# 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) | **YDEV 501 YOUTH DEVELOPMENT THEORY AND PRACTICE** | | | | |  |
| A.2. [Proposal type](#type) | **Course: creation** | | | | |  |
| A.3. [Originator](#Originator) | **Victoria Restler** | | [Home department](#home_dept) | | **Youth Development** | |
| A.4. [Rationale](#Rationale)/Context | This advanced-level introduction to youth development is the first course for all students enrolled in the Youth Development Master’s program. The seminar aims to introduce (and deepen) students’ knowledge and analysis of the field through engagement with youth development history, theory, pedagogy, and sustained reflective practice. Students will use their current employment (in youth development) as a site of reflection and analysis; internship placements will be provided as needed.  Beginning with a critical childhood studies framework, students will explore the multiple constructs of childhood and adolescence (social, medical, developmental, historical) and how these constructions are shaped by race, class, gender, and dis/ability. We will trace the history of the field of Youth Development (in the US and globally), and consider the major theories, anchors, and ideologies that support current frameworks. Students will learn about leadership models and pedagogy in Youth Development including social-emotional learning, critical pedagogy, and youth leadership.  Finally, throughout the course, students will be engaged in critical self-reflection--exploring both their own identities and social locations as youth development professionals, and their daily youth work practice. Adapting Mellow et. al’s (2015) Pedagogical Practice Improvement Model, students will digitally document a portion of their weekly practice and analyze their work together with peers in a community of practice. This ongoing project is designed to help students analyze and improve on their work in the field, learn about Youth Development with and through professional peers, and develop a personal philosophy of YDEV, rooted in ideologies, anchors, identity and social location. | | | | | |
| A.5. [Student impact](#student_impact) | **This course focuses on building community, skills and shared language for the new YDEV MA cohort.** | | | | | |
| A.6. Impact on other programs | **N/A** | | | | | |
| 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.)*: | Course will be taught by Rhode Island College faculty | | | | |
|  | [*Library*:](#library) | N/A | | | | |
|  | [*Technology*](#technology) | N/A | | | | |
|  | [*Facilities*](#facilities): | The course will require one classroom each Fall semester. | | | | |
|  | Promotion/ Marketing needs | N/A | | | | |
| A.8. [Semester effective](#Semester_effective) | Fall 2019 | A.9. Rationale if sooner than next fall | |  | | |

B. [NEW OR REVISED COURSES](#delete_if):

|  | New |
| --- | --- |
| B.1. [Course prefix and number](#cours_title) | **YDEV 501** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#title) | **YOUTH DEVELOPMENT THEORY AND PRACTICE** |
| B.4. [Course description](#description) | Students will develop skills and knowledge of Youth Development theory, pedagogy, and practice. |
| B.5. [Prerequisite(s)](#prereqs) | **Admission to YDEV MA Program** |
| B.6. [Offered](#Offered) | **Fall**  **Annually** |
| B.7. [Contact hours](#contacthours) | **4** |
| B.8. [Credit hours](#credits) | **4** |
| B.9. [Justify differences if any](#differences) |
| B.10. [Grading system](#grading) | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) | **Fieldwork | Lecture | Practicum | Seminar | Small group | 25**[**% Online**](#Online) |
| B.12.[Categories](#required) | **Required for program** |
| B.13. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Fieldwork | Presentations | Papers |**  **Class Work | Projects | Youth Work Reflective Practice Analysis** |
| B.14. [Redundancy with, existing courses](#competing) | **N/A** |
| B. 15. Other changes, if any |

| B.16**.** [**Course learning outcomes**](#outcomes)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#standards)**, if relevant** | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
| Understand the multiple constructs of childhood (social, medical, cultural, developmental, historical), recognizing that across and within societies, there is no agreement on what constitutes childhood or when it ends. |  | Class discussions + interactive activities  Group facilitation  Blog posts |
| Develop familiarity with major youth development ideologies including: Risk + Resiliency, Positive, Civic, and Social Justice; and the five Anchors of YDEV @ RIC: Identity, Purposeful Play, Care, Leading With and Social Justice. |  | Class discussions + interactive activities  Group facilitation  Blog posts  Creative project |
| Understand the history, pedagogies, and current frameworks for youth development. |  | Class discussions + interactive activities  Group facilitation  Blog posts |
| Document, analyze, and reflect on personal and peer daily youth work practice. |  | Reflective practice analysis |
| Articulate a philosophy of youth development practice, rooted in ideologies, anchors, identity and social location. |  | Class discussions + interactive activities  Blog posts  Creative project |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |
| 1. Constructions of Childhood    1. Social    2. Historical    3. Cultural    4. Legal    5. Developmental    6. Critical (childhood studies)    7. As shaped by power, identity and social location (including race, class, gender, sexuality, language, and immigration status) 2. History of Youth Development    1. Early Youth Work in the United States    2. Global Youth Development    3. Evolving study and science of youth work    4. Youth Development in Rhode Island + New England (history + present) 3. Pedagogy and Practice in Youth Work    1. Experiential learning    2. Universal design (disability studies)    3. YDEV with emergent bilinguals    4. Critical pedagogy    5. Social-Emotional Learning    6. Models of youth leadership + democratic practice 4. Contemporary Theories, Ideologies, and Practices of Youth Development    1. Youth Development today: funding and framing    2. Dismantling racism and social oppression in YDEV    3. YDEV Ideologies: Risk + Resiliency, Positive, Civic, and Social Justice    4. YDEV Anchors: Identity, Purposeful Play, Care, Leading With and Social Justice 5. Reflective Practice    1. Tools for reflective practice    2. Participatory Action Research in Youth Development    3. Identities in Youth Development: reflecting on identity and social location    4. Pedagogical Practice Improvement Model (Mellow et al. 2015)    5. Dilemmas of Practice in Youth Development |

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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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