# 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 502 YOUTH DEVELOPMENT MA RETREAT** | | | | |  |
| 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 one-credit course is taken by Youth Development MA students in their first semester. A face-to-face intensive retreat coupled with pre- and post- online assignments and “meetings,” the course is designed to build community among the cohort while modeling tools and strategies for creating race-conscious, “brave” (as opposed to “safe”) community spaces in youth development. Building on anti-racist curriculum and pedagogy developed by the People’s Institute for Survival and Beyond, students will engage in deep self and community reflection around issues of racism, white privilege and supremacy in their personal lives and in the field of youth development. | | | | | |
| A.5. [Student impact](#student_impact) | **This course focuses on community-building in youth development and race-conscious, anti-bias practice.** | | | | | |
| 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. We may invite guest speakers/ facilitators.** | | | | |
|  | [*Library*:](#library) | **N/A** | | | | |
|  | [*Technology*](#technology) | **N/A** | | | | |
|  | [*Facilities*](#facilities): | **The course will require a classroom on one Saturday 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 502** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#title) | **YOUTH DEVELOPMENT MA RETREAT** |
| B.4. [Course description](#description) | Students will develop skills and frameworks for community building and anti-racist youth development practice. |
| B.5. [Prerequisite(s)](#prereqs) | **Enrollment in YDEV 501** |
| B.6. [Offered](#Offered) | **Fall**  **Annually** |
| B.7. [Contact hours](#contacthours) | **8-hour face-to-face retreat + 6 hours online** |
| B.8. [Credit hours](#credits) | **1** |
| B.9. [Justify differences if any](#differences) |
| B.10. [Grading system](#grading) | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) | **Lecture | Seminar | Small group | Individual | 40** [**% Online**](#Online) |
| B.12.[Categories](#required) | **Required for program** |
| B.13. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Presentations | Projects |** |
| 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) |
| --- | --- | --- |
| Learn norms and routines of YDEV @ RIC, and develop new ones |  | Participation  Group Discussion  Reflection |
| Get to know YDEV MA community (group and individual skills, resources, funds of knowledge) |  | Participation  Group Discussion  Reflection |
| Learn and experientially engage a range of tools and strategies for community-building in youth spaces |  | Participation  Group Discussion  Reflection |
| Understand personal connections to institutional racism and its impact on our work in youth development |  | Participation  Group Discussion  Reflection |
| Develop awareness and understanding about ways to begin to dismantle racism in youth development |  | Participation  Group Discussion  Reflection |
| Create personal, professional and community goals for graduate work |  | Group Discussion  Reflection |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |
| 1. Building “brave” space    1. Community agreements    2. Tools and strategies for creating community through:       1. Identity-work       2. Art-making       3. Purposeful play       4. Physical activity 2. Anti-racist youth development    1. Define racism and four “I’s” of oppression: individual, institutional, ideological, internalized    2. History and contemporary impact of racism in the field of youth development    3. Personal and professional links to institutional racism    4. Tools and strategies for dismantling racism in youth development    5. Role of community organizing and building effective multiracial coalitions      1. Self-reflection and goal-setting    1. Race-conscious practice    2. Goals for learning and growth    3. Ongoing reflection |

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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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