# 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 520 YOUTH SOCIAL POLICY AND ACTION** | | | | |  |
| 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 course explores connections between policy and the lives of young people, and how youth have engaged activist tools to develop, impact, and reform public policy. Students will develop skills in data and policy analysis and models of youth-led and intergenerational activism and organizing. The course looks broadly at historical and contemporary youth policy, mapping links and lines of impact between local, state, national, and international policies. Policy analysis will be in conversation with critical theory, with a focus on understanding of how the structure and historical development of policies maintain or challenge systems of power, privilege and oppression.  Offered in tandem with YDEV 521, this course is rooted in close collaboration with a local policy-focused youth development organization. Readings, reflections and case-study analysis in this course will support field-based engagement with the youth development organization in YDEV 521. Open to graduate students across the Feinstein School of Education and Human Development and the college, this course supports FSEHD’s mission to “provide expertise in educational policy, research, and professional development to schools, agencies, and communities.” | | | | | |
| A.5. [Student impact](#student_impact) | **This course together with the field component (YDEV 521) offers students an opportunity to explore youth policy and activism through theory, case-study, and local on-the-ground engagement.** | | | | | |
| A.6. Impact on other programs | **This course may be of interest to other RIC graduate students particularly at FSEHD.** | | | | | |
| 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 Spring semester. | | | | |
|  | Promotion/ Marketing needs | **N/A** | | | | |
| A.8. [Semester effective](#Semester_effective) | **Spring 2020** | 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 520** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#title) | **Youth Social Policy and Action** |
| B.4. [Course description](#description) | Students will explore connections between policy and the lives of young people, focusing on how youth have engaged activist tools to develop, impact, and reform public policy. |
| B.5. [Prerequisite(s)](#prereqs) | **YDEV 501 or permission of instructor** |
| B.6. [Offered](#Offered) | **Spring**  **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 | Seminar | Small group | Individual | 20** [**% Online**](#Online) |
| B.12.[Categories](#required) | **Required for program** |
| B.13. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Presentations | Papers |**  **Class Work | Interviews | 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) |
| --- | --- | --- |
| Identify and analyze policies, community forces, and social services that positively and negatively affect young people and their families and how to apply this analysis to youth work |  | Class discussions + interactive activities  Group facilitation  Blog posts  Papers |
| Analyze and critique oppressive systems and social policies that impact students’ lives, communities, and practice as Youth Development professionals |  | Class discussions + interactive activities  Group facilitation  Blog posts  Papers |
| Understand links between data, storytelling and policy, using multimodal data (qualitative, quantitative, and multimedia) to tell policy stories |  | Class activities  Blog posts  Papers |
| Analyze historical and contemporary case studies of intergenerational and youth activism to shape and reform policy |  | Class discussions + interactive activities  Case study analysis  Blog posts  Papers |
| Identify and critique how current policy frameworks (federal, state, and local) reflect society’s social construction of children, adolescents, and families |  | Class discussions + interactive activities  Case study analysis  Blog posts  Papers |
| Demonstrate an understanding of how the structure and historical development of policies maintain or challenge systems of power, privilege and oppression |  | Class discussions + interactive activities  Case study analysis  Blog posts  Papers |
| Identify models and strategies of youth activism and political organizing |  | Class discussions + interactive activities  Case study analysis  Blog posts  Papers |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |
| 1. Introduction to Social Policy    1. History of the effects of social policies on youth and how these intersect with youth work.    2. Overview of policy areas including: housing, immigration, criminal justice, and education. 2. The History of Youth Activism and Social Movements    1. Case-studies of historical and contemporary youth-led social movements such as Student Nonviolent Coordinating Committee (SNCC), Black Lives Matter, and United We Dream 3. Conducting Research with Communities    1. Power and ethics in community research    2. Positionality and research relationships    3. Participatory methodologies       1. Critical participatory action research       2. Decolonizing research methods       3. Critical mapping and arts-based research 4. Youth Social Policy in the Field    1. Mapping social policy in the field    2. Getting to know the current project    3. Data collection    4. Data analysis    5. Presenting findings to class and community 5. Youth Activism and Social Policy in Rhode Island + New England    1. Youth activist organizations: Providence Student Union (PSU), Youth In Action (YIA), Providence Youth Student Movement (PrYSM), etc.    2. Local campaigns such as Ethnic Studies, The Community Safety Act, and Counselors Not Cops |

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