# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## **Cover page** scroll over blue text to see further important [instructions](#instructions): [if not working select “COMMents on rollover” in your Word preferences under view] **please read these.**

**N.B. ALL numbered categories in section (A) must be completed. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not delete any of the numbered categories—if they do not apply leave them blank. If there are no resources impacted, please put “none” in each A. 7 category.**

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| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **YDEV 200W Introduction to Youth Development****YDEV 301 COMMUNITY, PEDAGOGY AND INCLUSION** **YDEV 413 INTERNSHIP IN YOUTH DEVELOPMENT** |  |
| [Replacing](#Ifapplicable)  | **YDEV 300W Introduction to Youth Development** |
| A. 1b. Academic unit | **School of Education**  |  |
| A.2. [Proposal type](#type) | **Course: revision**  |  |
| A.3. [Originator](#Originator) | **Lesley Bogad** | [Home department](#home_dept) | **Ed Studies** |
| A.4. [Context and Rationale](#Rationale) Must include additional information listed in smart tip for all [new programs](#type). If **online** course or program, you need to explain what mode(s) you plan to use and why you need that specific delivery.  | **As part of a revision of the Youth Development program, in this proposal, we are seeking to renumber YDEV 300W as YDEV 200W. The course outline will change very little, but the assignments will be scaffolded to adjust to the new 200-level designation. In order to ensure fully enrolled classes, we will now only offer this course once a year in the Spring.****We believe this change in number will encourage students to take the course earlier in their plan of study, for they only need 24 credits and a Background Criminal Identification (BCI) check to take the course rather than any prior knowledge of the subject.****Due to the change in number of the course, the prerequisite for YDEV 301, which was YDEV 300W, will also need to be revised to reflect the new number: YDEV 200W or YEVD 300W.****As part of the program revision, student in the program will no longer be taking the Non-Profit certificate as part of the program, so we shall be deleting a note that indicates they would be doing so from the description of YDEV 413.** |
| A.5. [Student impact](#student_impact)Must include to explain why this change is being made? | **This will have no tangible impact on YDEV majors – they have always been required to take YDEV 300W, but now they will take the course with a different number.** |
| A.6. [Impact on other programs](#impact)  | **Program proposal addresses the issue of the deletion of the Nonprofit Studies certificate (Certificate in Undergraduate Studies).****Community and Public Health Promotion uses YDEV 300W as a restricted elective so that will need to be updated to reflect the number change.** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **None** |
| [*Library*:](#library) | **None** |
| *Technology (for in person delivery)*The VP of Information Services should be consulted prior to submission and their acknowledgement signature included. | **\_\_\_RIC Campus \_\_\_NEC \_\_\_Other \_\_\_X\_ None** |
| *Technology: (for online delivery. Must be RIC supported)*The VP of Information Services should be consulted prior to submission and their approval signature included. | **N/A** |
| [*Facilities*](#facilities): | **None** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2025** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| A.10. INSTRUCTIONS FOR CATALOG COPY: Use the Word copy versions of the catalog sections found on the UCC Forms and Information page. Cut and paste into a single file **ALL the relevant pages from the college catalog that need to be changed.** Use tracked changes feature to show how the catalog will be revised as you type in the revisions. If totally new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all changes is preferred. Send catalog copy as a separate single Word file along with this form. |
| A.11. List here (with the relevant urls), any RIC website pages that will need to be updated (to which your department does not have access) if this proposal is approved, with an explanation as to what needs to be revised: |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///C%3A/Users/SAbbotson/Documents/Curriculum/ManualandWebsite/transfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated, including any changes in prefix numbers/titles for TES.** |
| A. 13 Check the section that lists “Possible NECHE considerations” on the UCC Forms and Information page and if any apply, indicate what that might be here and contact Institutional Research for further guidance. |

**B.** [**NEW OR REVISED COURSES**](#delete_if) **FOR WHICH FULL CONTACT HOURS ARE MET IN PERSON and listed as such in the catalog. If the course will be also taught in other modes just fill out the questions that are noted at the top of sections C and/or D, as applicable. Please note, that while the UCC requests information about a course’s modality, approval of the proposal does not constitute approval of any specific faculty to teach the course using that modality—that needs to be approved within the department/school.**

**Delete section B. if the proposal does not include a new or revised IN-PERSON course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context. NOTE: course learning outcomes and topical outlines only needed for new or substantially revised courses.**

|  | Old ([for revisions only](#Revisions))ONLY include information that is being revised, otherwise leave blank.  | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **YDEV 300W****YDEV 301****YDEV 413** | **YDEV 200W** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **300W: Introduction to Youth Development****301: Community, Pedagogy and Inclusion** **413: Internship in Youth Development** |  |
| B.4. [Course description](#description)  | 300W: Students will explore basic dimensions of youth work, professional practice and contexts of play and learning. The course requires travel to youth development settings. This is a Writing in the Discipline (WID) course. | **Same** |
| B.5. [Prerequisite(s)](#prereqs) | 300W: At least 24 credits. A BCI (state background check) is required.301: At least 24 credits, and prior or concurrent enrollment in YDEV 300W. A BCI (state background check) is required. | **200W: Same****301:** **At least 24 credits, and prior or concurrent enrollment in YDEV 200W or YDEV 300W. A BCI (state background check) is required.** |
| B.6. [Offered](#Offered) please read the screen tips to do this correctly, alternate years needs to be assigned odd/even, and a specific semester. | **300W: Fall and Spring****301: Fall and Spring** | **200W: Spring****301: Fall** |
| B.7. [Contact hours](#contacthours)  |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  |

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| B.10. [Grading system](#grading)  |  |  |
| B.11. [Type of cours](#instr_methods)e  |  |  |
| B.12. CATEGORIES 12. a. [How](#required) to be used | **All: Required for major/minor**  | **Same for all** |
|  12 b. Is this an Honors  course? | **All: NO** |  |
|  12. c. [General Education](#ge) N.B. Connections must include at  least 50% Standard Classroom instruction. | **All: NO**  |  |
|  12. d. Writing in the  Discipline (WID) | **300W: YES** **301: NO****413: No** | **200W: YES** |
| B.13. [How will student performance be evaluated?](#performance)  |  |  |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  |  |
| B.15. [Redundancy statement](#competing) |  |  |
| B. 16. Other changes, if any | Remove reference to YDEV 413 that **says it satisfies a NPST certificate requirement as YDEV students will no longer be taking that certificate as part of the program.** |

| B.17**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured?**](#measured) |
| --- | --- | --- |
| WHAT IS YOUTH WORK: Understand and be able to explain what Youth Development is as a field of study and practice. |  | Develop a one-minute elevator speech about Youth Development to explain the field of practice to family, friends and colleagues. |
| PURPOSEFUL PLAY: Understand the ways play-based activities have both purpose and value |  | Plan and facilitate a purposeful play activity.Experience, observe and analyze play-based educational activities. |
| REFLECTION: Understand and use tools, protocols, and writing to reflect on experiences and purpose/values of practice. |  | Reflection journal entries, Midterm reflection, plus delta reflections |
| LEADERSHIP AND PROFESSIONAL IDENTITY: Recognize and develop dispositions and attitudes of a professional youth worker.  |  | Final Project.Performance assessments during field outings. |
| WORKING WITH YOUTH: Develop and practice skills to better understand and develop *inclusive* youth communities of living and learning |  | Reflection Protocol |

| B.18. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE suitable for the contact hours requested. Proposals that ignore this request will be returned for revision.** |
| --- |
| 1. What is Youth Work?
* Scope and diversity of the youth work field
* Youth Development Ideologies
* Youth Work Settings and Contexts.
1. Working with, not for youth
* Co-developing community standards
* Understanding young people as active agents in their worlds
* Cultural Competency/Funds of knowledge within communities and individual young people
* Adult roles and boundaries in working with youth
1. Purposeful Play
* Understanding educational values in purposeful play
* Designing purposeful play activities
* Facilitating purposeful play activities
* Reflecting on practice
1. Leadership and Professional Identity
* Creating self-inventories of prior experiences, education, strengths
* Communicating (speaking, writing, interviewing) in professional settings
1. Reflection
* Recognize the ways youth demographics and culture influence youth development practice.
* Understand different cultural schema and interpretations of childhood and adolescence.
* Reflect on personal childhood experiences and schema about childhood and adolescence.
* Recognizing the differences among disciplinary discourses and ways of framing youth work (education, social work, etc)
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## **G. Signatures**

* **Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair**.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and their relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* 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 curriculum@ric.edu to the current Chair of UCC. Check UCC website for due dates. **Do NOT convert to a .pdf.**

##### G.1. Approvals: required from programs/departments/deans who originate the proposal. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Lesley Bogad | Program Director of YDEV BA | Lesley Bogad | 5/1/24 |
| Charlie McLaughlin | Chair of Educational Studies | Charlie McLaughlin | 9/18/24 |
| Carol Cummings | Dean of FSEHD | Carol Cummings | 9.18.24 |

##### G.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Susan Clark | Chair Community and Public Health Promotion |  |  |
| Mike Michaud | Chair of Writing Board |  |  |
|  |  |  |  |