# UNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## Cover page scroll over blue text to see further important [instructions](#1v1yuxt): please read.

**N.B. DO NOT USE HIGHLIGHT, PLEASE DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

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| A.1. [Course or program](#30j0zll) | **YDEV 301 Community, Pedagogy, and Inclusion** |  |
| [Replacing](#2et92p0)  |  |
| A.2. [Proposal type](#tyjcwt) | **Course: creation**  |
| A.3. [Originator](#4d34og8) | **Corinne McKamey** | [Home department](#2s8eyo1)  | Educational Studies/Youth Development |
| A.4. [Context and Rationale](#17dp8vu)  | **Educational Cognate Addition:****This course fills a need that the program has discovered based upon ripple effects mapping with seniors and informal interviews with community partners. The YDEV program needs a methods-based course where students develop skills and experience in planning and facilitating activities appropriate for after school programs and youth workshops. YDEV 301, Community Pedagogy and Inclusion, will prepare YDEV majors to plan and implement inclusive programming activities and units. This course would serve YDEV students, who are often in frontline positions with young people and expected to construct culturally and developmentally appropriate programming activities. The course would also serve YDEV community partners through RIC students sharing with their internship sites activity planning models and templates developed in class. This course would not add additional credits to the program of study: Students would have a choice in taking YDEV 301, which is an applied methods course that attends to issues of inclusion and diversity, or SPED 300, which addresses issues of special education more broadly.**  |
| A.5. [Student impact](#3rdcrjn) | **The addition of YDEV 301 as a choice will provide students more flexibility, choice, and relevant coursework in their programs of study.** |
| A.6. [Impact on other programs](#19c6y18)  | **The enrollments for SPED 300 might drop if students opt for taking YDEV 301.**  |
| A.7. [Resource impact](#3tbugp1) | [*Faculty PT & FT*](#28h4qwu):  | **None** |
| [*Library*:](#nmf14n) | **N/A** |
| [*Technology*](#37m2jsg) | **N/A** |
| [*Facilities*](#1mrcu09): | **none** |
| A.8. [Semester effective](#35nkun2) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#35nkun2) | **N/A** |

B. [NEW OR REVISED COURSES](#46r0co2)  **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

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|  | Old ([for revisions only](#2lwamvv))Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | NewExamples are provided for guidance, delete the ones that do not apply |
| B.1. [Course prefix and number](#1ksv4uv)  |  | **YDEV 301** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#44sinio)  |  | **Community, Pedagogy and Inclusion** |
| B.4. [Course description](#2jxsxqh)  |  | Students will learn the fundamentals of building supportive and inclusive communities in informal youth settings. Students design and implement youth development programming in a laboratory setting.  |
| B.5. [Prerequisite(s)](#z337ya) |  | **At least 24 credits, and prior or concurrent enrollment in YDEV 300. A BCI (state background check) is required.** |
| B.6. [Offered](#111kx3o) |  | **Fall | Spring |** |
| B.7. [Contact hours](#1y810tw)  |  | **4** |
| B.8. [Credit hours](#4i7ojhp) |  | **4** |
| B.9. [Justify differences if any](#2xcytpi) | **N/A** |
| B.10. [Grading system](#206ipza)  |  | **Letter grade**  |
| B.11. [Instructional methods](#1ci93xb) |  | **Fieldwork | Laboratory | Lecture | Practicum | Seminar | Small group | Hybrid** |
| B.12.[Categories](#3whwml4) |  | **Required for major**  |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#2bn6wsx)N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO |****category:** |
| B.15. [How will student performance be evaluated?](#qsh70q) |  | **Attendance | Class participation | Presentations | Papers |** **Class Work | Interviews** **Performance Protocols | Projects |**  |
| B.16. [Redundancy statement](#3as4poj) |  | **There is currently no “methods” course for Youth Development. Planning program activities for out of school time spaces requires a different set of skills and knowledge than teacher education lesson planning. There is also currently no Youth Development course that specifically teaches concepts of inclusion and differentiation into activity planning.** |
| B. 17. Other changes, if any |  |

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| B.18**.** [**Course learning outcomes**](#1pxezwc)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#49x2ik5)**, if relevant** | [**How will each outcome be measured**](#2p2csry)**?** |
| Students will develop inclusive learning environments and communities of learning | RI Core Competency 2: Youth Development, Curriculum, and Program Design -- Creating the learning environment | Performance Assessment, Lesson Plan Reflections |
| Students will develop lesson plans | RI Core Competency 2: Youth Development, Curriculum, and Program Design -- Lesson Plans, Physical Space/Environment | Lesson Plan  |
| Students will understand and practice differentiation and culturally responsive teaching practices | RI Core Competency 2: Youth Development, Curriculum, and Program Design -- Diversity and Individual Differences | Lesson Plan, observation of lesson, and reflection |
| Students will facilitate lessons  | RI Core Competency 2 -- Experiential Learning is important | Facilitate and debrief a lesson with original materials. |
| Students will develop and use ongoing tools of reflection about their practice | RI Core Competency 2 -- Reflection | Participate in an ongoing reflection protocol after implemented lessons. |
| Students will plan and develop assessments for learning | RI Core Competency 5 -- Engages in ongoing evaluation to track the effectiveness of activities |  |

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| B.19. [**Topical outline**](#147n2zr)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. **Developing communities of learning**
2. Community standards
3. Community building activities
4. Ideologies and beliefs within learning communities
5. Constructivism, voice and choice

**2) Differentiation & Culturally responsive teaching**1. Understanding the demographics, issues and cultures within US, state, local community
2. What is diversity?
3. What is culturally responsive teaching?
4. What is differentiation?

**3) Developing inclusive and experiential lessons**1. Lesson Planning (pre-during-post activity)
2. Engaging in experiential Learning
3. Utilizing multiple modes of instruction
4. Differentiation techniques
5. Designing community learning reflections and feedback loops

**4) Facilitating inclusive lessons** 1. Inclusive discourse
2. Inclusive facilitation of lessons
3. Reflecting on practice
4. Regulation, Law, and Assistive Technology

**5) Assessment strategies**1. Self assessment
2. Formative and summative assessments
3. Using data to inform planning
4. Checking for understanding
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## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* 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). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* 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 curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC 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 proposals.

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| Name | Position/affiliation | [Signature](#_2zbgiuw) | Date |
| Lesley Bogad | Program Co-Director of YDEV |  |  |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Gerri August and Julie Horwitz | Dean of FSEHD |  |  |
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##### 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. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

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| Name | Position/affiliation | [Signature](#3fwokq0) | Date |
| Ying Hui-Michael | Chair of SPED |  |  |