# 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 590 DIRECTED STUDY 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 final course in the YDEV MA sequence, the Directed Study in Youth Development offers an opportunity for students to synthesize the knowledge and experiences acquired in previous coursework, and to apply this learning towards an independent or group project. Students will develop a multi-disciplinary capstone project taking the form of either 1) a research study; 2) a community action project; 3) a grant proposal; or 4) a teach-out (an ongoing and in-depth professional development offering). Final projects must include a written component as well as a public presentation. Meetings will alternate between full class sessions, ongoing small-group “interpretive communities” where students will offer and receive peer feedback on their projects, and individual supervision provided by the instructor. | | | | | |
| A.5. [Student impact](#student_impact) | **This course is designed to support synthesis and analysis of YDEV Master’s coursework and experience.** | | | | | |
| 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 taught by Rhode Island College Faculty** | | | | |
|  | [*Library*:](#library) | **N/A** | | | | |
|  | [*Technology*](#technology) | **N/A** | | | | |
|  | [*Facilities*](#facilities): | **Will require a classroom in Spring semester** | | | | |
|  | 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 590** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#title) | **DIRECTED STUDY IN YOUTH DEVELOPMENT** |
| B.4. [Course description](#description) | With the guidance of faculty, students develop a thesis-level capstone project in the form of 1) a research study; 2) a community action project; 3) a grant proposal; or 4) a teach-out. |
| B.5. [Prerequisite(s)](#prereqs) | **Enrollment in YDEV MA and completion of all other required courses (YDEV 501, 502, 520, 521, 540, 560, 561)** |
| 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) | **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 | Presentations | Papers | Class Work | 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) |
| --- | --- | --- |
| Analyze and synthesize key learnings in Youth Development MA Program coursework |  | Class discussion + activities  Blog posts + digital work  Capstone study |
| Develop/ deepen skills in giving and receiving feedback through participation in an ongoing interpretive community. |  | Class discussion + activities  Blog posts + digital work |
| Understand and articulate links between personal experiences and positionalities, and their capstone project. |  | Class discussion + activities  Blog posts + digital work  Capstone study  Presentations |
| Develop/ deepen skills relevant to the student’s project design (including: organizing strategies, ethnographic observation, analytical writing, curriculum design, literature review, etc.) |  | Blog posts + digital work  Capstone study  Presentations |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |
| 1. Looking Back (MA Review) 2. Reviewing and synthesizing coursework 3. Personal reflection--positionality in youth development    1. Identity, social location, vision and goals 4. Developing a Project 5. Capstone case studies (in research, art, activism, grant-writing, and pedagogical projects) 6. Asking good questions (in research and activism) 7. Establishing interpretive communities 8. Projects in Process 9. Ongoing presentation and feedback through interpretive communities (giving and receiving) 10. Feedback and individualized guidance/ readings/ support 11. Presenting Projects 12. Students present capstone projects to YDEV at RIC, to organizations and communities involved in their work, and to local youth development leaders |

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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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