CUNY School of Professional Studies

CUNY School of Professional Studies
at the Graduate School and University Center

Proposal to Establish a
Master of Arts in Youth Studies

Anticipated Start
Fall 2016

Approved by the
CUNY School of Professional Studies Curriculum Committee
November 2, 2015

Pending approval by the
CUNY School of Professional Studies Governing Council
December 10, 2015
Table of Contents

SED Application for Registration of a New Program ............................................................................ 2
EXECUTIVE SUMMARY ..................................................................................................................... 6
ABSTRACT ...................................................................................................................................... 9
NARRATIVE .................................................................................................................................. 10
  Purpose and Goals .......................................................................................................................... 10
  Need and Justification .................................................................................................................... 13
  Student Interest and Enrollment .................................................................................................... 15
  Curriculum .................................................................................................................................... 19
  Learning Outcomes by Course ....................................................................................................... 23
  Faculty ......................................................................................................................................... 24
  Cost Assessment ............................................................................................................................ 25
  Support Services and Resources ..................................................................................................... 25
  Evaluation ..................................................................................................................................... 26
  References .................................................................................................................................... 28
APPENDICES .................................................................................................................................. 29
  Course Syllabi ................................................................................................................................. 30
  Table 1b: Graduate Degree Program Schedule – Full Time .............................................................. 68
  Table 1b: Graduate Degree Program Schedule – Part Time............................................................. 69
  Table 2: Full-Time Faculty ............................................................................................................... 70
  Table 3: Part-Time Faculty ............................................................................................................... 71
  Table 4: Faculty to be Hired ........................................................................................................... 72
  Table 5: New Resources .................................................................................................................. 73
  Table 6: Projected Revenue .............................................................................................................. 74
  Table 7: Five-Year Financial Projections for Program Worksheet ................................................ 75
  Table 8: Five-Year Revenue Projections for Programs Worksheet ................................................ 76
  Five Year Enrollment and Course Section Projections ................................................................. 77
  External Evaluation ........................................................................................................................ 78
  Letters of Support .......................................................................................................................... 88
  Evidence of Current Jobs ................................................................................................................ 95

Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

i
## Application for the Registration of New Graduate and Undergraduate Curricula/Programs – Including Programs to be Offered in Distance Education Format

### General Information

<table>
<thead>
<tr>
<th>Institution (Legal Name)</th>
<th>Institution Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUNY School of Professional Studies at the Graduate School and University Center</td>
<td>310500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed Program Title</th>
<th>Degree Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Studies</td>
<td>MA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address of Any Campus Where the Proposed Program Will Be Offered (main and/or branch campuses)</th>
<th>Full-time or Part-time ¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>365 Fifth Avenue New York, NY 10016</td>
<td>Full-time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Program Format(s) (standard, distance education², evening, weekend and/or other)</th>
<th>HEGIS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>4903</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Joint Registration IHE (if applicable)</th>
<th>Total Number of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lead Contact [First Name, Last Name, Title]</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Otte, George, Associate Dean of Academic Affairs CUNY School of Professional Studies</td>
<td>646.344.7258</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:george.otte@cuny.edu">george.otte@cuny.edu</a></td>
</tr>
</tbody>
</table>

¹ Please refer to §52.2(c) and §145-2.1 of the Regulations of the Commissioner for definitions and information concerning full and part time study. Note: Only programs registered as full time are eligible for TAP. Programs are subject to audit by the NYS Office of the State Comptroller and the Higher Education Services Corporation (HESC) for financial aid compliance purposes.

² If a major portion of the program (50% or more) can be completed through study delivered by distance education then the program must be registered in the distance education format. Hybrid or blended courses do not count toward the 50%.
Attestation and Assurances

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions’ goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.3

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with §52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution’s faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner’s regulations.

---

3 The Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.

Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015
Program Purpose, Objectives and Targets

Program Purpose

*Department Expectation:* Clearly define a program purpose that is aligned to the degree award and program title.

Refer to narrative, beginning on page 6.

Program Objectives

*Department Expectation:* Articulate between 1 and 3 program-level (curriculum-level) objectives that are clearly defined and directly aligned with the program purpose and proposed degree award.

1. Goals and Student Learning Outcomes contained within the body of the proposal.

2. 

3. 

Program Targets - *Department Expectation:* Establish realistic enrollment, retention, graduation, and job placement targets for this program that are connected to the reviewing system by which the success of students and faculty in achieving such goals and objectives of the program are determined. *Note:* There are not specific Department defined targets required for the registration of curricula. The Department expects institutions to establish targets that reflect the espoused quality of the program, and to periodically and systematically review such targets are they related to program implementation.

Enrollment Projections

The Department assumes that Year 5 enrollment projections will be full-capacity relative to existing and new resources planned.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
</table>

See projections on in Table 8: Five-Year Revenue Projections for Programs Worksheet
Curriculum and Course Information

Please provide the following:

1. The applicable sample student program schedule table:
   - Table A: Undergraduate Program Schedule; or
   - Table B: Graduate Program Schedule

   **When completing the program schedule table please refer to the requirements in §52.2(c) of the Regulations of the Commissioner concerning completion of Associate, Baccalaureate and Master’s degree programs.**

2. Please list the course titles for all new courses included as part of the proposed program, and, either attach the course syllabi or, if such syllabi are not yet available, provide course descriptions and objectives in the chart below.

<table>
<thead>
<tr>
<th>New Course Titles</th>
<th>Indicate that course syllabi are attached or, provide course descriptions and objectives (if course syllabi are not available)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Course information is contained within the proposal.</strong></td>
</tr>
</tbody>
</table>
EXECUTIVE SUMMARY

The CUNY School of Professional Studies (SPS) is proposing a Master of Arts (M.A.) degree program in Youth Studies, with a curriculum that will include 30 credits of coursework, including a capstone. This MA degree will equip students with the knowledge and skills they need to design, run, research, and work in youth settings. Youth Studies is a growing field and reflects a current demand for high skilled youth workers in New York City and nationally as the national out-of-school time system is second only to public schools in the number of youth served annually.

The proposed program focuses on the following learning outcomes; students will:
- Demonstrate in-depth knowledge of theory and history related to youth studies;
- Reflect on ones own strengths, challenges, values, beliefs and assumptions in the context of youth work and youth studies;
- Evaluate current issues, opportunities and best practices related to the field of youth studies;
- Demonstrate effective verbal and written skills;
- Analyze existing youth policies;
- Create a novel idea for new directions in the field of youth development, potential youth policy agenda, program design and implementation plan for youth programs
- Apply principles and practices in the following areas: program management; facilitation; evaluation
- Generate research about youth programs and/or youth issues,
- Critically analyze the socio-political context that surrounds a youth issue, policy, program structure or practice as it relates to age, gender, gender identity, sexuality, race, class, immigration status, (dis)ability, and region.

Need and Justification: Youth development principles and practices are being acknowledged in educational, afterschool settings, child welfare, and even juvenile justice settings as essential programmatic elements that support young people to thrive. Multiple types of youth settings are moving away from focusing on problems and behavior correction, instead favoring a positive approach that focuses on developing the strengths of youth. A growing awareness of a particularly vulnerable group of roughly 6.7 million young people, ages 16-24, who are neither working nor in school pose both a challenge and opportunity for our nation (Bridgeland & Elder, 2012). Failing to provide pathways to reconnection for these “opportunity youth” is extremely costly – both to them as individuals and to the nation as a whole. Over a lifetime, the earnings difference between a high school dropout and a college graduate is over $1 million and the lifetime economic burden of one cohort of opportunity youth is $1.6 trillion to the taxpayer and $4.7 trillion to society (Belfield, C.R. et.al, 2012). Plans for reconnecting one million opportunity youth a year to the workforce or education nationally (Bridgeland & Elder, 2012) and 186,000 in New York City alone, will require skilled youth workers trained to meet the needs of this population.

Opportunities for Placement of Graduates: there has been a tremendous expansion of funding for the NYC Department of Youth and Community Development (DYCD), up from $356 million in 2013 to $415 million in 2014. In 2014, the Mayor made an unprecedented $145 million investment to double the number of free afterschool seats for grades 6-8 with the launch of School’s Out New York City (SONYC). The Comprehensive After School System of New York City (COMPASS NYC) currently offers more than 800 programs to young people from kindergarten through 12th grade. What began in 2005 with an initial investment of $46 million has grown to serve more than 88,000 youth with a budget of more than $260 million.

In addition to maintaining 80 Beacon centers in schools around the city, 2014 also saw the opening of 45 new Cornerstone Community Centers in partnership with the New York City Housing Authority (NYCHA) and the addition of 100 new crisis shelter beds for Runaway and Homeless Youth. The Mayor’s plan to launch and sustain 100 new Community Schools by 2015 has also created more community-based organization (CBO)-school partnerships and holistic programing to young people across the city. The investment of this administration in youth and families has resulted in greater employment opportunities for frontline youth workers, directors, administrators and advocates.
**Competitive Market:** While there are other Youth Studies programs, they are not comparable to the one proposed. None are located in New York City; are a free-standing program; nor focus on the intersectionality of age, gender, gender identity, sexuality, race, class, immigration status, (dis)ability, and regional impact on the development of young people and the way they are constructed/perceived by others.

**Student Interest:** It is anticipated that potential applicants for this program might already be employed in the youth development field and reaching out to these employers and agencies would attract prospective applicants. The MA in Youth Studies would interest graduates of BA or BS programs in human services, education, social work, psychology, public administration, childhood studies or related fields.

**Curriculum:** This program aims to ground students in the major theories related to youth development using a strength-based approach towards young people and youth workers that values the expertise they bring to the table. Intersectionality is at the core, (i.e. the ways in which age, gender, gender identity, sexuality, race, class, immigration status, (dis)ability, region, and the intersection impact the development of young people and the way they are constructed/perceived by others). The program assumes a participatory stance in policy making and research/evaluation that values the expertise that young people have to participate in shaping the programs, institutions and policies that impact their lives.

**Faculty:** The program was designed by several CUNY faculty who have extensive experience in workforce education, research and youth-serving agencies: Sarah Zeller-Berkman, PhD Coordinator of Youth Studies Initiatives, JFK, Jr. Institute for Worker Education; William Ebenstein, PhD, Senior Fellow, JFK, Jr. Institute for Worker Education; Carrie Shockley, EdD, Acting Director, JFK, Jr. Institute for Worker Education and Adjunct Faculty, CUNY School of Professional Studies; Julie Stein Brockway, LCSW, Adjunct Instructor, Hunter School of Social Work and Program Officer at the Youth Development Institute and Adjunct at Brooklyn College; Sarah I. McClelland, PhD, The Graduate Center, City University of New York and Curriculum Developer, Hunter College; and Dana R. Fusco, PhD, Professor of Youth Studies and Education Department Chair Department of Teacher Education School of Health Sciences and Professional Programs, York College.

The faculty that will be recruited to teach in the Master of Arts in Youth Studies will also have extensive experience in academia as well as research of, or practice in, youth development. Most potential candidates hold doctoral degrees in related fields with many years of teaching experience and several related publications. A few hold a master’s level degree with over 25 years of teaching and practical experience. All potential faculty are excited to be part of a new endeavor and have committed to teaching regularly in the program.

**Support Services and Resources:** In delivering resources to students in the Master of Arts in Youth Studies, CUNY SPS will build on its current infrastructure, which supports dozens of degree and certificate programs as well as a portfolio of noncredit programs (both online and in-class). The student, faculty, and administrative services currently offered by CUNY SPS can readily be extended to this new program.

CUNY SPS currently has advisors who are trained to work with undergraduate and graduate students, and all services, including the registrar, bursar, and financial aid offices — available online and in person — likewise have the capacity to handle the additional students.

1. **Academic Advisement:** A dedicated advisor for the MA in Youth Studies will provide advisement from pre-application through registration, completion of degree and graduation. In addition, students receive advisement from faculty teaching their courses and students interact with each other and with faculty throughout the semester. This ongoing contact ensures that there are sufficient informal opportunities to discuss academic issues. Each student is issued a CUNY email account facilitating timely communications among students, instructors, advisors and administrative staff.
2. **Instructional Technology:** The core educational technology infrastructure is CUNY’s enterprise Blackboard course management system. Blackboard supports the faculty’s requirement to share documents, have group discussions, assign collaborative projects, and respond to individual student questions or assignments.

The CUNY SPS Help Desk is available to help students and faculty with any technology issue that may arise from 8am until 9pm weekdays, and all day on Saturdays. More than simply addressing problems as they arise, the Help Desk takes a proactive stance towards support by providing constituents with how-to guides and videos, live training, and regular updates on technology changes.

Other support services include admissions, registration, and grade reporting, which are all available online or in-person. Web-based tools, used by well-trained administrative staff, complement this support structure. Everything from admissions and financial aid to course registration and payment is available online. The majority of these services are paid for as part of the School’s general operating budget. The only direct costs to this program are costs related to accessibility, assistive technology, and universal design for students with disabilities. Expenses other than personnel include the library, equipment, software and services, marketing, supplies, and capital expenditures. The majority of library costs are shared over all CUNY SPS programs. Likewise, a base allocation is provided for equipment, software and services, supplies, and marketing.

3. **Library:** Library support will be robust. The School of Professional Studies partners with Baruch College’s Newman Library to deliver high quality access to online and in-person services. Through this partnership, the Newman Library provides CUNY SPS students and faculty with access to several hundred online databases and information resources in print and electronic formats. Users have access seven days a week to the library’s on-site computing facilities, as well as remote access from off-campus locations to thousands of full-text journals, newspapers, and books. A Web-based reference service, in which librarians answer questions via “text chat,” is available 24 hours a day, seven days a week. Beyond the Newman Library, CUNY SPS students also have access to other libraries across the CUNY system.

4. **Writing Support and Tutoring:** Online writing and tutoring support is provided to CUNY SPS students by a consortium of diverse institutions. Students can choose to speak with a tutor through a live interactive Web conference, on the telephone, using text messaging, or via e-mail. Students may ask questions about specific subject areas, or, if they need assistance writing a paper, they may submit a written draft for a tutor to review. Tutors will not edit, correct, proofread, or rewrite papers. They will, however, coach students to consider the clarity of their work, point out inconsistencies in arguments, and identify problems with grammar. Likewise, if students need additional support in math or statistics, they are encouraged to work with a tutor. Should students need help with research projects, they can choose to work with Research and Information Literacy tutors, all of whom are doctoral students at CUNY.

**Cost Assessment:** Initial start-up support for the program will be provided by the School’s JFK Jr. Institute for Worker Education with the expectation, based on enrollment projections, that the program will quickly become self-sustaining.
ABSTRACT

The CUNY School of Professional Studies (CUNY SPS) proposes to develop a 30-credit Master of Arts degree in Youth Studies. This MA degree will equip students with the knowledge and skills they need to design, run, research, and work in youth settings. Youth Studies is a growing field and reflects a current demand for high skilled youth workers in New York City and nationally as the national out-of-school time system is second only to public schools in the number of youth served annually (Quinn, 1999).

The program is unique in that it would be the first Youth Studies master’s degree offered in New York City that is stand-alone, multidisciplinary and not offered as a subset of another discipline. The degree combines a significant humanities component within an applied social sciences model and offers a holistic perspective to students that is strength-based, participatory, intersectional, focused on youth at the margins, successful at the ‘center’ and steeped in collaboration with peers, youth and agencies across New York City. The unique approach to this Youth Studies MA reflects a paradigm shift that values young peoples’ strengths, contributions and talents as opposed to solely viewing them as in need of saving or developing. The participatory approach to program design, research and evaluation offers students cutting edge training on an established, but growing, epistemology that values collective and situated wisdom alongside traditional academic or professional expertise. The program offers frontline youth workers, supervisors, advocates, researchers and administrators a balance of theory, knowledge and skills necessary for working with young people across a variety of settings.

Program Goals
This program aims to ground students in the major theories related to youth development using a strength-based approach towards young people and youth workers that values the expertise they bring to the table. Intersectionality is at the core (i.e. the ways in which age, gender, gender identity, sexuality, race, class, immigration status, (dis)ability, region and the intersection impact the development of young people and the way they are constructed/perceived by others). Lastly, the program assumes a participatory stance in policy making and research/evaluation that values the expertise that young people have to participate in shaping the programs, institutions and policies that impact their lives.

- To offer students core competencies, practical skills and knowledge related to program development and management.
- To train students in methodologies and practices which promote the positive development of youth, staff and communities.
- To familiarize students with policies, trends and promising practices in the field of youth development drawing on research from both inside and outside of the United States.
- To prepare students to research, evaluate and assess youth programs.
- To prepare students to engage multiple stakeholders and partners.
- To prepare students to work with various populations of young people such as "opportunity youth" and youth with disabilities.
- To prepare a new generation of service providers, researchers, advocates, and policy makers who have insights that Youth Studies brings to bear on public education, juvenile justice, social welfare, and medicine to play a prominent role in the shaping of these systems in the 21st century.
NARRATIVE

Purpose and Goals

The CUNY School of Professional Studies (CUNY SPS) proposes to develop a 30-credit Master of Arts degree in Youth Studies that incorporates and builds upon the existing Advanced Certificate in Youth Studies. The MA degree will equip students with the knowledge and skills they need to design, run, research, and work in youth settings. The coursework includes conceptual and practical information that equips service providers, researchers, advocates, and policy makers with a sound theoretical grounding in addition to skills they can apply in the field.

This program aims to ground students in the major theories related to youth development using a strength-based approach towards young people and youth workers that values the expertise they bring to the table. Intersectionality is at the core, (i.e. the ways in which age, gender, gender identity, sexuality, race, class, immigration status, (dis)ability, region, and the intersection impact the development of young people and the way they are constructed/perceived by others). Lastly, the program assumes a participatory stance in policy making and research/evaluation that values the expertise that young people have to participate in shaping the programs, institutions and policies that impact their lives.

Program Goals

• To offer students core competencies, practical skills and knowledge related to program development and management.
• To train students in methodologies and practices which promote the positive development of youth, staff and communities.
• To familiarize students with policies, trends and promising practices in the field of youth development drawing on research from both inside and outside of the United States.
• To prepare students to research, evaluate and assess youth programs.
• To prepare students to engage multiple stakeholders and partners.
• To prepare students to work with various populations of young people such as “opportunity youth” and youth with disabilities.
• To prepare a new generation of service providers, researchers, advocates, and policy makers who have insights that Youth Studies brings to bear on public education, juvenile justice, social welfare, and medicine to play a prominent role in the shaping of these systems in the 21st century.

Learning Outcomes

The proposed program focuses on the following learning outcomes; students will:

• Demonstrate in-depth knowledge of theory and history related to youth studies;
• Reflect on one’s own strengths, challenges, values, beliefs and assumptions in the context of youth work and youth studies;
• Evaluate current issues, opportunities and best practices related to the field of youth studies;
• Demonstrate effective verbal and written skills;
• Analyze existing youth policies;
• Create a novel idea for new directions in the field of youth development, potential youth policy agenda, program design and implementation plan for youth programs
• Apply principles and practices in the following areas: program management; facilitation; evaluation
• Generate research about youth programs and/or youth issues,
• Critically analyze the socio-political context that surrounds a youth issue, policy, program structure or practice as it relates to age, gender, gender identity, sexuality, race, class, immigration status, (dis)ability, and region.
National and Local Educational Trends
Youth Studies is an emerging multidisciplinary field that spans the humanities, social sciences, the arts and the sciences. It integrates theory, research, public policy, and practice and includes the following major areas of study: adolescent psychology; the sociology of youth including delinquency research and gang theory; the juvenile justice system and the legal construction of adolescence; the education of youth; social work and other health and human services for youth; anthropological and cross-cultural studies of youth; representation of youth in literature, art, the media and popular culture; historical studies of youth; and adolescent medicine, especially health and sexuality issues. Over the past twenty years there have been a few innovative institutions that have developed child studies programs and/or youth development training for youth workers; however, there is untapped potential for Youth Studies at the graduate level.

An internet search for youth development programs yielded several related sites offering a minor, concentration or degree in children and youth studies or youth development. Rutgers University, Camden has produced a list of related higher education programs and identified 23 undergraduate and graduate childhood studies or children and youth studies programs in the United States and Canada. These programs tend to focus on younger children and youth and are embedded within an academic department (i.e. education, psychology).

Impact on the CUNY School of Professional Studies
Home to CUNY's first fully online degrees and groundbreaking Master's degree programs, CUNY SPS has found new ways of fulfilling CUNY's mission of access; reaching students with innovative modes of instruction; offering cutting edge courses and curricula; and delivering learning tailored for diverse requirements and constituencies. The new MA in Youth Studies will continue in this tradition by addressing the concrete needs of people employed in the youth field. While there are many related graduate degrees which may qualify a candidate for a position, Youth Studies acknowledges the breadth of the profession through an interdisciplinary approach. Thus, the new degree will continue the School's tradition of innovation in program development and service to society at large by preparing individuals to provide increased and improved programming locally and nationwide. The proposed program would complement the existing Graduate Certificate in Youth Studies, as it will share the four foundational courses as well as utilizing the expertise of existing faculty and national experts.

Relationship to CUNY SPS's Mission
In addition to being committed to CUNY's core mission of access with excellence, the CUNY School of Professional Studies “provides online, classroom-based and customized programs of study that are responsive to the needs of our students and our city, focusing on fields as well as forms of teaching, learning, and scholarship that highlight innovation, personal and social progress, and opportunities for careers and service.”

The goals of the Master of Arts in Youth Studies are congruent with the mission of the CUNY School of Professional Studies, providing opportunities to a group of workers who have had few opportunities to advance their knowledge in this emerging area of study. The MA in Youth Studies is responsive to the needs of workers in the youth services field and innovative in its approach to providing a pathway for professional advancement which does not currently exist.

Alignment with Existing Programs at CUNY SPS
The proposed Youth Studies MA incorporates and builds upon the existing Advanced Certificate in Youth Studies at CUNY SPS. By offering the same courses for both programs of study, students will have the option depending on their education needs and goals.

Difference from Existing Youth Studies Master’s Degrees
There are a few features that distinguish the MA in Youth Studies at CUNY SPS from other Youth Studies Master’s programs as noted in the Program Comparison Worksheet. Whereas other Youth Studies (or Youth Development) programs are typically situated within another academic department, this MA is a stand-alone multidisciplinary
program that combines a significant humanities component within an applied social sciences model. This MA builds on the other Youth Studies/Development programs by including the foundations of youth development but examines them through a critical lens which challenges and deconstructs the socio-political conceptions of youth.

Intersections are at the core of our approach. Our students will be supported to examine how age, gender, gender identity, sexuality, race, class, immigration status, (dis)ability, and region impact youth development, youth studies and youth issues. Students will be taught to incorporate young people in shaping the programs, institutions and policies that impact their lives by employing a strength-based and participatory stance in relation to policy-making, program design and research/evaluation. Our critical approach aligned with a positive youth development paradigm views young people as assets, not just as a population in need of services. Unique to this MA in Youth Studies is that it offers a holistic perspective to students that is participatory, intersectional, focused on youth at the margins and successful at the ‘center’ and steeped in collaboration with peers, youth, and agencies across New York City.

The program will offer frontline youth workers, supervisors, advocates, researchers and administrators a balance of theory, knowledge and skills necessary for working with young people across a variety of settings. Similar to other models, the core coursework covers a variety of topics in youth development as well as policy, research methods, a practicum and a capstone project that is flexible enough to meet the needs of a diverse cohort. This MA seeks to integrate historical foundations with current best practices to provide youth workers with the tools needed to thrive in the field.

The proposed Youth Studies MA incorporates and builds upon the existing Advanced Certificate in Youth Studies at CUNY SPS and intentionally aligns with Brooklyn College’s interdisciplinary, undergraduate Children & Youth Studies Program to ensure a ladder of professional development and opportunity within the CUNY system. The Youth Studies pipeline also extends beyond the Masters to provide theoretically-informed, participatory, community engagement/research experience for CUNY students who are ultimately interested in attending CUNY doctoral programs.

While an MA in Liberal Arts with a Childhood and Youth Studies track already exists at the CUNY Graduate Center, it only requires two theoretical youth studies courses and is geared towards liberal arts students who have an interest in theory related to youth and children across the disciplines. The proposed CUNY SPS master’s degree is geared towards youth workers and advocates who need a balance of theory related to the social construction of young people across disciplines as well as practical skills to help them run quality youth programs. Although broader in scope, the coursework for the CUNY SPS Master’s program is strategically aligned with the NYC Department of Youth and Community Development’s (DYCD) core competencies framework for supervisors to ensure that students are prepared to run programs supported by the largest funder of youth development in New York City. This program does not duplicate other CUNY programs and it is the only stand-alone youth studies MA in the tri-state area.

CUNY SPS’s goal is to graduate knowledgeable and employable Youth Work professionals, while also recognizing that many of our students will already be engaged full-time. The courses are designed to model youth development principles and practices during class time, allowing youth workers to practice skills and get feedback from a cohort of peers. Bringing together a group of practitioners develops a strong learning community that we hope will build professional ties that last beyond a student’s time at CUNY SPS.

---

4 The core competencies of youth workers are: Adopts a systematic approach to ensure that all staff consistently embrace positive child and youth development practices. Ability to ensure a safe, inclusive, welcoming, and respectful program environment. Ability to manage program staff and promote professional growth and development. Ability to implement and develop the program to achieve desired outcomes. Ability to create and manage systems for effective program operation. Ability to build and sustain collaborative relationships with multiple stakeholders. Ability to lead and manage change. Ability to advocate on behalf of the program, its participants and staff. The program is also aligned with the most common competencies across 14 other frameworks (Starr et. al. 2009).
Need and Justification

Program Need

Concurrent with the growing interest in focusing an interdisciplinary lens on young people, the field of youth development has flourished since the early 1990’s with afterschool and other youth programs (i.e. school-age care, after-school, youth development, recreation and summer learning) becoming a fundamental childhood experience. In the early 1990’s, an estimated 17,000 organizations (e.g., 4-H, Boys and Girls Clubs, Boys Scouts and Girls Scouts) served more than 30 million young people (NCY, 1990). The national out-of-school time system is second only to public schools in the number of youth served annually (Quinn, 1999). Although still incommensurate with the demand, there are more youth development programs around the country, serving more young people with even greater investments by public and private funders at the city, state and federal levels than in previous decades (Padgette, 2003; Zeller-Berkman, 2010).

Youth development principles and practices are being acknowledged in educational, afterschool settings, child welfare, and even juvenile justice settings as essential programmatic elements that support young people to thrive. Multiple types of youth settings are moving away from focusing on problems and behavior correction, instead favoring a positive approach that focuses on developing the strengths of youth.

This broader application of a youth development approach has led advocates, policymakers, social service providers, and social science researchers to focus attention on the needs of young people beyond kindergarten -12th grade students. A growing awareness of a particularly vulnerable group of roughly 6.7 million young people, ages 16-24, who are neither working nor in school pose both a challenge and opportunity for our nation (Bridgeland & Elder, 2012). Failing to provide pathways to reconnection for these “opportunity youth” is extremely costly – both to them as individuals and to the nation as a whole. Over a lifetime, the earnings difference between a high school dropout and a college graduate is over $1 million and the lifetime economic burden of one cohort of opportunity youth is $1.6 trillion to the taxpayer and $4.7 trillion to society (Belfield, C.R. et.al, 2012). Plans for reconnecting one million opportunity youth a year to the workforce or education nationally (Bridgeland & Elder, 2012) and 186,000 in New York City alone, will require skilled youth workers trained to meet the needs of this population5.

As the field of youth development evolves within and beyond the borders of out of school time settings and beyond K-12 grades, growing attention is being paid to the professional development opportunities afforded those who work with and on behalf of young people. Thought leaders in the field have called for multiple pathways for youth development professionals to access a comprehensive and systematic range of educational opportunities to prepare them to meet the needs of young people successfully (Borden et. al, 2004). This includes certificates, credentials, and degrees offered through institutions of higher education where youth development professionals can acquire learning that is formally recognized (Borden et. al, 2004). The emergence of Youth Studies Master’s programs could lead to a more formal educational structure for youth development workers further professionalizing the field of youth development.

Workforce Trends
No national data set on youth workers, or on youth-serving programs, exists, which makes examining workforce trends in the field of youth services particularly challenging. However, The Annie E Casey Foundation estimated in 2003 that there were 2-4 million frontline youth services workers6. A national study conducted in 2006 found that seven out of ten youth workers are female, young (under 30), predominantly minority, and 60 percent have a two-

---


6 These numbers were calculated prior to a major expansion of after-school programs.
year college degree or higher (Yohalem, Pittman and Moore, 2006). The study also highlighted that 23% of the workforce had at least some graduate or professional school (p. 16).

Compensation is an important issue for youth worker retention. The median range for salaried youth workers surveyed in 2006 by the Next Generation Workforce Coalition was $25,000 - $25,999; the median range for hourly employees was $9.00 - $10.99 (Yohalem, Pittman and Moore, 2006). Approximately 50% of the workforce is part-time and 40% of those surveyed needed to work a second job to make ends meet (Yohalem, Pittman and Moore, 2006). The low pay scale in the field of youth development is the major driver directing people out of youth service work.

Increasing the availability of higher education courses is one step in addressing the challenges of inadequate compensation faced by youth workers. Youth workers with a MA earn almost twice the amount as a youth worker without a Masters7. In one of the largest youth serving organizations, 4-H, there has been a movement towards requiring at least a master’s degree to work on staff in 72% of US states. This movement towards academic preparation and professionalization of the field is a trend likely to continue.

Locally, there has been a tremendous expansion of funding for the NYC Department of Youth and Community Development (DYCD), up from $356 million in 2013 to $415 million in 2014. The Mayor’s push to provide middle school afterschool programming for all young people in NYC means that the city needs a highly qualified workforce to meet the growing number of programs in DYCD’s portfolio. A similar expansion of Cornerstone programs8 in NYCHA housing facilities, programs for opportunity youth and Community Schools9 demonstrates the city’s commitment to young people in New York City and also the need for a qualified workforce ready to design and staff these new programs. The City University of New York has a role to play in training a high quality workforce that can support the administration’s commitment to providing young people with equitable opportunities, services and supports.

**Employment Opportunities for Program Graduates**

As mentioned previously, there has been a tremendous expansion of the Department of Youth and Community Development (DYCD). In the past year, DYCD’s budget jumped to $415 million in 2014, up from $356 million in 2013. In 2014, the Mayor made an unprecedented $145 million investment to double the number of free afterschool seats for grades 6-8 with the launch of School’s Out New York City (SONYC). The Comprehensive After School System of New York City (COMPASS NYC) currently offers more than 800 programs to young people from kindergarten through 12th grade. What began in 2005 with an initial investment of $46 million has grown to serve more than 88,000 youth with a budget of more than $260 million.

In addition to maintaining 80 Beacon centers10 in schools around the city, 2014 also saw the opening of 45 new Cornerstone Community Centers in partnership with the New York City Housing Authority (NYCHA) and the addition of 100 new crisis shelter beds for Runaway and Homeless Youth. The Mayor’s plan to launch and sustain 100 new Community Schools by 2015 has also created more community-based organization (CBO)-school partnerships and holistic programing to young people across the city. The investment of this administration in youth and families has resulted in greater employment opportunities for frontline youth workers, directors, administrators and advocates.

---

7 The Master’s-level roles for jobs found in major New York City youth organizations offered almost twice the salary on the higher range than positions requiring a bachelor’s degree (55K for a BA as opposed to 110K for a MA) based on a survey of youth worker positions on idealist.org.

8 Cornerstones are community centers located in NYCHA housing facilities that serve young people as well as other age groups from the local community. There are currently 70 Cornerstone programs across NYC.

9 There are various community school models across the city and country, yet all consist of a partnership between a community-based organization and a school to provide holistic services and supports to young people and families that are part of the school community.

10 Beacons are school-based community centers that serve ages 6-elders in the community. There are currently 80 Beacon programs located across every community district in NYC.

Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015
An examination of job descriptions listed on Indeed.com and idealist.org at the bachelor’s and master’s level to run these city programs reveals that while both require staff supervision, bachelor’s positions are more operational and implementation oriented whereas the master’s degree required or preferred positions are design and development oriented. The Master’s level roles offered almost twice the salary on the higher range than positions requiring a bachelor’s ($55K for a BA as opposed to $110K for a MA). Given that low wages are a major challenge in the field of Youth Development, offering a degree that could double earning potential may have a huge impact on youth workers in New York City.

### Student Interest and Enrollment

#### Admissions Requirements

Applicants must have earned a Bachelor’s degree from an accredited institution, with a GPA of 3.0 or better to qualify for admission. As part of the admissions process, applicants must submit a brief statement of purpose, describing their personal, academic and professional background as well as their interest in and experience with youth, and their objectives in seeking the degree. They must also submit two letters of recommendation from academics, professional colleagues, or practitioners in the field as well as their resume. All University policies regarding graduate admissions, grading, transfer credit, residency and degree completion will apply.

Applications will be reviewed by a committee of staff and faculty in the Youth Studies program. An interview, whether in person, by web or telephone, may be required at the discretion of the admissions committee.

#### Demand

At the undergraduate level, more than 400 students have graduated from the Children and Youth Studies major at Brooklyn College since spring 2010\(^1\). However, for those who choose to continue in youth studies there are few options in the New York City area. Progress has been made towards developing a few such graduate level programs around the country; however, there is a need for more options to support a rapidly expanding field ripe for professionalization. An evaluation of the CUNY SPS Advanced Certificate in Youth Studies offered in 2013 indicated a strong desire from the cohort to continue their graduate education (John F. Kennedy, Jr. Institute for Worker Education, 2013). In fact, the certificate functioned for many as a stepping-stone to obtaining a Master’s. Unfortunately, students were not able to continue in Youth Studies and transferred their credits to Social Work and Disability Studies master’s programs in the CUNY system. While the training that the Advanced Certificate in Youth Studies offers is valuable, financial aid is not an option for certificate program participants. The proposed Youth Studies Master’s program would address the desire of students to obtain an interdisciplinary graduate degree as well as allow them to access financial aid. This resource improves the viability of the program. It is with these needs in mind that the CUNY School for Professional Studies proposes a 30 credit MA in Youth Studies to serve youth work professionals and advocates.

Brooklyn College Children & Youth Studies Program, York College Child and Youth Work Certificate Program, and the Youth Studies Certificate Program at CUNY SPS will be feeder programs/schools for students looking to further their education in youth studies. CUNY SPS will work closely with the NYC Department of Youth and Community Development which has been a longstanding partner, as well as the Department of Education’s Office of Safety and Youth Development to market our program to its network of 1100 youth programs around NYC. Lastly, this Master’s program will target large youth development organizations for recruitment such as The Children’s Aid Society, Good Shepherd Services, SCO, CAMBA, YMCA, Queens Community House and The Child Center of New York.

#### Marketing Plan

A broad based recruitment and marketing plan will be developed by the Youth Studies Program Director with support from the CUNY SPS marketing team.

---

\(^1\) CUNY Institutional Research Database
Competitive Market
The Program Comparison Worksheet, which follows, has been prepared to assist the marketing team in developing a marketing strategy. The Worksheet indicates that while there are other Youth Studies programs they are not comparable to the one proposed. None are located in New York City; are a free-standing program; nor focus on the intersectionality of age, gender, gender identity, sexuality, race, class, immigration status, (dis)ability, and regional impact on the development of young people and the way they are constructed/perceived by others.

Target Audience
It is anticipated that potential applicants for this program might already be employed in the youth development field and reaching out to these employers and agencies would attract prospective applicants. The MA in Youth Studies would interest graduates of BA or BS programs in human services, education, social work, psychology, public administration, childhood studies or related fields.

Proposed Outreach Efforts
The CUNY SPS marketing team will provide its full support and resources, including website access and social media capabilities. The recruitment and marketing plan will include a calendar of activities and events, including information sessions, both in-person and via webinars, mailings, and advertising in appropriate venues.

A mailing and email campaign will be directed to youth-serving agencies, as well as email notification on listservs such as Idealist and the NonProfit Press. Outreach will take place throughout the boroughs of New York City, Long Island, Westchester, Connecticut and New Jersey. In addition, recent graduates of CUNY in fields related to youth development, specifically, graduates from the undergraduate Children and Youth Studies program at Brooklyn College, will receive information about the MA in Youth Studies degree. The program will be marketed to workers in youth-serving agencies, government workers who monitor or assist these nonprofits and public and private schools.

Information sessions will be hosted at CUNY and at agency sites. When possible, conference presentations on the program and its curriculum will be scheduled to inform attendees about the program.

Marketing Materials
The following materials will be developed in order to inform prospective students and employers about the program:

- Trifold brochure outlining program goals and objectives, courses and admissions procedures;
- Text content for the SPS website
- Email outreach campaign
- Postcard mailing
- Print ad campaign
- Flyer for mailing and in-person distribution
- Application and registration packet

Messaging
Communications about the proposed program will emphasize:

- There are good-paying jobs available for graduates
- The coursework is forward looking and comprehensive
- The degree prepares students to assume significant responsibility for leading in the youth development field
<table>
<thead>
<tr>
<th>Institution and division</th>
<th>Program Title</th>
<th>Tuition</th>
<th>Target Audience(s)</th>
<th>Format</th>
<th># of courses for completion</th>
<th>Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clemson University</td>
<td>Youth Development Leadership</td>
<td>$523 per credit (online rate)</td>
<td>Students in the program are new professionals, career-changers and practicing professionals who want to expand their skills and create new professional opportunities.</td>
<td>Online except 3-day new student orientation</td>
<td>12-13</td>
<td>37 credits: Courses primarily from College of Health, Education and Human Development</td>
</tr>
<tr>
<td>Kansas State University</td>
<td>Youth Development</td>
<td>$380.80-$859.40 per credit</td>
<td>Eligible for graduate admission</td>
<td>Online</td>
<td>10 courses plus 8 elective credits</td>
<td>36 credits: Courses offered by five institutions collaboratively and situated in the School of Family Studies and Human Services. Students are encouraged to seek admission for the fall semester.</td>
</tr>
<tr>
<td>The Pennsylvania State University</td>
<td>Applied Youth, Family and Community Education</td>
<td>$805-$1381 per credit</td>
<td>Students must have a strong background in family and consumer sciences, youth and/or human development, or a related social and/or behavioral science. GRE required for admission.</td>
<td>In-person with blended, part-time option</td>
<td>13 courses</td>
<td>31-35 credits: 18 cr. req. in family and consumer sciences, youth and/or human development, or a related social and/or behavioral science; 1-3 internship credits required.</td>
</tr>
<tr>
<td>University of Minnesota, Twin Cities Campus</td>
<td>Youth Development Leadership</td>
<td>$660.17-$1021.17 per credit</td>
<td>Eligible for graduate study; at least two years' experience working with youth</td>
<td>In-person</td>
<td>9 courses plus 10 elective credits</td>
<td>Situated in the School of Social Work, College of Education and Human Development</td>
</tr>
<tr>
<td>University of Nebraska Lincoln</td>
<td>Child Youth and Family Studies: Specialization in Youth Development</td>
<td>$530 per credit</td>
<td>Eligible for graduate admission</td>
<td>Online</td>
<td>10 courses plus 8 elective credits</td>
<td>36 credits: Also offers Master’s level certificates in Youth Development Specialist or Youth Program Management &amp; Evaluation</td>
</tr>
</tbody>
</table>

Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015
Enrollment Projections

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016-17</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
<td>2020-21</td>
</tr>
<tr>
<td>Fa 16</td>
<td>Sp 17</td>
<td>Fa 17</td>
<td>Sp 18</td>
<td>Fa 18</td>
<td>Sp 19</td>
</tr>
<tr>
<td>Full-Time</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Part-Time</td>
<td>15</td>
<td>26</td>
<td>39</td>
<td>48</td>
<td>57</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>17</strong></td>
<td><strong>29</strong></td>
<td><strong>44</strong></td>
<td><strong>54</strong></td>
<td><strong>62</strong></td>
</tr>
<tr>
<td><strong>HEADCOUNT</strong></td>
<td><strong>17</strong></td>
<td><strong>29</strong></td>
<td><strong>44</strong></td>
<td><strong>54</strong></td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>

Detailed five-year enrollment projections are presented in Table 8 in the Appendix.

Retention and Graduation
The CUNY School of Professional Studies has evolved an extensive set of student services, beginning at the point of inquiry and designed to maximize student retention and success and promote efficient completion of degree requirements. The proposed program expects to build upon these services and offer students:

- Individualized advisement on course selection that takes into account the full set of demands on the student's time and their career and academic goals.
- Career and further academic planning services beginning in their first semester, delivered by the Career Services office, faculty, and representatives from organizations that employ individuals with Master's degrees in Youth Studies.
- Ongoing assessment of the foundation skills that underlie academic and professional success, especially in communication and management of quantitative information, coupled with tutorial services in these areas.
- Access to training in the use of software tools required in courses and in the professional workplace, along with helpdesk services.
- Online library services and training in the skills underlying information literacy.
- Full financial aid services.
Curriculum

Degree Requirements
Completion of the M.A. in Youth Studies will require a total of 30 credits, distributed as follows (existing SPS courses are indicated with an asterisk):

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>YS 600 – Historical Perspectives on Adolescence*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YS 602 – Youth Action and Agency*</td>
</tr>
<tr>
<td></td>
<td>YS 603 – Group Work with Youth*</td>
</tr>
<tr>
<td></td>
<td>YS 610 – Youth Development</td>
</tr>
<tr>
<td></td>
<td>YS 611 – Youth Policy</td>
</tr>
<tr>
<td></td>
<td>YS 620 – Practicum: Designing and Running Quality Youth Programs</td>
</tr>
<tr>
<td></td>
<td>YS 639 – Youth Studies Research Methods</td>
</tr>
<tr>
<td></td>
<td>YS 699 – Youth Studies Capstone Course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>YS 601 – Adolescent Psychology and Community Programs*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YS 604 – Adolescent Sexual Health*</td>
</tr>
<tr>
<td></td>
<td>YS 605 – Transition Experience with Youth with Disabilities*</td>
</tr>
<tr>
<td></td>
<td>YS 606 – Youth Identity: Virtual Environments*</td>
</tr>
<tr>
<td></td>
<td>YS 612 – Effective Supervision with Youth Workers</td>
</tr>
<tr>
<td></td>
<td>YS 649 – Youth Studies Independent Study</td>
</tr>
<tr>
<td></td>
<td>YS 659 – Special Topics in Youth Studies</td>
</tr>
</tbody>
</table>

Course Descriptions

*YS 600 - Historical Perspectives on Adolescence (3 hours/3 graduate credits)
Prerequisite: None
This course traces the cultural history of youth and the development of the modern concept of adolescence at the turn of the twentieth century. It uses a multidisciplinary approach to highlight aspects of adolescence in contemporary society. The course begins with the portrayal of youth in Greek literature and philosophy and in “ages of man” iconography. The modern concept of adolescence is introduced through: a review of images of youth in the popular literature, painting and poetry of the late nineteenth and early twentieth century; the influences of John Locke and Jean-Jacques Rousseau on the concept of adolescent development in the fields of medicine and education; the work of G. Stanley Hall and the new psychology of adolescence as a distinct “stage of life”; the creation of the juvenile justice system and the social construction of a legal concept of adolescence; the proliferation of delinquency theories and gang research in the social sciences; and the emergence of a cultural concept of adolescence in anthropology. The course covers the evolution of cultures of youth during the decades of the twentieth century. Social, economic and public policy issues related to youth are discussed.

*YS 601 - Adolescent Psychology and Community Programs (3 hours/3 graduate credits)
Prerequisite: YS 600 and YS 610
This course is an introduction to the field of adolescent psychology with a particular emphasis on theories and research that support the development of community programs that promote youth development. The course begins with the founding of the field of adolescent psychology in the work G. Stanley Hall. The influence of his concept of “storm and stress” is discussed. The importance of Erik Erikson’s concept of “identity formation” in the history of adolescent psychology is also covered. The course encompasses major aspects of adolescent psychology including:
cognitive development, moral reasoning, the impact of schools, adolescent health and sexuality, risk and resilience, relationships with peers, parents and other adults, issues related to violence, the impact of globalization and the concept of “emerging adulthood.” These topics are discussed in the context of the development of best practices in community-based youth serving agencies.

*YS 602 - Youth Action and Agency (3 hours/3 graduate credits)*
Prerequisite/Co-Requisite: YS 600 and YS 610
Consistent with a youth development philosophy that posits that young people are assets to any endeavor, this course will help youth-workers explore the conditions that support productive partnerships between adults and young people. Course readings will include literature in the following content areas: youth development, critical youth development, community-youth development, youth participatory action research, youth participatory evaluation, youth advocacy, youth civic engagement, adult-youth partnerships, and youth activism. Students will also explore how to measure outcomes on the individual, programmatic and community level. An integral component of this course is conducting a mini-participatory project with young people. This combination of theory and practice is designed to deepen knowledge acquisition in the course by engaging students in experiential learning and reflection in addition to reading and class discussion. The in-class work is designed to model promising practices in youth development such as an attention to social group work, an awareness of learning styles, and student-centered engagement strategies.

YS 603 - Group Work with Youth (3 hours/3 graduate credits)
Prerequisite/Co-Requisite: YS 600 and YS 610
This course introduces students to social group work (a core methodology of the social work profession) as a practice model for promoting youth development. Students gain an understanding of the stages of group development as an overarching framework and learn basic group theory and skills needed for group work with children and adolescents in a variety of social, educational, and recreational settings. They explore key concepts such as planning, purposeful use of activity, norms, mutual aid, shared decision-making, group roles, problem-solving, and managing group conflict. Students apply the central theories and practice principles of social group work as they develop basic skills in ethical and effective intervention and evaluation of their group work practice with youth.

YS 604 - Adolescent Sexual Health (3 hours/3 graduate credits)
Prerequisite/Co-Requisite: YS 600 and YS 610
This course aims to understand individual, cultural, and social factors that influence young people’s healthy sexual development. The course is organized around a number of factors that both support and impede the sexual health and development of young people and permits study of a wide range of issues that affect young people and their sexuality. The course covers biological and hormonal development, how peers and partners can affect adolescent sexual health, how the media and popular culture influence sexual development, the role of families and schools, and explores social policies and laws that create the political infrastructure in which adolescents develop. Particular attention is paid to specific characteristics that affect sexual health, including gender, sexual orientation, race/ethnicity, and socioeconomic status and how these affect what adolescents learn about themselves, their bodies, and the potential for being a healthy sexual adult. The structure of this course encourages students to develop a set of critical skills that will allow them to understand how young people are affected by both public and private issues and decisions. The ability to understand how sexual health is both an individual and a social phenomenon is an important skill for students to learn.

YS 605 - Transition Experience with Youth with Disabilities (3 hours/3 graduate credits)
Prerequisite/Co-Requisite: YS 600 and YS 610
This course provides an overview of the transition experience of youth with disabilities. It reviews the current state of transition services for youth with disabilities in New York City and nationally. It focuses on “self-determination” as a basic principle in transition planning and in accessing and integrating community resources within a fragmented service delivery system. Special attention is given to the role and experience of the family in the transition process.
and to the importance of “inclusion,” especially in school settings. The experiences of youth with disabilities in the foster care and juvenile justice systems, and strategies that support employment and postsecondary education opportunities are covered. Applications of transition planning to youth with intellectual disabilities, traumatic brain injury, autism spectrum disorders, emotional and behavioral disorders, learning disabilities and physical disabilities are discussed and practiced.

YS 606 - Youth Identity: Virtual Environments (3 hours/3 graduate credits)
Prerequisite: YS 600 and YS 610
This course is designed to prepare youth practitioners to respond to the needs and interests of young people as expressed through virtual environments. It provides opportunities to explore how young people use virtual environments to construct their identities and navigate social space. Students will explore current social networking technologies, understand how young people navigate these systems for relational purposes, and critically examine the risks as well as developmental benefits of virtual environments.

YS 610 - Youth Development (3 hours/3 graduate credits)
Prerequisite: None
This course focuses on the history of the field of Youth Development, current frameworks, the latest findings in neuroscience related to youth development, as well as promising practices related to: STEAM, media literacy, the tech/maker movement, global competencies, LGBT/racially informed youth development, parent engagement and connected learning. Students will learn the basics of facilitation steeped in youth development principles and practices. Students will become familiar with tools used to measure socio-emotional development as well as various quality assessment tools. Lastly, students will visit high quality youth development programs around New York City to witness youth development practice in action and learn promising practices.

YS 611 - Youth Policy (3 hours/3 graduate credits)
Prerequisite/Co-Requisite: YS 600 and YS 610
This course critically analyzes various public policies at the local, state, federal and international level. Students will develop a variety of skills that inform the understanding and analysis of social policy, including: critically analyzing data, both what is there and what is not there, making connections between federal policy and children’s lives, assessing coverage of children’s issues in the media and popular press, understanding how to create a policy agenda and increasing knowledge about current social issues and policy debates. Topics covered include: juvenile justice, education, out-of-school time, opportunity youth, child protection, health, and advocacy.

YS 612 - Effective Supervision of Youth Workers (3 hours/3 graduate credits)
Prerequisite/Co-Requisite: YS 600 and YS 610
Supervision has been shown to have an impact on quality at the point of service (between a frontline staff and a young person). In this course, students will learn theory and skills related to supervising youth workers. Topics covered include: supervision models/theory, competencies, one-on-one supervision, running effective learning communities, quality assessments, staffing, in-house trainings, self-care and professionalizing the field.

YS 620 - Practicum: Designing and Running Quality Youth Programs (3 hours/3 graduate credits)
Prerequisite/Co-Requisite: YS 600 and YS 610
This course is a practicum where students learn theory, skills and knowledge related to designing and running quality youth programs, field test these ideas/competencies and debrief the process with their peers. Students can use their existing work places or receive a placement from CUNY SPS in a high quality youth program in New York City to serve as their learning lab. Topics covered in this course include: leadership styles, program evaluation and assessment, budgeting, grant writing, fundraising, strategic planning, external oversight, ethics, program marketing, program design and implementation. Students are asked to test out new skills in the program context and/or bring in exemplars from their organizations that illuminate the given topic each week. Weekly debriefs about successes and
challenges related to implementing the ideas or skills are incorporated into the class structure as are occasional visits to high quality youth programs across New York City.

**YS 639 - Youth Studies Research Methods: (3 hours/3 graduate credits)**
*Prerequisite/Co-Prerequisite: YS 600 and YS 610*
This course will provide an overview of research methods, including ethnography, in-depth interviewing, the use of personal narratives and other documents, and participatory action research. The course will focus on both the theoretical approaches and practical techniques of qualitative research methodology. Students will be introduced to data analysis in youth research. The application of these research methodologies to the youth field will be illustrated.

**YS 649 - Youth Studies Independent Study (3 hours/3 graduate credits)**
*Prerequisite/Co-Prerequisite: YS 600 and YS 610*
The Independent Study will be taken under the supervision of an instructor. The student will develop a proposal and rationale for the Independent Study, which must be approved in advance by the instructor. The instructor and the student will develop a set of guidelines for the course, including the scope of reading and writing assignments. These guidelines will be submitted to the Academic Director in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.

**YS 659 - Special Topics in Youth Studies: (3 hours/3 graduate credits)**
*Prerequisite/Co-Prerequisite: YS 600 and YS 610, additional pre-requisites may vary depending on topic*
This seminar style course supports students to stay on top of the current trends in the field of youth development. Special topics could include: socio-emotional development, STEM, STEAM, media literacy, the tech/maker movement, global competencies, 21st century skills, opportunity youth, connected learning, trauma informed practice and restorative justice models.

**YS 699 - Youth Studies Capstone Course (3 hours/3 graduate credits)**
*Prerequisite/Co-Prerequisite: YS 600 and YS 610, and permission of the Academic Director*
This course, which should be taken in the student’s final semester, is an opportunity for the student to integrate and synthesize the body of knowledge acquired in courses leading to completion of the M.A. in Youth Studies. Students will work with the instructor to develop a multi-disciplinary capstone project that demonstrates the student’s command of subject matter and literature covered in the courses. The capstone may take various forms, including an independent or group research project; an annotated literature review; e-portfolio or a media presentation. All capstones must include an extensive bibliography and a 20-25 page analytic essay. Classroom sessions will alternate with independent supervised research and project development.
Learning Outcomes by Course

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Meets Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>YS 600 - Historical Perspectives on Adolescence</td>
<td>X</td>
</tr>
<tr>
<td>YS 601 - Adolescent Psychology and Community Programs</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>YS 602 - Youth Action and Agency</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>YS 603 - Group Work with Youth</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>YS 604 - Adolescent Sexual Health</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>YS 605 - Transition Experience with Youth with Disabilities</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>YS 606 - Youth Identity: Virtual Environments</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>YS 610 - Youth Development</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>YS 611 - Youth Policy</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>YS 612 - Effective Supervision of Youth Workers</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>YS 620 - Practicum: Designing and Promoting Quality Youth Programs</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>YS 639 - Youth Studies Research Methods</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>YS 649 - Youth Studies Independent Study</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>YS 659 - Special Topics in Youth Studies</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>YS 699 - Youth Studies Capstone Course</td>
<td>X X X X X X</td>
</tr>
</tbody>
</table>

Learning Outcome #

1. Demonstrate in-depth knowledge of theory and history related to youth studies;
2. Reflect on one’s own strengths, challenges, values, beliefs and assumptions in the context of youth work and youth studies;
3. Evaluate current issues, opportunities and best practices related to the field of youth studies;
4. Demonstrate effective verbal and written skills;
5. Analyze existing youth policies;
6. Create a novel idea for new directions in the field of youth development, potential youth policy agenda, program design and implementation plan for youth programs;
7. Apply principles and practices in the following areas: program management; facilitation; and evaluation;
8. Generate research about youth programs and/or youth issues;
9. Critically analyze the socio-political context that surrounds a youth issue, policy, program structure or practice as it relates to age, gender, gender identity, sexuality, race, class, immigration status, (dis)ability, and region.
Academic Policies

The proposed program will implement procedures intended to ensure that students are fully responsible for all assignments and that the highest standards of academic integrity are maintained. Such policies and procedures are a necessary component of all academic programs, regardless of the form of course delivery.

The program will address the issue of academic integrity, which includes, but is not restricted to plagiarism, through several mechanisms:

- **Clearly worded policy statement:** The program will introduce entering students to the policies regarding academic integrity during their initial orientation and then will have these policy statements included in the syllabus of every course. The policy statement will include a description of the kinds of behaviors that violate academic integrity standards, the procedures that will be followed when violations are thought to have occurred, and consequences for students should violations be confirmed. In general, all students are bound by the academic policies established by the School of Professional Studies and published in the School’s website, academic handbook, and annual bulletin.

- **Detailed guidelines for students on how to avoid violations of academic integrity policies:** In some cases, students include unattributed sections of text, graphics and other non-original elements in assignments without realizing that this is not allowed. To avoid such incidents, the program will develop and disseminate a detailed guide for students that includes, among other things, online sites where students can submit drafts of assignments before they are given to the instructor and where sections that are copied from other sources are identified.

- **Teaching practices and training:** Instructors will be introduced to the program policies with regard to academic integrity when they begin teaching in the program and will be expected to disseminate reminders to their students each semester. Additionally, instructors will be given guidelines on specific ways to structure assignments and tests so that the possibilities for plagiarism and cheating are minimized.

We are confident that these procedures, taken together, will ensure a program culture in which academic integrity is widely understood and valued and where violations are minimized and relatively easy to detect. We will continue to monitor the professional literature in this area, so that our efforts are consistent with current best practice.

Faculty

The program reflects an in-depth review and analysis of the literature of the field and was designed by several CUNY faculty who have extensive experience in workforce education, research and youth-serving agencies: Sarah Zeller-Berkman, PhD Coordinator of Youth Studies Initiatives, JFK, Jr. Institute for Worker Education; William Ebenstein, PhD, Senior Fellow, JFK, Jr. Institute for Worker Education; Carrie Shockley, EdD, Acting Director, JFK, Jr. Institute for Worker Education and Adjunct Faculty, CUNY School of Professional Studies; Julie Stein Brockway, LCSW, Adjunct Instructor, Hunter School of Social Work and Program Officer at the Youth Development Institute and Adjunct at Brooklyn College; Sarah I. McClelland, PhD, The Graduate Center, City University of New York and Curriculum Developer, Hunter College; and Dana R. Fusco, PhD, Professor of Youth Studies and Education Department Chair Department of Teacher Education School of Health Sciences and Professional Programs, York College.

The faculty that will be recruited to teach in the Master of Arts in Youth Studies will also have extensive experience in academia as well as research of, or practice in, youth development. Most potential candidates hold doctoral degrees in related fields with many years of teaching experience and several related publications. A few hold a master’s level degree with over 25 years of teaching and practical experience. All potential faculty are excited to be part of a new endeavor and have committed to teaching regularly in the program.
Cost Assessment

Budget Tables

Budget information is contained in the Appendices as follows:
- Table 5: New Resources
- Table 6: Projected Revenue
- Table 7: Five-Year Financial Projections Worksheet
- Table 8: Five-Year Revenue Projections Worksheet

Support Services and Resources

In delivering resources to students in the Master of Arts in Youth Studies, CUNY SPS will build on its current infrastructure, which supports dozens of degree and certificate programs as well as a portfolio of noncredit programs (both online and in-class). The student, faculty, and administrative services currently offered by CUNY SPS can readily be extended to this new program.

CUNY SPS currently has advisors who are trained to work with undergraduate and graduate students, and all services, including the registrar, bursar, and financial aid offices — available online and in person — likewise have the capacity to handle the additional students.

5. Academic Advisement: A dedicated advisor for the MA in Youth Studies will provide advisement from pre-application through registration, completion of degree and graduation. In addition, students receive advisement from faculty teaching their courses and students interact with each other and with faculty throughout the semester. This ongoing contact ensures that there are sufficient informal opportunities to discuss academic issues. Each student is issued a CUNY email account facilitating timely communications among students, instructors, advisors and administrative staff.

6. Instructional Technology: The core educational technology infrastructure is CUNY’s enterprise Blackboard course management system. Blackboard supports the faculty’s requirement to share documents, have group discussions, assign collaborative projects, and respond to individual student questions or assignments.

The CUNY SPS Help Desk is available to help students and faculty with any technology issue that may arise from 8am until 9pm weekdays, and all day on Saturdays. More than simply addressing problems as they arise, the Help Desk takes a proactive stance towards support by providing constituents with how-to guides and videos, live training, and regular updates on technology changes.

Other support services include admissions, registration, and grade reporting, which are all available online or in-person. Web-based tools, used by well-trained administrative staff, complement this support structure. Everything from admissions and financial aid to course registration and payment is available online. The majority of these services are paid for as part of the School’s general operating budget. The only direct costs to this program are costs related to accessibility, assistive technology, and universal design for students with disabilities. Expenses other than personnel include the library, equipment, software and services, marketing, supplies, and capital expenditures. The majority of library costs are shared over all CUNY SPS programs. Likewise, a base allocation is provided for equipment, software and services, supplies, and marketing.

7. Library: Library support will be robust. The School of Professional Studies partners with Baruch College’s Newman Library to deliver high quality access to online and in-person services. Through this partnership, the
Newman Library provides CUNY SPS students and faculty with access to several hundred online databases and information resources in print and electronic formats. Users have access seven days a week to the library’s on-site computing facilities, as well as remote access from off-campus locations to thousands of full-text journals, newspapers, and books. A Web-based reference service, in which librarians answer questions via “text chat,” is available 24 hours a day, seven days a week. Beyond the Newman Library, CUNY SPS students also have access to other libraries across the CUNY system.

8. **Writing Support and Tutoring:** Online writing and tutoring support is provided to CUNY SPS students by a consortium of diverse institutions. Students can choose to speak with a tutor through a live interactive Web conference, on the telephone, using text messaging, or via e-mail. Students may ask questions about specific subject areas, or, if they need assistance writing a paper, they may submit a written draft for a tutor to review. Tutors will not edit, correct, proofread, or rewrite papers. They will, however, coach students to consider the clarity of their work, point out inconsistencies in arguments, and identify problems with grammar. Likewise, if students need additional support in math or statistics, they are encouraged to work with a tutor. Should students need help with research projects, they can choose to work with Research and Information Literacy tutors, all of whom are doctoral students at CUNY.

9. **Career Services:** The School of Professional Studies’ Career Services Office helps both current students and alumni seek full-time employment, think through a career change, or explore internship opportunities. Additionally, the School is implementing programs to address on-the-job issues, professional development, and career assessment needs. The Career Services Office incorporates a mix of the latest technology and digital communications to offer a host of online tools and workshops that meet the diverse needs of this unique community. In addition to traditional methods of placement counseling, the Optimal Resume online career management program is available. This program provides extensive support for resumes, cover letters, interview practice, portfolios, etc., and places career resources within reach of any students or alumni seeking career assistance.

Further information about student services is available through the website. In addition, anyone seeking information about programs and services at the CUNY School of Professional Studies can contact an inquiry specialist or an advisor at 212-652-CUNY (2869) or information@sps.cuny.edu.

**Evaluation**

**Governance and Oversight**
The Governing Plan of CUNY SPS requires the appointment of the academic director of each degree program to serve on the Governing Council. In addition, each program will have appointed to the Governing Council full-time and consortial faculty elected by and in number equal to 25% of such faculty in each approved degree program who shall also serve for staggered three-year terms. This ensures that each program has representation on the school’s Governing Council.

**Program Oversight**
Overight of the program will be led by the Dean of CUNY SPS, the Associate Deans, the Academic Director, and appointed faculty for the program.

1. **Program Outcomes:** All degree programs are required to identify programmatic outcomes, which include student learning competencies. Consistent with the requirements of regional accreditation agencies, the focus of evaluation will be on objective measures of outcomes. Like other CUNY SPS programs, the program will conduct academic review sessions twice each year. These are sessions in which program leaders, along with academic support staff, review students’ records and make decisions with regard to both individual students' status and...
program policy and practice. In addition to measures of academic achievement, data on retention, progress toward degree, and degree completion will be tracked as key indices of program success.

2. **Course Outcomes**: Learning outcomes are defined for each course and provide key reference points for course design and assessment. Faculty will provide students with written reports before mid-term, spelling out those areas where students can improve their performance. Courses will use a combination of evaluative devices, both high- and low-stakes, to provide frequent measures of student learning progress within courses.

3. **Instructor Performance**: Consistent with the practice of other CUNY SPS programs, the program will track instructor effectiveness closely. For courses taught online, each instructor's readiness for online teaching will be assessed well before the beginning of each term, and necessary training will be required, both in the areas of pedagogy and use of technology tools. Each new instructor will be assigned an experienced online instructor as a mentor, with the mentor providing close oversight and guidance. In addition to reports from the mentors, each instructor—online or in-person—will have his or her course and teaching practices formally evaluated each term. Additionally, the extent to which students are successful in mastering course-specific objectives will be an important measure of the accomplishments of each instructor.

**External Evaluation**

External evaluations were conducted by Bruce Armstrong, D.S.W., LCSW-R and Katie Richards-Schuster, PhD.

The evaluation reports are included in the appendix.
References


CUNY School of Professional Studies

Program: Master of Arts in Youth Studies
Course Name and Number: YS 610 - Youth Development
Credits: 3 hours/3 graduate credits
Prerequisite: None

Course Description:
This course focuses on the history of the field of Youth Development, current frameworks, the latest findings in neuroscience related to youth development, as well as promising practices related to: STEAM, media literacy, the tech/maker movement, global competencies, LGBT/racial informed youth development, parent engagement and connected learning. Students will learn the basics of facilitation steeped in youth development principles and practices. Students will become familiar with tools used to measure socio-emotional development as well as various quality assessment tools. Lastly, students will visit high quality youth development programs around New York City to witness youth development practice in action and learn promising practices.

Student Learning Outcomes:
At the end of this course, students will:
- Demonstrate knowledge of the historical and current frameworks used in the field of youth development
- Apply the core competencies for youth workers in their practice
- Synthesize promising practices and current trends in the field of youth development
- Demonstrate knowledge related to measuring of youth development outcomes
- Apply basic youth development facilitation techniques
- Critically analyze the field of youth development in relation to challenges and opportunities

Program Learning Outcomes/Competencies addressed by the course:

<table>
<thead>
<tr>
<th></th>
<th>1. Demonstrate in-depth knowledge of theory and history related to youth studies;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Reflect on one’s own strengths, challenges, values, beliefs and assumptions in the context of youth work and youth studies;</td>
</tr>
<tr>
<td></td>
<td>3. Evaluate current issues, opportunities and best practices related to the field of youth studies;</td>
</tr>
<tr>
<td></td>
<td>4. Demonstrate effective verbal and written skills;</td>
</tr>
<tr>
<td></td>
<td>5. Analyze existing youth policies;</td>
</tr>
<tr>
<td></td>
<td>6. Create a novel idea for new directions in the field of youth development, potential youth policy agenda, program design and implementation plan for youth programs;</td>
</tr>
<tr>
<td></td>
<td>7. Apply principles and practices in the following areas: program management; facilitation; evaluation;</td>
</tr>
<tr>
<td></td>
<td>8. Generate research about youth programs and/or youth issues;</td>
</tr>
<tr>
<td></td>
<td>9. Critically analyze the socio-political context that surrounds a youth issue, policy, program structure or practice as it relates to age, gender, gender identity, sexuality, race, class, immigration status, (dis)ability, and region.</td>
</tr>
</tbody>
</table>

Course Grading and Requirements:
Reflection Papers 30%
Class Participation 15%
Class Presentation 20%
Final Paper 35%
Grading Scale

<table>
<thead>
<tr>
<th>Quality of Performance</th>
<th>Letter Grade</th>
<th>Range %</th>
<th>GPA/ Quality Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent - work is of exceptional quality</td>
<td>A</td>
<td>93 – 100</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>90 - 92.9</td>
<td>3.7</td>
</tr>
<tr>
<td>Good - work is of above average quality</td>
<td>B+</td>
<td>87 - 89.9</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>83 - 86.9</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>80 - 82.9</td>
<td>2.7</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>77 - 79.9</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>73 - 76.9</td>
<td>2</td>
</tr>
<tr>
<td>Poor</td>
<td>C-</td>
<td>70 - 72.9</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>60 - 69.9</td>
<td>1</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>&lt; 60</td>
<td>0</td>
</tr>
</tbody>
</table>

Students will be required to:

- **Complete Reflection Papers**: a total of ten reflection papers will be graded and worth 3 points each. Thoughtful completion of these papers will mean receiving the full 30% of your grade. Papers that are late or of lower quality will mean a lower percentage will be calculated into the final grade in the class.

- **Participate in Class**: Students will be expected to fully engage in class discussions and assignments. We will engage in small and full group discussions, and students will facilitate certain conversations as a means of practicing youth development facilitation skills. Students will also be expected to attend and engage when we visit four youth programs around the city. 2 points for class attendance, 5 points will be awarded for facilitation of group discussions, 8 points for all 4 youth program visits.

- **Class Presentation**: Each student will be asked to present a critique of the youth development field, principles/practices or one of the specific content areas covered in the class or present. Students will be expected to pose a critique and offer potential solutions or areas for future research. Successful completion of this assignment is worth 20 points

- **Final Paper**: Students will be expected to write a 15-page final paper that delves deeper into one of the areas covered in the class or a topic in the field of youth development not covered in class. Each student must submit a prospectus for the final paper and a bibliography, which must be approved by the instructor. Students must also provide a draft to a group of their peers two weeks before the final paper is due.

  Draft due week 12= 10 points
  Peer review due week 14=5 points
  Final due week 15=10 point

**Required Texts:**

None

**Course Outline:**

Week 1

Introduction to the course
- Discussion of the syllabus
- Review course requirements
- Reading Assignments: None
- DUE: N/A

Week 2

History of Youth Development: The making of the field


**DUE: 1-2 page reflection paper on readings**

**Week 3**

**Current Frameworks**


• SPARKS watch this video: [http://www.search-institute.org/sparks](http://www.search-institute.org/sparks)

• Socio-Emotional Development- Gil Noam, PhD at the How Kids Learn Conference IV [https://www.youtube.com/watch?v=cRcqJnBuxQi&list=PLZR25tnLiAeTfOksv7weR3t-PyYQr2Kfb&index=4](https://www.youtube.com/watch?v=cRcqJnBuxQi&list=PLZR25tnLiAeTfOksv7weR3t-PyYQr2Kfb&index=4)

• Carol Dwek-Mindset: The New Psychology of success-Watch Carol Dweck – A Study on Praise and Mindsets [https://www.youtube.com/watch?v=NWv1VdDeoRY](https://www.youtube.com/watch?v=NWv1VdDeoRY)

**DUE: 1-2 page reflection paper on readings**

**Week 4**

**Current Frameworks Continued and Measurement**


• Review PASE Outcomes Inventory

**DUE: 1-2 page reflection paper on readings**

**Week 5**

**Neuroscience and ages and stages**

• The Teen Brain: Why Do Teens Act This Way? (Dr. Ken C. Winters, Center of Adolescent Substance Abuse Research, University of Minnesota): [https://www.youtube.com/watch?v=Aly2bPVHg8](https://www.youtube.com/watch?v=Aly2bPVHg8) (4:35 minutes)


• TASC Neuroscience blog

Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015
Proposal to Establish a Master of Arts in Youth Studies  
CUNY School of Professional Studies  
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015  
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

http://expandedschools.org/blog?populate=neuroconnections#sthash.aJe03xTU.dpbs

- Jane Roskams Lecture-Child Trends (1 hour long)  
http://www.childtrends.org/our-research/the-kristin-anderson-moore-lecture-series/

- Ages and Stages handout – The Youth Development Institute

DUE: 1-2 page reflection paper on readings and videos

Week 6  
Youth Worker Competencies

- Core competencies for youth work professionals DYCD NYC

DUE: 1-2 page reflection paper on readings

Week 7  
Youth Development Facilitation 101


DUE: 1-2 page reflection paper on readings

In class: practice facilitation

Week 8  
STEAM/Tech Maker movement in YD

- Kylie Peppler and Sophia Bender “Maker movement spreads innovation one project at a time” http://kpeppler.com/Docs/2013_Peppler_Maker_Movement

Visit to MOUSE  
DUE: 1-2 page reflection paper on readings

Week 9  
Media Literacy


Other resources to review:
• What Kids Can Do, Inc. has collected and posted media projects done with and by youth. http://www.whatkidscando.org/resources/spec_youthmedia.html

Visit to media literacy organization (GAP, Tribeca Film Institute or the LAMP)

**DUE: 1-2 page reflection paper on readings**

**Week 10**

**LGBT/race informed Youth Development**

• Watch Shawn Ginwright at the How Children Learn Conference IV https://www.youtube.com/watch?v=VzMTVFEmUQ&index=6&list=PLZR25tnLiAeTf0ksV7weR3t-PyYQr2Kfb


• Get YR Rights: A tool kit for LGBTGQTS Youth and LGBTGQTS Serving organizations

Visit to organization (SIYA, Brotherhood Sister Sol or FIERCE)

**DUE: 1-2 page reflection paper on readings**

**Week 11**

**Parent engagement**


**DUE: 1-2 page reflection paper on readings**

**Week 12**

**School-CBO partnerships and Connected Learning**


**DUE: Final paper draft for peer review**

**In class assignment: Peer review of final paper draft**

**Week 13**

**The Future of Youth Development: Critique and Possibilities**


Week 14
Critical youth development - imagining a YD of the future-report share out

DUE: Revisions of final paper

Week 15
Wrap up and Reflection

DUE: Submit final papers
In class: Written and verbal reflection on the course

Additional Resources:
http://www.gse.harvard.edu/hfrp/projects/afterschool/about.html
http://www.thrivefoundation.org/thriving
http://www.search-institute.org/
http://www.ydinstitute.org/index.html
http://www.expandedschools.org/
http://www.casel.org/
http://forumfyi.org/ready-21
http://www.theinnovationcenter.org
http://www.actforyouth.net/
http://www.edutopia.org/digital-generation
http://www.whatkidscando.org
National Institute on Out-of-School Time www.wellesley.edu/WCW/CRW/SAC
Afterschool Alliance www.afterschoolalliance.org

ACCESSIBILITY AND ACCOMMODATIONS: The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. Please see: http://sps.cuny.edu/student_services/disabilityservices.html

ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY: The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University’s policies. Please see: http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c268e.pdf

ACADEMIC INTEGRITY: Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students’ personal and intellectual growth. Please see: http://media.sps.cuny.edu/filestore/8/3/9_dea303d5822ab91/839_1753cee9c9d90e9.pdf

STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services: http://sps.cuny.edu/student_resources/
Program: Master of Arts in Youth Studies

Course Name and Number: YS 639 - Youth Studies Research Methods

Credits: 3 graduate credits

Prerequisite/Co-Requisite: YS 600 and YS 610

Course Description:
This course will provide an overview of research methods, including ethnography, in-depth interviewing, the use of personal narratives and other documents, and participatory action research. The course will focus on both the theoretical approaches and practical techniques of qualitative research methodology. Students will be introduced to data analysis in youth research. The application of these research methodologies to the youth field will be illustrated.

Student Learning Outcomes:
At the end of this course, students will be able to:

- Discuss the ethics of studying people and the special protections required when studying young people;
- Describe situations where approval is needed from the Institutional Review Board and the steps to secure IRB approval;
- Contrast and compare quantitative and qualitative research methodologies and describe research scenarios where each would be appropriate;
- Apply various methodologies utilized to conduct qualitative research and describe the attributes of each;
- Analyze the results of participant observation and interviews research;
- Critically reflect on the research process and the role of the researcher;
- Understand how to prepare and engage in academic writing for research.

Students will be required to:
- Read and discuss course material weekly in class and on-line
- Write and submit researcher journal entries in response to readings, class discussions, and research processes
- Submit parts of a research proposal throughout the semester
- Conduct research
- Submit and present a final research proposal

Program Learning Outcomes/Competencies addressed by the course:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrate in-depth knowledge of theory and history related to youth studies;</td>
</tr>
<tr>
<td>2.</td>
<td>Reflect on one’s own strengths, challenges, values, beliefs and assumptions in the context of youth work and youth studies;</td>
</tr>
<tr>
<td>3.</td>
<td>Evaluate current issues, opportunities and best practices related to the field of youth studies;</td>
</tr>
<tr>
<td>4.</td>
<td>Demonstrate effective verbal and written skills;</td>
</tr>
<tr>
<td>5.</td>
<td>Analyze existing youth policies;</td>
</tr>
<tr>
<td>6.</td>
<td>Create a novel idea for new directions in the field of youth development, potential youth policy agenda, program design and implementation plan for youth programs;</td>
</tr>
<tr>
<td>7.</td>
<td>Apply principles and practices in the following areas: program management; facilitation; evaluation;</td>
</tr>
<tr>
<td>8.</td>
<td>Generate research about youth programs and/or youth issues;</td>
</tr>
<tr>
<td>9.</td>
<td>Critically analyze the socio-political context that surrounds a youth issue, policy, program structure or practice as it relates to age, gender, gender identity, sexuality, race, class, immigration status, (dis)ability, and region.</td>
</tr>
</tbody>
</table>
Course Grading and Requirements:

Research Journal 40%
Research Proposal 50%
  - Literature Review 20%
  - Research Questions 5%
  - Instrument(s) 10%
  - Proposed Method 15%
Final Presentation/Final Paper 10%

All written assignments should be brought to class to submit in hard copy unless alternative arrangements have been made with an instructor.

Grading Scale

<table>
<thead>
<tr>
<th>Quality of Performance</th>
<th>Letter Grade</th>
<th>Range %</th>
<th>GPA/ Quality Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent - work is of exceptional quality</td>
<td>A</td>
<td>93 - 100</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>90 - 92.9</td>
<td>3.7</td>
</tr>
<tr>
<td>Good - work is of above average quality</td>
<td>B+</td>
<td>87 - 89.9</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>83 - 86.9</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>80 - 82.9</td>
<td>2.7</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>77 - 79.9</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>73 - 76.9</td>
<td>2</td>
</tr>
<tr>
<td>Poor</td>
<td>C-</td>
<td>70 - 72.9</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>60 - 69.9</td>
<td>1</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>&lt; 60</td>
<td>0</td>
</tr>
</tbody>
</table>

Research Journal:
Students are expected to keep a research journal addressing their conceptual and technical progress during the semester. Entries will address thinking or provide practical experience on topics presented throughout the syllabus. Students must complete five journal entries: four marked with an asterisk* and one student choice.

Research Proposal:
By the end of the course, students will have developed components towards building a comprehensive research proposal. The final proposal due at the end of the semester will total 15-20 pages, and be comprised of revised drafts of four assignments:
- Literature review
- Construction of research question(s)
- Original data instrument(s)
- Methodology and research design

Final Presentation:
Students will share their research proposals with the class and their instructors during the last two class sessions. Presentations will not exceed 10 minutes. Acceptable formats include PowerPoint presentations, posters, and podcasts/videos. Alternative formats must be approved by the instructor.

Guidelines and rubrics for all assignments will be posted on Blackboard.
Final grades will be calculated and assigned according to the Graduate Grading Policies of the CUNY School of Professional Studies. CUNY SPS policies for grading and academic integrity are posted on SPS’s website. All written assignments, including reflection papers, should be typed and free of grammatical and spelling errors, as well as plagiarism. Page limits are based on double-spaced assignments in 12-point font with one-inch margins; title pages and reference lists do not count within the page limit. All written assignments are due at the beginning of class.

In this class we will use APA format for citations. Consult Purdue OWL for help: http://owl.english.purdue.edu/owl/resource/560/01/

You may also wish to use www.zotero.org or www.easybib.com for bibliographic formatting.

CUNY’s main website also provides a list of helpful databases and reference aids: http://www.cuny.edu/libraries/j-and-r.html

Another good place to start academic web searches is through Google Scholar: http://scholar.google.com/

**Required Texts:**


**Other Readings:**


---

Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

39
Course Outline:

Week 1
Introduction to the course and expectations
Reading Due:
Bradford & Cullen, Ch. 1 Working as a Practitioner-Researcher
Creswell, Ch. 1 The Selection of a Research Approach

Week 2
An Orientation to Quantitative Research
Reading Due:
Bradford & Cullen, Ch. 6 Using Quantitative Methods: Designing Surveys and Evaluations
Creswell, Ch. 2 Review of the Literature
Creswell, Ch. 8 Quantitative Methods

Research Journal 1 Due: In a 500 word reflection, describe your current thinking about a theme for a literature review. Introduce the topic, explain your interest in it, and identify the specific aspects of the theme you are curious about exploring in terms of gaps in research. How will you begin researching these?

Week 3
An Orientation to Qualitative Research
Reading Due:
Creswell, Ch. 1 The Selection of a Research Approach
Creswell, Ch. 9 Qualitative Methods

Week 4
The Reflective Researcher
Reading Due:
Creswell, Ch. 5 The Introduction
Creswell, Ch. 9 Qualitative Methods

Literature Review Due

Week 5
Ethics in Research
Reading Due:
Bradford & Cullen, Ch. 3 Research Ethics: Participation, Social Difference and Informed Consent
Creswell, Ch. 4 Writing Strategies and Ethical Considerations

Research Journal 2 Due*: Complete the Institutional Review Board training course (instructions below) and print out an extra copy of your Completion Report to turn in.

Note: This course may take several hours to complete. Do not wait until the last minute in case you have questions! You do not have to do it all in one sitting; you can log out and log back in with your user name and password and just do small pieces at a time:

1. Go to https://www.citiprogram.org
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

2. Click on the red link, New Users: Register Here
3. For Participating Institution, choose City University of New York
4. Complete sections 2-8: Create a user name and password, etc.
5. Register. Take the human subjects basic course.
6. Choose your learner group (HSR for Graduate Students)
7. Complete the required modules and take the quiz at the end of each module.
8. Keep a record of your completion Report. Print it out. Keep your own copy and bring a copy to class to give to the professor.

Week 6
Introducing Ethnography, Fieldnotes and Observation
Reading Due:
Bradford & Cullen, Ch. 4 Doing Ethnography and Using Visual Methods
Creswell, Ch. 7 Research Questions and Hypotheses
Creswell, Ch. 9 Qualitative Methods
Silverman, Ch. 10, pp. 126-128 Fieldnotes

Research Journal 3 Due: In a 300 word reflection, respond to the following prompts: What assumptions do you hold about your subject/topic and your prospective participants? What outcomes do you expect from your study? How may your background (personal experiences, education, values, culture, etc.) influence your perspective?

Research Questions Due

Week 7
Phenomenology/Grounded Theory/Narrative Inquiry
Reading Due:
Creswell, Ch. 9 Qualitative Methods

Research Journal 4 Due*: Referring to the Silverman reading, you will write up one set of fieldnotes. Select a location (e.g., a public library, the emergency room, an afterschool program). Conduct this observation for 30 minutes at minimum, and write detailed fieldnotes. Bring a hard copy of your field notes to class. Be prepared to discuss your experiences conducting your observation.

Week 8
In-Depth, Semi-Structured, & Open-Ended Interviewing
Reading Due:
Bradford & Cullen, Ch. 5 Asking Questions: Interviews and Evaluations

Week 9
Participatory Research & Emancipatory Thinking
Reading Due:
Bradford & Cullen, Ch. 1 Working as a Practitioner-Researcher
Rodriguez, L., Brown, T., (2009) From voice to agency: Guiding principles for participatory action research with youth
Swartz, S. (2011) ‘Going deep’ and ‘giving back’

Research Journal 5 Due*: Prepare an interview guide or structured interview protocol, either for individual interviews or for a focus group. Bring it to class. Be prepared to discuss how you would locate participants for your interviews.
Week 10
Focus Groups
Reading Due:
Robson, C. Ch. 11 Interviews and Focus Groups

Research Journal 6 Due*: Using your interview guide, conduct your interview. Submit a 300 word reflection about the interview process. What went well? What happened that you didn't anticipate? Based on your actual experience, how will you revise your interview protocol?

Week 11
Case Studies, Life Histories, and Archival Research
Reading Due:
Bradford & Cullen, Ch. 7 Documentary Research and Secondary Data
Bradford & Cullen, Ch. 8 Virtual and Online Research with Youth People
Creswell, Ch. 9 Qualitative Methods
Robson, p. 151, p. 374
Yin, Ch. 1, Introduction, pp. 1-18; Ch. 4, Conducting Case Studies, pp. 83-108

Research Journal 7 Due: Transcribe five minutes of one of the interviews or focus groups you conducted. Instrument(s) Due (Refined)

Week 12
Data Analysis in Qualitative Research
Reading Due:
Creswell, Ch. 8 Quantitative Methods
Creswell, Ch. 9 Qualitative Methods

Research Journal 8 Due: Submit a 300 word reflection considering the following: Justify your research approach and method selection. How does your qualitative approach best match what you want to understand? Why does your method for data collection make the most sense? What are the benefits and shortcomings on your choice?

Week 13
Reading, Writing & Presenting Research
Reading Due:
Bradford & Cullen, Ch. 9 Presenting Research to Different Audiences
Creswell, Ch. 6 The Purpose Statement
Silverman, Ch. 16 Getting Feedback, pp. 211-219

Proposed Methods Due

Week 14
Class Presentations
Students will present and discuss their research proposals.
Reading Due:

Week 15
Class Presentations
Students will present and discuss their research proposals.

Reading Due:
Bradford & Cullen, Ch. 10 Research and Work with Young People: Politics, Participation and Policy

Final Research Proposal Due

Additional Resources:

ACCESSIBILITY AND ACCOMMODATIONS: The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. Please see:
http://sps.cuny.edu/student_services/disabilityservices.html

ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY: The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University’s policies. Please see:
http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c268e.pdf

ACADEMIC INTEGRITY: Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students' personal and intellectual growth. Please see:

STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services:
http://sps.cuny.edu/student_resources/
CUNY School of Professional Studies

Program: Master of Arts in Youth Studies
Course Name and Number: YS 611 - Youth Policy
Credits: 3 hours/3 graduate credits
Prerequisite/Co-Requisite: YS 600 and YS 610

Course Description:
This course critically analyzes various public policies at the local, state, federal and international level. Students will develop a variety of skills that inform the understanding and analysis of social policy, including: critically analyzing data, both what is there and what is not there, making connections between federal policy and children's lives, assessing coverage of children's issues in the media and popular press, understanding how to create a policy agenda and increasing knowledge about current social issues and policy debates. Topics covered include: juvenile justice, education, out-of-school time, opportunity youth, child protection, health, and advocacy.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Write a policy brief
- Have a knowledge of current youth policies
- Critically analyze data related to youth policy
- Contrast and compare arguments for and against a particular policy
- Develop a policy agenda

Students will be required to:
- Complete all readings and come to class prepared to discuss the readings and participate in all class activities
- Complete skill building tasks and reaction papers
- Complete a final document that is either a policy brief or policy agenda

Program Learning Outcomes/Competencies addressed by the course:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>1. Demonstrate in-depth knowledge of theory and history related to youth studies;</td>
</tr>
<tr>
<td></td>
<td>2. Reflect on one’s own strengths, challenges, values, beliefs and assumptions in the context of youth work and youth studies;</td>
</tr>
<tr>
<td>X</td>
<td>3. Evaluate current issues, opportunities and best practices related to the field of youth studies;</td>
</tr>
<tr>
<td>X</td>
<td>4. Demonstrate effective verbal and written skills;</td>
</tr>
<tr>
<td>X</td>
<td>5. Analyze existing youth policies;</td>
</tr>
<tr>
<td>X</td>
<td>6. Create a novel idea for new directions in the field of youth development, potential youth policy agenda, program design and implementation plan for youth programs;</td>
</tr>
<tr>
<td></td>
<td>7. Apply principles and practices in the following areas: program management; facilitation; evaluation;</td>
</tr>
<tr>
<td></td>
<td>8. Generate research about youth programs and/or youth issues;</td>
</tr>
<tr>
<td>X</td>
<td>9. Critically analyze the socio-political context that surrounds a youth issue, policy, program structure or practice as it relates to age, gender, gender identity, sexuality, race, class, immigration status, (dis)ability, and region.</td>
</tr>
</tbody>
</table>

Course Grading and Requirements:
Skill builders 50 %
Reaction papers 25%
Final 25%
Grading Scale

<table>
<thead>
<tr>
<th>Quality of Performance</th>
<th>Letter Grade</th>
<th>Range %</th>
<th>GPA/ Quality Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent - work is of exceptional quality</td>
<td>A</td>
<td>93 - 100</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>90 - 92.9</td>
<td>3.7</td>
</tr>
<tr>
<td>Good - work is of above average quality</td>
<td>B+</td>
<td>87 - 89.9</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>83 - 86.9</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>80 - 82.9</td>
<td>2.7</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>77 - 79.9</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>73 - 76.9</td>
<td>2</td>
</tr>
<tr>
<td>Poor</td>
<td>C-</td>
<td>70 - 72.9</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>60 - 69.9</td>
<td>1</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>&lt; 60</td>
<td>0</td>
</tr>
</tbody>
</table>

Skill builders: There will be a total of 5 skill-builder assignments, each worth 10 points toward your final grade. Each skill-builder will be due at the start of class on its due date. Each assignment will involve a small amount of writing on your part, usually 2 pages. Expect each of these skill-builder assignments to take 1.5-2 hours to complete. Grading of these assignments will be according to the following criteria: (1) Content: thoughtfulness of commentary, thoroughness of research, creativity of ideas and/or analysis, fulfillment of assignment requirements; (2) Presentation: grammar, punctuation, free of typographical errors, APA style, and general appropriateness for graduate-level work.

Reaction papers: There will be a total of 5 reaction papers worth 5 points each. These are usually 1-2 pages typed and are either a response to the reading or one of the assignments outlined in the syllabus. Thoughtful completion of these papers will mean receiving the full 25% of your grade. Papers that are late or of lower quality will mean a lower percentage will be calculated into the final grade in the class.

Final:
Policy Brief: To utilize and demonstrate policy analysis skills and to gain experience writing a policy brief. Audience: Policymakers (i.e., federal or state Senators or Representatives) Content: In this assignment, you in essence will be arguing for or against a current policy related to youth and/or children. You can imagine that the bill in question is being considered for reauthorization (i.e., continued funding) and you want to convince the policymaker to keep it, change it, or scrap it and substitute something else. To do this, you will briefly describe and critically analyze a social policy targeted to children and youth, including a brief explanation of the issue, major relevant literature and references, core elements and/or findings underlying the concern, programs and projects designed to address it, and organizational and web-based resources to follow-up with or contact for information. Detailed instructions for this assignment will be distributed later in the semester.

OR

Develop an advocacy agenda for a current policy related to youth and/or children or for a policy that you feel should be in place. Follow the “Ten steps to developing an advocacy agenda” as a guide: file://Users/szellerberkman/Downloads/Ten%20Steps%20to%20Developing%20Strategic%20Advocacy%20Agenda.pdf
Detailed instructions for this assignment will be distributed later in the semester.

Draft due week 13=10 points of final
Peer review due week 14=5 points of final
Final draft due week 15=10 points of final

Thoughtful completion of all three components will earn a student the full 25% of the final grade for the class

Required Texts:
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

Course Outline:

Week 1
Introduction to course
Due: Secure reading packet and explore some web sites in the additional resources section.

Week 2
Rights of and responsibilities to children


Due: Skill-Builder #1 a Critical Analysis of Opposing Viewpoints. Contrast and compare the arguments for and against the CRC and outline your own opinion.

Week 3
Early childhood education policy

Due: reaction paper

Week 4
Elementary and secondary education continued
Elementary and secondary education act overview http://www.ed.gov/esea


Due: Skill-Builder #2: Find and review two policy briefs of ESEA. Contrast and compare similarities and differences in both the format and content of the briefs.

Week 5
Out-of-school time


http://www.afterschoolworksny.org/media/AdvocacyGuide.pdf

Due: Skill-Builder #3: Cluster analysis of web resources for out-of-school time policy. What are current policies impacting out-of-school time/ afterschool?

Week 6
Public health


Week 7
Child maltreatment and the child protection system


Due: Skill-Builder #4: Framing a policy issue: Specify and critique how the current policy frameworks in child maltreatment and protection (at the federal, state, and local levels) reflect society’s social construction of the child, youth and family.
Week 8
Juvenile Justice


Steinberg & Haskins (2008). Keeping Adolescents Out of Prison

Due: Skill builder #5: Find coverage of juvenile justice issues or policy in the media, social media or popular press (find at least three exemplars from the past year). Assess the coverage of these issues and/or policies and offer your opinion about how the debate is currently framed in the media.

Week 9
Opportunity Youth


Due: Reaction paper

Week 10
Immigrant children and families


Due: Reaction Paper: Critically analyze the data on immigrant children and families: what is there and what is missing? Incorporate your analysis into a fictional letter to Donald Trump about the impact of his proposed immigration policies on children.

Week 11
Services for children with disabilities


Week 12

Advocacy 101


Ten steps to developing an advocacy agenda.


Due: Reaction Paper: Choose a policy area (one we have gone over in class or another topic related to young people that we have not covered) for which you would be interested in developing an advocacy agenda or a policy brief. In 1-2 pages discuss what it is, why you are interested in that topic and whether you will be developing a policy agenda or brief.

Week 13

Children’s cabinets and youth councils/commissions

A governor’s guide to Children’s cabinets http://forumfyi.org/files/GOVGUIDECHILD.pdf

State Children’s cabinets: http://forumfyi.org/childrens-cabinet-network-0

NYC Children’s Cabinet

Due: Reaction Paper: Conduct research on youth commission or youth council models in cities or states around the U.S. Pick four, summarize their charge/mission (can be chart or paragraph format). Choose one that you feel is the best model and explain why.

AND

Bring in draft policy agenda or brief
Week 14
Global perspectives
Youth in development: Realizing the demographic opportunity. Cot 2012 US AID Policy


Due: Peer feedback: Share your feedback on your peer’s draft policy agenda or brief. Insert the feedback into the reviewer’s template and bring a copy for your classmate for in-class discussion.

Week 15
Closing reflections on the course
Due: Final Paper

Additional Resources:
- Child and Family Policy-Related Websites of Interest Sources for Information on U.S. Federal Laws GovTrack.US (http://www.govtrack.us/)
- Library of Congress THOMAS database (http://thomas.loc.gov) Sources for Information on U.S. State Laws
- National Governor’s Association Center for Best Practices (http://www.nga.org) National Conference of State Legislatures (http://www.ncsl.org)
- Census Bureau (http://www.cwla.org/)
- Data Resource Center for Child and Adolescent Health (http://www.childhealthdata.org/)
- U.S.-Based Child Advocacy Organizations Adults and Children Together Against Violence (http://actagainstmnc.org/)
- American Youth Policy Forum (http://www.aypf.org/)
- Center for Media Education (http://www.cme.org) Child and Family Web Guide (http://www.cfw.tufts.edu/)
- Child Welfare League (http://www.cwla.org/)
- Children Now (http://www.childrennow.org/)
- Children’s Defense Fund Action Council (http://www.cdfactioncouncil.org/)
- Children’s Rights (http://www.childrensrights.org/)
- Connect for Kids (http://www.connectforkids.org/)
- First Focus (http://www.firstfocus.net)
- Forum for Youth Investment (http://www.forumforyouthinvestment.org/)
- National Association for the Advancement of Colored People (http://www.naacp.org)
- National Association for the Education of Young Children (http://www.naeyc.org/)
- National Council of La Raza (http://www.nclr.org/)
- Center for youth development and policy research http://www.aed.org
- National collaboration for youth http://www.nydic.org
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

- National clearinghouse for families and youth [http://www.acf.dhhs.gov/nfyc]
- National network for youth [http://www.nn4youth.org]
- Youthsinfo [http://youthsinfo.os.dhhs.gov]
- Vote Kids ([http://www.votekids.org/]
- U.S.-Based Think Tanks/Policy Analysis Groups Annenberg Public Policy Center ([http://www.appcpenn.org]
- Casey Journalism Center on Children and Families ([http://www.cjc.umd.edu/index.cfm]
- Center for American Progress ([http://www.americanprogress.org/]
- Center on Budget and Policy Priorities ([http://www.cbpp.org/]
- Center for Children’s Law and Policy ([http://www.cclp.org]
- Center for Law and Social Policy ([http://www.clasp.org/]
- Center on Education Policy ([http://www.cepp-dc.org/]
- Chapin Hall Center for Children ([http://www.chapinhall.org/]
- Children’s Defense Fund ([http://www.childrensdefense.org/]
- Child Trends ([http://www.childtrends.org/]
- Future of Children ([http://www.futureofchildren.org]
- Heritage Foundation ([http://www.heritage.org]
- Kaiser Family Foundation ([http://www.kff.org]
- Manpower Demonstration Research Corporation ([http://mdrc.org]
- National Center for Children in Poverty ([http://www.nccp.org]
- Rand Corporation ([http://www.rand.org/]
- Urban Institute ([http://www.urbaninstitute.org/]
- Harvard Graduate School of Education. [www.gse.harvard.edu]
- The Center for Community Partnerships. University of Pennsylvania. [www.upenn.edu/ccp]
- Out of School Time Research. [www.gse.harvard.edu/hfrp/projects/afterschool/resources/issuebrief5.html]
- Council of Europe. Education for Democratic Citizenship. [www.coe.int/edc]
- William T Grant Foundation Youth Initiatives. [www.wtgrantfoundation.org/]
- Youth Action Net. [www.youthactionnet.org/]
- Ashoka Worldwide Social Entrepreneurs Network. [www.ashoka.org]
- European Youth Forum. [www.youthforum.org]
- W.K. Kellogg Foundation. [www.wkk.org/]
- Annie E. Casey Foundation Policy Magazine. [www.aegf.org/]
- Forum for Youth Investment [www.forumforyouthinvestment.org/]
- New York State Afterschool Network [http://www.nysan.org/]
- Afterschool Alliance [http://www.afterschoolalliance.org/]
- SOUL School of Unity and Liberation [http://www.schoolofunityandliberation.org/soul_sec/about/ab-mission.html]
- Child Rights Information Network ([http://www.crin.org/]
- Clearinghouse on International Developments in Child, Youth and Family Policies ([http://www.childpolicyintl.org/]
- Save the Children ([http://www.savethechildren.org/]

Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

51
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

• UNICEF (http://www.unicef.org/publications/index.html)
• UNICEF’s Innocenti Research Centre (http://www.unicef-irc.org/)
• World Health Organization (child health: http://www.who.int/topics/child_health/en/)
• European Commission Statistical Data. www.europa.eu.int/comm/eurostat/
• International Network of Observatories in Cultural Policies www.unesco.org/culture/development/observatories/
• International Centre for Social Welfare Policy and Research. www.childwatch.uio.no
• European Children Network. www.childrensnet.org/
• British Youth Council. www.byc.org.uk/
• International NGO Youth Networks. www.infoyouth.org/
• Global Youth Action Network. www.takingitglobal.org/
• International Council on National Youth Policy. www.icnyp.net/
• International Youth Foundation. www.iyfnet.org
• European Youth Observatory www.diba.cs/cyo
• http://www.youthpolicy.org/

ACCESSIBILITY AND ACCOMMODATIONS: The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. Please see: http://sps.cuny.edu/student_services/disabilityservices.html

ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY: The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University’s policies. Please see: http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c268e.pdf

ACADEMIC INTEGRITY: Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students’ personal and intellectual growth. Please see: http://media.sps.cuny.edu/filestore/8/3/9_dea303d5822ab91/839_1753cee9c9d90e9.pdf

STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services: http://sps.cuny.edu/student_resources/
Program: Master of Arts in Youth Studies

Course Name and Number: YS 620 - Practicum: Designing and Running Quality Youth Programs

Type of Course: Required

Credits: 3 graduate credits

Prerequisite/Co-Requisite: YS 600 and YS 610

Course Description:
This course is a practicum where students learn theory, skills and knowledge related to designing and running quality youth programs, field test these ideas/competencies and debrief the process with their peers. Students can use their existing work places or receive a placement from CUNY SPS in a high quality youth program in New York City to serve as their learning lab. Topics covered in this course include: leadership styles, program evaluation and assessment, budgeting, grant writing, fundraising, strategic planning, external oversight, ethics, program marketing, program design and implementation. Students are asked to test out new skills in the program context and/or bring in exemplars from their organizations that illuminate the given topic each week. Weekly debriefs about successes and challenges related to implementing the ideas or skills are incorporated into the class structure as are occasional visits to high quality youth programs across New York City.

Student Learning Outcomes:
At the end of this course, students will be able to:

- Describe a philosophy of youth work practice that integrates their workplace activity with the models and philosophies introduced by the course.
- Discuss leadership styles in the context of youth development and identify their personal leadership style
- Plan and implement existing and new youth work activities.
- Evaluate and moderate one's own practice and engage proactively and productively with a supervisor in a practice setting.
- Analyze challenging circumstances professionally where ethical, legal or self-care implications arise and act accordingly.
- Analyze situations to guide planning for and addressing activities for diverse populations of children and youth
- Critically reflect on the effectiveness of models and personal proficiency as a practitioner.

Students will be required to:

- Complete all readings and come to class prepared to discuss the readings as well as make progress reports on individual projects
- Attend field visits to model programs
- Submit all assignments according to the schedule outlined in the syllabus
- Consult at regular intervals with the instructor to review goals and progress

Program Learning Outcomes/Competencies addressed by the course:

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>1. Demonstrate in-depth knowledge of theory and history related to youth studies;</td>
</tr>
<tr>
<td>X</td>
<td>2. Reflect on one's own strengths, challenges, values, beliefs and assumptions in the context of youth work and youth studies;</td>
</tr>
<tr>
<td>X</td>
<td>3. Evaluate current issues, opportunities and best practices related to the field of youth studies;</td>
</tr>
<tr>
<td>X</td>
<td>4. Demonstrate effective verbal and written skills;</td>
</tr>
<tr>
<td></td>
<td>5. Analyze existing youth policies;</td>
</tr>
</tbody>
</table>
X 6. Create a novel idea for new directions in the field of youth development, potential youth policy agenda, program design and implementation plan for youth programs;

X 7. Apply principles and practices in the following areas: program management; facilitation; evaluation;

X 8. Generate research about youth programs and/or youth issues;

X 9. Critically analyze the socio-political context that surrounds a youth issue, policy, program structure or practice as it relates to age, gender, gender identity, sexuality, race, class, immigration status, (dis)ability, and region.

Required Text(s):

Course Grading and Requirements:
Reflective journal entries (3) 30%
Practice related entries
   Personal Leadership Style (1)
   Model program site visits (2)
Grant Resource List 15%
Practicum Project 40%
   Project Description 10%
   Project Outline 10%
   Project Draft 5%
   Final Project Submission 15%
Final presentation 15%

Grading Scale

<table>
<thead>
<tr>
<th>Quality of Performance</th>
<th>Letter Grade</th>
<th>Range (%)</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent – work is of exceptional quality</td>
<td>A</td>
<td>93-100</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>90-92.9</td>
<td>3.7</td>
</tr>
<tr>
<td>Good – Work is above average</td>
<td>B+</td>
<td>87-89.9</td>
<td>3.3</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>B</td>
<td>83-86.9</td>
<td>3</td>
</tr>
<tr>
<td>Below Average</td>
<td>B-</td>
<td>80-82.9</td>
<td>2.7</td>
</tr>
<tr>
<td>Poor</td>
<td>C+</td>
<td>77-79.9</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>70-76.9</td>
<td>2</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>&lt; 70</td>
<td>0</td>
</tr>
</tbody>
</table>

Course Outline:

Week 1: The Reflective Practitioner, Program Leadership/Leadership Styles

Readings Due:
Effectively Managing, Ch. 1: Leading the organization
Transforming Youth, Ch. 1: Missing in the youth development literature

Week 2: Strategic Planning
Readings Due:
Effectively Managing, Ch. 2: Strategic Planning
Before you plan: strategic planning advice for non-profits. A publication of starboard leadership consulting LLC.
Assignment Due: Submit journal reflection on personal leadership style and insights on leadership in youth serving agencies

Week 3: Program Models, Program Design
Readings Due:
Effectively Managing, Ch. 3: Designing and developing consumer-oriented programs
Transforming Youth, Ch. 5: Shaping partnerships by doing the work
Assignment Due: Proposed Practicum Project Description

Week 4: Program Design, Implementation
Readings Due:
Effectively Managing, Ch. 4: Implementing action plans and problem solving

Week 5: Project Sharing
Assignment Due: Practicum Project Outline

Week 6: Program Administration: managing employees
Readings Due:
Effectively Managing, Ch. 5: Managing employees
Effectively Managing, Ch. 6: Supervising staff

Week 7: Program Administration: Program marketing
Review the Afterschool Alliance’s toolkit on marketing http://www.afterschoolalliance.org/marketingWhatYouCanDo.cfm

Week 8: Model Program Site Visit

Week 9: Budgeting and Finance
Readings Due:
Effectively Managing, Ch. 13: Managing Agency Finances
Assignment Due: Submit journal reflection for last week’s site visit

Week 10: Grant Writing
Readings Due:
Guide to grant proposal Formats. Published by the Associate of Baltimore area Grantmakers www.abagrantmakers.org/grantwriting
Effectively Managing, Ch. 16: Seeking Funding
Effectively Managing, Ch. 15: Preparing Effective Proposals

Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015
Week 11: Model Program Site Visit
Assignment Due: Submit grant resource list by email

Week 12: Assessment and Evaluation
Readings Due:
Effectively Managing, Ch. 7: Assessment and Evaluation
Effectively Managing, Ch. 17: Evidence-based management
Assignment Due: Submit journal reflection for last week’s site visit; submit Project Draft

Week 13: Assessment and Evaluation
Readings Due:

Week 14: External Oversight
Readings Due:
Effectively Managing, Ch. 12: Working with a Board of Trustees
Best Practice Materials for nonprofit boards. Executive service corps of Washington.

Week 15: Presentations, Ethics
Readings Due:
Effectively Managing, Ch. 18: Ethical dilemmas in management
Assignment Due: Submit final Practicum Project

Assignment Descriptions
• Reflective Journal Entries (3) – Participants will submit at least three reflective journal entries (2 typed pages in length, double spaced).
• Personal leadership style: Respond to the following questions: What is your personal leadership style? After the class discussion on leadership, how aligned is your espoused leadership style with what you practice? What adjustments would you make and how would you pursue changes to your leadership practice?
• Model program site visit: Respond to the following: Provide a description of the first agency visited. What did you observe as examples of “best practices?” Based on your observations, what would you like to see implemented at your agency/site and why? What recommendations would you make to this agency based on your experiences?
• Model program site visit: Respond to the following: Provide a description of the second agency visited. What did you observe as examples of “best practices?” Based on your observations, what would you like to see implemented at your agency/site and why? What recommendations would you make to this agency based on your experiences?
• Grant Resource List – Class participants will identify 5-7 potential funders for their proposed project. Their resource matrix will include: the name of the funding agency, program officer and contact information, a brief description of the agency, past projects which are similar to the one being proposed, and a summary as to why each funder is appropriate for the proposed project.
• Practicum Project - By the end of the course, students will have developed components towards building a comprehensive practicum project. The final project due at the end of the semester will total 15-20 pages, and be comprised of revised drafts of four assignments:
  • Project Description
  • Project Outline
  • Project Draft
  • Final Project Submission

Topics may include: program development, program redesign, grant proposal with implementation plan, or program assessment/evaluation.

Final Presentation/Demonstration – based on the practicum project, prepare a 20-minute mock lesson, demonstration, video or presentation via PowerPoint, podcast, or poster of your semester’s work.

ACCESSIBILITY AND ACCOMMODATIONS: The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. Please see: http://sps.cuny.edu/student_services/disabilityservices.html

ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY: The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University’s policies. Please see: http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c268e.pdf

ACADEMIC INTEGRITY: Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students' personal and intellectual growth. Please see: http://media.sps.cuny.edu/filestore/8/3/9_dea303d5822ab91/839_1753cee9c9d90e9.pdf

STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services: http://sps.cuny.edu/student_resources/
CUNY School of Professional Studies

Program: Masters of Arts in Youth Studies
Course Name and Number: YS 612 - Effective Supervision of Youth Workers
Credits: 3 hours/3 graduate credits
Prerequisite/Co-Requisite: YS 600 and YS 610

Course Description:
Supervision has been shown to have an impact on quality at the point of service (between a frontline staff and a young person). In this course, students will learn theory and skills related to supervising youth workers. Topics covered include: supervision models/theory, competencies, one-on-one supervision, running effective learning communities, quality assessments, staffing, in-house trainings, self-care and professionalizing the field.

Student Learning Outcomes:
At the end of this course, students will:
- Be knowledgeable about supervisory frameworks
- Be knowledgeable about the core competencies for supervisors
- Have skills related to running effective learning communities, one-on-one supervision and quality assessments

Students will be required to:
- Complete six reaction papers
- Present on a topic related to supervision
- Complete a final paper
- Participate in class discussion and activities

Program Learning Outcomes/Competencies addressed by the course:

<table>
<thead>
<tr>
<th></th>
<th>1. Demonstrate in-depth knowledge of theory and history related to youth studies;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Reflect on one’s own strengths, challenges, values, beliefs and assumptions in the context of youth work and youth studies;</td>
</tr>
<tr>
<td></td>
<td>3. Evaluate current issues, opportunities and best practices related to the field of youth studies;</td>
</tr>
<tr>
<td></td>
<td>4. Demonstrate effective verbal and written skills;</td>
</tr>
<tr>
<td></td>
<td>5. Analyze existing youth policies;</td>
</tr>
<tr>
<td></td>
<td>6. Create a novel idea for new directions in the field of youth development, potential youth policy agenda, program design and implementation plan for youth programs;</td>
</tr>
<tr>
<td></td>
<td>7. Apply principles and practices in the following areas: program management; facilitation; evaluation;</td>
</tr>
<tr>
<td></td>
<td>8. Generate research about youth programs and/or youth issues;</td>
</tr>
<tr>
<td></td>
<td>9. Critically analyze the socio-political context that surrounds a youth issue, policy, program structure or practice as it relates to age, gender, gender identity, sexuality, race, class, immigration status, (dis)ability, and region.</td>
</tr>
</tbody>
</table>

Course Grading and Requirements:
Reaction Papers  30%
Presentation  20%
Final Paper  35%
Classroom Participation and Activities  15%
Grading Scale

<table>
<thead>
<tr>
<th>Quality of Performance</th>
<th>Letter Grade</th>
<th>Range %</th>
<th>GPA/ Quality Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent - work is of exceptional quality</td>
<td>A</td>
<td>93 - 100</td>
<td>4</td>
</tr>
<tr>
<td>Good - work is of above average quality</td>
<td>A-</td>
<td>90 - 92.9</td>
<td>3.7</td>
</tr>
<tr>
<td></td>
<td>B+</td>
<td>87 - 89.9</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>83 - 86.9</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>80 - 82.9</td>
<td>2.7</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>77 - 79.9</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>73 - 76.9</td>
<td>2</td>
</tr>
<tr>
<td>Poor</td>
<td>C-</td>
<td>70 - 72.9</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>60 - 69.9</td>
<td>1</td>
</tr>
<tr>
<td>Failure</td>
<td></td>
<td>&lt; 60</td>
<td>0</td>
</tr>
</tbody>
</table>

Reaction Papers

**Assignment:** You will be required to write six reaction papers over the course of the semester and each is worth 5 points. For each paper, select one (or more) articles from that week's readings and provide a thoughtful reaction or evaluation of that reading(s). Examples of appropriate topics to cover in your reaction papers include a critical evaluation of the authors' questions, assumptions, methods, or conclusions; similarities and differences between the selected reading and other assigned readings; a discussion of the broader significance of the authors' argument; your questions about points that are unclear; or your ideas about future studies that would build on the selected reading.

**Details:**
- 2 pages double-spaced
- 1" margins
- 12 point font
- 6 reaction papers at 5 point each=30 points towards final grade

Presentation:

Students will be required to design and facilitate a learning community meeting, individual supervision session or quality assessment at an agency at which the student is working or interning. If the student is not working at an agency, they can work with the instructor to identify a program at which they may be able to do a quality assessment. Students will present on their experience as well as reflect on what they could have done differently.

**Details:**
- 10 min presentation (10 points)
- 5 min for questions/feedback from peers (5 points)
- Submit the agenda, design or data from quality assessment (5 points)

Final Paper:

Students will be expected to write a 10-15 page final paper that delves deeper into one of the areas covered in the class or a topic not covered in class. Each student must submit a prospectus for the final paper and a bibliography, which must be approved by the instructor. Students must also provide a draft to a group of their peers two weeks before the final paper is due.

**Details:**
- Typed
- 10-15 pages excluding references double-spaced
- 1" margins
- 12 point font
- At least 5 class references must be included to demonstrate your mastery of course material

Week 12 draft of final paper due=15 points
Week 14 peer feedback due=5 points
Week 15 final paper due=15 points
Total=35 points

Classroom Participation and Activities:
5 points attendance
10 facilitating a mock learning community, in house training, or self-care activity as a part of the in-class activities during that week.

Course Outline:

Week 1
Introduction to the course

Week 2
What is a youth worker?

The Evolving Role of Youth Workers Lynne M. Borden, Gabriel L. Schlomer and Christine Bracamonte Wiggs. Volume 6, Number 3, Fall 2011 Article 110603FA008 Journal of youth development
Review core competencies for youth workers DYCD
Due: Reaction Papers

Week 3
Supervisory frameworks: past and present
Introduction
Introduction.
Due: Reaction Papers

Week 4
The roles of a supervisor

Due: Reaction Papers

Week 5
Supervisor competencies
Due: Reaction Papers
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

Week 6
Supervisors as capacity builders:
Due: Reaction Papers

Week 7
Professional learning communities
Due: Reaction Papers

Week 8
Building supervisory skills
Due: Reaction Papers

Week 9
Quality assessments
Review the YPQA http://www.cypq.org/downloadpq
Due: Reaction Papers

Week 10
In-house trainings
Principles of adult learning
Due: Reaction Papers

Week 11
Attracting and retaining high quality staff
Attracting, Developing & Retaining Youth Workers for the Next Generation Wingspread Conference Proceedings, November 16–18, 2004
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies

Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015
Course Description:
The Independent Study will be taken under the supervision of an instructor. The student will develop a proposal and rationale for the Independent Study, which must be approved in advance by the instructor. The instructor and the student will develop a set of guidelines for the course, including the scope of reading and writing assignments. These guidelines will be submitted to the Academic Director in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Originate an individualized research project or learning plan approved by and supported by the instructor
- Demonstrate judgment in developing their own objectives and learning goals with the instructor

Students will be required to:
Exercise a considerable amount of independence throughout the semester as they execute the learning plan
- Consult at regular intervals with the instructor to review goals and progress

Program Learning Outcomes/Competencies addressed by the course:
These will vary depending on the agreed upon assignments, outcomes, and evaluation negotiated by the student and the instructor.

Course Grading and Requirements:
- Grades will conform to the CUNY SPS grading scale for graduate programs.
- Grading criteria will be developed jointly with the student and instructor and will vary.

<table>
<thead>
<tr>
<th>Quality of Performance</th>
<th>Letter Grade</th>
<th>Range (%)</th>
<th>Quality Points /GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent – work is of exceptional quality</td>
<td>A</td>
<td>93-100</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>90-92.9</td>
<td>3.7</td>
</tr>
<tr>
<td>Good – Work is above average</td>
<td>B+</td>
<td>87-89.9</td>
<td>3.3</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>B</td>
<td>83-86.9</td>
<td>3</td>
</tr>
<tr>
<td>Below Average</td>
<td>B-</td>
<td>80-82.9</td>
<td>2.7</td>
</tr>
<tr>
<td>Poor</td>
<td>C+</td>
<td>77-79.9</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>70-76.9</td>
<td>2</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>&lt; 70</td>
<td>0</td>
</tr>
</tbody>
</table>

Course Reading and Other Materials
These will vary, depending on the project or learning plan developed, and will meet the standards for graduate-level study.

ACCESSIBILITY AND ACCOMMODATIONS: The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University.

Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015
Early planning is essential for many of the resources and accommodations provided. Please see:
http://sps.cuny.edu/student_services/disabilityservices.html

ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY: The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University's policies. Please see:
http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c268e.pdf

ACADEMIC INTEGRITY: Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students' personal and intellectual growth. Please see:

STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services:
http://sps.cuny.edu/student_resources/
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

Program: Master of Arts in Youth Studies
Course Name and Number: YS 659 - Special Topics in Youth Studies
Type of Course: Elective
Credits: 3 graduate credits
Prerequisite/Co-Requisite: YS 600 and YS 610, additional pre-requisites may vary depending on topic

Course Description:
This seminar style course supports students to stay on top of the current trends in the field of youth development. Special topics could include: socio-emotional development, STEM, STEAM, media literacy, the tech/maker movement, global competencies, 21st century skills, opportunity youth, connected learning, trauma informed practice and restorative justice models.

Student Learning Outcomes:
At the end of this course, students will be able to:
• Explore specialized topics related to the degree
• Examine emerging issues and problems in depth
• Realize more flexibility and options in the field of study

Students will be required to:
Requirements will vary, depending on the topic and instructional methodology

Program Learning Outcomes/Competencies addressed by the course:
These will vary depending on the topic to be offered, readings, course activities and requirements.

Course Grading and Requirements:
These will vary, depending on the topic, and will conform to the CUNY SPS grading scale for graduate programs and will meet standards for graduate-level study.

<table>
<thead>
<tr>
<th>Quality of Performance</th>
<th>Letter Grade</th>
<th>Range (%)</th>
<th>Quality Points /GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent – work is of exceptional quality</td>
<td>A</td>
<td>93-100</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>90-92.9</td>
<td>3.7</td>
</tr>
<tr>
<td>Good – Work is above average</td>
<td>B+</td>
<td>87-89.9</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>83-86.9</td>
<td>3</td>
</tr>
<tr>
<td>Below Average</td>
<td>B-</td>
<td>80-82.9</td>
<td>2.7</td>
</tr>
<tr>
<td>Poor</td>
<td>C+</td>
<td>77-79.9</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>70-76.9</td>
<td>2</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>&lt; 70</td>
<td>0</td>
</tr>
</tbody>
</table>

Course Reading and Other Materials
These will vary, depending on the project or learning plan developed, and will meet the standards for graduate-level study.

ACCESSIBILITY AND ACCOMMODATIONS: The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. Please see: http://sps.cuny.edu/student_services/disabilityservices.html

ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY: The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University’s policies. Please see: http://media.sps.cuny.edu/filestore/8/4/9_d018daa29d76f89/849_3c7d075b32c268e.pdf

ACADEMIC INTEGRITY: Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students’ personal and intellectual growth. Please see: http://media.sps.cuny.edu/filestore/8/3/9_dea303d5822ab91/839_1753cee9c9d90e9.pdf

STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services: http://sps.cuny.edu/student_resources/
Proposal to Establish a Master of Arts in Youth Studies
CU NY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculm Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

Program: Master of Arts in Youth Studies
Course Name and Number: YS 699 - Youth Studies Capstone Course
Type of Course: Required
Credits: 3 graduate credits
Prerequisite/Co-Requisite: YS 600 and YS 610; Permission of the Academic Director

Course Description:
This course, which should be taken in the student’s final semester, is an opportunity for the student to integrate and synthesize the body of knowledge acquired in courses leading to completion of the M.A. in Youth Studies. Students will work with the instructor to develop a multi-disciplinary capstone project that demonstrates the student’s command of subject matter and literature covered in the courses. The capstone may take various forms, including an independent or group research project; an annotated literature review; e-portfolio or a media presentation. All capstones must include an extensive bibliography and a 20-25 page analytic essay. Classroom sessions will alternate with independent supervised research and project development.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Demonstrate an interdisciplinary knowledge of subjects and skills in the field of youth studies
- Describe and analyze the major issues related to providing quality programs for youth
- Originate and complete a project, paper, ePortfolio or practicum that integrates their learning

Students will be required to:
- Consult closely with a faculty mentor throughout the semester to develop a capstone project, paper, experience or ePortfolio
- Assume a degree of independence and self-direction in carrying out the capstone project

Program Learning Outcomes/Competencies addressed by the course:
- These will vary depending on the agreed upon assignments, outcomes, and evaluation negotiated by the student and the instructor.

Course Grading and Requirements:
Overall quality of written work, ePortfolio design, or summary of field/internship experience 50%
Timely submission of periodic drafts as determined with faculty mentor 25%
Contribution to the Youth Serving field 25%

<table>
<thead>
<tr>
<th>Quality of Performance</th>
<th>Letter Grade</th>
<th>Range (%)</th>
<th>Quality Points /GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent – work is of exceptional quality</td>
<td>A-</td>
<td>90-92.9</td>
<td>3.7</td>
</tr>
<tr>
<td>Good – Work is above average</td>
<td>B+</td>
<td>87-89.9</td>
<td>3.3</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>B</td>
<td>83-86.9</td>
<td>3</td>
</tr>
<tr>
<td>Below Average</td>
<td>B-</td>
<td>80-82.9</td>
<td>2.7</td>
</tr>
<tr>
<td>Poor</td>
<td>C+</td>
<td>77-79.9</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>70-76.9</td>
<td>2</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>&lt; 70</td>
<td>0</td>
</tr>
</tbody>
</table>
Course Reading and Other Materials
These will vary, depending on the project or learning plan developed, and will meet the standards for graduate-level study.

ACCESSIBILITY AND ACCOMMODATIONS: The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. Please see: http://sps.cuny.edu/student_services/disabilityservices.html

ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY: The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University’s policies. Please see: http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c268e.pdf

ACADEMIC INTEGRITY: Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students’ personal and intellectual growth. Please see: http://media.sps.cuny.edu/filestore/8/3/9_dea303d58222ab91/839_1753cee9c9d90e9.pdf

STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services: http://sps.cuny.edu/student_resources/
Table 1b: Graduate Degree Program Schedule – Full Time

§ Indicate academic calendar type: _x_Semester __Quarter __Trimester __Other (describe)

§ Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2), Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Year 1 - Fall</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YS 600 - Historical Perspectives on Adolescence</td>
<td>3</td>
<td>X</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>YS 610 - Youth Development</td>
<td>3</td>
<td>X</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>YS 602 - Youth Action and Agency</td>
<td>3</td>
<td>X</td>
<td>Pre or Co-requisite: YS 600 and YS 610</td>
</tr>
<tr>
<td></td>
<td>YS 603 - Group Work with Youth</td>
<td>3</td>
<td></td>
<td>Pre or Co-requisite: YS 600 and YS 610</td>
</tr>
<tr>
<td></td>
<td>Term credit total: 12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1 - Spring</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YS 639 - Youth Studies Research Methods</td>
<td>3</td>
<td>X</td>
<td>Pre or Co-requisite: YS 600 and YS 610</td>
</tr>
<tr>
<td></td>
<td>YS 620 - Practicum: Designing and Promoting Quality Youth Programs</td>
<td>3</td>
<td>X</td>
<td>Pre or Co-requisite: YS 600 and YS 610</td>
</tr>
<tr>
<td></td>
<td>YS 611 - Youth Policy</td>
<td>3</td>
<td>X</td>
<td>Pre or Co-requisite: YS 600 and YS 610</td>
</tr>
<tr>
<td></td>
<td>YS 601 - Adolescent Psychology and Community Programs</td>
<td>3</td>
<td></td>
<td>Pre or Co-requisite: YS 600 and YS 610</td>
</tr>
<tr>
<td></td>
<td>Term credit total: 12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2 - Fall</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YS 699 - Youth Studies Capstone Course</td>
<td>3</td>
<td>X</td>
<td>YS 600 and YS 610; Permission of Academic Director</td>
</tr>
<tr>
<td></td>
<td>YS 604 - Adolescent Sexual Behavior</td>
<td>3</td>
<td></td>
<td>Pre or Co-requisite: YS 600 and YS 610</td>
</tr>
<tr>
<td></td>
<td>Term credit total: 6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PROGRAM TOTAL CREDITS 30
Table 1b: Graduate Degree Program Schedule – Part Time

§ Indicate academic calendar type: _x_Semester __Quarter __Trimester __Other (describe)
§ Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2). Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>MA in Youth Studies: Part-Time Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1 - Fall</strong></td>
</tr>
<tr>
<td><strong>Course Number &amp; Title</strong></td>
</tr>
<tr>
<td>YS 600 - Historical Perspectives on Adolescence</td>
</tr>
<tr>
<td>YS 610 - Youth Development</td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
</tr>
<tr>
<td><strong>Year 1 - Spring</strong></td>
</tr>
<tr>
<td><strong>Course Number &amp; Title</strong></td>
</tr>
<tr>
<td>YS 602 - Youth Action and Agency</td>
</tr>
<tr>
<td>YS 603 - Group Work with Youth</td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
</tr>
<tr>
<td><strong>Year 2 - Fall</strong></td>
</tr>
<tr>
<td><strong>Course Number &amp; Title</strong></td>
</tr>
<tr>
<td>YS 639 - Youth Studies Research Methods</td>
</tr>
<tr>
<td>YS 620 - Practicum: Designing and Promoting Quality Youth Programs</td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
</tr>
<tr>
<td><strong>Year 2 - Spring</strong></td>
</tr>
<tr>
<td><strong>Course Number &amp; Title</strong></td>
</tr>
<tr>
<td>YS 611 - Youth Policy</td>
</tr>
<tr>
<td>YS 601 - Adolescent Psychology and Community Programs</td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
</tr>
<tr>
<td><strong>Year 3 - Fall</strong></td>
</tr>
<tr>
<td><strong>Course Number &amp; Title</strong></td>
</tr>
<tr>
<td>YS 699 - Youth Studies Capstone Course</td>
</tr>
<tr>
<td>YS 604 - Adolescent Sexual Behavior</td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
</tr>
</tbody>
</table>

**PROGRAM TOTAL CREDITS** 30
Table 2: Full-Time Faculty

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Percentage of Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Zeller-Berkman, PhD Coordinator of Youth Studies Initiatives, John F. Kennedy, Jr. Institute for Worker Education, CUNY SPS</td>
<td>Youth Development; Youth Policy; Adolescent Psychology and Community Programs: Effective Supervision of Youth Workers; Practicum; Youth Action and Agency; Independent Study</td>
<td>100%</td>
<td>PhD in Psychology CUNY Graduate Center</td>
<td>Over 17 years researching, teaching, evaluating and building youth worker capacity in the field of youth development. She has published in the Journal of Community, Youth and Environments, The Handbook of Qualitative Research, AfterSchool Matters, New Directions for Evaluation and Globalizing Cultural Studies.</td>
</tr>
</tbody>
</table>
Table 3: Part-Time Faculty

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Bishop, PhD, Deputy Director, Center for Institutional and Social Change, Columbia Law School</td>
<td>Historical Perspectives on Adolescence; Youth Action and Agency; Special Topics</td>
<td>Ph.D. in Language, Literacy and Culture from the University of Pittsburgh’s School of Education</td>
<td>Research exploring the intersections of literacy, civic engagement, urban education, global studies, cultural theory and youth organizing. She has numerous articles and a book Becoming Activist: Critical Literacy and Youth Organizing</td>
</tr>
<tr>
<td>Carrie Shockley, EdD, Acting Director of the John F. Kennedy, Jr. Institute for Worker Education, CUNY SPS</td>
<td>Research Methods; Youth Studies Capstone Course; Independent Study</td>
<td>EdD in Organizational Learning and Leadership from Teachers College, Columbia University</td>
<td>Instructor/facilitator, researcher, and curriculum developer in workforce development with specific emphasis in health and human services. Published articles related to academic program outcomes, youth workforce development, mental health workforce and experiential learning for women.</td>
</tr>
<tr>
<td>William Ebenstein, PhD, Senior Fellow at the John F. Kennedy, Jr. Institute for Worker Education, CUNY SPS</td>
<td>A Cultural History of Adolescence; Adolescent Psychology and Community Programs; Special Topics</td>
<td>Ph.D. in Psychology and Literature from the University of Dallas</td>
<td>National expert on workforce issues, over thirty years experience in teaching and curriculum development, numerous scholarly publications and presentations, numerous awards for national policy work on workforce issues; numerous grants for research and other activities.</td>
</tr>
<tr>
<td>Julie Stein Brockway, MSW, Co-Director of the Center for Family Life</td>
<td>Group Work with Youth</td>
<td>Masters in Social Work from Hunter College</td>
<td>Instructor and field work supervisor of group workers from Hunter School of Social Work</td>
</tr>
<tr>
<td>Sandra Escamilla, MSW, Consultant</td>
<td>Youth Development; Effective Supervision of Youth Workers; Youth Policy; Practicum</td>
<td>Master in Social Work from Columbia University</td>
<td>Former Executive Director of the Youth Development Institute and consultant for youth serving organizations and policy makers in New York City.</td>
</tr>
</tbody>
</table>
### Table 4: Faculty to be Hired

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>1 PT</td>
<td>Master’s Degree in related discipline</td>
<td>Youth Identity: Virtual Environments</td>
<td>To be determined by actual enrollment</td>
</tr>
<tr>
<td>Adjunct Instructor</td>
<td>1 PT</td>
<td>Master’s Degree in related discipline</td>
<td>Adolescent Sexual Health</td>
<td>To be determined by actual enrollment</td>
</tr>
</tbody>
</table>

Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

72
Table 5: New Resources

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty</td>
<td>$143,000</td>
<td>$145,860</td>
<td>$148,777</td>
<td>$151,753</td>
<td>$154,788</td>
</tr>
<tr>
<td>Part Time Faculty</td>
<td>$9,040</td>
<td>$31,640</td>
<td>$49,720</td>
<td>$58,760</td>
<td>$58,760</td>
</tr>
<tr>
<td>Full Time Staff</td>
<td>$40,707</td>
<td>$41,928</td>
<td>$43,186</td>
<td>$44,481</td>
<td>$45,816</td>
</tr>
<tr>
<td>Part Time Staff</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Library</td>
<td>$5,000</td>
<td>$12,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Equipment</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Laboratories</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies &amp; Expenses (OTPS)</td>
<td>$51,700</td>
<td>$52,030</td>
<td>$52,370</td>
<td>$52,720</td>
<td>$53,081</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other</td>
<td>$5,000</td>
<td>$9,000</td>
<td>$13,000</td>
<td>$13,000</td>
<td>$13,000</td>
</tr>
<tr>
<td><strong>Total all</strong></td>
<td><strong>$254,447</strong></td>
<td><strong>$292,458</strong></td>
<td><strong>$308,053</strong></td>
<td><strong>$321,714</strong></td>
<td><strong>$326,444</strong></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Tuition Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02. From New Sources</td>
<td>$139,779</td>
<td>$300,775</td>
<td>$399,652</td>
<td>$456,625</td>
<td>$497,184</td>
</tr>
<tr>
<td>03. Total</td>
<td>$139,779</td>
<td>$300,775</td>
<td>$399,652</td>
<td>$456,625</td>
<td>$497,184</td>
</tr>
<tr>
<td>State Appropriation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04. From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>05. From New Sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06. Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07. From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>08. From New Sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09. Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>11. From New Sources</td>
<td>$139,779</td>
<td>$300,775</td>
<td>$399,652</td>
<td>$456,625</td>
<td>$497,184</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$139,779</td>
<td>$300,775</td>
<td>$399,652</td>
<td>$456,625</td>
<td>$497,184</td>
</tr>
</tbody>
</table>
### Table 7: Five-Year Financial Projections for Program Worksheet

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DIRECT OPERATING EXPENSES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One full-time faculty</td>
<td>$100,000</td>
<td>$102,000</td>
<td>$104,040</td>
<td>$106,121</td>
<td>$108,243</td>
</tr>
<tr>
<td>Full Time Employee Fringe Benefits (43.0%)</td>
<td>$43,000</td>
<td>$43,860</td>
<td>$44,737</td>
<td>$45,632</td>
<td>$46,545</td>
</tr>
<tr>
<td><strong>Sub Total F/T Faculty</strong></td>
<td>$143,000</td>
<td>$145,860</td>
<td>$148,777</td>
<td>$151,753</td>
<td>$154,788</td>
</tr>
<tr>
<td>Part Time Faculty Actual Salaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consortial Faculty</td>
<td>$8,000</td>
<td>$28,000</td>
<td>$44,000</td>
<td>$52,000</td>
<td>$52,000</td>
</tr>
<tr>
<td>Part Time Faculty Actual Fringe Benefits (13%)</td>
<td>$1,040</td>
<td>$3,640</td>
<td>$5,720</td>
<td>$6,760</td>
<td>$6,760</td>
</tr>
<tr>
<td><strong>Sub Total P/T Faculty</strong></td>
<td>$9,040</td>
<td>$31,640</td>
<td>$49,720</td>
<td>$58,760</td>
<td>$58,760</td>
</tr>
<tr>
<td>Full Time Staff Fringe Benefits (43%)</td>
<td>$12,240</td>
<td>$12,608</td>
<td>$12,986</td>
<td>$13,375</td>
<td>$13,777</td>
</tr>
<tr>
<td><strong>Sub Total F/T Staff</strong></td>
<td>$40,707</td>
<td>$41,928</td>
<td>$43,186</td>
<td>$44,481</td>
<td>$45,816</td>
</tr>
<tr>
<td>Program Support (@ 30% of time)</td>
<td>$28,466</td>
<td>$29,320</td>
<td>$30,200</td>
<td>$31,106</td>
<td>$32,039</td>
</tr>
<tr>
<td><strong>Sub Total OTPS</strong></td>
<td>$51,700</td>
<td>$52,030</td>
<td>$52,370</td>
<td>$52,720</td>
<td>$53,081</td>
</tr>
<tr>
<td><strong>LIBRARY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Resources</td>
<td>$5,000</td>
<td>$12,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Library Staff Full Time (List Separately)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Full Time Staff Fringe Benefits (43%)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Library Staff Part Time (List Separately)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Part Time Employee Fringe Benefits (13%)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Sub Total Library</strong></td>
<td>$5,000</td>
<td>$12,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td><strong>EQUIPMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sub Total Equipment</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>LABORATORIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sub Total Laboratories</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>SUPPLIES AND EXPENSES (OTPS)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultants</td>
<td>$1,000</td>
<td>$1,030</td>
<td>$1,061</td>
<td>$1,093</td>
<td>$1,126</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>$200</td>
<td>$200</td>
<td>$200</td>
<td>$200</td>
<td>$200</td>
</tr>
<tr>
<td>Faculty Development</td>
<td>$5,000</td>
<td>$5,150</td>
<td>$5,305</td>
<td>$5,464</td>
<td>$5,628</td>
</tr>
<tr>
<td>Travel and Conferences</td>
<td>$5,000</td>
<td>$5,150</td>
<td>$5,305</td>
<td>$5,464</td>
<td>$5,628</td>
</tr>
<tr>
<td>Membership Fees</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Advertising and Promotion</td>
<td>$40,000</td>
<td>$40,000</td>
<td>$40,000</td>
<td>$40,000</td>
<td>$40,000</td>
</tr>
<tr>
<td><strong>Sub Total OTPS</strong></td>
<td>$51,700</td>
<td>$52,030</td>
<td>$52,370</td>
<td>$52,720</td>
<td>$53,081</td>
</tr>
<tr>
<td><strong>CAPITAL EXPENDITURES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sub Total Capital Expenditures</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Other (list separately)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual Property (course development)</td>
<td>$4,000</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td><strong>Sub Total Other</strong></td>
<td>$5,000</td>
<td>$9,000</td>
<td>$13,000</td>
<td>$13,000</td>
<td>$13,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$254,447</td>
<td>$292,458</td>
<td>$308,053</td>
<td>$321,714</td>
<td>$326,444</td>
</tr>
</tbody>
</table>
**Proposal to Establish a Master of Arts in Youth Studies**

**CU NY School of Professional Studies**

Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015

Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

**Table 8: Five-Year Revenue Projections for Programs Worksheet**

<table>
<thead>
<tr>
<th>MA in Youth Studies - Enrollment Projections</th>
<th>Year 1 2016-2017</th>
<th>Year 2 2017-2018</th>
<th>Year 3 2018-2019</th>
<th>Year 4 2019-2020</th>
<th>Year 5 2020-2021</th>
<th>Cumulative Graduates by year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort #1</td>
<td>Fa 16 Sp 17 Grads</td>
<td>Fa 17 Sp 18 Grads</td>
<td>Fa 18 Sp 19 Grads</td>
<td>Fa 19 Sp 20 Grads</td>
<td>Fa 20 Sp 21 Grads</td>
<td>112</td>
</tr>
<tr>
<td>FT</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PT</td>
<td>15</td>
<td>13</td>
<td>11</td>
<td>11</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Cohort #2</td>
<td>FT 1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PT 13</td>
<td>1</td>
<td>11</td>
<td>1</td>
<td>7</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Cohort #3</td>
<td>FT 2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>PT 15</td>
<td>13</td>
<td>13</td>
<td>11</td>
<td>11</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Cohort #4</td>
<td>FT 1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PT 13</td>
<td>12</td>
<td>11</td>
<td>1</td>
<td>10</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Cohort #5</td>
<td>FT 2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>PT 15</td>
<td>15</td>
<td>14</td>
<td>13</td>
<td>13</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Cohort #6</td>
<td>FT 1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>PT 13</td>
<td>15</td>
<td>14</td>
<td>13</td>
<td>13</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Cohort #7</td>
<td>FT 2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>PT 16</td>
<td>16</td>
<td>14</td>
<td>13</td>
<td>13</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cohort #8</td>
<td>FT 1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>PT 13</td>
<td>15</td>
<td>14</td>
<td>13</td>
<td>13</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Cohort #9</td>
<td>FT 2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>PT 16</td>
<td>16</td>
<td>14</td>
<td>13</td>
<td>13</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Cohort #10</td>
<td>FT 1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>PT 16</td>
<td>16</td>
<td>14</td>
<td>13</td>
<td>13</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total Head Count - Full-Time**

<table>
<thead>
<tr>
<th>2</th>
<th>3</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>6</th>
<th>6</th>
<th>70</th>
<th>70</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td>33</td>
<td>34</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
</tr>
<tr>
<td>44</td>
<td>45</td>
<td>46</td>
<td>48</td>
<td>49</td>
<td>52</td>
<td>53</td>
<td>54</td>
<td>55</td>
</tr>
<tr>
<td>62</td>
<td>63</td>
<td>64</td>
<td>65</td>
<td>66</td>
<td>67</td>
<td>68</td>
<td>69</td>
<td>70</td>
</tr>
<tr>
<td>71</td>
<td>72</td>
<td>73</td>
<td>74</td>
<td>75</td>
<td>76</td>
<td>77</td>
<td>78</td>
<td>79</td>
</tr>
<tr>
<td>80</td>
<td>81</td>
<td>82</td>
<td>83</td>
<td>84</td>
<td>85</td>
<td>86</td>
<td>87</td>
<td>88</td>
</tr>
<tr>
<td>89</td>
<td>90</td>
<td>91</td>
<td>92</td>
<td>93</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>97</td>
</tr>
<tr>
<td>98</td>
<td>99</td>
<td>100</td>
<td>101</td>
<td>102</td>
<td>103</td>
<td>104</td>
<td>105</td>
<td>106</td>
</tr>
<tr>
<td>107</td>
<td>108</td>
<td>109</td>
<td>110</td>
<td>111</td>
<td>112</td>
<td>113</td>
<td>114</td>
<td>115</td>
</tr>
</tbody>
</table>

**Total Head Count - Part-Time**

<table>
<thead>
<tr>
<th>2</th>
<th>3</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>6</th>
<th>6</th>
<th>70</th>
<th>70</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>28</td>
<td>30</td>
<td>31</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
</tr>
<tr>
<td>39</td>
<td>40</td>
<td>42</td>
<td>44</td>
<td>45</td>
<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
</tr>
<tr>
<td>52</td>
<td>53</td>
<td>55</td>
<td>57</td>
<td>58</td>
<td>60</td>
<td>61</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>65</td>
<td>66</td>
<td>67</td>
<td>68</td>
<td>69</td>
<td>70</td>
<td>71</td>
<td>72</td>
<td>73</td>
</tr>
<tr>
<td>74</td>
<td>75</td>
<td>76</td>
<td>77</td>
<td>78</td>
<td>79</td>
<td>80</td>
<td>81</td>
<td>82</td>
</tr>
<tr>
<td>83</td>
<td>84</td>
<td>85</td>
<td>86</td>
<td>87</td>
<td>88</td>
<td>89</td>
<td>90</td>
<td>91</td>
</tr>
<tr>
<td>92</td>
<td>93</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
</tr>
<tr>
<td>101</td>
<td>102</td>
<td>103</td>
<td>104</td>
<td>105</td>
<td>106</td>
<td>107</td>
<td>108</td>
<td>109</td>
</tr>
<tr>
<td>110</td>
<td>111</td>
<td>112</td>
<td>113</td>
<td>114</td>
<td>115</td>
<td>116</td>
<td>117</td>
<td>118</td>
</tr>
</tbody>
</table>

**Total REVENUE**

| $139,779 | $196,775 | $396,652 | $456,625 | $497,184 |

**Assumptions:**

1. Tuition for 2016-2017 reflects the projected tuition rate. Tuition for the remaining years reflect an annual 2% increase.

2. Enrollments and graduation figures are based on available retention and graduation rates at CUNY SPS.
Five Year Enrollment and Course Section Projections

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st Term</td>
<td>2nd Term</td>
<td>3rd Term</td>
<td>4th Term</td>
<td>5th Term</td>
</tr>
<tr>
<td>Full-Time</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Part-Time</td>
<td>15</td>
<td>26</td>
<td>39</td>
<td>48</td>
<td>57</td>
</tr>
<tr>
<td>Full time section seats</td>
<td>8</td>
<td>11</td>
<td>18</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>Part time section seats</td>
<td>30</td>
<td>52</td>
<td>79</td>
<td>97</td>
<td>114</td>
</tr>
<tr>
<td>TOTAL SEATS</td>
<td>38</td>
<td>63</td>
<td>97</td>
<td>117</td>
<td>135</td>
</tr>
<tr>
<td>COURSE SECTIONS</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Sections per year</td>
<td>4</td>
<td>9</td>
<td>11</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>
External Evaluation

Evaluation Report Form for Program Proposals

Institution: CUNY - Master of Arts in Youth Studies
Evaluator: Katie Richards-Schuster
Program Title: Youth Studies
Degree Title: Master of Arts
Date: October 25, 2015

1. PROGRAM

1.1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

The proposed Master of Arts in Youth Studies is a well-conceptualized program that is solid in its purpose and objectives. In my professional assessment, the program provides a strong purpose focused specifically on a course of study designed to develop the next generation of youth workers and youth professionals. The purpose statement is clear and aligns with stated objectives for the program. In additional the structure for the program, including the proposed 30 hours of core courses and electives seems to reflect the objectives of the program and fit with the skills and competencies required for youth workers.

The formal mechanisms of the program seem to be well-conceived. In particular, I believe that the proposed structure appropriately identifies key personnel needed for the program. The addition of a dedicated advisor is a key component that I believe will contribute to the success of the program. The assessments as described seem to align with those of the broader university.

Of particular note are the partnerships the proposed program already has with potential students, university departments, and community-based programs. These partnerships will be especially key in recruiting and retaining students as well as creating the pipeline from the MA program into the workforce.
1.2. Comment on the special focus of this program, if any, as it relates to the discipline.

The focus of this proposal is on the development of a dedicated Youth Studies Masters program. It showcases a growing interest within the broader field of youth work to move toward more focused training in youth studies. Currently youth studies scholarship is housed across many disciplines and practices—from social work, public health, education, community psychology among other fields. As the field grows and develops, there is need for more comprehensive interdisciplinary programs that draw on the theories and skills within and across these areas to help further strengthen youth work as a field of practice and subject of study. In addition, there seems to be great value in the potential of the proposed MA program as a pipeline for training youth workers in NYC and beyond.

Of particular importance is the specific attention to youth studies through a holistic and critical lens. This perspective draws on the cutting edge framing around youth work to incorporate a focus on participatory and intersectional practices that focus on a diverse spectrum of youth. This does seem to be a qualitatively different focus that the already existing program in Childhood and Youth Studies that seems to be less focused on practical skills and training for the workforce.

Overall, my belief is that this program has the potential to be a model for other schools and colleges who have interest in an interdisciplinary training program for youth workers. This type of program also has the potential to contribute to other joint partnerships and dual degree programs with allied units such as social work enabling students both the credentials for youth work along with a set of professional credentials in another field.

1.3. Comment on the plans and expectations for continuing program development and self-assessment.
The program builds on an existing set of on-going evaluation protocols by the CUNY SPS. The program proposal reflects the importance for regular reflection and provide infrastructure for evaluation and self-assessment at multiple levels.

1.4. Assess available support from related programs.

As described the proposal seems to draw on resources from other colleges and programs with the CUNY system. In particular there seems to be strong support from allied feeder programs such as Brooklyn College Children and Youth Studies Program, York College Child and Youth Work Certificate Program, and the Youth Studies Certificate Program at CUNY SPS. There also seems to be synergy with existing programs in the CUNY graduate school that will provide support to the new masters program such as through technology, library support, and other assessment functions.

1.5. (Only for programs requiring master plan amendment.) What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

NOT APPLICABLE

2. FACULTY

2.1. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.

The proposed faculty draws on one full-time and multiple part-time instructors. While it is not a large faculty, it does seem to draw in experts who demonstrate the scholarship and practice experience needed to successfully prepare students for the field. The program faculty also seems to reflect the range of connections to the disciplines- social work, law, education- needed to complement the range of activities/curricular needs. In particular, Dr. Zeller-Berkman is an excellent fit to lead the program and to position it for future development. As a leader in the field, Dr. Zeller-Berkman provides both local and national expertise on the issues and will bring needed connections and access to resources and external funding that will be crucial for the program’s growth. She has published important scholarship in the field and held national leadership roles that give her both the credibility and the positioning to provide a successful launch to the new Master’s program. Many of the other faculty listed have published books or academic articles in the field and have extensive experience in leading youth serving organizations.
2.2. Assess the faculty in terms of size and qualifications. What are plans for future staffing?

The faculty size seems to be appropriate given the estimate in student demand and enrollment. The proposal’s plan to add part-time faculty over time will allow for flexibility to meet student needs and interest and to address changes in the field in the next five years. The program may need to consider moving beyond one full time faculty member if the growth of program demands it. But at the current moment, the proposal seems to provide a prudent approach to the development of a new program. As noted above, the faculty seem qualified for the needs of the program.

2.3. Evaluate credentials and involvement of adjunct and support faculty.

As noted above, the faculty seem qualified for the needs of the program. The part-time faculty listed have published books or academic articles in the field and have extensive experience in leading youth serving organizations. Their credentials seem appropriate for their roles in the program.

3. RESOURCES

3.1. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.

Overall, the physical resources and facilities seem more than adequate for the needs of the program. The proposal provides detail about access to library and online support systems such as Blackboard. The students will also have in-person and online access to resources in the library through a partnership with Baruch College. Given the student demographics and the potential for students juggling school and full-time employment, the need for online and 24 hour access to resources will be important. The proposed program seems to have thought through these needs and have structured the needed services and resources to support student success. Of particular note is the proposed plan for internships and connections to community partners. Because of the need to provide practice engagement in youth work settings it is essential to have strong community partnerships. This program has already generated support as evidenced in the proposal and the letters of support from major youth serving agencies. This support will be key for many of the
program’s activities including course work site placements and opportunities for research and capstone project work.

3.2. (Only for programs requiring master plan amendment.) What is the institution’s commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.

The institution demonstrates a strong level of commitment through funding for faculty—full and part time, advising and program support, and related resources. The resources seem to be adequate to the needs of the program.

4. SUMMARY COMMENTS AND ADDITIONAL OBSERVATIONS
Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

Overall, I feel that the proposed Master of Arts in Youth Studies is a strong proposal that provides an innovation and important approach for training the next generation of youth workers within NYC and beyond. This program is an important stage of development for the field of youth studies—and will help to serve as a model for other graduate interdisciplinary degrees. A major strength of the program is its focus on interdisciplinary and critical frameworks for preparing youth workers. This approach, which aligns with cutting edge youth work practice, helps set the proposed program apart from other youth work programs that help emphasize more youth development with potentially less attention to critical, participatory, and intersectionality approaches. In addition, the faculty and curriculum will provide students with holistic skills and theory needed for the field. This program builds on and complements existing programs at the undergraduate and graduate level and thus creates a natural pipeline for recruiting and retaining students. Another strength is the focus on community partnerships within the program. These partnerships will not only support internships, capstones, and academic enhancement—but they will also support student employment placement post-graduation. Having a dedicated advisor is also critically important for supporting student needs and providing additional resources and programming.
While I have no concerns with the proposed program, it will be important for the program to have flexibility and creativity to grow as student demand increases. Based on the figures in the proposal there is demand and the program is prepared for measured growth as demand increases. However, it will be important for the program to recognize that there may be more demand than is anticipated and to be prepared to add additional faculty and additional staffing to meet demand. For example, the program can rely on one fulltime faculty and adjuncts/part-time faculty initially but may need to be flexible to hire additional full-time faculty and additional staffing should program demand warrant.

In addition, the course work is solid and provides a holistic framing to youth work practices. As the program develops I would suggest that it might be helpful to provide a specific course examining youth evaluation - which could cover a range of topics from assessing effectiveness in youth work programs, developing innovative evaluation designs, and the role of youth participatory evaluation approaches. In addition, I would encourage the program to explore how it will incorporate a focus on youth contexts and needs within youth work settings (e.g. supporting basic needs for youth within a framework of participatory critical approaches). These elements are infused within classes but seem an important element for consideration for future curriculum.

In closing, I believe that the proposed Master of Arts in Youth Studies program is an important and innovative step for the field. The proposal is well-conceptualized in its design and approach. Furthermore, the program seems to have the student demand and the resources, support, and faculty expertise needed to make a successful program launch. I am excited to see where the program goes and how this program will help strengthen the overall youth work field.

Thank you for the opportunity to review the proposal.
Evaluation Report Form for Program Proposals

Institution: [(CUNY School of Professional Studies)]
Evaluator: [(Bruce Armstrong D.S.W., LCSW-R)]
Program Title: [(Youth Studies)]
Degree Title: [(Master of Arts)]
Date: [(October 27, 2015)]

1. PROGRAM

1.1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

The proposed MA in Youth Studies builds on the existing Advanced Certificate in Youth Studies at CUNY SPS. The purpose of the MA curriculum is clear: preparing students to design, work in, manage, monitor, research, and advocate with and for youth in a variety of youth settings. The MA is firmly grounded in theory, knowledge, and practice skills. The approach is strengths-based, interdisciplinary, and holistic, is guided by a life course, developmental perspective, and intentionally values the input of youth in shaping programs, institutional structures and processes, and policies. The program structure is logical and coherent, and affords students the opportunity to successfully integrate theory, policy, research, and practice in a wide variety of youth work settings. The proposed program is strengthened by sharing four foundational courses in the current Advanced Certificate in Youth Studies at CUNY SPS as well as its ability to build on connections that have already been developed with youth studies experts, local and national youth programs. Moreover, by intentionally aligning with Brooklyn College’s undergraduate Children & Youth Studies program as well as with the city’s Department of Youth and Community Development’s core competencies for supervisors, the proposed MA in Youth Studies creates a pipeline for professional development within the CUNY system and prepares students for advanced professional practice within NYC’s largest agency focused on youth development. On a micro level, the structure and flow of the curriculum and the articulation of participatory teaching methods and assignments included in course descriptions consistently model youth development principles and practices as core youth worker competencies are intentionally being developed. Admission requirements to the program are reasonable and sufficiently demanding—a BA with at least a B average, letters of recommendation, and a statement describing past experiences working with youth as well as motivation for pursuing graduate work in the field of youth studies. Degree requirements of 30 credits (24 required and 6 elective) are also reasonable. Most importantly, degree requirements align well with the stated goals of the Masters in Youth Studies program, including course work focused on theory, policy, practice, and research. The policies in place to ensure that students succeed and adhere to the highest standards of academic integrity are strong, including recurring statements about academic integrity, online course identity verification, ongoing faculty development, and other procedures to ensure program-wide academic integrity. Mechanisms for program oversight, monitoring, and evaluation are strong. Conducting program wide academic review sessions twice per year to monitor individual students’ progress as well as program practices and policies are important activities that will ensure program success. Mechanisms for evaluating course outcomes and faculty performance are appropriate and strong.
1.2. Comment on the special focus of this program, if any, as it relates to the discipline.

Having a 30 credit masters in Youth Studies is excellent. It provides individuals (especially front line youth workers) with a coherent, challenging, yet manageable (i.e. 30 credits vs. 60+ for a masters in social work or public health) course of theoretical, practical and applied studies in an important, burgeoning field. Whereas social work, public health, education, psychology, and other masters are clearly valuable, this masters affords students continuous and coordinated opportunities that require them to drill down with more intensity, intentionalty, and focus to the specific and practical areas in which leaders and practitioners of youth work should excel. The field of youth work is in need of a stand-alone, multidisciplinary course of studies aimed at growing and developing a workforce prepared with skills and competencies that complement other disciplines.

1.3. Comment on the plans and expectations for continuing program development and self-assessment.

Especially in the program’s first years, semi-annual review sessions will create critically important opportunities to assess not only individual students’ progress, but assessments of program success as well. In addition to objective measures of success (e.g. academic achievement, data on retention), additional indices and methods of tracking the program’s success might be considered (e.g. focus groups of matriculating students’ satisfaction, etc.). Assigning faculty with experience in online instruction and orienting new faculty are important innovations. Combining reports from faculty mentors with student formal evaluations of courses and teaching practices will enable the program’s academic director to monitor the progress of students and the overall program.

1.4. Assess available support from related programs.

The youth development programs listed in the appendix who have indicated the need for and support of this masters in youth studies represent some of the finest non-profit and public agencies working with young people in NYC today. I have no doubt that numerous others would have proffered enthusiastic letters of support if asked, and that interest in connecting with this masters’ faculty and students will be forthcoming. Connections to Brooklyn College, York College, and other CUNY schools as well as with some of the city’s most prominent youth agencies (e.g. DYCD, Children’s Aid Society) will provide a pipeline for undergraduate students as well as those frontline individuals currently engaged in youth services at different levels.

1.5. (Only for programs requiring master plan amendment.) What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

Not applicable

2. FACULTY

2.1. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.
Faculty who have committed to teaching in the program have extensive experience in graduate level teaching as well as in youth development practice and research. Dr. Sarah Zeller-Berkman is a widely and highly regarded leader in the field of youth work/youth development. I have had multiple opportunities to observe her teaching skills with graduate students, and have continuously been impressed by her clarity of thinking, breadth of knowledge, interpersonal skills, and ability to engage learners. She is an expert in participatory action research, and translates the unique skills of this type of research to classroom instruction. I have also frequently observed her facilitation skills in a variety of collaborative group initiatives composed of diverse stakeholders. She invariably succeeds in helping groups stay on task to achieve mutually agreed upon outcomes, and does so in a way that makes individuals feel engaged and part of the group effort. Her publications are cutting edge, thought provoking, and beautifully written. I have used some of her publications in my own graduate level courses. I am very familiar with p/t faculty member Sandra Escamilla, former ED of the Youth Development Institute, who graciously facilitated a visit to YDI by students from my adolescent health course (the visit received outstanding evaluations from my class). I have seen her present at several panels/presentations about the principles and practice of positive youth development and found her to be highly knowledgeable, engaging, and visionary. Professor Stein Brockway is co-director of the Center for Family Life, one of the most highly regarded and comprehensive youth services in NYC. Her work as social work field instructor specializing in supervision of group work is a very important asset given the centrality of the group work practice modality in the field of youth work. Expertise of other doctoral level faculty in youth workforce development, cultural theory, youth organizing, youth participation, youth policy, and other foundational issues central to this graduate program seems sufficient for the program at this early stage of development.

2.2. Assess the faculty in terms of size and qualifications. What are plans for future staffing?

Given the modest expected enrollment during the program’s first couple of years, the f/t and p/t faculty described in this document seems adequate. Obviously, if the program expands as expected given the need for a masters in youth studies in NYC, a plan for attracting and retaining key faculty will need to be developed further.

2.3. Evaluate credentials and involvement of adjunct and support faculty.

As stated above, the identified faculty for the most part represents documented expertise in most of the core areas included in this masters program.

3. RESOURCES

3.1. Comment on the adequacy of physical resources and facilities, e.g. library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.

Sources of internal and external support for students and faculty appear to be more than adequate. Providing a dedicated and consistent academic advisor for each student in the Youth Studies program will allow students to have individualized and timely contact with faculty. The relatively small and cohesive faculty and student body also provide opportunities for informal contact to discuss academic issues as they arise. The CUNY Blackboard course management system is an excellent tool for facilitating group discussions, document sharing, collaborative projects, and real time communication with peers and faculty. The CUNY Help Desk and other support services already supported by CUNY’s general operating budget, robust support from library services, online writing
3.2. (Only for programs requiring master plan amendment.) What is the institution's commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.

[NOT APPLICABLE]

4. SUMMARY COMMENTS AND ADDITIONAL OBSERVATIONS

Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

This proposed Masters in Youth Studies presents an excellent and sorely needed opportunity for identifying, cultivating, and supporting academic and professional development in a burgeoning and vital field of youth work practice. Given current and expected resources and support, the implementation plan looks very reasonable—many key faculty are in place and the current Certificate program has paved the way with foundational courses. Plans for the initial cohort and gradual increments appear to be very manageable. The focus of this masters provides students with an exceptional foundation in a field of practice that does not receive sufficient attention in graduate education. Other masters degrees (e.g. social work and public health), while valuable and essential to advancing the health of the public including young people, are not, in my view, sufficiently focused on adolescents and young adults, positive youth development, on practical training for the development, management, monitoring, and evaluating youth serving programs, or on conducting research on youth development in real world settings. Moreover, the time and financial cost commitment for these degrees is prohibitive for many talented individuals already involved in youth work. This masters program provides a pathway for frontline youth workers, and provides these critical staff with knowledge and skills that are not emphasized in other degrees. This excellent program of studies could be strengthened by inclusion of additional procedures for ensuring continued program development and self-assessment, e.g. periodic use of qualitative methods such as focus groups to assess student satisfaction and progress, and to obtain recommendations for program modification. Consideration might also be given to paring down the scope of some courses while still maintaining academic rigor and alignment with overall program goals, e.g. the research methods course looks excellent but may cover too much ground for one semester.)}
Letters of Support

October 7, 2015

John Mogulescu
Dean
CUNY Center of Professional Studies
119 West 31st Street, 10th Floor
New York, New York 10001
Dear Dean Mogulescu:

The Police Athletic League (PAL) is pleased to provide a letter of support for the development of the Master of Arts degree in Youth Studies being developed by the John F. Kennedy Institute of CUNY SPS. In addition to providing our youth work professionals a career pathway recognized and validated by the State Of New York, the creation of this degree program would provide opportunities for the Institute at CUNY and the PAL to share best practices in the development of youth services staff and agency leadership attuned to the special interests and needs of youth, families and communities in the 21st Century.

PAL has created a Grants, Research and Evaluation Department which has been instrumental in both vastly increasing the funding portfolio in order to expand our scope of services, and in raising the levels of knowledges and expertise necessary for delivering comprehensive programming attaining high standards and improved outcomes. We are excited about having the opportunity to share out with the Institute for best practices and challenges, and in turn to collaborate with and learn from the CUNY professional team.
We look forward to creating a dynamic partnership in the future in order to contribute to increased opportunities for our staff members in their career tracks as well as to contribute together in the development of progressive practices and partnerships amongst all stakeholders serving the greater New York City area.

Please feel free to contact me at ktrank@palnyc.org or (212) 477-9450 ext 327.

Sincerely,

Karen Trank
August 24, 2015

John Mogulescu
Dean
CUNY School of Professional Studies
119 W. 31st Street, 10th floor
New York, NY 10001

Dear Dean Mogulescu:

The Center for Family Life in Sunset Park is pleased to provide a letter of support for the development of the Master of Arts degree in Youth Studies being developed by the John F. Kennedy Institute at CUNY SPS. This graduate level degree would offer our youth work professionals a higher educational pathway that focuses on contextual, theoretical and practical knowledge in youth work.

The partnership between the JFK Jr. Institute and Center for Family Life will be one of mutual input and benefit. With over 35 years of experience in providing youth development and family support programs in Brooklyn’s Sunset Park neighborhood, Center for Family Life will offer insight into the skills, knowledge and training that line staff, directors, and/or managers at our organizations need from a Masters of Arts in Youth Studies. In turn, the JFK Jr. Institute will work to develop a program that meets those needs. Working jointly, the Youth Studies Masters can become a premier choice for Center for Family Life employees looking to pursue a graduate degree. At present, Center for Family Life employs more than 150 part and full-time staff who lead our year-round youth and family programs at nine schools, engaging more than 1500 youth per day and reaching 17,000 community members annually. We would be thrilled to offer our staff the opportunity for high quality graduate education in the field of youth studies.

We look forward to launching this creative partnership in the coming year with hopes that it can strengthen the work force in our agency and other youth serving organizations in the tri-state area. Please contact me with any questions at (718) 438-9500.

Sincerely,

Julie Stein Brockway, LCSW
Co-Director. Center for Famil Life

Strengthening youth | Supporting families | Building community
August 19, 2015

John Mogulescu
Dean
CUNY School of Professional Studies
119 W. 31st Street, 10th floor
New York, NY 10001

Dear Dean Mogulescu:

The Children’s Aid Society and our National Center for Community Schools are pleased to provide a letter of support for the development of the Master of Arts degree in Youth Studies being developed by the John F. Kennedy Institute at CUNY SPS. This graduate-level degree would offer youth work professionals a stronger educational pathway that focuses on contextual, theoretical and practical knowledge in youth work.

The partnership between the JFK Jr. Institute and The Children’s Aid Society will be one of mutual input and benefit. The Children’s Aid Society will offer insight into the skills, knowledge and training that line staff, directors, and/or managers at our organizations need from a Masters of Arts in Youth Studies. In turn, the JFK Jr. Institute will work to develop a program that meets those needs. Working jointly, the Youth Studies Masters can become a premier choice for Children’s Aid Society employees looking to pursue a graduate degree, and will build on our already productive and solid working relationship.

We look forward to expanding our partnership in the coming year with hope that it can strengthen the work force in our agency and in other youth-serving organizations in the tri-state area. Please contact me with any questions at janeq@childrensaidssociety.org or at 646/867-6670.

Sincerely,

Jane Quinn
Vice President for Community Schools and
Director, National Center for Community Schools
August 21, 2015

John Mogulescu
Dean
CUNY School of Professional Studies
119 W. 31st Street, 10th floor
New York, NY 10001

Dear Dean Mogulescu:

Queens Community House is pleased to provide a letter of support for the development of the Master of Arts degree in Youth Studies being developed by the John F. Kennedy Institute at CUNY SPS. This graduate level degree would offer our youth work professionals a higher educational pathway that focuses on contextual, theoretical and practical knowledge in youth work.

The partnership between the JFK Jr. Institute and Queens Community House will be one of mutual input and benefit. Queens Community House will offer insight into the skills, knowledge and training that line staff, directors, and/or managers at our organizations need from a Masters of Arts in Youth Studies. In turn, the JFK Jr. Institute will work to develop a program that meets those needs. Working jointly, the Youth Studies Masters can become a premier choice for Queens Community House employees looking to pursue a graduate degree.

We look forward to launching this creative partnership in the coming year with hopes that it can strengthen the work force in our agency and other youth serving organizations in the tri-state area. Please contact me with any questions at 718-592-5757 ext 241

Sincerely,

Ben Thomases
Executive Director

Queens Community House
108-25 62nd Drive, Queens, NY 11375 Telephone: 718.592.3757 Facsimile: 718.592.2933 www.queenscommunityhouse.org
July 27, 2015

John Mogulescu
Dean
CUNY School of Professional Studies
119 W. 31st Street, 10th floor
New York, NY 10001

Dear Dean Mogulescu:

The New York City Department of Youth and Community Development (DYCD) is pleased to provide a letter of support for the development of the Master of Arts degree in Youth Studies being developed by the John F. Kennedy Institute at CUNY SPS. This graduate level degree will complement DYCD’s non-credit professional development opportunities offered to youth professionals and will provide a unique learning opportunity focused on contextual, theoretical and practical knowledge in youth work.

The partnership between the JFK, Jr. Institute and DYCD is a long-running collaboration between a public university and a city agency. Together, we offered an undergraduate credit-bearing course sequence in youth studies for frontline youth workers for multiple cohorts, contributed to the development of the Graduate Certificate in Youth Studies at CUNY SPS, as well as, built and currently support a community of practice for CUNY students who are also employed at DYCD partnering agencies.

The proposed degree program and expansion of programming is another example of this creative partnership. DYCD represents many frontline workers employed in afterschool, out-of-school, and opportunity youth settings. It will collaborate with the JFK, Jr. Institute to inform curriculum, identify grant funding opportunities, help recruit eligible participants and will support them as they progress through the graduate-level curriculum.

Sincerely,

Meryl M. Jones

Meryl M. Jones
Assistant Commissioner
Capacity Building and Professional Development
August 19, 2015

Dear Carrie Shockley,

It is with much enthusiasm that I write this letter of support for the Masters in Youth Studies being developed by your institution, the CUNY School of Professional Studies.

My own research has indicated a growing trend in higher education in the area of youth work, youth development and youth studies with a 900% increase in such programs nationwide over the past decade. This trend is in part due to the increase age of youth and emerging adulthood, as well as the less than positive outcomes of young people in comparison to prior generations. As you know, Youth Studies plays a critical role in understanding the issues prevalent among young people across various sociological and socioeconomic factors, and is an emergent discipline internationally.

CUNY itself is developing a cadre of faculty across campuses engaged in teaching and research in these areas. CUNY faculty, myself included, have written scholarly books in the area of youth studies and are called upon internationally to present our work. Yet, we have no graduate program in CUNY in this growing academic area. The timing is indeed right for such a proposal.

In addition to teaching and research capital existing among CUNY faculty, curricular pipelines across institutions will also secure healthy enrollments. At York College, we have a 12-credit minor in Youth Studies and are in the process of developing a baccalaureate degree. We are eager to articulate to the Master’s program at SPS and look forward to other areas of collaboration. My international connections in Youth Studies would be helpful in supporting study abroad possibilities, for instance, with undergraduate and graduate student partnerships. There are strong precedents for such programs in other urban areas including Chicago, Minneapolis, and Los Angeles. There is an urgent need for to capitalize on this growth in New York.

Please feel free to call upon me as needed. This is a very exciting proposal indeed.

Best wishes,

Dr. Dana Fusco
Professor of Youth Studies / Education
York College
dfusco@york.cuny.edu
Evidence of Current Jobs
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

Qualifications:
- Bachelor’s degree in Social Work or related field required, Master’s degree preferred
- Minimum of three (3) years of relevant experience
- At least three (3) years of demonstrated experience providing comprehensive assessment and case management services to large caseload of targeted population
- At least two (2) years of demonstrated experience operating within a program funded by Government contract
- At least two (2) years of demonstrated experience measuring program outcomes
- At least two (2) years of demonstrated experience with HIV Prevention
- Dynamic, self-starter with a deep sense of empathy for “opportunity youth”
- Strong organizational skills and ability to multi-task
- Self-motivated and ability to work efficiently and effectively under pressure
- Excellent communication, interpersonal and workshop facilitation skills
- Computer proficiency including data collection software packages, local area networks and the Internet
- Bilingual (English/Cantonese or English/Spanish) preferred

Responsibilities:
- Complete all program and contract required steps for assessment, service plan development, service plan implementation and tracking for all youth assigned to caseload
- Collect all program and contract required data and submit to the program’s data entry person by deadline dates
- Make referrals appropriately to outside resources; connect youth to necessary services within and outside the agency
- Maintain regular contact with each youth’s parent/guardian, school and other stakeholders as applicable and appropriate
- Complete home visits and internship site visits, when applicable
- Meet with each youth for counseling/case management sessions a minimum of two times per month
- Facilitate educational and personal development groups as requested
- Attend meetings, workshops and conferences as requested
- Complete basic reporting requirements including, but not limited to progress notes, client tracking, and pre- and post-tests
- Travel to multiple service sites within the division
- Other duties as assigned by supervisor

Apply To: Please send resume and cover letter to jobs@hennysettle.org. Indicate “YAP Advisor” in subject of e-mail.

Due to the high volume of applicants, only qualified candidates will be contacted.

Henry Street Settlement offers excellent benefits and is an equal opportunity employer/program.
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

Senior Deputy Director

Job posted by: Sports & Arts in Schools Foundation
Posted on: July 29, 2015

Job description

ABOUT US
Sports & Arts in Schools Foundation (SASF) is New York's leading provider of after-school programs. Our mission is to help bridge the academic performance gap among under-achieving students and in low income neighborhoods through wholesome, skill-building activities designed to improve children's academic performance, health and wellness, attitude towards school, self-confidence, character and values, and opportunity for lifelong employment.

SUMMARY
In conjunction with the Chief Program Officer, the Senior Deputy Director of Champions Clubs will supervise the implementation of this major SASF program in 120 schools including the evaluation and development of on-going strategies to improve the delivery of the Champions program.

Administer, coordinate, implement and evaluate the Champions Club programs of the Sports and Arts in School Foundation "SASF" during the academic year as well as during the summer.

Chief focus will be to execute the delivery of high quality extended-day/OST Sports, Arts, and Academic programming in the NYC Board of Education’s schools which are linked to attendance, literacy, and academic performance.

Location
58-12 Queens Boulevard, Suite 1, New York, NY, 11377, US

Details
Education requirements
Master’s degree, Education
Employment type
Full time
Professional level
None specified
Salary details
$90,000 - $110,000
Job function
Education, Project management
Owner’s areas of focus
Arts, Sports and recreation, Urban, Human services, Multi-service agency, Youth, Education, Performing Arts, STEM, Tutor, Tutoring (Elementary,
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

ESSENTIAL FUNCTIONS

• Responsible for the overall delivery of the highest quality Champions Club Programs in approximately 120 schools.

• Evaluate, train, and directly supervise main office staff including senior managers and administrative assistants, as well as 100’s of SASF staff in the field.

• Oversee all contracting requirements of funders including: DYCD (OST), DOE, 21st (UNWNYC-TASC), STATE EDUCATION (ADVANTAGE, EXTENDED DAY).

• Work closely with Chief Program Officer and senior staff to prepare materials to be distributed to the Board of Directors, Executive Committee, Department of Education/Department of Youth and Community Development personnel, and other high-level audiences.

• Oversee compliance of SASF policies on procurement and subcontractor/independent contractor agreements at Champion Clubs.

• Develop and review budgets for each club as well as the department.

• Maintain attendance records and reports on programs. Help establish improved attendance and expenditure reporting systems.

• Maintain knowledge of best practices.

• Monitor SACC and DOE licenses, fingerprinting/background check requirements.

• Organize professional development (PD) opportunities for champion’s staff.

• Strategize, develop and implement new projects/services to improve youth development/educational goals of program.

• All other duties as assigned by the Chief Program Officer.

Tutoring & Mentoring, Tutoring (High School), Art & Education, Academic Achievement, College Access, Sports Coaching, After School Programming, College Readiness, Middle School, Sport And Recreation, After School Programs, Performing, Stem Education, Academic, Sport And Education, Sports, Tutoring, Coach, Art, Coaching And Mentoring, High, Middle, After School, High School, College, Tutoring (Middle School), Sports-Based Youth Development, College Prep, College And Career Preparation Assistance, Sport, Arts And Education
GRANTS MANAGEMENT

- Enforce SASF policies to ensure compliance with grant agreements regarding arts initiatives and regulations mandated by after-school partners, e.g. DOE, DYCD, OCFS, DOH and other funding sources.
- Review and respond to quarterly narrative reports as needed.
- Maintain comprehensive files for grant compliance purposes.

QUALIFICATIONS

- Masters in Education or equivalent experience required.
- Ten to fifteen years experience in the field of education, sports, arts and/or youth development administration required.
- Ability to establish and maintain effective working relationships with students and school partners.
- Excellent communication (oral and written) and interpersonal skills.
- Experience working with artists and teachers on curriculum development related to school standards. Familiarity with the New York City Department of Education and/or Department of Youth & Community Development preferred.
- Must pass a comprehensive background check, including but not limited to, fingerprint clearance and NYC DOE/DOH clearance.
- A demonstrated ability to lead and energize multi-disciplinary work teams to respond to needs and get results.
- A strong rapport and commitment to supporting youth. Ability to translate youth development theory into practice.
- Ability to meet travel requirements (approximately 10%).

Salary: $90,000-$110,000

How to apply

Please apply through indeed.com.
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

The Senior Director of Program - New York, NY will report directly to the Executive Director and will lead the delivery and assessment of program activities at Year Up YUNY, and will manage and develop other program staff. S/he will draw upon professional experiences with programmatic leadership in working with, and through, a team of leaders to achieve high-quality outcomes for the young adults we serve. Working closely with the Senior Leadership Team and National staff, the Senior Director will drive strategy, define and delegate projects, and manage relationships with external stakeholders and partners.

To be successful in this role, you are someone who thrives in a fast-paced environment and enjoys leading efforts to constantly and consistently improve the site’s performance. You bring a wealth of nonprofit experience with a successful history of managing and influencing teams, with a strong commitment to developing internal talent. As a solutions-oriented leader, you are adept at developing and implementing organizational strategies and processes, with a constant focus on scaling for growth and change.

The Senior Director of Program will also have the opportunity to interact with students as a mentor, group facilitator, and advocate, participating in building a positive educational environment.

**KEY RESPONSIBILITIES:**

**Program Management**

- Achieve key program outcomes including goals for student performance, retention, satisfaction, and post-graduation success
- Oversee the smooth functioning of the core program cycle, using data to determine “on track” status and supporting functional leaders to make adjustments where necessary

**Location**

New York, NY, US

**Details**

- **Start date**
  - July 29, 2015
- **Application deadline**
  - September 27, 2015
- **Education requirements**
  - Master’s degree
- **Languages needed**
  - English
- **Employment type**
  - Full time
- **Professional level**
  - None specified
- **Salary range (annual, U.S. $)**
  - 85,000 - 165,000
- **Salary details**
  - $85000.0000 - $165000.0000 per year
• Support, build, and share best practices for positive student outcomes within and across Year Up sites
• Work closely with a national cross-site team in shaping and implementing national programmatic goals and building capacity for enhancements based on Year Up’s growth strategies (e.g., Student Outcomes)

Team Management

• Collaborate with functional leaders to develop an annual budget for programmatic activities and oversee expenses
• Provide specific guidance in areas of professional responsibilities, direction-setting and work planning, time & resource allocation, and performance management
• Recruit, supervise, evaluate, develop, and retain talented program team members, using Year Up’s career development framework
• Identify needs for and ensure quality delivery of professional development opportunities for program staff in order to strengthen the team’s capacity to deliver the core program

Strategic Planning and Leadership

• Collaboratively identify priorities for improvement with program staff, develop appropriate project plans, and manage implementation
• Facilitate weekly program leadership meeting as a forum for alignment and collaboration
• Serve as an active member of the Senior Leadership Team, working collaboratively to support high performance and alignment in all site activities and play an active role in strategic planning
• Be ready for and comfortable with ambiguity, change, and evolving priorities – all common characteristics of Year Up’s high-growth setting
• Consistently approach challenges and opportunities with a solutions-focused mindset
• Balance the needs of individual functions and team members with those of the broader organization
• Frequently illustrate connections between day-to-day work and Year Up’s mission, strategy, and impact
• Give and receive real-time feedback to and from teammates across the organization
• Proactively seek opportunities to role model and promote Year Up’s values, as well as coach other staff
Site Team/Learning Community Member

- Serve as an advisor/mentor for a small number of current students
- Join and sometimes facilitate weekly group sessions with students
- Participate in staff meetings and trainings

QUALIFICATIONS:

- At least 7 years of experience in workforce preferred
- 5-7 years of relevant management experience in a growing nonprofit including supervision of at least two direct reports and experience managing other leaders
- Bachelor's degree; Advanced degree typical/preferred
- Youth development experience in an urban setting required; teaching, academic management, and/or workforce development experience preferred
- An engaging leadership style with a demonstrated use of collaborative/servant leadership style to manage individuals and direct the overall vision of team
- Sound judgment, maturity, flexibility and the ability to handle sensitive and confidential information with discretion
- Stellar project management skills with an ability to organize and develop processes to ensure deadlines are met and goals achieved
- Ability to coach at all levels and a high comfort level in having one-on-one coaching conversations with staff and students alike
- Proficiency with Microsoft Office applications especially Word, Excel, Outlook and PowerPoint, and tools for managing/analyzing program data (Salesforce.com preferred)

How to apply

Please follow this link to apply: Click Here
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

Center for Family Life – Program Director @ PS169
Job posted by: SCO FAMILY OF SERVICES
Posted on: July 20, 2015

Job description

SCO is looking for a well-qualified Center for Family Life – Program Director @ PS169.

MINIMUM RESPONSIBILITIES:

CENTER FOR FAMILY LIFE in Sunset Park Brooklyn, a nationally-recognized social service program of SCO Family Services, seeks a Program Director to join our leadership team. Our ideal candidate has knowledge and experience in Social Group Work and will bring a passion for neighborhood-based work to enrich the lives of youth, families, and community.

He/she will:

• Directly supervise our site at PS169 serving 175 participants and their families in afterschool, summer day camp, counselor-in-training, and intergenerational programs and community events.
• Design and implement staff training, conduct individual supervision of staff, and lead group meetings with primarily young adult staff;
• Serve as principal liaison, representing the agency with Department of Education school staff and all public and private funders;
• Collaborate with professional artists and all staff to design, implement, and evaluate literacy-enriched programming aligned to NYS Common Core learning standards;
• Manage program budget and contract;
• Track, review and analyze enrollment, attendance and outcome data;
• Provide crisis intervention with onsite participants and make referrals, as necessary;

MINIMUM QUALIFICATIONS:

Location

Brooklyn, NY, US

Details

Education requirements
Master’s degree
Languages needed
Spanish, English, Mandarin
Employment type
Full time
Professional level
None specified
Salary details
Competitive
Benefits
Competitive
Job function
Direct social services
Owner’s areas of focus
Mental health, Multi-service agency, Family, Drug abuse, Disability, Youth, LGBT, Housing and homelessness, Human services, Victim support, Education, Women, Foster Care, Multi-service community agency
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

• MSW or Masters’ Degree in related field, with a minimum of five years supervisory experience in youth development and community-building programs;
• Must be detail-oriented and have excellent communication and organizational skills;
• Bilingual Spanish-English or Mandarin-English preferred.
Please send resume and cover letter to jbrockway@sco.org

How to apply

If you are interested in the position mentioned above, please apply directly online at
www.sco.org
or
https://sco.taleo.net/careersection/2/jobsearch.ftl?lang=en

Please keep in mind that it is not possible for us to personally contact every candidate, but rest assured that your information will be reviewed and one of our hiring managers will contact you if you’re being considered for the position.

SCO FAMILY OF SERVICES is an Equal Opportunity Employer M/F/D/V
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

Assistant Director of Programs

Job posted by: Global Kids Inc.
Posted on: July 16, 2015

Summary/Purpose of the Position

Global Kids, Inc. is seeking a dynamic, organized and knowledgeable professional who is experienced in youth development, global education, and social action, as well as in working in New York City public middle and high schools. Position available immediately.

Responsibilities include:

Curriculum and Program Development

• Develop and supervise youth development and global educational programs and staff in public schools, organizational headquarters, and other sites.
• Work with Program Leadership Team to adapt existing and develop new and age appropriate curricula.
• Support on-site staff with curriculum development and program implementation.
• Build collaborative relationships with each school community and ensure that programs are aligned with the schools goals, GK Outcomes and funder expectations.

Supervision

• Supervise and maintain high quality youth development and global educational programs and staff in multiple public schools.
• Provide supervision to school-based staff, including monthly team meetings, formal and informal performance evaluations, program quality observations on a weekly basis with immediate follow-up and debriefing, mentoring and modeling for program staff and input on program planning, curriculum, staff training and recruitment/retention of student participants.
• Ensure that supervisees are receiving ongoing professional development.

137 East 25th Street, 2nd Floor, New York, NY, New York, NY, 10010, US

Education requirements

Master's degree

Languages needed

English

Employment type

Full time

Professional level

Managerial

Salary details

Mid 50's, depending on experience. We are actively seeking candidates of diverse backgrounds.

Benefits

Good benefits and possibilities for travel.

Job function

Management, Activism, Youth Development, Administration, After School, International Affairs, Travel Abroad, Curriculum Development, Program Management, CUNY

Print

Share

Bookmark
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies

Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

• Ensure site-based program staff are effectively implementing programs that meet contractual requirements and GK Outcomes.
• Assist in the hiring and training for middle school staff as needed.

Contract Management
• Monitor and report on the impact and quality of programming. Monitor contracts data maintenance and reporting.
• Work with on-site staff to develop schedules, utilize monitoring tools, collect and manage data for contracts, and troubleshoot when issues arise.
• Oversee SACC licenses for multiple sites (middle school).
• Liaise with funders.
• Review timesheets and oversee program budgets.

Qualifications:
• An Advanced degree in related field (e.g. Education, International Relations, etc.) and four (4) years of relevant professional experience.
• Direct experience working with and designing curriculum for middle school populations.
• Experience supervising personnel and managing teams.
• Experience managing multiple contracts with demanding performance measures and outcomes.
• Strong understanding of wide array of NYC social service resources for youth and families, as well as city, state and federally funded contracted programs (especially DYCD).
• Experience using interactive experiential learning strategies, counseling and conflict resolution skills, and youth development/leadership strategies in culturally diverse settings with youth.
• Strong interest in global issues, political science, history, and social activism.
• Excellent facilitation, consensus-building and interpersonal skills.
• Initiative, creativity, willingness to learn, and ability to juggle multiple tasks independently.
• Strong communication, writing, organizational, and technology skills.
• SACC accreditation a plus.
• International experience and foreign language background a plus.

How to apply
Please send a resume, cover letter and three references resumes@globalkids.org. Please indicate “Assistant

Global Education, Education, Management Social Activism, Project management, After-School

Owner’s areas of focus
Youth, Education, International relations, Civic engagement, Human rights and civil liberties

Get career tips from our experts

Take The Quiz: Are You Ready For Your Job Interview?
posted 3 days ago

Should You Resend Your Application If You Notice A Mistake?
posted 7 days ago

What’s The Best Way To Break Into The Nonprofit Sector?
posted 9 days ago

Reboot Your Resume: The Idealist Careers Online Course
posted 28 days ago

How Do I Craft A Resume Without Revealing My Age?
posted about a month ago
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015
Qualifications:

- Bachelors Degree is required (Trainer).
- Master's degree in education, international affairs, or related areas, plus several years professional experience with direct supervision of personnel required (Senior Trainer).
- Strong understanding of wide array of NYC social service resources for youth and families.
- Experience using interactive experiential learning strategies, counseling and conflict resolution skills, and youth development/leadership strategies in culturally diverse settings with youth.
- Experience working in schools a plus.
- Strong interest in global issues, political science, history, and social activism.
- Excellent facilitation, consensus-building and interpersonal skills.
- Initiative, creativity, willingness to learn, and ability to juggle multiple tasks independently.
- Strong communication, writing, organizational, and history, and social activism.
- Excellent facilitation, consensus-building and interpersonal skills.
- Initiative, creativity, willingness to learn, and ability to juggle multiple tasks independently.
- Strong communication, writing, organizational, and computer skills.
- International experience and foreign language background – especially Haitian Creole, Spanish, Bengali or South Asian dialects - preferred.

How to apply

Please send a resume, cover letter, and two references to resumes@globalkids.org. Please indicate "Trainer OR Senior Trainer" (whichever is applicable) in the subject line of the email. We are unable to accept any phone, mail, or fax inquiries; please refer to the Global Kids web site for further information, www.globalkids.org.
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

- Ensure full implementation of a transformative parent engagement initiative aligned with the CS strategy.
- Build broad parent and community member engagement in the planning process and during the implementation of services addressing unique student needs.
- Gather, analyze and utilize data to inform collective decisions made by the SLT and CST.
- In partnership with community service providers, identify relevant service enhancements and expanded learning and enrichment opportunities.
- Oversee full implementation of the Community School plan in partnership with the Principal and the SLT. Serve as key contact for community programs and services.
- Organize a community school forum to inform school partners about CS reforms, while guiding parents, students, CBO representatives and community residents on how they can actively and productively participate within the scope of the CS initiative.
- The CSC will take the primary role in building strong relationships with students, CBO representatives and community residents on how they can actively and productively participate within the scope of the CS initiative.
- The CSC in partnership with the principal and the SLT will take the primary role in building strong community relationships for the school and identifying local community resources to integrate into the school setting.
- Promote participation in community school forums and monthly CST meetings to ensure a strong community voice in the development and implementation of the CS plan.
- Maintain timely and accurate records, including all community partnership paperwork.
- Fund and sponsorship development; other duties, as assigned.

Qualifications and Requirements:
- Master’s degree in social work, education, health or related field and seven years of administrative experience or community building or, B.A. in appropriate discipline and ten (10) years of experience, five (5) of which should be in a supervisory capacity.
- Knowledge of backgrounds and cultures of program participants and their communities and ability to integrate this knowledge into service delivery.
- Proven ability to deal with parents and children in an education/social service setting.
- Excellent command of oral and written communications skills.
- Ability to work flexible hours, including weekends, holidays and evenings.
- LCSW preferred; MS Word, Excel, PowerPoint proficiency.
- Bilingual skills and knowledge of working with diverse populations preferred.
- Salary is commensurate with experience

How to apply
Please send copy of your cover letter, resume and salary requirements to Jobs@nyaspira.org
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

College Success Advisor

Job ID: 000014

Description:
The Children’s Aid Society (CAS) foster care programs draw their histories back to the founding of the society in 1893. Over the past decade, CAS has developed new and innovative programs to meet the unique challenges and needs of older youth in care. In 2006, CAS opened The Next Generation Center (NGC), a one-stop center designed to support young people ages 14-24, as they prepare for and transition to adulthood and independence. One of the many services provided at NGC is educational guidance and advocacy and we are looking to expand upon our college success services. The successful candidate will be a motivated team member of NGC who is able to work collaboratively with foster care staff to help prepare and support youth in college graduation. Excellent interpersonal and organizational skills are a must as well as comprehensive knowledge of the college admissions and financial aid processes. Knowledge of and experience working with youth in care or similar populations is preferred. Desirable candidates will be energetic, patient, flexible, and have a willingness to travel.

Responsibilities:
- Works one on one with young people in foster care to assess and establish individualized educational and career goals as related to post-secondary school.
- Refers youth to appropriate services to meet their academic goals. (i.e. tutoring, SAT prep).
- Coordinates activities and events for youth. (i.e. college tours, college fairs, graduation celebrations).
- Collaborates with NGC and foster case staff to meet the needs of youth and to provide interventions as needed.
- Attends Family Team Conferences and school related meetings.
- Guides students through the college application and financial aid process in individual and group settings, including but not limited to multiple reviews of applications, admissions essays, financial aid forms, and other admissions materials.
- Coordinates communication between key stakeholders at high schools, colleges, foster case worker, foster parents and the youth to support student progress toward educational success.
- Trains for youth, staff and foster parent.
- Facilitate communication between all key stakeholders to ensure youth has established permanent connections and also has a place to reside over holiday breaks.
- Monitors college attendance and obtains documentation of grades.
- Maintains regular contact with youth. This will include extensive travel in the community by making home visits, school visits and traveling to see youth who are residing on campus outside of New York City.
- Documents all work with youth in a timely manner and tracks their academic progress.
- Academic communication between all key stakeholders to ensure youth has established permanent connections and also has a place to reside over holiday breaks.
- Monitors college attendance and obtains documentation of grades.
- Maintains regular contact with youth. This will include extensive travel in the community by making home visits, school visits and traveling to see youth who are residing on campus outside of New York City.
- Documents all work with youth in a timely manner and tracks their academic progress.
- Track and maintain vital student data as it relates to high school graduation and the college search and application process.
- Research, networks, and share information with casework staff regarding community based educational, tutorial, and sponsored enrichment programs available in NYC.
- Attends professional conferences, training, and meetings regarding education policy, procedure and services available to NYC youth.
- Participates in other tasks and responsibilities as deemed necessary by supervisor regarding the educational needs of our youth in care.

Qualifications:
- Master’s degree in Counseling, Education or related field from an accredited institution.
- Two years relevant experience working in a college access and success capacity with at-risk populations.
- Demonstrated knowledge of college application process and college extension methods.
- Demonstrated sensitivity to a diverse population of high school students and their families and experience implementing a strengths-based approach to working with students and families.
- Must be a team player and enjoy working in a highly collaborative environment (able to take initiative and perform in a fast-paced, fluid environment).
- Excellent communication, written, organizational, and time management skills.
- Proficient in MS Office, email, and internet.
- Willingness to travel within NYC to meet with students and across the state to visit youth living on campus.
- Proficient in Spanish.

Requirements:
Job Type: Full Time
Location: - Bronx
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

Impact:
- With the support of the Director of Clinical Services and Training, ensuring that all staff are utilizing our core practices of Motivational Interviewing and Restorative Practices effectively and consistently.
- Developing strategic partnerships that advance CAB’s ability to help youth meet educational and employment goals.
- Managing of multiple government and private contracts and budgets.
- Program evaluation, including exploring and establishing program impact based upon data collection, and management of reporting systems.
- Resource development, including identification of government and private funding sources, and collaboration with development and public grants departments on writing proposals.
- Serving as an external face of the Education and Employment Readiness programs, leading programming tours with donors, foundations, and other external stakeholders.
- Advancing the agency’s agenda on issues of youth services through public speaking engagements and participation in relevant advocacy groups and coalitions.

Qualifications:
- Graduate degree in social work, education, or other relevant field.
- Demonstrated commitment to a youth-centered approach to working with system-involved youth.
- Six years post-masters work in this field, including three years’ post-masters management experience.
- Experience managing government contracts and budgets, including expertise in program contract compliance.
- Knowledge of city, state and federal employment, juvenile justice and education systems, policies and issues.
- Effective interpersonal oral, written and verbal communication skills.
- Ability to work collaboratively and as part of a team.
- Training and experience in Motivational Interviewing and/or Restorative Practices.
- Experience with Efforts to Outcomes or other data tracking/performance management systems.
- Knowledge of program evaluation.
- Bilingual (English/Spanish) is preferred but not required.

Requirements:
Job Type: Full Time
Location: Manhattan
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

Return to Search • Email to Friend • Print

Director of Youth Development/Youth and Government

NYS Y Alliance looking for a motivated professional to lead the state Youth and Government program and Youth Development advocacy efforts.

YMCA
YMCA's of New York, Inc

Location
Albany, NY

Job Description
The Director of Youth Development/Youth and Government will direct and manage the New York State Youth and Government program and coordinate key objectives of the State Alliance's youth development priorities.

Qualifications
• Bachelor's degree required; Master's degree preferred.
• Strong interpersonal, verbal/written communication and presentation skills.
• Experience and proficiencies in education, child care or related field(s).
• Self-starter and ability to work and reason independently, as well as within a team.
• Detail oriented and demonstrated ability to follow tasks through completion.
• Demonstrated ability to multi-task and manage projects with project management skills.
• Ability to perform under pressure and meet deadlines.
• Ability to positively influence others to achieve objectives.
• Strong initiative and strategic thinking competencies.
• Ability to adapt to changing environment and circumstances.
• Strong computer skills in Microsoft Word, Excel, PowerPoint, and online survey instruments.
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

- Overnight travel statewide as needed and to attend national meetings and conferences.
- Commitment to the YMCA character values of caring, honesty, respect and responsibility.

**Essential Functions**

- Responsible for critical accountabilities to ensure the success and growth of the New York State Youth and Government Program.
- Recruit, train, and prepare young people to participate in the NYS Youth and Government program.
- Lead fundraising efforts to supplement the Youth and Government program budget and is responsible for income production to ensure sustainability.
- Maintain regular contact with advisors, teachers, local YMCAs, and community leaders for effective program administration.
- Work with the Executive Director to organize a Youth and Government Advisory Committee.
- Serve as the lead for the Alliance of New York State YMCAs’ (Alliance) statewide youth development priority issues including: early education and school age child care, expanded learning opportunities, summer camp, summer learning and achievement gap initiatives.
- Advocate for the Alliance’s youth development priority areas with decision makers.
- Build and enhance strategies and collaborations to further the State Alliance’s efforts in the area of youth development.
- Facilitate and act as the staff lead to the Alliance’s Youth Development Advisory Committee.

**Salary**
$50,000.00 - $55,000.00

**How to Apply**

Apply by Email
kstewart@ymcanys.org

Apply by Mail to:
Kyle Stewart, 33 Elk St, Albany NY, 12207
Resumes Accepted Until
11/30/2015
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

Career Opportunities with the Osborne Association

Careers at the Osborne Association

Back To Openings

Youth Development Specialist

Office: Brooklyn
Position Type: Regular Full-Time

Click Here to Complete Your Application

Youth Development Specialist's Case Manager Children and Youth Services (Full Time/ Brooklyn Office)

The Osborne Association, Inc. is a nonprofit criminal justice organization with its administrative offices in the Bronx. For over 75 years, the Association has provided services to the accused, people currently or formerly incarcerated, and their children and families. The Osborne Association, Inc. and subsidiary Osborne Treatment Services operate in the Bronx, Brooklyn, Queens, New York, and at a number of New York State correctional facilities.

Responsibilities: The Youth Development Specialist will provide two semester Youth Action Council (YAC) leadership development and advocacy program, as well as individualized support and case management services to youth ages 14 to 18 who have currently or formerly incarcerated parents, or who have completed the full development and success of participating young people. The YAC has an advocacy and policy change focus, aiming to bring the voice advocate in young people interested in affecting change. The Youth Development Specialist will work closely with the program coordinator to provide support and guidance to program participants, including developing individualized assessment plans, building individualized service plans, and facilitating the development of relationships and communication with family and community members.

Requirements: Bachelor’s degree in Social Work, Psychology, or related field, with 2 years of work experience in a social services agency and demonstrated knowledge and experience working with adolescents and young adults. Experience working with youth and knowledge of the criminal justice system is a plus.

The Osborne Association is committed to fostering diversity at all levels. The Osborne Association takes affirmative action in support of its policy to advance in employment individuals who are minorities, women, protected veterans, and individuals with disabilities.

The Osborne Association provides equal opportunity for employment and advancement to all employees and applicants for employment. The Osborne Association does not discriminate against any individual because of race, creed, national origin or ancestry, citizenship status, religion, color, age, political belief, sexual orientation, gender, gender identity or self-image, gender expression or gender identity, race, color, religion, sex, national origin, age, sexual orientation, gender identity, or other characteristic protected by law.

The Osborne Association will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. However, employees who have access to the compensation information of other employees or applicants as a part of their essential job functions cannot disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information, unless the disclosure is (a) in response to a formal complaint or charge, (b) in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or (c) consistent with the contractor’s legal duty to furnish information.
Program Liaison

New York Foundling

View this organization's profile and their additional job openings

Go back

Post Date: Nov 10, 2015
Job Type: Full Time
Start Date: - n/a -
Salary: - n/a -
Location: US - New York - NYC
Job Reference: - n/a -

Description

The New York Foundling (the "Foundling") is one of the oldest, largest and most well-respected human services agencies in New York. Established as a home for abandoned children, the Foundling has been saving children, preserving families, and building communities since 1869. The Foundling's focus is on child welfare and the developmentally disabled and creating a community where each child, youth and adult enjoys the safe, stable and supportive relationships needed to reach his or her full physical, emotional, intellectual and spiritual potential. We have over 1300 employees located in every borough of New York City, Westchester and Rockland Counties and in Puerto Rico.

We are currently looking for a Program Liaison to support our Mother/Child Programs, located in Staten Island and the Bronx.

Responsibilities Include:

- Ensure the ongoing provision of comprehensive integrated interdisciplinary structured group programming to all pregnant and parenting youth in DeSales and BK-ADOH programs.
- Collaborate with the Social Work Supervisors and Residential Supervisors in the implementation and maintenance of a weekly point system behavior and participation tracking system.
- Work collaboratively with the Social Work supervisor, residence supervisor, lead child care specialists, social workers/case planners, educational specialist, parenting consultant and pediatric nurse practitioner in both DeSales and BK-ADOH.
- Collaborate with program clinicians and pediatric nurse practitioners in social-emotional and physiological developmental needs of all infants and toddlers in the both Programs and develop health related psycho-educational group programming for the parenting and pregnant youth.
- Actively participate in family team conferences, clinical planning conferences, treatment team meetings, discharge conferences, team updates, program staff meetings, house meetings and ongoing in-service trainings.
- Ensure that all the pregnant and parenting youth participate in the required monthly independent living workshops in the Bronx and Staten Island.
- Collaborate with Social work supervisors, education specialist, social workers/case planners and youth development specialists in tracking the youth's participation in all programming, including school/vocational training attendance.
- Document all structured group programming services provided to the youth in Connections.
- Document all structured group programming services provided to the youth in Connections.
- Develop contacts with outside consultants/trainers regarding job readiness services, career counseling, alternative educational and vocational training services.
- Supervise educational specialist and collaborate in documenting attendance in school and tutoring services in DeSales and BK-ADOH.
- Supervise parenting consultant and assist with the co-facilitation of the weekly Personal Best groups in DeSales and BK-ADOH.
- Maintain tracking of SRR data for residents in both programs and schedule and lead strengths chats bi-weekly.

Skills

Preferred Experience:

- Experience in Child Welfare
- Working with children/youth with emotional and behavioral challenges
- Experience working with biological parents and foster parents.
- Have experience conducting experience.
- Bilingual English/Hispanic

Requirements: Bachelor's in Psychology or related field required. MAMS preferred. Requires travel to both Staten Island and the Bronx. Additional travelling to other boroughs may be required for meetings and trainings.
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

Case Manager
Henry Street Settlement - New York, NY

Department: Neighborhood Resource Center
Start Date: As soon as possible
Hours: Full Time
Salary: Commensurate with experience

Program Overview:
The Neighborhood Resource Center (NRC) is a free walk-in program that provides Single Stop Case Management and crisis counseling services, benefit/entitlement screenings and referrals, health insurance enrollment services and parenting classes/workshops. Services are offered in English, Spanish and Chinese.

Qualifications:
- B.S.W./B.A. in related field with commensurate experience required; M.S.W./L.M.S.W. preferred
- Background in case management or social services
- Minimum of 1-2 years professional work experience preferred; new social work grads are encouraged to apply
- Demonstrated experience in providing comprehensive case management services to large caseload of targeted population
- Ability to prioritize, organize and multi-task with efficiency
- Capacity to work independently and collaboratively with interdisciplinary team of case managers, social workers, health enrollees, attorneys and financial counselor(s)
- Strong interpersonal, verbal and written communication skills
- Knowledge of benefits/entitlements such as SNAP/Food Stamps, SSI/SSDI/SSA, SCHIP/DRIE, Medicaid/Medicare, etc. and biopsychosocial issues specific to elderly populations
- Computer proficiency including knowledge of Microsoft Office Suite and Foodlink Awards
- Bilingual Chinese/English (Mandarin and/or Cantonese) or Spanish/English required

Responsibilities:
- Conduct biopsychosocial assessments, and provide short-term and/or crisis counseling mental health services
- Provide referrals to other Henry Street departments/programs such as the Community Consultation Center outpatient mental health clinic, Workforce Development, Senior Services, Youth Services, etc. and outside agencies when appropriate
- Screen clients for benefits and assist with completion and submission of application forms; refer clients to other Neighborhood Resource Center Programs (Parent Center, Health Enrollment) and also weekly on-site legal and financial services
- Document case progress notes in a timely manner and update outcomes of benefit applications regularly; use Single Stop BEN case management system for data collection and daily, monthly, quarterly and annual reporting
- Provide clients written advocacy letters for referrals to food pantries and other community providers when needed
- Present and discuss client cases during supervisory review and weekly case review team conferences; participate in staff meetings
- Prepare and submit SNAP/Food Stamp applications using POS electronic/online system
- Additional related duties as assigned by supervisor

Due to the high volume of applicants, only qualified candidates will be contacted.

Henry Street Settlement offers excellent benefits and is an Equal Opportunity Employer/Program

Job Type: Full-time

Required education:
- Bachelor's
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015
Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

Program Coordinator
Job posted by: Safe Space NYC
Posted on: October 23, 2015

Location
89-74 162nd Street, 5th Floor, Jamaica, NY,
11432, US

Details
Education requirements
Master's degree
Employment type
Full time
Professional level
Professional
Job function
Direct social services, Supervisor, Training,
Program Coordinator, Coordinator,
Positive Youth Dev, Mentor,
Providing Guidance, Behavioral Therapy,
Supervising
Owner's areas of focus
Family, Multi-service agency, Drug abuse,

Established in 1919, Safe Space is one of the leading child welfare agencies in the country, recognized for having engineered and implemented highly innovative and creative services for its clients. Its sole mission for the last ninety years is to protect children, keep them safe and help them grow. Safe Space works with New York City’s most at risk youth and families to prevent foster care placements, build strong families, and promote self-sufficiency. Its unique holistic services are progressive and meet the ever-changing needs of the people it works with each day.

Safe Space serves over 10,000 children and families throughout Queens and Manhattan using an integrated system of programs in three core areas: Children and Family Services, Young Adult Services, and Community Health Services. The Agency has formed effective partnerships in the community and with a broad array of the City’s educational and social service organizations to fill the ever-widening gap in available services for disadvantaged and endangered children.

Safe Space is looking to hire a Project Coordinator who will be responsible for implementation of the Arches mentoring program, a transformative mentoring intervention involving group and one-on-one mentoring between young adults on probation and community mentors and use of an Interactive Journaling model. The project coordinator will supervise mentors and provide professional development feedback to mentors, and coach the mentors in relation to work done with youth. The project coordinator will be expected to have ongoing communication with participant probation officers to discuss participant service plans and development. Project coordinator will be responsible for all data collection and reporting requirements for the contract.
Essential Functions

- Responsible for overall quality implementation of Arches interactive journaling curriculum
- Supervising, training and providing guidance and coaching for mentors
- Meeting weekly with lead mentor to discuss group sessions progress and curriculum
- Meeting bi-weekly with each mentor to discuss each client’s individual progress, provide professional development, and coach mentors
- Reviewing progress notes on each client and conducting progress assessments
- Communicating with DOP in relation to client progress and IAPs (individual achievement plans)
- Scheduling group sessions and one-on-one sessions between mentors/mentees
- Tracking client progress, contract deliverables and reporting data internally and externally
- Conducting evaluation and monitoring activities to ensure program quality and integrity
- Attending initial and ongoing training and other technical assistance or professional development activities identified by the Department of Probation or Safe Space

Qualifications

- Master’s degree required in Social Work or other equivalent degree.
- At least three years of experience working youth ages 16–24, youth of color, runaway or homeless youth, and/or court-involved youth, experience providing youth programming in an urban setting
- Ability to supervise staff
- Experience with Cognitive Behavioral Therapy, Positive Youth Development ideology and practical principles, and/or motivational interviewing strongly preferred.

It is the policy of SSS that the Agency wholly complies with the equal treatment of all employees and applicants for employment without unlawful discrimination as to an individual’s perceived or actual race, creed, color, national origin, alienate, citizenship status, gender, gender identity, age, disability, marital status, partnership status, sexual orientation, ethnicity, religion, or veteran status in all employment decisions, including but not limited to recruitment, hiring, compensation, training and apprenticeship, promotion, upgrading, demotion, downgrading, transfer, layoff and termination and all other terms and conditions of employment.

How to apply

To apply please click on the link below:

Proposal to Establish a Master of Arts in Youth Studies
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 2, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015
advocacy to help families make appropriate educational decisions and plans for their high school- and college-aged children.
• Problem solve with students, families, and schools in the areas of attendance, discipline, motivation, academic interests, and progress towards graduation.
• Meet individually with students to engage them in long term educational and vocational plans.
• Participate in NAC case conferences, school visits, and CSE reviews as necessary.
• Assist with and/or facilitate College Bound programs and workshops.

QUALIFICATIONS:
• Master’s Degree in Education, Special Education, Social Work, or a related field with 2-3 years experience.
• Knowledge of Federal, State, and City regulations regarding provision of special education and general education services.
• Comfortable with high school level academics, Regents exams, and college admission requirements.
• Strong organizational skills and attention to detail.
• Excellent written and oral skills.
• Willingness to travel throughout NYC, as needed
• Proficiency in Spanish is desirable.
* WE ARE AN EQUAL OPPORTUNITY EMPLOYER, COMMITTED TO DIVERSITY*

How to apply

When applying, indicate “High School and College Bound Specialist” in the subject line, and submit COVER LETTER and RESUME to:

Mary Ann Code
Human Resources Department
New Alternatives for Children
37 West 26th Street, 11th Floor
New York, NY 10010
Fax: 212-545-7375
Email: hr@nackidscan.org

Get career tips from our experts

HR Insider: How I Hire at Girl Scouts of Greater Chicago and NW Indiana
posted about an hour ago

What To Do When You’re Worried You’ll Never Find A Job
posted about a month ago

Writing To Remember Who You Are During A Tough Job Search
posted about a month ago

An Easy Formula To Help You Craft The Perfect Resume Profile Or Summary
posted 2 months ago

Ready To Head Back To School? Check Out Philanthropy University!
posted 2 months ago