

CEHD 765

# 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\*  
(proposed)
- ☐ 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: BS in Youth and Community Development (YCDJ)

Existing course prefix and #: Proposed course prefix and #: 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):

Chair/Director

Date

Chair, College Curriculum Committee

Date

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

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

1. Explain briefly and clearly the proposed improvement.

This proposal creates a BS in Youth and Community Development.

The Family Science area of the Department of Family and Consumer Sciences (FCS) has two majors: a BS in Family Studies, and a BS in Child and Family Development. A BS in Youth and Community Development would be a third major. Accompanying this program proposal are five course proposals (three FCS and two TLES courses). For the complete list of required courses in this proposed major, please see the attached catalog copy.

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

**A. Need for Academic Preparation for a Well-Prepared Youth Professional Workforce**

Programs for youth go by a variety of labels, including out-of-school-time programs, after-school programs, community-based programs, and positive youth development programs. Effective youth workers are key to high quality programs, and professional development is key to effective, or "high-performing," youth workers (Garst, Bowers, Quinn, & Gagnon, 2016). A focus on preparing youth workers in the past two decades has led to training and credentialing for frontline workers and development and enhancement of academic programs for leaders in youth-serving settings.

A BS in Youth and Community Development addresses the need for a well-prepared youth professional workforce and career path by preparing youth workers to assume leadership roles in youth-serving settings (Fusco, 2012; Gannett & Starr, 2016) such as afterschool and out-of-school time programs, and informal learning environments. It is based on theoretical perspectives in childhood, adolescent, and family development, best pedagogical practices, and grounded in an ethic of family engagement and social action. It prepares change agents to transform communities through an intentional investment in youth with interdisciplinary coursework and community-based experiences.

**See the attached letter of support from Dr. Meg Blinkiewicz, Director of the Kalamazoo Youth Development Network (KYD Network).<sup>1</sup>**

This proposed program extends what the College of Education and Human Development already does in preparing students to work with youth in: schools through its teacher preparation programs; child development settings through FCS' BS in Child and Family Development and TLES' Early Childhood (general and special education) and ZS Endorsement programs; and community and human service organizations through FCS' BS in Family Studies and BS in Child and Family Development. Likewise the proposed program also builds on connections to the local youth development community. 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. Multiple CEHD faculty and staff have expertise and experience in the area of youth development that informed this proposal. In addition to community partners, 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.wcwnonline.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.

<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/>).

## **B. Need for Academic Degree in Youth Development in Michigan**

In the US, youth professionals with a bachelor degree represent a variety of academic disciplines (e.g., family studies, education, social work, psychology, sociology, recreation, and ministry). Their preparation to work with youth is often a part of a larger curriculum. In the past decade, the number of institutions of higher education offering a bachelor's degree for youth workers have been increasing (Atkinson, Chico, & Horn, 2016).

A review of land-grant universities noted few degrees in youth development or youth studies. For example, the University of Minnesota offers a BS in Youth Studies in the Department of Social Science and Human Services, College of Education and Human Development; and Clemson University offers a BS in Youth Development Studies (an online, degree-completion program) and an online minor in Youth Development Studies in the Department of Parks, Recreation and Management.

Common at land grant universities are degrees in family science that may include "youth" in the title of the degree (e.g., a BS in Family, Youth, and Community Sciences (FYCS) in the College of Agricultural and Life Sciences at the University of Florida) or, more typically, notes youth worker as a career path (e.g., BS in Family Studies and Human Services in the School of Family Studies and Human Services at Kansas State University).

Among the public colleges and universities in Michigan, only Central Michigan State offers bachelor-level programs with "youth" in the title: youth studies minor and youth studies concentration, housed in the Department of Sociology ("the first and only [sociology] program in the nation offering a youth studies concentration within the sociology major, as well as a youth studies minor; see [www.cmich.edu/colleges/chsbs/sasw/sociology/Pages/default.aspx](http://www.cmich.edu/colleges/chsbs/sasw/sociology/Pages/default.aspx)).

Among Michigan's 15 public universities three family science bachelor-level programs prepare students to work with individuals, children, youth, and families across the lifespan: Central Michigan University, Michigan State University, and Western Michigan University. They offer bachelor degree programs in which students are prepared to work: "with children and youth in a variety of settings" (CMU's BA/BS in Child Development in the Department of Human Environmental Studies); "in community and governmental agencies and organizations that provide human services within changing societies and serve children, youth, and families" (MSU's BA/BS in Human Development and Family Studies in the Department of HDFs); "in child development centers, youth programs, alternative education settings, hospitals, and faith-based organizations" (WMU's BS in Child and Family Development in the Department of FCS); and "in public or private human service organizations or programs related to children, families and individuals" as extension agents in child, youth, and families programs and leaders in youth organizations (WMU's BS in Family Studies in the Department of FCS).

Among 22 of Michigan's private colleges, at least six offer a degree or track in youth ministry.

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 Department of Family and Consumer Sciences and the Department of Teaching, Learning, and Educational Studies are collaborating in the development of this program (see the attached letter from the Chair of TLES indicating support of this program).

A review of the WMU undergraduate catalog revealed no major or minor related to 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 major in the Family Science program area that has a BS in Child and Family Development and a BS in Family Studies. Students interested in working with young children (0-5 years) in child development centers or in other settings (e.g., as Child Life Specialists in a hospital who work with children ages 0 to 18) declare a major in Child and Family Development. Students interested in working with individuals and families across the lifespan declare a major in Family Studies. Students and graduates from both majors have secured internships and employment in youth-serving organizations. The addition of the BS in Youth and

Community Development will strengthen the preparation of students seeking to work with youth. It is expected that some students who would have declared one of the other two Family Science majors will declare a Youth and Community Development major because of its expanded focus on working with youth and entry-level youth workers.

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. Family Science courses are offered two to three times per year. The 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	Year 1 2017			Year 2 2018		
	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 Youth Development Skills <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.						

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?

#### Market Demand

The occupational outlook for youth workers can be reflected in data for childcare workers and community and social service occupations. According to the US Department of Labor Bureau of Labor Statistics, "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 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 prospective, current, and transfer students pursuing careers as youth development professionals. Prospective students include individuals working in youth-serving programs who wish to advance in their field. Youth workers are found in most if not all counties in Michigan. 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).

Twenty to 40 declared majors are expected by year three with an increased net enrollment in the Family Science area of 10-20 students.

## Other Factors

A bachelor's degree in Youth and Community Development recognizes specific skills and knowledge needed by youth workers. While no youth-specific, bachelor's-level credential exists for youth workers, the BS in Youth and Community Development is designed so students can take coursework that allows them to apply for provisional Certification as a Family Life Educator (CFLE) upon graduation. Many CFLEs are engaged in youth development work and other community-based social services and employment settings (see <https://www.ncfr.org/cfle-certification/what-family-life-education/where-are-family-life-educators-employed>).

The BS in Youth and Community Development reflects the level 4 (suggested to be commensurate with a bachelor's degree) 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, students who complete the BS 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 BS in Youth and Community Development efficiently builds on existing coursework in FCS. It will include four new courses concurrently being proposed as changes to the Family Studies major and the Child and Family Development major, and three new FCS and two new TLES youth development courses specifically for the Youth and Community Development major.

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. Potential exists for team teaching new youth development courses. Faculty in TLES will teach the ED and ES courses (see the letter of support from Dr. Regena F. Nelson). 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. A faculty member in Family Science has release time for program coordination, including the current two majors; the proposed BS in Youth and Community Development would be added to the responsibilities of this position.

For approximately 10 years, FCS has had one Family Science faculty specialist who advises undergraduate transfer and online students. Last year FCS added a second Family Science faculty specialist to advise undergraduate transfer and online students. The two Family Science faculty specialists will be able to accommodate the expected increased in transfer students. The CEHD Advising Office will also provide undergraduate advising and is expected to be able to accommodate any increase in the number of majors.

## 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, Wellesley Centers for Women, Wellesley College; cooperative extension; government offices and departments) are available online. Library staff are looking into access to films about youth development.

### **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 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:

- o Discuss the social construction of childhood and adolescence, and consider youth in context of families, communities, and socio-ecological influences.
- o Identify the biological, cognitive, and social needs of childhood and adolescence.
- o Organize learning environments responsive to, and supportive of, the development needs of children and adolescents.
- o Plan and lead engaging activities in experiential education and youth-serving settings.
- o Discuss major theoretical perspectives and competing approaches to social justice.
- o Demonstrate youth worker skills and competencies through coursework and community-based internships based on an apprenticeship model.
- o Create individual projects to forward practice in youth and community organizations.
- o Successfully complete a youth development internship.
- o Established learning outcomes for majors in the area of Family Science (BS in Child and Family Development, BS in Family Studies, BS in Youth and Community Development): communication, critical thinking, compassionate beliefs and behaviors, cultural awareness and emerging competence, and competent/professional attitudes and 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.

Department and College advisors have worked closely with WMU Admissions staff and approximately 20 Community Colleges to develop articulation agreements and transfer agreements to facilitate the students move to WMU's majors in Family Studies and in Child and Family Development. FCS Family Science advisors for transfer and online students will work closely with Admissions Articulation Projects Staff to add the BS in Youth and Community Development to articulation and transfer agreements.

#### **ATTACHMENTS**

Description of the BS in Youth and Community Development

Catalog copy with list of courses

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

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

# BS in Youth and Community Development

Family and Consumer Sciences  
College of Education and Human Development  
Western Michigan University

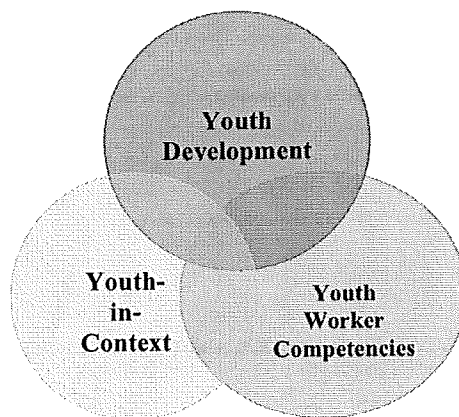
**Program description.** The BS in Youth and Community Development is a course of professional development for youth workers in afterschool and out-of-school time programs, and informal learning environments. It is based on theoretical perspectives in childhood, adolescent, and family development, best pedagogical practices, and grounded in an ethic of family engagement and social action. It prepares change agents to transform communities through an intentional investment in youth with interdisciplinary coursework and community-based experiences.

**Context.** Youth-serving settings, including informal learning environments and afterschool programs, are of increasing interest as a successful way to build developmental assets and to maximize youth potential. Engaging youth in prosocial activity has long been a priority as communities create overlapping systems of support to encourage healthy children and families, and to promote positive outcomes. This program joins the larger movement to elevate and professionalize the field of youth development, and encourages thriving communities by building quality and capacity in youth-serving settings.

**Conceptual framework.** The BS program in Youth and Community Development is situated at the intersection of developmental theory, socio-ecological context, and youth worker skills and competencies. 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 youth in context of families and communities, root causes, and how individuals and organizations can address social inequalities. Students will study the practice of the youth worker to develop understandings and competencies in organizing effective learning environments and experiences to promote human flourishing.

**Learning Objectives.** After engaging in this course of study, youth development professionals will be able to:

- Discuss the social construction of childhood and adolescence, and consider youth in context of families, communities, and socio-ecological influences.
- Identify the biological, cognitive, and social needs of childhood and adolescence.
- Organize learning environments responsive to, and supportive of, the developmental needs of children and adolescents.
- Plan and lead engaging activities in experiential education and youth-serving settings.
- Discuss major theoretical perspectives and competing approaches to social justice.
- Demonstrate youth worker skills and competencies through coursework and community-based internships based on an apprenticeship model.
- Create individual projects to forward practice in youth and community organizations.



**Vocational pathways.** This undergraduate program will prepare youth development professionals to take roles in diverse youth-serving, family, and community settings. Graduates may pursue careers in afterschool organizations, community service and youth activism programs, dropout prevention and alternative education, and in the field of juvenile justice. Students may also assume positions in informal learning environments such as museums, nature centers and environmental education programs, and in outdoor and adventure programs.



## Catalog Copy

The BS in Youth and Community Development is a course of professional development for youth workers in afterschool and out-of-school time programs, and informal learning environments. It is based on theoretical perspectives in childhood, adolescent, and family development, best pedagogical practices, and grounded in an ethic of family engagement and social action. It prepares change agents to transform communities through an intentional investment in youth with interdisciplinary coursework and community-based experiences.

The BS program in Youth and Community Development is situated at the intersection of developmental theory, socio-ecological context, and youth worker skills and competencies. 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 youth in context of families and communities, root causes, and how individuals and organizations can address social inequalities. Students will study the practice of the youth worker to develop understandings and competencies in organizing effective learning environments and experiences to promote human flourishing.

This undergraduate program will prepare youth development professionals to take roles in diverse youth-serving, family, and community settings. Graduates may pursue careers in afterschool, community service, and youth activism programs; public and private human services organizations and agencies; dropout prevention and alternative education; and juvenile justice. Students may also assume positions in informal learning environments such as museums, nature centers, environmental education, outdoor and adventure programs.

The BS in Youth and Community Development is designed to build the skills and knowledge outlined in the National AfterSchool Association's Core Knowledge and Competencies for Afterschool and Youth Development Professionals.

Graduates of this program may seek provisional status as a Certified Family Life Educator (CFLE) by the National Council on Family Relations.

All courses are delivered in-person, and many courses are also delivered online or hybrid (online and in-person).

### 1. General Education Requirements (37 hours)

### 2. Required Core Family Science Courses (36 hours)

Grade of "C" or better is required in Core Family Science Courses.

- FCS 1010 - Introduction to Family Science **Credits:** 3 hours
- FCS 1030 - Lifespan Development **Credits:** 3 hours
- FCS 2100 - Human Sexuality **Credits:** 3 hours
- FCS 2170 Diverse Children, Families, & Communities **Credits:** 3 hours
- FCS 2190 Principles of Research in Family Science **Credits:** 3 hours
- FCS 3170 - Crisis and Resiliency in Families **Credits:** 3 hours
- FCS 3180 - Intimate Relationships: Friends, Family, and Marriage **Credits:** 3 hours
- FCS 4120 Family Policy **Credits:** 3 hours
- FCS 4150 - Effective Parenting **Credits:** 3 hours  
(Students will satisfy the Baccalaureate-level Writing requirement by successfully completing FCS 4150.)
- FCS 4190 - Teaching Family Life Education **Credits:** 3 hours
- FCS 4290 - Internship **Credits:** 2 to 6 hours **Credits:** 6 hours

### 3. Required Youth Development Courses (18 credit hours)

Grade of "C" or better is required in Youth Development Courses

- FCS 2140 - Child Development **Credits:** 3 hours
- FCS 2150 - Adolescent Development **Credits:** 3 hours
- FCS 2660 - Personal Nutrition **Credits:** 3 hours
- FCS 3110 Youth Development Foundations **Credits:** 3 hours
- FCS 3120 Curriculum and Assessment in Youth Development **Credits:** 3 hours
- FCS 4110 Youth Worker Skills and Processes **Credits:** 3 hours

### 4. Required Related Courses (9 hours)

- ED 5950 Experiential Education and Place-Based Learning **Credits:** 3 hours
- ES 5850 Social Justice and Community Organizing **Credits:** 3 hours
- Choose one (3 credit hours):
  - COM 1040 Public Speaking **Credits:** 3 hours
  - WFED 5150 - Grant Writing for Workforce Education and Development **Credits:** 3 hours (per CEHD #661)
  - FCS 2090 Family Resource Management **Credits:** 3 hours
  - FCS 2250 Computer Applications **Credits:** 3 hours
  - FCS 5100 Teaching Sexuality Education **Credits:** 3 hours
  - FCS 5220 Topics in FCS **Credits:** 3 hours
  - FCS 5250 Adolescents in Development **Credits:** 3 hours
  - SPED 5300 Intro to Special Education **Credits:** 3 hours
  - FCS 5350 Communication Skills **Credits:** 3 hours
  - FCS 5510 Families and Hospitalization I **Credits:** 3 hours
  - FCS 5520 Families and Hospitalization II **Credits:** 3 hours
  - FCS 5680 Gender, Culture, and Families **Credits:** 3 hours
  - Or other course with approval of an advisor **Credits:** 3 hours

### 5. Electives

As needed for graduation total of 122 hours.

# WESTERN MICHIGAN UNIVERSITY



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

October 4, 2016

CEHD Curriculum Committee:

I support the inclusion of the following Department of Teaching, Learning, and Educational Studies and Department of Special Education and Literacy Studies courses in the BS in Youth and Community Development proposed by the Department of Family and Consumer Sciences:

ED 5950 Experiential Education and Place-Based Learning [*required related course for the major*] and  
ES 5850 Social Justice and Community Organizing [*required related course for the major*].  
SPED 5300 Introduction to Special Education [*one in a list of required related courses from which majors choose one course*]

I also support the inclusion of ED 5950 and ES 5850 as approved courses in the Accelerated Graduate Degree Program in the MA in Family and Consumer Sciences (Child Life option and Family Life Education option).

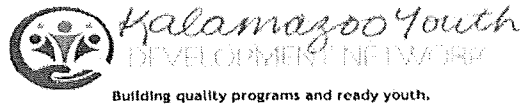
Please feel free to contact me if you have any questions or need more information.

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  
Interim Chair, Special Education and Literacy Studies

Kalamazoo, MI 49008-5276  
PHONE: (269) 387-3465 FAX: (269) 387-3880  
[www.wmich.edu/teaching](http://www.wmich.edu/teaching)



October 6, 2016

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 Bachelor of Science (B.S.) in Youth 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 our field to address the various and complex needs of our youth.

The Kalamazoo Youth Development Network serves as the intermediary organization to the out-of-school time (OST) sector in Kalamazoo County. In this role, we provide training, technical assistance, and coaching to Youth Development Professionals (YDPs) from over 30 youth-serving organizations that employ over 400 Youth Development Professionals and 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 YDPs very much need the types of courses offered in the proposed B.S. program. The B.S. program also 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 B.S. program as a critical element of the YDP career path we are building in Kalamazoo County, the state of Michigan, and the United States.

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 (NIOST), 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 B.S. 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 2017 launch.

Yours truly,

A handwritten signature in black ink, appearing to read "Meg V. Blinkiewicz", followed by a long horizontal flourish line.

Meg V. Blinkiewicz, Ph.D.  
Director