

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: **FCS** PROPOSED EFFECTIVE SEMESTER: **Fall 2018** COLLEGE: **CEHD**

PROPOSED IMPROVEMENTS

Academic Program

- ☐ New degree*
- ☐ New major*
- ☐ New curriculum*
- ☐ New concentration*
- ☒ **New certificate**
- ☐ New minor
- ☐ Revised major
- ☐ Revised minor
- ☐ Admission requirements
- ☐ Graduation requirements
- ☐ Deletion ☐ Transfer
- ☐ Other (explain**)

Substantive Course Changes

- ☐ New course
- ☐ Pre or Co-requisites
- ☐ Deletion (required by others)
- ☐ Course #, different level
- ☐ Credit hours
- ☐ Enrollment restriction
- ☐ Course-level restriction
- ☐ Prefix ☐ Title and description
(attach current & proposed)
- ☐ General education (select one)
Not Applicable
- ☐ Other (explain**)

Misc. Course Changes

- ☐ Title
- ☐ Description (attach current & proposed)
- ☐ Deletion (not required by others)
- ☐ Course #, same level
- ☐ Variable credit
- ☐ Credit/no credit
- ☐ Cross-listing
- ☐ COGE reapproval
- ☐ Other (explain**)

**** Other:**

Title of degree, curriculum, major, minor, concentration, or certificate:

Graduate Certificate in Youth and Community Development

Existing course prefix and #:

Proposed course prefix and #: **YCDC** Credit hours: **9**

Existing course title:

Proposed course title:

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s)

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s)

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

Is there a minimum grade for the prerequisites or corequisites?

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces):

b. Multi-topic course: ☐ No ☐ Yes

c. Repeatable for credit: ☐ No ☐ Yes

d. Mandatory credit/no credit: ☐ No ☐ Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

1. ☐ Lecture 3. ☐ Lecture/lab/discussion 5. ☐ Independent study
2. ☐ Lab or discussion 4. ☐ Seminar or ☐ studio 6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

Richard Zinsig

Date **5-3-17**

Chair, College Curriculum Committee

[Signature]

Date **5/10/17**

Dean *M. K. Feller*

Date: **5-10-17**

Graduate Dean:

Date

Curriculum Manager: Return to dean ☐ Date

Forward to:

Date

Chair, COGE/ PEB / FS President

Date

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* ☐ Approve ☐ Disapprove

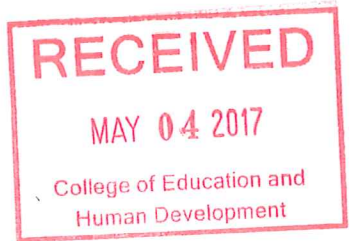
Chair, GSC/USC

Date

* ☐ Approve ☐ Disapprove

Provost

Date



1. Explain briefly and clearly the proposed improvement.

This proposal creates a **Certificate** in Youth and Community Development.

For the list of courses in this proposed certificate program, please see the attached catalog copy.

The Department of Family and Consumer Sciences (FCS) offers two master's degrees: the MA in Family and Consumer Sciences (MA in FCS) and a MA in Workforce Education and Development. The MA in FCS houses four options: Child Life, Family Life Education, Dietetics, and Textile and Apparel Studies.

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

Engaging youth in prosocial activity has long been a priority, as schools and neighborhoods create overlapping systems of support to encourage healthy youth and communities. Youth-serving settings, including informal learning environments and out-of-school time programs, are of increasing interest as successful ways to build assets and to maximize youth potential. The Graduate Certificate in Youth and Community Development joins the larger movement to elevate and professionalize the field of youth development, and encourages thriving communities by building capacity and developing new leaders in youth-serving settings.

In respond to the developing profession of youth work, in the fall of 2016, the Department of Family and Consumer Sciences (FCS), in collaboration with the Department of Teaching, Learning, and Educational Studies (TLES), submitted a proposal to establish a BS in Youth and Community Development to address the need for a well-prepared bachelor's level youth professional workforce and for a career path for youth workers (Fusco, 2012; Gannett & Star, 2016). The 2016 proposal was approved through WMU's curriculum review process and is pending final review by the Michigan Association of State Universities (MASU) in April 2017.

The present proposal, to establish a Certificate in Youth and Community Development (YCD), and the accompanying proposal to establish a MA in Youth and Community Development, link the BS in Youth and Community Development and the CEHD's PhD emphasis area in Youth and Community Development (see the attachment, "Youth and Community Development Program in CEHD"). This academic ladder in youth and community development responds to the call from the field of youth work to prepare frontline youth workers (BS in YCD), leaders in youth-serving programs (Certificate in YCD, and MA in YCD), and scholars (CEHD PhD with a focus in YCD; see Fusco, 2012; Pozzoboni & Kirshner, 2016).

See attached letters of support from from Dr. Meg Blinkiewicz, Director of the Kalamazoo Youth Development Network (KYD Network); the Chair of the Department of Family and Consumer Sciences, Dr. Richard Zinser; and the Chair of the Department of Teaching, Learning, and Educational Studies, Dr. Regena F. Nelson.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

Two departments in the College of Education and Human Development are collaborating to offer the Certificate in Youth and Community Development: Family and Consumer Sciences; and Teaching, Learning, and Educational Studies (TLES); (See the attached letters from the Chairs of TLES indicating support of this program).

A review of the WMU graduate catalog revealed no certificate related to youth development.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

This proposal establishes a second 9-credit hour graduate certificate in the Department of Family and Consumer Sciences, which offers a Graduate Certificate in Kinship Care beginning fall 2017. The Graduate Certificate in Youth and Community Development is designed to easily lead into the MA in YCD or be a stand-alone academic credential.

FCS offers a MA in Family and Consumer Sciences (with four emphasis areas: Child Life, Family Life Education, Dietetics, and Textile and Apparel Studies) and an MA in Career and Technical Education (will be renamed MA in Workforce Education and Development). The Child Life emphasis area prepares graduates to meet requirements for certification as a Child Life Specialist, a professional designation offered by the Association of Professionals in Child Life. Child Life Specialists educate and support children and their families as they navigate hospitalizations and medical treatments and procedures. The Family Life Education emphasis area prepares graduates to provide prevention and intervention services to promote family well-being and resilience for effective coping with life events and family transitions. Students acquire knowledge and skills to conduct family life education in a variety of settings and work with individuals and families across the life span. Upon graduation, students may apply to NCFR for the Provisional Certified Family Life Educator (CFLE) designation offered by the National Council on Family Relations.

While commonalities exist among Youth and Community Development, Child Life, and Family Life Education (e.g., individual and family development, prevention science, strength-based and resilience-oriented approaches), they diverge in settings (i.e., Child Life is primarily hospital-based whereas Youth and Community Development and Family Life Education are practiced in social and human services organizations) and in the part of the lifespan focused on (e.g., Child Life focuses on the ages 0-17 and family members; Family Life serves individuals and families across the lifespan; and Youth and Community Development centers on youth 6 to 18 with strong attention given to the second decade of life).

The addition of the Certificate in Youth and Community Development will strengthen the career path for professionals in youth-serving settings while also offering current and prospective students access to additional education in the field of youth work. It is expected that a few students who would have pursued a master's degree (in FCS with a focus on Family Life Education or in YCD if the degree is approved) will choose the Certificate in YCD and not pursue a graduate degree; however, those numbers may be offset by those who begin with the Certificate and then continue to complete a master's degree.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

The Certificate in YCD requires completion of FCS 6410 and two other courses, each selected from a list of options. The rotation of courses allows students to complete the nine credit hours during the fall semester or across two or more semester/sessions (i.e., fall and summer; fall and spring; or fall, spring, and summer). As demand grows, FCS 6410 could also be offered spring semesters and ED 5950 offered every year.

Proposed New FCS and TLES Courses All courses are 3 credit hours.		Year 1 2018-19			Year 2 2019-20		
		Fall	Spring	Summer	Fall	Spring	Summer
Youth Development: Theory and Foundations [6 Credit Hours]	FCS 6410: Advances in Youth and Community Development	√			√		
	Choose One:						
	ED 6040 Childhood Learning and Development: Theory to Practice	√	√		√	√	
	ED 6035 Risk and Resilience in Adolescent Development			√			
	FCS 6510 Child Development: Theories and Practice	√			√		
Youth Development: Practice [3 Credit Hours]	FCS 5250 Adolescents in Development		√			√	
	Choose One:						
	FCS 6420 Building Capacity and Quality in Youth and Community Development		√			√	
	ED 5950 Experiential Education and Place-Based Learning	√					
	FCS 6550 Adult-Child Relationships			√			√
	ED 6700 Authority and Autonomy in Schooling		√			√	
	FCS 5350 Communication Skills			√			√

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

Market Demand

The occupational outlook for leaders in youth-serving settings can be reflected in data for community and social service occupations. According to the US Department of Labor Bureau of Labor Statistics, "Employment of community and social service occupations is projected to grow 10 percent from 2014 to 2024, faster than the average for all occupations, adding about 257,700 jobs. Most new jobs in this occupational group will be in the healthcare and social assistance industry" (see <http://www.bls.gov/ooh/community-and-social-service/home.htm>).

Locally, a 2016 survey of youth programs in Kalamazoo county found over 200 frontline youth development professionals working directly with youth during the school year and over 300 working during the summer (Kalamazoo Youth Development Network, 2016).

Student Audience and Estimated Enrollment

The Certificate in YCD offers a continuing education opportunity for those already working in the youth development field and wanting to expand their knowledge, skills, and capabilities as they assume more leadership responsibilities. Likewise, for professionals whose undergraduate major or graduate degree was in a related field, the Certificate in YCD provides entry to another career path. For those uncertain about committing to a master's degree, the Certificate in YCD provides access to a recognized academic credential.

Estimated Enrollment

Enrollment of 10 to 20 students are expected by year three. During this time we will also explore the feasibility of offering the Certificate at one or more of WMU's regional locations.

Kalamazoo Youth Development Network. (2016, September 9). *KYD Network out-of-school time organization/program scan results*. Kalamazoo, MI: Author.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

Department/College Resources

The Certificate in Youth and Community Development efficiently builds on existing coursework in FCS and TLES. It will include two new required FCS courses designed for the Youth and Community Development program and one new optional TLES course.

Instructors for the MA in Youth and Community Development classes will include current faculty as available and professionals in the local and regional youth development community who bring current work experience to students. Potential exists for team teaching new youth development courses. Faculty in TLES will teach the ED and ES courses and, as resources allow, one of the new FCS courses (see the letter of support from Dr. Regena F. Nelson).

Faculty members in FCS and TLES will serve as co-coordinators of the Youth and Community Development Program (to encompass the BS, MA, and Certificate in YCD). The FCS faculty member has assigned time for graduate advising, and advising for the proposed Certificate in Youth and Community Development will be added to the responsibilities of this position. To support the approved and proposed programs in Youth and Community Development (BS, Graduate Certificate, MA, and PhD), three credit hours will be assigned per academic year for a TLES faculty member (Jeffrey Jones) to provide leadership, build and

facilitate community partnerships, provide KYDNET trainings, pursue grant-writing, and work with local foundations to create scholarship funding for potential students in youth and community development.

As the program grows, support for a faculty line focused on youth development may be warranted to advance youth development research, program expansion, and community partnerships.

Library Resources

The library has noted concerns about the ability to support the proposed Youth and Community Development programming with books at the research collections level, audio-visual titles, and journals. To support the proposed program the library may require reducing budgeted support for Family and Consumer Sciences program or other College of Education and Human Development programs. In recognition of this situation, the CEHD and FCS can offer one-time funding of up to \$4000 if the MA in YCD is approved and once it begins. Additional discussion involving personnel from the library, FCS, and CEHD is recommended.

Course Offerings

Enrollment in courses are carefully monitored and sections will be added as needed. See response to item 5.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.) **NA**
9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Learning Outcomes. After engaging in this course of study, youth development professionals will be able to:

- o Discuss major theoretical perspectives informing youth development.
- o Promote organizational change through effective leadership and strategic action planning.
- o Engage with youth-serving settings in an examination of best practices.

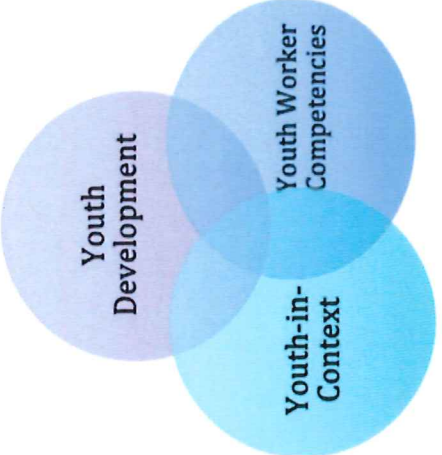
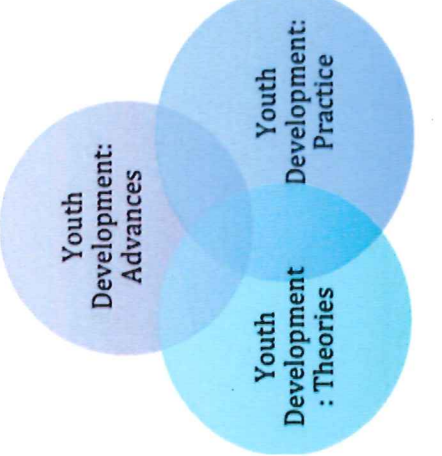
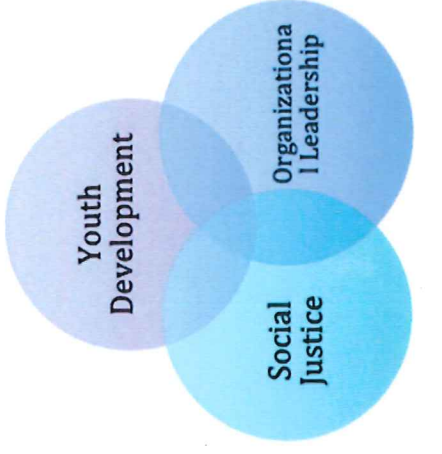
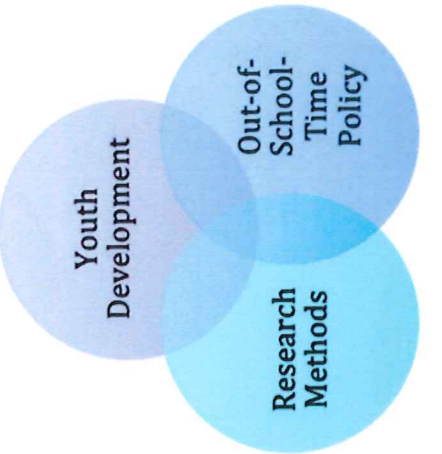
10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This proposal is in response to informal assessment activities. For the past few years, faculty in FCS and TLES and Administrators in the College of Education and Human Development have discussed the vision of an academic professional ladder for youth workers and youth development leaders.

This proposed major relates to two objectives in the 2015-18 CEHD Strategic Enrollment Management Plan: Objective C.2: Improve the reputation of the college locally, regionally, and nationally, and Strategy C.2.b under this objective: Improve community outreach in the Southwest Michigan area. Objective A.3: Explore the development of new degree programs and modifications of existing programs to meet external market trends and professional best practices, and Strategy A.3.c under this objective: Explore the development of interdisciplinary degree programs.

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section. **NA**

Youth and Community Development Program in CEHD

BS (FCS)	Graduate Certificate (FCS)	MA (FCS)	PhD (CEHD)
			

Program description. The Graduate Certificate in Youth and Community Development is an advanced course of professional development for leaders in informal learning environments and the out-of-school time sector. It is based on theoretical perspectives in childhood, adolescent, and family development and organizational change, and grounded in an ethic of community engagement and social action.

Context. Engaging youth in prosocial activity has long been a priority, as schools and neighborhoods create overlapping systems of support to encourage healthy youth and out-of-school time programs, is of increasing interest as a successful way to build assets and to maximize youth potential. This program joins the larger movement to elevate and professionalize the field of youth development, and encourages thriving communities by building capacity in youth-serving settings.

Conceptual framework. The Graduate Certificate in Youth and Community Development is rooted in community psychology and the prevention sciences to provide a foundation for studying setting-level interventions and developmental needs. This program invites students to critically examine root causes and how individuals and organizations can address social inequalities. Students will study organizational change to develop understandings and competencies in transformational leadership to promote human flourishing.

Vocational pathways. This graduate certificate program prepares those engaged in youth work and related fields to assume greater program and leadership responsibilities in youth-serving settings. Graduates may pursue careers in out-of-school organizations, social and human services, community service and youth activism programs, dropout prevention and alternative education, and juvenile justice. Students may also assume leadership positions in informal learning environments such as museums, nature centers and environmental education programs, and in outdoor and adventure programs.

Graduate Certificate in Youth and Community Development Program

All courses are 3 credit hours unless otherwise specified.

Youth Development: Theory and Foundations [6 Credit Hours]

FCS 6410: Advances in Youth and Community Development

Choose One:

ED 6040 Childhood Learning and Development: Theory to Practice

ED 6035 Risk and Resilience in Adolescent Development

FCS 6510 Child Development: Theories and Practice [0-18]

FCS 5250 Adolescents in Development [Change Title to *Youth Development?*]

Youth Development: Practice [3 Credit Hours]

Choose One:

FCS 6420: Building Capacity and Quality in Youth and Community Development

ED 5950 Experiential Education and Place-Based Learning

FCS 6550 Adult-Child Relationships

ED 6700 Authority and Autonomy in Schooling

FCS 5350 Communication Skills

Graduate Certificate in Youth and Community Development Admission Requirements

- A bachelor's degree in youth development or a related field.
- A minimum undergraduate grade point average of 3.0 (on a 4-point scale) in the last two years of undergraduate studies. Conditional Admission may be granted if a GPA in the last two years of undergraduate studies is under 3.0. Conditional Admission will be converted to a regular admission if a B or better is earned in the first graduate course taken.
- Submit a resume that includes work, volunteer, practicum, and internship experience.
- A statement that describes how experience(s) have influenced career goals and a desire to pursue a certificate degree, and how earning a Graduate Certificate in Youth and Community Development will advance these career goals.
- Recommendations from three persons able to comment on the applicant's potential to success in the graduate certificate program.