

CEHD 758

# 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 4110**

Existing course title:

Proposed course title: **Youth Development Skills and Processes**

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): **Youth Dev Skills and Processes**

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: **10/28/16** 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 4100 Youth Development Skills and Processes

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

FCS 4110 Youth Development Skills and Processes 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 before learning more advanced practices and studying how to support entry-level youth workers.

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 4110 Youth Development Skills and Processes addresses selected knowledge and skills noted in Content Areas 5-10.

**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 undergraduates from any department as long as the prerequisite (FCS 3110 Youth Development Foundations) has been met. No specific coursework focused on specific practices and professional development of youth workers 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.**

The FCS 4110 Youth Development Skills and Processes course fits well with other courses in the proposed major. For example, 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. FCS 4110 Youth Development Skills and Processes emphasizes the interpersonal skills and processes



needed by youth professionals as they work with youth and lead teams of youth workers; other new courses proposed for the BS in Youth and Community Development address positive youth development; innovative youth programming; curriculum and assessment in youth development; and social justice and community organizing.

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 4110 Youth Development Skills and Processes 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 (required course in the BS in Youth and Community Development) and students in other Family Science majors (elective offering). 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>

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 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 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.

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 theoretical perspectives to youth worker skills and processes.
- ☐ Model effective listening and speaking skills.
- ☐ Identify what families and leaders in youth-serving organizations report as important in youth development.
- ☐ Plan professional development activities and processes.
- ☐ Show how assessment guides planning and improving of youth development programs.
- ☐ Demonstrate team and group facilitation skills

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 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

### FCS 4110 Youth Development Skills and Processes

Focus on facilitating group interactions and teamwork; modeling effective communication skills; collaborating with families and community organizations; and improving youth development programs through professional development of youth workers. Prerequisite: FCS 3110

Credit hours: 3

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## FCS 4110: Youth Development Skill and Processes

3 Credit Hours, CRN \_\_\_\_\_

Semester

Department of Family and Consumer Sciences

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Instructor:

Email:

Phone:

Office:

Office Hours:

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### Course Description

Focus on facilitating group interactions and teamwork; modeling effective communication skills; collaborating with families and community organizations; and improving youth development programs through professional development of youth workers. **Prerequisite: FCS 3110**

### Learning Outcomes

- Apply theoretical perspectives to youth worker skills and processes.
- Model effective listening and speaking skills.
- Identify what families and leaders in youth-serving organizations report as important in youth development.
- Plan professional development activities and processes.
- Show how assessment guides planning and improving of youth development programs.
- Demonstrate team and group facilitation skills

### Course Prerequisites

FCS 3110 Youth Development Foundations

### Core Knowledge and Competencies (National AfterSchool Association)

Area 5 Youth Engagement

Area 6. Cultural Competency and  
Responsiveness

Area 7: Family, School, and Community  
Relationships

Area 9. Program Planning and Development

Area 10. Professional Development and  
Leadership

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## 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](http://www.wmich.edu/conduct)
- Division of Student Affairs [www.wmich.edu/students/diversity](http://www.wmich.edu/students/diversity)
- Registrar's Office [www.wmich.edu/registrar](http://www.wmich.edu/registrar) and [www.wmich.edu/registrar/policies/interfaith](http://www.wmich.edu/registrar/policies/interfaith)
- Disability Services for Students [www.wmich.edu/disabilityservices](http://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/](http://www.wmich.edu/conduct/), [www.wmich.edu/registrar](http://www.wmich.edu/registrar), [www.wmich.edu/registrar/policies/interfaith/](http://www.wmich.edu/registrar/policies/interfaith/), and [www.wmich.edu/equity/sexualmisconduct](http://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 Readings

*Selected chapters from:*

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

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

Rath, T., & Conchie, T. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. New York, NY: Gallup Press.

Wood, J., Westwood, S., & Thompson, G. (2015). *Youth work: Preparation for practice*. New York, NY: Routledge. <http://site.ebrary.com/lib/wmichlib/reader.action?docID=10913372&ppg=5>

Griffith, A. N., & Larson, R. W., (2015). Why trust matters: How confidence in leaders transforms what adolescents gain from youth programs. *Journal of Research on Adolescence*, doi:10.1111/jora.12230

## 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
Interview	50	
Core Communication Reports	200	
Participation in Classroom Activities	100	
Reflective Practice Journal	100	
Quizzes and Exams	100	
<i>Attendance is required. Points deducted for missed classes.</i>		
<b>TOTAL</b>	<b>500</b>	<b>___/500</b>

## 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.

### Interview

Students will interview a leader in youth development and write a 5-page paper reporting on lessons learned.

### Core Communication Reports

Students will practice Core Communication skills in class and apply them to discussions with youth, families, and leaders in community organizations. Five reports will be handed in that show an analysis of skill use and reflections on lessons learned from the discussions.

### Classroom Activities

Students are invited to engage in classroom activities.

### 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
<b>Week 1</b>	Welcome  Review of Course  Reflective Practice	Youth Work: Preparation for Practice - Chapter 13  National AfterSchool Association. (2011). Core knowledge and competencies for afterschool development professionals. McLean, CA: Author. Retrieved from <a href="http://naaweb.org/images/pdf/NAA_Final_Print.pdf">http://naaweb.org/images/pdf/NAA_Final_Print.pdf</a>	
<b>Week 2</b>	Core Communication	Practice Sessions and Application	
<b>Week 3</b>	Core Communication	Practice Sessions and Application	CC Report 1
<b>Week 4</b>	Participatory Practice	Youth Work: Preparation for Practice - Chapter 15 Youth Work Process, Product and Practice - Chapters 7, 8, 10	CC Report 2
<b>Week 5</b>	Collaborating with Families	Preparing to learn from families	Interview
<b>Week 6</b>	Collaborating with Community Organizations	Preparing to learn from leaders in community organizations	Journal
<b>Week 7</b>	Ethical Dilemmas	Discussion of Ethical Dilemmas  Midterm Examination	Midterm Examination
<b>Week 8</b>	Collaborating	Discussion of lessons learned from families and leaders in community organizations	CC Report 3 CC Report 4
<b>Week 9</b>	Facilitating Group Interactions	Youth Work: Preparation for Practice - Chapter 12	
<b>Weeks 10 to 14</b>	Improving Youth Development through Professional Development of Youth Leaders	Griffith, A. N. , & Larson, R. W., (2015). Why trust matters: How confidence in leaders transforms what adolescents gain from youth programs. <i>Journal of Research on Adolescence</i> .  Youth Work Process, Product and Practice – Chapters 16-19	CC Report 5
<b>Weeks 14</b>	TBD	TBD based on student response	
<b>Week 15</b>		Discussion and Final Examination	Journal Final Examination