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

## A. Cover page (hover over text for more instructions)

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| --- | --- | --- | --- | --- | --- | --- |
| A.1[. Course or program](#_heading=h.gjdgxs) | READ 630 Literacy and the Community | | | | |  |
| Academic Unit | School of Education | | | | |
| A.2. [Proposal type](#bookmark=id.tyjcwt) | Course: creation | | | | |
| 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) | READ 630: Literacy and the Community is taken concurrently with READ 629, the summer practicum. In this 2-credit class, students create a plan for building a strong home-school connection. It is important for teachers to be able to disaggregate and understand the data they collect, but it is equally important that they can explain to key stakeholders that are not familiar with the assessments and literacy material what that data means. Frequently, this is the parents/guardians of the elementary children. This class is needed so that teachers are comfortable in sharing literacy information in a non-threatening and clear manner. Many families are not comfortable in the school setting and have negative past experiences with the education system. Materials and approaches that support positive communication between the school and community will be explored. Additionally, participants in this class need to bring back dyslexia knowledge and literacy understandings to leaders in their district. Methods of sharing information with principals and administration will be explored. | | | | | |
| A.5. [Student impact](#bookmark=id.2u6wntf) | Teachers will think beyond their classroom walls to gain an understanding of the importance of reaching out to other key people in their students’ lives. This class broadens the perspective of how data is interpreted and utilized. | | | | | |
| A.6. [Impact on other programs](#bookmark=id.19c6y18) | None | | | | | |
| A.7. [Resource impact](#bookmark=id.3tbugp1) | [*Faculty PT & FT*](#bookmark=id.3rdcrjn): | Susan Zoll- Summer 2, 2 credits | | | | |
| [*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) | |  | | |

## 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 630 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.2jxsxqh) |  | Literacy and the Community |
| B.4. [Course description](#bookmark=id.z337ya) |  | Bridging the classroom to the community is integral to students’ literacy success. Methods and materials that inform families and administration about students’ strengths and areas of need are explored with the goal of building trusting relationships and shared responsibility. |
| B.5. [Prerequisite(s)](#bookmark=id.3j2qqm3) |  | Graduate status; READ 534 and SPED 546 |
| B.6. [Offered](#bookmark=id.37m2jsg) | Fall | Spring | Summer |  Even years | Odd years | Annually  [Alternate Years](about:blank)  | As needed | Summer |
| B.7. [Contact hours](#bookmark=id.4i7ojhp) |  | 2 |
| B.8. [Credit hours](#bookmark=id.2xcytpi) |  | 2 |
| B.9. [Justify differences if any](#bookmark=id.1ci93xb) |  | |
| B.10. [Grading system](#bookmark=id.1mrcu09) |  | Letter grade |
| B.11. [Instructional methods](#bookmark=id.3whwml4) |  | Lecture | Small group | Individual | |
| B.11.a [Delivery Method](#bookmark=id.3whwml4) |  | [% Online](#bookmark=id.46r0co2) |
| B.12.[Categories](#bookmark=id.2bn6wsx) |  | Required for program |
| B.13. [How will student performance be evaluated?](#bookmark=id.qsh70q) |  | Attendance | Class participation | Exams | Presentations | Papers |  Class Work | Quizzes |  Performance Protocols | Projects | |
| B.14. [Redundancy with, existing courses](#bookmark=id.3as4poj) |  | None |
| 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. Candidates create opportunities to bridge home and school and integrate families and communities into students’ learning. | ILA 4, 5.1, 6.1, 6.3, 7.1  RIPTS 1,7 | communication project, discussion |
| 1. Candidates create learning environments that are affirming and inclusive. | ILA 4, 5.4  RIPTS 3,7 | communication project, discussion |
| 1. Candidates advocate for equity and inclusion within the classroom, school, and community. | ILA 4, 5.2, 5.4  RIPTS 4 | communication project, discussion |
| 1. Candidates implement instruction that acknowledges and values the diversity in their classrooms and in the community. | ILA 4, 5.1, 5.2, 5.4  RIPTS 4,6 | communication project, discussion, concurrent practicum experience |
| 1. Candidates communicate assessment results to a variety of stakeholders. | ILA 3.4, 41, 4.3  RIPTS 7,9 | communication project, discussion |
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| B.17. [Topical outline](#bookmark=id.147n2zr): Please do not include a full syllabus |
| 1. Discovering personal biases    1. How past experiences shape us    2. Reflection on personal belief systems 2. Creating opportunities to understand and appreciate one’s own and other’s diversity    1. Low-risk learning environments    2. Nurturing positive social interaction    3. Supporting independent learning 3. Communicating with others    1. Families       1. Sharing data       2. Sharing recommendations       3. Sharing resources   b) The education community  i) Sharing data  ii) Sharing structured literacy |
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## 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 |
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