



## Arts and Sciences

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July 20, 2011

W. Randy Smith  
Vice Provost  
Office of Academic Affairs  
203 Bricker Hall, 190 N. Oval Mall  
CAMPUS

Dear Randy:

On July 15, 2011, the Arts and Sciences Committee on Curriculum and Instruction (CCI) unanimously approved a **new Youth Development Minor**. The proposed minor is a joint College effort lead by Food, Agricultural, and Environmental Sciences; Education and Human Ecology; Social Work; and Arts and Sciences. The main contact for this proposal is Scott Scheer (scheer.9). Previously, the proposal was discussed by the CCI Sciences Subcommittee on February 7, 2011 and May 9, 2011. Discussions at the Subcommittee level focused on the minor's advising structure. The Subcommittee pointed out the impracticality of the original decentralized advising structure. It was subsequently decided that the Department of Human and Community Resource Development (FAES) will provide advising for the minor. During CCI discussions, a couple of mistakes were noted in the quarter advising sheet: the two statements that the minor consists of a minimum of 24-26 hours should simply refer to a minimum of 24 hours (not a range) and the number of unique hours (in case of overlap between minors) should be 20. In the interest of saving time, we are moving the minor forward. However, those small points will need to be corrected on the final quarter advising sheet. (Also see transmittal history at end of packet for details.)

The new minor will provide students with interests in youth services and education with a set of knowledge and skills about youth development principles, processes, and practices. A complete description of the program can be found in the main proposal. The minor is expected to attract students majoring in a variety of subjects in all four Colleges involved. An initial enrollment of 50 students (or more) is expected within the first two years. The present quarter version is accompanied by a semester conversion proposal submitted via the Course and Program Entry and Approval System. It is the hope that the quarter version of the minor will start Autumn Quarter 2011.

Please let me know if I can be of further assistance as CAA considers this proposal.

Sincerely,

A handwritten signature in cursive script that reads "Larry Krissek".

Larry Krissek,  
Chair, ASC Committee on Curriculum and Instruction

c: Melissa Soave  
Terry Gustafson  
Mary Ellen Jenkins

Dear Dr. Fredal and CCI Sciences Subcommittee,

Please see our responses in bold italics to the requests from the committee. This cover letter is included with the youth development minor proposal (submitted by Andy Zircher in PDF format) and the electronic semester conversion proposal (submitted through FAES and Jill Pfister). These materials will be sent about the same time to CCI for review. Thank you.

To: Andy Zircher, EHE Curriculum Coordinator and Jill Pfister, FAES Assistant Dean  
From: James Fredal, Chair, CCI Social, Behavioral, Biological, Mathematical and Physical Sciences Subcommittee  
Re: Youth Development Minor Proposal (Quarter version) and Semester Conversion Proposal

Date: May 12, 2011

Drs. Zircher and Pfister:

The Sciences subcommittee of the Committee on Curriculum and Instruction met on May 9<sup>th</sup>, 2011 to review the proposed minor in Youth Development (quarter version) and the Semester Conversion proposal for the same. We are returning the proposals with a few questions and requests for revision. I will convey comments about the Minor proposal (Quarter version) first, and then comment on the Semester Conversion proposal.

Quarter Minor Proposal:

In addition to a few minor changes (below), our primary concern had to do with advising. We understand the problems with a single advising unit, and the concern to make advising "student centered." However, the current structure assumes that advising staff for all four colleges will remain informed about the minor and its requirements and options (requirements and options that may change in the future). While in most cases advising should be unproblematic, it is typical and preferred that all program proposals articulate a centralized advising structure that names a single unit responsible for maintaining up-to-date information about the minor, approved courses and substitutions, transfer equivalents, and the like, and that will be authorized to sign off on minor forms. Naming individual faculty members (who may leave or cease involvement with the minor) or a broad range of possible units (like the student's college home) could be problematic since advisors in those units will not likely become or remain informed about minor requirements, transfer credit equivalents, new courses added to the minor (or old courses dropped), or other changes. Thus, our primary request is that one advising unit be determined (if appropriate, with a letter indicating that that unit is willing to support the minor with their advising faculty or staff). In this, we echo concerns expressed in the letter (or rather, the email) from Alisa Paulsen dated 3-23-2010 included in the proposal. Since the minor will have home in Human and Community Resource Development (Agricultural Communication, Education and Leadership - ACEL) of FAES, this department or college might be a likely candidate to become the primary advising location for the minor.

***Department of Human and Community Resource Development in FAES will serve as the Advising Contact and is indicated as such on the AS advising sheets (p. 13 & 14), however it important to note the minor is a joint college effort lead by the four colleges listed on the advising sheet. A letter from HCRD is included as an attachment with the semester conversion proposal indicating its willingness to serve in this role.***

A few other things came up:

First, the learning goals on page 7 of the quarter proposal are different from those on the semester PACER form. They will need to be identical. The subcommittee also felt that the goals listed on p. 7 should be rephrased to state what students will do or be able to do upon completion of the minor. The current goals seem more like broad topics than learning goals. For example, many minors include goals having to do with various aspects of field or course content, with critical thinking or problem solving skills associated with that content, with ethical or social implications of that content in a career, with communication skills, etc.

***Learning goal of minor is the same in proposal (p. 7) and semester PACER form.***

Also, the quarter and semester advising sheets refer to “College of Arts and Sciences” (plural). This should instead read “College of Arts and Sciences” (singular).

***Corrected throughout document.***

Finally the list of semester courses and semester advising sheet need updated semester numbers. (Many contain x-quarter numbers.) Alternatively, since this is a proposal for a new minor under quarters, the semester information could be removed (since that information will appear in the conversion proposal).

***Semester sheets have been revised to include updated semester course numbers (p. 10 & 14) and with PACER form.***

We also had a few comments about the semester conversion proposal itself.

This document will need a semester list of required or elective courses in the minor (rather than a list of all the courses in Human and Community Resource Development).

***Corrected to list courses in minor only.***

The proposal will also need updated quarter and semester advising sheets and should include a transition plan specific to the minor. Even if the transition is unproblematic, the method for converting coursework from quarters to semesters for students midway through the program should be explained.

***Updated quarter/semester advising sheets and a transition plan (see p. 8 of proposal) is included with the semester PACER electronic submission.***

We anticipate that, with these revisions, the proposal and its conversion to semesters will move forward without problems.

Thanks very much.

Jim Fredal

cc: Bernadette Vankeerbergen

*Proposal for an OSU Interdisciplinary Minor in Youth Development*

**Development Team:**

Scott Scheer (Co-Chair), Human and Community Resource Development, FAES  
Dawn Anderson-Butcher (Co-Chair), Social Work  
Jackie Goodway (Co-Chair), PAES  
Jennie Babcock, Social Work  
Karen Bruns, Family and Consumer Sciences, OSU Extension  
Kurt Carmen, Office of Student Life  
Scottye Cash, 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  
John Gibbs, Psychology  
David Graham, Student Athletic Support Services  
Deborah Haddad, Arts and Sciences (SBS)  
Scott McGraw, Anthropology  
Ray Montemayor, Psychology  
Gene Mumy, Arts and Sciences (SBS)  
Amy Nathanson, Communication  
Donna Pastore, PAES  
Alisa Paulsen, Psychology  
Jill Pfister, Food, Agricultural, and Environmental Sciences  
Allie Riley, 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).

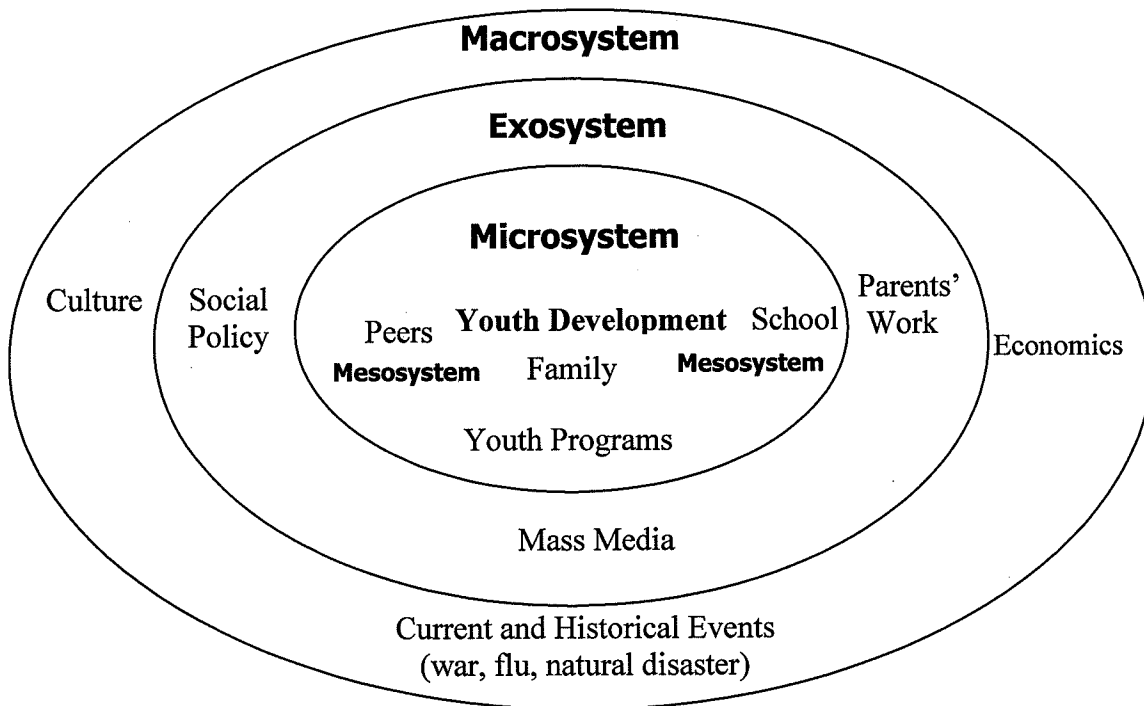


Figure 1. Youth Development in an Ecological Systems Model

## 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 (ASC, EHE, FAES, & SW).

## **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 College (ASC); Education and Human Ecology (EHE); Food, Agricultural, and Environmental Sciences (FAES); and Social Work (SW). For administration purposes, FAES will be the lead administering college with ASC, EHE, and SW as co-administering colleges. Since SIS requires each program to have a fiscal unit, the minor will be attached to Human and Community Resource Development (or proposed departmental name Agricultural Communication, Education and Leadership - ACEL) in FAES.

ASC, EHE, FAES, and SW 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. EHE prepares OSU students for careers in education, youth sports, and recreational settings. FAES includes efforts in areas of 4-H Youth Development and FFA since the early 1900s. Numerous youth-serving organizations are affiliated with SW'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 each of the four lead colleges: ASC, EHE, FAES, and SW. This committee will seek input from organizations both internal and external of The Ohio State University, such as OSU Outreach and Engagement, OSU Parks and Recreation, Boys and Girls Clubs, OSU Extension, Continuing Education, and OSU Athletics.

The function of the Advisory Committee will be to review the program requirements, course offerings, student petitions, and outcome assessment information. The advisory committee will use e-mail and other electronic communications to address these committee functions; however the committee will meet in person at least annually to ensure that the minor is up-to-date and is meeting the needs of students enrolled and to develop strategies to attract new students.

For student advising, each of the lead colleges' advising and service offices along with the co-coordinators will be available to provide advising to students regarding the Youth Development Minor. This is important to promote a student-centered learning environment, rather than have the advising housed in one college unit. The minor will also take advantage of the Student Information System (SIS) in which students can work toward a minor and once completed will be recognized as such through SIS. 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 SW students concentrating in child and family; some of the undergraduate majors (over 1500) in FAES who have an interest in working with youth populations, and interested students in EHE 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 Autumn Quarter 2011.

### **Student Learning Assessment**

Learning Goal for Minor:

Students will gain critical thinking and practice skills relevant to youth development principles, organizations, and program management for successful work with high and low risk youth populations.

### **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.

### **Quarter-to-Semester Transition Plan**

Students transitioning from quarters to semesters in the youth development minor will do so with minimal difficulty. Almost all course work will be converted from five quarter to three semester credit hours. Students will not be harmed in any way for completing the youth development minor in a timely and efficient manner. Students enrolled under the quarter system will be contacted to ensure the minor requirements are being met and to assist with completion in the semester system.

### **Following sections will contain:**

**Generic Minor Requirement Sheet (quarter and semester versions with course titles)**

**List of Prerequisites for Courses in Minor**

**List of Faculty with Interest in Minor**

**College of Arts and Sciences Minor Requirement Sheets (quarter and semester versions)**

**Support from Departments and Colleges**

**Youth Development Course Cross Map**

**Syllabi for courses in Minor**

## YOUTH DEVELOPMENT MINOR PROPOSAL OVERVIEW - QUARTER

*An interdisciplinary minor which is a joint effort of the colleges of Arts and Sciences; 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
<b>Required Courses (19-21 credits)</b>		
<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
<b>Electives (at least 5 credits)</b>		
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

## YOUTH DEVELOPMENT MINOR PROPOSAL OVERVIEW - SEMESTER DRAFT

*An interdisciplinary minor which is a joint effort of the colleges of Arts and Sciences; 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 2400* (Lifespan Human Development) or *Psych 2340* (Lifespan Developmental Psychology) are recommended to take for foundational purposes. A minor consists of a minimum of 16 credit hours as outlined in the Table 1.

*Table 1. Youth Development Minor Proposed Course Outline*

Course Number	Course Name	Credit Hours
<b>Required Courses (13 credits)</b>		
<i>Select one of these two courses:</i>		
HDFS 2420	Adolescent and Emerging Adulthood	3
PSYCH 2551	Psychology of Adolescence	3
<i>Take all three of these courses:</i>		
COMLDR 5350	Youth Organizations and Program Management (formerly AEE 642 & 643)	4
PAES 2542	Lifespan Motor Development (youth focus)	3
SOCWORK 2110	Prevention and Youth Development through Sport, Recreation and Play	3
<b>Electives (at least 3 credits)</b>		
AFAMAST 2290	Black Youth	3
ANTHROP 5630	Language and Culture in Education (youth)	3
COMM 4401	Mass Communication and Youth	3
EDUPL 5401	Adolescent Learning and Development in School Contexts	3
HDFS 5892	Special Topics in Adolescent Development	3
PAES 4245	Leadership & Programming in Sports Industry	3
PAES 2262	Coaching the Young Athlete	3
PSYCH 3555	Adolescent Sexuality	3
PSYCH 5684	Psychology of Delinquency	3
SOCIOL 2310	Sociology of Gangs	3
SOCIOL 4511	Juvenile Delinquency	3
SOCWORK 3597	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.

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

Course Number	Course Name	Credit Hours
<b>Required Courses (19-21 credits)</b>		
<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
<b>Electives (at least 5 credits)</b>		
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

## **APPENDIX**

Faculty listed below have research and/or teaching interests in Youth Development at The Ohio State University. This is only a partial list; faculty not listed here but interested in being part of the minor are encouraged to notify one of the co-coordinators.

DAWN ANDERSON-BUTCHER (Co-Coordinator)  
College of Social Work

SCOTTYE CASH  
College of Social Work

GRAHAM COCHRAN  
OSU Extension & Human and Community Resource Development

SARAH FIELDS  
School of Physical Activity and Educational Services

JOHN GIBBS  
Psychology

JACKIE GOODWAY (Co-Coordinator)  
School of Physical Activity and Educational Services

SCOTT MCGRAW  
Anthropology

RAY MONTEMAYOR  
Psychology

AMY NATHANSON  
Communication

SCOTT SCHEER (Co-Coordinator)  
Human and Community Resource Development & OSU Extension

JULIANNE SEROVICH  
Human Development and Family Science

JOE WHEATON  
School of Physical Activity and Educational Services

**The Ohio State University**  
**College of Arts and Sciences; Education and Human Ecology; Food, Agricultural, and Environmental Sciences; and Social Work**  
**Approved by College of Arts and Sciences**

**Interdisciplinary Minor in Youth Development (YTHDEV-MIN) - Quarter**

---

An interdisciplinary minor which is a joint effort of the colleges of Arts and Sciences; Education and Human Ecology; Food, Agricultural, and Environmental Sciences; and Social Work.

Advising information: Department of Human and Community Resource Development, 2120 Fyffe Road, Room 204A Columbus, OH 43210-1110; 614-292-6758.

**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, residential treatment centers, after-school programs, and organizations such as Boys and Girls Clubs, YMCAs, FFA, Scouts, 4-H, and youth sport organizations.

**Requirements and Responsibilities:** This minor is appropriate for students in all majors at OSU. 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 follows:

**Required Courses (19-21 credit hours):**

**Choose one:** HDFS 362 (4), HDFS 570 (3), PSYCH 551 (5)

**Take all four:** AEE 642 (3), AEE 643 (3), PAES 542 (5), SOCWORK 310 (5)

**Electives (at least 5 credits):**

AFAMAST 290 (5), ANTHROP 630 (5), COMM 501 (5), EDUPL 607.07 (5), PAES 245 (3), PAES 262 (3), PSYCH 555 (5), PSYCH 684 (5), SOCIOL 310 (5), SOCIOL 511 (5), SOCWORK 503 (5), SOCWORK 597 (5)

**Youth Development Minor program guidelines**

The following guidelines govern the Youth Development minor.

Required for graduation No

Credit hours required A minimum of 24-26

Transfer credit hours allowed A maximum of 10

Overlap with the GEC Permitted as student's college allows

Overlap with the major Not allowed unless the minimum number of hours required in the major is met.

Overlap between minors Each minor completed must contain 12 unique hours.

Grades required

- Minimum C- for a course to be listed on the minor.
- Minimum 2.0 cumulative point-hour ratio required for the minor.
- Course work graded Pass/Non-Pass cannot count on the minor.

Approval required The minor program description sheet indicates if the minor course work must be approved by a college/school counselor

Filing the minor program form A minor should be declared before accumulating 90 hours and the Minor Program Form must be filed at least two quarters prior to graduation.

Changing the minor Once the minor program is filed in the college office, any changes must be approved by: a college/ school counselor

Arts and Sciences Curriculum and Assessment Office  
<http://artsandsciences.osu.edu>  
The Ohio State University  
4132 Smith Lab, 174 W. 18<sup>th</sup> Ave.  
05/31/2011



**The Ohio State University**  
**College of Arts and Sciences; Education and Human Ecology; Food, Agricultural, and Environmental Sciences; and Social Work**  
**Approved by College of Arts and Sciences**

**Interdisciplinary Minor in Youth Development (YTHDEV-MN) - Semester**

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An interdisciplinary minor which is a joint effort of the colleges of Arts and Sciences; Education and Human Ecology; Food, Agricultural, and Environmental Sciences; and Social Work.

Advising information: Department of Human and Community Resource Development, 2120 Fyffe Road, Room 204A Columbus, OH 43210-1110; 614-292-6758.

**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, residential treatment centers, after-school programs, and organizations such as Boys and Girls Clubs, YMCAs, FFA, Scouts, 4-H, and youth sport organizations.

**Requirements and Responsibilities:** This minor is appropriate for students in all majors at OSU. All course prerequisites must be met. *HDFS 2400* (Lifespan Human Development) or *Psych 2340* (Lifespan Developmental Psychology) are recommended to take for foundational purposes. A minor consists of a minimum of 16 hours as follows:

**Required Courses (13 credit hours):**

**Choose one:** HDFS 2420 (3) or PSYCH 2551 (3)

**Take all three:** COMLDR 5350 (4), PAES 2542 (3), SOCWORK 2110 (3)

**Electives (at least 3 credits):**

AFAMAST 2290 (3), ANTHROP 5630 (3), COMM 4401 (3), EDUPL 5401 (3), HDFS 5892 (3), PAES 4245 (3), PAES 2262 (3), PSYCH 3555 (3), PSYCH 5684 (3), SOCIOL 2310 (3), SOCIOL 4511 (3), SOCWORK 3597 (3)

**Youth Development Minor program guidelines**

The following guidelines govern the Youth Development minor.

Required for graduation No

Credit hours required A minimum of 16, at least six credits must be at the 3000 level or above

Transfer credit hours allowed A maximum of 6

Overlap with the GE Permitted as student's college allows

Overlap with the major Not allowed unless the minimum number of hours required in the major is met.

Overlap between minors Each minor completed must contain at least 12 unique hours.

Grades required

- Minimum C- for a course to be listed on the minor.
- Minimum 2.0 cumulative point-hour ratio required for the minor.
- Course work graded Pass/Non-Pass cannot count on the minor.

Approval required The minor program description sheet indicates if the minor course work must be approved by a college/school counselor.

Filing the minor program form A minor should be declared before accumulating 60 hours and the Minor Program Form must be filed at least two quarters prior to graduation.

Changing the minor Once the minor program is filed in the college office, any changes must be approved by: a college/ school counselor.

Arts and Sciences Curriculum and Assessment Office  
<http://artsandsciences.osu.edu>  
The Ohio State University  
4132 Smith Lab, 174 W. 18<sup>th</sup> Ave.  
05/31/2011

***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

>%



Office of the Executive Dean

Arts and Sciences  
186 University Hall  
230 North Oval Mall  
Columbus, OH 43210-1319

Phone (614) 292-1667  
Fax (614) 292-8666

April 26, 2011

Dr. James Fredal  
CCI Sciences Subcommittee Chair  
Department of English  
456 Denney Hall  
164 W. 17<sup>th</sup> Avenue  
CAMPUS

Dear Dr. Fredal:

I am sending this letter on behalf of the College of Arts and Sciences to indicate my full support for the proposed Youth Development minor. The Youth Development minor is truly interdisciplinary, with leadership and input from across four colleges, including Arts and Sciences. Many of the college's departments can contribute greatly to the proposed minor.

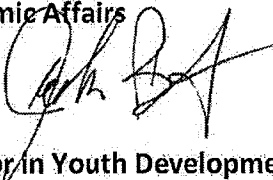
The minor contributes to Ohio State's effort to help it function as "one" university and to better serve students. I also believe students will find the minor beneficial across a number of university majors. Please let me know if I can provide additional input.

Regards,

Joseph E. Steinmetz, Ph.D.  
Executive Dean and Vice Provost  
College of Arts and Sciences



Office of Academic Affairs  
172 Arps Hall, 1945 N. High Street  
614 688-4571

**Date:** March 17, 2011  
**To:** Members of the Council on Academic Affairs  
**From:** Jackie M. Blount, Associate Dean   
**RE:** Proposal for Interdisciplinary Minor in Youth Development

---

On behalf of the College of Education and Human Ecology, I am pleased to offer support of the proposed Interdisciplinary Minor in Youth Development. This minor has been developed by a large team of faculty from FAES, Social Work, Arts and Sciences, our college, Outreach and Engagement, Extension, and Athletics. I have been impressed by the degree to which these faculty have collaborated effectively, forming a diverse, yet focused curriculum – that is, broadly cast, but with thoughtfully drawn boundaries. The courses that comprise this curriculum leave room for some student choice while still providing a carefully structured core. As a whole, the Youth Development minor will prepare students well for a wide variety of positions in youth-serving organizations. In short, I believe that this minor will serve our students' needs well. Also, it aligns nicely with the strategic goals of our college.

Our college also supports having one of our faculty members serve as one of four point persons (one per participating college) for the minor. We recognize that students in our college who wish to pursue the Youth Development minor will be advised by their regular academic advisors. I concur with the proposers when they assert that the minor can be delivered using existing courses and services. For these reasons, the proposed Interdisciplinary Minor in Youth Development is feasible to create, administer, and run.



Room 100  
2120 Fyffe Road  
Columbus, OH 43210-1066

Phone 614-292-6891  
FAX 614-292-1218

March 20, 2011

Dr. James Fredal  
CCI Sciences Subcommittee Chair  
Department of English  
456 Denney Hall  
164 W. 17<sup>th</sup> Avenue

RE: Youth Development Minor

Dear Dr. Fredal:

On behalf of the faculty and administration of the College of Food, Agricultural, and Environmental Sciences I am writing to confirm support of the proposed Youth Development minor. CFAES has a long history of conducting scholarship and teaching in the area of youth development both in and out of the classroom. We have the faculty expertise and resources to support both the current and future courses that are offered in this minor. The cross-departmental and college collaboration has been strength of the development of this minor and the minor is strongly student centered. Students will be exposed to expertise across disciplines and the minor will compliment a variety of majors across the institution.

**Since SIS requires each program to have a fiscal unit attached to it the development team chose Human and Community Resource Development (HCRD) which also has submitted a name change to Agricultural Communication, Education and Leadership (ACEL).** Make note that EHE is submitting the original request for the Youth Development minor under quarters and HCRD has submitted the request under semesters.

Should you have any questions, feel free to contact me.

Sincerely,

*Jill A. Pfister*

Jill A. Pfister  
Assistant Dean, Academic Affairs  
100 Agr Admin  
2120 Fyffe Road  
Columbus, OH 43210



Office of the Dean

College of Social Work  
Stillman Hall  
1947 College Road  
Columbus, OH 43210-1162

Phone (614) 292-5300  
Fax (614) 292-6940

March 15, 2011

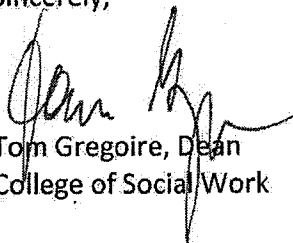
Dr. James Fredal  
CCI Sciences Subcommittee Chair  
Department of English  
456 Denney Hall  
164 W. Seventeenth Ave.

Re: Youth Development Minor

Dear Dr. Fredal:

On behalf of the faculty and staff of the College of Social Work I am writing to confirm my support of the proposed Youth Development Minor. Our college has a long history of conducting scholarship and providing course work and programming in the area of positive youth development. We have both the necessary faculty expertise and resources to support current and future social work courses offered in this minor. The cross-departmental collaboration that led to this minor will expose students to expertise across disciplines, and will complement a variety of majors.

Sincerely,



Tom Gregoire, Dean  
College of Social Work

**Appendix I:**  
**Cross mapping for Youth  
Development Minor**

<b>CHILD AND ADOLESCENT DEVELOPMENT</b>	HDFS 364	HDFS 362	HDFS 570	AEE 642	AEE 643	PAES 542	SW310	AFAMAST 290	ANTHROP 630	COMM 501	EDUPL 607.07	PSYCH 555	PSYCH 684	SW597	SW503	SOCIOL 511	SOCIOL310
To demonstrate an understanding of development through childhood and adolescence.	x	x	x					x			x	x					
To understand theories and research in the field of child and adolescent development.	x	x									x						
To demonstrate an understanding of how family, peer, school, work, and leisure contexts affect the transition to adolescence.			x								x						
Achieve an understanding of human development as the result of the interaction between the physical, social, emotional, and cognitive.	x	x	x			x	x				x	x					
Understand and assess various risk and protective factors.							x										
Identify and apply models of motor development to lifespan movement.						x											
Explain the principles of motor development and apply them to the learning and teaching of motor skills across the lifespan.						x											
Discuss the influence of aging on motor skill performance and the implications to movement programming for the elderly.						x											
Understand the ways in which identity (or the "self") is constructed and influenced (both permits and prohibits) teaching and learning.							x				x						
Understand how constraints influence motor performance.						x											
Understand the role of ethics and ethical decision-making in work with youth.							x										
Students will be acquainted with the historical, complex, social and psychological factors that influence identity, formation, cognitive and emotional development and coping behaviors.							x	x									
<b>YOUTH DEVELOPMENT PRINCIPLES AND PROGRAMS/SPORT &amp; RECREATION</b>																	
Understand the key elements necessary for positive youth development and how they apply to the programs.				x	x		x										
Apply theory and knowledge related to human behavior and the social environment to guide the design, implementation, and evaluation of evidenced-based prevention and youth development programs/activities in various settings.				x			x										
Consider multiple approaches to managing youth development programs.					x												
Consider challenges in working with youth development programs.					x		x										
Examine models of youth development programming.				x	x		x										
Develop an awareness of the variety of youth organizations and programming in the United States				x													
Access and apply scholarly research and literature related to youth organizations				x	x												
To distinguish between different types of leadership styles and describe the managerial position of each, regarding planning, human relations, and personnel.																	
To formulate a leadership philosophy for sport and recreation.							x										
To identify and solve problems/current events facing administrators in sport and recreation.				x			x										
To recognize and identify the nature and needs of individuals in sport/recreation settings.							x										
To knowledgeable discuss the administrative elements pertinent to sport/recreation.																	
Foster a reflexive dialogue on coaching the young athlete.																	
Gain exposure to the expectations of the major governing bodies of youth sports.																	
<b>CULTURE AND DIVERSITY</b>																	
Understand differences by age, gender, race or ethnicity, or sexual orientation.							x	x	x		x			x	x		x
To become familiar with the influence of culture on thoughts, attitudes and/or behaviors.	x	x						x	x					x			
Acquaint students with historical, economical, and cultural factors which shape the experience of African American youth.								x									
Identify and analyze developmental, individual and social aspects of stress on African American children and families in U.S. society.								x									
Identify and describe linguistic and cultural differences of various minority and ethnic groups.									x								
Understand the varieties of oral language styles available in a culturally plural situation that allow for the building of more meaningful education systems.										x							
Demonstrate sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.							x										
Examine their own values, attitudes, and beliefs about language, culture, and education to understand how these influence what happens in multicultural classrooms.										x							



		HDFS 362	HDFS 570	AEE 642	AEE 643	PAES 542	SW310	AFAMAST 290	ANTHROP 630	COMM 501	EDUPL 607.07	PSYCH 555	PSYCH 684	SW597	SW503	SOCIOL 511	SOCIOL310
<b>SEXUALITY</b>																	
Identify why adolescents engage in sexual behavior in all of its manifestations.												x					
Identify the impact of sexuality on adolescent development .												x					
Appreciate the value assumptions and objectives underlying programs and governmental policies for dealing with teenage sexuality and parenthood.														x			
Know about available social programs and governmental resources.														x			
Demonstrate competence in understanding, analyzing and comparing different approaches toward guiding and empowering sexually mature adolescents toward their self-selected goals.															x		
Respect the privacy, autonomy and unique individuality that contribute to adolescent self-empowerment toward their achievement of maximum life potential.															x		
Understand the interplay of biological, psychosocial and cultural forces shaping adolescent sexual activity and parenting decisions.												x		x			
<b>DELINQUENCY</b>																	
Be able to identify, define and discuss key terms, concepts, and propositions in the study of juvenile delinquency.													x		x	x	
Be able to discuss, compare, and contrast major theories of deviance and delinquency.															x	x	
Be able to describe and critique the juvenile justice process.															x	x	
Be able to describe and discuss major strategies and approaches to prevention, detention, diversion, and adjudication and describe the content of the roles found in each process.											x				x	x	
Be able to analyze and critique social policy with respect to the juvenile justice process and juvenile corrections.															x		
Be able to describe and discuss the relationships and interactional effects of environmental factors with the nature and extent of delinquency.							x								x		
To understand social conditions leading to the emergence of gangs																	x
To understand the psychological attraction of gangs																	x
To understand the social structure and organization of the gang																	x
To understand the potential solutions to what has been viewed as the "gang problem" in our society (including gang prevention and intervention strategies)																	x
<b>SCHOLARSHIP SKILLS</b>																	
To demonstrate an understanding of how research, theory and daily practice are related.	x	x			x	x	x			x	x						
Be able to access and critically analyze scholarly research and literature.	x	x		x		x			x	x			x	x			
To identify and analyze the knowledge gained in such a way that the student can structure his or her own thoughts and practices in a professional scholarly manner.			x		x		x				x						
Apply concepts to real life situations.				x	x	x	x		x								
To improve oral and written communication skills and critical thinking skills.					x	x	x										
Define ethnography and explain what is involved in doing ethnography in an education context.									x								
Understand the challenges associated with conducting mass communication research with children.										x							
<b>COMMUNICATION</b>																	
Understand how theories of cognitive development and mass communication inform our understanding of children's uses of and responses to the mass media.										x							
Should be able to identify the potentially harmful aspects of specific media content.										x							

PAES 262 PAES 245 Psych 340

		X
		X
		X
		X
		X
		X
		X
		X
		X
X		
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PAES 262	PAES 245
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TRANSMITTAL HISTORY  
YOUTH DEVELOPMENT MINOR

Committee on Curriculum and Instruction  
Draft Minutes

Friday, July 15, 2011  
200 Bricker Hall

1:00PM-4:00PM

1. Youth Development Minor (quarter and semester versions)
    - HCRD (FAES) will provide advising for the minor.
    - **Quarter advising sheet: minor consists of a minimum of 24-26 hours: this should say “minimum of 24 hours”**
    - **Overlap between minors: unique hours should be 20.**
- Stafford, Daniels, **unanimously approved (items in bold will be transmitted to CAA)**

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CCI Sciences Subcommittee  
Approved Minutes

Monday, May 9, 2011  
110 Denney Hall

3:00 PM- 4:30 PM

1. Youth Development Minor (quarter version)
  - **Advising issue: The proposal indicates that each of the colleges’ advising offices and all the committee members will be advising the students. However, the Subcommittee reiterates that the proposed advising structure would not work. There should be a centralized advising structure (home unit). (The issue at hand is mentioned in Alisa Paulsen’s e-mail of 3-23-10).**
  - **Learning goals on p. 7 are different from those on the semester PACER form. They should be identical. The subcommittee also believes that, if kept, the goals listed on p. 7 should be rephrased – e.g., they sound more like topics than goals.**
  - **Quarter and semester advising sheets refer to “Colleges of Arts and Sciences.” This should read “College of Arts and Sciences.”**
  - **Semester materials included in quarter package: List of semester courses and semester advising sheet need updated semester numbers. (Many x-quarter numbers.)**
2. Youth Development Minor (semester version)
  - **Needs semester course list (instead of list of all the courses in Human and Community Resource Development).**
  - **Needs updated quarter and semester advising sheets.**
  - **Transition policy does not say anything specific about program.**
  - **Reconcile program learning goals with quarter version and use active voice: “students” + action verb.**

- **See also applicable comments listed above for quarter version.**

Proposal sent back to unit. Subcommittee will first approve quarter version and then will look at semester version: Mummy, Guatelli-Steinberg, **order of proceeding unanimously approved**

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CCI Sciences Subcommittee  
Approved Minutes

Monday, February 7, 2011  
110 Denney Hall

1:00 PM- 2:30 PM

1) (ASC, EHE, FAES, SW) Youth Development

Discussion of quarter version documents:

- Why is this minor not based in Social Work? Not clear whether this minor is actually co-developed by ASC. **Request official letters of support from the 4 colleges (Deans of EHE, SW, FAES, ASC Executive Dean).**
- **Problem with advising: proposal says that it will take place within home department of the student. Such an advising structure is not practical.**
- **Curriculum Advisory Committee is not well developed: not clear who the members will be and what their task (their function) will be.**
- **pp. 4-5: “The advisory committee will be comprised of at least one faculty member from the four lead colleges...” Add word: “from each of the four lead colleges. . .”**
- **Request that EHE resubmit one pdf file that also include the documents turned in after the main proposal: namely, (1) most recent (ASC) quarter minor advising sheets and (2) list of faculty (w/ research and/or teaching interests in the topic). This will prevent confusion with already outdated advising sheets present in the original document. Also most recent ASC quarter advising sheet contains 2 mistakes: (1) SOCIOLOGY 503 where it should say Social Work 503 and (2) SOCWORK 511 where it should say Sociology 511.**

**Sent back**