# graduate COMMITTEE curriculum PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## Cover page

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| A.1. [Course or program](#gjdgxs) | **MLED 534: Disciplinary Literacies with Young Adolescents II** | | | | |  |
| [Replacing](#3znysh7) |  | | | | |
| A.2. [Proposal type](#2et92p0) | **New Course** | | | | |
| A.3. [Originator](#1t3h5sf) | **Brittany Ahnrud** | | [Home department](#4d34og8) | | **Educational Studies** | |
| A.4. [Rationale](#2s8eyo1)/Context | **This course is part two of disciplinary literacies. Students will implement their learnings from MLED 533**  **The Essential Questions include:**   * **How can I implement and critically reflect on my own literacy practices?** * **How can I collect and use data to ensure all of my students have access to content regardless of their primary literacy and are able to use a variety of literacy practices to further their development?**   **Through readings, activities, and clinical preparation, students apply traditional, critical, and digital literacy practices at the middle level. Students develop, implement, and reflect on lessons grounded in CCSS disciplinary literacies and content area standards.**  **This course will be offered in Spring.**  **Video Analysis: Students will video their literacy lessons and use a specific protocol (including sections of RI-ICEEs) to reflect on their implementation.**  **Clinical Preparation: Students will complete at least 10 hours of clinical preparation in a middle level setting potentially in their own classroom. They will use this time to plan, implement, and reflect on disciplinary literacy lessons. The professor will conduct at least 2 observations for each candidate.** | | | | | |
| A.5. [Student impact](#19c6y18) | **Required course; no negative impact** | | | | | |
| A.6. Impact on other programs | **None** | | | | | |
| A.7. [Resource impact](#3tbugp1) | [*Faculty PT & FT*](#17dp8vu): | **None** | | | | |
| [*Library*:](#3rdcrjn) | **None** | | | | |
| [*Technology*](#26in1rg) | **None** | | | | |
| [*Facilities*](#lnxbz9): | **None** | | | | |
| Promotion/ Marketing needs | **Nothing beyond what we currently do.** | | | | |
| A.8. [Semester effective](#28h4qwu) | **Spring 2020 (class will begin Spring 2021)** | A.9. Rationale if sooner than next fall | |  | | |

B. [NEW OR REVISED COURSES](#nmf14n):

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|  | Old ([for revisions only](#37m2jsg) – list only information that is being revised) | New |
| B.1. [Course prefix and number](#1ksv4uv) |  | **MLED 534** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#44sinio) |  | **Disciplinary Literacies with Young Adolescents II** |
| B.4. [Course description](#2jxsxqh) |  | **Students apply traditional, critical, and digital literacy practices at the middle level. Students also develop, implement, and reflect on lessons grounded in CCSS disciplinary literacies and content area standards.** |
| B.5. [Prerequisite(s)](#z337ya) |  | **Admission to C.G.S. and MLED 533 or consent of department chair.** |
| B.6. [Offered](#1mrcu09) |  | **Spring** |
| B.7. [Contact hours](#1y810tw) |  | **2** |
| B.8. [Credit hours](#4i7ojhp) |  | **2** |
| B.9. [Justify differences if any](#2xcytpi) |  | |
| B.10. [Grading system](#46r0co2) |  | **Letter grade** |
| B.11. [Instructional methods](#1ci93xb) |  | **Hybrid** |
| B.12.[Categories](#3whwml4) |  | **Required for program | Required for Certification** |
| B.13. [How will student performance be evaluated?](#2bn6wsx) |  | **| Class participation || Exams | | Papers | Class Work | | Projects |** |
| B.14. [Redundancy with, existing courses](#qsh70q) |  | **None** |
| B. 15. Other changes, if any |  | |

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| B.16**.** [**Course learning outcomes**](#3as4poj)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#1pxezwc)**, if relevant** | [**How will the outcome be measured?**](#49x2ik5) |
| **Create opportunities for students to connect their non-school literacy practices with those of school in meaningful and authentic ways** | **RIPTS 11** | **Lesson Planning and Teaching** |
| **Use reading, writing, speaking, listening, and technology to support students' engagement and understanding within the discipline as well as to assess their understanding** | **FSEHD 1, 2; AMLE 2, 4; RIPTS 2, 9** | **Lesson Planning/Teaching, Digital Literacy Manifesto** |
| **Critically reflect on implementation of disciplinary literacy practices** | **FSEHD 3, 4; RIPTS 5, 10, 11** | **Lesson Plan Reflection** |

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| B.17. [**Topical outline**](#2p2csry)**: Do NOT insert a full syllabus, only the topical outline** |
| 1. Lesson Planning    1. Using data to inform lesson planning    2. Variety of lesson planning methods 2. Observation    1. Two observations by college supervisor    2. Video analysis of teaching 3. Critical Reflection    1. Using data to reflect on lesson implementation    2. Influence on teacher identity |

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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.

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| Name | Position/affiliation | [Signature](#_111kx3o) | Date |
| Brittany Ahnrud, M.Ed | Program Director of MLED |  |  |
| Lesley Bogad, Ph.D. | Chair of Educational Studies |  |  |
| Gerri August, Ph.D. | Dean of FSEHD |  |  |

##### D.2. [Acknowledgements](#vx1227): 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.

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| Name | Position/affiliation | [Signature](#3fwokq0) | Date |
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