NEW PROGRAM PROPOSAL

Bachelor of Science (B.S.)

Youth Development Studies

School of Community and Life Enrichment
College of Health, Education, and Human Development
Clemson University

Submitted to:

South Carolina Commission on Higher Education

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CLASSIFICATION

Name of Proposed Program: Youth Development Studies

Academic Unit: College of Health, Education, and Human Development

Designation, type, & degree level: Bachelor of Science (online, degree completion)

Proposed Date of Implementation: August, 2014

CIP Code: 190799 (Human Development, Family Studies, and Related Services, Other)

Identification of Program: New degree program

Site: Clemson University

Program qualifies for supplemental Palmetto Fellows Scholarship and LIFE Scholarship Awards: Yes_____ No:___X_____

Delivery Mode: All instructional coursework will be delivered online, with annual campus visits

Institutional Approvals

Board of Trustees	April 20, 2012
College Curriculum Committee	April 26, 2013
College Dean	May 3, 2013
University Curriculum Committee	May 3, 2013
University Provost	May 10, 2013
University President	May 10, 2013

Purpose

The B.S. degree in Youth Development Studies will equip students with the competencies, knowledge, and skills necessary to help young people develop into healthy, competent, coping, and contributing citizens. The program will integrate theory in the area of positive youth development with the practical skills and competencies necessary for the design, delivery, and assessment of intentional and effective youth-serving programs and organizations. Geared towards working professionals employed in youth-serving organizations, the proposed B.S. Degree in Youth Development Studies aims to create a higher quality youth development workforce in South Carolina, in the Southeast Region, and throughout the United States. This will be accomplished through completing academic coursework and practical field-based experiences designed to build professional competencies, knowledge, and skills related to effective work with young people.

The term "youth development" encompasses a specific set of principles and practices that help to mold and shape the successful developmental processes of school-aged youth. These principles include a focus on building and strengthening the assets of young people, emphasizing the strengths, abilities and potential of youth. Effective youth development programs are exemplified by supportive adult relationships, healthy and stimulating environments conducive to learning and skill attainment, availability of challenging programs

and activities, and ample opportunity to engage young people in the process of their own development. Such programs prepare youth to be healthy, caring, competent, coping, and contributing adults. Youth-serving organizations include those with primary missions that focuses on youth development, principally for young people and their families, during out-of-school time hours. Examples include afterschool programs, 4-H, YM/YWCA, Boys and Girls Clubs, health, fitness and sports programs, organized camping, mentoring programs, programs for children with disabilities, and faith-based ministries, among others.

By providing experiences for students that help to strengthen and build healthy youth, families, and communities, the proposed B.S. degree program aligns with two of Clemson University's strategic priorities: providing opportunities to enhance Family and Community Living (one of the eight emphasis areas noted in Clemson University's Academic Plan); and serving the public good through focusing on national priorities such as Health (one of the four national priorities noted in the Clemson University 2020 Road Map). Clemson University is currently recognized nationally and internationally as a leader in the academic preparation of youth development professionals through its innovative online Masters of Science Degree and graduate Certificate in Youth Development Leadership. These advanced degree programs enroll between 25-30 new students each year. In addition, the College of Health, Education, and Human Development has strong existing relationships with the various South Carolina state agencies that serve youth. These include Cooperative Extension 4-H and Youth Development Programs, Department of Juvenile Justice, Department of Education, Department of Parks, Recreation, and Tourism, Department of Social Services, Department of Alcohol and Other Drug Abuse Services, Department of Health and Environmental Control, and Department of Mental Health. These relationships, as well as existing partnerships in the not-for-profit and commercial sectors, well-positions Clemson University to expand the formal professional education and training opportunities in the youth development workforce.

Program Objectives

The B.S. in Youth Development Studies will:

1. Prepare entry- and mid-career level professional youth development leaders for careers in agencies, institutions, schools, and community organizations that serve youth.
2. Educate and train new and current professionals to be well prepared with increased knowledge and enhanced skills in the youth development field.
3. Enhance youth serving agencies and organizations by supplying professionals who are competent in child and adolescent growth and development, and who understand the connections between problem-focused and positive youth development approaches to working with youth.
4. Educate and empower students to focus on strengths and assets within the context of family and community that will promote positive youth development.
5. Identify and examine physical, emotional, cognitive, environmental, and social issues related to being a young person in today's society, and learn to provide programmatic and policy solutions to help solve pressing youth issues.
6. Prepare current and future agency and community leaders who will possess the skills necessary to effect change in complex and changing environments in their communities, in the State of South Carolina, and across the nation.
7. Prepare students to be skilled in designing, delivering, and evaluating intentional, outcomes-focused youth programs and services based on national best-practices.
8. Create a community of scholars and practitioners that will enhance professional connections in the youth development field, and provide a forum for the development

       and maintenance of meaningful collaborations and partnerships with diverse individuals, families, and community groups.

9. Educate students in the area of organizational behavior and how governance and youth development systems work.
10. Provide a platform for reflective practice and service learning through formal, real-world practicum and internship experiences in youth development agencies and organizations.
11. Assist in building a professional, ethical, and innovative youth development workforce with a global perspective that values culturally diverse youth, families, and communities.
12. Prepare students who demonstrate flexibility, resilience, adaptability, caring, ethical decision-making, and ethical conduct.
13. Connect students to professional development opportunities in youth development for continual growth and lifelong learning.

Justification

Youth workers, or youth work professionals are individuals who work with or on behalf of youth to facilitate their personal, social, and educational development and enable them to gain a voice, influence, and place in society as they make the transition from dependence to independence (Yohalem, Pittman, & Moore, 2006). Estimates suggest that between three to five million individuals work in the broad field of youth services.

The field of youth work is broad and diverse, as youth workers are employed in a range of settings, organizations, and contexts. Strengthening the youth development workforce and providing support for youth workers is a fundamental piece in enhancing program quality and improving positive outcomes for youth and families. Supporting youth workers by providing access to higher education and professional training opportunities can help to improve the quality of the workforce, leading to higher professional status and increased job stability. This can help organizations attract and retain higher quality workers, enhancing the organization's bottom line.

According to the Bureau of Labor Statistics Occupational Outlook Handbook (2012-13), jobs in the youth work field are expected to grow faster than average for all occupations, and are expected to grow by at least 27% over the next decade. According to the Bureau of Labor Statistics (2012), advancement opportunities in youth-serving organizations are limited without higher education, particularly at the Baccalaureate level.

Secondary data both in South Carolina and nationally suggests that there is a strong gap in the baccalaureate academic preparation of youth workers. For example, the most recent survey of youth workers in South Carolina found that approximately 74.4% of program staff did not hold a 4-year degree in any field (South Carolina Afterschool Association, 2004). Improving staff education, training, and development specific to youth work has been identified as a strong need among South Carolina out-of-school time providers. The need for baccalaureate-level education is also reflective in the most recent national workforce data. Approximately 48% of youth workers responding to a national survey reported that they did not possess at least a 4-year degree (Yohalem et al., 2006). Youth workers who have received post-secondary education are more likely to be in supervisory or program director roles, suggesting that increasing educational attainment may be a pathway to higher quality jobs in the field (Wilson-Robinson, 2007; Yohalem et al., 2006).

A needs assessment of youth workers was also conducted for the purposes of this proposal, and provided a snapshot of the demand for a fully online Bachelor's degree in Youth Development Studies. This needs assessment was conducted with attendees of the 2012 South Carolina

Afterschool Association's State Conference. Among conference attendees who participated in the survey, more than 9 out of 10 (90.9%) stated that it was important for youth workers to have a Bachelor's degree, and 93.5% agreed that the youth work field needed a fully online Bachelor's degree. More than half of survey respondents (56.5%) said that they would be likely or very likely to pursue admission if Clemson University offered such a degree. Of those who would not pursue admission, reasons included "already have an undergraduate degree" (63.0%), "concerned about the cost" (8.7%), "want a degree in another major" (4.3%), "concerned about the online format" (4.3%), and "don't have the time" (2.2%). More than three-fourths of supervisors (76.3%) stated that they would be likely or very likely to encourage their staff to pursue an online B.S. degree in Youth Development Studies at Clemson University.

Based on the gaps in baccalaureate-level education for youth workers and the consistent identification of professional education and training as a high priority for the field of youth development, we anticipate a strong demand for the program. Clemson's current online Master of Science degree in Youth Development Leadership can be used as a guide. The online M.S. program has been in existence since 2006, and has regularly attracted between 25-30 new students per year. Enrollment patterns over time suggest that these numbers will continue in the near-term, and with the addition of an undergraduate B.S. program as a feeder system, we anticipate that the graduate program numbers will also increase.

Centrality of the Program to the Mission of Clemson University

The Kellogg Commission on the Future of State and Land-Grant Universities in its sixth and final report, *Renewing the Covenant: Learning, Discovery, and Engagement in a New Age and a Different World,* expressed the "Commission's conviction that the covenant between the American people and their public colleges and universities must be renewed and strengthened...The Commission recommits American public higher education to a new tri-partite mission of learning, discovery, and engagement in the public interest." The B.S. degree in Youth Development Studies will connect Clemson University to communities in the state and across the nation. The program will be a catalyst to establish and strengthen relationships with the various state and national youth serving agencies and bring synergy to research, education and service activities.

The mission of Clemson University is to fulfill the covenant between its founder, Thomas Green Clemson, and the people of South Carolina to establish a "high seminary of learning" through its historical land-grant responsibilities of teaching, research, and extended public service. While Clemson University offers a wide variety of high-quality undergraduate programs, it does not currently have a program that prepares students to address the critical need to cultivate environments that promote optimal development and positive behavior in youth. The addition of the B.S. degree in Youth Development Studies will position Clemson University alongside other top 20 public universities that offer comparable degree programs.

The B.S. in Youth Development Studies is consistent with the College of Health, Education, and Human Development's mission – *to be universally recognized for innovative, multidisciplinary instruction, research, and service that support and enhance human capabilities in all life stages and environments.* Key guiding principles for the B.S. in Youth Development Studies are:

- The verification of youth development as a critical and well-respected profession impacting economic and community development in this state and the nation.
- The development and placement of more qualified youth development professionals in the nation's leading youth serving agencies.

- A faculty interdisciplinary approach to programming, implementation of best practices, and evaluation.
- The support of teaching, learning, research and service to motivate, fulfill and reward faculty, staff and students.

Relationship of Youth Development Studies to Existing Programs at Clemson

There is no direct overlap with current degree programs at Clemson University. As a fully online program targeting working professionals, there is no direct competition with existing Clemson academic programs or curricula. The B.S. degree in Youth Development Studies will be housed with the M.S. degree in Youth Development Leadership in the interdisciplinary School of Community and Life Enrichment (SCALE). This provides ample opportunity to collaborate with units such as the Department of Parks, Recreation and Tourism Management (PRTM), Institute for Family and Neighborhood Life (IFNL), Youth Learning Institute (YLI), and the Clemson Institute for Community and Economic Development (CIECD), among others, on matters pertaining to curriculum and service learning. For example, existing relationships with the Department of Parks, Recreation and Tourism Management (PRTM) will be leveraged to provide Youth Development Studies students with access to approved online cognate courses in areas such as non-profit leadership, camp management, and recreational sports management, while on-campus students majoring in PRTM would benefit from courses in youth and adolescent development. Service-oriented programs such as the Outdoor Lab and Youth Learning Institute will provide ample service-learning opportunities for in-state students, as well as provide the opportunity to involve program staff in course design and delivery. Clemson's Institute for Family and Neighborhood Life (IFNL) and Institute for Economic and Community Development (CIECD) provide valuable research and service partners that will help extend the scholarship opportunities for youth development students and faculty.

In addition to collaboration within the School of Community and Life Enrichment (SCALE), the B.S. in Youth Development Studies fits seamlessly with existing collaborations in afterschool programming and evaluation with our partners in the Eugene T. Moore School of Education, National Dropout Prevention Center, South Carolina Department of Education, and the Anderson 1 and 4 School Districts. The most recent high school graduation statistics show that one out of every four South Carolina high school students will not graduate on-time, and 70% of South Carolina children are eligible for free or reduced lunches due to economic hardship. The B.S. degree in Youth Development Studies has the potential to contribute to addressing the needs of South Carolina schools, by increasing the quality of the out-of-school time workforce, and building expertise on out-of-school factors affecting academic performance and child and family well-being.

Duplication Between Youth Development Studies and Programs at Other Institutions

There is no other Bachelor's degree program in the State of South Carolina with the focus and orientation of the proposed program. While there are courses throughout the state related to youth, family, and child development, there are no stand-alone degree programs in youth development with the focus and scope of this proposed program. In addition, there are no fully online degree completion programs in related disciplines offered in South Carolina colleges and universities.

This Bachelor's degree program will provide a valuable academic degree that may be of interest to many other institutions in the state of South Carolina, particularly because of its online

delivery system. In particular, this program can provide a valuable option for students in South Carolina's community and technical colleges, as it can provide a viable pathway for career development following the completion of an Associate's Degree. In addition, students at other South Carolina institutions who need to complete a focused cognate or emphasis area as part of their degree program could take advantage of coursework in this program to fulfill their requirements. Collaboration and cooperative agreements with four-year colleges and universities, as well as state community and technical colleges will be vigorously explored and encouraged. Further, as other institutions develop their own unique programs related to this area of concern, Clemson University will be an effective partner in helping to coordinate efforts to mutually enhance program quality.

A national search for similar programs across the country revealed none that are similar in purpose, scope, or focus when compared to the proposed B.S. degree in Youth Development Studies at Clemson University. While many public and private colleges and universities throughout the country offer campus-based degrees in programs such as Family Studies, Family and Consumer Sciences, or Family, Youth, and Community Studies, there remains no known fully online Bachelor's degree program in this area. Similarly, several for-profit institutions offer Bachelor's degrees in fields such as Human Services or Child Development (e.g. University of Phoenix, Ashford University, Kaplan University). However, none of these programs have a specific focus on youth development programs, services, and opportunities particularly offered during the second decade of life. Furthermore, none of these programs specifically focus on workforce development specifically for youth work professionals.

Program Benefits

The B.S. degree in Youth Development Studies is a unique program designed to meet the needs of professional youth workers by enhancing the knowledge of youth development staff and improving the quality of youth development programs and services. The B.S. degree will provide a pathway towards better career opportunities in the field, and will help to provide a comprehensive educational support system with other professionals working with youth across the nation. In addition, the B.S. degree in Youth Development Studies will prepare students for graduate work in a variety of youth-oriented fields, including programs such as Clemson University's M.S. in Youth Development Leadership.

Program Admissions Criteria

The B.S. in degree Youth Development Studies is designed for professional youth workers who wish to obtain a Bachelor's degree in youth development. Classes will be offered in the evenings and are delivered completely online using web-enhanced technologies including Adobe Connect and Blackboard. Classes are designed to be taken part-time and students are admitted in the Fall and Spring of each year.

The B.S. degree in Youth Development Studies is set up as an upper level degree completion program. Prior to enrollment, students must complete a minimum of 60 credit hours, acceptable as transfer credits into Clemson University. As part of these 60 credit hours, students must satisfy all 31-33 Clemson University General Education credits prior to entering into to the program as a transfer student. In addition to the 31-33 CU General Education credits, students can transfer in at least 27 credits of prerequisite courses (12 credits) and approved electives (at least 15 credits). Prerequisite courses must include completion of the following courses or their equivalents: Introduction to Psychology, Child and Adolescent Development, Computer Applications, and Statistics.

Students who have completed a minimum of 60 credit hours, including all general education credits, 12 credits of prerequisite courses, and at least 15 hours of approved electives will be eligible for admission in to the B.S. degree in Youth Development Studies. Students must initiate an application to Clemson University as a transfer student, and must have a prior cumulative grade point average of 2.5 on all prior college coursework.

All students accepted into the program will be required to attend an on-campus orientation program prior to starting the program. The orientation is designed to build camaraderie between students and faculty, as well as to familiarize students with the online learning technologies that are used to deliver the program.

Anticipated Program Demand

The program will attract students with career interests in youth, family, and community-related organizations such as youth serving agencies/organizations, social service agencies, health related agencies, nonprofit organizations, governmental agencies and others. In addition, the program will attract youth workers currently employed in youth serving settings who need a pathway towards a baccalaureate degree in the field to enhance their knowledge and skills in youth development, and to improve their chances at career advancement.

Based on gaps in baccalaureate-level education for youth workers and the consistent identification of professional education and training as a high priority for the field of youth development, we anticipate strong demand for the program. The current online M.S. degree in Youth Development Leadership can be used as a guide. The program has been in existence since 2006, and has regularly enrolled an average of 25-30 new students per year. Similar demand is anticipated for an undergraduate program. It is estimated that the program will attract approximately 50 interested applicants annually, with between 15-25 students accepted and enrolled in the program each year. Annual enrollment targets are as follows: AY2014 (15 students); AY 2015 (20 students); AY 2016 and beyond (25 students). Because of the nature of the program as a fully online, upper-level undergraduate degree completion program, it is not expected that current undergraduates at Clemson University would choose to transfer into the program in large numbers. However, accommodation will be made for a small number of existing Clemson students who meet the admission requirements, and who demonstrate sufficient interest and maturity to undertake studies in this area. As such, it is estimated that approximately five (5) currently enrolled Clemson University students will transfer into the program each year.

TABLE A

Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2014-15	10	60	14	84	14	84
2015-16	25	150	33	198	31	186
2016-17	45	270	55	330	53	318
2017-18	67	402	68	408	62	372
2018-19	77	462	76	456	68	408

1. The cohort of students who matriculate in Fall 2014 will graduate in Fall 2018; the cohort of students who matriculate in Spring 2015 will graduate in Spring 2019.
2. It is expected that retention rates will be approximately 90% annually.

Enrollment Estimation Process

Projected enrollment is based on the number of students estimated to be interested in this degree program. As a fully online program, there is no barrier to student access, beyond the admission criteria set up for admission into the program. Students can enroll in courses independent of where they live, adding to the pool of potential students. Numbers included in this proposal are based on several factors. First, the documented need for baccalaureate education in the field of youth development provides evidence that such a curriculum would be well-received. Second, existing enrollment patterns in the fully online M.S. degree in Youth Development Leadership provide a realistic benchmark for student enrollment in related degree program at the undergraduate level. Based on this, the B.S. in Youth Development Studies expects to enroll between 15 and 25 students per year in the first several years of the program, eventually leveling off at 25 students annually beginning in 2016-17. It is also expected that a small number of these students (approximately 5 per year) will come from the existing Clemson University student body, as they elect to transfer into or take courses related to this program. This is due to the large interest in youth-related work among majors at Clemson, including Parks, Recreation and Tourism Management, Applied Sociology, Education, and others.

CURRICULUM

The curriculum of the online B.S. degree in Youth Development Studies will be focused on five major components: 1) general education requirements commensurate with Clemson University's mission of producing broadly educated and technically skilled students who think critically as informed and productive citizens; 2) required pre-requisite courses designed to provide a basic foundation for advanced study in youth development; 3) approved elective courses pursuant to student interests; 4) youth development core coursework, including field-based experiential learning opportunities; 5) approved concentration coursework that directly supports the student's academic work in youth development.

Because this is being proposed as an upper-level degree completion program, it is expected that the first three (3) components (General Education, required pre-requisites, and approved elective credits) will be completed prior to transfer and enrollment in the B.S. degree in Youth Development Studies. Students will complete the final two (2) components – core coursework and field experience in youth development, and the approved concentration area while enrolled as a Youth Development Studies major.

All required coursework, including required pre-requisite courses, youth development core courses, and approved concentration area courses, are designed to build a set of core competencies for effective youth work. Required coursework is designed to facilitate the 10 Core Knowledge and Competencies for Afterschool and Youth Development Professionals as outlined by the National Afterschool Association (NAA) and National Institute on Out-of-School Time (NIOST). These ten core competencies include:

1. *Child/Youth Growth and Development:* Knows the typical benchmarks of growth and development and uses this knowledge to provide a program that meets the multiple needs of children and youth.
2. *Learning Environments and Curriculum:* Creates a high quality learning environment and implements age-appropriate curricula and program activities.
3. *Child/Youth Observation and Assessment:* Understands and applies observation and assessment techniques and tools to meet individual needs.

4. ***Interactions with Children and Youth:*** Recognizes the importance of relationships and communication in the practice of quality child and youth care, and implements guidance techniques and strategies to support children and youth individually and in group experiences to develop self-regulation, self-concept, coping mechanisms, and positive interactions with their peers and adults.
5. ***Youth Engagement:*** Acts in partnership with children and youth to foster appropriate child and youth leadership and voice.
6. ***Cultural Competency and Responsiveness:*** Actively promotes respect for cultural diversity and creates an inclusive, welcoming, and respectful environment that embraces diversity.
7. ***Family, School and Community Relationships:*** Builds on respectful, reciprocal relationships across settings to promote optimal development for children, youth, and families and to enhance the quality of afterschool and youth development services.
8. ***Safety and Wellness:*** Ensures the safety and wellness of children and youth by implementing prevention, preparedness, and health and safety practices.
9. ***Program Planning and Development:*** Supports staff and serves as a role model around professional development plans by building healthy relationships with colleagues and families, providing developmentally appropriate practices, and connecting with and utilizing resources.
10. ***Professional Development and Leadership:*** Acts ethically, is committed to continuous learning, and advocates for best practices and policies for children and youth.

The design and development of all coursework will infuse collaboration and diversity to effectively address issues facing youth, their families, and their communities. All courses will be built around competencies and will include elements that embrace the concept of "lifelong learning."

New Courses to Be Added

Courses specifically designed to address student needs related to core coursework in the major have been developed and approved by the University Curriculum Committee. Existing online courses are available to address student requirements for approved concentration areas. These courses are available as part of existing online certificates in Nonprofit Leadership, Camp Management, Event Management, and Athletic Leadership.

Course Delivery

All courses related to the Youth Development Studies core, as well as all approved concentration courses, will be offered fully online using both synchronous and asynchronous technologies. Because the degree completion program is primarily targeted towards meeting the needs of working professionals, the curriculum is designed to be taken part-time (i.e. two courses per semester). Following the lead of the successful online M.S. degree in Youth Development Leadership, all Youth Development Studies core courses will be offered in seven (7) week intensive blocks, with students taking one course at a time (two courses per semester). Students who progress through the program part-time will graduate in 10 semesters (including summers).

In order to build rapport with other students and faculty, and to capitalize on the learning experiences on the Clemson University campus, students will be expected to visit Clemson three (3) times over the course of their time in the program. The first campus visit will be associated with YDP 300 (Youth Development in Society). This 2-3 day visit will consist of the following: 1) opportunities for students to meet one another; 2) an orientation to Clemson University, the Youth Development program, and faculty; 3) an orientation to technology and library resources

needed for successful completion of the program; 4) team-building and leadership activities; and 5) the start of the first course (YDP 300: Youth Development in Society). The second campus visit will occur during the Spring semester of Year 2, and will include service learning activities associated with YDP 340 (Delivering Effective Youth Programs). Finally, the third campus visit will take place in the Spring of Year 3, and will include taking part in the College of Health, Education and Human Development's Spring Research Forum as a component of YDP 450 (Professional Issues and ethics in Youth Development).

Sample Curriculum Plan

Courses Taken *PRIOR* to Transfer into the B.S. in Youth Development Studies[*]

Category	Course Examples	Credit Hours
Clemson University General Education Requirements	- Communication (6 credits) - Math, Science, Technology (10 credits) - Arts and Humanities (6 credits) - Social Sciences (6 credits) - Cross Cultural Awareness (3 credits) - Science/Technology in Society (3 credits)	31-33 credits
Youth Development Studies Pre-requisite Courses (or equivalents)	- PSY 201: General Psychology (3 hrs.) - EDF 334: Child Growth & Development OR EDF 335: Adolescent Growth & Development (3 hrs.) - CPT 101: Introduction to Computers (3 hrs.) - EX ST 301: Introductory Statistics (3 hrs.)	12 credits
Supporting Electives	- Elective courses pursuant to student interests	15-17 credits
		60 credits

[*] NOTE: Students must complete 60 credit hours of coursework prior to enrollment in the B.S. in Youth Development Studies degree. Students must have a 2.5 GPA or better on all previous college coursework for admission in the program, and all prior coursework must be accepted as transfer credit by Clemson University. All courses taken prior to coming to Clemson must articulate for the purposes of meeting CU General Education requirements.

Courses Taken AFTER Transfer into the B.S. in Youth Development Studies

Category	Course Examples	Credit Hours
Youth Development Core Coursework	- YDP 300: Youth Development in Society (3 hrs.) - YDP 305: Theory & Philosophy of Youth Dev. Work (3 hrs.) - YDP 310: Youth Development and the Family (3 hrs.) - YDP 315: Community Youth Development Systems (3 hrs.) - YDP 320: Youth Dev. in Sport and Phys. Activities (3 hrs.) - YDP 325: Working with Diverse Youth (3 hrs.) - YDP 330: Designing Effective Youth Programs (3 hrs.) - YDP 335: Youth Activity Facilitation and Leadership (3 hrs.) - YDP 340: Delivering Effective Youth Programs (3 hrs.) - YDP 345: Creative Activities for Youth (3 hrs.) - YDP 440: Program Evaluation and Assessment (3 hrs.) - YDP 445: Admin. of Youth Development Orgs. (3 hrs.) - YDP 450: Prof. Issues and Ethics in Youth Dev. (3 hrs.) - YDP 455: Youth and Technology (3 hrs.) - YDP 499: Youth Development Fieldwork (3-6 hrs.)	45 – 48 credits
Approved Concentration Area Courses	- Coursework taken in existing Clemson online Certificates such as Non Profit Leadership, Event Management, Camp Management, Athletic Leadership	12 – 15 credits
		60 credits
	Total Credits to Graduate:	**120 credits**

B.S. in Youth Development Studies Curriculum Map

Year One	Fall	Spring	Summer
First Half	YDP 300: Youth Development in Society[1]	YDP 310: Youth Development and the Family	YDP 320: Youth Development in Sport & Physical Activities
Second Half	YDP 305: Theory and Philosophy of Youth Development Work	YDP 315: Community Youth Development Systems	YDP 325: Working with Diverse Youth
Year Two	**Fall**	**Spring**	**Summer**
First Half	YDP 345: Creative Activities for Youth	YDP 335: Youth Activity Facilitation and Leadership	YDP 440: Youth Program Assessment and Evaluation
Second Half	YDP 330: Designing Effective Youth Programs	YDP 340: Delivering Effective Youth Programs	Approved Concentration Course[2] OR YDP 499: Youth Development Fieldwork[3]
Year Three	**Fall**	**Spring**	**Summer**
First Half	Approved Concentration Course[2] OR YDP 499: Youth Development Fieldwork[3]	Approved Concentration Course[2] OR YDP 499: Youth Development Fieldwork[3]	Approved Concentration Course[2] OR YDP 499: Youth Development Fieldwork[3]
Second Half	YDP 445: Administration of Youth Development Organizations	YDP 450: Professional Issues and Ethics in Youth Development	Approved Concentration Course[2] OR YDP 499: Youth Development Fieldwork[3]
Year 4	**Fall**	**Spring**	**Summer**
First Half	Approved Concentration Course[2] OR YDP 499: Youth Development Fieldwork[3]		
Second Half	YDP 455: Youth and Technology		

[1] A second section of this course will be offered in Spring I for Spring semester transfers

[2] Students will choose existing CU online courses that they can apply towards an approved concentration (e.g. Nonprofit Leadership, Camp Management, Event Management, Athletic Leadership)

[3] Students will complete between 3-6 hours of supervised hands-on field work in a youth serving organization

New Courses

YDP 300: Youth Development in Society (3 credits).
This course will provide an overview of youth development in society. It will examine social change and its impact on youth development, the historical development of youth programs, programs and plans designed to be responsive to youth issues, and supports to assist youth in becoming healthy, productive, and engaged citizens.

YDP 305: Theory and Philosophy of Youth Work (3 credits).
This course examines the philosophical, conceptual, and theoretical frameworks of positive youth development from the perspective of real-world application within developmental systems. Students will explore both the distinctiveness and complementarity between problem-focused and youth development approaches to youth work, and will work on building a common language for the field.

YDP 310: Youth Development and the Family (3 credits).
This course focuses on youth in the context of family development and interpersonal family dynamics. Students gain knowledge and skills to strengthen families and foster youth well-being. Students gain the skills to develop effective programs involving the family unit and the ability to conceptualize youth development from a systemic perspective.

YDP 315: Community Youth Development Systems (3 credits).
This course will focus on organizations and systems that offer opportunities for youth to reach their potential and develop competencies and assets. These approaches include studying educational systems that foster success, community organizations that engage youth in becoming leaders and contributing members, and environments that are conducive to youth well-being.

YDP 320: Youth Development in Sport and Physical Activities (3 credits).
This course examines the role of community-based sports in developing healthy youth. Specifically, the course examines the ways in which sport programs can be designed to maximize physical, intellectual, emotional, and social outcomes, and focuses on the role of key adults and institutions in the delivery of youth sport experiences.

YDP 325: Working with Diverse Youth (3 credits).
This course focuses diversity in youth-oriented programs and settings, and provides an understanding of how race, ethnicity, gender, religion, disability, and social class affect youth development work. An emphasis is placed on building a working knowledge of cultural awareness and sensitivity as applied to the design of youth activities.

YDP 330: Designing Effective Youth Programs (3 credits).
This course introduces students to a variety of approaches to youth development programming. The main focus is on intentional or purposeful program planning designed to achieve targeted youth outcomes. As a class, students will design a youth development program that will be delivered as a component of YDP 340.

YDP 335: Youth Activity Facilitation and Leadership (3 credits).
This course provides a foundation for effective activity leadership to meet the needs of diverse youth populations. The course will focus on applying experiential learning approaches; different activity types; choosing activities based on intentionality, specificity, and applicability; activity sequencing; building individual and group efficacy; and activity debriefing and processing.

YDP 340: Delivering Effective Youth Programs (3 credits).
This course provides students with the knowledge and tools to deliver and present effective and intentional youth development programs. The course builds on the content of YDP 330, and focuses on key programming issues such as animation plans, equipment and facilities, program flexibility, risk management, and formative and summative assessment.

YDP 345: Creative Activities for Youth (3 credits).
This course examines the use of various creative activities in youth programs. Students will explore the cognitive strengths of various creative activities, how to integrate creativity into youth programs, the importance of creative activities in community identity, and the availability of community resources.

YDP 440: Youth Program Evaluation and Assessment (3 credits).
Youth development has generated best practice programs as a consequence of evidence-based assessment and evaluation. This course familiarizes students with current best practice

programs. Evaluation design concepts and strategies provide a knowledge base that prepares students with the skills to employ in evaluations of youth development programs.

YDP 445: Administration of Youth Development Organizations (3 credits).
This course examines approaches and strategies for the successful management of youth organizations. Students will explore organizational missions, structures, personnel management, marketing and promotion, financial management, assessment, and strategic planning within the context of public, not-for profit, and private youth-serving agencies and organizations.

YDP 450: Professional Issues and Ethics in Youth Development (3 credits).
This course provides an intensive study and culminating discussion of contemporary problems, techniques, and ethical issues in youth development. In addition, students are introduced to the process of developing original research questions in the youth development field.

YDP 455: Youth and Technology (3 credits).
This course examines the uses of technology by youth. Students explore the current uses of technology by different ages of youth, the ethical issues related to youth and technology, and socio-cultural changes resulting from the use of technology by youth.

YDP 499: Youth Development Fieldwork (3-6 credits).
This course provides practical experience linking students to new hands-on learning opportunities in youth serving agencies/organizations. Students are required to complete a minimum of 60 hours of experiential learning in a supervised youth services setting. A professional portfolio and special project will be developed as part of this experience.

Assessment

Proposed student outcomes and assessment for the online B.S. degree in Youth Development Studies are consonant with the program objectives stated previously. In addition to the student learning outcomes articulated on page three of the proposal, the faculty will also assess the following program outcomes.

The primary goal is to improve the quality and professionalization of the youth development workforce in South Carolina and beyond. Student outcomes related to this goal include:

Outcome	Assessment
1. Student satisfaction	1. Clemson University Student Assessment of Instructors; Annual student academic satisfaction surveys beginning in AY2014-15; Exit interviews with graduating students beginning in AY2017-18
2. Year-to-year student retention rate	2. Annual review of student enrollment beginning in AY2014-15
3. Gains in CU College of HEHD Learner Dispositions	3. End of course surveys of student outcomes related to the six core HHD learner dispositions (work collaboratively; lead creatively; demonstrate resilience and an entrepreneurial spirit; demonstrate ethical conduct; possess a global perspective; become a lifelong learner; appreciate diversity; understand complex global economy); beginning in AY2014-15
4. Average student GPA	4. Annual review of student GPA in Youth Development Studies beginning in AY2014-15

Outcome	Assessment
5. Distributed competencies (ethical judgment, communication, critical thinking)	5. Faculty assessment of student work on professional case studies covering core competencies in YDP 450 (Professional Issues and Ethics) beginning in AY2016-17
6. Student engagement in professional associations and conferences	6. Annual review of student benchmarks related to leadership and involvement in relevant youth development professional organizations beginning in AY2016-17
7. Graduation rate	7. Annual review of graduation status beginning in AY2017-18
8. Job placement/advancement/salary increase	8. Assessments from Fieldwork supervisors in YDP 499 beginning in 2015-16; Annual surveys of alumni beginning in AY 2017-18;
9. Graduate school acceptance	9. Annual surveys of alumni beginning in AY2017-18; GRE scores of alumni beginning in AY2017-18

The faculty in the B.S. degree in Youth Development Studies will focus on assessing a range of student outcomes related to the main program objectives stated earlier. For online programs, *year-to-year retention* and student *graduation rates* are of particular importance. Year-to-year retention rates will be monitored, with the goal of obtaining an annual retention rate of 90% (which is consistent with the University's overall freshmen to sophomore retention).   In addition, graduation rates will also be monitored, with a goal of graduating 80% of the students in each cohort (consistent with six year University graduation rates). While the numbers allow us to monitor student progress, the details of student evaluations, faculty assessment of the program outcomes, and exit interview that can guide programmatic changes to improve student success.   In addition, other key student outcomes will be assessed annually to ensure that program objectives are being met. These outcomes relate to student learning (e.g. College of HHD Learner Dispositions, CU General Education distributed competencies, grade point average), as well as professional development and involvement (e.g. professional involvement, job placement, graduate school acceptance rate, assessments of fieldwork supervisors). The faculty will continually monitor these outcomes based on the schedule listed above, and program adjustments will be made based on relevant assessment data.

To date, there is no widely recognized national-level certification program for youth workers. However, the youth development faculty at Clemson is working closely with the National Afterschool Association on assessing the core competencies of youth workers, and will be in a position to implement any new certification program as a component of the program. Student pass/fail rates on any new national certification exam will be added to the list of assessment outcomes when this becomes available.

Faculty

Primary teaching faculty for the B.S. degree in Youth Development Studies will come from several places:

- First, two current Clemson University faculty members with years of experience in the youth development field, and who also teach and coordinate the existing graduate M.S. degree in Youth Development Leadership, will provide primary leadership and coordination for the proposed undergraduate program. No new changes will need to be made to current faculty or administrative assignments for the creation of this new program. Administration of the B.S. in Youth Development Studies will be 20% of one (1.0) FTE annually (0.20 FTE).

- Second, two new tenure-line faculty members will need to be hired to provide primary course coverage for the new undergraduate B.S. degree program. New faculty hires will need to have a Ph.D. in youth development or a related field, the ability to conduct research at the level commensurate with their incoming rank, prior teaching experience, and practical experience working in youth development or related youth-oriented fields. New tenure-line faculty will be expected to teach a minimum of five (5) classes per year, conduct research, and provide service to the nation, state, university, college, and youth development program. Since the B.S. degree in Youth Development Studies is a 12 month program, these two new hires will be hired as 12 month employees (2.0 FTEs).

- Third, up to five (5) adjunct faculty members with expertise in youth development will be hired on a course-by-course basis as needed. Adjunct faculty will be hired from among program partners in the School of Community and Life Enrichment who have the qualifications and expertise to teach in the program. Specifically, youth development experts from among the faculty and staff of Clemson's Youth Learning Institute, Institute for Family and Neighborhood Life, Institute for Economic and Community Development, and Department of Parks, Recreation and Tourism Management will be drawn upon to cover classes of interest. Adjunct faculty will comprise a total of 0.5 FTE.

Faculty members are expected to engage in research and scholarship, public service and teaching. Goals are set and approved by the department chair annually and used for annual reviews. Financial provisions to support scholarly activity and faculty development at professional conferences aligned with the youth development program will be available. Additional faculty development in the areas of distance education, online teaching, working with adult students, or other areas of teaching effectiveness will be provided through Clemson University's Office of Teaching Effectiveness and Innovation (OTEI), Office of Online Education, and Computing and Information Technology (CCIT) as needed. Fiscal resources related to hiring and professional development activities for tenure-track and adjunct faculty members will come from tuition revenue generated by the online program. No new fiscal resources are requested. Clemson University's definition of "full-time equivalents" (FTE) is that 100 percent effort is equal to one FTE. The percent of effort of a staff member is based upon time committed to the program.

TABLE B Faculty List

Faculty by Rank	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Professor	Ph.D.	Family Therapy	Yes *
Assistant Professor	Ph.D.	Leisure Behavior	Yes *

* Current faculty in the M.S. degree in Youth Development Leadership

Administrative Support

An Administrative Assistant will provide primary clerical staff support. This staff person will provide support for both the B.S. degree in Youth Development Studies, as well as the M.S. in Youth Development Leadership, and will report to the Assistant Dean for Distance Education in the College of Health, Education and Human Development. This person will work in concert with program administration, teaching faculty, and students to fulfill staff related functions necessary to meet requirements at the college and university levels. The total FTE allotted specifically for the B.S. in Youth Development Studies will be 0.5 FTE. Fiscal resources related

to hiring and professional development activities for the administrative assistant will come from tuition revenue generated by the online program. No new fiscal resources will be needed. Table D shows the maximum total number of FTEs (3.2) aligned with the program annually.

TABLE C

Year	New		Existing		Total	
	Headcount	**FTE**	**Headcount**	**FTE**	**Headcount**	**FTE**
Administration (Coordinating Team)						
2014-15	0	0	2	0.20	2	0.20
2015-16	0	0	2	0.20	2	0.20
2016-17	0	0	2	0.20	2	0.20
2017-18	0	0	2	0.20	2	0.20
2018-19	0	0	2	0.20	2	0.20
TOTAL:	**0**	**0**	**2**	**0.20**	**2**	**0.20**
Faculty (Teaching)						
2014-15	2	2.00	0	0	2	2.00
2015-16	1	0.1	2	2.00	3	2.10
2016-17	3	0.3	3	2.10	6	2.40
2017-18	1	0.1	6	2.40	7	2.50
2018-19	0	0	7	2.50	7	2.50
TOTAL:	**7**	**2.5**	**0**	**0**	**7**	**2.5**
Staff (Clerical Support)						
2014-15	1	0.5	0	0	1	0.5
2015-16	0	0	1	0.5	1	0.5
2016-17	0	0	1	0.5	1	0.5
2017-18	0	0	1	0.5	1	0.5
2018-19	0	0	1	0.5	1	0.5
TOTAL:	**1**	**0.5**	**0**	**0**	**1**	**0.5**

PHYSICAL PLANT

Current space allocated to the College of Health, Education and Human Development will be sufficient to implement the program. The two new permanent, campus-based faculty will be housed in Edwards Hall, home to existing Youth Development faculty and the College of Health, Education and Human Development's Office of Distance Education. Faculty will also have access to office space at the University Center in Greenville, SC to facilitate course delivery, research activities, and easy access to students if needed. No additional physical plant requirements will be needed.

EQUIPMENT

The program will not require purchase of any additional major equipment. Normal equipment acquisitions for youth development faculty and staff include computers and requisite hardware and software. Faculty will have access to all resources necessary for course preparation and instruction. Equipment is currently available to accommodate faculty needs.

LIBRARY RESOURCES

The Robert Muldrow Cooper Library is the main university library serving all students, faculty, and staff with collections of books, serials, government publications, microfilms, and manuscripts. The main library is housed in a six level building. Clemson University Libraries hold more than 1.8 million items including books, periodicals, electronic resources, digital media collections, government publications and patents, musical recordings, maps and microforms. Resources including 3,593 print journal subscriptions, approximately 48,000 e-journals, more than 22, 800 e-books, and more than 400 online databases. During the 2007-2008 fiscal year, the budget for electronic bases and journals was $3.8 million; $1 million for print periodicals; and $1.4 million for e-books, printed books, standing orders, and media. The Cooper Library's youth development resources are more than adequate. Clemson University has a librarian on staff currently assigned to assist youth development students. No new library resources need to be added for the next five years.

Other Supporting Resources

The following University resources are available and will be utilized when appropriate in course design and delivery.

- *University Center of Greenville:* in 1987, Clemson University served as the lead institution to organize other state education providers to form a consortium, known as the University Center of Greenville, to serve the state's largest population center. Seven institutions comprise the consortium and offer a variety of courses over many disciplines. Clemson University's academic programs in Youth Development are appropriately designed to utilize this facility.
- *Office of Distance Education:* The Office of Distance Education collaborates with faculty in the College of Health, Education and Human Development to extend services and develop appropriate resource materials to distribute to potential new students. The office monitors tuition revenue, enrollments, and expenses for distance education credit courses offered by the College.
- *Collaborative Learning Environment (CLE):* The Collaborative Learning Environment (CLE) is a comprehensive collection of tools and services that strongly

supports integration of technology into the teaching and learning process. The CLE provides a gateway and forum for collaboration among faculty members and students, and it is an integral component of academic information systems technology at Clemson University. All students and faculty members are automatically provided full access to CLE services as part of the regular enrollment process. The CLE will be instrumental in expediting the transmission of learning between faculty and students.

- ***Clemson Computing and Information Technology (CCIT).*** CCIT operates Clemson University's computing facilities, which support the computing activities of students and employees with an extensive network of computers. The Consulting and Technical Services group provides consulting services to all employees. Public access to the network is provided through numerous terminals and PC's strategically located around the campus and from off-campus dial-up lines.
- ***College of HEHD Technical Support.*** The College of HEHD maintains two Learning Resource Centers (LRC) that support faculty and students. The Center contains approximately 500 instructional videos, over 250 textbooks, a 24-hour computer lab, and a variety of instructional technology tools. Instructional equipment includes laptops, LCD projectors, slide projectors, video cameras, flip charts, and more. The 24-hour computer lab includes a variety of curriculum specific software packages, which reinforce the learning process. The LRC maintains a website specific to the needs of the departments and students.

ARTICULATION

Transfer students who complete all Clemson University general education coursework, along with the four youth development prerequisite courses will be eligible to transfer into the B.S. in Youth Development Studies program. Current Clemson University articulation agreements exist for students at South Carolina technical colleges for at least two of the pre-requisite courses (CPT 101 and PSY 201). The Youth Development faculty will work in collaboration with South Carolina technical colleges to provide a seamless pathway into the B.S. degree in Youth Development Studies program.

Currently, no other youth development degree programs are being offered at the undergraduate level in the state of South Carolina. However, future collaboration with institutions wishing to offer degrees in this or a similar area will be initiated as appropriate.

ESTIMATED COSTS

New costs associated with starting the new B.S. program will be related to the following areas: 1) two (2) tenure-track faculty members; 2) five (5) adjunct faculty; 3) one (1) half-time administrative assistant; 4) office supplies, normal equipment, and marketing materials; 5) faculty travel. These costs will be phased in as the program reaches maturity. For example, full staffing for the program will not need to be in place until 2017-18.

Sources of Revenue. The online B.S. degree completion program in Youth Development Studies is a priority for the College of Health, Education, and Human Development. It is expected that the program will be able to pay for itself by 2015-16 (the second year of the program). During the program's first year, personnel costs, travel, supplies, materials, and marketing materials will be supported by revenues generated by the online M.S. in Youth Development Leadership, as well as by revenue brought in by the tuition of first year B.S. degree students.

Tuition funding is based on an online rate of $500 per credit hour ($1500 per course) for both in-state and out-of-state students. It is estimated that the program will enroll 15 students in 2014-15, 20 students in 2015-16, and 25 students in 2016-17 and beyond. Based on the Youth Development Studies curriculum map, students will take (on average) six (6) Youth Development Studies courses in the first year of their program, six (6) in the second year, two (2) in their third year, and one (1) in their final year.

TABLE D

Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Estimated Costs by Year						
Program Administration	0	0	0	0	0	0
Faculty Salaries	$160,000	$166,000	$184,000	$190,000	$190,000	$890,000
Graduate Assistants	0	0	0	0	0	0
Clerical/Support Personnel	$25,000	$25,000	$25,000	$25,000	$25,000	$125,000
Library Resources	0	0	0	0	0	0
Equipment	$5,000	$5,000	$5,000	$5,000	$5,000	$25,000
Facilities	0	0	0	0	0	0
Other: Office Supplies	$5,000	$5,000	$5,000	$5,000	$5,000	$25,000
Other: Travel	$5,000	$5,000	$5,000	$5,000	$5,000	$25,000
Other: CU Online Support[1]	$27,000	$63,000	$90,000	$106,500	$111,000	$397,500
TOTALS:	$227,000	$269,000	$314,000	$336,500	$341,000	$1,487,500
Sources of Financing By Year						
Tuition Funding	$135,000	$315,000	$450,000	$532,500	$555,000	$1,987,500
Program-Specific Fees	0	0	0	0	0	0
State Funding	0	0	0	0	0	0
Reallocation of Existing Funds	$92,000[2]	0	0	0	0	$92,000
Federal Funding	0	0	0	0	0	0
Other Funding	0	0	0	0	0	0
TOTALS:	$200,000	$315,000	$450,000	$532,500	$555,000	$2,079,500

[1] 10% of tuition revenue to Clemson CCIT and College of HEHD Office of Distance Education
[2] Reallocation of funds from the online M.S. degree in Youth Development Leadership