

CEHD 756

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: **FCS** PROPOSED EFFECTIVE SEMESTER: **Fall 2017** 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:

Existing course prefix and #: Proposed course prefix and #: **FCS 3120 Credit hours: 3**

Existing course title:

Proposed course title: **Curriculum and Assessment in Youth Development**

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s) **FCS 3110**

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): **Curr/Assessment in Youth Dev**

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

CIP Code (Registrar's use only):

Chair/Director

Date **10-11-16**

Chair, College Curriculum Committee

Date **10/25/16**

Dean

Date: **10/25/16** 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 new course: FCS 3120 Curriculum and Assessment in Youth Development

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

FCS 3120 Curriculum and Assessment in Youth Development is one of five new courses proposed as part of the BS in Youth and Community Development. FCS 3110 is a prerequisite to ensure foundational knowledge and practice of youth development concepts and youth serving-settings.

The BS in 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 BS in Youth and Community Development is built to reflect the address the knowledge and competencies at the advanced level. Each of the 10 Core Knowledge Content Areas is addressed by a minimum of two courses in the major.

FCS 3120 Curriculum and Assessment in Youth Development addresses selected knowledge and skills noted in Content Areas 1, 2, 3, 4, and 6.

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 undergraduates from any department as long as the prerequisite (FCS 3110 Youth Development Foundations) has been met.

TLES offers coursework in assessment of curriculum for young children (0 – 8) and elementary and secondary students. FCS 3120 complements these courses by focusing on curriculum and assessments in youth-serving settings for 5-18 year olds outside of school (e.g., 4-H, Boys and Girls Clubs, Big Brother/Big Sister, afterschool programs, recreational programs).

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

FCS 3120 Curriculum and Assessment in Youth Development fits well with other courses in the proposed major. Child and adolescent development courses provide a firm theoretical grounding, while other courses address topics such as diverse families and communities, stress and resilience, parenting, family life education, and family policy.

The other new courses proposed for the BS in Youth and Community Development provide a foundation in the youth development and focuses on interpersonal skills and processes needed by youth professionals.

FCS 3160 Early Childhood Assessment and Curricula focuses on infants through age 5 and early childhood programs for those children while FCS 3120 focuses on children 5 to 18 and programs in 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.**

Program Conflicts

Students who change from other Family Science majors to the BS in Youth and Community Development will likely be able to count most, if not all, of the courses they have already taken. FCS 3120 Curriculum and Assessment in Youth Development and the other new FCS and TLES youth development courses will be rotated as noted below until enrollment shows a need to offer them more frequently.

Proposed New FCS and TLES Courses	2017-18			2018-19		
	Fall	Spring	Summer	Fall	Spring	Summer
FCS 3110 Youth Development Foundations <i>once/year until enrollment increases</i>	√			√		
FCS 3120 Curriculum and Assessment in Youth Development <i>once/year until enrollment increases</i>		√			√	
FCS 4110 Youth Worker Skills and Processes <i>once/year until enrollment increases</i>			√		√	
ED 5950 Experiential Education and Place-Based Learning <i>every other year until enrollment increases</i>	√					
ES 5850 Social Justice and Community Organizing <i>every other year until enrollment increases</i>				√		

Most of the other FCS courses that are part of the BS in Youth and Community Development (e.g., FCS 1010 Introduction to Family Science, FCS 2150 Adolescent Development) are offered 2-3 times per year, including summer sessions. Family Science faculty monitor enrollment carefully and add sections as needed.

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 and take FCS 3120 as a required course in the BS in Youth and Community Development, and students in Family Studies major and the Child and Family Development majors who take FCS 3120 as an elective. The course will be open to students in other majors who may wish to take the course. Estimated enrollment after the first year is 15 to 20 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 childcare workers is projected to grow 5 percent from 2014 to 2024, about as fast as the average for all occupations. Job opportunities for childcare workers are expected to be favorable."

"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>

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 faculty as available and professionals in the local and regional youth development community who bring current work experience to students.

Library Resources

The WMU library has subscriptions to or connects to open-access journals related to youth development (e.g., Child and Youth Care Forum, New Directions in Youth Development, Journal of Youth and Adolescence, Children and Youth Services, Journal of Youth Studies, Youth and Society, Journal of Extension, Family Relations, various community development and family science journals). Library holdings include recently published books in youth development and youth work. Other resources (e.g., [National Institute on Out-of-School Time](#), the Wallace Foundation, Child Trends; cooperative extension; state and federal offices and departments) are available online.

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.

Initial One-Time Costs (Estimated)

The FCS department will allocate \$1,000 for purchase of assessment tools and curriculum to use in this course.

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.

- ☐ Apply child and youth development theories guide development of learning environments.
- ☐ Identify markers of effective cognitive, social-emotional, and physical development activities.
- ☐ Reflect on the effectiveness of learning environments and curricula to meet individual youth needs and identify appropriate accommodations.
- ☐ Plan learning opportunities that reflect the community's cultures and values.
- ☐ Discuss culturally and developmentally appropriate assessments for individual and group learning.
- ☐ Demonstrate how observation and assessment data are applied to practice.
- ☐ Plan curriculum improvement and modifications to learning experiences based on assessment information.
- ☐ Demonstrate methods that promote youth self-regulation, coping strategies, and positive interactions and relationships with peers and adults.
- ☐ Engage in personal and group reflections on positive youth development learning environments and assessment.

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 faculty and Administrators in the College of Education and Human Development have discussed the need for a bachelor's degree in youth development.

This proposed course supports the proposed BS in Youth and Community Development which 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

FCS 3120 Curriculum and Assessment in Youth Development

Study of developmentally-appropriate tools to assess social-emotional learning of youth; features and characteristics of effective youth development curricula; and methods to promote youth self-regulation, coping strategies, and positive interactions and relationships with peers and adults.

Prerequisite: FCS 3110

Credit hours: 3

FCS 3120: Youth Assessment and Curriculum

3 Credit Hours, CRN _____

Semester

Department of Family and Consumer Sciences

Instructor:

Email:

Phone:

Office:

Office Hours:

Course Description

Study of developmentally-appropriate tools to assess social-emotional learning of youth; features and characteristics of effective youth development curricula; and methods to promote youth self-regulation, coping strategies, and positive interactions and relationships with peers and adults.

Prerequisite: FCS 3110

Learning Outcomes

- Apply child and youth development theories guide development of learning environments.
- Identify markers of effective cognitive, social-emotional, and physical development activities.
- Reflect on the effectiveness of learning environments and curricula to meet individual youth needs and identify appropriate accommodations.
- Plan learning opportunities that reflect the community's cultures and values.
- Discuss culturally and developmentally appropriate assessments for individual and group learning.
- Demonstrate how observation and assessment data are applied to practice.
- Plan curriculum improvement and modifications to learning experiences based on assessment information.
- Demonstrate methods that promote youth self-regulation, coping strategies, and positive interactions and relationships with peers and adults.
- Engage in personal and group reflections on positive youth development learning environments and assessment.

Course Prerequisites

FCS 3110 Youth Development Programs

Core Knowledge and Competencies (National AfterSchool Association)

Area 1. Child/Youth Growth and Development

Area 2: Learning Environments And Curriculum

Area 3: Child/Youth Observation and Assessment

Area 4: Interactions with Children and Youth

Area 6. Cultural Competency and

Responsiveness

Policies

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.

If you require accommodations due to a disability, please contact me as soon as possible. Documentation from the Office of Disability Services for Students (269-387-2116 or <http://www.wmich.edu/disabilityservices/>) is required for accommodations.

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.

Materials

Examples of Possible Materials

Selected chapters from:

Ord, J. (2016). *Youth work process, product and practice: Creating an authentic curriculum in work with young people*, 3rd ed. New York, NY: Routledge.

<http://site.ebrary.com/lib/wmichlib/reader.action?docID=11225401&ppg=4>

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

[Purchase through David. P. Weikart Center for Youth Program Quality at <http://www.cypq.org>. Keep this book for use in other youth development courses.].

Smith, C., McGovern, G., Larson, R., Hillaker, B., & Peck, S. C. (2016). *Preparing youth to thrive: Promising practices for social emotional learning*. Washington, DC: Forum for Youth Investment.

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

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>

Grades

POINTS	%	GRADE
500 - 466	100-94	A
465 - 441	93 - 89	BA
440 - 416	88-84	B
415 - 391	83-79	CB
390 - 366	78-74	C
365 - 341	73-69	DC
340 - 316	68-64	D
315 - 0	63-0	E

Points for Assignments

Grading Formula	Possible Points	Earned Points
Assessment Project	100	
Curriculum Project	100	
Role-plays	100	
Reflective Practice Journal	100	
Quizzes and Exams	100	
<i>Attendance is required. Points deducted for missed classes.</i>		
TOTAL	500	___/500

Graded Activities

Attendance

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.

Assessment Project

Students will practice using an assessment tool.

Curriculum Project

Each student will present an detailed review of an effective youth development program, highlighting details such as features of the curriculum, program goals and objectives, use of assessment, ongoing program improvement, effectiveness data, staffing requirements. Presentation and written work required.

Role-plays

Students will engage in classroom role-plays in which they practice methods to encourage youth self-regulation, coping strategies, and positive interactions and relationships with peers and adults.

Reflective Practice Journal

Students are to keep a journal of their thoughts, reactions, and insights as they progress through the course. A minimum of one typed, approximately 500-word entry per week is expected. The journal will be submitted twice for review.

Exams

Midterm and final examinations will be on classroom content and assigned readings.

Schedule of Class Meetings, Learning Activities, and Assignments

Date	Class Session	Complete Prior to Class Meeting	
		Readings and Classroom Activities	Assignments
Week 1	Welcome Review of Course and Syllabus		
Week 2	Social-Emotional Learning Indicators of SEL	<i>Possible material from Center for Youth Program Quality</i> <i>Child Trends Databank Indicators for Social Emotional Learning at http://www.childtrends.org</i>	
Week 3	Features of SLE Curricula	<i>Possible material from Center for Youth Program Quality</i> <i>Youth work process, product and practice: Chapters 20 & 21</i>	
Week 4	Examples of SLE Curricula	Student Presentations of Examples of SEL Curricula	Curriculum Presentations
Week 5	Examples of SLE Curricula	Student Presentations of Examples of SEL Curricula	Curriculum Presentations
Weeks 6 - 7	Methods to Manage Emotions, Self-Regulation, and Coping	Role-plays	Journal Midterm Examination Role-plays
Week 8	Role of Assessment in Youth Development	Role-plays	Role-plays
Week 9 - 13	Application of SLE Assessment Tools	<i>Possible material from Center for Youth Program Quality</i> SLE Assessment Tools	
Week 14		Presentation and Discussion of Assessment Projects	Assessment Projects
Week 15		Presentation and Discussion of Assessment Projects	Journal Final Examination