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

## Cover page Scroll over blue text to see further [instructions](#instructions)

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| A.1. [Course or program](#Proposal) | **M.A. in Youth development** | | | | |  |
| A.2. [Proposal type](#type) | **Program**[**: creation**](#creation) | | | | |  |
| A.3. [Originator](#Originator) | **Victoria Restler** | | [Home department](#home_dept) | | **Youth Development** | |
| A.4. [Rationale](#Rationale)/Context | Youth Development is a strengths-based approach to working with youth (ages 3-21) across a variety of formal and informal contexts including school and after school programs, summer programs, juvenile justice systems, and community-based education.  As a field of study and practice, youth development has gained critical traction in recent decades as evidenced by the national expansion of undergraduate degree programs (including at Rhode Island College), the recent (2018) establishment of the Rhode Island Out of School Time House Commission and the Rhode Island Out of School Time Senate Commission at the Statehouse. Meanwhile, informal, community-based, and after-school programs are bearing an increasing responsibility for the care and education of society’s youth, and higher education programs are needed to support the knowledge, skills, and disciplinary dispositions of youth work professionals.    The proposed MA in Youth Development at Rhode Island College, the first program of its kind in New England, equips students with the knowledge and skills needed to lead, design, research, and innovate in youth settings. A 30-credit Master’s program designed for working professionals, the YDEV MA joins interdisciplinary academic study with field work and meaningful engagement with a wide cross section of local youth development programs and professionals. Through a commitment to social justice, critical and culturally-relevant care, and a vision of democratic, experiential learning, this program aims to prepare youth development leaders to be advocates for and partners with young people and communities.  The impetus for a Youth Development Master’s Degree came from students and graduates of Rhode Island College’s B.A. program. Established in 2012 by Feinstein faculty Dr. Lesley Bogad and Dr. Corinne McKamey, the YDEV B.A. has grown substantially over six cohorts, with a community of over 60 current majors and more than 100 alumni. Over several years, many students have communicated their interest in continuing their youth development education, reporting that such a program would assist them in pursuing goals for career advancement. Dr. Victoria Restler’s 2017-18 focus group and survey research with Rhode Island youth development professionals confirmed both broad community interest and a regional need.    RIC is well-positioned to fill this gap by providing the only Youth Development M.A. degree in the area. While the University of Rhode Island offers Master’s coursework through the broader lens of Human Development and Family Studies, this MA degree is focused specifically on youth work skills, frameworks and ideologies, preparing students to lead in the thriving out-of-school education and youth development communities of New England.  The availability of this program will support affordable professional advancement for youth workers in Rhode Island and New England and will have a positive ripple effect for regional youth organizations, agencies and young people. An abundance of research suggests that the quality of youth programming and services is dependent upon the quality of staff and leadership. In other words, staff quality and effectiveness are the most important factor in youth development programs producing positive youth outcomes. Guided by strong values of social justice and equity, the Youth Development Master’s Program at RIC seeks to support students in developing the skills, knowledge, and dispositions to *Lead with Youth to Make a Better World.*  While youth development practice and training are not governed by mandatory state or national standards in the United States, several states, YDEV policy and practice think-tanks, and large providers have created or adapted their own. The MA curriculum is organized around a series of five “Youth Development Anchors” developed by the RIC YDEV team. Guided by Teaching Tolerance’s Social Justice Standards (2016) and the National Quality Standards for Youth Work in Ireland (2010), these anchors delineate best practice in youth work at all levels. They are:   * PURPOSEFUL PLAY: An experiential and play-based approach to teaching and learning in youth development; * CARE: A vision for critical and culturally-relevant care as integral to work with youth; * IDENTITY: A focus on personal identity and social location through the lenses of privilege, power, and difference in youth work practice and leadership; * ADVOCACY + SOCIAL JUSTICE: Linking youth work with the social issues and inequities that shape young people’s lives, and developing skills and strategies to work towards social change; * LEADING WITH [youth]: A commitment to youth-centered, democratic and intergenerational education and leadership in youth-development.     These anchors support the newly established outcomes for Rhode Island College’s Feinstein School of Education and Human Development. To this end, YDEV MA graduates will:   * Demonstrate current expertise in their discipline * Integrate ongoing research in their professional settings, resulting in innovative and culturally responsive practices; * Engage in ongoing development of critical reflection skills in themselves and their constituents; * Use professional standards and ethical frameworks to inform decision making; * Collaborate with and advocate for all stakeholders, including students, clients, families and colleagues; * Exercise agency in the context of their professional communities. | | | | | |
| A.5. [Student impact](#student_impact) | This program is designed for New England residents--particularly youth development professionals and graduates of the YDEV BA Program at RIC--who are interested in earning an advanced degree to support their employment in youth development, education, social services and nonprofit leadership.  The availability of this program will allow New England residents—including RIC alumni--to earn an advanced degree in Youth Development at reasonable cost close to home. | | | | | |
| A.6. Impact on other programs | No other programs will be impacted. | | | | | |
| 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.)*: | No new faculty are required. A limited number of courses may be staffed by adjunct faculty who have particular professional expertise, and students will also be able to take a limited number of courses in other RIC graduate programs. | | | | |
|  | [*Library*:](#library) | N/A | | | | |
|  | [*Technology*](#technology) | N/A | | | | |
|  | [*Facilities*](#facilities): | N/A | | | | |
|  | Promotion/ Marketing needs | We are designing program logo, fliers, and website. | | | | |
| A.8. [Semester effective](#Semester_effective) | Fall 2019 | A.9. Rationale if sooner than next fall | |  | | |

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

|  | New/revised |
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| C.1. [Enrollments](#enrollments) | Given data gathered from surveys, interviews and focus groups of current students, recent graduates, and local youth development professionals, we expect to be able to enroll 8-10 students per cohort in the program each year. |
| C.2. [Admission requirements](#admissions) | 1. A completed application form accompanied by a $50 nonrefundable application fee. 2. Official transcripts of all undergraduate and graduate records. Applicants must have a bachelor’s degree from an accredited institution of higher education. 3. Three letters of recommendation, from individuals (e.g. administrators, colleagues, or instructors) familiar with your academic and professional work. 4. Current resume or CV. 5. Personal Statement 6. Minimum of two years professional experience in Youth Development OR one year plus a Bachelor’s degree in Youth Development. 7. Extenuating circumstances statement (if needed). If your undergraduate GPA is below a 3.0 overall, or you have circumstances about which you wish to provide more information. 8. An in-person interview may be required. |
| C.3. [Retention requirements](#retention) | Students must maintain a GPA of B or better in all YDEV MA coursework. |
| C.4. [Course requirements](#course_reqs) for each program option | **Required Courses**  YDEV 501 Youth Development Theory and Practice (4)  YDEV 502 Youth Development Community Retreat (1)  YDEV 520 Youth Social Policy and Action (4)  YDEV 521 Fieldwork in Youth Social Policy (1)  YDEV 540 Leadership in Youth Development (4)  YDEV 560 Program Design and Evaluation in Youth Work (4)  YDEV 561 Fieldwork in Program Design and Evaluation (1)  YDEV 590 Youth Development Capstone Project (4)  **Elective Courses**  YDEV 510 Field Study in Youth Development (1)  Students will take two graduate-level elective courses in a related field. These two courses (6-8 credits), together with the capstone study (YDEV 590) will form the student’s customized concentration. |
| C.5. [Credit count](#credit_count) for each program option | **30 credits** |
| C.6. Requirement for thesis, project, or comprehensive exam | Students will develop a multi-disciplinary capstone project taking the form of either 1) a research study; 2) a community action project; 3) a grant proposal; or 4) a teach-out (an ongoing and in-depth professional development offering). |
| C.7. Other changes if any |  |

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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.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Victoria Restler | Program Director of Youth Development MA |  |  |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Gerri August + Julie Horwitz | Deans of Feinstein School of Education and Human Development |  |  |

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

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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