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

## Cover page Scroll over blue text to see further [instructions](#instructions)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **ELED 522 MAT Teaching Reading practicum** | | | | |  |
| [Replacing](#Ifapplicable) | **ELED 522 Developmental Reading in Elementary School** | | | | |
| A.2. [Proposal type](#type) | **Course: revision** | | | | |
| A.3. [Originator](#Originator) | **Martha Horn** | | [Home department](#home_dept) | | **Elementary Education / MAT** | |
| A.4. [Rationale](#Rationale)/Context | The purpose of this proposal is to change the name of the course. Previously, ELED 522 which was a non-practicum course, was called Developmental Reading in the Elementary School.  The course title, Developmental Reading, was given to the course that was not offered as practicum. Since the non-practicum option no longer exists, this course: Developmental Reading in Elementary School should be deleted from the catalog. ELED 522 / MAT Teaching Reading Practicum should be offered in its place.  In that course, as in all elementary methods courses, teacher candidates learn to design teaching that is developmentally appropriate and it is not necessary to state that in the title. | | | | | |
| A.5. [Student impact](#student_impact) | **Renaming this course to reflect its content makes the focus clear to teacher candidates.** | | | | | |
| A.6. Impact on other programs |  | | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **No impact** | | | | |
| [*Library*:](#library) | **No Impact** | | | | |
| [*Technology*](#technology) | Classrooms with technology tools such as document cameras, white boards, iPads will be needed to meet the RIDE recommendations of integrating more technology into the program. | | | | |
| [*Facilities*](#facilities): | **No impact** | | | | |
| Promotion/ Marketing needs | **none** | | | | |
| A.8. [Semester effective](#Semester_effective) | Fall, 2019 | A.9. Rationale if sooner than next | |  | | |

B. [NEW OR REVISED COURSES](#delete_if):

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) | **ELED 522** | **ELED 522** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | **Developmental Reading in the Elementary School** | **MAT Teaching Reading Practicum** |
| B.4. [Course description](#description) | *This field-based experience is concerned with reading instruction from a developmental perspective. Instructional implications include all children.* | *This field-based experience is concerned with reading instruction for pre-emergent through fluent readers K-6; Instructional implications include all children.* |
| B.5. [Prerequisite(s)](#prereqs) |  |  |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours) |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. [How will student performance be evaluated?](#performance) |  |  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  | |

| B.16**.** [**Course learning outcomes**](#outcomes)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#standards)**, if relevant** | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
| • articulate how accurate, fluent reading, background knowledge, oral language and vocabulary, reading-writing connections and a repertoire of strategies form the pillars of comprehension and align with the CCSS (Taberski, 2011; Clay, 1991; Kucer, 2009) |  | • Plan, Teach, Reflect on reading lessons;  • Final Role Play |
| • assess readers and reading: observe and gather data as children listen to text read aloud, read independently, talk about their understandings, and document observations systematically; |  | • Teaching reading lessons  • Final Role Play |
| • administer formal assessments: Observation Survey (Clay), STAR, IRLA, iReady ...) and show competence in administering and assessing running records; |  | • Teaching Reading Lessons  Click Tab from here to add rows |
| • reveal skill in designing standards-based literacy lessons and use these skills to assess students |  | • Teaching Reading Lessons / class discussions |
| • explain the reciprocal nature of reading and writing and illustrate through examples in teaching through interactive read aloud, |  | • Final Role Play / Class discussion |
| • explain the importance of presenting meta-cognitive strategies to help readers construct meaning in a developmentally appropriate and systematic way in elementary grades; |  | • |
| • explain how these practices align with national and state standards in reading, grades 1-6 (Common Core Standards for Reading / Listening/ Speaking/Writing; IRA Standards; ACEI Standards: Conceptual Framework of the FSEHD; RIPTS) |  | • class discussion / Final Role Play |
|  |  |  |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |
| 1. What is reading?    1. Reading behaviors    2. Teacher as reader    3. Goals for readers 2. Theories of Reading    1. Cognitive    2. Developmental    3. Socio-Cultural    4. Linguistic 3. Essentials of the Teaching of Reading    1. Time    2. Choice    3. Response / Conferences 4. Common Core Literacy Standards    1. Cite standards that align with skills being addressed    2. Design lessons to meet specific standards;    3. Use skill developed in knowledge of standards to assess students 5. Reciprocal nature of Reading: Why reading needs writing 6. Structuring the Classroom for Readers and Reading 7. Conferring with Readers    1. Teaching one-to-one / assessing    2. Listening to readers 8. Assessment—Formal and Informal Assessments |

### C. [Program Proposals](#program_proposals)

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Enrollments](#enrollments) |  |  |
| C.2. [Admission requirements](#admissions) |  |  |
| C.3. [Retention requirements](#retention) |  |  |
| C.4. [Course requirements](#course_reqs) for each program option |  |  |
| C.5. [Credit count](#credit_count) for each program option |  |  |
| C.6. Requirement for thesis, project, or comprehensive exam |  |  |
| C.7. Other changes if any |  |  |

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| --- |
| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. |

## D. Signatures

* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs).
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [graduatecommittee@ric.edu](mailto:graduatecommittee@ric.edu) and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature) | Date |
| --- | --- | --- | --- |
| Martha Horn | Program Director of MAT |  | 2/19/19 |
| Carolyn Obel-Omia | Chair of Elementary Education |  | 2/19/19 |
| Julie Horwitz / Gerri August | Dean of FSEHD |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  | Tab to add rows |