

**New Program Proposal
 Bachelor of Science, Youth Development Studies
 Clemson University**

Summary

Clemson University requests approval to offer a program leading to the Bachelor of Science degree in Youth Development Studies to be implemented in Fall 2014. The proposed program is to be offered online with three campus visits. Clemson University is currently recognized nationally and internationally as a leader through its online Master of Science degree and graduate Certificate in Youth Development Leadership. The following chart outlines the stages for approval of the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal to the Commission. The full program proposal **is attached**.

Stages of Consideration	Date	Comments
Program Planning Summary received and posted	5/1/2012	Note: This PPS was submitted prior to the revised e-review process for program planning summaries CHE approved in October 2013).
Program Planning Summary considered at ACAP	7/12/2012	Clemson stated that this program will target non-traditional students employed in youth development fields who already have at least 60 college credit hours and, if approved, would be the only one of its kind in South Carolina. Staff encouraged Clemson to provide more details in the full program proposal regarding admission requirements and to provide more details regarding workforce data. Coastal Carolina questioned whether graduates of this degree would receive a return on their investment by having their salaries increased and Clemson responded that it is a challenge, but that the latest data from Clemson shows individuals with bachelor's degrees are more likely to be in full-time professional positions earning a higher salary than those without degrees.
Program Proposal Received	5/13/2013	
Comments and suggestions from CHE staff to the institution	6/5/2013	Staff asked for more recent workforce data (provided data was over six years old); opportunities for traditional undergraduates to major in the program; clarification of new courses; and about the transferability of general education courses.
Response to comments and suggestions received from institution.	6/7/13	Clemson responded to staff concerns.

Stages of Consideration	Date	Comments
Program Proposal posted to ACAP members for review	6/10/2013	
ACAP Consideration	6/20/2013	<p>ACAP members discussed the importance of this degree. College of Charleston questioned if the degree would be available to current students at Clemson. The SC Technical College System stated they would welcome opportunities to explore collaboration with Clemson for this program. The SCTCS also asked for clarification on the general education requirements and to delineate these requirements for the purpose of the technical colleges. Lander asked for additional details about student learning outcomes. The College of Charleston stated that the library resources didn't speak specifically to an online program and asked for more detail about online resources.</p> <p>Clemson stated that the Executive Director of the National After School Association had contacted Clemson about the program.</p>
Comments and suggestions from CHE staff to the institution	7/23/13	Staff requested Clemson submit a revised proposal to address three key issues addressed at the ACAP meeting: discussion of general education requirements, online resources, and student learning outcomes.
Revised Program Proposal received	7/30/2013	Revisions and responses addressed questions raised by staff.
Program Proposals distributed to CAAL for review	8/21/2013	
Comments received from CAAL members	8/27/2013	Commissioner Munns asked questions concerning whether youth development is amenable to online education, the relationship between the program and USC's Palmetto College, length of time to complete the degree, the tuition costs for a part-time student, , and state authorization to enroll residents of other states in the distance education program. Staff requested that the institution address these issues.
Responses provided to CAAL	9/2/2013	Staff received responses and distributed the information to CAAL.

Stages of Consideration	Date	Comments
CAAL consideration	9/5/2013	Commissioner Munns acknowledged the responses to his previous questions and requested that they be included in the proposal to CHE. CAAL and institution officials discussed an articulation agreement among the Clemson, USC Beaufort, and USC's Palmetto College ; the schedule choices the program will provide to non-traditional working adults; justification for the program based on a perceived need; specific jobs for which the program will prepare graduates; and the need to offer financial counseling to prepare students for the additional costs because of the extended time frame to complete the degree. CAAL voted to recommend approval to CHE.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program at Clemson University leading to the Bachelor of Science degree in Youth Development Studies, to be implemented in Fall 2014, provided that no additional "unique cost" or other special state funding be required or requested.

Commissioner Munns' Questions and CHE/Institutional Responses Regarding New Academic Degree Program Proposals

Clemson University, B.S., Youth Development Studies

QUESTION: While on-line education is good and is our future... please discuss why this field (youth development) is amenable to on line education. One might think this field is particularly in need of the collaboration and discussion that can be achieved only in a traditional classroom.

INSTITUTIONAL RESPONSE: All of the courses in Clemson University's Youth Development programs (both at the graduate level and in the proposed undergraduate program) meet live weekly using web-conferencing technology. As such, students are exposed to a rich learning environment that allows for collaboration and discussion similar to face-to-face classrooms. All of the Youth Development classes require real-time peer-to-peer and student-to-instructor interaction, and all courses have requirements for collaborative group work. In addition, students engage in daily asynchronous communication outside of class through the use of online discussion forums. Students will also be required to come to Clemson University for short (2-3 day) annual visits throughout their program to engage in structured learning activities on-campus. Because the program is being targeted to working professionals throughout the state, region, and nation, the online format allows students to attend classes without leaving their existing jobs and families. In this way, online programs provide increased access to higher education opportunities for non-traditional students who would otherwise not be able to complete their degree.

QUESTION: Pg 9, please discuss the relationship that should exist between this program and USC's palmetto college.

INSTITUTIONAL RESPONSE: The proposed BS degree in Youth Development Studies is the only degree program of its kind in the state of South Carolina. USC's Palmetto College offers seven B.S. degrees. While none are directly analogous to Clemson's proposed B.S. in Youth Development Studies, the most compatible is USC Beaufort's degree in Human Services. There are certainly opportunities to pursue collaborative relationships between Clemson and USC Beaufort. For example, the B.S. in Youth Development Studies requires students to take between 12-15 hours of approved concentration area coursework. For students who are interested in a broad exposure to interdisciplinary human services courses, USC Beaufort's online course offerings could be very attractive. Similar arrangements could be made as well for USC Beaufort students to take online courses through Clemson's B.S. in Youth Development Studies program. To facilitate these connections, Clemson would welcome opportunities to collaborate through cross marketing of courses, and through the pursuit of articulation agreements to ensure credit transfer and acceptance between institutions. Clemson has a variety of articulation agreements in place and we have a very detailed list of transfer course work accepted from colleges throughout the State. We use the SC TRAC system

Commissioner Munns' Questions and CHE/Institutional Responses Regarding New Academic Degree Program Proposals

to assist students as they transfer courses to and from other state colleges and universities.

QUESTION: I infer through the discussion that time to degree is planned for about 4 years, beyond the 2 years of schooling with which the student starts... ie: a six year program. This is counter to current trends to speed up the degree. Please discuss your rationale for a process which seems to lock in nearly a 6 year time to degree.

INSTITUTIONAL RESPONSE: The B.S. degree in Youth Development Studies is designed to meet the needs of working professionals in the youth development field. As such, the program is designed to be offered primarily part-time (i.e. 2 classes per semester including summers) to accommodate the schedules of those working in the field. The length of time to degree completion is based on this part-time model. Students who are interested in progressing through the curriculum full-time may choose to do so. Students who elect to pursue the full-time option may complete the degree program in 2 years.

QUESTION: Likewise, please discuss the cost of this program to the student. It looks like 60 credits at \$500 per credit is \$30,000 on top of the first two years of a student's college, whereas the normal cost for other Clemson programs to complete the second two years of a degree would be only about \$20,000. Please explain the difference; many would think that an on line course should be less expensive.

INSTITUTIONAL RESPONSE: The proposed tuition for this program is an electronic rate of \$500 per credit hour with both SC residents and out-of-state residents paying the same rate. The program has been designed to meet the needs of working professionals who attend as a part-time student taking two courses a term. The current tuition for part-time on-campus students is \$564 per credit hour for SC residents and \$1,321 per credit hour for out-of-state residents. Without the electronic rate for these online students, their part-time tuition for this program would be \$33,840 ($\564×60 hours) for SC residents and \$79,260 ($\$1,321 \times 60$ hours) for out-of-state residents. With the online electronic rate of \$500 per credit hour, the tuition for the program is \$30,000 ($\500×60 hours). If a student enrolls as a full-time student (at 12 credit hours/semester), their tuition will be capped at the full-time rate rather than by credit hour. Tuition rates for this program are similar to the average of the combined in-state and out-of-state part-time rates for USC's Palmetto College (approximately \$570 per credit hour).

QUESTION: Pg 23 mentions out of state students purchasing this program... do you have or need permission from those states to offer this program to students in those states?

INSTITUTIONAL RESPONSE: Clemson University's Office of Online Education, in conjunction with the College of Health, Education, and Human Development's Office of Distance Education (ODE), work to ensure compliance with federal and state

Commissioner Munns' Questions and CHE/Institutional Responses Regarding New Academic Degree Program Proposals

government regulations, State Authorizations, and accreditation standards. Clemson University currently has secured the appropriate state agreements for all of its online program offerings with the exception of Minnesota. We have chosen not to seek State Authorization for Minnesota residents who wish to participate in online classes at Clemson. This decision was reached based on a cost factor and the lack of interest at the time from any potential student from the state. If Minnesota reduces their fees or changes their procedures, we would reconsider the decision. A Minnesota resident would be accepted into a traditional program of study located and taught in South Carolina.

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

**James F. Barker
President, Clemson University**

July 28, 2013

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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: _____

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 whose primary mission 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.

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 Master of Science degree and graduate Certificate in Youth Development Leadership. These advanced 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. 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.
3. Educate and empower students to focus on strengths and assets within the context of culturally diverse family and community structures that will promote positive youth development.
4. 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.
5. Prepare ethical 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.
6. Prepare students to be skilled in designing, delivering, and evaluating intentional, outcomes-focused youth programs and services based on national best-practices.

7. 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.
8. Educate students in the area of organizational behavior and how governance and youth development systems work.
9. Prepare students who demonstrate flexibility, resilience, adaptability, caring, ethical decision-making, and ethical conduct.
10. 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 four-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 four-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, 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 offered to youth in their 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. degree in 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. Students who have completed a minimum of 60 credit hours, including all Clemson University General Education credits (33 hours) and approved electives (27 hours) 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 cumulative grade point average of 2.5 on all prior college coursework to be eligible for admission. 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 among 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

Projected Total Enrollment						
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. 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 this 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 five 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 four 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) approved elective courses pursuant to student interests; 3) youth development core coursework, including field-based experiential learning opportunities; 4) 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 general education 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 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 competency areas are: 1) Child/Youth Growth and Development; 2) Learning Environments and Curriculum; 3) Child/Youth Observation and Assessment; 4) Interactions with Children and Youth; 5) Youth Engagement; 6) Cultural Competency and Responsiveness; 7) Family, School and Community Relationships; 8) Safety and Wellness; 9) Program Planning and Development; and 10) Professional Development and Leadership. 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 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 ten 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 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	<ul style="list-style-type: none"> - 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) 	33 credit hours (academic/professional development is covered by YDP 450)
Supporting Electives	- Elective courses pursuant to student interests.	27 credits
		<u>60 credits</u>

Clemson University has nine general education competencies and they are: 1) arts and humanities; 2) cross-cultural awareness; 3) mathematics; 4) natural sciences; 5) science and technology in society; 6) social sciences; 7) ethical judgment; 8) communication; 9) critical thinking; and 9) academic/professional development. These competencies are met through 33

total credit hours and distributed from a selection of course work from the nine general education areas described above. The student must provide appropriate documentation of achievement of their general education competencies through an e-Portfolio in which artifacts and reflection are required. As transfer students, these same criteria must be demonstrated. Students are informed of the requirements for graduation at admission and artifacts from courses taken at other institutions may be used for demonstration of e-Portfolio competencies. The artifacts and reflection are evaluated and approved by the Clemson faculty. Students must successfully complete their e-Portfolio to be eligible to graduate.

Students must complete 60 credit hours of coursework prior to enrollment in the B.S. in Youth Development Studies degree. All courses taken prior to coming to Clemson must articulate for the purposes of meeting CU General Education requirements. Clemson maintains a database of approved course equivalencies accepted from over 1200 colleges and universities nationwide.

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

<u>Category</u>	<u>Course Examples</u>	<u>Credit Hours</u>
Youth Development Core Coursework	- Curriculum map and course descriptions described below	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

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 take 12-15 credits in 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

The University engages in program evaluation and assessment that focuses on program outcomes as well as student learning outcomes. While assessment of students is essential, program assessment is an important component well. The faculty examines a number of factors related to program quality and effectiveness including, but not limited to, enrollment and graduate rates, admission to graduate programs, GRE and ETS proficiency scores, publications and presentations of faculty and students, student assessment of instructors, and exit interviews. These data assist faculty in evaluating and improving program implementation. The University provides annual data for department chairs to use in conducting program reviews.

The assessment student learning outcomes are of particular importance because the distributed competencies of ethical judgment, oral and written communication, and critical thinking, are required of all Clemson University undergraduate students and relate directly to the curriculum plan in Youth Development Studies.

The primary objective of the Youth Development Studies program is to improve the quality and professionalization of the youth development workforce in South Carolina and beyond. While not specifically stated as a student learning outcomes (SLO), it is necessary for a student to have a sound and thorough knowledge of youth development studies and is implied in each SLO. To this end, the following three student learning outcomes will be addressed:

Student Learning Outcome 1: By the completion of the program, students will demonstrate a thorough knowledge of the ethical issues related to effective youth work from an individual, programmatic, organizational, and community perspective. (Ethical Judgment)

Ethical judgment and decision-making is a critical competency for youth development workers, and students in the B.S. in Youth Development Studies program will be exposed to course

content and hands-on assignments related to this area throughout their curriculum. Students will learn how to act ethically when working with individual youth and their families (YDP 305, YDP 210, YDP 330), in the context of program and activity leadership (YDP 330, YDP 335, YDP 340), and how to exercise ethical judgment and leadership in organizations and communities (YDP 315, YDP 440, YDP 445). In each of these cases, written assignments (and, in the case of YDP 499, practical field-based experiences) will be required of students that will ask them to specifically address ethical judgment and decision-making within the context of youth work. Written work from these courses will be tagged and uploaded in the Clemson e-portfolio system. Specifically, in YDP 450 (Professional Issues and Ethics in Youth Development), students will be asked to engage a variety of real-world case studies covering issues in youth activity leadership, programming, administration, and evaluation, and apply ethical decision-making principles to help solve problems. Students will also be asked to deliver an oral presentation defending their thinking and rationale using an online lecture capture program, and students will be given the opportunity to react and respond electronically to other students' presentations. Students should achieve a score of 80% or better on the written assignment and oral presentation in YDP 450. If more than 20% of students do not achieve a score of 80% or better on the initial assignment, adjustments will be made to YDP courses to ensure that ethical judgment features more prominently in course discussions.

Student Learning Outcome 2: By the completion of the program, students will demonstrate competency in written and oral communication skills in Youth Development Studies (Oral and Written Communication).

Strong written and oral communication is a hallmark of effective youth work, and professional communication experiences are interwoven throughout the B.S. in Youth Development Studies program. For example, each of the 300 and 400 level courses require students to complete written assignments either in traditional paper-format, or by electronic written communication techniques (e.g. online discussion boards, presentation software). In addition, all of the courses require students to participate in individual and/or team presentations during live-synchronous class meetings. In YDP 450 (Professional Issues and Ethics in Youth Development), students will develop a set of guiding research questions that they believe are important for the field of youth development, and will develop a comprehensive literature review paper covering the published studies related to their area of interest. Students will be asked to identify strengths, weaknesses, and gaps in the literature, and will be required to provide recommendations for future research in their area of interest. Finally, students will present the results of their literature reviews and study ideas during on-campus activities associated with the College of HEHD's spring research forum, including developing a professional poster and 20-minute oral presentation of their research ideas. Oral presentations will be given in front of their peers, faculty, and graduate students in the online M.S. degree in Youth Development Leadership who will also be on campus at the same time. Students should achieve a score of 80% or better on each of these assignments. If more than 20% of students do not achieve a score of 80% or better on the assignments, adjustments will be made to YDP courses to ensure that effective written and oral communication skills are featured more prominently in YDP courses.

Student Learning Outcome 3: By the completion of the program, students will demonstrate competency in problem solving and critical thinking in Youth Development Studies (Critical Thinking and Problem Solving).

Opportunities to engage in critical thinking are also interwoven throughout the B.S. in Youth Development Studies program. Each of the 300 and 400 level courses require students to engage in weekly asynchronous discussions using the Discussion Board feature in Blackboard. Online discussions provide students with an opportunity to read and react to a case study or critical question related to the weekly topic. Students do research on the topic, post an initial response, read and provide feedback on their peers' initial responses, and react to their peers'

feedback through follow-up responses. This ongoing cycle helps students to develop their critical thinking skills, and the public presentation of their ideas via online learning technologies enables students to practice good reasoning, critical thinking, and communication skills on a weekly-basis. In YDP 499, students will engage in hands-on experiential learning opportunities in a youth development organization of their choice, and will conceptualize and deliver a special project that is implemented based on the needs of the youth development organization that students are working with. Critical thinking will be assessed based on students' abilities to successfully conceptualize and execute the special project, and their ability to troubleshoot various problems and issues involved in their experiential learning activities. More specifically, students will engage in a set of guided, written reflections of their experiences, where they will be asked to critically analyze their experiences based on what they have learned in their YDP courses. Students should achieve a score of 80% or better on their special project assignment. If more than 20% of students do not achieve a score of 80% or better on the assignments, adjustments will be made to YDP courses to ensure that effective written and oral communication skills are featured more prominently in YDP courses.

Faculty

- 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).
- 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 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 twelve month program, these two will be hired as twelve-month employees (2.0 FTEs).
- Up to five 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.

Release time from teaching will be given to faculty to support research activities during at least one semester annually based on the course teaching schedule. 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 will be needed.

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. Faculty workload is based upon a five-course workload equal to 100 percent or 1 FTE.

TABLE B Faculty List

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

Unit Administration/Faculty/Staff Support						
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 of Greenville 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. 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. The library is configured to meet information needs specific to the institution's programs wherever they are offered and by whatever mode of delivery. The library expands access of its content and collections to remote users who need these resources off-campus using the EZProxy application. EZProxy allows the library to facilitate continuous access to distance learners and those accessing from off-campus, but also protects licensed content by requiring those users to authenticate using University-issued credentials. Subject librarians pay particular attention to distance learners and provide online resources when possible to faculty and students studying at remote locations. The Cooper Library's youth development resources are more than adequate and currently meet the needs of graduate students in the Youth Development curriculum. 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.

In 2010-11, the library spent 85 percent of the materials funding allocation on electronic resources, demonstrating a commitment to providing access remotely. Reference staff are available for telephone, text, instant message and in-person consultation at the Research Services desk 79 hours per week and can assist library users in any location. In addition, students and faculty are referred through instruction sessions, on the website, through email solicitation and from departmental faculty to contact their subject librarians. The subject librarians answer reference questions, help with or refer technological issues, perform extensive research with and for faculty and graduate students, and become embedded in the scholarly work of the academic departments they serve. Subject specialists throughout the library increasingly transfer much of their expertise into LibGuides instructional and reference webpages. These pages allow the library to create online landing sites for specific topics or classes that provide links to databases, journals, e-books and other resources. Also, there is advice on how best to approach the research project or database search. With the help of instructional faculty in academic departments promoting the use of these guides, students receive "just-in-time" help with their assignments, no matter their physical location.

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. At present, a minimum of 86 courses taught at two-year colleges in South Carolina will automatically transfer to Clemson University based on a statewide articulation agreement. 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 tenure-track faculty members; 2) five adjunct faculty; 3) one 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 Youth Development Studies courses in the first year of their program, six in the second year, two in their third year, and one in their final year.

TABLE D

Estimated Costs by Year						
Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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 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 ODE

² Reallocation of funds from surplus generated by the online M.S. degree in Youth Development Leadership