

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: Accelerated Graduate Degree Program

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

Accelerated Graduate Degree Program in MA in Youth and Community Development

Existing course prefix and #: Proposed course prefix and #: Credit hours: **33**

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 Zinner

Date

4-4-17

Chair, College Curriculum Committee

Julie

Date

4-25-17

Dean

Mark K. 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

1. Explain briefly and clearly the proposed improvement.

This proposal established an Accelerated Graduate Degree Program (AGDP) for the Master of Arts in Youth and Community Development.

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

The accelerated graduate degree would allow WMU students majoring in Family Studies, Child and Family Development, or Youth and Community Development (the three undergraduate majors in the Family Science area of the Department of Family and Consumer Science) with an overall GPA of 3.0, a GPA of 3.5 in the major, and senior standing to take up to 12 credit hours of 5000 and 6000-level courses which would count for both the undergraduate major and the Master of Arts (MA) in Youth and Community Development. Double-counting up to 12 credit hours will make completing this graduate degree more financially possible for WMU students.

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.

The effect on other programs, departments, or colleges should be minimal. Students from other departments will still have access to Family Science undergraduate and graduate courses and to TLES courses they currently have access to. This proposed AGDP does not duplicate another program; it facilitates WMU students' progression into a graduate degree.

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

The AGDP may result in an increase in the number of students seeking an MA in Youth and Community Development. Currently undergraduate Family Studies and Child & Family Development majors have the option to take one or more 5000-level Family Science courses as electives as part of their Bachelor's degree. The AGDP would allow qualifying students to apply up to 12 credit hours of these courses (or other designated courses noted below) to the MA in Youth and Community Development.

Courses in the BS in Family Studies	Course Type in Undergraduate Program
FCS 5220 Topics in FCS	Elective Course
FCS 5250 Adolescents in Development	Elective Course
FCS 5350 Communication Skills for Working with Families Across the Lifespan	Elective Course
Courses in the BS in Child & Family Development Major	Course Type in Undergraduate Program
FCS 5220 Topics in FCS	Elective Course
FCS 5250 Adolescents in Development	Elective Course
FCS 5350 Communication Skills for Working with Families Across the Lifespan	Elective Course
Courses in the pending BS in Youth and Community Development Major	Course Type in Undergraduate Program Major
ED 5950 Experiential Education and Place-Based Learning	Required
ES 5850 Social Justice and Community Organizing	Required
FCS 5250 Adolescents in Development	Option as a Required Related Course
FCS 5350 Communication Skills	Option as a Required Related Course
FCS 5680 Gender, Culture, and Families	Option as a Required Related Course

The following list includes those graduate courses AGDP students would choose from, in consultation with the undergraduate and graduate advisors.

Designated Accelerated Graduate Degree Program Eligible Family and Consumer Sciences Courses (3 credit hours unless otherwise noted):

Course	Semester/Session Offered
FCS 5220 Topics in FCS (1-3 credit hours)	Fall, Spring, Summer
FCS 5250 Adolescents in Development	Spring (<i>online</i>)
FCS 5350 Communication Skills for Working with Families Across the Lifespan	Summer
FCS 5680 Gender, Culture & Families	Fall and Spring
FCS 6010 Basic Research Methods	Fall online and Spring
FCS 6410: Advances in Youth and Community Development	Fall
FCS 6420: Building Capacity and Quality in Youth and Community Development	Spring
FCS 6510 Child Development Theories & Practice	Fall
FCS 6550 Adult-Child Relationships	Summer
ED 5950 Experiential Education and Place-Based Learning	Fall Rotates with ES 5850
ES 5850 Social Justice and Community Organizing	Fall with ED 5950
ES 5980 Queer Theory, Youth, and Education	Spring every other year
ED 6010 Introduction to Research in Educational Settings	Fall, Spring, Summer
ED 6040 Childhood Learning and Development: Theory to Practice	Fall and Spring
ED 6035 Risk and Resilience in Adolescent Development	Every other year
ED 6700 Authority and Autonomy in Schooling	Spring
ES 6340 Culture and Politics of Education Institutions	Fall
ES 6730 Class, Ethnicity, and Gender in Education	Spring/summer

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.**

AGDP students and the undergraduate and graduate advisors will carefully plan a program of study for the students' last undergraduate semesters and subsequent semesters in the graduate program. As shown in the attached rotation of courses, students will have 5000- and 6000-level courses to choose from each fall and spring semesters and some during the summer sessions. Two courses, ED 5950 and ES 5850, are required courses for the BS in Youth and Community Development.

FCS graduate courses are offered a minimum of once per year and rotate between campus and WMU's Grand Rapids Beltline location. Two exceptions to this rotation are the proposed new FCS courses: 6410 and 6420. If the demand grows for these courses, we will also offer them in Grand Rapids.

Graduate students may take courses at both locations and in almost any order as few courses have prerequisites (FCS 6220 Practicum and FCS 7000/7100 Thesis/Independent Research do have prerequisites). It is expected that AGDP students will likely take two years, or more, because they likely will be working full-time. Students will have the opportunity to request an extension.

Two courses noted above, FCS 5350 and 6550 are offered in the summer (typically Summer I session). Graduate courses are offered year-round to meet the needs of most FCS graduate students who are part-time as they also have work and family responsibilities.

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?**

Prospective AGDP students will be WMU students majoring in Family Studies, Child and Family Development, and Youth and Community Development. Conversations with undergraduate students who are interested in pursuing a graduate degree

suggest cost is a factor in their decision. The AGDP would make a graduate degree more financially possible. We expect 1 to 3 students per year initially. As noted above, students may complete some coursework on campus or in Grand Rapids. Courses are available fall and spring semesters and during at least one summer session.

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.)

This AGDP should have minimal affect on resources (e.g., equipment, space, technology, and library). We have space available in our graduate courses to accommodate 10-12 additional students. The AGDP will require undergraduate and graduate advisors to spend more time explaining and assisting students with the AGDP application and advising those who are accepted into the program.

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.

There are no additional learning outcomes beyond those previously established for the MA 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 formal and informal assessment activities. This AGDP proposal accompanies the proposal to establish a MA in Youth and Community Development. If the master's program is approved, we are requesting the AGDP based on the experience of the related MA in Family and Consumer Sciences, which had fluctuating admissions between 2008 and 2013 but with a slight downward trend. During these years approximately 22 new students registered for courses each year. While certainly not the only reason, according to prospective students who talk with the graduate advisor, cost does enter into their decision whether to pursue a graduate degree. Our goal is to make a graduate degree more financially feasible for students.

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

Master of Arts in Youth and Community Development

Advisors: Karen Blaisure (September – June),
Richard Zinser (July and August),
Room 3326, Kohrman Hall

Add the Following to the Catalog Copy

Master of Arts in Youth and Community Development

The Accelerated Graduate Degree Program (AGDP) in **Youth and Community Development** allows qualifying students to begin accumulating credits toward completion of a Master of Arts degree in **Youth and Community Development** while still enrolled as undergraduates in the Family Studies major, the Child and Family Development major, and Youth and Community Development. Undergraduate students admitted to the MA in **Youth and Community Development**, with senior standing, may take up to 12 credit hours of designated 5000- and 6000-level courses for graduate credit. These designated courses may be used in completion of both the bachelor's degree and the master's degree.

Degree hours

The Master of Arts in **Youth and Community Development** requires a total of 33 credit hours. An undergraduate degree in a Family Studies major or a Child and Family Development major requires a total of 122 credit hours. Students in these two majors enrolling in the AGDP for the maximum 12 graduate credits would earn 143 total undergraduate and graduate credits in contrast to the typical combined 155 undergraduate and graduate credit hours under the usual progression to degree(s).

Students will pay undergraduate tuition for designated AGDP 5000- and 6000-level courses as undergraduates, and the courses will be included in the flat tuition rate. On completion of the undergraduate degree, the student will be re-classified as a graduate student and then will pay graduate tuition rates.

Students who have received their baccalaureate degrees will be ineligible to apply for this program and retroactively claim credits toward the M.A. degree.

Admission criteria

1. Students must have a declared major in Family Studies or in Child and Family Development and have a minimum accumulated grade point average (GPA) of 3.0 (based on at least 45 earned credit hours, 15 of which shall be earned at Western Michigan University) and 3.5 GPA in the major (based on at least 12 earned credit hours).
2. The student completes the online graduate application (<http://www.wmich.edu/apply>) and within the application selects the application type "Accelerated degree seeking - only available to current WMU undergraduate student."
3. International students must clarify their visa status with the Office of International Student and Scholar Services before submitting an application for AGDP.

Admission procedure

1. As early as possible in the academic junior year, the student contacts the graduate program advisor to discuss this AGDP option and review the requirements, timelines, and application procedures.
2. The student applies for a graduation audit and completes the online graduate application.
3. Upon acceptance into the AGDP, the student meets together with the graduate program advisor and an undergraduate academic advisor to prepare an appropriate program of study that meets the requirements for the undergraduate and graduate degrees.
4. The AGDP Course Approval Form that lists the graduate courses to be counted in both degrees will be sent to the student and to the registrar. A copy of this form will also be included in the student's graduate file.

Requirements for continuing eligibility and graduation

1. Students must complete the requirements for the M.A. degree within 24 months from the completion of the bachelor's degree. Students unable to meet this requirement must apply for an extension with the director of graduate studies in the Department of Family and Consumer Sciences.
2. In order to progress automatically into the graduate program, students must achieve a grade of "B" or better in each of the graduate courses being counted for the undergraduate degree, as well as maintain a 3.0 GPA overall and a 3.5 GPA in their major. Students will be admitted as graduate students (with the relevant graduate credit) in the next semester or session after receiving the bachelor's degree. Students who do not meet these requirements will have the earned grade applied to their undergraduate degree only and must apply for readmission into the graduate program.
3. Students in the AGDP must follow the program of study developed with the graduate director and the undergraduate advisor. Failure to follow this program of study may result in ineligibility for the AGDP.
4. Both undergraduate and graduate transcripts will show that the student completed the Accelerated Graduate Degree Program.

Withdrawal

A student may withdraw from an approved AGDP at any time by informing the director of the undergraduate program and the graduate advisor in writing. A copy of this withdrawal statement will be forwarded to the Graduate College and the Registrar's Office.

Designated Accelerated Degree Program Eligible Family and Consumer Sciences Courses (3 credit hours unless otherwise noted):

<i>5000-level courses</i>
FCS 5220 Topics in FCS (1-3 credit hours)
FCS 5250 Adolescents in Development
FCS 5350 Communication Skills for Working with Families Across the Lifespan
FCS 5680 Gender, Culture & Families
ED 5950 Experiential Education and Place-Based Learning
ES 5850 Social Justice and Community Organizing
ES 5980 Queer Theory, Youth, and Education
<i>6000-level courses</i>
FCS 6010 Basic Research Methods
FCS 6410 Advances in Youth and Community Development
FCS 6420 Building Capacity and Quality in Youth and Community Development
FCS 6510 Child Development Theories & Practice
FCS 6550 Adult-Child Relationships
ED 6010 Introduction to Research in Educational Settings
ED 6040 Childhood Learning and Development: Theory to Practice
ED 6035 Risk and Resilience in Adolescent Development
ED 6700 Authority and Autonomy in Schooling
ES 6340 Culture and Politics of Education Institutions
ES 6730 Class, Ethnicity, and Gender in Education

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. Zinson