# graduate COMMITTEE curriculum PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## Cover page

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| A.1. [Course or program](#gjdgxs) | **MLED 532: Contextualizing Young Adolescent Development** |  |
| [Replacing](#3znysh7)  |  |
| A.2. [Proposal type](#2et92p0) | **New Course** |
| A.3. [Originator](#1t3h5sf) | **Brittany Ahnrud** | [Home department](#4d34og8) | **Educational Studies** |
| A.4. [Rationale](#2s8eyo1)/Context | **This course addresses adolescent development at the middle level.** **The Essential Questions for this class include:** * **How can I question and cultivate my own professional identity in an established system?**
* **How can I create a safe, open space for my students to question and cultivate their individual and collective identities?**

**Through readings, activities, and clinical preparation, this course addresses adolescent identity development as a time of exploration and co-construction within the context of middle level structures and policies, families, and communities.** **This course will be offered in Fall.** **Video will be a cornerstone for many of the in class activities. This course will focus on using video as an inquiry tool.** **Clinical Preparation: Candidates will complete at least 5 hours of clinical preparation in a middle level setting, potentially using their own classroom. They will use this time to gather data for their inquiry project.** |
| A.5. [Student impact](#19c6y18) | **Required course; no negative impact** |
| A.6. Impact on other programs | **None** |
| A.7. [Resource impact](#3tbugp1) | [*Faculty PT & FT*](#17dp8vu):  | **None** |
| [*Library*:](#3rdcrjn) | **None** |
| [*Technology*](#26in1rg) | **None** |
| [*Facilities*](#lnxbz9): | **None** |
| Promotion/ Marketing needs  | **Nothing beyond what we already do.** |
| A.8. [Semester effective](#28h4qwu) | **Spring 2020 (class will begin Summer II 2020)** | A.9. Rationale if sooner than next fall |  |

B. [NEW OR REVISED COURSES](#nmf14n):

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|  | Old ([for revisions only](#37m2jsg) – list only information that is being revised) | New |
| B.1. [Course prefix and number](#1ksv4uv)  |  | **MLED 532** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#44sinio)  |  | **Contextualizing Young Adolescent Development**  |
| B.4. [Course description](#2jxsxqh)  |  | **Students examine adolescent identity development as a time of exploration and co-construction within the context of middle level structures and policies, families, and communities.**  |
| B.5. [Prerequisite(s)](#z337ya) |  | **MLED 531 or consent of department chair** |
| B.6. [Offered](#1mrcu09) |  | **Fall**  |
| B.7. [Contact hours](#1y810tw)  |  | **4** |
| B.8. [Credit hours](#4i7ojhp) |  | **4** |
| B.9. [Justify differences if any](#2xcytpi) |  |
| B.10. [Grading system](#46r0co2)  |  | **Letter grade**  |
| B.11. [Instructional methods](#1ci93xb) |  | **Hybrid** |
| B.12.[Categories](#3whwml4) |  | **Required for program | Required for Certification** |
| B.13. [How will student performance be evaluated?](#2bn6wsx) |  | **Class participation | | Presentations | Papers | Class Work | | Projects |**  |
| B.14. [Redundancy with, existing courses](#qsh70q) |  | **None** |
| B. 15. Other changes, if any |  |

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| B.16**.** [**Course learning outcomes**](#3as4poj)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#1pxezwc)**, if relevant**  | [**How will the outcome be measured?**](#49x2ik5) |
| **Compare and contrast theories and practices about adolescent development and identity construction**  | **AMLE 1a, 1b, 1d; RIPTS 3** | **Blog Posts, Reflections** |
| **Interrogate the role of a middle level professional in the construction of a safe, engaging middle level classroom** | **RIPTS 10, 11; AMLE 3, 5** | **Inquiry Project** |
| **Develop an inquiry project that gathers and analyzes information about your own identity as well as the identities of adolescents and middle schools** | **FSEHD 5; RIPTS 4, 5, 7, 10, 11** | **Inquiry Project** |

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| B.17. [**Topical outline**](#2p2csry)**: Do NOT insert a full syllabus, only the topical outline** |
| 1. Contextualization of Middle School
	1. Using the past to understand the present
	2. Asset based influences vs. Deficit
2. Clinical Preparation Overview
	1. Introduction of Video Analysis
	2. Inquiry - Data collection, analysis, and action
3. Adolescent Development
	1. Introduction to Adolescent Development
	2. Web of Support
4. Co-Construction of Identity
	1. Constructivism
	2. Zone of Proximal Development
	3. Marcia’s Identity Statuses
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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 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 proposals.

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| Name | Position/affiliation | [Signature](#_111kx3o) | Date |
| Brittany Ahnrud, M.Ed | Program Director of MLED |  |  |
| Lesley Bogad, Ph.D.  | Chair of Educational Studies |  |  |
| Gerri August, Ph.D.  | Dean of FSEHD |  |  |

##### D.2. [Acknowledgements](#vx1227): 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.

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| Name | Position/affiliation | [Signature](#3fwokq0) | Date |
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