

Proposal for an OSU Interdisciplinary Minor in Youth Development

Development Team:

Scott Scheer (Co-Chair), Human and Community Resource Development, Ag. & Extension Ed.
Dawn Anderson-Butcher (Co-Chair), College of Social Work
Jackie Goodway (Co-Chair), PAES
Jennie Babcock, College of Social Work
Karen Bruns, University Outreach and Engagement
Kurt Carmen, Office of Student Life
Scottye Cash, College of Social Work
Graham Cochran, OSU Extension
Jerry Davis, OSU Athletics
J. Michael Dunn, Recreational Sports Student Learning Programs
Sarah Fields, PAES
Gene Folden, Human Development and Family Science, EHE
David Graham, Student Athletic Support Services
Deborah Haddad, Social and Behavioral Sciences
Scott McGraw, Anthropology
Gene Mumy, Social and Behavioral Sciences
Amy Nathanson, Communication
Tom Nygren, Psychology
Donna Pastore, PAES
Alisa Paulsen, Psychology
Jill Pfister, College of Food, Agricultural, and Environmental Sciences
Allie Riley, College of Social Work
Julianne Serovich, Human Development and Family Science, EHE
Rebecca Wade-Mdivanian, College of Social Work
Joe Wheaton, PAES

Introduction

This proposal is to establish a new interdisciplinary undergraduate minor in Youth Development at The Ohio State University (OSU). The goal of the minor is to enhance student knowledge of youth development theories, concepts, principles, and skills to better prepare them for career success.

Youth development is defined as the process of growing up and developing one's capacities in positive ways (Walker & Dunham, 1994) and is described as a positive, asset-building process that focuses on strengths rather than weaknesses (Whitlock & Hamilton, 2001). These viewpoints represent the trend to categorize youth development as asset building, while Small and Memmo (2004) emphasize that problem prevention (drug, delinquency, & violence prevention programs) and resilience (programs for youth in stressful environments that promote successful outcomes) approaches also contribute to our understanding of a comprehensive strategy for youth development. Therefore asset building, risk reduction, resiliency, and ultimately prevention are intertwined within the science of youth development. In short, youth development targets youth being problem free, fully prepared, and fully

engaged (Perkins, et al 2001; Pittman, Irby, & Ferber, 2000) and has led to the positive youth development approach (Lerner, Lerner, & Phelps, 2008).

Bronfenbrenner’s ecological systems theory (1979; 1989, 1998) is useful for understanding youth development. He describes human development in terms of a process-person-context-time model. Process involves proximal processes (e.g., youth program activities) that affect developmental outcomes. Person refers to individual characteristics which may influence proximal process and characteristics such as age, gender, motivation, and temperament. Context is the environment of the developing youth which has direct (microsystem - e.g. home; peer group, school, youth programs and the mesosystem which are the interrelations in the microsystem) and indirect (exosystem - e.g., parent’s work and macrosystem - e.g., culture) influences. Time is the duration, consistency, and historical effects which influence human development. As a result, youth viewed in an ecological perspective recognizes the important role of various systems (family, school, peer, community, and culture) on youth development.

The research evidence is clear that both nature (person-youth) **and** nurture (environment-context) explain the processes and science of youth development (Lerner & Kauffman, 1985; Riegel, 1979; Sigelman & Shaffer, 1995). Figure 1 represents a model for youth development through Bronfenbrenner’s lens of human development. Ultimately, youth development focuses on promoting resilience by enhancing protective factors and reducing risk factors in the micro, exo, and macro systems (Anthony et al., 2009; Hawkins et al., 1992; Jenson & Fraser, 2006).

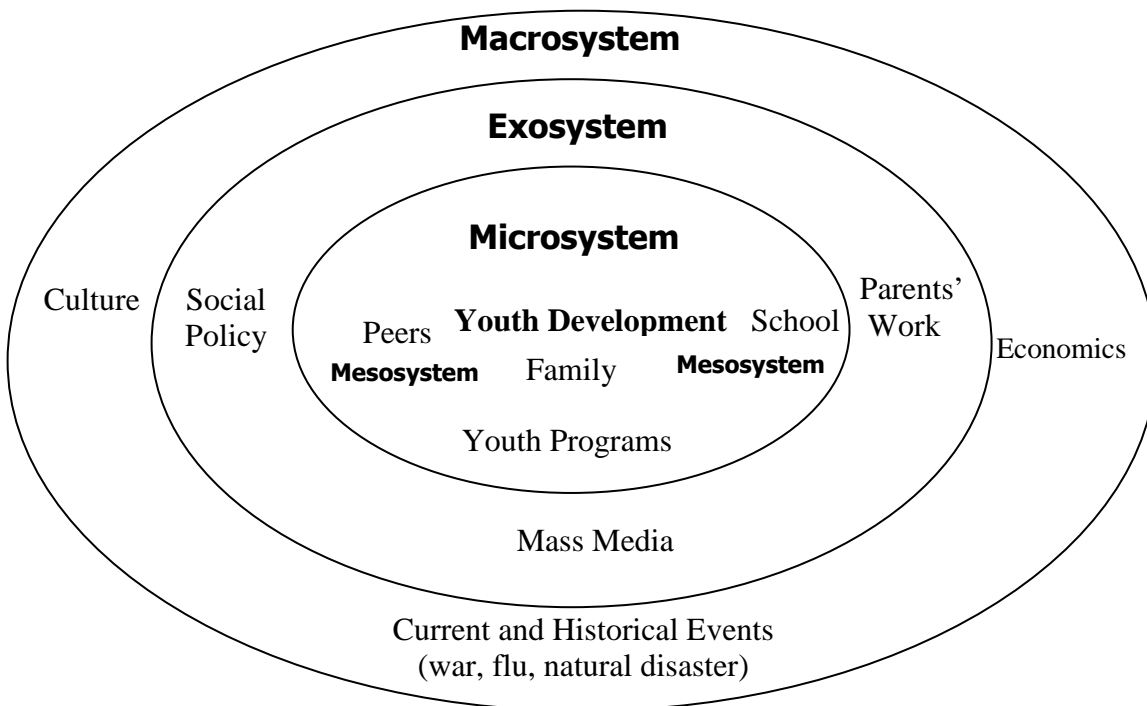


Figure 1. Youth Development in an Ecological Systems Model

Rationale

It is recognized that youth do not develop in a vacuum, but in their surrounding environments. In fact, estimates suggest that there are more than 4,000 national youth service organizations (e.g., Boys and Girls Clubs) operating approximately 17,000 youth development programs in the United States alone (Dryfoss, 1998; Quinn, 1999). Activities come in many forms of after-school programs, summer camps, and 4-H clubs which are based in multiple contexts such as art, music, drama, sport and recreation, or service to the community (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2002; Larson & Hansen, 2006). Family, school, community, and youth programs do matter and make a difference in the life trajectories of children and adolescents.

Strategies are known to promote healthy development and academic success, as well as prevent and deter multiple problem behaviors including alcohol and drug use, juvenile delinquency, violent crime, school dropout and failure, and teenage pregnancy (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 1999; Durlak & Weissberg, 2007; Eccles & Gootman, 2002; Lauer, Akiba, Wilkerson, Apthorp, Snow, & Martin-Glenn, 2006; Hattie, Marsh, Neill, & Richards, 1997; Roth, Brooks-Gunn, Murray, & Foster, 1998). Public support for youth development is emerging. For instance, a recent study indicated the general public in Ohio recognized the significance of youth development, as well as described critical needs for programming. Results from this investigation indicated that the general public (64.5%) in Ohio described youth programs as “very important” for promoting youth development (Scheer & Donnermeyer, 2007).

Numerous departments across many colleges at OSU offer youth development related course work without an organized effort or structure. There is a growing need at OSU to offer a coordinated academic minor for students to learn about youth development theories and practice. An OSU youth development minor would provide students structure and visibility to compliment their selected majors for securing future employment and job success. It also will expose them to expertise across disciplines, such as education, psychology, social work, family studies, community development, and sociology building important interdisciplinary knowledge essential for working across systems critical to youth development.

Employers today also are looking for students to attain the knowledge and practical skills not only related to their major, but also with the audiences they work with or serve. The Youth Development Minor will enable students to focus on the depths of their major field, along with understanding the complexities of youth development.

OSU Strategic Plan

The Youth Development Minor provides compelling support for two of the six strategic goals outlined by President Gee in 2007, specifically: **Put Students First** – Being student centered . . . we must provide our students . . . with unique and compelling educational experiences. And **Forge One Ohio State University** – We are the most massive intellectual platform in America gathered on one campus. . . . We must capitalize on that platform by defining ourselves comprehensively. The Youth Development Minor brings together many departments and colleges to provide students with a unique educational opportunity and to give them a competitive advantage for securing jobs in the youth development arena. Additionally, the Minor also aligns well with the strategic plans of the participating Colleges (CFAES, CEHE, CSW, ASC - SBS & CH).

Benefits for Students

This interdisciplinary minor is designed to provide students with knowledge and skills about youth development principles, processes, and practices. Students with career interests in youth services and education (non-formal and formal) are ideal candidates. The Youth Development Minor helps prepare students for careers in schools and out-of-school organizations such as Boys and Girls Clubs, YMCAs, FFA, 4-H Youth Development, Sport Organizations, and through other employers or volunteer agencies such as city governments, parks, recreation centers, religions organizations and after-school programs. The Youth Development Minor would also be valuable for students majoring in social work or similar fields pursuing careers serving youth populations in settings such as settlement houses, child welfare and child advocacy organizations, community mental health facilities, hospitals, and residential treatment centers.

Curriculum (see Appendix)

The minor is structured with a set of required courses and a basket of courses in which students can select the classes that best fit their career goals and interests. The attached advising sheet outlines the course requirements and student responsibilities. A brief overview is provided here.

Five classes across four Colleges comprise the Minor's core. A cross-mapping of these courses identifies four main competence areas, including: (1) adolescent development; (2) youth development principles, organizations, and program management; (3) underserved, high/low risk populations; and (4) critical reflection and application. Students will also take at least 5 elective credits. Elective offerings allow students to deepen their learning of content in areas such as crime and delinquency, sexuality, and mass communication. It is recommended that students in the minor complete a general life span development course to provide foundational background about human development.

Administration, Advising, and Recruitment

The Youth Development Minor will be listed in the OSU Bulletin as an interdisciplinary minor connected to four colleges: Arts and Sciences Colleges (ASC - Social and Behavior Sciences, SBS & Humanities - CH); Education and Human Ecology (CEHE); Food, Agricultural, and Environmental Sciences (CFAES); and Social Work (CSW). For administration purposes at least one member from each of the four colleges will serve as a point person for the minor.

ASC, CEHE, CFAES, and CSW have a long history of providing course work and programming related to youth development. Students in the ASC secure jobs in fields of psychology, counseling, communication and many other areas. CEHE prepares OSU students for careers in education, youth sports, and recreational settings. CFAES includes efforts in areas of 4-H Youth Development and FFA since the early 1900s. Numerous youth-serving organizations are affiliated with CSW's field education program and provide field placement opportunities for senior social work students. These units also have a long history of cross-departmental collaboration as exemplified by their engagement in key OSU outreach and engagement initiatives such as the OSU P-12 Project and the LiFE Sports Initiative.

An interdisciplinary advisory curriculum committee will be created to provide curricular oversight for the Youth Development Minor. The advisory committee will be comprised of at least one faculty

member from the four lead colleges: ASC, CEHE, CSW, and CFAES. This committee will seek input from organizations both internal and external of The Ohio State University, such as youth development organization in Central Ohio, OSU Outreach and Engagement, OSU Parks and Recreation, OSU Extension, Continuing Education, and OSU Athletics. The Advisory Committee will meet at least annually to review the program requirements, course offerings, and outcome assessment information.

Primary student advising will be provided by academic advisors in the students' major department. Faculty and professional staff advisors in the lead colleges will be available to provide advice to students regarding the Youth Development Minor requirements, if needed. Program materials will be available through participating colleges and a website connected to all OSU minors about co-curricular involvement and academic courses offered at OSU.

Student recruitment will encompass a range of activities. Summer orientation leaders will receive information that can be incorporated into programs for matriculating freshman students and their parents (or guardians) to inform them of the Youth Development Minor. In addition to professional academic advisors, recruitment information also will be provided to student organizations and youth serving groups. Fliers detailing the minor and its requirements also will be posted and distributed annually.

Admission into the minor can be processed through the students' respective College, School Office, or the OSU Student Information System.

Enrollment Projection

The OSU undergraduate, interdisciplinary Youth Development Minor is expected to attract students from a variety of majors throughout the OSU campus. However, students with career interests that can coincide with working in the youth development field are likely to be the primary target audience for the Youth Development Minor. Those with majors in the following areas are of particular relevance:

- Social Work
- Sport & Leisure Studies
- Physical Education
- Teacher Education
- Parks, Recreation, and Tourism
- Human Development and Family Science
- Agricultural and Extension Education
- Psychology
- Sociology

For example, prospective students would include some of the 600 PAES students majoring in Sport and Humanities; a portion of the 150 CSW students concentrating in child and family; some of the undergraduate majors (over 1500) in CFAES who have an interest in working with youth populations, and interested students in CEHE studying early childhood.

It is projected that at least 50 students will enroll in the Youth Development Minor within two years of the Minor's approval at OSU. This perhaps is a low estimate, given that youth organizations employ over 100,000 paid staff, involve more than 6 million volunteers, and serve over 40 million youth (National Collaboration for Youth, 2010).

Resources and Expenses

Current facilities and staff resources are adequate to support the administration of the minor in the lead colleges. Interdisciplinary collaboration and cooperation will allow students to complete minor requirements by selecting coursework from a variety of departments. The Youth Development Minor Advisory Committee will annually review course offerings to monitor availability and ensure that students enrolled in the minor will have adequate access to courses needed to fulfill the minor requirements in a timely manner.

The majority of the Youth Development Minor curriculum can be delivered with existing coursework from a variety of academic departments and colleges. Over time, it is anticipated that new courses may be developed that may be appropriate for inclusion in the Youth Development Minor. However, it will be the responsibility of the department offering the course to provide resources needed to support each respective course offering.

Competitiveness with Other Institutions

Youth development-related minors exist in other universities and colleges across the country. There are various examples of these minors. Some youth development minors take a comprehensive approach preparing youth for work in community-based youth service organizations, including Nazareth College in New York's Community-Based Development Minor, University of Northern Colorado's Youth Development Minor, and Concordia University's Youth Studies Minor. Others have more of a sport/recreation base, such as the University of North Carolina-Greensboro's minor (and major) in Kinesiology with a concentration in Community Youth Sport Development.

Other minors across the country touch upon youth development, but are broader in scope. For instance, the University of Denver has an Urban Studies Minor focusing on youth development but also lifespan issues in urban communities. The State University of New York-Albany offers an Education Studies Minor that includes content on youth development but focuses primarily on educational settings. There also are several faith-based minors and certificates, such as Trinity Lutheran College's offers a Certificate of Professional Studies in Children, Youth, & Family Studies.

Additionally, three Peer Institutions in the Big Ten offer minors related to Youth Development, including a Youth Studies Minor at the University of Minnesota, a Youth and Family Education Minor at Pennsylvania State University, and a Youth Sports Management minor at Indiana University. An average of 55 undergraduate students from across these institutions participates in these minors. This level of interest is a positive reflection that students have in extending the knowledge and skills in this important content area.

In the end, youth development and related minors are increasing in presence on campus across the country. These minors range in credit hour requirements from 18-30 hours. Some require internship and field experiences, and others do not. They also differ in their approaches, as some offer only a few core requirements and allow students to "create their own" focus by completing courses from a menu of electives.

The Youth Development Minor proposed here builds from the strengths of these programs, but also is different. Students in this minor will develop core competencies in development, youth development principles, organizations, and program management, underserved, high/low risk populations, and critical thinking, translation, and application. They also will have applied experiences through the completion of one core class within the minor, SWK 310. This class requires students to observe and engage in youth work inside and outside of the classroom. In other words, students will have real-life experiences in youth development application as a central part of their minor.

Additionally, there are strong interests across Ohio and the country related to the development of youth development-related certificates and endorsements. For instance, the University of Illinois at Chicago offers a Youth Development Certificate through its College of Education. The Ohio Afterschool Network is in the early stages of developing a Youth Worker Certificate. The Ohio High School Athletic Association is exploring a Certification process in partnership with OSU. One key course requirement for this Certification will involve completion of a Positive Youth Development workshop. Clearly, the development of these post-graduation certificates is significant of further need and interest.

Implementation Date

The proposed implementation date for the Youth Development Minor is Winter Quarter 2011.

Student Learning Assessment

The Youth Development Minor will encompass learning outcomes for students to increase student knowledge (cognitive), skills and abilities (psychomotor), and dispositions (values clarification).

Goals: Students who successfully complete the Youth Development minor will be able to document their knowledge, skills, and dispositions related to:

- Adolescent Development
- Youth Development Principles, Organizations, and Program Management
- Underserved, High/Low-Risk Populations
- Critical Reflection and Application
- Other (based on the electives)

Assessment Plan

Student performance will be assessed on an individual basis in each course included in the Youth Development Minor. Faculty assigned to teach each course will be expected to assess student performance based on the assignments outlined in the course syllabus.

Assessment of the Youth Development Minor will be performed on an annual basis as students complete minor program requirements. Focus groups, on-line surveys, or personal interviews will be conducted with students who complete the minor. Information gleaned will elicit students' perceptions of mastery of the core content knowledge, as well as determine formative evaluation data pertinent to the goals of the Youth Development Minor. Enrollment reports will be compiled each year regarding

course offering and enrollment. Data regarding student applications to the Youth Development Minor will also be maintained and historical enrollment trends will be shared with the advisory committee for their review. The minor will also be examined after a cycle of five years to collect feedback information from graduates who had completed the minor program. Graduates will be asked to provide information about their job placement or academic aspirations as influenced by the youth development minor. Information based on this follow-up will be provided to the Advisory Committee for review and consideration.

Dissemination

Oversight for assessment of the Youth Development Minor will be the responsibility of the Advisory Curriculum Committee and initially the faculty co-chairs of the minor development team. Assessment data will be collected, compiled, and reported to the Youth Development Minor Advisory Committee on an annual basis. Results of the annual assessment report will be examined and provide a basis of recommendations for curriculum modifications. We will welcome other Colleges and units on campus who are interested in embracing this Minor and participating in its continuous improvement. No modifications to the youth development minor will be made unless approved by the Advisory Curriculum Committee.

Following sections will contain:

Minor Requirement Sheet

List of Prerequisites for Courses in Minor

Support from Departments or Colleges

Syllabi for courses in Minor

YOUTH DEVELOPMENT MINOR PROPOSAL OVERVIEW

An interdisciplinary minor offered through the Colleges of Arts and Sciences (Social and Behavioral Sciences & Humanities); Education and Human Ecology; Food, Agricultural, and Environmental Sciences; and Social Work

Purpose: This interdisciplinary minor is designed to provide students with knowledge and skills about youth development principles, processes, and practices. Students with career interests in youth services and education (non-formal and formal) are ideal candidates. This minor will prepare students for careers in schools and out-of-school organizations such as Boys and Girls Clubs, YMCAs, FFA, 4-H, and various youth sport organizations and through other employers such as city governments, parks, recreation centers, and after-school programs. The Youth Development minor would also be valuable for students majoring in social work pursuing careers serving youth populations, from hospitals to residential treatment centers.

Requirements and Responsibilities: This minor is appropriate for students in all majors at the Ohio State University. All course prerequisites must be met. *HDFS 364* (Lifespan Human Development) or *Psych 340* (Lifespan Developmental Psychology) are recommended to take for foundational purposes. A minor consists of a minimum of 24 – 26 hours as outlined in Table 1.

Table 1. Youth Development Minor Proposed Course Outline

Course Number	Course Name	Credit Hours
Required Courses (19-21 credits)		
<i>Select one of these three courses:</i>		
HDFS 362	Middle Childhood and Adolescence	4
HDFS 570	Adolescent Development: A Biopsychosocial Perspective	3
PSYCH 551	Adolescence	5
<i>Take all four of these courses:</i>		
AEE 642	Youth Organizations	3
AEE 643	Youth Program Management in Non-School Settings	3
PAES 542	Lifespan Motor Development (youth focus)	5
SOCWORK 310	Prevention and Youth Development through Sport, Recreation and Play	5
Electives (at least 5 credits)		
AFAMAST 290	Black Youth	5
ANTHROP 630	Language and Culture in Education (youth)	5
COMM 501	Mass Communication and Youth	5
EDUPL 607.07	Adolescent Learning and Development in School Contexts	5
PAES 245	Leadership in Sport and Recreation	3
PAES 262	Coaching the Young Athlete	3
PSYCH 555	Adolescent Sexuality	5
PSYCH 684	Psychology of Delinquency	5
SOCIOL 310	Sociology of Gangs	5
SOCIOL 511	Sociology of Youth and Crime	5
SOCWORK 503	Juvenile Delinquency: Origins and Social Control	5
SOCWORK 597	Adolescent Parenthood and Sexuality: International Perspectives	5

Restrictions and General Information:

1. A minimum overall GPA for courses comprising the minor shall be 2.0.
2. A minimum of C- is required for a course to be counted towards the minor.
3. Courses taken on a pass/non pass basis may not be applied to the minor.
4. Refer to your college guidelines for specific policies about minor requirements

Requirements and Responsibilities: Prerequisites for individual courses are listed after course titles in brackets.

Course Number	Course Name	Credit Hours
Required Courses (19-21 credits)		
<i>Select one of these three courses:</i>		
HDFS 362	Middle Childhood and Adolescence [none]	4
HDFS 570	Adolescent Development: A Biopsychosocial Perspective [HDFS 364]	3
PSYCH 551	Adolescence [Psych 100]	5
<i>Take all four of these courses:</i>		
AEE 642	Youth Organizations [none]	3
AEE 643	Youth Program Management in Non-School Settings [none]	3
PAES 542	Lifespan Motor Development (youth focus) [none]	5
SOCWORK 310	Prevention and Youth Development through Sport, Recreation and Play [Soph., jr., or sr. standing or by permission of instructor]	5
Electives (at least 5 credits)		
AFAMAST 290	Black Youth [Not open to students with credit for AFAMAST 690]	5
ANTHROP 630	Language and Culture in Education (youth) [ANTHROP 202 or equiv or grad standing]	5
COMM 501	Mass Communication and Youth [Not open to students with credit for J Com 501]	5
EDUPL 607.07	Adolescent Learning and Development in School Contexts [none]	5
PAES 245	Leadership in Sport and Recreation [none]	3
PAES 262	Coaching the Young Athlete [none]	3
PSYCH 555	Adolescent Sexuality [Psych 100]	5
PSYCH 684	Psychology of Delinquency [PSYCH 551 or permission of instructor]	5
SOCIOL 310	Sociology of Gangs [none]	5
SOCIOL 511	Sociology of Youth and Crime [5 credit hours in Sociology at the 200-400 level or grad standing]	5
SOCWORK 503	Juvenile Delinquency: Origins and Social Control [Jr. standing; 15 cr. in social sciences]	5
SOCWORK 597	Adolescent Parenthood and Sexuality: International Perspectives [Sr. standing; and 15 cr hrs of course work in social science in individual development, adolescence, the family, culture, and social change]	5

SEMESTER DRAFT-YOUTH DEVELOPMENT MINOR PROPOSAL OVERVIEW
(course make-up and hours still to be determined and college/university approval)

An interdisciplinary minor offered through the Colleges of Arts and Sciences (Social and Behavioral Sciences & Humanities); Education and Human Ecology; Food, Agricultural, and Environmental Sciences; and Social Work

Purpose: This interdisciplinary minor is designed to provide students with knowledge and skills about youth development principles, processes, and practices. Students with career interests in youth services and education (non-formal and formal) are ideal candidates. This minor will prepare students for careers in schools and out-of-school organizations such as Boys and Girls Clubs, YMCAs, FFA, 4-H, and various youth sport organizations and through other employers such as city governments, parks, recreation centers, and after-school programs. The Youth Development minor would also be valuable for students majoring in social work pursuing careers serving youth populations, from hospitals to residential treatment centers.

Requirements and Responsibilities: This minor is appropriate for students in all majors at the Ohio State University. Prerequisite to this minor is *HDFS X364* (Lifespan Human Development) or *Psych X340* (Lifespan Developmental Psychology). A minor consists of a minimum of 15 – 16 credit hours as outlined in the Table 1.

Table 1. Youth Development Minor Proposed Course Outline

Course Number	Course Name	Credit Hours
Required Courses (12-13 credits)		
<i>Select one of these three courses:</i>		
HDFS X362	Middle Childhood and Adolescence	3
HDFS X570	Adolescent Development: A Biopsychosocial Perspective	2
PSYCH X551	Adolescence	3
<i>Take all three of these courses:</i>		
AEE X642	Youth Organizations and Program Management	4
PAES X542	Lifespan Motor Development (youth focus)	3
SOCWORK X310	Prevention and Youth Development through Sport, Recreation and Play	3
Electives (at least 3 credits)		
AFAMAST X290	Black Youth	3
ANTHROP X630	Language and Culture in Education (youth)	3
COMM X501	Mass Communication and Youth	3
EDUPL X607.07	Adolescent Learning and Development in School Contexts	3
PAES X245	Leadership in Sport and Recreation	2
PAES X262	Coaching the Young Athlete	2
PSYCH X555	Adolescent Sexuality	3
PSYCH X684	Psychology of Delinquency	3
SOCIOL X310	Sociology of Gangs	3
SOCIOL X511	Sociology of Youth and Crime	3
SOCWORK X503	Juvenile Delinquency: Origins and Social Control	3
SOCWORK X597	Adolescent Parenthood and Sexuality: International Perspectives	3

Restrictions and General Information:

1. A minimum overall GPA for courses comprising the minor shall be 2.0.
2. A minimum of C- is required for a course to be counted towards the minor.
3. Courses taken on a pass/non pass basis may not be applied to the minor.
4. Refer to your college guidelines for specific policies about minor requirements.

Departmental/College Support for OSU Youth Development Minor

African American and African Studies

-----Original Message-----

From: drwrucker@gmail.com [mailto:drwrucker@gmail.com] On Behalf Of Walter Rucker
Sent: Saturday, May 01, 2010 11:14 AM
To: Scott Scheer
Cc: newsum.2@osu.edu
Subject: Re: Youth Development Minor

Hello Scott,

We enthusiastically support this new minor and we actually kept 290 on our books (we are now deliberating about semester conversion) for this very purpose. We also have a new faculty member--Denise Noble--who has made a commitment to our chair to teach this course on a fairly regular basis.

Let us know what else we can do to help push this proposal forward.

Best,

Walter

--

Walter Rucker, Ph.D.
Associate Professor
Undergraduate Studies Director
African American & African Studies
The Ohio State University
home.earthlink.net/~drwrucker

Anthropology

From: Scott McGraw [mailto:mcgraw.43@osu.edu]

Sent: Monday, April 12, 2010 6:34 PM

To: Scott Scheer

Cc: larsen.53@osu.edu

Subject: Re: Youth Development Minor

Dear Scott,

Very happy to discuss this with you. I'm heading off to a conference tomorrow and will be back next week. Lets plan on chatting about this some time in the near future, OK?

Looking forward to developing the minor with you.

Best,

Scott

W. Scott McGraw, PhD
Associate Professor
Department of Anthropology
4064 Smith Laboratory
The Ohio State University
174 West 18th Avenue
Columbus, OH 43210-1106

Phone: (614) 688-3794

Fax: (614) 292-4155

Email: mcgraw.43@osu.edu

[followed up with phone call to Dr. Scott McGraw and confirmed the support for the minor from Anthropology]

Arts and Humanities

From: Williams, Valarie [mailto:Williams.1415@osu.edu]
Sent: Tuesday, April 20, 2010 3:30 PM
To: Scott Scheer; newsum.2@osu.edu; rucker.71@osu.edu
Subject: FW: Youth Development Minor

Hi Scott,

It got lost when they switched me over to Arts and Sciences' server, and so thank you for following up with me. Walter Rucker in AAAS is this year's Undergraduate Studies Chair, and I have spoken with Department Chair, Ike Newsum, and he is aware that you will be contacting him and Walter Rucker.

Thank you for including Arts and Humanities in the proposal.

Valarie

--

Valarie Williams
Professor and Associate Dean, Arts and Humanities
Director, OSU Urban Arts Space

School of Communication

From: Amy Nathanson [mailto:nathanson.7@osu.edu]

Sent: Monday, April 12, 2010 9:48 PM

To: Scott Scheer

Cc: Dawn Anderson-Butcher; Jackie Goodway

Subject: Re: Youth Development Minor

Hi Scott,

Thanks for your message. This sounds like a very interesting minor and we are supportive of including COMM 501.

(And, from a personal perspective, I am happy to include 501, as I teach this course and do research on children and media!)

Please let me know if you have any other questions.

Best,

Amy

AMY I. NATHANSON
School of Communication
3062 Derby Hall; 154 North Oval Mall
Ohio State University
Columbus, OH 43210
(614) 247-7952

Human Development and Family Sciences

From: Julianne Serovich [mailto:JSerovich@ehe.osu.edu]

Sent: Wednesday, April 14, 2010 3:05 PM

To: Jackie Goodway; Scott Scheer

Subject: Youth Development Minor

Hi Jackie and Scott,

The HDFS undergrad studies committee met today and reported that they endorse the Youth Development Minor. It appears to be a very good fit with the HDFS "Adolescent/At-Risk Youth" professional specialization area.

Best of luck as you continue to move forward,

Julie

Dr. Julianne Serovich
Professor and Chair

Department of Human Development and Family Science The Ohio State University

Psychology

From: Alisa Paulsen [mailto:paulsen@psy.ohio-state.edu]

Sent: Tuesday, March 23, 2010 3:51 PM

To: Scott Scheer

Cc: Thomas Nygren

Subject: Re: Youth Development Minor

Hi Scott,

Clearly, you've put a great deal of work into this and it looks great!

I have just a couple of suggested changes and comments. In the last sentence on page 2, the word "have" can be removed. On page 4, under Benefits for Students, in the second to last sentence, I didn't understand "youth serving religions organizations" (religious organizations?). On the same page under Curriculum, in the first sentence, I think it should be "fit" instead of "fits". On page 8, in the second sentence above Dissemination, I was confused by the wording (beginning with "Graduates will be asked to provide...").

It is quite unusual to have the advising for an interdisciplinary minor done in the students' major department (at least in Arts and Science where there is a dual advising system). If this advising plan is approved, you should probably plan to advertise this widely to advisors in ASC departments and determine a way to get the information about the minor to them. You may also want to provide a minor program form that can be signed off on so there is consistency in what the form looks like (and clearly indicate who is authorized to sign off on it). I would also suggest that the advising sheet that students and advisors will have access to state very clearly who provides advising (major advisor?), who adds the minor to the student record (college advisor?), and a person or persons that a student or advisor can contact for questions about the minor.

Thanks,

Alisa

Alisa Paulsen, Director
Undergraduate Programs

Social and Behavioral Sciences College

From: Haddad, Deborah [mailto:Haddad.2@osu.edu]

Sent: Wednesday, April 07, 2010 9:57 AM

To: Scott Scheer

Subject: RE: Youth Development Minor

Gee, Scott, I'm so sorry to hold you up on this! SBS is happy to support this minor as it has been conveyed via attachments to your email message. Gene and I are fine with including our names among those on your development team.

Again, my apologies for taking so long to get back to you.

Deborah

Deborah M. Haddad, PhD
Assistant Dean for Undergraduate Affairs
Social and Behavioral Sciences
The Ohio State University
Office: 614.292.8448
FAX: 614.292.9530
Haddad.2@osu.edu

Sociology

-----Original Message-----

From: Paul Bellair [mailto:bellair.1@osu.edu]
Sent: Saturday, June 12, 2010 8:02 PM
To: Scott Scheer
Cc: Zhenchao Qian
Subject: RE: FW: Youth Development Minor

Hi Scott, Sociology supports the minor, with the caveats we have noted.

Paul

Paul E. Bellair, Associate Professor and Director, Undergraduate Studies
Department of Sociology, The Ohio State University
124 Townshend Hall, 1885 Neil Ave. Mall, Columbus OH 43210-1222
(614) 292-5831 (office), (614) 292-6681 (sociology secretary), fax
(614-292-6687)
bellair.1@osu.edu

> Hi Paul,
>
> That is not a bad minor name.
>
> This minor would help students interested in working in youth serving
> organizations, although not sure that is the best way to describe the
> minor.
>
> From looking at the objectives again of the required courses (includes
> adolescent development), all of them emphasize youth development more so
> than youth services.
>
> Thanks for this feedback.
>
> Scott
>
>
>
> -----Original Message-----
> From: Paul E. Bellair [mailto:bellair.1@sociology.osu.edu]
> Sent: Friday, June 11, 2010 2:30 PM
> To: Scott Scheer
> Cc: zhenchao Qian; J. Craig Jenkins; &/+; Jackie Goodway
> Subject: RE: FW: Youth Development Minor
>
> Scott, one thought I had reading your email was whether the minor
> could be titled "youth services" rather than "youth
> development." That would really alleviate my concern because it

> seems to be more consistent with your intentions and the course
> work. Just a thought. -- Paul
>
>
> At 01:49 PM 6/11/2010, Scott Scheer wrote:
>>Hi Paul,
>>
>>Thanks for the input.
>>
>>We believe this minor would appeal to students in many majors who
>>have career interests in youth services, education (non-formal and
>>formal), sport organizations, and through other employers such as
>>city governments, parks, recreation centers, religions organizations
>>and after-school programs.
>>
>>Having received support for this minor from Psychology, HDFS, Social
>>Work, PAES, and the other departments with course work in the minor,
>>the feedback has been positive about potential student interest. We
>>would hope that some Sociology students might be interested too.
>>
>>We believe the required core classes focus on youth development: one
>>course would be on adolescent development (students would select
>>from three similar courses). The other core classes focus on
>>positive youth development, while the elective basket includes
>>problem behaviors and other specific areas related to youth development.
>>
>>Zhenchao Qian, look forward to working with you and let us know if
>>you have any questions or concerns with the minor. Attached is the
>%