



# Applied Baccalaureate Degree Program Bachelor of Applied Behavioral Science - Youth Development

## Program Proposal

### Forms C and D



## NEW DEGREE PROGRAM PROPOSAL

### Introduction

In today's world, youth development consists of a broader range of programs and opportunities than simply problem-based interventions. Thoughtful education, recreation, arts, media, and science programs provide opportunities for youth to develop assets that can prevent youth-related problems. In the executive summary of the After School and Youth Development State Plan (2013), policy makers assert that such intentional programming will "encourage the development of 21st century skills that lead to career and college readiness" for our youth (p. 2).

The Bachelor of Applied Behavioral Science - Youth Development at Highline Community College addresses this broader focus for youth development. This degree builds on the AAS in Human Services, a generalist degree that prepares human services professionals to assist individuals, families, and communities. The Bachelor of Applied Behavioral Science - Youth Development is designed for those individuals who have chosen, based on completed coursework, internships, employment, and student, faculty, and professional interactions, to apply what they have learned toward assisting youth in becoming successful adults. The BAS also provides a relevant advanced degree option for students who have completed the AAS degree in Chemical Dependency Professional and are currently employed as drug and alcohol counselors in treatment programs that specialize in substance abuse counseling and services for youth.

This Bachelor of Applied Behavioral Science - Youth Development reflects the increased professionalization of the youth services field and enhanced program standards in a growing industry. A bachelor's degree is rapidly becoming preferred for initial employment and/or advancement within agencies. The proposed degree program will enhance our college's existing relationships with industry partners by preparing interns and future employees who will bring extensive knowledge of youth development theory and practice to their organizations.

As indicated in parts A & B of the proposal, job demand in youth development services exceeds the number of qualified employees. Students who complete their Bachelor of Applied Behavioral Science - Youth Development upgrade their opportunities to move from entry level positions in social service to middle wage positions that require specific skills and greater responsibilities. As defined by the National Employment Law Project, middle-range jobs were formerly linked with mid-skills, but this perspective has evolved with automation and offshoring. The current view of mid-range salary positions by the Bureau of Labor Statistics is that these jobs require higher levels of education. (According to the U.S. census report the **median wage in the US per person for 2012 was \$26,695.**)

Students making the decision to enter the Bachelor of Applied Behavioral Science - Youth Development would be well aware of their salary potential. According to Indeed.com, as of January 20, 2014, there were 18 job openings for the category titled Youth Worker in the Seattle area. These jobs pay an average of \$40,000 salary, noted as 65% higher than salary for all jobs posted nationwide. All posted youth worker jobs included comprehensive benefit packages. Moving from entry positions in social and human services, they will be able to increase their earnings by \$10,000 or more and enjoy excellent benefit packages.

Currently, there is no program that offers this focus and degree in Washington State. Such expertise is needed for positions in our region, not only for programs that are focused on asset-based interventions, but for programs that address youth problems, problems that go hand-in-hand with social issues. Poverty is increasing dramatically in suburban areas, and resources and services are not keeping up. Alan Berube, a senior fellow and deputy director at the Brookings Institute, points to South King County as a prime example of this in his new book *Confronting Poverty in Suburban America*. Services for youth development will need to be increased as our region addresses the costly consequences of cyclical poverty.

These circumstances provide graduates of the Bachelor of Applied Behavioral Science - Youth Development with the opportunity to play a role in responding to this need. The field is transitioning from a traditional model of risk reduction to a more positive and strength-based model. This approach would tap into the resilience of these youth and provide them with the opportunities that all young people should have. This approach is in contrast to older youth development approaches that are deficit-based and focus on “fixing” youth. Graduates in this field support the competencies, values and civic infrastructure that will be critical for the next generation to enter the workforce well prepared for all professions. More than ever, they work in partnership with the K-12 system, law enforcement, community and faith-based organizations and others to ensure an inclusive, positive approach to youth development. Essentially, professionals in youth development are supporting the future economic stability of our nation.

## **Criteria 1: Curriculum Demonstrates Baccalaureate Level Rigor**

### ***1.1 Program Learning Outcomes and Assessment***

The Bachelor of Applied Behavioral Science - Youth Development is designed to fully equip developing professionals to identify, assess, and treat, with evidence-based interventions, youth at risk, and to ensure that all youth receive the opportunities and supportive environments they need to successfully transition to adulthood. Graduates of the Bachelor of Applied Behavioral Science - Youth Development will be able to

- Apply youth development theoretical perspectives to current real-world issues, problems and circumstances;
- Apply current and tested practices, with the full consideration of individual differences and environmental context and with an understanding of the history of youth development theories and practices;
- Design and deliver thoughtful and intentional youth programs that fully consider all dimensions of diversity and build on the strengths of that diversity;
- Effectively and accurately apply a range of practical research skills necessary for the continuous improvement of services, program evaluation and accountability, and the competent meeting of individual, family, and community needs.
- Demonstrate the leadership, group, and collaborative skills necessary for successful intra and inter-agency cooperation, community partnerships, and supportive youth/adult relationships.

The assessment of the Bachelor of Applied Behavioral Science - Youth Development will use the same assessment process as other Highline Community College degrees. At HCC, responsibility for assessment of student learning resides squarely with the faculty. This approach

allows faculty to focus on student learning outcomes for a specific course or program that are specifically meaningful to them, using assessments derived from their disciplines and pedagogy. The assessment process is supported and facilitated by the Standards, Outcomes and Competencies Committee (SOCC), a standing faculty committee comprised of divisional representatives and library faculty, with *ex officio* representation from instructional deans and the institutional researcher.

The college's assessment processes, guided by SOCC, facilitate a cycle of continuous improvement. Annual reports on assessment activities are submitted by academic department coordinators at the end of every academic year to the vice president for academic affairs, who reviews them before forwarding them to SOCC. The reports follow a structured, consistent format determined by the vice president. Using a common rubric, SOCC members review and evaluate the departmental reports prior to fall quarter. The evaluations are then sent to the vice president and the academic division chairs, as well as the department coordinators early in fall quarter. Departments meet with members of SOCC to review the evaluations and discuss possible improvements to their assessment activities, as well as planning for the current year's assessments. Follow-up contact between SOCC members and departments is available during winter and spring quarters as departments maintain momentum on their assessment activities.

In 2002, Highline Community College adopted a set of college-wide student learning outcomes (CWOs) that represent an integrated set of foundational knowledge, skills, and attitudes that prepare each learner for future academic and career success. These basic competencies create a foundation for a lifetime of self-directed learning, effective communication, and responsible citizenship. Our college outcomes reflect the 21<sup>st</sup> century competencies, which as the Partnership for 21<sup>st</sup> Century Skills (2008) asserts, are a crucial outcome of positive youth development. Highline's CWOs are:

*Think Critically*

The ability to identify and summarize assumptions, issues, and salient arguments, as well as to draw logically valid conclusions from statements, images, data, and other forms of evidence relevant to discipline- or occupation-specific content, and to assess the implications and consequences of conclusions.

*Reason Quantitatively*

The ability to comprehend, analyze, estimate, use, and evaluate quantitative information arising in a variety of situations and involving a combination of words, data sets, graphs, diagrams, and symbols.

*Communicate Effectively*

The ability to read, write, listen, speak and use visual and other nonverbal means of communication with clarity and purpose while being mindful of audience characteristics; to express original thought, to take a position and defend it using solid evidence and sound reasoning; and to recognize and consider the perspectives and contributions of others.

*Demonstrate Civic Responsibility in Diverse and Multifaceted Environments*

The ability to understand and interact productively and ethically with others in diverse local, national, and global communities with an informed awareness of contemporary issues, their historical contexts, and their personal relevance.

### *Develop Information and Visual Literacy*

The ability to assess the information requirements of complex projects, to identify potential textual, visual and electronic resources, to obtain the needed information, to interpret, evaluate, synthesize, organize, and use that information, regardless of format, while adhering strictly to the legal and ethical guidelines governing information access in today's society.

Highline's college-wide outcomes are directly linked to course level student learning outcomes across the curriculum, including courses specific to the Bachelor of Applied Behavioral Science - Youth Development. Further, program-level outcomes are mapped to both course-level and college-wide outcomes. Continuous assessment of student learning at the course or program level ensures that the CWOs are also assessed regularly, providing the college with data for continuous improvement in all areas.

### ***1.2 Program Evaluation Criteria and Process***

Highline has an established process for reviewing AAS degrees that assures comprehensive examination, allows focus on pertinent areas, and requires timely action on recommendations. That process informs the foundation for the institution of regular review of BAS degree programs. A BAS program review will be scheduled every 3 to 5 years. The program review committee includes faculty representation from the department, division, and at large, industry representation from an Advisory Committee member who provides liaison with the committee, and the Dean for Instruction for Professional Technical Education. The process includes collaboration with the Institutional Researcher. Unique to BAS degree review is the role of an external reviewer. The external reviewer is an impartial professional with skills in facilitation and assessment. The committee determines the focus points of the review process which typically include but are not limited to examination of the following information:

- Mapping of degree/program outcomes, college wide outcomes, curriculum and course alignment, and student learning outcomes
- BAS related industry relationships, meeting regularity, program contributions
- Student enrollment, retention and completion
- Surveys and/or focus groups of students determining satisfaction with feedback/recommendations
- Surveys and/or focus groups of BAS alumni determining satisfaction and feedback/recommendations
- Report of student work-based learning/internships, submitted by the student, employer and internship coordinator
- Data tracking employment in the industry post BAS graduation
- Employer satisfaction and feedback regarding graduate preparation, advancement opportunities, wage progression
- Opportunities for pathways to related master's degrees and actual student access

The process includes quantitative data collection, employer-industry, faculty, and student interviews, and student and alumni focus groups. The external reviewer conducts student and alumni focus groups and compiles the findings for the review committee.

The program review committee completes a self-study that includes relevant quantitative and qualitative data, recommendations and a time line for implementation. The external reviewer

analyses the self-study and meets with the review team for final suggestions prior to report submission to the Vice President for Academic Affairs.

The program review self-study is submitted to the Vice President for Academic Affairs. The VP for Academic Affairs presents the review to the Executive Staff (President and Vice Presidents). The Executive Staff reviews the report, provides feedback and suggestions to be considered to the review team and Advisory Committee, and assists in identifying resources for implementation. Follow-up reporting progress of the implementation of recommendations continues as this is a recursive process assuring continuous quality improvement. The subsequent review cycle requires the program to begin by documenting actions taken in response to recommendations, if any, from the prior cycle.

***Course preparation needed by students transferring with a technical associate degree***

Students entering the program from Highline Community College should have successfully completed an AAS in Human Services or Chemical Dependency Professional. These entering students will have completed all or most of the core AAS courses and the general education electives listed below.

Students entering from other state community colleges should also have successfully completed an AAS in Human Services or Chemical Dependency Professional. Since the curricula across colleges is similar, these entering students are very likely to have completed most of these requirements as well. Any requirements lacking can be completed concurrently with the BAS. To streamline this process, articulations agreements will be established.

Students with related AAS degrees—e. g. Criminal Justice and Education—will be considered on an individual basis. If accepted, these students will complete required AAS courses concurrently with the BAS.

***1.3 General Education Components for the BAS Degree***

In addition to the core courses that focus on youth development, the degree includes general education requirements that stress effective writing and speaking, cultural competence, leadership, interagency collaboration, and practical research methods and skills that enhance one’s ability to continuously improve services and programs. Because a lab science course is required for the bachelor’s degree, students will take Global Environmental Issues, a course that enhances students’ understanding of the impacts of air, water and food access, climate change, and other environmental factors on global populations, specifically vulnerable populations. Students will learn how supporting sustainable practices can mitigate impacts and they will also learn ways to involve youth in civic engagement in order to contribute to deeper understanding and improved policies and practices.

***Table 1*** General Education Requirements | 60 Credits

<b>Distribution Area</b>	<b>Required Credits</b>	<b>YD BAS Gen. Ed. Requirements</b>	<b>Credits</b>
Communication Skills	10 credits	ENGL& 101 English	10 credits

		Composition ENGL 205 Persuasive Writing	
Quantitative/Symbolic Reasoning Skills	5 credits	MATH 346 Statistics: Learning From Data	5 credits
Humanities	10 credits	PHIL 346 Professional Ethics  COMST 330 Organizational Behavior and Communication	10 credits
Social Sciences	10 credits	PSYCH 100.  PSYCH 320 Social Psychology	10 credits
Natural Sciences	10 credits	ENV 301 Global Environmental Issues (lab)  Select from BIO 100, 160, 175, 241.	10 credits
Additional General Education	15	CMST 320 Presentation Skills  SOC 340 Research to Practice and Program Evaluation  POLS 360 Government and Youth Policy	15 credits
TOTAL	60 credits		

***1.5 Coursework for the BAS degree***



The BAS degree is designed to qualify youth development professionals to advance, in their roles and responsibilities, to positions beyond direct client services. These roles and responsibilities may include program management, supervision, program and curriculum design and development, program evaluation, and community planning and development. Furthermore, the degree will assist any youth professionals in developing the increasingly complex skills now necessary for success in most youth-serving agencies.

To accomplish this, the courses provide a solid, comprehensive and tested theoretical base with an emphasis on the effective applications of theories, models, and principles to address problems faced by communities and employers. The degree program also prepares students in the development of an integrative approach that fully considers individual variables and environmental context, along with constantly changing social conditions.

While the Human Services AAS is structured along the lines of a more traditional program that emphasizes generalist practices, the youth development coursework within the AAS in Human Services, H SER 223 Principles of Youth Development as well as the foundation for this course provided by H SER 221 Adolescent Development, consists *entirely* of a comprehensive introduction to the field of youth development as it exists today, along with the language that communicates this research and the resulting practices. The BAS is specifically designed to build on and advance this view. The addition of H SER 421 Youth at Risk – Prevention and Intervention acknowledges the fact that the potential of some youth is limited by personal and environmental challenges they face or have faced in their lives. The course will have a broad “risk and resilience” focus that will complement the youth development model.

The long-established youth-related coursework in the AAS and the Bachelor of Applied Behavioral Science - Youth Development deviate completely from traditional views of youth work and instead focuses on the youth–adult relationships required to *guide and support* youth-designed and youth-led programs and activities. There is an emphasis on youth and adults as partners in solving youth related problems and creating environments and opportunities in which all youth can be meaningfully engaged and prepared to become successful adults.

Table 2 Bachelor of Applied Behavioral Science - Youth Development

<b>AAS CORE (100-200)</b>	
H SER 101 Introduction to Human Services	5
H SER 103 Case Management	5
H SER 110 Interviewing and Counseling	5
H SER 120 Group Process	5
H SER 221 Adolescent Development	5
H SER 223 Principles of Youth Empowerment	5
H SER 251 Family Violence	5
H SER 260 Culturally Competent Practices	5
<b>AAS GENERAL EDUCATION REQUIREMENTS (100-200)</b>	
ENGL 101 English	5
PSYCH 100 Introduction to Psychology	5
<b>Subtotal (AAS Requirements)</b>	<b>50</b>

<b>BAS CORE (300-400)</b>	
H SER 401 Theoretical Foundations of Youth Development	5
H SER 421 Contemporary Youth Issues	5
H SER 423 Positive Youth Development Program Design and Implementation	5
H SER 430 Program Management, Supervision, and Leadership	5
H SER 435 Community Youth Development, Systems, and Inter-Agency Collaboration	5
H SER 440 Global Youth Issues & Perspectives	5
H SER 443 Advanced Practicum I	4
H SER 445 Advanced Practicum II	4
H SER 446 Final Capstone	2
<b>BAS GENERAL EDUCATION REQUIREMENTS (100-400)</b>	
BIO 100 Survey of Biology (or BIO 160, 175, 241)	5
ENGL 205 Persuasive Writing	5
ENV 301 Global Environmental Issues	5
COMST 320 Presentation Skills	5
COMST 330 Organizational Behavior and Communication	5
PSYCH 330 Social Psychology	5
SOC 340 Research to Practice and Program Evaluation	5
MATH 346 Statistics: Learning from Data	5
PHIL 346 Professional Ethics	5
POLS 360 Government and Youth Policy	5
<b>Subtotal (BAS Requirements)</b>	<b>90</b>
<b>ELECTIVES 100-200</b>	
Additional Electives	40
<b>Total BAS</b>	<b>180</b>

Both full time and part time students will be served. Table 3 lays out a typical two-year schedule for full time students.

**Table 3. Two Year Schedule for Full Time BAS Students**

**Year 3**

Fall	Winter	Spring	Summer
H SER 401	H SER 421	H SER 423	<i>H SER 410</i>
ENGL 205	PSYCH 330	ENV 301	<i>MATH 346</i>
BIO 100	COMST 320	COMST 330	

**Year 4**

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>
H SER 435	H SER 440	POL 360	
PHIL 346	H SER 430	SOC 340	
MATH 346	HSER 443	H SER 445	
		H SER 446	

Students will be able to begin at any quarter. It is also possible for them to skip a quarter and re-enter the program. Because H SER 401 is a foundational course, and it is recommended that it be completed as early as possible, H SER 401 will be available in the fall and during summer quarter for those who missed the fall offering. It is recommended that MATH 346 be completed prior to SOC 340. Similarly, a second section of MATH 346 will be offered once the program is running in its full yearly cycle.

For part time students, Table 4 lays out a typical schedule for a student completing 10 credits a quarter. As stated above, the summer sessions of H SER 401 and MATH 346 are added sections of the only two courses that we recommend students complete early.

Because we are allowing BAS students to start any quarter, our BAS courses are designed to stand alone and be taken in any order. This allows students to participate full time or part time and to skip a quarter when needed. While we recognize that strong student cohorts help improve retention/completion, we want maximum flexibility for working students and expect that soft cohorts will form around shared core/general education classes and group research activities. The BAS Director will be facilitating the development of program long class plans and will provide intrusive advising so students take exactly what they need to graduate on time.

**Table 4. Three Year Schedule for Part Time Completion**

**Year 3**

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>
H SER 401	H SER 421	H SER 423	<i>H SER 401</i>
ENGL 205	PSYCH 330	ENV 301	<i>MATH 346</i>

**Year 4**

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>
H SER 435	H SER 440	POL 360	
PHIL 346	H SER 430	MATH 346	

**Year 5**

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>
BIO 100	COMST 320	COMST 320	
SOC 340	H SER 443	H SER 445	
		H SER 446	

The part-time students would take approximately three quarters longer to complete the program.

**Criteria 2: Qualified faculty.**

Because the Bachelor of Applied Behavioral Science - Youth Development is built upon the college's longstanding associate-degree program in Human Services, the program will build on faculty expertise and energy that already exist within the department. By design, the new upper-division courses and the existing lower-division assignments will be shared among the department members, both part- and full-time. In this way, the program will align its teaching assignments with particular areas of faculty strength and maintain full integration of upper- and lower-division studies.

**Table 5. PROGRAM CORE FACULTY**

<b>Lead Faculty</b>	<b>Credentials</b>	<b>Courses Qualified</b>
Dan Drischel	M.Ed. University of Cincinnati  BA Psychology, University of Cincinnati.	H SER 401, H SER 421, H SER 423, H SER 430, H SER 435, H SER 465, H SER 340, H SER 440, H SER 441.
Josh Magallanes	M.A. Education-Community Counseling, Seattle University  B.S. Exercise Science, minor in chemistry, Northern Arizona University  Licensed Mental Health Counselor Associate (LMHCA)	H SER 260, H SER 101
Ken Pimpleton	MSW and minor in Public Administration, Eastern Washington University  Bachelor of Liberal Arts Degree in Radio, Television, and Film Production, Northeast Louisiana University.  Certified Washington State Chemical Dependency Professional / CDP	Adjunct Chemical Dependency Professional Faculty
Trish Ferreira	B.S. Degree from Tulane University in 1998, double major in Psychology and Sociology  M.S.W. Degree from Tulane University in 2000  Certified Washington State Chemical Dependency Professional / CDP	Adjunct Chemical Dependency Professional Faculty

Michael Walsh	B.S Therapeutic Recreation, City University, New York  M.Ed. School Guidance Counseling  Certified Washington State Guidance Counselor	H SER 103, H SER 110, H SER 120,
Program Manager / Faculty (To be hired by Winter 2014)		H SER 101, H SER 221, H SER 223 H SER 251 and other Human Services and Chemical Dependency Professional AAS courses.

The personnel plan anticipates a two-member core staff — one full-time faculty member, plus a full-time program manager with academic credentials. Specialized coursework will be offered on an occasional basis by adjunct instructors drawn largely from local service providers. In light of the BAS program’s modest cohort size, the resulting 2.5 to 3.0 full-time equivalent (FTEF) staff is sufficient to maintain a student-to-faculty ratio of no more than 20-to-1 in didactic courses. The particular distribution of faculty duties can be summarized as follows:

- Lead faculty (1.0 FTEF, full-time):* Highline’s lead instructor in human services is tenured and currently holds the position of coordinator of the Human Services Department. He earned an undergraduate degree from The University of Cincinnati and a M.Ed. from The University of Cincinnati, along with a Certificate in the Supervision of Instruction in K-12 Special Education. He has over thirty years of professional experience and twenty years of college-level teaching, ten of it at Highline. This experience includes fifteen years of staff development and consultation for Washington State Division of Social and Health Services staff in the areas of developmental disability, workplace diversity, and continuous quality improvement, by means of a DSHS/Washington State Community College partnership. He has worked as a credentialed K-12 Special Educator, which included the development and supervision of a university-affiliated summer program that served as a clinical site for student teachers and as an enrichment program for the local school district children and youth. Over a ten-year period at Highline, he has taught a core youth development course, H SER 223 Principles of Youth Empowerment, and H SER 221 Adolescent Development. He also developed the current Youth Development Specialist Certificate. Over the same 10-year period, worked with multiple local youth- serving agencies to develop and supervise youth development internships. He will develop and teach the bulk of the upper-division BAS offerings, with much of his former load reassigned to other full- and part-time department members.

*Program manager (new position, 1.0 FTEF, full-time):* We will be searching for an individual whose coursework, experiences, and interests result in his/her ability to contribute significantly to the curriculum, instruction, and outreach in relation to the Bachelor of Applied Behavioral Science - Youth Development. To complement the program's lead instructor, the college has determined that one additional full-time staff appointment is required to support the BAS option. Because the BAS start-up will require significant advising, curriculum work, and internship development, the department requested a twelve-month mid-level administrative position, with a 0.5 FTE teaching assignment, for that new role. The position's year-round appointment schedule and reduced instructional load will better address the program's administrative demands than a full-time, nine-month faculty appointment would.

*Adjunct faculty (0.75 to 1.0 FTEF):* Adjunct instructors will offer additional, specialized courses. The department is fortunate to have a stable, highly-qualified pool of regular part-time instructors who are willing to share their particular areas of expertise. In addition, in fall 2013 the college approved and filled a renewable one-year faculty position that is assigned one-third time (0.33 FTE) to the Human Services Department and two-thirds time (0.67 FTE) to the Counseling Center.

The college opened a search for the program manager appointment in late-summer 2013, with an expected hire date of fall 2014. The department is seeking an administrator who is fully credentialed to teach in the program at both the lower- and upper-division levels. Minimum requirements are a master's in social work or mental health counseling, five years of social work or counseling experience with adolescents and/or young adults, demonstrated ability to facilitate and assess student learning in all formats and assist in curriculum development, and significant knowledge of and experience with diverse populations.

With the goal of attracting a highly qualified and diverse applicant pool, the Vice President for Academic Affairs has asked the department to work with the Human Resources Office to develop and submit a comprehensive recruitment plan. To its advantage, Highline was named one of the *Chronicle of Higher Education's* Best Colleges to Work For in 2013.

In addition to the core faculty within the department, the BAS program will engage instructors from Highline's liberal arts divisions to teach upper-division general-education and support courses. In most cases, these 300- and 400-level offerings will be taught by tenured faculty who have been reassigned to develop and teach the new coursework, with adjunct instructors serving as replacement faculty at the lower-division level.

<b>Table 6. GENERAL EDUCATION FACULTY</b>		
<b>Name</b>	<b>Credentials</b>	<b>Courses</b>
Glen Avantaggio	BA, University of Maine; PhD, University of Hawaii	PHIL 346
Woody Moses	BA, Vassar College; MS, Oregon State University	ENV 301
Craig Hurd-McKenney	BA, Texas A&M University; MA, Southern Methodist University; PhD, Texas Tech University	ENGL 205
Vickie Ropp	BA, California State University, Long Beach;	CMST 330

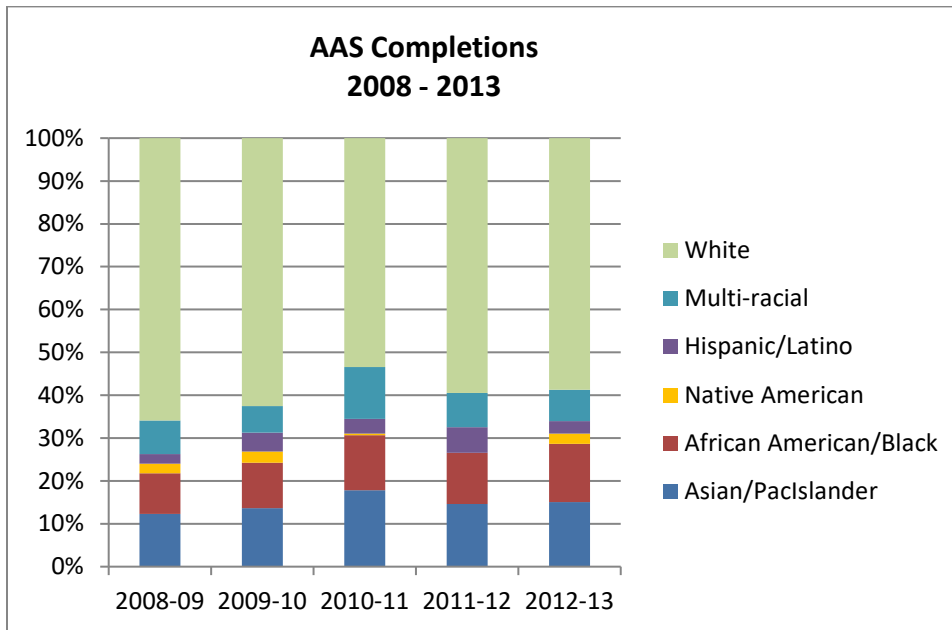
	MEd, University of Alaska; PhD, University of Washington	
Michele Manber	MA, San Francisco State University; PhD, University of Washington	PSYCH 320
Darryl Brice	BA, Frostburg State University; MA and PhD, Loyola University.	SOC 340
T.M. Sell	AA Highline Community College BA Western Washington University, Journalism MPA The Evergreen State College, public administration Ph.D. University of Washington, political science	POLS 360

Highline is fortunate to have 35 doctorate-prepared faculty among its tenured ranks. They will be given preference for upper-division assignments. In no case will upper-division courses be taught by anyone with less than master's-level credentials.

**Criteria 3: Selective admissions process, if used for the program, consistent with an open door institution.**

HCC is committed to open-door general admission, a policy that provides increased access to higher education for those that have been disenfranchised. HCC is the most diverse institution of higher education in Washington State; 70.1% of our student body is comprised of students of color. Almost all our students are first-generation and we serve a community that is economically challenged. As Figure 1 shows, the diversity of students who have completed Associate of Applied Sciences degrees at Highline over the past five years has risen steadily from 35% students of color to 41% students of color.

**Figure 1. AAS Completions at Highline Community College**



The current human service program has many students who are receiving assistance from programs that serve low income and diverse students, such as TANF, The Washington State Opportunity Grant, and Worker Retraining. The Bachelor of Applied Behavioral Science - Youth Development should continue to reflect the diversity that exists in the current AAS programs that will feed into it, as Table 5 indicates.

**Table 7. Ethnicity of Students in Human Services and Chemical Dependency AAS Programs**

	Asian/Pacific Islander	African American/Black	Hispanic/Latino	Native American	Multi-racial	White
Human Services & Chemical Dependency	6%	32%	5%	2%	9%	46%

Anecdotal information from students in these programs reveals that many of them have had personal experiences or faced circumstances -- economic struggles, youth-related problems, immigration, and the impact of socio-political forces -- that have sensitized them to these issues, and in turn lead them to choose human services as a profession.

The human services and chemical dependency programs at Highline continue to strengthen relationships with community agencies that specialize in services for ethnically diverse populations: Sea Mar Community Health Centers, Consejo Counseling, Refugee Women’s Network, and others. Agencies that specialize in serving specific ethnic communities, as well as most human services agencies in general, have recognized the importance of recruiting staff who reflect their local communities and may be able to speak key multiple languages. In the field of human services, speaking multiple languages is a valued asset. The program actively recruits HCC ESL students who are transitioning into the college’s academic programs through collaboration with the ESL department and the attending of advising sessions designed for this



group of students.

The Bachelor of Applied Behavioral Science - Youth Development will provide these students with the opportunity to continue their education in an institution that has already served them well. Because they provide a pathway for students who have received associate degrees in professional technical fields, BAS programs increase access for historically marginalized populations, which include women, people of color, first-generation students and those with limited financial resources. The BAS degree should also reflect the diversity that already exists at two urban campuses (TCC and SCCC) from which it will also recruit, as well as the general diversity that exists in HCC's surrounding communities.

### *Admissions*

Our plans anticipate modestly-sized cohorts. We will employ a selective admissions process. Our admissions department will coordinate the admissions processes required for entry into the BAS program. Highline will use minimal admissions criteria, using criteria that ensure students are prepared for upper-division coursework. This reflects our continued commitment to both student access and success.

At HCC we do not require pre enrollment background checks. Our admissions applications do have a warning for students stating that intern sites and employers may require background checks for intern placement and/or employment. We encourage students to get a background check done early in their program whenever there is a concern. Some background issues of concern can be mitigated though this could take several months, so early notice is critical.

For the Bachelor of Applied Behavioral Science - Youth Development, the admissions criteria include:

- a. General admission to HCC, which means that students are at least 18 years of age or have completed high school.
- b. Paid admission application fees
- c. Complete application to the Bachelor of Applied Behavioral Science - Youth Development program
- d. Completion of an AAS degree in Human Services or related area from a regionally accredited institution.

Related fields will be considered and the equivalency determined by the program coordinator. While most applicants will likely possess one of the degrees listed, we could see over time a broader array of applicants representing fields to include recreation, the arts, athletics, and the education of children and youth. Students may be notified that they may have additional graduation requirements if these are not present in the identified AAS core. With program coordinator permission, students may concurrently complete these requirements with BAS coursework.

Offers of admission will be made to up to 24 eligible candidates per year who have submitted a complete application by the deadline. To be considered complete, all requirements must be met on or before the deadline. Our initial plan is to admit qualified candidates from each pool on a first-come, first-served basis. We expect a minimum admissions yield of 75%, with at least 18

of 24 candidates accepting our offers of admission (see Attachment C) in each cycle. To ensure that we meet that minimum, we will also maintain a waiting list of eligible candidates.

However, if enrollment demand exceeds two cohorts per school year, we will use the following admission prioritization rubric:

<b>Program</b>	<b>Frist Priority</b>	<b>Second Priority</b>	<b>Third Priority</b>	<b>Fourth Priority</b>
Youth Development	Directly related AAS from regionally accredited college  Administration of Justice Criminal Justice Human Services Early Childhood Ed Para Education	Closely related AAS degrees from regionally accredited college  Social Services Education Community Health	Any AA or AAS degrees from regionally accredited college with program related work experience	No degree with at least 90 credits 100+ level 2.0 min GPA from a regionally accredited college and program related work experience

Note: Applicants from each subsequent category will be chosen for acceptance via random selection until the program is full.

In this way, we can serve our place bound students while offering the pathway to others in the region. This plan will allow us to control the number of students we serve at any given time and keep track of potential enrollees should others drop out because of normal attrition. In order to make a truly sound decision, multiple variables will need to be considered. They will include academic qualifications, the quality of the application materials, whether or not their associate degree is from HCC or an institution with whom we have an articulation agreement, and the relevance of their previous degree and experience.

**Criteria 4: Appropriate student services plan.**

Conceptually, our student services plan is shaped around an institutional commitment to integrate our BAS programming fully into our existing governance structures, services, and academic department roles. We anticipate that, at capacity, we will offer a total of four modestly-sized BAS degree programs. A full time BAS admissions advisor will provide start up services for all 4 of HCC’s BAS programs. The BAS admissions advisor will facilitate the application process, deliver acceptance notices and facilitate initial enrollment.

In addition to this director, at full capacity the college will fund two additional full-time positions in Student Services — one in Admissions and Records and a second in Financial Aid — order to provide support in those areas for BAS students.

Normal Student Services hours are 8:00 am to 7:00 PM. Additionally the full time BAS Admissions advisor and the full time BAS director have flexible hours and can be available to prospective and/ or current BAS students at other times. As part of the network of coordinated

services that the director will facilitate for BAS students, the college has enlisted help from a variety of campus resources to support BAS student success.

- *Academic Advising*

Advising availability and accuracy are critical to BAS student success:

- During the academic year, there will be information sessions for prospective BAS students. These faculty-led sessions will cover the admissions requirements for each BAS program, application deadlines, learning format, funding sources, and other pertinent program information.
- Drawing from what has proven to be a successful strategy with our two-year professional-technical programs, BAS students will be assigned a faculty advisor in the BAS program. Faculty advisors in the professional-technical departments review and approve initial applications for graduation. With a faculty advisor, BAS students will consistently receive the most complete, accurate and current information not only on graduation requirements, but also on industry trends and connections. Further, this faculty-driven advising model leverages classroom relationships between students and their instructors, providing yet another avenue for engagement and retention.
- Our BAS students will also have the seamless support made possible by the Educational Planning and Advising Center (EPAC). While faculty will handle in-program student advising, EPAC will work closely with the instructional department in order to offer advising to students when faculty are away from campus as well as support students who are seeking admission into the program.

- *Internship support*

BAS students will gain valuable work experience through our internship program. Students will meet with the internship coordinator to review the requirements and process. Students will employ their networking skills and participate in securing the internship, with the coordinator providing the framework for the experience and support for the student and his/her site supervisor. In cooperation with the site supervisor, students will develop learning objectives. These will be approved by the coordinator, monitored throughout the quarter, and evaluated by the internship team. Finally, department faculty will make a minimum of one site visit each quarter and meet with the student and the site supervisor

- *Career Advising*

Highline is prepared to serve BAS students with resources and guidance to support their transition:

- Our Transfer Center will identify appropriate resources for BAS candidates whose intentions are to continue further on their academic path, including bridges to Masters level programs. This center will provide GRE preparation workshops and specific help in choosing graduate programs and assembling application materials.
- Highline's BAS faculty will develop articulation agreements with specific graduate programs and communicate the information to the Transfer Center. As with all of our transfers, the faculty advisors will guide the students in what classes they need to focus on for their chosen career path.

- To successfully assist program graduates with placement, our counseling center is acquiring resources about placement opportunities relevant to these new career pathways. These resources will be available in individual sessions and in curriculum for career exploration courses.

BAS students tend to be older students with more challenges and needs than traditional student populations. Along with the general services for BAS support, we will provide care for students in the BAS program who are struggling and for special populations that might need additional attention. Toward this end, the BAS director will meet one-on-one with students who need special consideration. If needed, he will set follow-up appointments with faculty, counseling, access services and/or veteran's services. Along with our director's response to students in need, we have designated several services to address retention and success for our BAS cohorts:

- *Academic Early Alert*

Our program design emphasizes close contact between the students and their lead instructors, who will act as the students' academic advisors. The full time BAS director will be in weekly contact with all BAS faculty to monitor student progress. The BAS director will contact any student identified by faculty as a concern within 24 hours. In the third week of the first quarter, a grade check will go to each student and primary faculty advisor. Students who have earned below a 2.5 in any of their core classes will be required to meet with their advisor. An appropriate plan for additional support will be developed between student and advisor. In addition, regardless of their GPA, all students will also be required to meet with their advisor at the end of their first quarter, as well as at their 45-credit threshold, to assess their progress.

- *Academic Support Center*

The HCC tutoring center will assist BAS students in both general education courses and core courses through a variety of tutoring techniques, addressing individual needs in a constructive environment. The department will work closely with the Academic Support Center to have peer tutors available for students in the program as we do with many of our existing programs. BAS students may use the HCC Writing Center for help with writing in any class or see one of the math support tutors for assistance with quantitative literacy in any of their courses.

- *Veteran's Services*

In Enrollment Services, Veterans Services is the liaison between the federal Veterans Affairs (VA) and veterans and dependents, helping veterans use their VA benefits for their education at Highline. This office connects students with on and off-campus resources to meet needs that may be affecting their academic performance. Students can also access one-on-one counseling or support in a group setting through Dropzone, which is an informal social gathering of veterans, dependents, and allies to discuss anything of concern or interest to the students. A veterans club through Student Leadership will provide more opportunities for advocacy and community-building. Counseling Services supports veterans by providing ongoing counseling for issues related to adjustment to college, PTSD symptoms, stress management, and symptom management. Our counseling department also provides referrals to appropriate long term services such as VA, counseling for serious impairments and other specialized support.

In addition to the services focused toward creating a robust support system for our BAS students, other student services will change to serve the new BAS cohorts.

- *Financial Aid*

Highline will provide a comprehensive financial aid package to all admitted and eligible BAS students. Financial Aid will work to ensure that students have access to as wide a variety of funding options as possible and will consider the unique needs of special populations, such as veterans. Required documents and deadlines will be consistent for all Highline students. Aid will be packaged based on eligibility and availability of funds. The Financial Aid Office will make available orientations, workshops and advisor appointments. The Financial Aid Director and her staff are committed to helping students understand the financial aid application process and guidelines. Our Financial Aid office is preparing for the unique needs, experiences and situations of the BAS student. Our Financial Aid Office has been in contact with the Department of Education and Department of Veterans' Affairs. We are prepared to submit the required program updates to those entities as soon we receive approval of our Substantive Change Prospectus from the Northwest Commission on Colleges and Universities (NWCCU).

- *Library*

For library services to students and faculty in the Youth Development Program, the HCC librarians are tenured faculty with advanced degrees and the practice and skills to work with BAS students on high level research projects. In addition to working with individual students and providing classes in information literacy, librarians routinely assist faculty members on research projects or in their studies for advanced degrees. The HCC Library has a reference librarian on duty whenever it is open. In addition to the usual services the Library provides (study rooms, interlibrary loan, a quiet floor for study), it has over 70 computers available to students, with full search capabilities and Microsoft Office software (Word, Excel, PowerPoint, etc.). Regarding information resources, the Library is using additional collection development funds allocated by the college administration to actively select and acquire monographs directly related to the Bachelor of Applied Behavioral Science - Youth Development, with the intent to build a collection to support study and research at the undergraduate level. A reference librarian has been appointed to act as a liaison to the Youth Development program faculty, collaborating with them to select relevant titles. These selections are based on the curriculum that has been developed for the degree.

In addition, the Library has databases that directly supporting the Youth Development program. These databases are *Academic Search Complete*, which is very strong in the social sciences and will be the starting point for students and faculty conducting research in Youth Development topics; *PsychArticles*, a database offering complete access to the full text of more than 90 landmark journals in the behavioral sciences; *Science Direct College Edition*, which contains scholarly/professional full-text journal articles in the social sciences from 1995 to the present. In addition to these, the Library has approximately 30 other databases, many of which will supplement the above mentioned databases. The Library is also a Federal Depository for government

documents, which means it has available a great deal of print and online information published by the U.S. Government on a wide range of topics, including many relevant in the social sciences (economics, criminal justice, sociology, etc.) that should prove relevant to Youth Development studies and research.

- *Instructional Computing*

Recognizing that the right tools are critical for academic success, HCC has invested significant resources in technology. Our college has a dedicated instructional computing department (IC). Separate from our administrative technology department, the focus of IC is centered on the needs of the student. This department ensures that we have quality facilities, technical support, equipment, systems and resources adequate for the high-demand technology needs required for student success. Open extended hours and featuring 15 classroom labs and 3 drop-in labs areas, the Instructional Computing Center makes both computing resources and human expertise readily available to all students. This ICC is in addition to 13 classroom or open labs throughout campus and other satellites both on- and off-campus.

Coupled with the eLearning platform, the integrated myHCC system gives students the mobility they need to work in any location. From financial aid status to educational progress, online services provide transparency and protected access to student record information. Specifically in anticipation of the BAS students and their needs, HCC is preparing by adding additional equipment and resources, including staffing. BAS students will receive comprehensive and extensive technology access and support services from HCC.

- *Access Services*

A core value of HCC is *access* and that is just what BAS students will receive from the skilled staff in this department. Access Services supports and assists students who have disabilities with campus and classroom accommodations. Reasonable accommodations include services like interpreting, transcription, alternate format textbooks and alternative testing.

- *Registration & Records*

BAS students will receive attentive registration services and accurate and safe record-keeping from our Registration & Records department. To prepare for our BAS programs, course adoption forms will be authored and submitted, and permissions for programs and degrees obtained. All systems will be updated from degree audit to SMS to ensure that BAS students are served and included. BAS students can go to Registration & Records for any needs related to transcript evaluation, degree posting and transcript generation.

- *Campus Community*

We are prepared to offer the BAS student an experience that extends beyond the classroom. The co-curricular and extra-curricular activities we offer will work in unison with the classroom experience to ensure BAS student success and retention. Our college is well-regarded among our peer institutions and recognized as a leader in the area of student leadership and engagement. In our most recent accreditation visit, we received compliments for our innovative and exemplary programming in this area.



We are excited to provide this experience to our incoming BAS students and welcoming them into our campus community through opportunities for the following experiences:

- Service: student governance, advocacy, leadership jobs
- Engagement: clubs, organizations, Intercultural Center (a physical space with resources to explore and celebrate culture and diversity)
- Formal Learning: First Fridays Leadership Institute, Winter Leadership Retreat, MLK Week, Unity through Diversity Week, Students of Color Conference

The full time BAS director, the full time BAS admissions advisor and the full time BAS financial aid advisor are shared by all 4 BAS programs. The support staff is budgeted as .25 per FTE in each BAS budget. Marketing investments will similarly be shared across all four programs.

#### **Criteria 5: Commitment to build and sustain a high quality program.**

As noted earlier in this application, Highline Community College has kept sustainability at the center of its BAS development. The institution's plans are intentionally modest and conservative. The college's goal is to offer the BAS opportunity to a limited number of students in a manner that is highly efficient, making extensive use of existing infrastructure, faculty expertise, and curricular resources of the longstanding AAS-Human Services program.

#### *Financial projections*

Currently, BAS tuition rates in Washington average just over \$7,500 per annual full-time equivalent (FTE) student, a planning figure that we believe will achieve a sustainable budget by Year 3 of operations.

Year 3 target enrollments have been set conservatively at a 39 student headcount and approximately 32 (31.67) annual FTE, yielding a modest overall program budget \$242,625 annually (31.67 FTE upper-division enrollments at \$7,661-per-FTE, tuition and fees). That enrollment projection is based on a thorough analysis of anticipated course loads and expected year-to-year attrition (see Appendix C). In brief, we expect to plateau, conservatively, at an approximate headcount of 18 first-year, 15 second-year (retained), and 6 third-year students (18 + 15 + 6 = 39 total headcount). We expect first- and second-year students to be roughly evenly divided between full-time (15 credits/quarter) and part-time ( $\approx$ 10 credits/quarter) attenders. Third-year attenders will almost certainly be finishing their requirements part-time. To ensure program quality and sustainability — and to avoid flooding the employment market — we intend to cap admissions to meet these levels for the first three to five years of operation. If demand consistently outpaces our capacity for those years, we are prepared to revisit the program's budget, staffing levels, and enrollment caps.

By its nature, programming in human services is relatively inexpensive to sustain. It requires no specialized facilities, equipment, or supplies. Further, because the BAS program's organizational home will remain within established departmental and division structures, little or no investment in supervisory personnel is required. The projected, new expenditures for the BAS option are almost entirely in direct-service personnel. The bulk of this new investment will be in one additional full-time program manager position (\$60,000 annual salary and benefits, projected) to expand the department, as described on page 14. Beyond that, outside the department, we ultimately anticipate appointing two full-time positions in Student Services

(\$52,000 each, annual salary and benefits, projected). The remainder of the program's expenditures will primarily be in additional part-time faculty, part-time instructional assistance, routine supplies and materials, local travel, marketing, and professional development. Effective July 2013, Highline appointed a full-time, mid-level manager (\$90,000 annual salary and benefits) to oversee the start-up administration of the college's four planned BAS offerings. For budgeting purposes, the BAS Director and Student Services positions' costs have been distributed proportionately (25% of costs each) among the planned four-program suite of BAS offerings. In addition, a part-time hourly office assistant has been budgeted directly to the program to assist with internship placements, scheduling, and evaluation paperwork.

Table 8 provides a detailed five-year projection of expenditures and revenues for the BAS start-up phase. A few notes on our expenditure plan may be helpful. First, the budget reflects our anticipation that we will offer a total of four BAS degree programs at our full capacity. Because the director's position will be funded proportionately from each of our four BAS programs, that appointment is budgeted at 0.25 FTE per program (4 X 0.25 FTE = 1.0 FTE). For the same reason, our two new full-time positions in Student Services are similarly budgeted at 0.5 FTE per program (4 X 0.5 FTE = 2.0 FTE, total). Second, the budget intentionally omits some obligatory costs — for example, faculty professional travel and Academic Affairs clerical support — that will be borne elsewhere. Finally, because we anticipate inflation rates to remain low, we have not included an annual cost escalator. If tuition increases do not keep pace with inflation, the Equipment Replacement Reserve can be tapped to accommodate modest cost escalations.

Table 8. Budget Projections for Bachelor of Applied Behavioral Science - Youth Development

Highline Community College BAS Financial Projections					
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
<b><u>Revenues:</u></b>					
Local Support	\$ 61,200	\$ -	\$ -	\$ -	\$ -
Tuition and Fees	\$ 117,900	\$ 211,275	\$ 242,625	\$ 242,625	\$ 242,625
<b>Total Revenue</b>	<b>\$ 179,100</b>	<b>\$ 211,275</b>	<b>\$ 242,625</b>	<b>\$ 242,625</b>	<b>\$ 242,625</b>
<b><u>Expenditures</u></b>					
Full-time Program Manager	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000
Part-time Faculty	\$ 8,100	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000
BAS Director (.25 of 1.0 fte)	\$ 15,225	\$ 15,225	\$ 15,225	\$ 15,225	\$ 15,225
Student Services (.5 of 2.0 fte)	\$ 19,250	\$ 19,250	\$ 19,250	\$ 19,250	\$ 19,250
Part-time Office Assistant	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000
Benefits	\$ 39,975	\$ 44,075	\$ 44,075	\$ 44,075	\$ 44,075
Professional Development	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Supplies	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500
Library Materials	\$ 8,000	\$ 4,375	\$ 4,375	\$ 4,375	\$ 4,375
Equipment	\$ 2,450	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Marketing	\$ 2,100	\$ 2,100	\$ 2,100	\$ 2,100	\$ 2,100
Transfer to Equipment Replacement	\$ -	\$ 22,750	\$ 54,100	\$ 54,100	\$ 54,100



Reserve

<b>Total Expenditures</b>	\$ 179,100	\$ 215,275	\$ 242,625	\$ 242,625	\$ 242,625
<b>Under/Over</b>	\$ -	\$ -	\$ -	\$ -	\$ -

Because the planning effort has been integrated with routine processes and governance structures of the college, no other significant expenditures have been associated with the development of the new degree. We have strong connections to our local schools, governments and community-based organizations that are related to the youth development business so marketing will not be expensive. Additionally, we have an excellent existing marketing/outreach department that can easily add BAS information to their current workloads.

The institution's initial non-tuition investment— \$61,200 in Year 1 — will be drawn from local reserves. The long-term budgetary and financial implications for the entire institution are therefore expected to be minimal.

#### **Criteria 6: Program specific accreditation.**

There are no accreditation bodies for this specific field and program at this time. To ensure that our curriculum is relevant and current, we are fully collaborating with the Youth Development Executives of King County (YDEKC) and aligning our curriculum and course level outcomes with the youth development program standards and the youth development professional competencies that they have developed. YDEKC is taking the lead in ensuring data-driven continuous improvements in the quality of youth development programs and opportunities. A key piece of this endeavor is the need for well-prepared professionals to carry out their new and increasingly complex initiatives.

We will, of course, continue to work with Northwest Commission on Colleges and Universities (NWCCU), our regional accrediting organization, in securing the required Substantive Change approval.

#### **Criteria 7: Pathway options beyond baccalaureate degree.**

Employment in youth development tends to be in the nonprofit sector, with positions in municipal, county, state and national based agencies, as well as in community based organizations. There are positions in the youth development field that pay higher, particularly those at the director level. At this time there are four positions in the greater Seattle area paying \$50,000 or more. Some are high paying such as the Executive Director position of the Boy's and Girls' Club with a salary range of \$65,000-\$82,000 per year, full medical, dental, life insurance, vacation and sick leave, and King County Youth Detention Officer at \$33.00 per hour with full benefits. Qualifications include a bachelor's degree in social/human services or related area and 3 years of experience supervising youth. BAS graduates would be prepared for meeting the position expectations, especially those who have experience in management and supervision.

There is a career ladder for individuals to higher paying employment and to master's degree pathways which increase salary potential. Graduates of the Bachelor of Applied Behavioral Science - Youth Development will be well prepared for several pathway options. They will be immediately able to enter the workforce and take on a leadership position in a youth services

agency, community based organization, educational and recreational entity, government supported program, or other related workplace. Students who are currently working with youth will be well positioned for promotion, supervision, and management responsibility.

For this reason, the Youth Development Executives of King County (YDEKC) are partners and supporters in this BAS development. YDEKC is important primarily because it brings together the directors of these agencies with the purpose of improving the quality of youth services and creating program standards. Their industry ties are broad and deep, representing 93 agencies and organizations that provide diverse youth development services and activities. We are now working directly with YDEKC to align our current efforts and have committed to a long term relationship which includes the sharing of information and practices and the pursuit of the highest quality opportunities for youth in our area. They will remain significant partners as students in this program must complete two quarter-long practicum experiences to solidify their application of best practices and employability skills. The BAS will likely result in increased awareness, improved communication, and clearer linkages between their program needs and the fieldwork requirements of the BAS students.

An additional pathway option for graduates is to continue their pursuit of higher education by entering a master's pathway. Currently, there are no master's level options in Youth Development in Washington State. However, students who chose to further their education in that area can do so in several places. The states most proximate for these opportunities are in Kansas, Michigan, Minnesota, Illinois and an online program through the University of Nebraska at Lincoln. In reality though, graduates of Highline's Bachelor of Applied Behavioral Science - Youth Development will have completed courses similar in content to those offered at these institutions. Examples of these similarities include a focus on theoretical foundations of youth development, program evaluation, and global issues. More likely and functional are the options to earn a Master's in Social Work, or Master's in Psychology or Counseling and then pursue therapeutic licensure. Graduates may also consider a Master's in Public Administration in order to gain higher level certification for this field.

Though no graduate program will guarantee admission for students articulating from a Bachelor program, there are several promising pathways to a masters for students graduating with this BAS degree. One reviewer affirmed that graduates would also be eligible for some M.Ed. programs as well as M.A. degrees in policy studies. Both of these typically complement a focus in youth development. The other reviewer confirmed that qualified Bachelor of Applied Behavioral Science - Youth Development Applicants would be excellent candidates for the University of Minnesota Youth Development Leadership M. Ed. Program, and several other graduate programs. The most geographically accessible program for the majority of graduates who are place-bound is the Master's in Social Work at the University of Washington-Tacoma (UW-T) campus. UW-T offers a 3-year Masters in Social Work designed for working adults. In addition, their admissions criteria were carefully considered and integrated in the Bachelor of Applied Behavioral Science - Youth Development. The curriculum in the BAS program, including work-based-learning through practicum, is highly regarded by UW-T. Graduates of the BAS are described by their Director of Admissions as excellent candidates for the MSW at UW-T.

**Criteria 8: External expert evaluation of program.**

Two doctoral level expert reviewers were consulted: Dr. Paul Markum and Dr. Joyce Walker. Dr. Paul Markham is Director of Community-Based Learning and Research in the School of Interdisciplinary Arts and Sciences at the University of Washington Bothell Campus. Dr. Markham was invited to the White House in January 2012 to speak about his role in the creation of a youth development initiative in Kentucky called Public Achievement. His most recent efforts center on designing assessment measures for programs focusing on the development of civic agency among K-12 and postsecondary students.

Dr. Paul Markham begins his review by stating that the Bachelor of Applied Behavioral Science - Youth Development reflects the necessary positive and strength-based view of youth development, that it will effectively equip students with the theoretical foundation and essential skills to be successful and immediately begin to make a contribution, and that it provides an attractive and impressive opportunity at both a local and national level.

In addition, Markham states that graduates of the program will have a range of choices beyond the baccalaureate degree and welcomes them as applicants to his institution, the University of Washington Bothell, to build on their undergraduate work with master level studies in education or public policy. More specifically, he verifies the need for such a program in Washington State, and approves of the program's fit with the college's plan and outcomes, its focus, and the clear avenues it provides for job placement and/or continued study.

Markham suggests that we emphasize the program's connection to the development of 21<sup>st</sup> century skills and its timely response to the changing demographics in Western Washington, which points to opportunities for the Bachelor of Applied Behavioral Science - Youth Development graduates. We highlighted this information in the application in the outcomes section as well as in the introduction. In addition, he wanted to see us connect the need for such a program with the changing demographics in our area, which we did in the introduction (as well as in our A&B application). Finally, he also suggested that we emphasize the connection between Youth Development students and the Youth Development Executives of King County, which we have done.

The second reviewer, Dr. Joyce Walker, Professor Emeritus, University of Minnesota has 29 years of academic work at the University of Minnesota centered on teaching, applied research, curriculum development and administrative leadership for practice, professional development and policy in the field of youth development. As Professor and Extension Youth Development Educator, Dr. Walker ran the Masters in Youth Development Leadership program for many years and has depth of experience in course and program development.

Dr. Walker states the program is an impressive, practical, and well-thought out plan that incorporates existing faculty and meets the needs of the program's graduates as well as others currently working in youth development programs. She especially liked the program's emphasis on theory, practice, historical perspective, and the design and delivery of intentional programming. Walker applauds the decision to hire a program manager who can teach in the program while nurturing the community relationships so critical to the program's success.

Dr. Walker emphasizes that we should promote the program as a broad pathway that goes beyond the provision of youth services to include the preparation of professionals who engage and partner with youth in an array of asset building activities that span the fields of informal

education, recreation, nonprofit work and leadership, and other year-around activities that support the general education and development of youth people.

Walker states that qualified Bachelor of Applied Behavioral Science - Youth Development Applicants would be excellent candidates for the University of Minnesota Youth Development Leadership M. Ed. Program, and several other graduate programs.

One of her primary recommendations was that we

More fully align the vision and program features of this new BAS enterprise described in the Statement of Need (Forms A & B) with the Program Proposal (Forms C & D). Assure that the integration of the old and new eloquently envisioned in the need statement is reflected in the proposal so that the balance and “fit” between the existing AAS core and the new Bachelor of Applied Behavioral Science - Youth Development degree as well as the expansion beyond the AAS are clear.

In response to this suggestion, we added clarification to section 1.5 to emphasize the fit that Walker was highlighting. Her other recommendations focus on two areas:

- She wanted to see us expand specific examples of related AAS degrees and fields to be considered for admission. In response to her suggestions, we emphasized in criteria 3, the admissions section, that all related fields will be considered during the admissions process. While most applicants will likely possess one of the degrees listed, we could see over time a broader array of applicants representing fields to include recreation, the arts, athletics, and the education of children and youth.
- She wanted to see us highlight the current state of the youth development field and research, which she feels stresses assets-based models even more than the problem-based “identify, assess, treat” model. In this context, Walker stresses that youth development “means new and different ways of being with young people-and doing it with them, not to them or for them.” In response to Dr. Walker’s concerns, we emphasized this aspect of the degree in the introduction and the description of the core courses that center this degree.

Though the expert review process asked for doctoral level reviewers, we also gathered feedback from the community organizations that will be impacted by the availability of these BAS graduates (see Appendix C for letters of support from Youth Development Executives of King County and Schools Out Washington). The Bachelor of Applied Behavioral Science - Youth Development curriculum was shared with the Youth Development Executives of King County at their Youth Development for Education Results August 2013 meeting. YDEKC is an intermediary agency consisting of 93 directors of King County Youth Development programs, with the primary mission of advancing the field of youth development and ensuring high quality programming. Interest in and support for the Youth Development BAS and the preliminary curriculum was evident during this presentation and the table discussions that followed.

This interaction led to a more recent opportunity to discuss the curriculum in detail with the Executive Director of the Youth Development Executives of King County. Also present at the meeting was the Quality Initiatives Director of [School’s Out Washington](#), an intermediary

agency that provides training, professional development, and guidance for agencies that serve young people.

During this meeting, a framework was discussed and a commitment was made to work together on a continuous basis and align our efforts toward ensuring high quality environments and opportunities for youth.

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## Appendix A – Course Descriptions

### Bachelor of Applied Behavioral Science - Youth Development Course Descriptions

#### **H SER 401 Theoretical Foundations of Youth Development**

Addresses the importance of theory in guiding the process of positive youth development. Following a brief historical perspective, the course focuses on the analysis and application of the most current, effective, and tested approaches. Emphasis is on the understanding and integration of current conceptual approaches, the forces that impact the field, and the increasing professionalization of the field of youth development. Students investigate the ethical standards, the competencies, and the professional organizations that support the profession.

#### **H SER 421 Contemporary Youth Issues**

Investigates the challenges faced by youth today from an ecological perspective. Potential youth-related problems are viewed within the context of culture and other dimensions of diversity with an emphasis on the utilization of cultural strengths. The roles of public policy, education, equal and quality opportunities, interagency collaboration, and peer and adult relationships in insuring healthy development for *all* youth are addressed. The complexity of adolescent and young adult development, the environments in which they function, and the associated youth-related problems provide students with an opportunity to continue to develop essential critical thinking, problem-solving and decision-making skills.

#### **H SER 423 Positive Youth Development Program Design and Implementation**

Addresses all aspects of the program design and delivery process for strength-based community youth development opportunities. The course examines existing model programs and evidence-based practices as well as the designing of new opportunities that engage participants in culturally sensitive high-quality programs, both within an established theoretical and methodological framework. Students become engaged in a data-driven process to assess program effectiveness and guide improvements.

#### **H SER 430 Program Management, Supervision and Leadership**

Explores all issues related to the oversight of youth development programming and the supportive, ethical, and productive supervision of agency personnel. This course takes the student through the process of developing a comprehensive agency plan including the development of clear policies and procedures and the components of resource development and budgeting. Included are strategies for the recruitment, development, and retention of diverse and high-quality employees.

#### **H SER 435 Community Youth Development, System, and Interagency Collaboration**

The overarching theme of this course is the required engagement of all systems and stakeholders including youth, families, schools, youth-serving agencies, business, law enforcement, and government entities to ensure the healthy cognitive, social, and emotional development of *all* youth. Students learn how to work with funding sources and boards and to establish linkages and partnerships with other agencies. In addition, they investigate the impact of local, state, and national policy on youth development opportunities, programs and services. Students review and evaluate current collaborative models for their effectiveness and applicability and the role of all essential systems in the development of non-fragmented, sustainable, and equal opportunities.



### **H SER 440 Diverse Perspectives and Global Youth Issues**

Presents an international perspective on modern youth issues and the involvement of youth, educational institutions, governments, social service agencies, and business in the search for solutions to violence, poverty, political unrest, climate change, cultural conflict, and a general lack of opportunities. Acknowledging the fact that youth are disproportionately affected by these circumstances, a major emphasis is placed on the clarification of young people's rights, roles, and responsibilities in interrupting the cyclical nature of these problems. Students will utilize both traditional and newer methods for researching and sharing information on the global youth movement.

### **H SER 443 Advanced Practicum I**

The first of two advanced practicums requiring 120 hours of field experience each quarter working with agencies that promote positive youth development. Practicum experiences that place the student in challenging and key roles within high quality and established programs are approved by the current department coordinator. Students develop a comprehensive learning plan including measureable learning objectives, planned learning opportunities, and an evaluation method. Students monitor learning objectives throughout the quarter and engage in a reflective, integrative learning process. The practicum process requires the students to identify linkages and apply components of their academic program to the workplace.

### **H SER 445 Advanced Practicum II**

A continuation of Advanced Practicum I. Students develop new learning objectives or revise existing objectives to reflect heightened involvement in the agency or significant advancement on the agency activities or initiatives in which they have been participating. A final component has students compile and organized their practicum experiences and documents for inclusion into the capstone project.

### **H SER 446 Final Capstone**

To address the transition from school to work, students will compile, organize, and present a capstone project based on the Bachelor of Applied Behavioral Science - Youth Development degree outcomes. Within a clearly-defined framework, the capstone process allows students choice in the format of their project and how they document and share fulfillment of the degree outcomes. The capstone project provides students with the opportunity for an authentic demonstration of competence in the key outcome areas identified for the degree. Students are required to demonstrate that they have fully understood, synthesized, and are able to apply what they have learned to their practice. In addition to a focus on overall ability, students are encouraged to include an area of interest or specialization.

## **Appendix B – Doctoral Evaluations and Backgrounds**

### **Reviewer’s Qualifications**

**Your full Name:** Paul N. Markham

**B.S.:** Western Kentucky University, Mechanical Engineering Technology

**M.S./MBA/M.A/M.Ed./other:** Asbury Theological Seminary, Theology (ethics)

**PhD/EdD/Doctoral Degree:** Durham University (UK), Philosophical Theology (socio-moral formation)

Please provide a brief biography highlighting your expertise in this field. Two to four paragraphs.

My graduate education (M.A. and Ph.D.) was focused on ethics and socio-moral formation. Specifically, my research emphasis was on how individuals are shaped within the context of communities and how the assets of communities can be leveraged for greater development of its residents. Because of the interdisciplinary nature of my research, I was able to learn from leaders in the field of Positive Youth Development (PYD) including Pam King and Linda Wagener, who alongside Richard Lerner, are widely published in the field. Since completion of my graduate education, my academic interests have centered on civic learning and positive youth and early adult development. Specifically, I am interested in the design and implementation of programs that develop young people’s ability to think and work across difference. These skills and capacities, typically referred to as “21<sup>st</sup> century competencies,” are essential for the individual success of our youth as well as the collective success of our society.

As a practitioner, I have applied this academic knowledge to build infrastructures for youth engagement across a number of higher education institutions. I have done this in faculty and administrative roles at Western Kentucky University and most recently at the University of Washington Bothell. In consulting and advisory roles, I have supported PYD and civic learning across several institutions through the Association of State Colleges and Universities, where I serve on the Implementation Board for their American Democracy Project – which is made up of over 200 colleges and universities committed to student and community engagement. In addition to serving a leadership role in a number of local and national initiatives, I was invited to the White House in January 2012 to speak about my role in the creation of a youth development initiative in Kentucky called Public Achievement. My most recent efforts center on designing assessment measures for programs focusing on the development of civic agency among K-12 and postsecondary students.

### **Overall Summary**

Please provide an overview of your opinion of the proposed BAS. Be sure to include whether or not the graduates of the program would be good candidates for your Masters or PhD programs. This should be ½ to 1 page in length.

This proposed degree program in Youth Development reflects a true need for professionals, who must transcend mere risk management to focus on how young people develop positive attributes



necessary for personal and professional success. It is important to note that, if approved, this would be the first program of its sort in Washington State. Based on my experience in field, this degree will be sought after and grow in popularity following market exposure. The degree program not only provides students with the theoretical knowledge necessary to design effective interventions, but also delivers the practical experience to “hit the ground running” with employers. In reviewing the proposal, I note a few objectives that make this a distinctive degree. In addition to critical components in adolescent development, HCC’s BAS degree (1) has a strong “applied” dimension, which is critical for equipping students to be immediately effective as working professionals, (2) prepares students to work in diverse environments, which is increasingly critical given our state’s changing demographics, (3) includes training in assessment and program evaluation, which will prepare graduates to not only design and implement programming, but to evaluate and improve it, and (4) emphasizes the role of “community partnerships” in student training as well as the role of community collaboration in program design and support. These components make HCC’s degree not only attractive to their local market, but also an impressive program at the national level.

When reviewing such proposals, I have great concern for how students will be supported by the larger institution. The most successful programs are situated within environments where students can find the proper academic, personal, and professional supports to maintain their involvement and interest in the program. The authors of this proposal emphasize their college-wide learning outcomes (CWOs) and how they resonate with the proposed degree program. I am convinced that faculty and administrators have been thoughtful and strategic in the development of their CWOs,—which include critical thinking, quantitative reasoning, effective communication, civic responsibility, cultural competency, and information literacy—and taken the necessary measures to help students understand both the personal responsibilities entailed in pursuing the degree as well as the supports available to them as they pursue degree completion. In addition, HCC leaders have instituted a comprehensive program evaluation criteria and process, which reflects best practices in program review.

Assuming the successful hire of a Program Manager, both core and affiliated faculty assigned to the program are qualified and given proper administrative support to deliver the degree. Program leaders have demonstrated foresight regarding budgetary projections and have shown an intentional strategy of program growth and development. Finally, graduates with HCC’s Bachelor of Applied Behavioral Science - Youth Development will have a number of options for continued education beyond the baccalaureate degree. In addition to the options mentioned in the proposal, my own institution, the University of Washington Bothell, would welcome these qualified applicants to our Master of Education and Master of Policy Studies degrees. Both would build on the YD undergraduate education allowing HCC graduates to continue their professional development as leaders in schools, non-profits, or as policy makers.

### **Specific Commentary**

In this section please provide feedback, specifying page and paragraph of items you

- Especially like:
  - The boldness of the program leaders to pioneer this degree in Washington State. It is much needed.

- The well-thought and strategic objectives that make this a distinctive degree program, even among YD degrees.
  - The strong college-wide learning objects that undergird the YD BAS, which will provide a continuum of support for the enrolled students.
  - The emphasis on program components that extend learning and job preparation beyond “client services.”
  - The inclusion of H SER 223: Principles of Youth Empowerment in the curriculum. This is an often-overlooked component of YD and will be a strong element of the overall program.
  - The focus on program design and evaluation, which are sought after areas of emphasis in the YD field.
  - The clear avenues for *both* job placement as well as continued post-baccalaureate education.
- Would like to see changed or added:
    - A mention of “21<sup>st</sup> century competencies” somewhere in the program proposal. This is a current emphasis in YD and many assessment tools focus on these skills and capacities. This does **not** require a substantive change in the proposal, given that HCC’s CWOs appear to be based on these competencies.
    - Page 7, final paragraph: It would be helpful to see a reference to the changing demographics of Western Washington. Research in this area points toward particular opportunities for graduates possessing the BAS YD degree.
    - Page 19, first full paragraph: I would like to see a stronger connection between YD students and HCC’s partnership with the Youth Development Executives of King County. YDEKC can provide a broad range of practicum experiences for students of the program. This is a very attractive aspect of the degree offering.

**Joyce A. Walker**

**B.A.** MIAMI UNIVERSITY, Oxford, Ohio - 1963

Bachelor of Arts Degree in Political Science - Certification for secondary teaching in English

**M.A.** NORTHWESTERN UNIVERSITY, Evanston, Illinois - 1966

Master of Arts Degree in English Literature

**PhD.** UNIVERSITY OF MINNESOTA, Minneapolis, Minnesota – 1993

Doctor of Philosophy in Education - Curriculum and Instruction: Adult Education

For 29 years my academic work at the University of Minnesota centered on teaching, applied research, curriculum development and administrative leadership for practice, professional development and policy in the field of youth development – sometimes called youth work or youth studies. In the last 18 years, as Professor and Extension Youth Development Educator, I held the following leadership roles:

- Director, Youth Work Institute for Practitioner Professional Development
- Assistant Director, Extension Center for Youth Development
- Core Faculty, Youth Development Leadership M.Ed. Program in professional studies.

- Faculty Director, Youth Development Leadership M.Ed. Program (1993 – 2007).
- Graduate teaching in the Department of Curriculum & Instruction, College of Education & Human Development.

My scholarship contributions to the field focus on the professional development of community practitioners. As the director of the Youth Work Institute which reached nearly 2,000 youth workers every year, I had the chance to research, design, teach and evaluate curriculum for use by community workers and to give leadership for two fellowship cohorts each of which involved 15 practitioners over a 12 month period. The action research and published papers of the fellows bring the voices of youth development practice to the field in Minnesota.

In the last 10 years my interest in the history of youth development organizations, programs, policies and leaders stimulated a series of three Minnesota History Conferences where academics, youth development graduate students and community practitioners came together to study the ways in which theory and practice have intersected at different moments in time. The history conferences led to partnerships with the University of Durham, U.K. and participation in youth development history and policy sponsored by the European Union.

The stance or lens that I bring to this review of the BAS/Youth Development Program is one grounded in non-formal education that views youth development as a philosophy and practice which intentionally promotes and supports opportunities essential for the positive growth and development of young people. My comments are informed by both my experiences leading Minnesota's Youth Development Leadership M.Ed. Program and working on professional development of youth workers in the community on a non-credit basis.

### Overall Summary

Highline Community College's program proposal for an Bachelor of Applied Behavioral Science - Youth Development lays out an impressive approach to build a baccalaureate program focused on youth development on the foundation of a successful AAS in Human Services. The practical, well thought-out plan wisely incorporates existing faculty and presents a curriculum that has the potential to address the needs of both the Chemical Dependency Professional and the Youth Development Professional working with community-based youth programs. The proposed program fits well with the college-wide student learning outcomes and with the concept of building pathways that invite students to continue in their learning and career options.

The decision to hire a program manager who can also teach in the program is to be applauded; moreover, this manager can work to strengthen the essential outreach and nurture the already excellent relationships the college has with youth development organizations and networks in the community. The record of reaching a diverse audience is right on track and is surely recognized in the community.

Based on the proposal and the identified need for professionals in youth development in areas related to education, recreation and leisure, civic engagement, nonprofit leadership, and youth programs that use the arts, sports, media, sciences and environmental learning as their method for advancing positive youth development, consider promoting Bachelor of Applied Behavioral Science - Youth Development as a broader pathway that includes but goes beyond youth as

client, patient or recipient of services to be identified, assessed and treated. Youth development approaches presumes an ethos of choice and voluntary participation; youth-centered opportunities co-created with youth and adults; and structured learning opportunities guided by an asset or strengths-based approach.

From my experience with the University of Minnesota's Youth Development Leadership M.Ed. Program, Highline has the potential to attract a wide range of adults who desire to work with young people in local community agencies, faith-based organizations, libraries, afterschool programs, youth camps, sports programs and the like. You may begin with people who have completed the AAS in chemical dependency or human services more generally, but the potential to draw more broadly after a few years seems predictable. This opportunity is described in your Statement of Need but downplayed in the actual Program Proposal (particularly the section on admission requirements).

Graduates of the BAS Youth Development program would be excellent candidates for the University of Minnesota Youth Development Leadership M. Ed. Program especially if they had 2-3 years of work experience in the field, strong recommendations, and the ability to maintain a 3.0 GPA at the graduate level. Minnesota currently does not have a youth development specific doctoral program. We are working on a graduate minor in youth development/youth studies that could be incorporated in doctoral degree programs in many disciplines such as social work, education, nursing and kinesiology. Top BAS graduates would be considered for several such graduate programs when appropriate and they met the often highly competitive requirements.

#### Specific Commentary

##### Especially Like

- **Realistic enrollment figures** (p. 2) – Fifteen is a good size cohort allowing for variety of students but not too large for individual attention needed, advising, etc.
- **Specific learning outcomes** (1.1 p.3) – The emphasis and inclusion of both theory and practice as well as historical perspectives. Also the emphasis on the design and delivery of intentional youth programs because this is essential in most jobs with youth organizations. The practical research skills are essential to build into “one’s way of working” and are useful at so many levels (including preparation for graduate school). These five points should be held up at every opportunity because they speak to the spirit as well as content of the program.
- **Collaboration opportunities** (Statement of Need p. 15) – The connections with and support from School’s Out Washington and YDEKC serve as a source for recruitment, field placements, community faculty, mentors and coaches. This community support is invaluable and time should be committed to growing these connections.

##### Would Like to See Changed

- **More fully align the vision and program features of this new BAS enterprise described in the Statement of Need (Forms A & B) with the Program Proposal (Forms C & D).**  
Assure that the integration of the old and new eloquently envisioned in the need statement is

reflected in the proposal so that the balance and “fit” between the existing AAS core and the new BAS Youth Development degree as well as the expansion beyond the AAS are clear.

Some points to consider:

1. **Expand specific examples of “related AAS degrees” (1.3 p.6) or “related area”** (p. 14) – The message is that chemical dependency, mental health, counseling, criminal justice and problem-centered specialties are the program norm. Making the “other” more clear will assure that other community-based youth development programs and opportunities are not minimized. Education is mentioned but not expanded upon.
2. **Highlight what is new and innovative in the BAS.** Ramping up the importance and priority of mainstream youth development opportunities adds breadth and balance to the admissions process as well as the program focus. It strengthens the rationale for the curriculum (general education, AAS core, BAS core, electives).
3. **Be attentive to language** to reflect the current state of the youth development field and research. Greater balance between the problem-based “identify, assess, treat” model and the asset-based “build supports and opportunities” model of working is more representative of the trend and research in the field of youth development today.
4. **Use clear messages to convey that a Youth Development Degree means more than human services work aimed at a specific age group.** It means new and different ways of being with young people – and doing it with them, not to them or for them.

NOTE: Criteria 7: Pathway options beyond baccalaureate degree (p.19) addresses much of what I’m looking for, but it is not descriptive of the new Bachelor of Applied Behavioral Science - Youth Development Program but rather what might come next -- options available after the initial degree. The assumption seems to be that the focus and more likely options for students drive toward therapeutic licensure (p.20). If this is the belief, then the program will reflect this bias. BAS graduates could and should just as readily be prepared for graduate work in social work, education (particularly non-formal education), recreation, and other fields.

#### Additions to Enhance the Program

- **Intentionally build faculty consensus on the meaning of youth development and the implications for both theory and practice in the continuum of treatment, intervention, prevention and promotion/preparation in the positive development of young people.**

Highline has an experienced and talented core faculty and general education faculty who come from varied disciplines. This is an enormous asset for the college and important strength for a youth development program. However, it is unlikely that folks with earned degrees in psychology, exercise science, public administration, social work, media production, sociology,

guidance counseling and therapeutic recreation will independently come to a common understanding of a “youth development” approach without a concerted effort.

Faculty, staff, students, professional colleagues and community partners benefit from a clear understanding of what the Bachelor of Applied Behavioral Science - Youth Development teaches, values, believes and practices. It is not easy to achieve consensus on basic concepts and shared language when (a) the field is relatively new to academia, and (b) faculty and students reflect different disciplinary experiences, interests and training. This new youth development enterprise must embrace new theories, new realities, new literature, new research. This presents a challenge.

Faced with a similar situation, the YDL faculty at the University of Minnesota set aside retreat time and consultation with an external expert to work through issues and establish an agreed upon program philosophy, language and core set of beliefs to guide the program. It became easier to revel in faculty differences and the multidisciplinary culture of the program when there was agreement about essential core concepts.

Appendix C

<b>Enrollment Projections</b>					
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 3</u>	<u>Year 3</u>
1st yr Full-time Students (45 Credits)	9	9	9	9	
1st yr Part-time Students (30 Credits)	<u>9</u>	<u>9</u>	<u>9</u>	<u>9</u>	
<b>1st yr Full-time FTE</b>	<b>9.00</b>	<b>9.00</b>	<b>9.00</b>	<b>9.00</b>	<b>9.00</b>
<b>1st yr Part-time FTE</b>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>
2nd Yr Full-time Students (45 Credits)		8	8	8	
2nd yr Part-time Students (30 Credits)		7	7	7	
<b>2nd yr Full-time FTE</b>		<b>8.00</b>	<b>8.00</b>	<b>8.00</b>	<b>8.00</b>
<b>2nd yr Part-time FTE</b>		<b>4.67</b>	<b>4.67</b>	<b>4.67</b>	<b>4.67</b>
3rd Yr Full-time Students (45 Credits)			-	-	
3rd yr Part-time Students (30 Credits)			6	6	
<b>3rd yr Full-time FTE</b>			<b>-</b>	<b>-</b>	<b>-</b>
<b>3rd yr Part-time FTE</b>			<b>4.00</b>	<b>4.00</b>	<b>4.00</b>
<b>Yearly FTE</b>	<b>15.00</b>	<b>27.67</b>	<b>31.67</b>	<b>31.67</b>	<b>31.67</b>
<b>Total New Heads</b>	<b>18.00</b>	<b>18.00</b>	<b>18.00</b>	<b>18.00</b>	<b>18.00</b>
<b>Total Heads</b>	<b>18.00</b>	<b>33.00</b>	<b>39.00</b>	<b>39.00</b>	<b>39.00</b>



## Appendix D. Letters of support from Youth Development Executives of King County and Schools Out Washington



TRAINING ♦ ADVOCACY ♦ LEADERSHIP

November 15, 2013

801 23rd Avenue S, Suite A

Seattle, WA 98144-3039

V 206.323.2396

F 206.323.7997

[www.schoolsoutwashington.org](http://www.schoolsoutwashington.org)

To whom it may concern:

School's out Washington (SOWA) is a statewide non-profit intermediary organization established in 1987, whose mission is to provide services and guidance for organizations to ensure all young people have safe places to grow when not in school. SOWA provides training, leadership and advocacy for all programs in Washington State serving youth from 5-18 years old when they are not in school. We are based in Seattle, but have statewide reach. We are a Mott Afterschool Network state lead, and participate on many system-building efforts for the Afterschool and Youth Development (AYD) field at the national level.

Over the past two decades, the AYD field has undergone a major shift towards cohesion and professionalism, similar to the shift that the Early Childhood Education field experienced a decade or two earlier. There is increased recognition that AYD programs can do much more than prevent crime in the afterschool hours. High quality programs with well-prepared staff can have significant positive impacts on youth's success in school and in life. These well-prepared staff are key. In 2009, the Washington State Legislature called for the creation of a coherent system of professional development, including the definition of core competencies for early learning and school-age professionals. SOWA worked with partners across the state to develop competencies for Child and Youth Development Professionals. This document identifies the knowledge and skills a professional needs to know and do to provide quality services for children, youth and their families.

In 2007 SOWA surveyed over 800 providers across the state, most of whom had been in the field for at least 5 years. The survey found that almost a third of these respondents were interested in pursuing a degree in the field. Yet very few options are currently available to them. Highline's Youth Development BAS will provide a much needed pathway for current AYD professionals, as well as those who are newly choosing this field as a career.

SOWA has worked with Highline in the development of the BAS, and will gladly continue to do so. We view Highline Community College as a strong partner in supporting the professional development of AYD professionals, which we believe is the key to high-quality programming.

Sincerely,

A handwritten signature in cursive script that reads "Mari Offenbecher".

**Mari Offenbecher**  
Chief Executive Officer

Dedicated to building community systems to support quality afterschool and youth development programs for Washington's 5-18 year olds through training, advocacy and leadership.



# Youth Development Executives of King County

Working together to advance the youth development field



November 15, 2013

Dear Highline CC Youth Development BAS Review Team:

We are thrilled by Highline Community College's intention of supporting a Bachelor's Degree in Youth Development. Washington State will now join many other states in the nation that are training motivated, dedicated Youth Development Professionals in their institutions of higher education. This paradigm shift from a deficit or disease model (where young people are viewed as problems to be fixed) to a strengths based model where young people are supported to be engaged, successful, contributing members of our society is core to the emergent need for a new degree to be offered to both the current workforce serving young people and new entrants into the workforce.

Youth Development Executives of King County counts 92 youth serving non-profit organizations as our members. We have been organizing for the past two years to develop shared outcomes, high quality programs and a common voice for the youth development field. We are working with partners across government, school districts, and other sectors toward our vision that "every young person has the opportunity to learn, lead, work, thrive, contribute and connect with active support from organized, networked and unified youth development efforts in King County." We are happy to count faculty at Highline CC as among our partners.

While the services provided by Youth Development organizations are diverse, many of our organizations face the similar challenge of retaining strong staff with the skills and knowledge about adolescent development, program planning, outcome measurement and high quality programming that is needed to be effective. The pipeline of workers that could come to youth development organizations with the intention of staying for their career through Highline's new BAS program is extremely exciting.

We look forward to continuing to partner as the Youth Development BAS degree develops, and in supporting placements for your students and graduates in the future. Please don't hesitate to contact me if I can be of support.

In service,

Jessica Werner  
Executive Director  
YDEKC | 206.336.6912  
[jwerner@youthdevelopmentexecs.org](mailto:jwerner@youthdevelopmentexecs.org)

## Advisory Board Members

Catherine Verrenti (Board Chair)  
Neighborhood House

Deb Sells  
Bikeworks

Mag Pitman  
Boys and Girls Clubs of KC

Erin Lawrence Cook  
City Year

Caryn Swan Jamero  
Community Day School Association

Peter Rietzegg  
Community for Youth

Shira Rosen  
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Vietnamese Friendship Association

Greg Garcia  
WAPI Services

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