

Brothers, Sheila

From: Cramer, Aaron
Sent: Wednesday, March 20, 2019 3:25 PM
To: Bird-Pollan, Jennifer; Brothers, Sheila; Ett-Mims, Joanie
Cc: Mains, Mark
Subject: NEW GC: Positive Youth Development
Attachments: PYD Graduate Certificate Degree Application_Revised March13.pdf

Proposed New Graduate Certificate: Positive Youth Development

This is a recommendation that the University Senate approve the establishment of a new Graduate Certificate: Positive Youth Development, in the College of Agriculture, Food and Environment.

Rationale: The proposed 12-hour graduate certificate will provide students with a theoretical, applied, and experiential knowledge base related to positive youth development. Positive youth development is an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive. The program will provide students with information on current research in this field, teach them how to create programming for youth audiences, and encourage them to identify and analyze current trends impacting youth and youth serving organizations. A primary audience for this program is extension agents, and the program is designed to complement the proposed M.S. in Science Translation and Outreach. The program is projected to have 10 students following the first year.

Aaron

Aaron M. Cramer
Associate Professor, Electrical and Computer Engineering
Director of Graduate Studies, Electrical Engineering
Chair, Senate Academic Programs Committee
University of Kentucky
859-257-9113
aaron.cramer@uky.edu

NEW GRADUATE CERTIFICATE

Certificate Description. A graduate certificate shall have a clear and focused academic topic or competency as its subject, meet a clearly defined educational need of a constituency group, such as required continuing-education or accreditation for a particular profession, respond to a specific state mandate or provide a basic competency in an emerging (preferably interdisciplinary) topic. Certificates are minimally nine graduate credit hours but typically no more than 15.

Approval process. Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (possibly HCCC and/or UC) for review and approval. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the SC and University Senate. (The contact person listed on the form will be informed when the proposal has been sent to committee and other times as appropriate.) The last step in the process is Senate approval; upon Senate approval, students can enroll in the new certificate.

By default, graduate certificates shall be approved for a period of six (6) years. Re-approvals are also for six years.

1. GENERAL INFORMATION			
1a	Home college: <i>Agriculture, Food, and Environment</i>		
1b	Home educational unit (department, school, college ¹): <i>College of Agriculture, Food, and Environment</i>		
1c	Office of Strategic Planning and Institutional Effectiveness (OSPIE) (Please contact OSPIE (OSPIE@L.uky.edu) for help with questions in this section.)		
	Date of contact with OSPIE: 10/27/18		
	<input checked="" type="checkbox"/> Appended to the end of this form is a PDF of the reply from OSPIE.		
	<input checked="" type="checkbox"/> Appended to the end of this form is a letter(s) of administrative feasibility from the dean(s) of the college(s) offering the certificate.		
	CIP Code (confirmed by OSPIE): 19.0706		
1d	Proposed certificate name: <i>Graduate Certificate in Postive Youth Development</i>		
1e	Requested effective date:	<input checked="" type="checkbox"/> Fall semester following approval.	OR <input type="checkbox"/> Specific Date ² : <i>Fall 20</i>
1f	Contact person name: <i>Mark Mains</i>	Email: <i>mmains@uky.edu</i>	Phone: <i>859-218-0989</i>
2. OVERVIEW			
2a	Provide a brief description of the proposed new graduate certificate. (300 word limit)		
	<i>The Positive Youth Development (PYD) graduate certificate program will provide students with a theoretical, applied, and experiential knowledge base related to this discipline. This increases the capacity of PYD professionals to work with and for youth audiences. The coursework will provide students with the broad overview of current research related to PYD, information on how to effectively create programming for youth audiences and encourage the identification and critical analysis of current trends impacting youth and youth serving organizations. Program graduates will be able to identify and discuss current models (theories) of positive youth development, evaluate the differences between adult and youth learning/engagement, and identify,</i>		

¹ Only cross-disciplinary graduate certificates may be homed at the college level.

² Certificates are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including University Senate approval, are received.

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	<p><i>analyze, and discuss interventions that address societal issues of relevance to youth audiences. The 12-hour certificate will be available to both degree seeking graduate students as well as professionals in fields related to PYD. This certificate can be taken as a stand alone program or as part of a graduate degree program. The PYD graduate certificate is designed to partially meet the elective concentration component of the MS in Science, Translation, and Outreach (new).</i></p> <p><i>This certificate is designed to build student capacity in the field of positive youth development as well as meet the student learning objectives for the MS in Science Translation and Outreach:</i></p> <ol style="list-style-type: none"> <i>1) Assess public needs and interests with respect to agriculture, food, and environment.</i> <i>2) Identify, sort and interpret credible scientific information from diverse fields relevant to public concerns.</i> <i>3) Use scientific information to create successful programs in applied research and outreach which effectively address public concerns.</i> <p><i>This program requires 12 credits (9 core credits, 3 elective credits). This program will be housed in the College of Agriculture, Food, and Environment. A primary audience for this program is Extension agents who are regularly expected to translate scientific knowledge directly to stakeholders and to develop success.</i></p>		
2b	<p>This proposed graduate certificate (check all that apply):</p> <p><input checked="" type="checkbox"/> Has a clear and focused academic competency as its subject.</p> <p><input checked="" type="checkbox"/> Meets a clearly defined educational need of a constituency group (e.g. continuing education or licensing)</p> <p><input type="checkbox"/> Responds to a specific state mandate.</p> <p><input checked="" type="checkbox"/> Provides a basic competency in an emerging, preferably interdisciplinary, topic.</p>		
2c	<p>Affiliation. Is the graduate certificate affiliated with a degree program? (related to 3c)</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
	<p>If “yes,” include a brief statement of how it will complement the program. If “no,” incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at UK. (300 word limit)</p> <p><i>This graduate certification is affiliated with the (new) MS in Science Translation and Outreach online degree that is being developed. This fully online graduate certificate will satisfy the elective requirements for this program as well as providing focused educational content on positive youth development.</i></p> <p><i>The student learning objectives for this certificate align closely with those of the STO degree.</i></p> <ol style="list-style-type: none"> <i>1) Assess public needs and interests with respect to positive youth development;</i> <i>2) Identify, sort, and interpret credible scientific information from diverse fields relevant to public concerns centered on positive youth development;</i> <i>3) Use scientific information to create successful programs in applied research and outreach addressing public concerns relative to positive youth development topics.</i> <i>4) Articulate current models/frameworks of positive youth development and apply this information to situation analysis and program development.</i> <p><i>The Graduate Certificate in Positive Youth Development will directly support the learning outcomes of the MS in Science Translation and Outreach while allowing the student to develop a clear a focused competency in positive youth development.</i></p>		
2d	<p>Duplication. Are there similar regional or national offerings?</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
	<p>If “Yes,” explain how the proposed certificate will or will not compete with similar regional or national offerings.</p> <p><i>Only a limited number of out of state institutions offer a graduate program in Positive Youth Development. No in-state schools offering this degree program were able to be identified. Of these institutions offerings coursework in this field of study, opportunities for a graduate certificate in PYD are equally limited. This certification will help address this deficit and provide youth serving professionals with the opportunity to further develop their</i></p>		

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	<i>mastery in this area. Additionally, the fully online nature of these classes and Graduate Certificate will appeal to professionals in this field who are seeking further education in a less constrained manner than traditional classroom based graduate courses. The inherent flexibility in an online Graduate Certificate program will broaden its appeal and enrollment.</i>		
2e	Rationale and Demand. State the rationale for the new graduate certificate and explain the need for it (e.g. market demand, student requests, state mandate, interdisciplinary topic). (400 word limit)		
	<p><i>Historically, youth serving organizations have focused on addressing deficits in youth behavior and action (i.e. anti-drug education) to help youth navigate the transition into adulthood. However, this deficit approach to intervention programs has been found to have limited success. Over time, it was evident that new, more effective, approaches to working with youth were needed. The Positive Youth Development (PYD) approach arose from the discussion and evolution of youth focused programming.</i></p> <p><i>PYD is defined as:</i> <i>Positive youth development is an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths. (Federal Interagency Working Group on Youth Programs, https://youth.gov/youth-topics/positive-youth-development)</i></p> <p><i>A majority of PYD work occurs in informal educational settings that take place outside the confines of the classroom. Because this is a relatively newer approach to working with youth audiences, the field of study is still developing and evolving. Opportunities for education in PYD are often focused through agencies and are "in house". There are limited offerings for youth serving professionals to seek additional information and training on informal education and positive youth development in a rigorous and academic setting.</i></p>		
2f	Target student population. Check the box(es) that apply to the target student population.		
	<input checked="" type="checkbox"/> Currently enrolled graduate students.		
	<input checked="" type="checkbox"/> Post-baccalaureate students.		
2g	Describe the demographics of the intended audience. (150 word limit)		
	<p><i>An important primary audience will be Extension agents in Kentucky and throughout the region. Conservatively, we anticipate the GC in PYD will draw approximately 6 Extension professionals annually who would use this certificate to satisfy MS electives, to provide continuing education, or to receive Certification allowing them to better advance on the "Extension Career Ladder". Some students are also expected from other populations. UK marketing efforts likely will help expand the potential pool of students.</i></p> <p><i>A graduate certificate in PYD would also attract individuals seeking advanced coursework and training for a wide variety of undergraduate and professional careers in youth focused professions (i.e. family resource center coordinators, after school program providers, extension professionals, coordinators of youth serving programs such as Big Brother/Big Sisters, Boy Scouts, Girl Scouts, and etc).</i></p>		
2h	Projected enrollment. What are the enrollment projections for the first three years?		
		Year 1	Year 2
			Year 3

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			(Yr. 1 continuing + new entering)	(Yrs. 1 and 2 continuing + new entering)
	Number of Students	6	10	10
2i	Distance learning (DL). Initially, will any portion of the graduate certificate be offered via DL?			Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	If "Yes," please indicate below the percentage of the certificate that will be offered via DL.			
	1% - 24% <input type="checkbox"/>	25% - 49% <input type="checkbox"/>	50% - 74% <input type="checkbox"/>	75 - 99% <input type="checkbox"/> 100% <input checked="" type="checkbox"/>
	If "Yes," describe the DL course(s) in detail, including the number of required DL courses. (300 word limit)			
	<p><i>There are three required courses and one elective course required for this certificate program. The required course have been submitted for approval through the Curriculog process. The required courses will meet fully online asynchronously throught the Canvas learning management system. Students have the option to select one elective, related to positive youth development, with approval. This elective can be taken from courses within the Science, Tranlation, and Outreach (STO) program (new), from core courses offered in the Family and Consumer Science (FCS) certificate program (new), or from other departments or colleges on campus.</i></p> <p><i>PYD 600 - Contemporary Issues in Youth and Agriculture (new).</i> <i>PYD 610 - Engaging the Learner: Exploring Brain Based Learning</i> <i>PYD 620 - Foundation of Postive Youth Development</i> <i>All of these courses meet asynchronously during the semester. Modules are open for student input for at least one week. Canvas or other approved learning management systems are used for discussions, readings, collaborations, and assignments.</i></p>			
3. ADMINISTRATION AND RESOURCES				
3a	Administration. Describe how the proposed graduate certificate will be administered, including admissions, student advising, retention, etc. (150 word limit)			
	<p><i>The Graduate Certificate in Positive Youth Development will be administered using the same procedures as all other programs within the College of Agriculture, Food, and Environment. Administrative guidance will also be provided by the multi-disciplinary faculty overseeing the MS in Science Translation and Outreach. Students are advised through the recruitment and admissions process. Students submit an application to the Graduate School (no GRE) that requires a resume, transcripts from previous institutions, letters of recommendation, and a personal statement. Once admitted through a vote of the MS in STO faculty, students are advised by the Director of the Graduate Certificate. If the student is also enrolled in the broader MS in STO, the program chair serves as an additional advisor. All students working toward this graduate certificate are reviewed and consulted annually (if needed) on progress toward degree and any potential retention concerns.</i></p>			
3b	Faculty of Record and Certificate Director. (related to 2c) The faculty of record consists of the graduate certificate director and other faculty who will be responsible for planning and participating in the certificate program. The director must be a member of the Graduate Faculty of the University and is appointed by the dean of the Graduate School. The faculty of record must be comprised of three or more faculty. At least three members of the graduate certificate's faculty of record must be members of the Graduate Faculty.			
	The graduate certificate is affiliated with a degree program.			Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

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	If “Yes,” list the name of the affiliated degree program below. If “No,” describe below the process for identifying the faculty of record and the certificate director, including selection criteria, term of service, and method for adding and removing members. <i>(150 word limit)</i>		
	Masters Degree in Science Translation and Outreach (new).		
3c	Course utilization. Will this graduate certificate include courses from another unit(s)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “Yes,” two pieces of supporting documentation are required.		
	<input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the other units’ chair/director ³ from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units ⁴ and impact on the course’s use on the home educational unit.		
	<input type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.		
3d	Financial Resources. What are the (non-course) resource implications for the proposed graduate certificate, including any projected budget needs? <i>(300 word limit)</i>		
	<i>No additional financial resources are needed.</i>		
3e	Other Resources. Will the proposed certificate utilize resources (e.g. departmentally controlled equipment or lab space) from additional units/programs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “Yes,” identify the other resources that will be shared. <i>(150 word limit)</i>		
	If “Yes,” two pieces of supporting documentation are required.		
	<input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director ⁴ of the unit whose “other resources” will be used.		
	<input type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.		
4. IMPACT			
4a	Other related programs. Are there any related UK programs and certificates?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “Yes,” describe how the new certificate will complement these existing UK offerings. <i>(250 word limit)</i>		
	If “Yes,” two pieces of supporting documentation are required.		
	<input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from each potentially-affected academic unit administrators.		
	<input type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director has input from the faculty members of the unit. This typically takes the form of meeting minutes.		

³ A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.

⁴ Show evidence of detailed collaborative consultation with such units early in the process.

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5. ADMISSIONS CRITERIA AND CURRICULUM STRUCTURE

5a **Admissions criteria.** List the admissions criteria for the proposed graduate certificate. (150 word limit)

- Applicants must satisfy the minimum Graduate School requirements for admission to a Graduate Certificate (which are identical to those for enrollment as post-baccalaureate graduate student) and apply separately for the GC.
- Students enrolled in (or applying to) a graduate degree program or post-baccalaureate graduate students may apply for the GC.
- Applicants for admission to the Graduate Certificate must be approved by the Director of Graduate Studies with input from the faculty of record, who shall notify the Graduate School in writing of the student's admission.

As an aid to the admission decision, applicants must provide a two page personal statement on why the individual desires a Graduate Certificate in Positive Youth Development and a one page biography which includes the students educational and work experience. These items are to be submitted to the Director of Graduate Studies. Following the Graduate School guidelines for GC's, the GRE is not required for admission to the PYD Graduate Certificate program.

5b **Core courses.** List the required core courses below.

Prefix & Number	Course Title	Credit Hrs	Course Status ⁵
PYD 600	<i>Contemporary Issues in Youth and Agriculture</i>	3	New
PYD 610	<i>Engaging the Learner: Exploring Brain Based Learning</i>	3	New
PYD 620	<i>Foundations in Positive Youth Development</i>	3	New
			Select one....
			Select one....
<i>Total Credit Hours of Core Courses:</i>		9	

5c **Elective courses.** List the electives below.

Prefix & Number	Course Title	Credit Hrs	Course Status ⁶
XXX	<i>Students will take one additional course related to positive youth development and approved by administrator of the GC in PYD</i>	3	No Change
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....

⁵ Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

⁶ Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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5d	Are there any other requirements for the graduate certificate? If “Yes,” note below. (150 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
5e	Is there any other narrative about the graduate certificate that should be included in the Bulletin? If “Yes,” please note below. (300 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
6. ASSESSMENT			
6a	Student learning outcomes. Please provide the student learning outcomes for the graduate certificate. List the knowledge, competencies, and skills (learning outcomes) students will be able to do upon completion. (Use action verbs, not simply “understand.”) (250 word limit)		
<p><i>This graduate certification is affiliated with the (new) MS in Science Translation and Outreach online degree that is being developed. This fully online graduate certificate will satisfy the elective requirements for this program as well as providing focused educational content on positive youth development.</i></p> <p><i>The student learning objectives for this certificate are:</i></p> <ol style="list-style-type: none"> <i>1) Assess public needs and interests with respect to positive youth development;</i> <i>2) Identify, sort, and interpret credible scientific information from diverse fields relevant to public concerns centered on positive youth development;</i> <i>3) Create successful programs using scientific information in applied research and outreach addressing public concerns relative to positive youth development topics.</i> <i>4) Articulate and compare current models/frameworks of positive youth development and apply this information to situation analysis and program development.</i> 			
6b	Student learning outcome (SLO) assessment. How and when will student learning outcomes be assessed? Please map proposed measures to the SLOs they are intended to assess. Do not use grades or indirect measures (e.g. focus groups, surveys) as the sole method. Measures likely include artifacts such as course-embedded assessment (e.g., portfolios, research papers or oral presentations); and course-embedded test items (embedded test questions, licensure/certification testing, nationally or state-normed exams). (300 word limit)		
<ol style="list-style-type: none"> <i>1. (SLO 1, 2) Students will identify and evaluate culturally relevant and current topics related to PYD and create integrated literature reviews, engage in online discussion boards, and create an online presentation for each topic.</i> <i>2. (SLO 3) Students will adapt existing programs and educational materials (in part or wholesale) to reflect learning strategies taught during classes and framed within a positive youth development framework.</i> <i>3. (SLO4) Students will compare and contract frameworks of positive youth development through discussion and review of relevant literature.</i> <i>4. (SLO1) Students will develop an evaluation instrument that assesses positive youth development using one or more existing frameworks. Students will then use this evaluation tool as an aid in interviewing a practitioner in the field of positive youth development and how their organization applies relevant theories in this field of study.</i> 			
6c	Certificate outcome assessment⁷. Describe evaluation procedures for the proposed graduate certificate. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. (250 word limit)		

⁷ This is a plan of how the certificate will be assessed, which is different from assessing student learning outcomes.

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The Graduate Certificate will be evaluated using a variety of criteria. For the program to be a success, enrollment of 6+ students per year will be expected with completion of 8+ students of the full graduate certificate program. Further, course evaluations averaging at least at or above the College and Department average.

1. Graduate Certificate enrollment.
2. Graduate Certificate completion.
3. Student course evaluations.
4. Student surveys administered by the Graduate Certificate faculty

The proposed graduate certificate will be assessed annually, with the understanding that measure 1 and 2 may not be able to be fully evaluated until year 2. However, all measures will be assessed annually beyond year 2. A performance improvement plan will be established if the GC does not meet benchmark measures, including course instructors utilizing University teaching resources, such as CELT, ITS Training, and ELearning. Marketing and promotion efforts will be evaluated in terms of enrollment. The student survey will be utilized to identify feedback for improves on GC completion and course evaluations.

7. OTHER INFORMATION

7a Is there any other information about the graduate certificate to add? (150 word limit)

No

8. APPROVALS/REVIEWS

Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
8a	<i>(Within College) In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.</i>		
	<i>Course & Curricula</i>	<i>10/29/2018</i>	<i>Mark Mains / 859-218-0989 / mmains@uky.edu</i>
	<i>Graduate Certificate Application</i>	<i>11/5/2018</i>	<i>Mark Mains / 859-218-0989 / mmains@uky.edu</i>
			/ /
			/ /
8b	<i>(Collaborating and/or Affected Units)</i>		
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8c	(Senate Academic Council)	Date Approved	Contact Person Name
	Health Care Colleges Council (if applicable)		
	Graduate Council		



University of Kentucky
College of Agriculture, Food and Environment

February 14, 2019

MEMORANDUM

TO: Senate Council

RE: Administrative Feasibility of Three New Online Programs from CAFE—A New Online MS in Science Translation and Outreach (STO) and Two New, Embedded Online Graduate Certificates (GC) in Family and Consumer Sciences (FCS) and Positive Youth Development (PYD)

FROM: Dean Nancy M. Cox, College of Agriculture, Food and Environment (CAFE)

The Science and Translation Outreach (STO) Faculty of Record have worked together since February of 2018 to build an online MS degree in STO as well as a pair of online graduate certificates (one in FCS, and another in PYD). Both of these online graduate certificates were conceptually developed as part of the process of development of the STO MS program; notably, the STO MS Faculty of Record was not only their engine of innovative initiative but also remains their basis of administrative support. In addition, CAFE has committed financial resources toward the start-up of the overall STO MS program and both component graduate certificates, as well as structural support in terms of staff and administrative support. The Center for Student Success has been selected as the appropriate home for these three interconnected programmatic initiatives, since they represent a college-wide activity, and such multidisciplinary programs are routinely and effectively managed in this office, under appropriate faculty oversight.

In these three cases, Paul Vincelli will serve as Director of Graduate Studies for the STO MS, Jennifer Hunter as the Faculty Director for the FCS GC, and Mark Mains as the Faculty Director for the PYD GC. Documents listing the overall STO Faculty of Record were provided with each of the three proposals.

Sincerely,

A handwritten signature in cursive script that reads "Nancy M. Cox".

Nancy M. Cox
Dean, University of Kentucky
College of Agriculture, Food
and Environment

see blue.

The elective course may be taken within FCS, PYD, FAM or elsewhere in the university with approval of the graduate certificate coordinator. A sufficient number of online courses have been identified to meet this need. Possible electives could include:

The following is a list of existing and new classes that could be used as electives for the PYD GC...these are currently embedded in the STO program or other CAFE programs. An expanded list of potential electives will be developed over time:

PYD 695: Independent Work in Positive Youth Development
FCS 600: Foundations of Family and Consumer Sciences
FCS 610: Media Technology, Families, and Society
FCS 620: Working with Diverse Families in Culturally Sensitive Contexts
FCS 675: Independent Work in Family and Consumer Sciences
FAM 600: Working with Military Families
HMT 570: Event Planning and Coordination

NOI Positive Youth Development

Pearson, RaeAnne

Fri 11/2/2018 9:45 AM

To:Mains, Mark <mmains@uky.edu>;

Dear Dr. Main,

Thank you for your email regarding the proposed program, **Positive Youth Development, Graduate Certificate (19.0706)**.

My email will serve 2 purposes: 1.) Next steps for SACSCOC, and 2.) Verification and notification that you have contacted OSPIE—a Senate requirement for proposal approval.

Next steps for SACSCOC: None required

Verification that OSPIE has reviewed the proposal: Based on the proposed documentation presented and the Substantive Change Checklist, the proposed program does not constitute a substantive change as defined by the University or SACSCOC, the university's regional accreditor. Therefore, no additional information is required by the Office of Strategic Planning & Institutional Effectiveness at this time. The proposed program may move forward in accordance with college and university-level approval processes.

Should you have questions or concerns about UK's substantive change policy and its procedures, please do not hesitate contacting me.



RaeAnne Pearson, Ph.D.
Planning and Accreditation Coordinator
University of Kentucky
Office of Planning and Institutional Effectiveness
Patterson Office Tower #555
Lexington, KY 40506
[859-218-4009](tel:859-218-4009)

**Faculty of Record for Online Graduate Certificate in Positive Youth Development
within the College of Agriculture, Food and Environment**

The proposed “home” for the online graduate certificate in Positive Youth Development (PYD) is the College of Agriculture, Food and Environment, Center for Student Success. The initial and all subsequent education policy-making responsibilities for the FCS program shall be moved from the certificate instructional team in total to the narrower group of STO “faculty of record” listed below:

Members

Paul Vincelli (PPA), Anticipated DGS
Roger Brown (AEC)
Carl Dillon (AEC)
Darrh Bullock (AFS)
Clare Rittschof (ENT)
Jennifer Hunter (FCS)
Rick Bennett (PPA)
Kenneth Jones (CLD)
Josh McGrath (PLS)

Appointment will be for indeterminate periods, based on continuing interest. New members will be appointed by a 2/3 vote of the current faculty of record. Removal will be based on expression of such a desire by the faculty member, or by majority vote of current faculty members. Since this is a new program, the DGS was initially selected by the Associate Dean for Instruction for the College, though future DGS appointments will be subject to 2/3 vote by the Faculty of Record. The DGS will continue to serve in this capacity based on ongoing interest or until a majority vote for removal.

From: [Bieber, Jeffery](#)
To: [Jackson, Brian](#); [Nikou, Roshan](#)
Subject: FW: Decision about potential course conflicts in EDP (College of Education) and PYD (College of Ag)
Date: Friday, January 11, 2019 11:00:37 AM

Brian and Roshan,

See below regarding the concerns of overlap between Ed Psych courses and the PYD courses that are part of the proposed STO MS degree. Given the outcome of our meeting yesterday I'll be able to move to approve the PTD courses at our next meeting.

If you need something other than this email as written confirmation, please let me know.

Roshan -- If this email is OK, can you incorporate it into the appropriate packet for the proposals as they move forward?

Thanks much,
Jeff

From: Usher, Ellen <ellen.usher@uky.edu>
Sent: Friday, January 11, 2019 10:48 AM
To: Bieber, Jeffery <jpbieb01@uky.edu>
Cc: Tyler, Kenneth <kenneth.tyler@uky.edu>; Toland, Michael <toland.md@uky.edu>; Paul, Narmada <narmada.paul@uky.edu>; Grabau, Larry <larry.grabau@uky.edu>; Mains, Mark <mmains@uky.edu>; Stamper, Charles <cstamper@uky.edu>; Vincelli, Paul <paul.vincelli@uky.edu>
Subject: Decision about potential course conflicts in EDP (College of Education) and PYD (College of Ag)

Dear Dr. Bieber,

Yesterday members of the Educational Psychology faculty (Department of Educational, School, and Counseling Psychology [EDP], College of Education) met with members of the College of Agriculture who oversee the Positive Youth Development (PYD) program to discuss potential overlap between proposed PYD courses and existing EDP courses. The purpose of this email is to inform you that we agreed that the courses proposed by PYD faculty do not pose significant conflicts with those currently offered in EDP. The following reasons supported this conclusion:

- The PYD courses are 100% online and are catered to extension officers in the state of Kentucky, a different audience than courses offered in EDP.
- The PYD and EDP course content, though similar, diverges somewhat in emphasis and coverage.
- Existing EDP courses could not support the expected enrollment in the proposed PYD courses. This would mean that demand by students in the College of Agriculture for courses in these content areas (e.g., human development and cognition) could not be met by the current course offerings in EDP.

Please let us know if you have additional questions. I have copied on this message all those present at yesterday's meeting.

I appreciate your assistance in bringing us all together to discuss this.

Ellen

PS – Dr. Toland asked that I share with you and those involved two resources that might be helpful should College of Ag students wish to take courses offered by the EDP department: First, here is a link to our online course offerings: <https://www.uky.edu/ukonline/online-courses-0>. Second, here is a link to our Quantitative and Psychometric Methods courses: <https://education.uky.edu/wp-content/uploads/2017/03/QPM-Flowchart.pdf>

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