CEHD 803

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
- [x] **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:

Existing course prefix and #:   **Proposed course prefix and #: FCS 6420**

Existing course title:

Proposed course title: Building Capacity and Quality in Youth and Community Development

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): ~~Building Cap & QL in YCD~~ *Capacity & Quality in YCD*
b. Multi-topic course: [x] No   [ ] Yes
c. Repeatable for credit: [x] No   [ ] Yes
d. Mandatory credit/no credit: [x] No   [ ] Yes
e. Type of class and contact hours per week (check type and indicate hours as appropriate)
    1. [x] Lecture 3   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 Zinser*		Date 4-4-17
Chair, College Curriculum Committee *(signature)*		Date 4-25-17
Dean *Mark Fitts*	Date: 5-5-17 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

Revised May 2007. All previous forms are obsolete and should not be used.

1. **Explain briefly and clearly the proposed improvement.**

   This proposal creates a new course: FCS 6420 Building Capacity and Quality in Youth and Community Development.

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

   FCS 6420 Building Capacity and Quality in Youth and Community Development is one of three new courses proposed as part of the MA in Youth and Community Development and the Graduate Certificate in Youth and Community Development. The other two courses are FCS 6410 Advances in Youth and Community Development, proposed by the Department of Family and Consumer Sciences, and ES 6420 Queer Theory, proposed by the Department of Teaching, Learning, and Educational Studies.

   The MAin Youth and Community Development incorporates the Core Knowledge and Competencies for AfterSchool and Youth Development Professionals (National AfterSchool Association [NAA], 2011). This framework is a result of reviewing and crosswalking 17 frameworks from states and localities, piloting the resulting framework at six sites, and applying feedback to a final revision. NAA collaborated with the National Institute on Out-of-School Time at the Wellesley Centers for Women and the Florida Afterschool Network and Pennsylvania Key cooperated in the crosswalking of frameworks (NAA, 2011).

   The National AfterSchool Association's 10 Core Knowledge Content Areas (see below) describe knowledge and specific competencies addressing practices of youth development professionals at five levels: 1) entry-level, 2) developing (commensurate with a Youth Development Credential), 3) proficient (commensurate with an associate's degree), 4) advanced (commensurate with a bachelor's degree), and 5) mastery (commensurate with an advanced degree). The MA in Youth and Community Development is built to reflect the address the knowledge and competencies at the *mastery level.* Each of the 10 Core Knowledge Content Areas is addressed by a minimum of two courses in the graduate Youth and Community Development program.

   FCS 6410 Advances in Youth and Community Development addresses selected knowledge and skills noted in Content Areas 2, 3, 6, 9, and 10.

   National Afterschool Association (NAA) *Core Knowledge Content Areas*
   1. Child/Youth Growth and Development
   2. Learning Environments and Curriculum
   3. Child/Youth Observation and Assessment
   4. Interactions with Children and Youth
   5. Youth Engagement
   6. Cultural Competency and Responsiveness
   7. Family, School, and Community Relationships
   8. Safety and Wellness
   9. Program Planning and Development
   10. Professional Development and Leadership

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.**

   This proposed course will be available to graduate students from any department. No specific graduate coursework focused on innovations in youth programming and practices and leadership in youth-serving settings was identified in a review courses listed in the undergraduate catalog.

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

   FCS 6420 Building Capacity and Quality in Youth and Community Development addresses innovative youth programming and learning environments, quality standards, evaluation, and assessment and outcome measurement tools. It fits well with other courses in the proposed Master's degree and Graduate Certificate. For example, child and adolescent development courses provide firm theoretical grounding, while other courses address topics such as diverse families and communities, social justice and community organizing, experiential education and place-based learning, establishing positive relationships with and

between youth, grant writing, and organizational leadership. The other required new course proposed for the MA and Graduate Certificate in Youth and Community Development, FCS 6410 Advances in Youth and Community Development, focuses on students obtaining a strong foundation in positive youth development, prevention science, and knowledge of key governance and leadership practices and policies pertaining to youth-serving settings.

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.**

   There are two new FCS courses for the MA and Graduate Certificate in Youth and Community Development: FCS 6410 and FCS 6420. Initially FCS 6410 will be offered fall semesters and FCS 6420 will be offered spring semesters. If the demand for courses increases, they will be offered more frequently. Courses that are part of the MA and Graduate Certificate in Youth and Community Development will be distributed across fall and spring semesters. Two courses, on a list of three from which students choose one, are offered during a summer session for students who wish to take courses then; students who do not wish to take a summer course can choose the third course in the list that is offered spring semesters.

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?**

   The anticipated audiences are students wishing to pursue careers as youth development professionals enrolled in the MA or Graduate Certificate in Youth and Community Development, and students in the MA in Family and Consumer Sciences (Family Life Education). The course will be open to graduate students from other departments who may wish to take the course. Estimated enrollment after the first year is expected to be 10 students per class.

   According to the Bureau of Labor Statistics, there is projected market growth for youth development professionals (childcare workers) and community and social service occupations.

   "Employment of social and human service assistants is projected to grow 11 percent from 2014 to 2024, faster than the average for all occupations."

   "Employment of social and community service managers is projected to grow 10 percent from 2014 to 2024, faster than the average for all occupations."

   Bureau of Labor Statistics, U.S. Department of Labor. (2016). *Occupational outlook handbook, 2016-17 Edition*: Childcare workers. Retrieved October 9, 2016 from http://www.bls.gov/ooh/personal-care-and-service/childcare-workers.htm
   Bureau of Labor Statistics, U.S. Department of Labor, *Occupational outlook handbook, 2016-17 Edition*: Social and human service assistants. Retrieved October 9, 2016 from http://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm
   Bureau of Labor Statistics, U.S. Department of Labor. (2016). *Occupational outlook handbook, 2016-17 Edition*: Social and community service managers. Retrieved October 9, 2016 from http://www.bls.gov/ooh/management/social-and-community-service-managers.htm

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
   Instructors for the FCS youth development classes will include current FCS and TLES faculty as available and professionals in the local and regional youth development community who bring current work experience to students.

   Library Resources
   The library has noted concerns about the ability to support the proposed MA in Youth and Community Development 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 after the program begins, if the MA in YCD is approved. Additional discussion involving personnel from the library, FCS, and CEHD is recommended.

Enrollment
Enrollment in all FCS courses are carefully monitored and sections added as needed. This monitoring will continue and sections will be added as enrollment indicates.

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.**

Through active engagement in this course, students will be able to:
○ Articulate and critically discuss quality programming, planning, and evaluation practices used in youth-serving settings.
○ Apply assessment and outcome measurement tools.
○ Understand data-driven decision-making and assessment for continuous improvement.
○ Organize learning environments that promote cognitive, social/emotional, and physical development of youth.
○ Engage with youth-serving settings in an examination of best practices.
○ Develop individual and group projects to forward programming and evaluation in youth and community development.

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

Catalog Copy

Course Description FCS 6420 Building Capacity and Quality in Youth and Community Development

This course focuses on program planning, quality standards, and evaluation; assessment and outcome measurement tools; and learning environments and curriculum to support cognitive, social/emotional, and physical development through youth programming. Students will examine approaches to building capacity and quality through engagement with local youth-serving settings.

3 credit hours

FCS 6420 Building Capacity and Quality in Youth and Community Development

3 Credit Hours, CRN _____
Semester: Spring 2019
Department of Family and Consumer Sciences

Instructor:
Email:
Phone:
Office:
Office Hours:

Course Description

This course focuses on program planning, quality standards, and evaluation; assessment and outcome measurement tools; and learning environments and curriculum to support cognitive, social/emotional, and physical development through youth programming. Students will examine approaches to building capacity and quality through engagement with local youth-serving settings.

3 credit hours

Learning Outcomes

Through active engagement in this course, students will be able to:

o   Articulate and critically discuss quality programming, planning, and evaluation practices used in youth-serving settings.
o   Apply assessment and outcome measurement tools.
o   Understand data-driven decision-making and assessment for continuous improvement.
o   Organize learning environments that promote cognitive, social/emotional, and physical development of youth.
o   Engage with youth-serving settings in an examination of best practices.
o   Develop individual and group projects to forward programming and evaluation in youth and community development.

Course Prerequisites

None

Core Knowledge and Competencies
Level 5 Mastery
(National AfterSchool Association)

Area 2. Learning Environments and Curriculum

Area 3. Child/Youth Observation and Assessment

Area 6. Cultural Competency and Responsiveness

Area 9. Program Planning and Development

Area 10. Professional Development and Leadership

Materials/Readings [Examples]

Child Trends Databank Indicators for Social Emotional Learning at http://www.childtrends.

Devereux Student Strengths Assessment

Fleming, J. L., & LeBuffe, P. A. (2014). *Measuring outcomes with the DESSA. Retrieved from http://www.centerforresilientchildren.org/wp-content/uploads/2012/03/Measuring-DESSA-Outcomes-Guide-12.11.14-FINAL.pdf*

Ramaswamy, R., McGovern, G., & Akiva, T. (2013). *Introduction to the active-participatory approach.* Ypsilanti, MI: Forum for Youth Investment.

Policies

Academic Integrity

Additional Statement on Academic Integrity

"Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at http://catalog.wmich.edu/content.php?catoid=24&navoid=974 and the Graduate Catalog at http://catalog.wmich.edu/content.php?catoid=25&navoid=1030 If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. In addition, students are encouraged to access the Code of Honor, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:

· Office of Student Conduct www.wmich.edu/conduct
· Division of Student Affairs www.wmich.edu/students/diversity
· Registrar's Office www.wmich.edu/registrar and www.wmich.edu/registrar/policies/interfaith
· Disability Services for Students www.wmich.edu/disabilityservices" (Western Michigan University Faculty Senate, 2015).

University Policies

Students are expected to know general academic policies (e.g., conduct, diversity, religious observance, student disabilities, sexual misconduct policy). To access these and other policies, go to: www.wmich.edu/conduct/ , www.wmich.edu/registrar , www.wmich.edu/registrar/policies/interfaith/ , and www.wmich.edu/equity/sexualmisconduct .

Please contact me early in the semester to arrange for a planned absence due to religious observances.

Students who require accommodations to obtain access to the curriculum or activities for this class should contact the instructor as soon as possible.

Contact information for the Office of Disability Services for Students: 269-387-2116 and http://www.wmich.edu/disabilityservices/)

College of Education and Human Development

"The College of Education and Human Development maintains a strong and sustained commitment to the diverse and unique nature of all learners and to high expectations for their abilities to learn and apply their learning in meaningful ways." (CEHD Diversity Statement).

Statement Regarding Professional Courtesy

As a matter of professional courtesy, you are asked to set your cell phone or pager to vibrate mode or turn it off for the duration of the class session. Also, you may use your laptop to take notes, but please refrain from playing games, surfing the web, or instant messaging as it can be distracting to others around you.

Retain Copies

Retain a copy of the syllabus and copies of all course assignments. You may need them in the future to document content covered in this course.

Grades

POINTS	%	GRADE
	100-94	A
	93 - 89	BA
	88-84	B
	83-79	CB
	78-74	C
	73-69	DC
	68-64	D
	63-0	E

Points for
Assignments

Grading Formula	Percent of Grade	Possible Points	Earned Points
Participation	25%		
Journal and Analysis	25%		
Individual Project	25%		
Group Project	25%		
TOTAL			

Graded Activities   *[Examples]*

Participation For the benefit of all, please arrive on time and stay for the whole class session. Contact the instructor if you expect to miss a class session. This course depends on the quality of student engagement. Being attentive and active in class is therefore a basic requirement of this course. Engaging in class discussions, posing questions, clarifying ideas, and providing relevant examples and insights not only improve the quality of our discussions but also add value and meaning to what students may take away from this class.

Criteria	Needs Improvement	Partially proficient	Proficient
Attendance	More than one absence, no arrangements made for makeup.	More than one absence, prior arrangements made to account for missed classes.	No more than one absence.
Preparation	Student attends class, but unprepared for discussions and activities.	All readings completed prior to class.	Student comes to class with questions and comments about course materials.
Class Participation	Minimal or limited participation in course activities and discussions.	Student participates in activities.	Student assumes an active role in class activities.
Communication	Student fails to communicate needs ahead of time.	Student alerts instructor to class-related needs in a timely manner.	Student is proactive in communicating issues and concerns.

Journal	Students are asked to keep a journal to chronicle their pathway through this course. These entries may provide a reflective space to consider course readings, discussions, and activities in terms of students' personal experiences. Twice during the semester students will make their journals available for review and feedback. Each entry should be approximately one typed page (~500 words in length).
Assessment and Evaluation Assignments	Through a series of exercises, students will practice using assessment and evaluation tools and design improvement plans based on data-driven program decision-making and assessment.
Group Project	Students will design, implement, and assess an applied project to forward assessment or evaluation in youth and community development. Groups are encouraged to connect with community-based partners for issues of access, impact, and sustainability.