



4120 Smith Laboratory
174 W. 18th Avenue
Columbus, OH 43210

Phone (614) 292-6736
Fax (614) 292-5678

artsandsciences.osu.edu

July 21, 2011

To: W. Randy Smith, Vice Provost, Office of Academic Affairs
From: Terry L. Gustafson, Special Assistant to the Executive Dean for Semester Conversion
Re: Arts and Sciences Comments on FAES Minors

The Arts and Sciences Committee on Curriculum and Instruction (CCI) has reviewed the following minors from the College of Food Agriculture and Environmental Science (FAES). The CCI recommended changes to the minors, most of which were incorporated into the revised proposals. The specific comments that were left unaddressed are indicated below. All the minors were approved unanimously by the CCI.

For each minor, I am including the specific minutes from the CCI meeting addressing any outstanding issues for each minor.

1. Animal Sciences Minor

- **Added 1 required course so that now minor is all prescriptive. Therefore, this is not a straight conversion. This is not a minimal change. It should be re-envisioned.**

Vaessin, Stafford, unanimously approved (item in bold will be transmitted to CAA)

2. Animal Nutrition Minor

- **Anim Sci 331: Course goes from 4 to 3 credits. Will this count in the transition as 3 credit hours or not? It might end up as a 2 credits, and then students might have to take another course. This should be clarified in the transition statement.**

Daniels, Vaessin, unanimously approved (item in bold will be transmitted to CAA)

3. Equine Science Minor

- **Term "required electives" used on advising sheet is confusing; better to drop "required".**
- **Edu PAES 161: conversion credit can actually not be granted to ASC students. This should be specified in the transition.**
- **Per J. Pfister's e-mail: ANIMSCI 3130 should be 3131; credits for ANIMSCI 3171 should be 2 credits not 3.**

Daniels, Stafford, unanimously approved (items in bold will be transmitted to CAA)

4. Meat Science Minor
- **PACER form: Credit Hour Explanation: Column C: 2nd line: min: 7 (is this correct?); 3rd line: max: 12 (not 15)**

Masters, Daniels, unanimously approved (item in bold will be transmitted to CAA)

5. Production Agriculture Minor
- **Minor goes from 3 to 4 categories; categories are re-envisioned. Therefore, the minor should be labeled as re-envisioned and an explanation should be provided.**
 - **Perhaps delete Credit Hour Explanation credits (on PACER form), except for first line.**
 - **There is no letter from the chair.**
 - **Prerequisites to courses should be indicated on advising sheet.**

Masters, Stafford, unanimously approved (items in bold will be transmitted to CAA)

6. Society and Environmental Issues Minor
- **Section "Recruitment, advising and administration, resources, expenses and letters of concurrence": Last sentence about no letter of concurrence is no longer relevant. Letter of concurrence from Comparative Studies is provided. Concurrence from Geography and Earth Sciences is assumed.**
 - **It would be good to add prerequisites (or at least a generic statement) on advising sheet since many of the courses are upper-level.**

Daniels, Stafford, unanimously approved (items in bold will be transmitted to CAA)

7. Landscape Construction Minor
- **PACER form: Credit Hour Explanation: Column C: 2nd line: 15 (instead of 13); 3rd line: 15 (instead of 16).**
 - **Semester advising sheet:**
 - **The Landscape Construction minor consists of 15-16 credit hours...": rephrase to "a minimum of 15 credit hours".**
 - **1000-level courses are not permitted in ASC minors. Suggestion to take Consysmt 1205 out and make it a prerequisite.**
 - **Point 6 at bottom of page: "at least two courses must be at the 3000 level or above": rephrase to "6 credit hours" since some courses are not 3 credits.**
 - **Consysmt 2241 (Construction Materials and Methods II): Is part I a prerequisite for this course?**
 - **No transition statement.**

Stafford, Vaessin, unanimously approved (items in bold will be transmitted to CAA)

8. Youth Development Minor (quarter and semester versions)
- **HCRD (FAES) will provide advising for the minor.**
 - **Quarter advising sheet: minor consists of a minimum of 24-26 hours: this should say "minimum of 24 hours"**
 - **Overlap between minors: unique hours should be 20.**

Stafford, Daniels, unanimously approved (items in bold will be transmitted to CAA)

9. Sustainable Agriculture Minor
- **A 3-hour maximum prerequisite is listed on the PACER form, but it is unclear where this comes from.**

- **Minor has many upper-level courses. Unclear which of the courses have prerequisites.**
- **Proposal should include a statement that will allow quarter courses to count on the semester minor.**

Vaessin, Masters, unanimously approved (items in bold will be transmitted to CAA)

10. Forestry, Fisheries, and Wildlife Minor

- **Minor has many upper-level courses. Unclear which of the courses have prerequisites.**
- **Description of the requirements, second paragraph, outlines 3 courses to be taken in a focus area, but on the advising sheet it is not clear which is the required course.**

Vaessin, Daniels, unanimously approved (items in bold will be transmitted to CAA)

Status: PENDING

PROGRAM REQUEST
Youth Development Minor - YTHDEV-MN

Last Updated: Gustafson, Terry Lee
07/21/2011

Fiscal Unit/Academic Org	Human & Community Resource Dev - D1118
Administering College/Academic Group	Food, Agric & Environ Science
Co-administering College/Academic Group	Social Work
	Education & Human Ecology
	Arts And Sciences
Semester Conversion Designation	New Program/Plan
Proposed Program/Plan Name	Youth Development Minor - YTHDEV-MN
Type of Program/Plan	Undergraduate minor
Program/Plan Code Abbreviation	YTHDEV
Proposed Degree Title	Minor in Youth Development

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program				16	
Required credit hours offered by the unit	Minimum			4	
	Maximum			4	
Required credit hours offered outside of the unit	Minimum			12	
	Maximum			12	
Required prerequisite credit hours not included above	Minimum			0	
	Maximum			0	

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

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

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? No

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Status: PENDING

PROGRAM REQUEST
Youth Development Minor - YTHDEV-MN

Last Updated: Gustafson, Terry Lee
07/21/2011

Does this Program have a Pre-Major? No

Attachments

- CCI Response and Dept Support Letters.pdf: CCI Response and Dept Support
(Letter from Program-offering Unit. Owner: Trefz, Marilyn Kaye)
- Proposal-CollegeSupportLtrs.pdf: Program Proposal and Support Letters
(Program Proposal. Owner: Trefz, Marilyn Kaye)
- AdvisingSheetsCourseListQuarterSemester.pdf: Semester and Quarter Advising Sheets
(Semester Advising Sheet(s). Owner: Trefz, Marilyn Kaye)
- final.pdf: Final document for OAA
(Other Supporting Documentation. Owner: Vankeerbergen, Bernadette Chantal)
- FAES Minor Memo-2.pdf: Comments from ASC CCI
(Other Supporting Documentation. Owner: Gustafson, Terry Lee)

Comments

- Submitted at same time as youth development minor (quarter system proposal) via Andy Zircher, EHE. *(by Trefz, Marilyn Kaye on 06/01/2011 09:09 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Trefz, Marilyn Kaye	12/13/2010 09:27 AM	Submitted for Approval
Approved	Cano, Jamie M	12/13/2010 10:28 AM	Unit Approval
Revision Requested	Pfister, Jill Ann	01/18/2011 08:32 AM	College Approval
Submitted	Trefz, Marilyn Kaye	01/18/2011 08:57 AM	Submitted for Approval
Approved	Birkenholz, Robert James	01/18/2011 09:01 AM	Unit Approval
Approved	Pfister, Jill Ann	01/18/2011 12:40 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	05/10/2011 11:36 AM	ASCCAO Approval
Submitted	Trefz, Marilyn Kaye	06/01/2011 09:09 AM	Submitted for Approval
Approved	Pfister, Jill Ann	06/01/2011 10:08 AM	Unit Approval
Approved	Pfister, Jill Ann	06/01/2011 03:11 PM	College Approval
Approved	Vankeerbergen, Bernadette Chantal	07/20/2011 04:46 PM	ASCCAO Approval
Approved	Gustafson, Terry Lee	07/21/2011 02:48 PM	ASC Approval
Pending Approval	Cameron, Erin Marie Soave, Melissa A	07/21/2011 02:48 PM	CAA Approval

Dear Dr. Fredal and CCI Sciences Subcommittee,

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

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

Date: May 12, 2011

Drs. Zircher and Pfister:

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

Quarter Minor Proposal:

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

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

A few other things came up:

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

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

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

Corrected throughout document.

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

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

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

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

Corrected to list courses in minor only.

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

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

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

Thanks very much.

Jim Fredal

cc: Bernadette Vankeerbergen

08/24/2011

Proposal for an OSU Interdisciplinary Minor in Youth Development

Development Team:

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

Introduction

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

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

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

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

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

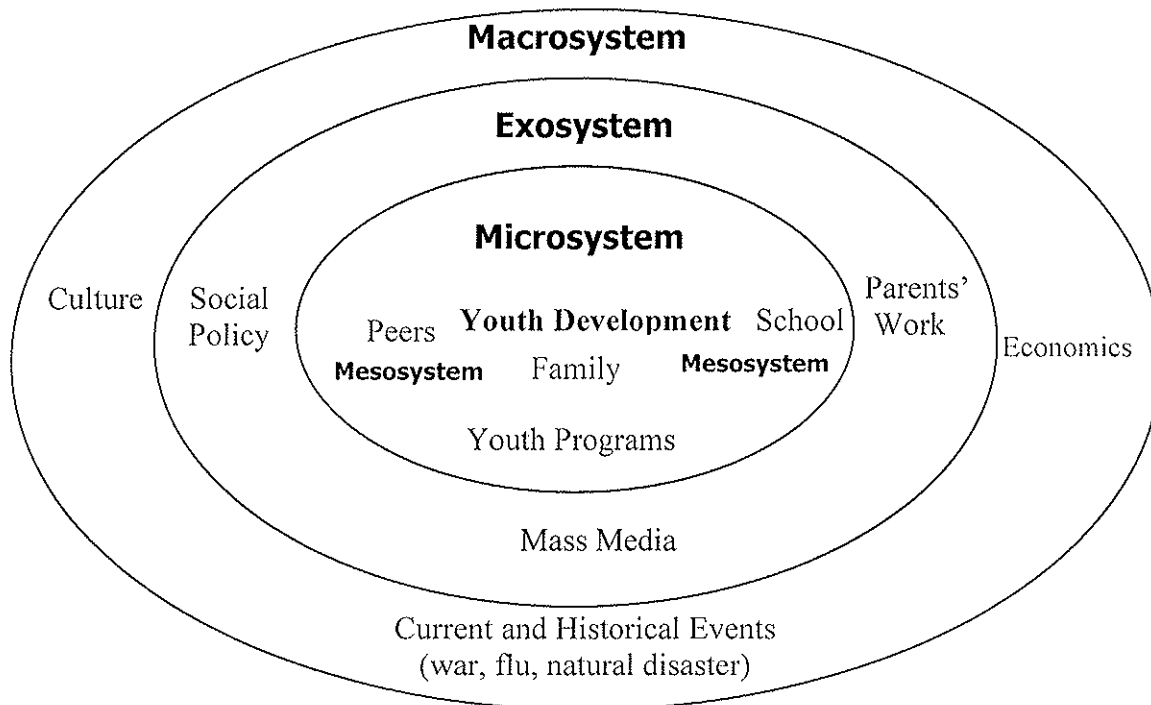


Figure 1. Youth Development in an Ecological Systems Model

Rationale

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

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

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

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

OSU Strategic Plan

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

Benefits for Students

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

Curriculum (see Appendix)

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

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

Administration, Advising, and Recruitment

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

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

An interdisciplinary advisory curriculum committee will be created to provide curricular oversight for the Youth Development Minor. The advisory committee will be comprised of at least one faculty member from each of the four lead colleges: ASC, EHE, FAES, and SW. This committee will seek input from organizations both internal and external of The Ohio State University, such as OSU Outreach and Engagement, OSU Parks and Recreation, Boys and Girls Clubs, OSU Extension, Continuing Education, and OSU Athletics.

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

For student advising, each of the lead colleges' advising and service offices along with the co-coordinators will be available to provide advising to students regarding the Youth Development Minor. This is important to promote a student-centered learning environment, rather than have the advising housed in one college unit. The minor will also take advantage of the Student Information System (SIS) in which students can work toward a minor and once completed will be recognized as such through SIS. Program materials will be available through participating colleges and a website connected to all OSU minors about co-curricular involvement and academic courses offered at OSU.

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

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

Enrollment Projection

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

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

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

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

Resources and Expenses

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

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

Competitiveness with Other Institutions

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

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

Additionally, three Peer Institutions in the Big Ten offer minors related to Youth Development, including a Youth Studies Minor at the University of Minnesota, a Youth and Family Education Minor at Pennsylvania State University, and a Youth Sports Management minor at Indiana University. An average of 55 undergraduate students from across these institutions participates in these minors. This

level of interest is a positive reflection that students have in extending the knowledge and skills in this important content area.

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

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

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

Implementation Date

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

Student Learning Assessment

Learning Goal for Minor:

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

Assessment Plan

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

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

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

Dissemination

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

Quarter-to-Semester Transition Plan

With a proposed implementation date for the minor as Autumn 2011 students will be advised to follow the semester version of the minor since most of the students will be graduating under semesters. There are enough courses offered under quarters that are converted under semesters that students can start the minor during 2011-2012 academic year. It is possible for a student to graduate under quarters but not probable. The Coordinating Adviser of the minor will contact each new student to the minor to be sure the student has a copy of the semester requirements and is aware of the converted courses versus new or substantially changed courses. A plan for completing the minor will be developed for each student. Students will not be harmed in any way if they are completing the youth development minor in a timely and efficient manner.

Following sections will contain:

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

List of Prerequisites for Courses in Minor

List of Faculty with Interest in Minor

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

Support from Departments and Colleges

Youth Development Course Cross Map

Syllabi for courses in Minor

YOUTH DEVELOPMENT MINOR PROPOSAL OVERVIEW - QUARTER

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

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

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

Table 1. Youth Development Minor Proposed Course Outline

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

Restrictions and General Information:

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

YOUTH DEVELOPMENT MINOR PROPOSAL OVERVIEW - SEMESTER DRAFT

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

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

Requirements and Responsibilities: This minor is appropriate for students in all majors at the Ohio State University. All course prerequisites must be met. *HDFS 2400* (Lifespan Human Development) or *Psych 2340* (Lifespan Developmental Psychology) are recommended to take for foundational purposes. A minor consists of a minimum of 16 credit hours as outlined in the Table 1.

Table 1. Youth Development Minor Proposed Course Outline

Course Number	Course Name	Credit Hours
Required Courses (13 credits)		
<i>Select one of these two courses:</i>		
HDFS 2420	Adolescence and Emerging Adulthood	3
PSYCH 2551	Psychology of Adolescence (<i>Psych 1100 or 100</i>)	3
<i>Take all three of these courses:</i>		
COMLDR 5350	Youth Organizations and Program Management (formerly AEE 642 & 643)	4
PAES 2542	Lifespan Motor Development (youth focus)	3
SOCWORK 2110	Prevention and Youth Development through Sport, Recreation and Play	3
Electives (at least 3 credits)		
AFAMAST 2290	Black Youth	3
ANTHROP 5630	Language and Culture in Education (youth) (<i>Anthro 202 or 2202</i>)	3
COMM 4401	Mass Communication and Youth	3
EDUPL 5401	Adolescent Learning and Development in School Contexts	3
HDFS 5892	Special Topics in Adolescent Development (HDFS 2400 or 2410)	3
PAES 4245	Leadership & Programming in Sports Industry (Major in Sport Industry)	3
PAES 2262	Coaching the Young Athlete	3
PSYCH 3555	Adolescent Sexuality (<i>Psych 1100 or 100</i>)	3
PSYCH 5684	Psychology of Delinquency (<i>Psych 2551 or 551</i>)	3
SOCIOL 2310	Sociology of Gangs	3
SOCIOL 4511	Juvenile Delinquency (3 hours in Sociology 2000-3000 or higher)	3
SOCWORK 3597	Adolescent Parenthood and Sexuality: International Perspectives (Jr or Sr Standing)	3

Restrictions and General Information:

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

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

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

APPENDIX

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

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

SCOTTYE CASH
College of Social Work

GRAHAM COCHRAN
OSU Extension & Human and Community Resource Development

SARAH FIELDS
School of Physical Activity and Educational Services

JOHN GIBBS
Psychology

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

SCOTT MCGRAW
Anthropology

RAY MONTEMAYOR
Psychology

AMY NATHANSON
Communication

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

JULIANNE SEROVICH
Human Development and Family Science

JOE WHEATON
School of Physical Activity and Educational Services

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

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

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

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

Purpose: This interdisciplinary minor is designed to provide students with knowledge and skills about youth development principles, processes, and practices. Students with career interests in youth services and education (non-formal and formal) are ideal candidates. This minor will prepare students for careers in schools, residential treatment centers, after-school programs, and organizations such as Boys and Girls Clubs, YMCAs, FFA, Scouts, 4-H, and youth sport organizations.

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

Required Courses (19-21 credit hours):

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

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

Electives (at least 5 credits):

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

Youth Development Minor program guidelines

The following guidelines govern the Youth Development minor.

Required for graduation No

Credit hours required A minimum of 24

Transfer credit hours allowed A maximum of 10

Overlap with the GEC Permitted as student's college allows

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

Overlap between minors Each minor completed must contain 20 unique hours.

Grades required

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

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

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

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

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

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

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

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

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

Purpose: This interdisciplinary minor is designed to provide students with knowledge and skills about youth development principles, processes, and practices. Students with career interests in youth services and education (non-formal and formal) are ideal candidates. This minor will prepare students for careers in schools, residential treatment centers, after-school programs, and organizations such as Boys and Girls Clubs, YMCAs, FFA, Scouts, 4-H, and youth sport organizations.

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

Required Courses (13 credit hours):

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

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

Electives (at least 3 credits):

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

Youth Development Minor program guidelines

The following guidelines govern the Youth Development minor.

Required for graduation No

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

Transfer credit hours allowed A maximum of 6

Overlap with the GE Permitted as student's college allows

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

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

Grades required

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

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

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

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

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

Departmental/College Support for OSU Youth Development Minor

African American and African Studies

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

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

Hello Scott,

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

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

Best,

Walter

--

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

Anthropology

From: Scott McGraw [mailto:mcgraw.43@osu.edu]
Sent: Monday, April 12, 2010 6:34 PM
To: Scott Scheer
Cc: larsen.53@osu.edu
Subject: Re: Youth Development Minor

Dear Scott,

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

Looking forward to developing the minor with you.

Best,
Scott

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

Phone: (614) 688-3794
Fax: (614) 292-4155
Email: mcgraw.43@osu.edu

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

Arts and Humanities

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

Hi Scott,

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

Thank you for including Arts and Humanities in the proposal.

Valarie

--

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

School of Communication

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

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

To: Scott Scheer

Cc: Dawn Anderson-Butcher; Jackie Goodway

Subject: Re: Youth Development Minor

Hi Scott,

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

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

Please let me know if you have any other questions.

Best,

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

Human Development and Family Sciences

From: Julianne Serovich [mailto:JSerovich@ehe.osu.edu]
Sent: Wednesday, April 14, 2010 3:05 PM
To: Jackie Goodway; Scott Scheer
Subject: Youth Development Minor

Hi Jackie and Scott,

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

Best of luck as you continue to move forward,

Julie

Dr. Julianne Serovich

Professor and Chair

Department of Human Development and Family Science The Ohio State University

Psychology

From: Alisa Paulsen [mailto:paulsen@psy.ohio-state.edu]
Sent: Tuesday, March 23, 2010 3:51 PM
To: Scott Scheer
Cc: Thomas Nygren
Subject: Re: Youth Development Minor
Hi Scott,

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

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

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

Thanks,
Alisa

Alisa Paulsen, Director
Undergraduate Programs

Social and Behavioral Sciences College

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

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

To: Scott Scheer

Subject: RE: Youth Development Minor

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

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

Deborah

Deborah M. Haddad, PhD

Assistant Dean for Undergraduate Affairs

Social and Behavioral Sciences

The Ohio State University

Office: 614.292.8448

FAX: 614.292.9530

Haddad.2@osu.edu

Sociology

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

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

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

Paul

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

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

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



Office of the Executive Dean

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

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

April 26, 2011

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

Dear Dr. Fredal:

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

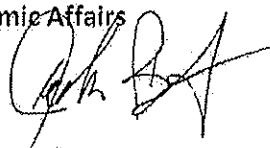
The minor contributes to Ohio State's effort to help it function as "one" university and to better serve students. I also believe students will find the minor beneficial across a number of university majors. Please let me know if I can provide additional input.

Regards,

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



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

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

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

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



Room 100
2120 Fyffe Road
Columbus, OH 43210-1066

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

March 20, 2011

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

RE: Youth Development Minor

Dear Dr. Fredal:

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

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

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

Sincerely,

Jill A. Pfister

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



Office of the Dean

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

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

March 15, 2011

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

Re: Youth Development Minor

Dear Dr. Fredal:

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

Sincerely,

A handwritten signature in black ink, appearing to read "Tom Gregoire".

Tom Gregoire, Dean
College of Social Work