# 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)

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **YDEV 510 YOUTH DEVELOPMENT FIELD-STUDY** |  |
| 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 organized around field study and observation of high quality local youth development programs. As with classroom teaching, youth workers rarely have an opportunity to watch and learn from practitioners, or to get to know other YDEV models on the ground. Structured each semester around a rotating menu of key texts (e.g. *Revolutionizing Education : Youth Participatory Action Research in Motion* (Eds. Cammarotta & Fine 2008); *Troublemakers: Lessons in Freedom from Young Children at School* (Shalaby 2017); and *Pushout: The Criminalization of Black Girls in Schools* (Morris 2018), students will visit, observe and write up analyses of two youth development field observations. This course can be taken multiple times with different field sites over the course of Master’s study. |
| A.5. [Student impact](#student_impact) | **This course offers students an opportunity to observe, analyze and critique high quality youth development programs.**  |
| 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): | **N/A** |
|  | Promotion/ Marketing needs  | **N/A** |
| A.8. [Semester effective](#Semester_effective) | **Spring 2021** | 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 510** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#title)  | **YOUTH DEVELOPMENT FIELD-STUDY**  |
| B.4. [Course description](#description)  | Students will observe and analyze high- quality local youth development programs. |
| B.5. [Prerequisite(s)](#prereqs) | **YDEV 501 or permission of instructor** |
| B.6. [Offered](#Offered) | **As needed** |
| B.7. [Contact hours](#contacthours)  | **1** |
| B.8. [Credit hours](#credits) | **1** |
| B.9. [Justify differences if any](#differences) |
| B.10. [Grading system](#grading)  | **S/U** |
| B.11. [Instructional methods](#instr_methods) | **Fieldwork | Seminar | Small group | 50** [**% Online**](#Online) |
| B.12.[Categories](#required) | **Free elective |**  |
| B.13. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Fieldwork | 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) |
| --- | --- | --- |
| Understand, analyze and critique frameworks, standards, and competencies for youth work practice  |  | Group discussionFieldworkBlog posts + digital work |
| Familiarity with two youth development models and field sites |  | Group discussionFieldworkBlog posts + digital work |
| Experience with youth development observation protocols in dialogue with critical theory |  | Fieldwork |
| Emerging skills in observation data analysis  |  | Group discussionFieldworkBlog posts + digital work |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |
| 1. Standards, Frameworks, and Competencies in Youth Development
2. Review, analyze and critique standards
3. Identifying best practices and areas for improvement
4. Field Observation
5. Tools and protocols for youth development observation
6. What to look for/ how to see (hear, feel, notice)
7. Community mapping
8. Analysis and Reflection
9. Tools for analyzing observation data
10. Inquiry frameworks
11. Reflection and implications

  |

|  |
| --- |
| **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 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 |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  | Tab to add rows |