# 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 101 Orientation in Youth Development** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A. 1b. Academic unit | **School of Education** | | | |  |
| A.2. [Proposal type](#type) | **Course: creation** | | | |  |
| 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. | YDEV 101: Orientation in Youth Development is a new course in the Youth Development BA program. It will serve as the first course in the program, mirroring the FNED 101 course that other FSEHD students take in teacher preparation programs. The course welcomes students into the major, to the field of youth development as a discipline, and to the terrain of youth work in Rhode Island. It has already been taught three times as YDEV 150.  Focused on building a strong, supportive community of practice, students will be introduced to YDEV program faculty, students, and alumni when they come as guest speakers. YDEV 150 is academic: we read and write to learn about the field of youth development.  And it is also relational: we spend our time getting to know each other deeply and supporting each other in a broader sense throughout the semester.  In everything we do, we focus on the five YDEV anchors: Play, Care, Identity, Social Justice/Advocacy, and Leading With. | | | | |
| A.5. [Student impact](#student_impact)  Must include to explain why this change is being made? | As we have seen in the pilot YDEV 150 course, students in the YDEV BA program will be positively impacted by this new course because it allows them to become deeply emersed in the program learning outcomes. This deeply enhances their work in the YDEV courses that follow. | | | | |
| A.6. [Impact on other programs](#impact) | None | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | None – we have faculty available to teach this as it has already been taught 3x as YDEV 150. | | | |
| [*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:/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. | New Examples 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 101** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Orientation in Youth Development** |
| B.4. [Course description](#description) |  | Students will be introduced to the five anchors of youth development and gain insight into the field of youth work in RI and beyond. Includes field trips and guest speakers. A BCI (state background check) is required. |
| B.5. [Prerequisite(s)](#prereqs) |  | **none** |
| 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. |  | **Fall** |
| B.7. [Contact hours](#contacthours) |  | **2** |
| B.8. [Credit hours](#credits) |  | **2** |
| B.9. [Justify differences if any](#differences) |  | |

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| --- | --- | --- |
| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Type of cours](#instr_methods)e |  | **Lecture | Small group** |
| B.12. CATEGORIES  12. a. [How](#required) to be used |  | **Required for major/minor | Free elective** |
| 12 b. Is this an Honors  course? |  | **NO** |
| 12. c. [General Education](#ge)  N.B. Connections must include at  least 50% Standard Classroom  instruction. |  | **NO** |
| 12. d. Writing in the  Discipline (WID) |  | **NO** |
| B.13. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | |Papers | Class Work | | Projects |** |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **30** |
| B.15. [Redundancy statement](#competing) |  |  |
| B. 16. Other changes, if any |  | |

| 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) |
| --- | --- | --- |
| **WHO AM I?:** Students will explore and articulate core elements of their personal identity |  | Identity Map; Personal Essay |
| **WHAT IS YOUTH WORK?:** Students will be introduced to Youth Development as a field of study + practice in RI and beyond. |  | Weekly Journals; Field trip |
| **IDENTIFY YOUR ANCHORS:**  Students will be introduced to the five anchors of YDEV@RIC: *purposeful play, care, identity, advocacy/social justice, and leading with* |  | Anchor Slide Deck |
| **UNDERSTAND YDEV@RIC:**  Students will develop familiarity with the core elements of the YDEV program and people including google platforms and the spiral curriculum model. |  | Google Folder Quiz; Weekly Journals |

| 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. Who Am I? 2. Anti-Racist Frameworks 3. Intersectionality 4. Building an Identity Map 5. What is Youth Work? 6. History of Youth Work in the US 7. Asset-based frameworks 8. Field Trip to a RI Youth Space 9. The YDEV Anchors 10. Purposeful Play 11. The Ethic of Care 12. Leading With 13. Building Your Community 14. The Spiral Curriculum 15. The Elevator Pitch 16. Anchor Group Project |
|  |

## **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](mailto: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 |  |  |
| Charlie McLaughlin | Chair of Ed Studies |  |  |
| Carol Cummings | Dean of FSEHD |  |  |
|  |  |  |  |

##### 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 |
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|  |  |  | Tab to add rows |