade-level, or school-wide assessment data to make instructional decisions | RIPTS 7, 9 | Coaching |
| 7. Demonstrate support for teachers to provide differentiated instruction and work with teachers to develop students as agents of their own literacy learning. | RIPTS 4, 6, 7, 8, 9 | Coaching, Videos of Coaching Cycle, Cognitive Maps |
| 8. Demonstrate support for teachers and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students’ diverse backgrounds. | RIPTS 4, 7, 10 | Self-Evaluation, Coaching |
| 9. Encourage and support teachers to use routines during reading and writing instruction (e.g. time allocation, transitions from one activity to another, discussions, and peer feedback). | RIPTS 6ILA 5.3 | Videos of Coaching Cycle, Self-Evaluation, Cognitive Maps |
| 10. Encourage and support teachers to use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. | RIPTS 6ILA 5.4 | Videos of Coaching CycleSelf-Evaluation |
| 11. Demonstrate effective interpersonal, communication and leadership skills. | RIPTS 7, 8ILA 6.2 | Videos of Coaching Cycle |
| 12. Encourage and support teachers in their efforts to use technology in literacy assessment and instruction. | RIPTS 7, 10ILA 6.2 | Videos of Coaching Cycle, Self-Evaluation |

|  |
| --- |
|  |

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 |