## NEW COURSE PROPOSAL FORM

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| ACADEMIC AREA: | School of Health Professions |
| PROGRAM: | AS HUMAN SERVICES |
| PROPOSEd by: | stacey brown |
| PRESENTER: | stacey brown |
| SUBMISSION DATE: | 2/6/2014 |
| COURSE PREFIX, NUMBER AND TITLE: | HUS 1640, Principles of youth work |

### SECTION I

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| COURSE INFORMATION: | TYPE iN THE APPROPRIATE INFORMATION FOR EACH ITEM: |
| division | School of health professions |
| COURSE PREREQUISITE(S): | DEP 2004 |
| DO YOU ANTICIPATE THAT STUDENTS WILL BE TAKING ANY OF THE PREREQUISITES LISTED FOR THIS COURSE IN DIFFERENT PARTS OF THE SAME TERM? | NO |
| MINIMUM GRADE OF prereqUISITE(s): | C |
| COURSE COREQUISITE(S): | n/a |
| IS ANY COREQUISITE LISTED ON THIS COURSE LISTED AS A COREQUISITE ON ITS PAIRED COURSE?  eXAMPLE: CHM 2032 IS A COREQUISITE FOR CHM 2032L AND CHM 2032L IS A COREQUISITE FOR CHM 2032. | -- NA -- |
| COURSE CREDITS OR CLOCK HOURS: | 3 |
| credit type: | COLLEGE CREDIT (TRANSFERABLE) |
| CONTACT HOURS: | 3 |
| COURSE DESCRIPTION: | |
| This course provides an understanding of the dynamics that influence and shape youth behavior. The course emphasizes: effective verbal and non-verbal communication skills; developmental stages exclusion and inclusion, trust, and respect. The course prepares students to function as youth workers using a youth development approach in community-based, residential, group home and other youth work environments. Students will explore these concepts: developing a professional awareness of youth work; identifying and distinguishing between asset building models and deficit based models of adolescent development; and developing a capacity to design and implement programs consistent with the needs of youth in relation to available resources. | |
| GENERAL TOPIC OUTLINE: |  |
| Youth development, communication skills, best practices, youth work in human services | |
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**LEARNING OUTCOMES (for information purposes only):**

TYPE IN ALL OF THE LEARNING OUTCOMES, ASSESSMENTS AND GEN ED COMPETENCIES AS THEY SHOULD BE DISPLAYED IN THE SYLLABUS

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| LEARNING OUTCOMES | ASSESSMENTS | GENERAL EDUCATION COMPETENCIES |
| Students will demonstrate an understanding of youth physical, psychological and emotional development. | Students will demonstrate competency in these outcomes by scoring a minimum of 77% on multiple format testing including general knowledge and cast study situations. | CT |
| Students will articulate theories of helping/counseling with children and teens. | Students will demonstrate competency in these outcomes by scoring a minimum of 77% on multiple format testing including general knowledge and cast study situations. | CT |
| Students will analyze therapeutic communication techniques as it applies to youth work. | Students will demonstrate competency in these outcomes through in class participation in role plays and class exercises as well as demonstrate knowledge by scoring 77% or better on testing. | CT, COM |
| Students will acquire knowledge of community resources and professional roles of caregivers. | Students will complete research demonstrating knowledge of local, state and federal resources that support youth work through direct service and professional development. | GSR, COM |
| Students will identify problematic areas for youth (life, family, development, school, mental health, etc.). | Students will demonstrate competency in these outcomes through research projects relating developmental issues with a targeted complicating problem to include identification, assessment, treatment and recommendations as appropriate given a targeted professional role of their choice. | CT |
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### SECTION II (Must complete each item below)

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| ICS CODE FOR THIS COURSE: | ADVANCED AND PROFESSIONAL - 1.11.12 - HEALTH PROFESSIONS |
| IF YOU INTEND TO RESTRICT STUDENT REGISTRATION BASED ON THE STUDENTS’ MAJOR(S), ENTER ALL APPLICABLE MAJOR RESTRICTION CODE(S)—Enter “NA” OR MAJOR code(S): | N/A |
| GRADE MODE: | STANDARD GRADING |
| IS THIS AN “INTERNATIONAL OR DIVERSITY FOCUS” COURSE? | NO |
| IS THIS A GENERAL EDUCATION COURSE? | NO |
| IS THIS A WRITING INTENSIVE COURSE? | NO |
| iS THIS AN HONORS COURSE? | NO |
| IS THIS A REPEATABLE\* COURSE?  (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3-credit hour course, can be repeated 1 time and a student can earn a maximum of 6 credits.)  \*not the same as Multiple Attempts or Grade Forgiveness | NO |
| IF “YES”, WHAT IS THE MAXIMUM NUMBER OF CREDITS A STUDENT CAN EARN FOR THIS COURSE? if “NO”, ENTER “na”. | n/a |
| DO YOU EXPECT TO OFFER THIS COURSE THREE TIMES OR LESS (experimental)? | NO |
| WILL this course HAVE AN IMPACT ON OTHER COURSES, PROGRAMS, DEPARTMENTS, or budgets? | NO |
| IF “YES,” please eXPLAIN or submit comments (ENTER “NA” or COMMENTS): | n/a |
| IF “YES,” HAVE YOU DISCUSSED THIS PROPOSAL WITH ANYONE (FROM OTHER DEPARTMENTS, PROGRAMS, or other institutions) REGARDING THE IMPACT? WERE ANY AGREEMENTS MADE (ENTER “NA” OR COMMENTS)? | n/a |

### sECTION III (MUST COMPLETE EACH ITEM BELOW)

**PROVIDE JUSTIFICATION FOR EACH CHANGE ON THIS PROPOSED CURRICULUM ACTION (OTHER EXPLANATORY INFORMATION)—ENTER “na” OR TEXT:**

The proposal for this new course is necessary because of the requried coursework for the completion of the new CCC proposal in Youth development. While other supportive coursework is available at the college, there is not currently a course specifically targeting children, adolescence (youth) and the direct service as described by the human services profession. Additionally, human services students have made specific requests for our program to offer coursework and programming targeting this age group to meet their academic and professional goals.

**nOTE:**Changes for the Fall 2014 Term must be submitted by the January 2014 deadline and approved no later than the February 2014 Curriculum Committee meeting prior to the start of the next academic year. Changes during mid-school year are NOT permitted. Extreme circumstances will require approval from the appropriate dean as well as the Vice President, Academic Affairs to begin in either the spring or summer term.

**TERM IN WHICH PROPOSED ACTION WILL TAKE PLACE:**

FALL 2014

NA

**oRDER OF APPROVAL FOR EXCEPTIONS IS AS FOLLOWS:**

SIGNATURE #1 NEEDED FOR EFFECTIVE TERM EXCEPTION:



SIGNATURE #2 NEEDED FOR EFFECTIVE TERM EXCEPTION:



**FACULTY ENDORSEMENTS:**PLEASE SEPARATE FACULTY MEMBERS WITH A COMMA (,)



**DEPARTMENT CHAIR / PROGRAM COORDINATOR ENDORSEMENT:**

 2/6/2014

**DEAN ENDORSEMENT:**

 2/7/2014

**DEANS’ COUNCIL Review – verified by:**

 3/17/2014

**FOR CURRICULUM COMMITTEE MEETING DATE: March 28, 2014**

Completed curriculum proposals must be uploaded to the dropbox by the deadline. Please refer to the *Curriculum Committee Critical Dates for Submission for Proposals* document available in the document manager in the MyEdisonState Portal:

* Document Manager
* VP Academic Affairs
* Curriculum Process Documents