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# **graduate COMMITTEE curriculum PROPOSAL FORM**

## A. Cover page (rover over text for more instructions- please delete red instructions)

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| --- | --- | --- | --- | --- | --- | --- |
| A.1[. Course or program](#_acknowledge) | **MLED 534: Disciplinary Literacies with Young Adolescents** | | | | |  |
| Academic Unit | School of Education and Human Development | | | | |  |
| A.2. [Proposal type](#type) | Course: revision | | | | |  |
| A.3. [Originator](#Originator) | Julie Horwitz | | [Home department](#home_dept) | | Educational Studies | |
| A.4. [Rationale](#Rationale)  Additional Information for [new programs](#type) | This Is what his happening but not the reasons.  This proposal collapses the courses Into 1 four credit course, becausee the topics belong together blah blah and also increases the opportunities for teachers to earn their certification.  For our redesign in 2018, the content from MLED 530 was updated and broken into two courses (MLED 533 and 534). The first course was the theoretical foundation of disciplinary literacies and the second course was the application. We have found that separating these two courses did not serfe the students well when trying to learn both the theretical underpinnins as well as the practical applications. The proposal is to collapse the courses again to have 1 four credit course. The title of MLED 534 best captures the content of the course so it will remain with a credit adjustment. This will also directly mirror the undergraduate structure whereMLED 533 was part 1 and MLED 534 was part 2. They were each 2 credit courses, this would simply be taking all the content from MLED 533 and putting it into MLED 534 and changing the credits to 4. This change will be easier for students to take one class instead of two. | | | | | |
| A.5. [Student impact](#student_impact) | The revision of MLED 534 will increase opportunities for teachers wanting to teach in the middle school to earn their certification. One 4 credit course instead of two 2 credit courses will allow students to finish the course in one semester. | | | | | |
| A.6. [Impact on other programs](#impact) | None | | | | | |
| A.7. [Resource impact](#Resource) | [Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.): | Faculty load hours will be filled using current full-time faculty and adjuncts. | | | | |
|  | [Library:](#library) | No impact | | | | |
|  | [Technology](#technology) | IT supports for LMS | | | | |
|  | [Facilities](#facilities): | Program is fully online and will therefore need no facilities | | | | |
| A.8. [Semester effective](#Semester_effective) | Summer 2024 | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | | |

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| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include all relevant pages from the college catalog, and show how the catalog will be revised.  (1) Go to the “Forms and Information” on the graduate committee’s website  <https://www.ric.edu/department-directory/graduate-curriculum-committee/forms-and-information>  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, making sure that program totals are correct when adding or deleting course credits. |

## B. NEW OR REVISED COURSES

Please do not use highlight. Delete the page if the proposal does not include new or revised courses. When choices are given within categories, please delete those that do not apply to your proposal.

|  | Old ([for revisions only](#Revisions)) 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](#cours_title) | MLED 534: | MLED 534 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | Disciplinary Literacy with Young Adolescents II | Disciplinary Literacies with Young Adolescents |
| B.4. [Course description](#description) |  |  |
| B.5. [Prerequisite(s)](#prereqs) | MLED 532 & 533 | MLED 532 or Program Director Permission |
| B.6. [Offered](#Offered) | Fall | Spring | Summer |  Even years | Odd years | Annually  [Alternate Years](file:///C:\Users\jfuentes_4972\Downloads\Alternate%20Years)  | As needed | Fall |
| B.7. [Contact hours](#contacthours) |  |  |
| B.8. [Credit hours](#credits) | 2 | 4 |
| B.9. [Justify differences if any](#differences) | Colapsing two 2 credit courseed into one. | |
| B.10. [Grading system](#grading) | Letter grade | Letter grade |
| B.11. [Instructional methods](#instr_methods) | Lecture | Practicum | Lecture | Practicum |
| B.11.a [Delivery Method](#instr_methods) | Hybrid | 100% online (synchronous & asynchronous) |
| B.12.[Categories](#required) | Required for program | Required for Certification | Required for program | Required for Certification |
| B.13. [How will student performance be evaluated?](#performance) | A Attendance | Class participation | Clinical work | Presentations | Papers | Attendance | Class participation | Clinical work | Presentations | Papers |
| B.14. [Redundancy with, existing courses](#competing) | N/A | N/A |
| B. 15. Other changes, if any | None | |

| B.16. [Course learning outcomes](#outcomes): List each outcome in a separate row | [Professional organization standard(s)](#standards), if relevant | [How will each outcome be measured?](#measured) |
| --- | --- | --- |
| **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** |
| **Make explicit the discourse community of their discipline and learn about using standards and appropriate strategies when teaching within that discipline** | **AMLE 2a, 2b, 2c** | **Photovoice,  Standards Study** |
| **Analyze adolescent text to apply learnings of adolescent development and disciplinary literacies.** | **AMLE 1c** | **Literature Circles** |
| **Gather and analyze information about students’ literacies to answer questions and resolve classroom concerns** | **FSEHD 2, 3; RIPTS 5, 10** | **Disciplinary Literacy Inventory** |

| B.17. [Topical outline](#outline): Please do not include a full syllabus |
| --- |
| 1. Discourses - Definitions of Literacy    1. Literacy as Academic    2. Literacy as Personal    3. Literacy as Political    4. Literacy as Cooperative 2. Disciplinary Literacy Inventories    1. Miscue Analysis    2. Math Inventory    3. Photovoice    4. Technology Motivation (Media Literacy) 3. Standards    1. AMLE    2. CCSS    3. Content Specific Standards      1. Literacy Pedagogy    1. Reading Strategies    2. Writing Strategies    3. Listening Strategies    4. Speaking Strategies    5. Technology Strategies 2. Lesson Planning/ Critical Reflection    1. Using data to inform lesson planning    2. Variety of lesson planning methods    3. Using data to reflect on lesson implementation.    4. Influence on teacher identity |

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

## D. Signatures

##### You must obtain all signatures before the executive committee can consider your proposal.

##### **Signatures should be obtained electronically: a script font and acknowledgment by email suffices.**

Changes that directly impact more than one department or program must include the signatures of all relevant department chairs, program directors, and deans. This applies to creating or modifying programs which include courses from a different department

Send electronic files of the proposal, accompanying catalog copy, and the completed signature page to graduatecommittee@ric.edu.

##### D.1. Approvals:

##### Required from department chairs, program directors, and deans from the academic unit originating the proposal.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Julie Horwitz | Program Director of MLED | *Julie R. Horwitz* | 11/29/23 |
| Charlie McLaughlin | Chair of DES | Charlie McLaughlin | 11/29/23 |
| Elizabeth Holtzman | Co Graduate Director | Elizabeth Holtzman | 11/29/23 |
| Carol Cummings | Dean of FSEHD | Carol A. Cummings | 11-29-23 |

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

##### 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](#Signature_2) | Date |
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