

CEHD 804

**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: **MA in Youth and Community Development**Existing course prefix and #: Proposed course prefix and #: **YCDM** Credit hours:

Existing course title:

Proposed course title:

Existing course prerequisite &amp; 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 &amp; 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 ☐ Yesc. Repeatable for credit: ☐ No ☐ Yesd. Mandatory credit/no credit: ☐ No ☐ Yes

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

- |   |  |  |
|---|--|--|
| 1. <input type="checkbox"/> Lecture           | 3. <input type="checkbox"/> Lecture/lab/discussion                     | 5. <input type="checkbox"/> Independent study        |
| 2. <input type="checkbox"/> Lab or discussion | 4. <input type="checkbox"/> Seminar or <input type="checkbox"/> studio | 6. <input type="checkbox"/> Supervision or practicum |

CIP Code (Registrar's use only):

**RECEIVED****APR 04 2017**College of Education and  
Human Development

Chair/Director

*Richard Zins*

Date

*4-4-17*

Chair, College Curriculum Committee

*Chadler*

Date

*4-25-17*

Dean

*M. K. Felt*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

1. Explain briefly and clearly the proposed improvement.

This proposal creates a MA in Youth and Community Development.

The MA 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. It prepares change agents to transform communities through an intentional investment in youth with interdisciplinary coursework and community-based experiences.

Accompanying this program proposal are: a proposal to establish an Accelerated Graduate Degree program for the MA in Youth and Community Development; three course proposals (two FCS and one TLES course), and a proposal to establish a 9-credit hour Certificate in Youth and Community Development. For the complete list of required courses in this proposed master's degree, please see the attached catalog copy.

The Department of Family and Consumer Sciences (FCS) offers 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. FCS also offers a Certificate in Kinship Care.

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

**A. The Evolving Profession of Youth Work**

The history of the US includes a myriad of "out-of-school time" national (e.g., 4-H, Boys and Girls Clubs, Girl Scouts, Boy Scouts) and local programs (Pozzoboni & Kirshner, 2016). Professionals with a master's degree who work in youth-serving settings have represented a variety of academic disciplines (e.g., family science, family studies, education, social work, psychology, sociology, recreation, and ministry). However, in the past few decades, a field of youth work has been evolving, resulting in some institutions of higher education offering specific undergraduate degrees for youth workers and graduate degrees for leaders in youth-serving settings (Atkinson, Chico, & Horn, 2016).

In response to this developing profession, in Fall 2016, the Department of Family and Consumer Sciences (FCS), in collaboration with the Department of Teaching, Learning, and Educational Studies, 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 MA in Youth and Community Development, and the accompanying proposal to establish a Certificate 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"). The master's program offers a path to advanced career development for youth professionals who seek or have senior leadership roles in youth-serving organizations and a bridge to doctoral studies for those wanting to conduct research in youth studies. Graduate education is one of multiple components for effective youth programs and high-performing youth workers (Garst, Bowers, Quinn, & Gagnon, 2016).

As with the BS in Youth and Community Development, the MA in Youth and Community Development builds on the expertise and experience of multiple CEHD faculty and staff in the area of youth development and CEHD's history of service to youth and the connections to the youth development community in West Michigan. For nearly 20 years, the degree programs in Family Science have benefitted from input and guidance from the Family Science (formerly Family Studies) Advisory Board, consisting of leaders from community agencies and organizations, most of which serve youth. Community partners have guided the development of this proposed program and their input will continue to help guide the program into the future.



- Atkinson, K., Chico, E., & Horn, S. S. (2016). Youth work for social change: Preparing individuals to work with youth in diverse urban contexts. In K M. Pozzoboni & B. Kirshnew (Eds.) *A changing landscape of youth work: Theory and practice for an evolving field* (pp. 229-247). Charlotte, NC: Information Age Publishing.
- Fusco, D. (2012). On becoming an academic profession. In D. Fusco (Ed.), *Advancing youth work: Current trends, critical questions* (pp. 111-126). New York, NY: Routledge.
- Gannett, E., & Starr, E. (2016, Spring/Summer). Quality out-of-school time. *Research/Action Report*. 37(2), 8-9. Retrieved from <http://www.wcwonline.org/Research-Action-Report-Spring/Summer-2016/recommendations-quality-out-of-school-time>
- Garst, B. A., Bowers, E. P., Quinn, W., & Gagnon, R. J. (2016). Building pathways from research to practice: Preparing youth development professionals through a blended online master's degree program (pp. 91-108). In K M. Pozzoboni & B. Kirshnew (Eds.) *A changing landscape of youth work: Theory and practice for an evolving field* (pp. 229-247). Charlotte, NC: Information Age Publishing.
- Pozzoboni, K. M., & Kirshner, B. (2016). The changing landscape of youth work: Theory and practice for an evolving field. In K M. Pozzoboni & B. Kirshnew (Eds.) *A changing landscape of youth work: Theory and practice for an evolving field* (pp. 1-8). Charlotte, NC: Information Age Publishing.

## B. MA in Youth and Community Development in West Michigan

One graduate program in youth development exists among Michigan public colleges and universities in Michigan. The one program, solely online, is offered at Michigan State University through the Great Plains Interactive Distance Education Alliance (IDEA). Twenty land-grant universities have formed the IDEA to offer online academic programs in human services and agriculture; seven of the universities, one of which is Michigan State University, joined together to offer a 36-credit hour master's degree in youth development and two 13 credit-hour certificate programs (i.e. Youth Development Specialist and Youth Program Management & Evaluation). Students enroll in their home universities but also have access to the online courses offered at the other six universities. Michigan State University offers a non-thesis only MA in Youth Development (see <https://reg.msu.edu/AcademicPrograms/ProgramDetail.aspx?Program=7645>).

Some land-grant universities offer an emphasis area in youth development within master's degrees such as Family Science (e.g., University of Kansas) or Family, Youth, and Community Sciences (e.g., University of Florida). Many, including Michigan State and Western Michigan University, cover youth development in selected course work within these degrees. Most recently, the University of Florida launched a new PhD program in Youth Development and Family Science.

Other than Michigan State University's MA in Youth Development, no graduate programs in youth development were identified among Michigan public colleges and universities in Michigan. Concentrations in community development, which may highlight youth-serving programs, exist in Social Work programs (e.g., University of Michigan, Wayne State University).

The need for a graduate degree and certificate in youth development, and the importance of community partnerships in west Michigan, are highlighted in the attached letter of support from Dr. Meg Blinkiewicz, Director of the Kalamazoo Youth Development Network (KYD Network).<sup>1</sup>

The proposed MA in Youth and Community Development establishes a graduate program in youth development in west Michigan, offering students interdisciplinary coursework, community-based experiences through multiple courses, and a thesis option for those interested in pursuing a doctoral degree. For those who wish to obtain additional practical experience, students have access to an optional practicum/internship.

<sup>1</sup> The local community has a key youth development asset: the Kalamazoo Youth Development Network. "The Kalamazoo Youth Development Network (KYD Network) was created fifteen years ago through a collaborative effort among the city of Kalamazoo, the Irving S. Gilmore Foundation, and the Hispanic American Council to provide networking opportunities for youth-serving organizations. Today, KYD Network serves as the intermediary organization to a growing out-of-school time (OST) sector whose vision is that all Kalamazoo County youth are college or career ready by age 21. We seek to accomplish this vision by ensuring that all Kalamazoo County youth have access to high quality, youth-driven, diverse, inclusive, and equitable out-of-school time (OST) programs that are part of a well coordinated system that uses data and best practice strategies" (see <https://www.kydnet.org/about/>).

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.

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

A review of the WMU graduate catalog revealed no graduate degree in youth development.



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

This proposed change would add a third master's degree in the Department of Family and Consumer Sciences that currently 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 (pending approval of a name change to 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 approach), they also 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 MA in Youth and Community Development will strengthen the career path for professionals in youth-serving settings. It is expected that a few students who would have pursued a MA in FCS (Family Life Education) will instead choose an MA in Youth and Community Development because of its specific focus and coursework on leading youth development programs.

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.

Most Family Science graduate courses are offered a minimum of once per year and rotate between campus and Grand Rapids; WFED 5150 is offered online and in Grand Rapids; new Family Science courses (FCS 6410 and 6420) will join the rotation of courses offered in Grand Rapids if interest in the courses arises. TLES youth development courses will be rotated as noted below until enrollment shows a need to offer them more frequently. OCL courses are offered every fall and spring, rotating between campus and Grand Rapids. FCS and TLES core courses (i.e., research, capstone/independent research, and practicum/internship) are offered year around.

Proposed New FCS and TLES Courses All courses are 3 credit hours unless otherwise specified.		Year 1 2018-19			Year 2 2019-20		
		Fall	Spring	Summer	Fall	Spring	Summer
Youth Development: Theory and Foundations [6 Credit Hours]	<b>NEW</b> FCS 6410 Advances in Youth and Community Development	√			√		
	<i>Choose One:</i>						
	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 [9 Credit Hours]	FCS 5250 Adolescents in Development		√			√	
	<b>NEW</b> FCS 6420 Building Capacity and Quality in Youth and Community Development		√			√	
	ED 5950 Experiential Education and Place-Based Learning	√					
	<i>Choose One:</i>						
	FCS 6550 Adult-Child Relationships			√			√
	ED 6700 Authority and Autonomy in Schooling		√			√	
	FCS 5350 Communication Skills			√			√



<b>Organizational Leadership</b>	WFED 5150 Grant Writing	√			√		
	Choose One: OCL 6400 Foundations in Organizational Change Leadership	√	√		√	√	
<b>[6 Credit Hours]</b>	OCL 6430 Group Dynamics and Team Development in an Age of Globalization	√	√		√	√	
	OCL 6440 Large Scale Change and Organizational Design	√	√		√	√	
	OCL 6890 Topics: Leadership Theory and Coaching	TBD					
<b>Social Foundations</b>	ES 5850 Social Justice & Community Organizing				√		
	Choose One: ES 6340 Culture and Politics of Education Institutions	√			√		
<b>[6 Credit Hours]</b>	ES 6730 Class, Ethnicity, and Gender in Education		√	√		√	√
	FCS 5680 Gender, Culture, & Families	√	√		√	√	
	ES 5980 Queer Theory				√		
<b>Core (6 Credits)</b>	Choose One: ED 6010 Introduction to Research in Educational Settings	√	√	√	√	√	√
	FCS 6010 Basic Research Methods and Design	√	√		√	√	
	Choose One: ED 6790 Capstone Research Project	√	√	√	√	√	√
	ED 7000 Master's Thesis (6 credit hours)	√	√	√	√	√	√
	FCS 7100 Independent Research (2-6 credit hours)	√	√	√	√	√	√
	FCS 7000 Master's Thesis (6 credit hours)	√	√	√	√	√	√
	Optional: ED 7120 Internship (1-12 credit hours) or	√	√	√	√	√	√
	FCS 6220 Practicum/Internship (2-6 credit hours)	√	√	√	√	√	√

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?

This graduate program will prepare youth development professionals to take leadership roles in diverse 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 in the field of 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.

#### 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>).

#### Student Audience and Estimated Enrollment

The anticipated audiences are students graduating with a BS in Youth and Community Development and professionals working in youth-serving or related settings who are in or seek leadership positions. For example, 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).

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.

#### Other Factors

An MA in Youth and Community Development recognizes specific skills and knowledge needed by leaders in youth development. Suggested as commensurate with a master's degree, the proposed program reflects level 5 of the Core



*Knowledge and Competencies for AfterSchool and Youth Development Professionals* (National AfterSchool Association, 2011). Additionally, the State of Michigan is one of a few states that offers a certificate and a credential for youth workers. Although neither the certificate nor the credential requires an academic degree, those who have not sought the credential and who complete the MA in Youth and Community Development will be eligible to apply for the Michigan School-Age Youth Development Credential by also documenting first aid and Adult/Child CPR certification and bloodborne pathogen training, 480 hours of work/volunteer experience with school-age youth in out-of-school time programs within the past 5 years (the BS in Youth and Community Development requires a 6 credit-hour internship of 360 hours), and membership in the Michigan AfterSchool Association/National AfterSchool Association (see <https://misayd.gennet.us/credential.htm>).

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

National AfterSchool Association. (2011). *Core knowledge and competencies for afterschool and youth development professionals*. Oakton, VA: Author. Retrieved from <http://naaweb.org/resources/core-competencies>

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 MA/MS in Youth and Community Development efficiently builds on existing coursework in FCS, TLES, and ELRT. 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 in FCS, TLES, and ELRT 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 MA in Youth and Community Development would 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 the 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 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.

#### **Course Offerings**

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

#### **Initial One-Time Costs (Estimated)**

The FCS department will allocate \$1,000 for purchase of materials to use in courses.



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:

- Promote organizational change through effective leadership and strategic action planning.
- Build organizational capacity through community partnerships and effective fund development.
- Organize learning environments responsive to, and supportive of, the development needs of children and adolescents.
- Articulate philosophies and methods in experiential education and placed-based learning.
- Discuss major theoretical perspectives and competing approaches to social justice.
- Examine humanistic, literary, and artistic expressions and contributions to social change.
- Develop individual projects to forward theory and practice 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**

## ATTACHMENTS

Description of Youth and Community Development Program in CEHD

Catalog copy with list of courses

Letters:

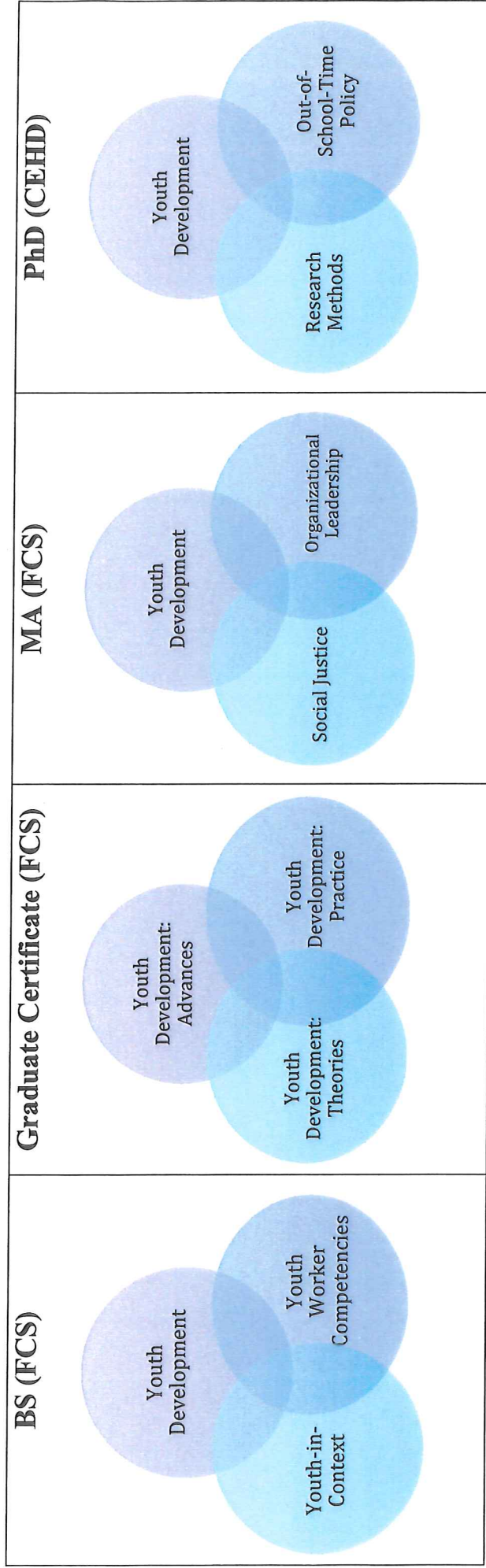
Dr. Meg Blinkiewicz, Director of the Kalamazoo Youth Development Network

Dr. Richard Zinser, Professor and Interim Chair, Department of Family and Consumer Sciences

Dr. Regena F. Nelson, Professor and Chair, Department of Teaching, Learning, and Educational Studies  
and Interim Chair, Special Education and Literacy Studies

Dr. Donna Talbot, Professor and Chair, Department of Educational Leadership, Research, and Technology

# Youth and Community Development Program in CEHD





## Catalog Copy

# MA in Youth and Community Development

College of Education and Human Development  
Western Michigan University

**Program Description.** The MA 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. It prepares change agents to transform communities through an intentional investment in youth with interdisciplinary coursework and community-based experiences.

**Program Requirements.** The MA in Youth and Community Development is a 33 credit hour program. Students will work closely with graduate faculty to develop a plan of study that fits with personal career and academic goals. Students with limited youth work experience will be advised to complete a practicum or internship.

**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 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. This program 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.

**Conceptual Framework.** The MA program in Youth and Community Development is situated at the intersection of developmental theory, social action and justice, and organizational leadership and change. This program 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.

# MA 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

FCS 5250 Adolescents in Development

## Youth Development: Practice [9 Credit Hours]

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

ED 5950 Experiential Education and Place-Based Learning

*Choose One:*

FCS 6550 Adult-Child Relationships

ED 6700 Authority and Autonomy in Schooling

FCS 5350 Communication Skills

## Organizational Leadership [6 Credit Hours]

WFED 5150 Grant Writing

*Choose One:*

OCL 6430 Group Dynamics and Team Development in an Age of Globalization

OCL 6400 Foundations in Organizational Change Leadership

OCL 6420 Leadership Theory and Individual Development

OCL 6440 Large Scale Change and Organizational Design

## Social Foundations [6 Credit Hours]

ES 5850 Social Justice & Community Organizing

*Choose One:*

ES 6340 Culture and Politics of Education Institutions

ES 6730 Class, Ethnicity, and Gender in Education

FCS 5680 Gender, Culture, & Families

ES 5980 Queer Theory

5980

## Core (6 Credits)

ED 6010 Introduction to Research in Educational Settings *or* FCS 6010 Basic Research Methods and Design

*Choose One:*

ED 6790 Capstone Research Project

ED 7000 Master's Thesis (6 credit hours)

FCS 7100 Independent Research (2-6 credit hours)

FCS 7000 Master's Thesis (6 credit hours)

*Optional: Choose One:*

ED 7120 Internship

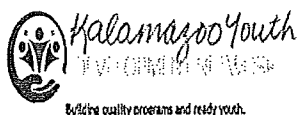
FCS 6220 Practicum/Internship (2-6 credit hours)



## **MA 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 two graduate courses (six credit-hours) taken.
- Experience working with youth. 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 graduate degree, and how earning a Master of Arts 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 program.



March 28, 2017

Karen Blaisure, Ph.D.  
Professor, Family and Consumer Sciences  
Western Michigan University  
1903 W. Michigan Avenue  
Kalamazoo, MI 49008-5322

Dear Dr. Blaisure,

This letter is written in support of the Master of Arts (M.A.) in Youth and Community Development program that you are designing at Western Michigan University. Given my experience in the youth development field, I can attest to the need for this degree program from a local, regional, state, and national level. As Director of the Kalamazoo Youth Development Network (KYD Network), I know first-hand the value of well prepared youth development professionals and strongly believe this degree program will equip leaders in our field to address the various and complex needs of our youth.

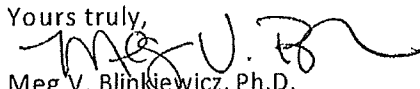
The Kalamazoo Youth Development Network serves as the intermediary organization for the out-of-school time (OST) sector in Kalamazoo County. We provide training, technical assistance, and coaching to 400 Youth Development Professionals (YDPs) from over 30 youth-serving organizations that serve over 6,000 youth. We follow the Youth Program Quality Intervention (YPQI), created by the David P. Weikart Center for Youth Program Quality, a continuous quality improvement system used by over 200 communities across the country. The data provided by this system informs our professional development offerings and from the results we know that our sector very much needs the types of courses offered in the proposed M.A. program in order to develop OST leaders. We know from not only the data, but our first-hand experience, that we lack a critical mass of well-educated and trained OST leaders not only in Kalamazoo but across the country.

The M.A. program is aligned with the National Afterschool Association's ten core competencies for Youth Development Professionals as well as the Michigan School Age Youth Development Certificate and Credential. We view the M.A. program as a critical element of the YDP career path we are building in Kalamazoo County, the state of Michigan, and the United States. We view the nine credit hour Certificate in Youth and Community Development as a stepping-stone to the Master's degree and necessary to address a gap that currently exists in OST leadership preparation.

In a June 2, 2016 Youth Today article, "Conversation about the OST Workforce: Unify a Fragmented Profession," Ellen Gannett, Director of the National Institute on Out-of-School Time (NIOS), stated, "We need to embrace common competencies, common research, and practices to elevate the overall field. We need to create a career path [for our professionals]." The M.A. in Youth Development will address these gaps and improve the learning environments of youth who participate in OST programs.

Thank you for the opportunity to partner with WMU as it creates this much needed degree program. We look forward to hearing from you regarding the progress toward a fall 2018 launch.

Yours truly,

  
Meg V. Blinkiewicz, Ph.D.  
Director



To: CEHD Curriculum Committee  
From: Richard Zinser, Interim Chair  
Family & Consumer Sciences  
Re: Curriculum Proposals  
Date: March 30, 2017

Dear Colleagues:

This memo serves as my letter of support for the three curriculum proposals related to Youth and Community Development.

I support the establishment of a new Masters degree in Youth and Community Development; the Accelerated Graduate Degree in Youth and Community Development; and the Graduate Certificate in Youth and Community Development.

The departmental support includes allocating up to \$1,000 for new curriculum materials that can be used to substantiate the programs of study.

*Richard W. Zinser*

# WESTERN MICHIGAN UNIVERSITY



College of Education and Human Development  
Teaching, Learning, and Educational Studies

March 30, 2017

Dear CEHD Curriculum Committee:

This letter is confirmation that the department of Teaching, Learning and Educational Studies has agreed to work with the department of Family and Consumer Sciences to develop and deliver the MA in Youth and Community Development program, the Accelerated MA in Youth and Community Development program and a 9-credit hour Certificate in Youth and Community Development that will be housed in the department of Family and Consumer Sciences.

Both departments have agreed to offer the Youth and Community Development courses listed in the proposal. TLES has the capacity to offer the required courses on a regular rotation. TLES faculty will teach the Youth and Community Development courses as part of their assigned teaching loads. In addition, TLES has agreed to give Dr. Jeffrey Jones 3 credits of re-assigned time each academic year to build community partnerships and obtain grants to fund scholarships.

The new Youth and Community Development programs will benefit TLES by providing a pipeline for the Youth and Community Development concentration in the Education and Human Development Ph.D. program in TLES. Please feel free to contact me if you have any questions or need more information.

Sincerely,

A handwritten signature in black ink, appearing to read "Regena F. Nelson".

Regena F. Nelson, Ph.D.

Professor and Chair

Teaching, Learning and Educational Studies

4121 Sangren Hall  
1903 W. Michigan Avenue, Kalamazoo, MI 49008-5276  
PHONE: (269) 387-3465 FAX: (269) 387-3880  
WEBSITE: [www.wmich.edu/teaching](http://www.wmich.edu/teaching)



# WESTERN MICHIGAN UNIVERSITY



College of Education and Human Development  
Department of Educational Leadership, Research and Technology

TO: Dr. Karen Blaisure  
Dept. of Family and Consumer Sciences

FROM: Dr. Donna M. Talbot  
Chair, ELRT

**Donna M Talbot,**  
**Ph.D.**

Digitally signed by Donna M Talbot, Ph.D.  
DN: cn=Donna M Talbot, Ph.D., o=WMU,  
ou=ELRT,  
email=donna.talbot@wmich.edu, c=US  
Date: 2017.04.03 11:47:45 -04'00'

RE: Capacity in OCL for new program in FCS

With this memorandum, I am confirming that the Department of ELRT is aware that you have included several OCL courses in your new program proposal. Currently, OCL is an under-enrolled program with lots of capacity for other students. If the program grows, we will incorporate our commitment to this program as we consider any resource allocations.