# 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 540 LEADERSHIP IN YOUTH DEVELOPMENT** | | | | |  |
| A.2. [Proposal type](#type) | **Course: creation** | | | | |  |
| A.3. [Originator](#Originator) | **Victoria Restler** | | [Home department](#home_dept) | | **Youth Development** | |
| A.4. [Rationale](#Rationale)/Context | The course is designed to help students understand how youth development nonprofits exercise leadership in society and how to exercise leadership in the field of youth development. Students will use the lens of “leadership” to explore the theory, policy, and management of nonprofit organizations. The main focus will be on Providence and the local nonprofit climate with students using their existing workplaces as sites of study.  This course is designed around three structures and strategies: ongoing guest presentations by regional youth development professionals; a focus on the student’s own workplace organization as a case study for course concepts; and a core commitment to studying and challenging issues of social justice and in/equity. The course is designed to provide a substantive overview of the pillars of nonprofit youth development work including: mission, vision, and theory of change; employment structures and governance; and strategies for nonprofit fundraising. We will focus particularly on issues of management, leadership, and relationship-building and on structural analysis of the field including the nonprofit starvation cycle, nonprofitization, and the nonprofit industrial complex. | | | | | |
| A.5. [Student impact](#student_impact) | This course offers both an introduction to nonprofit studies in youth development alongside a critical social analysis of the field. | | | | | |
| 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 or a local leader in the field.** | | | | |
|  | [*Library*:](#library) | **N/A** | | | | |
|  | [*Technology*](#technology) | **N/A** | | | | |
|  | [*Facilities*](#facilities): | **Will require a classroom in Summer 1** | | | | |
|  | Promotion/ Marketing needs | **N/A** | | | | |
| A.8. [Semester effective](#Semester_effective) | **Summer 1 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 540** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#title) | **LEADERSHIP IN YOUTH DEVELOPMENT** |
| B.4. [Course description](#description) | Students will develop foundational knowledge and skills in the leadership and management of youth development organizations alongside a critical social analysis of the field. |
| B.5. [Prerequisite(s)](#prereqs) | **YDEV 501 or permission of instructor** |
| B.6. [Offered](#Offered) | **Summer |**  **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 | 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 |** |
| B.14. [Redundancy with, existing courses](#competing) | **While some of the course material overlaps with offerings in the Nonprofit Studies CGS, this material focuses specifically on the field of youth development and on a structural analysis of power and oppression in the nonprofit sector.** |
| 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 role of nonprofits in youth development and the broader society. Engage with texts, case studies, and professionals to consider advancements, challenges, and critiques in the field. |  | Class discussions + interactive activities  Blog posts + digital work  Group + individual projects |
| Identify the functions and responsibilities of key nonprofit stakeholders including funders, constituents, and a variety of youth development professionals. |  | Class discussions + interactive activities  Blog posts + digital work  Group + individual projects |
| Develop understanding and critical analysis of the strategies that nonprofit organizations employ to pursue social change goals. |  | Class discussions + interactive activities  Blog posts + digital work |
| Engage in ongoing observation, self-reflection, and practice-improvement of management and leadership skills. |  | Class discussions + interactive activities  Blog posts + digital work  Reflective practice  Individual projects |
| Develop foundational skills in nonprofit management, budgeting ,and fundraising. |  | Class discussions + interactive activities  Reflective practice  Group projects |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |
| 1. Introduction to Nonprofit Organizations 2. Role of nonprofits in youth development, society, and social change 3. Relationship between the nonprofit, private and public sectors 4. Nonprofits and the nonprofit industrial complex 5. Looking local: the nonprofit climate in Rhode Island + New England 6. People and Relationships 7. Key stakeholders in the nonprofit ecosystem 8. Mapping power (race, class, and gender in nonprofit hierarchies)    1. Self-study: organizational charts in student work sites    2. Nonprofit governance 9. Partnerships and collaboration    1. Family    2. Schools    3. Community 10. Fundraising and Philanthropy 11. Public and private foundations     1. Philanthrocapitalism     2. Major players in youth development in Rhode Island and New England 12. Other funding streams     1. Individual donors, in-kind, volunteer, digital, fee-for-service 13. Learning the language     1. How to read a:        1. Request for Proposals (RFP), Grant proposal, Annual Report, Form 990 14. Nonprofit Management 15. Supervision models and theories 16. Running effective learning communities 17. Self-care 18. Professionalizing the field 19. Leadership in Youth Development 20. Leadership theories, styles and strategies 21. Issues of power and positionality in nonprofit leadership (i.e. race, class, language, gender, dis/ability) 22. Design thinking and strategic planning |

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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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