Appendix C
with Appendix G Addendum

THE UNIVERSITY OF NORTH CAROLINA

Request for Authorization to Establish a New Degree Program
http://northcarolina.edu/aa/reports/plan_intent/doc_index.cfm

Masters Degree in Family Life & Youth Development

Submitted by the Department of 4-H Youth Development and Family & Consumer Sciences, North Carolina State University

Date: September 15, 2008

Constituent Institution: North Carolina State University

CIP Discipline Specialty Title: Home Economics

CIP Discipline Specialty Number: 19.0701 Level: Masters

Exact Title of the Proposed Degree: Family Life & Youth Development

Exact Degree Abbreviation: MS ; Two degrees: Masters of Science, Family Life & Youth Development & Masters of Family Life & Youth Development and six concentration areas.

Does the proposed program constitute a substantive change as defined by SACS? Yes__ No_X_

a) Is it at a more advanced level than those previously authorized? Yes___ No_X_
b) Is the proposed program in a new discipline division? Yes____ No _X_

Proposed date to establish degree program (allow at least 3-6 months for proposal review): Month ___ July, 2009___ year

Do you plan to offer the proposed program away from campus during the first year of operation? ___Yes_x____ No

If so, complete the form to be used to request establishment of a distance education program and submit it along with this request. (Attached Appendix G)

Updated 02-5-2009
**Executive Summary**

The Department of 4-H Youth and Family & Consumer Sciences proposes two new degrees; a Masters of Science, Family Life & Youth Development & Masters of Family Life & Youth Development.

The UNC Tomorrow report highlights the need for the university system to be actively engaged in assuring the success of children in schools and life (section 4.3). Today’s leaders express disillusionment with the educational system. Business leaders continue to search for young adults qualified for jobs and student dropout rates continue to be a concern. Children and adolescents may have great potential, intelligence and ability, but sometimes lack motivation, a nurturing environment, and family, school or community support. Since today’s issues and solutions are more complex than a simple diagnosis and accompanying prescription, the response from scholars, researchers and practitioners is critical. As a teaching, research and service university, to fulfill its mission, North Carolina State University plays an active and vital role in improving the quality of life for the citizens of North Carolina, the nation and the world while making its students ready for a changing world. The proposed program fits solidly among the offerings of NCSU and within the land-grant mission.

Family Life and Youth Development are both rapidly growing fields of research and practice. Both are emerging professional fields in constant flux as they grow to accommodate the needs of community-based youth development and family life professionals. As the fields evolve, one of their main challenges will be to answer the demand for expansion from providers of education, government leaders and agencies, community organizations, and parents. These groups and many others have come to recognize that educating professionals who work with families and youth is a key strategy within the larger array of comprehensive family support and youth development systems aimed at decreasing child abuse, increasing school achievement, developing leadership skills in youth, connecting formal classrooms to community-based youth programs, and enhancing youth and holistic family resiliency. The field of family life education is growing particularly in the area of relationship development, including marriage and other close relationships. Communication and personal dynamics in relationships shape and influence many aspects of how people relate to each other in the home as well as in workplaces and the larger community. The field of community youth development has become formally recognized in the past decade as a multi-disciplinary based profession encompassing core competency areas of youth development, program development, volunteer resource management, organizational systems, collaborations and partnerships, and diversity and pluralism.

The proposed Masters of Science in Family Life and Youth Development is designed to meet the growing societal demand for youth development professionals and family life educators for families as well as community-based institutions. The demand for family life educators is high. Many community-based agencies and organizations are asking for assistance as ways to raise the school success rate, lower teen pregnancy, and curtail youth violence, parental dysfunction and child maltreatment. Legislative bodies as well as funders and other stakeholders are demanding that formal education systems collaborate integrally with community youth organizations to more successfully address societal issues such as gang behavior; school truancy and drop-out; youth workforce development and entrepreneurism; and science, technology, engineering and mathematics literacy. Courts, social services, schools, faith-based organizations, Cooperative Extension and others must work collaboratively to better support children and families. Demand for community youth development professionals also arises through Cooperative Extension programming in that agents/educators are usually not trained as youth development professionals in undergraduate programs. Youth serving organizations such
as YWCA/YMCA, faith-based youth programs, after school and/or out-of-school programs, junior achievement programs, Boy and Girl Scouts, Camp Fire, and parks and recreation programs also have a need for youth development leadership professionals.

Multiple organizations deliver programs to families and youth in communities; however, there are few recognized degree programs, and no professional development credential that recognizes the experiences and educational knowledge of those who deliver family life or youth development education programs. One organization that recognizes the field of family life education is the National Council on Family Relations Certified Family Life Educator (CFLE). Nationally, the U.S.D.A. and C.S.R.E.E.S. have formally adopted the 4-H Professional Research and Knowledge Competency (PRC) model as a holistic foundation for the field of community youth development. The proposed academic program would be one step in a student’s preparation for application into these professional certification/competency-based careers

The proposed program has been developed by faculty in the department of 4-H Youth Development and Family & Consumer Sciences. The first student year of the proposed two year program will primarily include building foundational knowledge about child and youth development, family systems, and community systems theory while the second year will focus on skills development and applications of the theory to the needs of families and youth, youth development organizations, and community education. Students may select either a thesis (M.S.) or non-thesis (Masters of) program with a unique capstone experience for both thesis and non-thesis students. There will be six concentration areas from which student may choose: Youth Development Leadership, Volunteer Management & Administration, Administration and Leadership in Family & Youth Programs, Family Life & Parent Education, Gerontology, and Family Life Coaching.

Departmental faculty members have been involved in multiple discussions planning this program and are fully in support of this new approach. The curriculum is designed to acquaint students with principles of teaching youth and adults and developing educational programs in non-formal (i.e., community-based) contexts, as well as building knowledge about family and community systems, youth development, parenting education, and the other areas of Family Life Education and Youth Development. Family Life Education includes 10 family life substance areas. The National Council on Family Relations, who also approves academic programs for the Certified Family Life Educator Credential (CFLE), approves students becoming a CFLE through certified university-based programs. The CFLE competency areas include Families in Society, Internal Dynamics of Families, Human Growth and Development over the Lifespan, Human Sexuality, Interpersonal Relationships, Family Resource Management, Parent Education and Guidance, Family Law and Policy, Ethics, and Family Life Education Methodology. The U.S.D.A. recognizes six professional competency domains for Community Youth Development including Youth Development, Youth Program Development, Volunteerism, Partnerships, Organizational Systems, and Equity, Access and Opportunity. Each domain has multiple core competencies based upon nationally identified requisite knowledge and skills.

This program is a natural evolution for the Department of 4-H Youth Development and Family & Consumer Sciences at NC State University. It is part of the mission for the Department to meet the needs of professionals serving families and youth in communities. The resulting strength will be shown in the workforce of Extension professionals, Youth Development Professionals, and other community educators who complete the program and in turn are employed by Extension and other family-serving and youth development agencies and organizations. Although new resources will be required to meet the student demand, this academic program has been part of the departmental compact and planning for at least seven years, including prior
years when the current department was two separate administrative units. During this time, positions have been reviewed and reallocation plans developed with an emphasis on the academic program in preparation for the approval of this program.
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Description of the Program

A. Purpose
The proposed degrees, Masters of Science in Family Life & Youth Development and Masters of Family Life & Youth Development, are designed to meet the growing societal demand for parenting education and community youth development leadership. Although multiple organizations deliver parenting education programs to parents and youth development professionals, there are neither recognized degree programs nor professional development credentials that recognize the experiences and educational knowledge of those who deliver family life and youth development programs. This program will be among the first of its kind. It will educate professionals working with families about developmental theories that guide practice with families as well as the fit between community systems and family need.

B. Educational objectives
The proposed graduate program will provide a balance between theory and application for students seeking careers in family life and community youth development. The curriculum will draw on the resources in the Department of 4-H Youth Development and Family & Consumer Sciences at NC State University.

Graduates of the program will receive education in human developmental theory plus either an emphasis on youth development or family life. The areas of Family Life Education as defined by the National Council on Family Relations are Families in Society; Internal Dynamics of Families; Human Growth and Development over the Lifespan; Human Sexuality; Interpersonal Relationships; Family Resource Management; Parent Education and Guidance; Family Law and Policy; Ethics; and Family Life Education Methodology. The areas of Youth Leadership Development include six distinct domain areas, Youth Development, Youth Program Development, Volunteerism, Partnerships, Organizational Systems, and Equity, Access and Opportunity.

Upon completion of this degree, students will have acquired skills and knowledge in

- Theoretical underpinnings that guide practice in the field of family life, parenting, and community youth development education
- Practices that guide excellence in teaching, program development and program evaluation
- A systematic approach to understanding how young people and adults learn and develop
- A systematic approach to working with youth and/or families in community-based contexts
- Critical collaboration building skills and networking associations that community educators use in building successful and sustained community-based programs for families and for youth leadership development
- Locating, reading and applying research findings to the lives of families and youth.

C. Relationship of the program to others at NC State University
Administrators and faculty from the Department of 4-H Youth Development and Family & Consumer Sciences have had discussions with the Academic Associate Deans in the College of Education at North Carolina State University. There are few academic courses currently offered in this College that fit within the planned proposed curriculum. However,
there will be some flexibility for students to complete some existing electives of interest to students with the advisor's approval.

One of the proposed courses for this program, Program Development & Evaluation, has some similarity with two existing courses in Agriculture and Extension Education. These courses are:

AEE 521 - Program Planning in Agricultural and Extension Education and
AEE 577 - Evaluation in Agricultural and Extension Education.

After conversations with faculty teaching in AEE, it was determined that these courses are geared toward students in agriculture and Extension education settings and not students in family life and youth development. One AEE course focuses on evaluation and one on program development, whereas the course proposed as part of the core seeks to educate the student on the total process of program development and evaluation in one course.

1. Relationship of the Program to Others
This program is an outgrowth of the current Master of Science degree in Family Life and Parent Education currently co-administered with UNC-Greensboro. The program was approved in 2005 and to date, there have been three graduates. There is a current recommendation to UN-join the two universities in this program and move the program solely to NCSU.

In doing this, this program also becomes a next-step evolution of a five-year old collaborative graduate program with the Department of Curriculum and Instruction in the College of Education at NC State. Youth Development Leadership is currently one of six specialization areas that students may select within M.S. or M.Ed. program in Curriculum and Instruction. This collaboration would continue under the proposed new program to continue serving the needs of graduate students working in formal education (i.e., classroom) contexts yet who wish to strengthen their understanding of community-based youth development.

D. Transition Plan to Unlink the Joint Program in Family Life & Parent Education between NC State University and UNC-Greensboro

The Departments of 4-H Youth Development and Family & Consumer Sciences at North Carolina State University and Human Development and Family Studies at the University of North Carolina at Greensboro are recommending that the Joint Family Life/Parent Education (FLPE) program be dissolved and that in the future students seeking masters level training in Family Life/Parent Education seek admission to NCSU’s Department of 4-H Youth Development and Family & Consumer Sciences.

Reasons stem from the following facts: The original faculty at UNCG who proposed the joint program are no longer affiliated with UNCG and no faculty with FLPE specialization have been hired. At NCSU the Department of Family & Consumer Sciences merged 2 years ago with the Department of 4-H Youth Development. In an effort to strengthen and merge their academic programs, a proposal for a joined academic program will encompass the current FLPE program and offer additional concentration areas for graduate students. The dissolution of the inter-university FLPE program is agreeable to both departments. See Appendix A in this document for Letters of Support for a letter from Dean Sims at UNCG.

Student Completion
Students currently enrolled (n=21) will be able to complete their programs but should plan their courses to assure that they take required courses at the time they are offered. Students in the
program at present will be able to complete their degrees under the current set of requirements so long as they take the required UNCG courses during or before the spring 2010 semester. Current students’ advisors and home institutions will remain the same. The admissions files of current UNCG-FLPE applicants will, unless they request otherwise, be transferred to NCSU.

Courses at UNCG
UNCG offers both required and elective courses for the FLPE program. Elective courses will continue being offered although not necessarily every year. The three required UNCG courses are:
HDF 621 (Applied Theories and Principles of Parenting),
HDF 644 (Applications of Theory and Research in Family Studies),
HDF 654 (Applications of Theory and Research in Human Development).

UNCG is offering HDF 621 and 644 spring 2009 and will offer these courses again in the spring of 2010 if there are students who are unable to fit these courses into their schedule this spring. UNCG will offer an applied theory and research in human development course in the fall of 2009. Depending on enrollment demands, this will be either HDF 654 or a very similar course HDF 650 (Theory & Research in Early Childhood). Neither HDF 644 nor HDF 654 will be offered after the spring of 2010. With the delinking of the program, there will likely be some changes in program requirements for future students.

NCSU will make plans to offer the existing and the new theories courses to students starting Fall 2010.

Marketing and Admissions
Starting with the March 2009 admissions committee meeting, only NCSU will review and admit students into the program. NCSU faculty will advise all students in the program. The current standards for admittance will continue to be applied. Marketing of the new program will begin once approved by the University system.

Graduation and Diploma
Graduates of the program will continue to receive the diploma with the joint seal through Spring 2010. After that time, it is anticipated that the diploma will carry the degree name of the newly proposed program.

II. Justification

A. The institutional mission and strategic plan
The UNC Tomorrow report highlights the need for the university system to be actively engaged in assuring the success of children in schools and life (section 4.3). Today’s leaders express disillusionment with the educational system. Business leaders continue to search for young adults qualified for jobs and student dropout rates continue to be a concern. Children and adolescents may have great potential, intelligence and ability, but sometimes lack motivation, a nurturing environment, and family, school or community support. Since today’s issues and solutions are more complex than a simple diagnosis and accompanying prescription, the response from scholars, researchers and practitioners is critical. As a teaching, research and service university, to fulfill its mission, North Carolina State University plays an active and vital role in improving the quality of life for the citizens of North Carolina, the nation and the world while making its students ready for a changing world. The proposed program fits solidly among the offerings of NCSU and within the land-grant mission.
The Department of 4-H Youth Development and Family & Consumer Sciences recognizes the demand for prevention programs to address societal problems and for professionals prepared to educate and support children, families and communities. The market for the proposed graduate program in Family Life and Youth Development meets needs of Extension field faculty and other family supporting professionals who have shown great interest in the program. The Extension outreach mission of putting knowledge to work to support families will be further realized with such a program.

A.2 Student demand
It is expected that students will be drawn from recent graduates of the Human Development and Family Studies programs at East Carolina University and University of North Carolina at Greensboro as well as from staff in existing family-serving and youth development organizations including Cooperative Extension, Smart Start, Parents as Teachers, YMCA, parks and recreation departments, Boys and Girls Clubs, Boy and Girl Scouts, faith based youth programs and public and private school systems.

As part of a pre-planning process, a marketing study was conducted with graduates of human development and family studies programs. One thousand surveys were mailed to graduates of psychology, sociology and human environmental sciences programs as well as professionals currently employed by Smart Start and Cooperative Extension. A total of 301 were returned. Seventy-five percent of the respondents said they would be interested in enrolling in a graduate degree program that met their professional needs. Of these, 24% said they would enroll in a Parenting Education program, and 29% said they would enroll in a Family Life program. Parent-Child Relations was the most selected course of interest. The most popular delivery methods selected were classes taught in late afternoon and evening (70%), a series of one-credit courses (52%), class lecture on PowerPoint and the internet (49%), DVD or CD Rom mailed to student (46%), and classes taught in 3-week or 4-week intensive sessions (46%).

On the youth side, 165 surveys were sent to professionals who work with youth and or manage/administer youth programs. A total of 111 were returned. Sixty seven percent of the respondents indicated an interest in enrolling in a Youth Development Leadership academic course (either totally online or in an hybrid/blended combination of online/face-to-face). Of these, 63% were interested in courses in collaborations and partnerships, 59% were interested in developing programs, 54% were interested in organizational systems and 54% interested in volunteerism, 50% were interested in foundations of community youth development, and 48% in applied research methods in community youth settings.

A.3 Societal need
The proposed Masters of Family Life & Youth Development will be designed to meet the growing societal demand for parenting education by families as well and other community institutions, and the increased need for youth development programs by community-based youth organizations. Demands arise from the court systems as a way for parents to keep their children; through prisons, as parents prepare to re-enter communities; through social service organizations working towards family support and lowered child maltreatment; and through schools and communities preparing children for kindergarten and preparing families to support their child’s learning. Indeed, parents who are divorcing, remarrying, becoming stepfamilies and raising their children as single parents are in need of such support as well.

Multiple organizations deliver youth development programs to professionals in communities, However there is no recognized degree program nor professional
development credential that prepares students with the experiences and educational knowledge to deliver youth development programs. There are essentially no programs such as this in North Carolina and few in the nation. One organization that provides a professional credential in the field of family life education is the National Council on Family Relations Certified Family Life Educator (CFLE) program. The proposed academic program would prepare students for application for this professional certification.

A.4 Impact on existing undergraduate and/or graduate academic programs

It is expected that this program will strengthen the undergraduate program at NCSU and increase undergraduate enrollment as students come to recognize the career opportunity this program provides and align their undergraduate degrees and courses towards entry into this program. This program is a natural evolution for the Department of 4-H Youth Development and Family & Consumer Sciences. The program is unique and will enhance the Department as a new academic program. There is little chance of failing to meet the Board of Governor’s productivity criteria or add to a proliferation of low-productivity degree programs. This is a needed, emerging field of study. Discussions were originally held with the departments and colleges where there is potential for crossover or conflict. No duplication was found. Letters of support are on file from the original proposal. New letters of support for this proposed program are located in Appendix A.

B. Potential program duplication and program competitiveness.

Parenting Education and Youth Development are new and growing fields. Only a few institutions in the country offer related programs, none in the state of North Carolina except for NCSU.

Through inquiries, it was discovered that East Carolina University and Appalachian State University both offer undergraduate and graduate programs in related but dissimilar fields. Appalachian State’s program prepares clinicians as marriage and family counselors requiring multiple supervised clinical hours and a board examination. The program at East Carolina is also a clinically based program intended to prepare graduates to become marriage and family therapists. These are different areas of study than the one proposed. The proposed program is a non-thesis and thesis program with a concentration on practice and application with a skill in translating research into practice to use educationally with families and youth development leadership.

B.2 Uniqueness of program

The Family Life and Youth Development Program will provide a unique blend of research and practice for students. It is neither a counseling program (as found in psychology), nor a teaching certification. It is a community educator and program manager preparation program whereby educators will learn the interface of human systems in the context of community and how programs are designed to meet human need to raise quality of life and positive development.
C. Enrollment
Presently NCSU and UNCG offer a jointly administered graduate program in Family Life and Parenting Education. The enrollment over the past five years follows:

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<tbody>
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<td>3</td>
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<tr>
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<td>7</td>
<td>13</td>
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There was one graduate in 2007 and 2 graduates in 2008. The 2007 graduate is now a part time Extension Associate working with the department. One 2008 graduate works for a family resource program in Greensboro and one is currently on maternity leave but will seek work soon. In the transition, all UNC-Greensboro advisees will become NC State University advisees.

Projected total Student Enrollment (NCSU)

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<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<tbody>
<tr>
<td></td>
<td>2009-10</td>
<td>2010-11</td>
<td>2011-12</td>
<td>2012-13</td>
</tr>
<tr>
<td>Full-time</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>15</td>
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<tr>
<td>Part-time</td>
<td>12</td>
<td>17</td>
<td>20</td>
<td>25</td>
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<tr>
<td>TOTALS</td>
<td>18</td>
<td>25</td>
<td>30</td>
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Steady head count after four years will be: 15 part time and 25 fulltime students for a total of 40 students enrolled in the program. Students will predominantly be distance education students with a majority of the graduates in the Masters of Family Life and Youth Development program.

SCH production for four years
Explain how SCH projections were derived from enrollment projections.

Year 1 = first year transition students from NCSU and UNCG program (13), 3 scheduled to graduate
Year 2 = 10 FT students, 15 new students with 8 FT, 17 PT
Year 3 = 3 projected to graduate, 8 new students with 10 FT, 20 PT
Year 4 = 5 scheduled to graduate, 15 FT, 25 PT

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<th>Doctoral</th>
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<td>Category IV</td>
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6 FT @ 18 hrs=108 plus 12 PT @ 6 hrs=72 (180)

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<tr>
<td>Category IV</td>
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8 FT @ 18/yr=144 plus 17PT @6 hrs/yr=60 (246)
### Year 3

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<tr>
<td>Category IV</td>
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10 FT @ 18 hrs/yr=180 plus 20 PT @ 6 hrs/yr=120 (300)

### Year 4

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<td>Category IV</td>
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15 FT @ 18 hrs/yr=270 plus 25 PT @ 6 hrs/yr=150 (420)

### III. Program Requirements and Curriculum

#### A. Program Planning

1. **Institutions with similar offerings**
   
   University of North Carolina at Greensboro - Department of Human Development and Family Studies

   2. Other institutions with similar programs nationally
   
   The planning team consulted with the following and found no similar programs in North Carolina aside from the existing program at UNCG.
   
   - Cynthia Johnson - East Carolina University, Human Development & Family Studies
   - Leroy Baruth - Appalachian State University, Department of Human Development and Psychological Counseling (graduate programs only)
   - Dan Perlman - University of North Carolina at Greensboro, Department of Human Development and Family Studies.
   
   In searching for similar programs, we consulted with or visited the web sites. We located only a few programs with few in public or land grant institutions.
   
   - NOVA Southern Eastern University, Fort Lauderdale, FL – MS in Family Therapy
   - Texas Women’s University, Denton, TX - MS Family Studies
   - University of North Texas, Denton, TX – MS Sociology of the Family
   - University of Minnesota, St. Paul, MN – MA Family Social Science
   - DePaul University, Chicago, IL – MA or M. Ed. Human Services and Counseling
   - NCSU-UNC-G Jointly administered program in Human Development & Family Studies
   - University of Florida, Gainesville, FL – MS in Family, Youth and Community Services

#### Administration

A core planning team from the Department of 4-H Youth Leadership and Family & Consumer Sciences at North Carolina State University (NCSU) met for one year. The planning team designed a core curriculum that combines expertise in family development with child and youth development to create this unique program. In addition to these courses, an educational research course, program development and evaluation course, two theories courses and an array of electives will be offered to fulfill one of the 6 concentration areas. Based on the student’s previous educational and job experiences, the committee will recommend field hours or independent study hours as necessary. Electives and internship hours may be taken.

The planning team of faculty consists of 4 faculty from NCSU who have designed the
curriculum. The team included faculty representation from the Department of 4-H Youth Leadership and Family & Consumer Sciences.

**B. Admission**

1. Admissions requirements

A committee of faculty members will oversee the program. Students must meet the general admission requirements for NC State University. Students will be required to have completed an undergraduate degree. A field related to Family and Consumer Sciences, Human Development and Family Studies, sociology and psychology will be the best preparatory fields. However, if applicants have not completed a baccalaureate degree in a related field, then a series of class pre-requisites will be required. The application package will be based on merit associated with past academic performance. Applicants with baccalaureate degree from an accredited college or university (as determined by a regional or general accrediting agency) must have at least a "B" (3.0/4.0) average in the undergraduate major or in the latest graduate degree program.

Applicants are required to take the Graduate Record Examination (GRE) and submit three letters of reference pertaining to student potential and initiative. Students must also submit a statement outlining his/her professional goals.

Students with bachelor's degrees from accredited institutions whose scholastic records are below the standards for admission to full graduate standing may be admitted provisionally when unavoidable, extenuating circumstances affected their undergraduate averages or when progressive improvement in their undergraduate work warrants provisional admission. Students admitted provisionally under these circumstances can attain full graduate standing after completion of nine or more graduate credit hours from the core courses with a minimum GPA of 3.0. Courses taken for S/U grade cannot be used as part of the minimum. Full graduate standing is granted when the deficiencies responsible for the provisional status are corrected through additional course work (without graduate credit), provided the student has maintained a satisfactory academic record (3.0 Grade Point Average) on all course work taken in a graduate classification. A change from provisional status to full graduate standing is effected only upon the recommendation of the department in which the student is seeking the degree.

2. **Documents to be submitted for admission** (listing or sample).

   A. Undergraduate and (if applicable) graduate transcripts of classes
   B. Graduate Record Examination scores
   C. Three letters of reference
   D. Statement of professional goals
   e. Application fee

3. To administer the program, an admissions committee with at least three faculty representatives will be formed. This committee will evaluate applications according to the agreed upon admissions standards and based on their total profile including GPA, GRE, letters and personal statements.

4. **Amount of transfer credit accepted.**

   No more than 12 of the 30-hour requirement will be accepted from accredited institutions. A graduate course, which has been completed with a grade of "B" or better, may be considered for transfer to the master's program provided that it has been completed in a graduate or post-baccalaureate classification at an accredited graduate school. Only six credits from a previous NC State master's degree may be counted toward the minimal 30-hour requirement.

5. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or
field experience, "second major," etc.). Students will form a committee of three faculty who will oversee the final presentation of the capstone experience or the final thesis defense.

6. Language and/or research requirements. NA

7. Any time limits for completion.
All requirements for the master's degree must be completed within six calendar years.

C. Degree requirements. List the following:
1. Total hours required.
   Thirty-six (36) hours of Masters level course work are required for thesis students.
   Thirty (30) hours are required for non-thesis students.
   The proposed curriculum is in Section III D.

2. Proportion of courses open only to graduate students to be required in program (graduate programs only).
   All courses offered in this program are available only to graduate students.

3. Grades required.
A minimum 3.0 GPA is necessary to remain in good standing and to graduate.

D. Existing Courses
Currently the department offers the following courses. These will be revised to fit the new curriculum. All ECI courses have been offered as seminar courses (ECI-509) to date without permanent numbers. All courses in the left column are presently offered via distance education.

<table>
<thead>
<tr>
<th>Existing course</th>
<th>Revised course</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS 510 Program Development &amp; Evaluation</td>
<td>FYD 510 Program Development &amp; Evaluation in Family &amp; Youth Settings</td>
</tr>
<tr>
<td>FCS 512 Family &amp; Community Partnerships and ECI 509 Collaborations and Partnerships in Non-formal Youth Development</td>
<td>FYD 512 Collaborations and Partnership in Youth &amp; Family Settings</td>
</tr>
<tr>
<td>FCS 531 Effective Management of Family Resources</td>
<td>FYD 531 Effective Management of Family Resources</td>
</tr>
<tr>
<td>FCS 533 Complex Family Issues</td>
<td>FYD 533 Complex Family Issues</td>
</tr>
<tr>
<td>FCS 523 Family Relationships over the Lifecourse</td>
<td>FYD 523 Family Relationships over the Lifecourse</td>
</tr>
<tr>
<td>FCS 540 Environmental Influences on the Family</td>
<td>FYD 540 Environmental Influences on the Family</td>
</tr>
<tr>
<td>ECI 509: Volunteerism in Non-formal Youth Development</td>
<td>FYD 575 Volunteerism in Youth and Family Settings</td>
</tr>
<tr>
<td>ECI 509: Foundations of Non-formal Youth Development</td>
<td>FYD 550 Family and Youth Professionals as Leaders</td>
</tr>
<tr>
<td>EAC 551 Research in Adult and Higher Education</td>
<td>EAC 551 Research in Adult and Higher Education</td>
</tr>
<tr>
<td>ECI 509 Organizational Systems in Non-formal Youth Development</td>
<td>FYD 570 Organizational systems in youth &amp; Family Settings</td>
</tr>
<tr>
<td>ECI 509E Collaborations and Partnerships in Non-formal Youth Development</td>
<td>FYD 585 Contemporary Issues in Community Youth Development</td>
</tr>
<tr>
<td>FCS 500 Supervised Professional Experience in Family Life Education</td>
<td>FYD 500 Supervised Professional Experience in Family Life &amp; Youth Settings</td>
</tr>
<tr>
<td>FCS 595 Contemporary Issues in Family Life Education</td>
<td>FYD 550 Family &amp; Youth Professional as Leaders</td>
</tr>
</tbody>
</table>

* ECI 509 courses currently being taught by 4-H/FCS faculty.
New course descriptions:

FYD 501: Theories in Child and Youth Development
This course will critically compare and evaluate the primary developmental theories and their usefulness in predicting behavior, cognition, and social-emotional growth. It will also examine how theories guide practice in child and youth development.

FYD 502: Theories in Family Systems
This course will critically compare and evaluate the major human development theories and their application to family life and youth development. The course will examine the usefulness of theory in describing, explaining, predicting, or changing behavior and development. Students will learn how individual theories apply to different segments of the life span (e.g. infancy and childhood, adolescence, young and middle adulthood, later adulthood/aging).

FYD 511: Applied Concepts in Child and Youth Development
This course explores fundamental concepts of child and youth development (including early childhood through adolescence) as applied to programmatic and organizational contexts. A special focus is placed upon the concepts as applied to Community Youth Development (CYD) theory and practices.

FYD 521: Applied Concepts in Parenting and Family Life Education
This course explores the implications of the literature and its affect on practice in family life and parenting education; including the internal dynamics of the family, advocacy, public policy, and other lifespan issues.

FYD 510: Program Development and Evaluation in Family and Youth Settings
This course examines program development concepts and practice in community-based youth and family development contexts. Topics include program planning; design and implementation impact evaluation; and accountability.

FYD 500: Supervised Professional Experience in Family Life and Youth Development
This capstone course provides opportunities for students to plan and implement an individualized educational experience, supervised by a faculty member, that expands, enriches or supplements the student’s program of study and current/ future professional interests.

FYD 550: Family and Youth Professionals as Leaders
This course explores fundamental concepts and theories of individual, organizational, and community leadership as applied to family life and youth development contexts. Focus is given to continual professional development, ethics, vita/resume development and grant writing.

FYD 555: Administration and Supervision in Family and Youth Settings
This course explores fundamental concepts and theories of administration and management as applied to family life and youth development organizational contexts. Focus is given to the six fundamental managerial functions: (strategic) planning, decision making, organizing, staffing, communicating, motivating, leading, and controlling.

This course is designed to prepare current and future family life and youth development
professionals to plan, conduct, interpret, and critique basic and applied research. Specific foci include basic types and purposes of research; fundamental concepts of social science research (including validity and reliability); qualitative research methods (including ethnography, interviews and focus groups); quantitative research methods (including survey methods); and, fundamentals of data analysis.

EAC 551: Research in Adult and Higher Education
_introduces master's students studying adult learning and higher education to two major research paradigms in education, quantitative and qualitative research, and to the research literature of disciplines related to the education of adults. Students will learn how to distinguish between research and non-research materials, and how to evaluate quantitative and qualitative research studies on the basis of their research merit._

FYD 570: Organizational Systems in Youth and Family Settings
_This course is designed to prepare current and future family life and youth development professionals to design and implement organizational systems supporting programmatic and managerial functions. Specific foci include: working with volunteer advisory groups; marketing systems; information management systems; and, human, financial, and facilities risk management systems._

FYD 575: Volunteerism in Youth and Family Settings
_This course is designed to prepare current and future family life and youth development professionals to effectively engage diverse youth and adult volunteers. Specific foci include: volunteerism as a social phenomenon; volunteer program management; and new forms of volunteerism._

FYD 585: Contemporary Issues in Community Youth Development
_This course is designed to familiarize current and future community youth development (CYD) professionals with critical contemporary problems and issues facing family and youth development organizations and programs. Specific foci include: evolving organizational missions; diversifying funding sources; preserving organizational identity while strengthening collaborations; managing organizational risks and crises; and, future trends in CYD._

FYD 580: Contemporary Issues in Volunteer Resource Management
_This course is designed to familiarize current and future family life and youth development professionals with critical contemporary problems and issues in volunteer resource management (VRM). Specific foci include: balancing the volunteer resource manager's roles as both program expert and volunteer administrator; developing a strategic vision for the role of organizational volunteers; documenting impact of volunteer efforts; risk management in volunteer programs; and virtual volunteerism and the role of emerging technologies._

FYD 512: Collaborations and Partnerships in Youth and Family Settings
_This course will explore youth, family, and community collaborations and partnerships as they relate to programming for youth and families. Topics include: building strategic partnerships, community based programming, holistic resource assessment and utilization, marketing and innovation in community programs, and community development to support families._

FYD 523: Family Relationships Over the Life Course
_This course applies theories and research about interpersonal relationships and family dynamics to issues facing families over the life course. Each of the following topics is explored over the life-course: parent and child relationships; marriage/coupling; intimacy; divorce;_
stepfamilies; work & family issues; intergenerational ties; caregiving; family policy; and illness & end of life issues.

FYD 533: Complex Family Issues
This course examines educational intervention strategies for family issues that pose particular difficulty for family life and parenting educators including critical issues such as addictions/substance abuse; child abuse and neglect; domestic abuse; illness, death and dying; divorce/mediation; step-families & single parenting; risky youth behaviors (gang memberships, suicidal ideation, sexuality/teen pregnancy); and rape and other acts of violence.

FYD 540: Environmental Influences in the Family
The course examines the impact on various environments on family well-being using social, economic, and behavioral housing theory, historical and current housing policy and its relationship to the housing, neighborhoods and community development. The course will investigate diverse populations and their housing/neighborhood concerns as well.

FYD 531: Effective Management of Family Resources
The course provides a foundation in family resource management theory, personal financial management concepts, and financial counseling approaches. The course framework utilizes family system theories and emphasizes the interconnections between families, communities, resources and their respective roles in shaping individual and family life quality. Topics include: the effect of resource management on family stability and well-being; personal management (decision-making, organizational skills, time management, stress management); human capital (education, skill building, health, employability); physical capital (transportation, real estate, and housing issues); and social capital (interpersonal relationships as a resource) and financial management (credit and debt, budgeting and retirement issues, bankruptcy, time value of money).

FYD 535: Family Health and Well-being
This course will examine health and well-being issues of special concern to families including healthy lifestyle choices, nutrition, and physical activity. In addition, the family's role in creating supportive environments related to health and well being as well as public policies and how they effect a family's health will be discussed.

FYD 545: Family Communication and Coaching
The course will examine the practices and strategies for professionals coaching families in assuming individual responsibility with personal and family relationships and include aspects of goal setting, life planning, personal empowerment, communication techniques, anger management, and mentoring.

FYD 524: Applications of Gerontology in Family Life Education
This course examines the social context of aging, the lived experience of aging as reported by older persons, and the interaction of individuals and families with social institutions and community systems of care, including the “aging network.” Selected topics include social, psychological and physical aspects of aging, family issues in later life, social engagement, resource management, housing, nutrition and health, long-term care and end-of-life care, and spirituality, as well as the impact of demographic and technological changes on the future of aging.

FYD 526: End of Life Issues
This course will examine legal and psychosocial aspects of preparing individuals and families to cope with the end of life. Topics include: estate planning, preparing for disability and dependency, family communication, caregiving for the terminally ill, community systems and supports (e.g., palliative care, hospice), and issues of grief and bereavement.

FYD 601: Independent Study
Students can work with faculty on design projects, research, evaluation, or teaching projects.

There are no residency requirements for this degree, however the faculty proposes at least one on-site contact prior to graduation preferably in the first year of the program. A three-person committee will approve student programs of study.
D. List existing courses by title and number and indicate (*) those that are required.
Include an explanation of numbering system. List (under a heading marked “new”) and describe new courses proposed

Masters of Family Life & Youth Development
NCSU
30 or 36 hours

Core requirements
(28-31 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>MS (Non-Thesis)</th>
<th>MS (Thesis)</th>
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<tr>
<td>FYD 501 Theories in Child and Youth Development (3CH)</td>
<td>18-21</td>
<td>18-21</td>
</tr>
<tr>
<td>or FYD 502 Theories in Family Science (3CH)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FYD 511 Applied Concepts in Child and Youth Development (3CH)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or FYD 521 Applied Concepts in Parenting and Family Life Education (3CH)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FYD 510 Program Development and Evaluation in Family and Youth Settings (3CH)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FYD 500 Supervised Professional Experience in Family Life and Youth Development (3-6CH)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FYD 550 Family and Youth Professionals as Leaders (3CH)</td>
<td></td>
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<tr>
<td>FYD 555 Administration and Supervision in Family Life and Youth Settings (3CH)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FYD 560 Applied Research Methods in Youth and Family Settings (3CH)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAC 551: Research in Adult and Higher Education (3CH)</td>
<td></td>
<td></td>
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</tbody>
</table>

Research
ST 507: Statistics for the Behavioral Sciences | - | 3 |
FYD 695: Master's Thesis Research | - | 3 |
Total Hours | 0 | 6 |

Concentration Areas (3 credits per course)
(6 hours minimum) – to be determined with advisor and submitted with program of study on file

Youth Development Leadership
FYD 570 Organizational Systems in Youth and Family Settings (3CH)
FYD 575 Volunteerism in Youth and Family Settings (3CH)
FYD 580 Contemporary Issues in Community Youth Development (3CH)
Elective

Volunteer Management and Administration
FYD 570 Organizational Systems in Youth and Family Settings (3 CH)
FYD 575 Volunteerism in Youth and Family Settings (3CH)
FYD 580 Contemporary Issues in Volunteer Resource Management (3CH)
Elective

Administration and Leadership – Family and Youth Programs
FYD 570 Organizational Systems in Youth and Family Settings (3CH)
FYD 512 Collaborations and Partnerships in Youth and Family Settings (3CH)
FYD 555 Administration and Supervision of Youth and Family Programs (3CH)
Elective

Family Life & Parent Education
FYD 512 Collaborations and Partnerships in Youth and Family Settings (e/p) (3CH)
FYD 523 Family Relationships Over the Life Course (3CH) OR
FYD 533 Complex Family Issues (3CH)
FYD 540 Environmental Influences in the Family (3CH) OR
FYD 531 Effective Management of Family Resources (3CH)
FYD 535 Family Health and Well-being (3CH) OR
FYD 545 Family Communication and Coaching (3CH)

Gerontology
FYD 524 Applications of Gerontology in Family Life Education (3CH)
FYD 512 Collaborations and Partnerships in Youth and Family Settings (3CH)
FYD 523 Family Relationships Over the Life Course (3CH) OR
FYD 533 Complex Family Issues (3CH)
Elective

Family Life Coaching
FYD 555 Administration and Supervision of Youth and Family Programs (3CH)
FYD 535 Family Health and Well-being (3CH)
FYD 545 Family Communication and Coaching (3CH)
Elective

Total Hours (concentration area)  12  12

MINIMUM TOTAL HOURS  30  36

IV. Faculty

A. List the names of persons now on the faculty who will be directly involved in the proposed program. Provide complete information on each faculty member's education, teaching experience, research experience, publications, and experience in directing student research, including the number of theses and dissertations directed for graduate programs. The official roster forms approved by SACS can be submitted rather than actual faculty vita. Vitae are included in Appendix C.

NCSU:
Dr. Karen DeBord, Professor
Dr. Carolyn Dunn, Professor
Dr. Dale Safrit, Professor
Dr. Lucille Bearon, Associate Professor
Dr. Sarah Kirby, Associate Professor
Dr. Andrew Behnke, Assistant Professor
Dr. Carolyn Bird, Assistant Professor
Dr. Mitzi Downing, Assistant Professor
Dr. Harriett Edwards, Assistant Professor
B. Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.

To successfully implement this program approximately an additional 1.5 FTEs will be required to deliver courses and advise students. It is anticipated that these resources will come from reallocation within the College of Agriculture and Life Sciences at NCSU.

C. If the employment of new faculty requires additional funds, please explain the source of funding.

The program can be initiated with the existing faculty resources within the University system, however new faculty resources will be necessary as the program develops, particularly to teach theories classes. The budget section outlines the need for additional EPA and SPA regular salaries. These resources are essential to assure that funding pools to implement this program are in place.

D. Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.

This educational program permits the faculty to be engaged in both the academic and public service missions and enhance collaboration using existing faculty. Extension faculty appointments will change for each semester they are teaching. A schedule of courses projecting out five years has been developed.

V. Library
A. Provide a statement as to the adequacy of present library holdings for the proposed program. The library resources are sufficient to meet the educational requirements of students in this program. Instructors will work with the libraries to assure access to appropriate sources.

B. State how the library will be improved to meet new program requirements for the next five years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program? The electronic reserve system and current shelf holdings will be adequate. As new research emerges, faculty will request particular library holdings be added to serve students.

C. Discuss the use of other institutional libraries. As the curriculum builds the instructors will work with the library to assure appropriate holdings are available.

The D.H. Hill library staff at NCSU has been efficient in working with FCS faculty to assure electronic reserves are available. With the powerful search engines and internet access through the UNC system library, many of the resources when not currently available can be made available via inter library loan.

VI. Facilities and Equipment
A. Describe facilities available for the proposed program. Classroom facilities will only be required for regular semester and summer intensive courses. Access to an interactive video conferencing space is also needed. As more and more programs are offered through distance education, additional classroom spaces
to manage distance education will be required.

**B.** Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

In the coming decade, it is anticipated that a laboratory setting hosting family and youth services may be added to assist students in learning about community education and family needs. This will enhance the program but will require additional space. Grant funding will be sought for this.

**C.** Discuss any information technology services needed and/or available.

Many of the courses will be offered via distance education. A staff member with technical expertise will be required to assist with moving multiple components of courses online. Recently the Department of FCS at NCSU employed a person into such a position.

**D.** Discuss sources of financial support for any new facilities and equipment

None at this time.

**VII. Administration**

Describe how the proposed program will be administered, giving the responsibilities of each department, division, school, or college. Explain any inter-departmental or inter-unit administrative plans. Include an organizational chart showing the "location" of the proposed new program.

A core planning team from the Department of 4-H Youth Development and Family & Consumer Sciences at North Carolina State University (NCSU) met several times to plan the curriculum before it was presented to the department head and before full faculty for approval. The planning team has designed a strong core curriculum.

**Admissions**

There will be an admissions committee. Two members will serve by appointment; one will be the Director of Graduate program from NCSU. This committee will evaluate applications according to the agreed upon admissions standards.

**VIII. Accreditation**

Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation. If the proposed new degree program is at a more advanced level than those previously authorized or if it is in a new discipline division, was SACS notified of a potential "substantive change" during the planning process? If so, describe the response from SACS and the steps that have been taken to date with reference to the applicable procedure.

There is not a technical accrediting agency for this program. There are individual credentials for which graduates of this program would qualify. These include:

National Council on Family Relations – Certified Family Life Educator

The NCFR Academic Program Review recognizes schools offering undergraduate and graduate degree programs with course work that follows the Standards and Criteria required for approval as a Provisional (see: [www.ncfr.org](http://www.ncfr.org)) Certified Family Life Educator (CFLE). Provisional Certification is an individual credential for students with a family degree, but without the required two years full-time experience needed for Full Certification, which may be sought later.
North Carolina Parenting Education Network – Certified Parent Educator
A professional credential for Parenting Educators in North Carolina may be sought. The proposed program would qualify students to apply for this credential.

IX. Supporting Fields
Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

The proposed program is a unique educational field and the institution has sufficient expertise to initiate the program, however new faculty will be required to teach the theories courses.

X. Additional Information including Appendix G
Include any additional information deemed pertinent to the review of this new degree program proposal.

This program will largely be a Distance Education Program. Information from Appendix G that is in addition to that already included in previous sections includes the following:

5. Faculty and support staff
Provide:
- number of faculty expected to deliver instruction: full-time faculty ___9___ part-time faculty ___1___
- a complete roster (using the SACS “Roster of Instructional Staff” form) of those faculty employed to teach in the program, including a description of those faculty members’ academic qualifications and course load in the proposed program, as well as course work taught in other programs currently offered; See Appendix C in this document
- evidence that adequate faculty members are assigned to support the program;
- impact of the initiative on faculty workload; and See Appendix C in this document
- number and responsibilities of support staff (e.g., program coordinator).

There is one part time scheduling officer who also supports the Director of Graduate Programs. Her responsibilities will need to be monitored as the program grows. She also serves as the Departmental bookkeeper.

Evaluation and assessment
Describe the means used by the institution to monitor and ensure the quality of the degree program and off-campus site(s).

Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs at the new site, as well as using the results of evaluation to improve institutional programs, services, and operations.

The program will use the regular campus student evaluations in addition to a departmentally developed peer-review procedure for coursework. Faculty will be evaluated at least every year they teach when offering courses every other year or every other year if teaching every semester. The Director of Graduate Studies initiates this process.

In addition, program milestones and markers have been written as a gauge against which to measure program growth and progress. The teaching faculty will be engaged in self-study and review these markers annually.
**XI. Budget**

This budget is classified as Category II Masters level by the CIP code. Using the anticipated student credit hours (SCH) generated from enrollment, the following resources will be realized (2008-2009 Budget Year).

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty FTE</th>
<th>Academic Support</th>
<th>Library</th>
<th>Institutional Support</th>
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The next four pages include a summary of the estimated additional costs for the proposed program.
### SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

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<thead>
<tr>
<th>INSTITUTION</th>
<th>North Carolina State University</th>
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</thead>
<tbody>
<tr>
<td>Program (API #, Name, Level)</td>
<td>Family Life &amp; Youth Development</td>
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<tr>
<td>Degree(s) to be Granted</td>
<td>Master of Science</td>
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<tr>
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#### ADDITIONAL FUNDS REQUIRED - BY SOURCE

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<tr>
<th>Reallocation of Present Institutional Resources</th>
<th>Enrollment Increase Funds</th>
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<th>Federal New Allocations</th>
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<tr>
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<td>(Identify positions)</td>
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<td>TOTAL - Libraries</td>
<td>$_________________</td>
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<td>$74,721.00</td>
<td>$________________</td>
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**NOTE:** Accounts may be added or deleted as required.
### SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

**INSTITUTION** North Carolina State University  
**DATE** Sept. 2011  
**Program (API #, Name, Level)** Family Life E. & Youth Development  
**Degree(s) to be Granted** Master of Science  
**Program Year** 02

#### ADDITIONAL FUNDS REQUIRED - BY SOURCE

<table>
<thead>
<tr>
<th>Source Description</th>
<th>Reallocating Present</th>
<th>Enrollment Increase</th>
<th>Other (Identify)</th>
<th>Federal New Allocations</th>
<th>Total</th>
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<tr>
<td>1210 SPA Regular Salaries (Identify positions)</td>
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<tr>
<td>1310 EPA Academic Salaries</td>
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<tr>
<td>1810 Social Security</td>
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<tr>
<td>1820 State Retirement</td>
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<tr>
<td>1830 Medical Insurance</td>
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</tr>
<tr>
<td>2000 Supplies and Materials (Identify)</td>
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<tr>
<td>4000 Fixed Charges (Identify)</td>
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<tr>
<td>5000 Capital Outlay (Equipment) (Identify)</td>
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<tr>
<td>TOTAL - Regular Term Instruction</td>
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<td>151 Libraries (Identify accounts)</td>
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<tr>
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**NOTE:** Accounts may be added or deleted as required.
**SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK**

**INSTITUTION**  
North Carolina State University  

**Program (API #, Name, Level)**  
Family Life & Youth Development  

**Degree(s) to be Granted**  
Master of Science  

**Program Year**  
03  

### ADDITIONAL FUNDS REQUIRED - BY SOURCE

<table>
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<tr>
<th>Reallocations of Present Institutional Resources</th>
<th>Enrollment Increase Funds</th>
<th>Other (Identify)</th>
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<tbody>
<tr>
<td><strong>101 Regular Term Instruction</strong></td>
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<td></td>
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<td></td>
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</tbody>
</table>
| 1210 SPA Regular Salaries  
(Identify positions) | $ (Identify) | $8000.00 | $ (Identify) | $8000.00 |
| 1310 EPA Academic Salaries  
(Identify) | $ (Identify) | $100,000.00 | $ (Identify) | $100,000.00 |
| 1810 Social Security  
(Identify) | $ (Identify) | $ (Identify) | $ (Identify) | $ (Identify) |
| 1820 State Retirement  
(Identify) | $ (Identify) | $ (Identify) | $ (Identify) | $ (Identify) |
| 1830 Medical Insurance  
(Identify) | $ (Identify) | $ (Identify) | $ (Identify) | $ (Identify) |
| 2000 Supplies and Materials  
(Identify) | $ (Identify) | $16,536.00 | $ (Identify) | $16,536.00 |
| 3000 Current Services  
(Identify) | $ (Identify) | $ (Identify) | $ (Identify) | $ (Identify) |
| 4000 Fixed Charges  
(Identify) | $ (Identify) | $ (Identify) | $ (Identify) | $ (Identify) |
| 5000 Capital Outlay (Equipment)  
(Identify) | $ (Identify) | $ (Identify) | $ (Identify) | $ (Identify) |
| **TOTAL - Regular Term Instruction** | $ (Identify) | $ (Identify) | $ (Identify) | $ (Identify) |
| **151 Libraries** | | | | |
| (Identify accounts) | $ (Identify) | $ (Identify) | $ (Identify) | $ (Identify) |
| **TOTAL - Libraries** | $ (Identify) | $ (Identify) | $ (Identify) | $ (Identify) |
| **TOTAL ADDITIONAL COSTS . . .** | $ (Identify) | $124,536.00 | $ (Identify) | $124,536.00 |

**NOTE:** Accounts may be added or deleted as required.
### SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

**INSTITUTION** North Carolina State University  
**Program (API #, Name, Level)** Family Life & Youth Development  
**Degree(s) to be Granted** Master of Science  
**Program Year** 01-03

#### ADDITIONAL FUNDS REQUIRED - BY SOURCE

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<tr>
<th></th>
<th>Reallocation of Present Institutional Resources</th>
<th>Enrollment Increase Funds</th>
<th>Federal Other Allocations</th>
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<td>$_______ $_______ $_______</td>
<td>$_______ $_______ $_______</td>
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<td>$_______ $_______</td>
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<tr>
<td>1810 Social Security</td>
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<tr>
<td>1820 State Retirement</td>
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<tr>
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<td>$_______</td>
<td>$_______</td>
<td>$_______</td>
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<tr>
<td>2000 Supplies and Materials</td>
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<td>$_______</td>
<td>$58,376.00</td>
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<td>3000 Current Services</td>
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<td>$_______</td>
<td>$_______</td>
<td>$_______</td>
</tr>
<tr>
<td>4000 Fixed Charges</td>
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<td>$_______</td>
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<td>$_______</td>
<td>$_______</td>
<td>$326,375.00</td>
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</table>

**NOTE:** Accounts may be added or deleted as required.
XII. Evaluation Plans

All new degree program proposals must include an evaluation plan which includes: (a) the criteria to be used to evaluate the quality and effectiveness of the program, (b) measures to be used to evaluate the program, (c) expected levels of productivity of the proposed program for the first four years of operation (number of graduates), (d) the names, addresses, e-mail addresses, and telephone numbers of at least three persons (six reviewers are needed for graduate programs) qualified to review this proposal and to evaluate the program once operational, and the plan and schedule to evaluate the proposed new degree program prior to the completion of its fifth year of operation once fully established.

Program Evaluation Format

A. Criteria to be used to evaluate the proposed program

Student demand (number and quality of applications), student success (grades, and time to graduation), and industry demand (quality and quantity of job offers).

B. Measures to be used to evaluate the program

Number and quality of applications, number of job offers per graduate, graduate starting salary.

C. Projected productivity levels (number of graduates):

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4 TOTALS</th>
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<td>0</td>
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<td>10</td>
<td>15</td>
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</table>

D. Recommended consultant reviewers: Names, titles, addresses, e-mail addresses, and telephone numbers. May not be employees of the University of North Carolina.

<table>
<thead>
<tr>
<th>Dr. William Doherty</th>
<th>Dr. Larry Ganong, Professor, CFLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>Human Development &amp; Family Studies</td>
</tr>
<tr>
<td>297 McNeal Hall, University of MN</td>
<td>314 Gentry Hall</td>
</tr>
<tr>
<td>Phone: (612) 625-4752</td>
<td>University of Missouri</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:bdoherty@umn.edu">bdoherty@umn.edu</a></td>
<td>Columbia, MO 65211</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:ganongl@missouri.edu">ganongl@missouri.edu</a></td>
</tr>
<tr>
<td></td>
<td>573-882-4035</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Dr. Roger Rennekamp</th>
<th>Dr. Marilyn Bradbard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor, State 4-H Program Leader and Department Head</td>
<td>Professor &amp; Head</td>
</tr>
<tr>
<td>105 Ballard Extension, Oregon State University</td>
<td>Human Development and Family Studies</td>
</tr>
<tr>
<td>Corvallis, OR 97331</td>
<td>203 Spidle Hall</td>
</tr>
<tr>
<td>Phone: 541-737-1737</td>
<td>Auburn University</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:roger.rennekamp@oregonstate.edu">roger.rennekamp@oregonstate.edu</a></td>
<td>Auburn, AL 36849</td>
</tr>
<tr>
<td></td>
<td>(334) 844-3227</td>
</tr>
</tbody>
</table>

| Caroline E. Crocoll Ph.D., CFLE, CFCS, NCC | |
| National Program Leader-Family Science | |
| USDA, Cooperative State Research, Education and Extension Service (CSREES) | |
| 1400 Independence Avenue, SW | |
| Washington, D.C. 20250-2225 | |
| v-202 720-2908  f-202-720-9366 | |

29
E. Plan for evaluation prior to fifth operational year. Increasing enrollment and full course capacity reached.

The program will be reviewed under the Graduate School procedures for review of graduate programs. That will include an external review on an eight-year cycle plus outcome assessment on a continuous and ongoing basis. In addition, the director of the program will appoint a review committee consisting of at least four experts in the field of Family Life & Parenting Education, with at least two academic and two communities’ organizational representatives. The committee will be invited for a one-day visit at the end of the third year to meet with students, faculty and program graduates. The committee will write a report on the status of the program and make recommendations for improvements. It is also proposed to track students for three years after graduation to collect post graduation data regarding employment in field of study.

XIII. Reporting Requirements

Institutions will be expected to report on program productivity after one year and three years of operation. This information will be solicited as a part of the biennial long-range planning revision.
Proposed date of initiation of proposed degree program: August, 2009

This proposal to establish a new degree program has been reviewed and approved by the appropriate campus committees and authorities.

Approvals:

<table>
<thead>
<tr>
<th>Department Head</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Courses and Curricular Chair</td>
<td>Date</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>Date</td>
</tr>
<tr>
<td>University Courses and Curricular Committee Chair</td>
<td>Date</td>
</tr>
<tr>
<td>Council on Graduate Education Chair</td>
<td>Date</td>
</tr>
<tr>
<td>Graduate Dean</td>
<td>Date</td>
</tr>
<tr>
<td>Chancellor NCSU</td>
<td>Date</td>
</tr>
<tr>
<td>Chancellor UNCG</td>
<td>Date</td>
</tr>
</tbody>
</table>
January 14, 2009

Dr. Kenneth L. Ishenhour
Associate Dean and Director of Academic Programs
College of Agriculture & Life Sciences
Box 7642
North Carolina State University
Raleigh, NC 27695-7642

Dear Dean Ishenhour,

On behalf of the School of Human Environmental Sciences and the Department of Human Development and Family Studies at the University of North Carolina at Greensboro, this is to indicate our support for North Carolina State University establishing a masters degree in Family Life and Youth Development. Our department regularly receives announcements of job openings in the areas of family life education and youth work. These announcements testify to the need for such a program in the State of North Carolina. Your university’s experience in family-related extension work makes it an excellent member of the UNC system to offer such training.

We do not see such a program as competing with the directions being pursued at UNCG. UNCG offers MS and PhD thesis programs in human development and family studies plus masters level training in the birth through kindergarten area. We have previously participated with NCSU in offering a joint NCSU-UNC family life education program. We envision that program being phased out with graduate students willing to pursue family life education being referred to NCSU.

Best wishes in establishing a needed, valuable form of professional preparation in North Carolina. We believe such a program will benefit the people of the State.

Sincerely,

Laura Sims, Ph.D.
Dean, School of Human Environmental Sciences

Daniel Perlman, Ph.D.
Chair, Human Development and Family Studies
June 6, 2008

Dr. Marshall Stewart  
Department of 4-H Youth Development and Family & Consumer Sciences  
NC State University  
NCSU Campus Box 7606  
Raleigh, NC 27695-7606

Dear Dr. Stewart:

I am writing in support of the development of the Master of Science in Family Life and Youth Development. Child Care Services Association has worked for a number of years to advance educational opportunities for the child care workforce. This degree has been needed for the increasing population of professionals who are choosing to make youth development their career.

In North Carolina, every day, about 82,424 children are in licensed afterschool programs. In addition, a wide array of community agencies provide youth development services for middle and high school students, helping them to develop life and leadership skills, yet there is very little opportunity for individuals who love this work to advance their knowledge and skills. Many states are struggling with this issue and are failing to meet the educational needs of the youth development workforce.

I commend NCSU for taking this step now.

Sincerely,

Sue Russell  
President
May 12, 2008

Dr. Marshall Stewart  
Department of 4-H Youth Development  
and Family & Consumer Sciences  
NC State University  
NCSU Campus Box 7606  
Raleigh, NC 27695-7606

Dear Dr. Stewart:

The North Carolina Partnership for Children, Inc. would like to convey our support for the proposed NC State University Master of Science in Family Life & Youth Development degree. This program would provide a valuable resource for professionals working in the child care field as teachers, administrators, technical assistance providers, family support providers and other human service professionals who support children and families in our state.

As you know, Smart Start is North Carolina’s nationally recognized and award-winning early childhood initiative designed to ensure that young children enter school healthy and ready to succeed. Currently, 78 local partnerships are established throughout the state to administer funding and programs. Smart Start funds are used to improve the quality of child care, make child care more affordable and accessible, provide access to health services and offer family support. In many counties, Smart Start funds are used to support programs through technical assistance, teacher training and family services. Smart Start has achieved tremendous results and continues to strive to reach all children in North Carolina.

We look forward to working with you and your team at NC State toward our shared goal of building higher education opportunities for staff who work to support children and families in North Carolina.

Best regards,

Stephanie Fajul  
President

North Carolina Partnership for Children
August 11, 2008

Dr. Marshall Stewart  
Department of 4-H Youth Development  
and Family & Consumer Sciences  
NC State University  
NCSU Campus Box 7606  
Raleigh, NC 27695-7606

Dear Dr. Stewart:

The North Carolina Association of Volunteer Administration (NCAVA) would like to convey our support for the development of the Master of Science in Family Life and Youth Development degree. NCAVA recognizes and applauds the development of the program which would offer a Minor Specialization in Volunteer Resource Management and Administration.

Many community organizations and agencies working to provide youth development services depend strongly on volunteers to complete their mission. This program will provide a much needed opportunity for individuals to advance their knowledge and skills to more effectively manage the Volunteer Resources in their charge.

NCAVA supports and applauds NCSU for the development of the Master of Science in Family Life and Youth Development degree.

Sincerely,

Linda Dameron, CVA  
Linda Dameron, CVA, CAVNC  
President
January 8, 2009

Dr. Marshall Stewart
Head
Department of 4-H Youth Development and Family Consumer Sciences

Dear Dr. Stewart:

I am writing in support of the proposed Master of Science in Family Life and Youth Development to be administered by your department. We here in the Department of Curriculum and Instruction have valued our partnership with your Department since 2003 in offering an informal specialization in Youth Development Leadership as part of our generalist Masters of Science in Curriculum and Instruction. Just last year, we graduated our first two students in that program. We here in the Department recognize that family life and youth development is a growing field on many fronts. Many of the careers arising from this course of study function at the community level. With your proposed new post-graduate degree, professionals will be better prepared to serve youth and families in the context of their communities with an understanding of their developmental needs and the resources available to them.

Thus, the Department of 4-H Youth Development and Family & Consumer Sciences and The Department of Curriculum and Instruction (both at North Carolina State University) are recommending that future students seeking masters level training in Youth Development may seek admission to NC State University’s Department of 4-H Youth Development and Family & Consumer Sciences. We recognize that this is a transition occurring due to the Department of 4-H Youth Development’s merger 2 years ago with the former Department of Family & Consumer Sciences. In an effort to strengthen and merge the two Departments’ pre-existing yet separate graduate academic programs, the proposal for a new combined academic program will encompass the current Youth Development Leadership program while offering additional concentration areas for graduate students.

Even with the (hopeful) success of your proposed graduate program, we look forward to continuing our current relationship with your Department and the Youth Development Leadership informal specialization for those students who desire a stronger graduate education in pedagogy focused in community youth settings. Thus, we agree to dual-listing those new courses to be taught by your faculty that meet programmatic requirements of both programs.

Sincerely,

[Signature]

Dr. Ellen S. Vasu
Professor and Head
Department of Curriculum and Instruction
Appendix C

Faculty Vitae
<table>
<thead>
<tr>
<th>Name</th>
<th>Responsibilities</th>
<th>Relevant degrees</th>
<th>Other qualifications</th>
</tr>
</thead>
</table>
| Dr. Karen DeBord, Professor   | Director of Graduate Programs  
FCS 522 Family Life Education  
FYS 500 Supervised Professional Experience in Family Life  
& Youth Settings  
FYS 521: Applied Concepts in Parenting and Family Life Education | Ph.D. Family & Child Development  
Virginia Tech | Over 30 years experience working with families and over 20 years of experience conducting applied research in parenting, parent education professional development, parent engagement.  
Current director of graduate programs, serving for 5 years, Chair of College Graduate Studies committee.  
Certified Family Life Educator |
| Dr. Carolyn Dunn, Professor    | FYD 535 Family Health and Well-being                                              | Ph.D. Nutrition & Public Health  
University of North Carolina at Greensboro           | Over 20 years experience in the area of nutrition and physical activity education. Nationally recognized for applied research, extension programming and curriculum development for nutrition and physical activity. |
| Dr. R. Dale Safrit, Professor  | FYD 550 Family and Youth Professionals as Leaders  
FYS 560 Applied Research Methods in Youth and Family Settings  
FYS 580 Contemporary Issues in Community Youth Development  
FYS 555: Administration and Supervision in Family and Youth Settings | Ed.D., Adult and Community College Education, North Carolina State University | More than 25 years experience in community youth development.  
Professional experience in community youth development at the county and state levels  
Administrative experience at The Ohio State University as Associate State 4-H Leader  
Director of Graduate Programs for Extension Education at The Ohio State University  
Editor of The International Journal of Volunteer Administration  
Have directed 7 Ph.D., 16 M.S., 4 M.L.S. and 1 M.Ed. graduate students in dissertations/theses/projects |
| Dr. Lucille Bearon, Associate Professor | FYD 523 Family Relationships over the Life Course  
FYS 524 Applications of Gerontology in Family Life Education | Ph.D. Duke University Sociology | 39 years in social gerontology, including teaching, research and extension.  
Career emphasis has been on gerontology education for professionals in multiple disciplines and venues, including educators and service providers. Content focus on mid/later life issues, such as psychological well-being, attitudes toward aging, family issues, health, and religion.  
Certified Family Life Educator |
<p>| Dr. Sarah Kirby, Associate     | FYD 540 Environmental                                                             | Ph.D. Housing, Home Economics                       | Nearly 24 years experience with Cooperative Extension conducting |</p>
<table>
<thead>
<tr>
<th>Professor</th>
<th>Influences on the Family</th>
<th>Oklahoma State University</th>
<th>educational programming and applied research in housing education Certified Healthy Homes Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Andrew O. Behnke</td>
<td>FYD 511: Applied Concepts in Child and Youth Development FYD 521: Applied Concepts in Parenting and Family Life Education</td>
<td>Ph.D. Child &amp; Family Studies Perdue University</td>
<td>12 years experience working with Latino families and over 6 years of experience in program development, grant writing, program evaluation, and applied research in the areas of 1) parent involvement in the education and emotional lives of youth, 2) effectively serving and engaging diverse communities, and 3) Latino men and domestic violence issues.</td>
</tr>
<tr>
<td>Dr. Carolyn Bird, Assistant Professor</td>
<td>FYD 531: Effective Management of Family Resources</td>
<td>Ph.D. Family Science University of Minnesota Financial planner</td>
<td>Over 10 years experience teaching and counseling families concerning life skills and personal finance. More than 5 years experience teaching personal finance, family resource management, and related courses in higher education. Areas of program development and investigation include military and rural families. Accredited Financial Counselor Registered Financial Gerontologist</td>
</tr>
<tr>
<td>Dr. Harriett Edwards, Assistant Professor</td>
<td>FYD 575 Volunteerism in Youth and Family Settings FYD 570 Organizational Systems in Youth &amp; Family Settings</td>
<td>Doctor of Education, Adult &amp; Community College Education; Masters of Public Administration: NC State University</td>
<td>More than 15 years experience in the field of volunteer resource management; consulting experience with internal (Cooperative Extension) and external organizations/agencies related to volunteer management strategies Certified Administrator of Volunteers in North Carolina</td>
</tr>
<tr>
<td>Dr. Mitzi Downing, Extension Specialist</td>
<td>FYD 512 Collaborations and Partnership in Youth &amp; Family Settings</td>
<td>Doctor of Education, Adult and Community College Education, North Carolina State University</td>
<td>Master of Public Administration (MPA) in Organizational Development and Systems, East Carolina University</td>
</tr>
<tr>
<td>Adjunct</td>
<td>FYD 545: Family Communication and Coaching</td>
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