ARIZONA UNIVERSITY SYSTEM
CHIEF ACADEMIC OFFICER GUIDELINES
FOR
REQUESTS FOR IMPLEMENTATION AUTHORIZATION
FOR A NEW ACADEMIC DEGREE PROGRAM
(UNIQUE PROGRAM)

I. PROGRAM NAME, DESCRIPTION AND CIP CODE

A. DEGREE(S), DEPARTMENT, COLLEGE AND CIP CODE

Title: Master of Science (M.S.) in Youth Development Leadership (YDL)
College: Human Services
Department: Recreation and Tourism Management
CIP Code: 44.0702 Youth Services/Administration (New)

B. PURPOSE AND NATURE OF THE PROGRAM

The purpose of the M.S. in Youth Development Leadership is the advanced preparation
of human service professionals managing youth services in public, governmental, non-
profit, private business and faith-based organizations. This specialization in YDL
provides advanced development for researchers investigating current trends in youth
serving organizations and programs. This interdisciplinary degree is offered by the
Arizona State University College of Human Services at the West campus. This degree is
an excellent career opportunity for anyone working with community-based youth services
organizations.

The program is designed for leaders, supervisors, administrators, and researchers who
wish to strengthen their focus on understanding the practices, policies, ethics and
program application of youth development. The program is designed to attract traditional
full-time graduate students interested in pursuing a research type emphasis as well as
those non-traditional part-time graduate students and practitioners who are continuing
their professional roles in service agencies.

The M.S. in YDL program places a priority on field-based experiences with local
government, school districts, faith-based groups, non-profit organizations, youth serving
civic groups and agencies, and corporate organizations that specialize in or offer youth
services.

Our students may come from a variety of backgrounds:

+ Agency Administrators
+ Recreation Program Directors
+ Policy and Decision-makers
+ Agency Service Providers
+ Healthcare providers
+ Extension Program Leaders
+ Faith-based Youth Workers
+ Camp Program Directors
+ Social Workers
+ Communication Specialists
+ Criminology Specialists
+ Private Business Specialists Serving Youth and Families
+ Public and Private School Educators and Administrators
+ Graduate Students Pursuing Professional Research

The YDL Master of Science Degree offers an academic and community-based study concentration which provides students with the specific knowledge and skills they need to provide youth serving agencies the ability to mobilize community resources, build healthy youth and family life styles and more effectively operate organizations.

C. PROGRAM REQUIREMENTS

Because of the unique interdisciplinary and community-based approach to advanced youth development leadership, graduate students will participate in an educational environment that truly promotes positive youth development and leadership in the delivery of youth services. The M.S. degree culminates with either a thesis or a professional practicum project. Advising and direction in both options are under the direct supervision of an assigned faculty member.

Completion of the M.S. in YDL degree on average requires two years of study. Students may select a thesis or professional practicum project option. The thesis option is a research-oriented degree and is recommended for students planning to continue graduate studies beyond the master’s degree. The professional project practicum option is intended for students seeking additional knowledge and expertise relevant to career development and increased administrative skill development.

ADMISSION REQUIREMENTS: Students will be expected to satisfy the Graduate College general admission requirements. Potential applicants who hold a bachelor’s degree from a regionally accredited institution in a related field are eligible to apply to the program.

Applicants will be required to submit an official ASU Graduate College online application, official GRE, LSAT, or MCAT scores, official transcripts of all undergraduate and graduate course work, a statement of the their interest and their career goals for the degree, and three letters of recommendation (two of which should be academic recommendations).

Regular admission may be granted to applicants who have achieved a grade point average of 3.0 (4.0 scale) or better in the last two years of work leading to a bachelor’s degree and who are competitive in the applicant pool as evidenced by GRE, LSAT, or MCAT scores as well as their statement of interest and letters of recommendation.
PROGRAM OF STUDY: The M.S. in YDL program (33 credit hours) will consist of two options: 1) thesis option, and 2) professional practicum option. Each option will have 18 credit hours of required Core courses and 9 credit hours selected from among approved electives offered by the College of Human Services at the West campus and the College of Public Programs. Additional courses from contributing disciplines may be selected as electives in consultation with an advisor to foster the interdisciplinary nature of the degree. Pre-requisite course work may be required based on advisor’s consultation.

The thesis is 6 credit hours and the professional practicum is 6 credit hours, consisting of two courses, each with 3 credit courses.

Core Courses (18 credits)
1. Methods Offerings – 3 credits
   CMN 505 Methods in Applied Communication Research – 3 credits OR
   CRJ 503 Research Methods – 3 credits OR
   REC 500 Research Methods – 3 credits

2. Statistics Offerings – 3 credits
   CRJ 504 Statistical Tools – 3 credits OR
   REC 502 Statistical and Data Analysis – 3 credits

3. Substantive Core – 12 credits
   YDL 501 Foundations in Youth Development – 3 credits
   REC 530 Recreation and Tourism Service Management – 3 credits
   YDL 550 Theoretical Perspectives in Youth Development Leadership – 3 credits
   YDL 560 Advanced Policy and Critical Issues in Youth Development Leadership – 3 credits

Elective Courses (9 credits)
Students will select 9 credits of electives with the advice of their advisors. These classes must be at the 400 level (senior level, with consent of advisor and instructor) or higher, but the student may not receive credit toward the degree requirements for more than two courses taken at the 400 level.

Thesis Option (6 credits)
YDL 599 Thesis
Students must submit a written proposal for their thesis, and convene a meeting of committee members that will be an opportunity to provide an oral presentation and defense of the proposed thesis project. The written thesis must be distributed to the committee and invited professional practitioners, orally presented, and defended during a thesis defense hearing prior to completion.

Profession Practicum Option (6 credits)
REC 501 Program Evaluation and Informational Management – 3 credits
YDL 580 Capstone Course – 3 credits
This course is the capstone course for the Practicum Option and will be taken during the student’s last semester of coursework. Students will integrate material from required and elective coursework and will write a research paper that focuses on youth development
policy or practice. Students will present their report to a Practicum Committee, selected in consultation with the student's advisor.

**Elective Course Options:** Students will choose three courses (totaling nine credits) among the following current offerings.

- CMN 411 Communication in the Family
- CMN 516 Mediation and Dispute Resolution
- CMN 520 Communication Campaigns
- CMN 532 Advocacy in Interpersonal Settings
- CMN 550 Advocacy in Organizational Settings
- CRJ 501 Seminar in Criminal Justice
- CRJ 502 Seminar in Criminology
- CRJ 517 Seminar on Juvenile Delinquency and Juvenile Justice
- CRJ 518 Seminar on Race/Ethnicity, Crime and Justice
- CRJ 519 Seminar on Victimization
- CRJ 522 Seminar on Gangs and Crime
- CRJ 525 Seminar on Life-Course Criminology
- CRJ 610 Advanced Topics in Juvenile Justice
- RTM 402 Evaluation and Assessment in Recreation and Tourism
  * RTM 551 Grant Writing for Human Services Professionals
  * RTM 554 Human Services for At-Risk Youth
  * RTM 553 Volunteer Management for Human Service Organizations
  
- SWG 503 Development of Families in an Oppressive Context
- SWG 532 Policy and Social Change
- SWG 534 Diversity and Underserved Populations
- SWG 598 ST: Protecting Children
- SWG 615 Effective Intervention with Children and Adolescents
- SWG 697 Working with Diverse Groups: Spanish Speaking Families

- NLM 501 Program Evaluation and Information Management
- NLM 510 Foundations of Nonprofit Management
- NLM 520 Financial Management in Nonprofit
- NLM 540 Volunteer and Human Resources in Nonprofit Org
- NLM 550 Philanthropy: Theory and Practice
- NLM 560 Leadership and Ethics in Nonprofit Sector

- REC 501 Program Evaluation and Information Management
- REC 555 Theoretical Perspectives in Community Development

**D. EXISTING AND NEW COURSE OFFERINGS**

Students will be able to select courses from a wide variety of existing programs and new offerings to complete the M.S. program. Existing programs (Section C) include graduate level programs in Communications Studies, Criminology and Criminal Justice,
Recreation and Tourism Management, and Social Work at the West campus and Nonprofit Leadership and Community Development and Resources at the Downtown Campus. This list is complemented each semester by an array of “special topics” graduate seminars (e.g., RTM 591 and 598, CMN 598, and CRJ 591 and 598) offered across the college and university that may be of special interest and relevance for graduate students pursuing the M.S. in Youth Development Leadership.

E. NEW COURSES NEEDED

YDL 501 Foundations in Youth Development
Course Description: Examines theories of positive youth development emphasizing “real world” issues facing young people. Explore youth leadership theories and practices from a historical and 21st century perspective and discuss current social changes that impact positive youth development.

* Course Numbers Moving Through Acres Curriculum Review Process

YDL 550 Theoretical Perspectives in Youth Development Leadership
Course Description: Review empirical sociological and psychological perspectives in literature related to youth development leadership integrating theoretical and practical implications.

YDL 560 Advanced Policy and Critical Issues in Youth Development Leadership
Course Description: Provides advanced review of critical research related to policy and contemporary trends in multidisciplinary areas of youth development leadership.

YDL 580 Capstone Course
Course Description: Apply research methods and program evaluation to a selected research project and present findings to committee of professionals, faculty and peers.

F. REQUIREMENTS FOR ACCREDITATION – N/A

II. STUDENT LEARNING OUTCOMES AND ASSESSMENTS

A. WHAT ARE THE INTENDED STUDENT OUTCOMES

At the completion of the Masters of Science degree, every student shall demonstrate advanced application and research competence in written and oral communication and knowledge of the relevant concepts, theories and research in the field of Youth Development Leadership.

B. PROVIDE A PLAN FOR ASSESSING STUDENT OUTCOMES

Outcome 1: Understand, research, and implement the program application between theory, field studies and practical experience, which all contribute to developing a well-rounded youth development leadership practitioner and researcher.
Indicator: Participation in theoretical and practice-based courses built into the core provides graduate students the opportunity to apply a great deal of what they learn in the theoretical courses.

Assessment: Satisfactory completion of course requirements (i.e. exams, projects, assignments, class presentations).

Outcome 2: Demonstrate command of research methods and statistical analysis of youth programs and studies.

Indicator: Participation in applicable research methods and statistical analysis of youth programs.

Assessment: Course assignments and research papers which ask graduate students to identify, quantify and analyze applicable program methods and statistics.

Outcome 3: Develop an understanding of youth development program trends and critical issues.

Indicator: Research and provide current information related to successful youth programs and services.

Assessment: Trends in successful youth programs and implementations are constantly changing. Graduate students will be required to bring in case analysis examples through every-day experiences in youth serving agencies.

Outcome 4: Study and critique policy and management practices of successful youth programs and services.

Indicator: Participation in the review and application of agency policy-making and operational management standards and practices.

Assessment: Satisfactory completion of an agency self-assessment review of acceptable minimal policy and organizational performance standards.

III. STATE’S NEED FOR THE PROGRAM

A. HOW DOES THIS PROGRAM FULFILL THE NEEDS OF THE STATE OF ARIZONA AND THE REGION?

Communities are attempting to find ways to promote positive behaviors and well-being in youth while simultaneously preventing negative behavior, yet most communities “have a limited understanding of the community mobilization necessary to create an environment that truly promotes positive youth development in all young people” (Perkins, Borden, Keith, Hoppe-Rooney & Villarruel, 2003, p.2). Human service professionals working with youth must be knowledgeable about and engaged in “community-wide efforts that promote positive youth development for all young people, providing them with opportunities to develop positive relationships, skills,
competencies, and attitudes that will assist them in making positive choices for their lives” (p.3). Outside of primary and secondary education programs, the domains of recreation, social work, and criminal justice make up major areas of the “community” that surround today’s youth.

The Governor’s Office for Children, Youth and Families’ Division for Community and Youth Development is making major strides in highlighting the extreme importance statewide to focus energies and funds in youth development. From this office, the Arizona Positive Youth Development Initiative was designed on the premise that “Positive youth development is an approach toward all youth that builds on their assets and their potential and helps counter the problems that may affect them.” Initiatives such as this lead to healthy, sustainable community building. The M.S. in Youth Development Leadership would be the graduate level development beyond the proposed B.S. in Youth Development Leadership that will help educate leaders who could further implement these and other state initiatives aimed at youth in our state and in our counties.

Maricopa County is the fourth largest metropolitan area in the country and one of the most rapidly growing. As such, there is tremendous growth in social services, which creates substantial demand among governmental, non-profit, and commercial organizations in the region to better serve the large population of youth and to work with those organizations in expanding the delivery of youth services, programs, policies and practices to the community. The proposed M.S. in Youth Development Leadership will help provide current research and prepare managers who can contribute to the welfare of the region’s residents by empowering youth and teens to become more involved in their communities. Nationally, such organizations as the National Youth Development Center (part of the National Coalition for Youth), National 4-H Program, and the National Youth Leadership Network have established major initiatives to share research findings and programs that stress the extreme importance of focusing on multiple approaches to youth development. These organizations, and others, direct their energies to out-of-school time, which is the focus of the MS in Youth Development Leadership.

Relative to career paths for individuals graduating from this program, there are several directions open to them. Students may seek careers in the non-profit sector (such as the YMCA, YWCA, Boys & Girls Club, and various Scouting organizations), municipal park and recreation departments, city government, street outreach workers, cultural organizations that incorporate youth activities (such as a museum, zoo, or theater) and/or faith-based organizations.

B. IS THERE SUFFICIENT STUDENT DEMAND FOR THE PROGRAM?

1. What is the anticipated student enrollment for this program?

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<tr>
<th>5-YEAR PROJECTED ANNUAL ENROLLMENT</th>
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<td>No.</td>
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2. What is the local, regional and national need for this program?

Currently, there is no Master's degree in Youth Development Leadership in any Arizona public or private institution, and there are no fully comparable programs in the nation, except for a Youth Studies M.Ed. graduate program in the College of Education and Human Development at the University of Minnesota, a M.S. in Family, Youth and Community in the College of Agriculture and Life Sciences at the University of Florida, a M.Ed. in Youth and Family Education in the College of Agriculture Sciences at Penn State University, a M.S. in Education in Youth Development and Agricultural Education at Purdue University, a Great Plains Interactive Distance Education Alliance (GPIDEA) sponsored M.S. or M.A in Youth Development via the internet, and an internet based M.S. in Youth Development Leadership in the College of Health, Education and Human Development at Clemson University. Many of these graduate offerings have a strong 4H youth leadership theme, which explains the Agriculture and Life Sciences sponsorship.

The proposed M.S. in Youth Development Leadership at Arizona State University will be uniquely positioned in the country due to the interdisciplinary nature of course offerings within the university.

The proposed M.S. in Youth Development Leadership is timely. The limited number of degree programs is set within the dramatic growth of youth-serving community agencies nationally and regionally. As youth-serving organizations and agencies grow, the demand for professionally trained graduates will also significantly increase the employment opportunities.

Jobs are widely available locally, regionally, and nationally at the entry-level in a wide range of education, social service, recreation, juvenile justice, public health, and character-building (e.g., Scouting) agencies, organizations, camps, and groups, all of which are involved in work enhancing the positive development in all of today's young people.

3. Beginning with the first year in which degrees will be awarded, what is the anticipated number of degrees that will be awarded each year for the first five years?

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<tr>
<th>PROJECTED DEGREES AWARDED ANNUALLY</th>
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<tr>
<td></td>
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<tr>
<td>No. Degrees</td>
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<tr>
<td>Degrees</td>
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IV. APPROPRIATENESS FOR THE UNIVERSITY

This proposed degree is consistent with ASU’s vision of the New American University that seeks to “provide quality education that is accessible to a broad population,” “create a highly educated workforce,” and “conduct transdisciplinary research for the public good.” The M.S. in Youth Development Leadership would contribute to the mission of Arizona State University by (1) encompassing four interdisciplinary areas of study within the College of Human Services, in combination with our existing graduate school partnership with the College of Public Programs’ School of Community Resources and Development and in collaboration with other academic programs located at the West campus; (2) by offering a program that serves the metropolitan community needs for a skilled and educated human services workforce to address the needs of positive youth development, and (3) by use-inspired research that will identify evidence based best practices for program delivery and public policy in youth development and youth development leadership.

V. EXISTING PROGRAMS AT OTHER CAMPUSES

A. EXISTING PROGRAMS IN ARIZONA

1. Arizona University System

The M.S. in Youth Development Leadership at ASU will be unique among the master’s degree programs offered by the three public universities in Arizona.

2. Other Institutions

The Master’s Degree in Youth Development Leadership at Arizona State University will be unique among the master’s degree programs offered by the private institutions in Arizona.

B. PROGRAMS OFFERED IN OTHER WICHE STATES

The Master’s Degree in Youth Development Leadership at Arizona State University will be unique among the master’s degree programs offered in other WICHE states.

VI. EXPECTED FACULTY AND RESOURCE REQUIREMENTS

A. FACULTY

1. Current Faculty

The Youth Development Leadership program will rely on the support of a Youth Development Leadership Advisory Committee and the Faculty across the School
of Criminology and Criminal Justice and the Departments of Communication Studies, Recreation and Tourism Management, and Social Work.

2. Additional Faculty

In FY09, recruit 1.0 FTE senior-level faculty to assume a leadership role in the Youth Development Leadership graduate program, to begin August, 2010.

In addition, recruit two junior-level faculty members, one in FY10 and one in FY11, who will provide the necessary substantive breadth, active research agenda, and program stability needed as the student demand increases.

3. Current FTE Students and Faculty

In Fall, 2007, the College of Human Services had 41 full time faculty; when Faculty Associates are included, the faculty FTE for the college was more than 55 FTE. In the Fall, 2007, the College had 1,171.3 FTE students (982.4 Undergraduate and 188.9 Graduate).

4. Projected FTE Students and Faculty

<table>
<thead>
<tr>
<th>PROJECTED FTE STUDENTS AND FACULTY</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
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<tbody>
<tr>
<td>Student FTE</td>
<td>10</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Faculty FTE</td>
<td>2.5</td>
<td>3.5</td>
<td>4.5</td>
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The projected student FTE includes SCH generated by those students who enter as graduate students in the YDL program and by those graduate students in allied programs such as communication studies, recreation, and criminal justice who elect one or more YDL courses as part of their own curriculum.

B. LIBRARY

1. Current Relevant Holdings

Current library resources are sufficient to support this program.

2. Additional Acquisitions Needed

Current library resources are sufficient to support this program.

C. PHYSICAL FACILITIES AND EQUIPMENT

1. Existing Physical Facilities
Current classroom and office facilities are adequate to meet the needs of the new program.

2. Additional Facilities Required or Anticipated

Current classroom and office facilities are adequate for the first three years.

D. OTHER SUPPORT

1. Other Support Now Available

The Youth Development Leadership program relies on resources already in existence in the College of Human Services, including a business manager, undergraduate academic advisors, computer support specialists, office specialists, and student workers.

2. Additional Support Needed, Next Three Years

As student enrollment increases, additional staff may be needed.

VII. FINANCING

A. SUPPORTING FUNDS FROM OUTSIDE SOURCES

There is no expectation of external funds to support the development and execution of the graduate program. Instead, start up funds will be contributed by the host department (Recreation and Tourism Management) and by the College of Human Services. There is an expectation, however, that external funds will become available in just a few years as faculty obtain sponsored account funds to support their own research and community outreach activities, including funds for graduate assistants and needed support staff.

B. NEW ACADEMIC DEGREE PROGRAM BUDGET PROJECTIONS FORM

attached

VIII. OTHER RELEVANT INFORMATION

The M.S. in Youth Development Leadership proposed program will have a standing Advisory Committee, consisting of College of Human Services graduate coordinators, and governmental and non-profit agency representatives, to help provide input and on-going evaluation of program performance. This proposal was developed by the first assembly of that Advisory Committee, comprised of the following persons. Faculty biographies are attached as Appendix A.
# YOUTH DEVELOPMENT LEADERSHIP ADVISORY COMMITTEE

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone #</th>
<th>E-mail Address</th>
<th>Office No.</th>
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<tbody>
<tr>
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APPENDIX A

FACULTY BIOGRAPHIES

Cari E. Autry, Assistant Professor of Recreation and Tourism Management
Ph.D., Health and Human Performance, University of Florida

Dr. Autry’s focus in the curriculum in the Department of Recreation and Tourism Management is youth development. This focus also accompanies her research agenda. Her primary research interests include recreation as a means for community development with a focus on at-risk youth and their families including those who are homeless. To guide such research she is interested in the theoretical frameworks of the ecological perspective and social capital. Her research has been presented at state, national and international conferences related to leisure, social capital, and youth development. Dr. Autry has published in refereed journals such as the Leisure Sciences, Therapeutic Recreation Journal, Sociology of Sport Journal, and Leisure/Loisir.

Ching-hua Ho, Assistant Professor of Recreation and Tourism Management
Ph.D., Leisure Studies, Pennsylvania State University

Dr. Ho’s research and teaching is in the area of youth development. Dr. Ho is also involved with the curriculum development of B.S. in Youth Development. Prior to coming to ASU, Dr. Ho was a postdoctoral fellow at Clemson University where she examined health-related behaviors among adolescents, including weight control behaviors, substance use and risky sexual behaviors, and suicidal behaviors. Her primary research interests lie in the arena of leisure and health across the lifespan, with emphasis on youth and older adults. Her research has been presented at national and international conferences related to leisure, recreation, and public health. Dr. Ho has published in refereed journals such as the Journal of Leisure Research, the Journal of Adolescent Health, International Journal of Eating Disorders, and Suicide and Life-Threatening Behavior.

Douglas L. Kelley, Associate Professor of Communication Studies
Ph.D., Communication, University of Arizona

Dr. Kelley's scholarly pursuits are in the areas of interpersonal communication, with a specific focus on issues related to the family, conflict management and counseling. Dr. Kelley speaks to community groups concerning parenting, marriage and other long-term relationships, and the management of conflict. He is also involved with the Neighborhood Ministries in assessing the effectiveness of interventions designed to help at-risk children and youth. His current research focuses on communication in marriage, what constitutes positive family functioning, intimacy, and the nature of interpersonal forgiveness. He serves as advisor for the campus Young Life student club.
Barbara Klimek, Lecturer of Social Work
Ph.D., Economics, Warsaw University

Barbara Klimek received her PhD in economics from Warsaw University, Warsaw, Poland, and her Master of Social Work from Arizona State University. Prior to joining the faculty at Arizona State University, she was an Assistant Professor at Warsaw University where she was engaged in research and teaching in the areas of economics and econometrics. Barbara taught classes in the field of economics, demographics and social and economic policy, supervised master level dissertations, conducted research which allowed design and application of complex scientific econometric tools to problems related to planning and projecting future design and structure of the educational system in Poland. While at Warsaw University, she received the Warsaw University's Rector Award for the best doctoral dissertation and the Polish government's Chief of Main Bureau of Statistics award for second best doctoral dissertation.

Since 2003, Barbara has been on the faculty at the Department of Social Work at the Arizona State University conducting part-time teaching for undergraduate BSW and graduate MSW programs. She has strong organizational, administrative and leadership skills and extensive knowledge of communities and ethnic diversity of the southwest, as well as community based organizations and social services delivery systems in Arizona. For the last 14 years, Barbara has been a designated field instructor for bachelor and master level students from the School of Social Work from ASU, both the Tempe and West campuses.

Dale Larsen, Executive on Loan to ASU at the West campus

Mr. Larsen has worked in the parks and recreation field for 35 years. Prior to Phoenix, Dale worked for the Milwaukee County Parks Commission. He is serving an appointment as an Executive on Loan to ASU. Dale is the past president of the American Academy for Parks and Recreation Administration, past chair of the Commission on Accreditation for Parks and Recreation Agencies and past president of the Arizona Parks and Recreation Association. He is a contributing editor for the Journal of Parks and Recreation Research "Programs that Work," a contributing author for the NRPA textbook "Management of Parks and Recreation Agencies," and contributing author for the newly revised text, "Management of Parks, Recreation and Leisure Services." Dale is a Faculty Associate at Arizona State University teaching courses on Management and Leadership. He is a volunteer for COMFORT, a reading and recreation program for homeless children and River Rampage, an outdoor adventure river rafting program for disabled teens and teens at risk.

Cynthia A. Lietz, Assistant Professor of Social Work
Ph.D., Social Work, Arizona State University

In 1993, Dr. Lietz received her MSW from Jane Addams School of Social Work with a concentration in Child and Family Studies. She worked for 2 years in a child welfare agency providing outpatient counseling for teens and their families. After that, she worked at a residential treatment facility for children for 8 years providing a variety of services including inpatient individual counseling, family therapy, group therapy and more recently, providing clinical supervision to the staff of counselors. She also had a private counseling practice for 2
years. Currently, Dr. Lietz is an Assistant Professor at ASU. She teaches practice and research courses in both the BSW and MSW programs. Her research focus is strengths based practice in social work and understanding how risk and resilience factors affect juvenile and young adults.

Henry Montano, Lecturer of Social Work  
M.S.W., Social Work, University of California, Los Angeles

Through out his Social Work career, the primary goal has always been to provide the best possible service that is backed by knowledge, experience and expertise. His knowledge comes from a strong foundation in theory and the application of these constructs. With twenty seven years of Social work practice, he has focused his career on service delivery to families and children with a strong emphasis on Hispanic and underserved populations. This emphasis has evolved to include the Native Americans that surround the Phoenix area. From the many experiences, Professor Montano feels that his chief accomplishment has been to educate students in the area of clinical practice and advocacy and to emphasize the importance of professional development in Social Work.

Nancy Rodriguez, Associate Professor of Criminology & Criminal Justice  
Ph.D., Political Science, Washington State University

Nancy Rodriguez is an Associate Professor in the School of Criminology and Criminal Justice at Arizona State University. She received her Ph.D. in Political Science from Washington State University in 1998. Her research interests include sentencing policies, juvenile court processes, and substance abuse. She also conducts research in the area of restorative justice. Her research has included program evaluations of drug courts, restorative justice programs, and three strikes laws. She has also conducted studies on the role of race/ethnicity and gender in juvenile court processes. She is currently working on a statewide analysis of race/ethnicity and gender in Arizona’s juvenile court system. Dr. Rodriguez has received several grants from the Bureau of Justice Statistics, the National Institute of Justice, and the Robert Wood Johnson Foundation. Her recent work has appeared in Crime & Delinquency, Justice Quarterly, and Criminology & Public Policy.
Arizona State University's West campus
Curriculum Action Form

College of Human Services  M. S. in Youth Development  Fall 2008
Unit  Leadership  Program  Effective (Semester, Year)

Brief Summary of Proposal: (Attach the proposal.)
This is a request for implementation of a unique academic graduate program for a Master of Science degree in Youth Development Leadership.

Wendy Hultsman, Chair, Recreation and Tourism Management

Department Chair, Program Director (Signature)  (Date Approved)
Vince Waldron, Chair, College Curriculum Committee

College Curriculum Committee, Chair (Signature)  (Date Approved)
John Hopburn, Dean, College of Human Services

Dean (Signature)  (Date Forwarded)

Actions

Graduate Council, Chair ** (Signature and Date)  Approved  Denied *

Senate Curriculum & Programs Committee, Chair (Signature and Date)  Recommend approval  Do not recommend approval *

Vice Provost for Academic Affairs  (Signature and Date)  Recommend approval  Do not recommend approval *

Provost, West campus  (Signature and Date)  Approved  Denied *

* Indicates a memo detailing reasons for action should be attached.
** Signature only required if appropriate.