# 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) | Reading Masters in Education Program | | | | |  |
| Academic Unit | School of Education | | | | |
| A.2. [Proposal type](#bookmark=id.tyjcwt) | Program: Revision | | | | |
| A.3. [Originator](#bookmark=id.4d34og8) | Natasha J 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 explain the revisions to the  Masters of Education in Reading program so that the program includes the science of reading and structured literacy practices that current research supports. Updates in content will reflect dyslexia legislation and state goals in reading achievement. A particular emphasis in the revised program will be placed on Tier 2 and 3 literacy interventions and progress monitoring tools that measure the targeted skills.  Additionally, the revision of RIC’s M.Ed. in Reading program will align it with the vision of the Feinstein School of Education. The program will differentiate itself from other reading programs as one that prepares teachers to be reading specialists in urban communities. Emphasis on community partnerships will be central to the program courses. The program will be hybrid in delivery. All classes will be online except for the summer practicum. The program is compatible with the busy teacher’s schedule.    Teachers who successfully complete all program requirements will graduate with a Masters of Education in Reading. This will meet the requirements for Rhode Island Certification as a Reading Specialist/Consultant Pre-K to adult. When designing the program, Rhode Island’s 2019 Right to Read Act was carefully considered along with the Rhode Island Department of Education Initiatives, including attention to diversity, equity, technology, community involvement and communication with parents, Multilingual Learners, and data-driven instruction. The first three courses will comprise the Dyslexia Endorsement, pending submission to and approval from RIDE.  The Master’s of Education in Reading will remain an 11 course, 36 credit hour program. Passing the Reading PRAXIS will be necessary for completion of the program. The program will take a minimum of 1.5 years to complete.  Overview of Changes to the Program-  ADDITIONS OF 4 NEW COURSES:  READ 630 Literacy and the Community  READ 687 Urban Literacies  READ 688 Reading Instruction in the Digital Era  SPED 546 Dyslexia in Schools: Assessment and Identification  CHANGES IN READ COURSE NAMES:  READ 534 Developmental Reading: Prekindergarten through Grade 8 to READ 534 Foundations in Literacy  TESL 507 Teaching Reading and Writing to English-as-a-Second-Language Students will only have the TESL option; delete READ 507  READ 667 Literacy Coaching to READ 667 Literacy Coaching and Administration of Reading Programs  READ 629 Remedial Reading Clinic to READ 629 Literacy Practicum for Assessment and Intervention  READ 629 and 667 will have practicum experiences  READ 501 change in course description  READ 641, 663, 685, 686 will be deleted  Currently, learning to read is “a rich man’s game” if you experience reading difficulties and/or fall anywhere on the dyslexia continuum, especially if you reside in an urban community. One of the contributing factors to this inequitable reality is the fact that current practitioners, both administrators, educators, and other human service professionals (i.e. school psychologists), often have not been taught the “science of reading” in general and the basics of dyslexia in particular. As a result, the majority of students, especially those who are historically and culturally marginalized, read at a basic or below level - as many as 8 out of 10 in some districts.  It is time to address the core issues that produce and perpetuate this lack of literacy proficiency both nationally and in Rhode Island. To do this, we need all hands on deck (SEA, all IHEs, all LEAs, etc.), and we need to forefront our culturally and linguistically diverse communities. While we remediate this system’s deficit, we also need to support our students who are in the midst of their literacy development by providing prevention and remediation services in consistent, effective, intensive, and innovative ways (i.e. through the summer literacy clinic in an urban or urban-ring community embedded in this proposal). This reading program will address the inequities currently being highlighted in the U.S. by using the science of reading.  The current regional context supports the development of this program. The Right to Read Act was passed by the Rhode Island legislature in June of 2019. This legislation requires teacher training in scientific reading instruction (instruction that is instructional centered, empirically based, and further based on the study of the relationship between cognitive science and educational outcomes) and Structured Literacy (an approach by which licensed personnel teach reading, which includes syllables, morphology, sound-symbol correspondence, semantics, and syntax in an explicit, systematic, and diagnostic manner). As Decoding Dyslexia RI noted in their press release on this new legislation, “It is time to address dyslexia; literacy is equity.”    More than ever, the need for a master’s degree in reading is pertinent to Rhode Island teachers. Most teachers seek a master’s degree after establishing themselves in the classroom for a year or two. Even for those not planning to become reading specialists, this degree is beneficial. In Rhode Island general education settings, the classroom teacher is responsible for Tier 2 reading interventions and tracking their students’ literacy growth. The content learned in this program can be applied to the general education setting and will be greatly beneficial to all teachers who pursue this degree.  This program differs from existing/similar programs at other institutions.  There are three RI programs that lead to a Master’s degree in literacy and provide the training for teachers to receive their Reading Specialist/Consultant Certificate (PK-12) in Rhode Island.  Roger Williams: Master of Arts in Literacy Program. 31 credit program. ($1878 per 3 credit class; $19,406 for program, no dyslexia endorsement) Courses are more children’s literature based/balanced literacy/whole language.  Providence College: Masters in Literacy Program. 36 credit program. (3 credit class $1581; $18,972 for program, no dyslexia endorsement) Balanced literacy approach.  URI: Master of Arts in Reading. 31 credit program. (1 credit-$783; $24,273 for program; dyslexia endorsement requires three additional classes for $7,047; Total for degree and endorsement $31,320) Hybrid delivery, Structured Literacy is part of dyslexia endorsement.  Connecticut has 2 International Dyslexia Association (IDA) accredited programs: Fairfield University and Southern CT State University.  Massachusetts has 2 IDA accredited programs: Gordon College and MGH Institutes of Health Professions.  There are currently no IDA accredited programs in RI, NH, VT, or ME.  Rhode Island College Proposed M.Ed. in Reading Program. 36 credit program. (3 credit class $1386; $16,632 for program, includes dyslexia endorsement.) Hybrid delivery: online except for summer practicum.  What RIC will offer that sets it apart:  ● Dyslexia endorsement is integrated into the program.  ● Only program where all classes except practicum are online.  ● Has a class devoted to reading instruction using digital tools.  ● Has a class devoted to urban literacies.  ● Social justice is a key component that is woven into every class.  ● Community partnerships emphasized in the practicum through a 2-credit class that addresses working with parents and sharing information with school and community leaders. The Literacy Coach/Administration class also has a community outreach component.  ● One choice for the summer practicum is a partnership with Providence and would address needs of the PPSD. The practicum is in alignment with the PPSD Turnaround Action Plan and would allow for tracking of student data over time, as RIC undergrad practicums exist in the schools. Other site options include East Providence.  ● If/when the proposed Dyslexia Endorsement is approved by RIDE, the FSEHD will be included in the Pathway to Proficiency Index (PPI) list, enabling program completers to meet the proficiency requirements of the Right to Read Act of 2019.  Based on the Right to Read Act, all current PK-5 teachers, all grades reading teachers, and all grades special educators will need to show proficiency in the science of reading and Structured Literacy. This will need to be shown by 2024-25. It is a large group of professionals (between 4,862 and 5,301 teachers)! Proficiency will be shown by working with one of the approved vendors on the Pathways to Proficiency index (PPI). Endorsement providers are projected to be included on this list. Other providers such as LETRS and the AIM Institute may be included if they apply. URI and Linda Atamian are the only currently approved Literacy/Dyslexia Endorsement providers; they will most certainly be in the PPI list. However, their capacity is very limited in light of the numbers. (In addition, a college course credit counts for 15 PLUs, and teachers must complete roughly 20-30 PLUs per year for recertification.) The following chart shows the numbers of teachers that are currently addressed by these competing programs.   |  |  |  | | --- | --- | --- | | Provider | Approximate number of teachers this year | Sustainability | | URI Dyslexia Certificate Program, leading to Literacy/Dyslexia Endorsement from RIDE | 15 (apparently, 35-45 showed interest this year) | Recurring once a year | | Orton-Gillingham Training with Linda Atamian, leading to Literacy/Dyslexia Endorsement from RIDE | 12 | Recurring once or twice a year; extremely expensive | | LETRS currently funded by RIDE | 80 | One more scheduled cohort to start fall. | | LETRS currently funded by a district | 45 | Another district, or individual, could choose to fund. Expensive. | | AIMS Institute currently funded by a district | 95 | Another district, or individual, could choose to fund | | | | | | |
| A.5. [Student impact](#bookmark=id.2u6wntf) | The revised program will enhance candidates’ literacy knowledge as well as refine and expand professional skills and dispositions in support of greater advocacy for all learners. Courses reflect current literacy pedagogy and legislation. Students will have increased practicum experiences.  Mission Alignment:  ● Program completers will be “highly effective, reflective, and engaged” as the result of completing a program whose content is based on the science of reading and whose expectation for candidates and completers is to be an active member of professional learning communities in the state, region, and nations committed to improving student outcomes in the area of literacy, especially in our urban communities.  ● Program completers will be “deeply committed to the values of equity, diversity, and social advocacy” through the framing of literacy as an issue of equity and access.  ● Program completers “provide expertise in educational policy, research, and professional development in schools, agencies in communities” related to the science of reading, Structured Literacy, and literacy/dyslexia awareness and advocacy.  *Program learning outcomes*  In an effort to promote equity and access to literacy and to improve reading outcomes, graduates will be able to:  ● Identify and remediate dyslexia (note: dyslexia is considered to exist on a continuum)  ● Screen students with current tools such as the TOWL, CTOP, TOWR, PAST, QPS  ● Use structured literacy to determine focus skills for interventions  ● Implement research-based reading and writing interventions grounded in the science of reading (e.g. Orton-Gillingham based programs such as: Project Read, S.P.I.R.E.)  ● Incorporate research-based literacy instruction to all content areas K-12  ● Integrate knowledge of Data-Based Individualization into reading/writing instruction  ● Track student growth using nationally normed progress monitoring tools  ● Share reading data with parents and partner with families to spread knowledge of how to advocate for students’ needs  ● Prepare materials that inform school and community leaders of the science of reading and structured literacy  ● Develop awareness of the illiteracy to incarceration pipeline and be empowered to break this cycle  ● Be able to coach and support other teachers in structured literacy and research-based literacy instruction | | | | | |
| A.6. [Impact on other programs](#bookmark=id.19c6y18) | None | | | | | |
| A.7. [Resource impact](#bookmark=id.3tbugp1) | [*Faculty PT & FT*](#bookmark=id.3rdcrjn): | |  |  |  |  | | --- | --- | --- | --- | | Full Time Faculty | Semester | Course | Potential Overload | | Karen Capraro | 3 Credits Spring | Digital Literacies | Yes | | Carolyn Obel-Omia | 3 Credits Summer 1 | Urban Literacies |  | | Susan Zoll | 2 Credits Summer 2 | Literacy and the Community |  | | Cara McDermott-Fasy | 3 Credits Summer 1      3 Credits Summer 2 | Dyslexia in Schools: Assessment and Identification  Literacy Practicum for Assessment and Intervention, co-taught |  | | Natasha Feinberg | 3 Credits Fall    3 Credits Spring    3 Credits Summer 1    3 Credits Summer 2 | Reading in the Content Areas    Literacy Coaching and Administration of Programs  Foundations in Literacy  Literacy Practicum for Assessment and Intervention, co-taught | Fall - Yes, 1-2 Credits  Spring - Yes, 1-2 Credits | | Program Director/  Coordinator | 1 Credit Fall (split)  1 Credit Spring (spilt)  1 Credit Summer Session (split) |  | .5 fall  .5 spring | | | | | |
| [*Library*:](#bookmark=id.26in1rg) | None | | | | |
| [*Technology*](#bookmark=id.lnxbz9) | None | | | | |
| [*Facilities*](#bookmark=id.35nkun2): | None | | | | |
| A.8. [Semester effective](#bookmark=id.28h4qwu) | Summer 2022 | A.9. [Rationale if sooner than next Fall](#bookmark=id.28h4qwu) | |  | | |

## C. [Program Proposals](#bookmark=id.3o7alnk)

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|  | [Old (for revisions only)](https://docs.google.com/document/d/1ntCPudoF33WYxcmztF4t_FDyTEsZmxa0/edit#bookmark=id.35nkun2) | New/revised | |
| C.1. [Enrollments](#bookmark=id.ihv636) |  | Goal- 10-15 per year in the M. Ed. in Reading program with a max class size of 30. For the dyslexia endorsement, goal of at least 15 per summer with no max limit. | |
| C.2. [Admission requirements](#bookmark=id.32hioqz) | 1.A completed online application form accompanied by a $50 nonrefundable application fee.  2.Official transcripts of all undergraduate and graduate records.  3.A bachelor’s degree with a minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale in all undergraduate coursework. Applicants with undergraduate GPAs less than 3.00 may be admitted to degree candidacy upon submission of other evidence of academic potential.  4.A teaching certificate.  5.An official report of scores on the Graduate Record Examination or the Miller Analogies Test.  6.Three Candidate Reference Forms accompanied by three letters of recommendation.  7.A Professional Goals Essay.  8.A Performance-Based Evaluation.  9.One year of professional teaching experience.  10.An interview | Applications will be due May 1st. One either applies for the M.Ed. in Reading Program which incorporates the Literacy/Dyslexia Endorsement pathway, or the Literacy/Dyslexia Endorsement pathway only with the option to apply to the M.Ed. in Reading towards the end of the course sequence.  1.Official transcripts of all undergraduate and graduate records.  2.A bachelor’s degree with a minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale in all undergraduate coursework. Applicants with undergraduate GPAs less than 3.00 may be admitted to degree candidacy upon submission of other evidence of academic potential.  3.A teaching certificate.  4.Two Candidate Reference Forms accompanied by two letters of recommendation.  5.A Professional Goals Essay.  **Application for Literacy/Dyslexia Endorsement Only (to meet requirements of Right to Read Act)**  1. Personal Statement related to Interest in the Program.  2. Official transcript(s): undergraduate and/or graduate as applicable.  3. A bachelor’s degree  4. One letter of Recommendation.  5. Note: To continue on to the Masters of Reading Program, candidates must submit an additional Refence Form with recommendation and a letter of intent to satisfy the admission requirements of the program by August 15th. | |
| C.3. [Retention requirements](#bookmark=id.1hmsyys) |  | All courses must be passed with a grade of B- or higher | |
| C.4. [Course requirements](#bookmark=id.41mghml) for each program option | ELED 510 Research Methods, Analysis, and Applications (3)  FNED 502 Social Issues in Education (3)  READ 501 Reading in the Content Areas (3)  READ 507 or TESL 507 Teaching Reading and Writing to English-as-a-Second-Language Students (3)  READ 534 Developmental Reading:Prekindergarten through Grade Eight (3)  READ 629 Remedial Reading Clinic (6)  READ 641 Administration of Reading Programs (3)  READ 663 Seminar in Reading Research (3)  READ 667 Reading Specialist Coaching (3)  READ 685 Diagnosis of Reading Difficulties  READ 686 Treatment of Reading Difficulties (3) | ELED 510 Research Methods, Analysis, and Application (3)  FNED 502 Social Issues in Education (3)  READ 501 Reading in the Content Areas (3)  TESL 507 Teaching Reading and Writing to English-as-a-Second-Language Students (3)  READ 534 Foundations in Literacy (3)  READ 629 Literacy Practicum for Assessment and Intervention (6)  READ 630 Literacy and the Community (2)  READ 667 Literacy Coaching and the Administration of Reading Programs (4)  READ 687 Urban Literacies (3)  READ 688 Reading Instruction in the Digital Era (3)  SPED 546 Dyslexia in Schools: Assessment and Identification (3) | |
| C.5. [Credit count](#bookmark=id.2grqrue) for each program option |  | 36 Credits | |
| C.6. Requirement for thesis, project, or comprehensive exam |  | Pass Praxis 5301: Reading Specialist Test | |
| C.7. Program Accreditation |  |  | RIDE |
| C.8 [Program goals](about:blank)  Needed for all new programs |  | Program goals*:*   * Program is self-sustaining and provides additional income for the college * Program carries approximately 10-15 students per year * Program becomes IDA and/or ILA accredited * Have a 100% pass rate on the Praxis 5301 Reading Specialist Test   Program learning outcomes:  In an effort to promote equity and access to literacy and to improve reading outcomes, graduates will be able to:  ● Identify and remediate dyslexia (note: dyslexia is considered to exist on a continuum)  ● Screen students with current tools such as the TOWL, CTOP, TOWR, PAST, QPS  ● Use structured literacy to determine focus skills for interventions  ● Implement research-based reading and writing interventions grounded in the science of reading (e.g. Orton-Gillingham based programs such as: Project Read, S.P.I.R.E.)  ● Incorporate research-based literacy instruction to all content areas K-12  ● Integrate knowledge of Data-Based Individualization into reading/writing instruction  ● Track student growth using nationally normed progress monitoring tools  ● Share reading data with parents and partner with families to spread knowledge of how to advocate for students’ needs  ● Prepare materials that inform school and community leaders of the science of reading and structured literacy  ● Develop awareness of the illiteracy to incarceration pipeline and be empowered to break this cycle  ● Be able to coach and support other teachers in structured literacy and research-based literacy instruction | |

Strategic Plan Alignment

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| Learning Innovations | |
| Leveraging Academic Expertise | 1.2.1: Develop degree and non-degree certificate programs in high-demand areas to meet regional economic development needs  1.2.3: Strengthen and expand graduate study opportunities at RIC |
| FSEHD | 1.4.2: Increase proficiency with standards-based instruction and assessment, integration of technology, and instruction in working with English language learners and students with disabilities  1.4.3: Strengthen relationships with local districts and develop more robust clinical experiences |
| Student Success | |
| Enrollment Management | 2.1.4: Develop a comprehensive enrollment management plan providing strategies for graduate, international, adult and traditional enrollment growth |
| Community Partnerships | |
| Build strategic national, regional, and local partnerships | 4.1.1-4.1.3: Strengthen and expand partnerships with national and federal level, state, and local community organizations and agencies to support RIC's highest priority initiatives and provide opportunities for students, faculty and staff |
| Instructional Effectiveness | |
| Fiscal Resource Management | 5.1.3: Strengthen revenue streams to promote affordability by maintaining tuition and fee levels below regional peers |

## 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 | Interim Program Director of M.Ed. in Reading | **Natasha J. Feinberg** | **1/8/21** |
| Carolyn Obel-Omia | Chair of ELED | **Carolyn Obel-Omia** | **1/8/21** |
| Jeannine Dingus-Eason | Dean of FSEHD | ***Jeannine E. Dingus-Eason*** | ***1/11/21*** |

##### 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 |
| Paul LaCava | Special Education Chair | *Paul LaCava* | 1/28/2021 |
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