

## **Appendix D**

List of consultants who reviewed the proposal and made recommendations

1. Dr. Catherine Solheim, Associate Professor, Department of Family Social Science, University of Minnesota
2. Dr. Tahira Hira, Senior Policy Adviser to the President and professor, Department of Human Development and Family Studies, Iowa State University
3. Dr. Linda Fox, Dean, College of Family and Consumer Sciences, University of Georgia
4. Dr. Micahel Sagas, Professor and Chair, Department of Tourism, Recreation and Sport Management, University of Florida
5. Dr. Neil Rowland, Professor and Chair, Department of Psychology, University of Florida
6. Dr. William Latimer, Professor and Chair, Department of Clinical and Health Psychology, University of Florida
7. Dr. Elaine Turner, Dean, College of Agriculture and Life Sciences, University of Florida

Approved by  
Faculty Senate  
on 1/28/16

Board of Governors, State University System of Florida

**Request to Offer a New Degree Program**

(Please do not revise this proposal format without prior approval from Board staff)

University of Florida

Fall, 2017

**University Submitting Proposal**

**Proposed Implementation Term**

College of Agricultural and Life Sciences

Department of Family, Youth and Community Sciences

**Name of College(s) or School(s)**

**Name of Department(s)/ Division(s)**

Youth Development and Family Sciences

Doctor of Philosophy

**Academic Specialty or Field**

**Complete Name of Degree**

19.0707

**Proposed CIP Code**

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

4-1-16  
**Date Approved by the University Board of Trustees**

W. K. D.  
**President**

2-11-16  
**Date**

[Signature]  
**Signature of Chair, Board of Trustees**

**Date**

[Signature]  
**Vice President for Academic Affairs**

2/9/16  
**Date**

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	4	2.75	43,272	118,998	60,000	73,293	252,291
Year 2	8	5.75					
Year 3	12	8.75					
Year 4	16	11.75					
Year 5	20	14.75	16,253	239,734	150,000	176,278	566,012

*Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.*

## **INTRODUCTION**

### **I. Program Description and Relationship to System-Level Goals**

**A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

The proposed PhD in Youth Development and Family Sciences will be administered in the University of Florida's Department of Family, Youth and Community Sciences, College of Agricultural and Life Sciences. The proposed PhD program is a research degree designed to train future faculty members and researchers to conduct high impact research and instruction that addresses problems, issues and needs that emerge from the interactions among youth, their families, and the communities in which they live. Research in this field answers questions related to how human growth and development, interpersonal and family processes and systems, and community contexts influence behavioral, psychosocial, and socio-emotional well-being of children, adolescents and emerging adults. The proposed doctoral program in Youth Development and Family Sciences will further our understanding of these dynamics and will examine intervention and prevention activities designed to improve well-being and resilience via rigorous quantitative and mixed research methods and design. Youth Development and Family Sciences (YDFS) is an integrated discipline that has evolved from foundational academic programs in Human Development and Family Studies (HDFS), Youth Development (YD), and Community Sciences (CS). Historically, schools that have housed these disciplines evolved from home economics, which became known as family and consumer sciences in the 1990s. Many schools and academic departments have integrated HDFS, YD and CS in various combinations as the social and human sciences have continued to evolve at institutions of higher education around the country. This has created a growing demand for graduates of doctoral programs who can teach and conduct research in the youth, family and community sciences, and for students prepared for careers in these fields.

The proposed PhD will require a minimum of 90 post-baccalaureate credit hours. In addition to 30 credits approved by the Graduate School from a master's degree program, the doctoral program's course work will include core coursework (15 credits); quantitative and qualitative methods and statistics (18 credits); electives/outside concentration area (12 credits); and dissertation research (15 credits). Approved elective courses will be drawn both from within the department as well as existing UF areas of expertise in relevant social sciences including education, psychology, sociology, and other social and behavioral sciences.

Graduates of this program will earn the PhD in Youth Development and Family Sciences. Graduates will be prepared to successfully compete for tenure track faculty positions in institutions of higher education. Other employment avenues open to graduates include federal and state agencies and nonprofit and nongovernmental organizations.

**B. Please provide the date when the pre-proposal was presented to CAVP (Council of Academic Vice Presidents) Academic Program Coordination review group. Identify any concerns that the CAVP review group raised with the pre-proposed program and provide a brief narrative explaining how each of these concerns has been or is being addressed.**

The YDFS doctoral program pre-proposal was presented to the CAVP on February 6, 2015. The CAVP approved moving forward with a complete proposal; however, the group raised concerns expressed by Florida State University (FSU). FSU made the point that it also offers a related doctoral program, with a focus on family science in CIP Code 19.0101, while the proposed YDFS program, in their estimation, was not a family focus, but rather had an emphasis on community and youth development. (The CAVP recommended that we utilize CIP Code 19.0707 for our proposed doctoral program, which we have subsequently done.)

We agree that the primary focus of our proposed program is on youth development in the context of both family and community. We also agree that the Family Relations doctoral program at Florida State University is an exceptional program. Combined, our academic departments represent the foundation for Family and Consumer Sciences education, research and Extension/outreach in the state of Florida.

Our proposed doctoral program emphasizes our unique strengths in youth development and family and community sciences. Our approach builds on the established body of knowledge that demonstrates that we must examine how individuals grow and develop within their ecological settings in order to understand how their lives progress. The family is a primary context of development for youth. Faculty in our doctoral program will prepare future faculty and researchers who are interested in understanding how human growth and development, family processes and systems, and community contexts influence the behavioral, psychosocial and socio-emotional well-being of youth. Our proposed doctoral program will further our understanding of these dynamics, while also examining the scientific evidence regarding the efficacy of intervention, prevention and promotion activities that seek to influence or change the well-being and resilience of youth and families within their communities. While our program does include some content on family and interpersonal relationships, the primary focus is on youth within the contexts of both family and community.

We would also emphasize that we have a number of exceptional research faculty who will be participating in the doctoral program. Specialization areas include positive youth development, at-risk youth, family functioning, interpersonal relationships, program evaluation, and family economics. In fact, in only the last year, the department generated over \$17 million in grant funding and published 32 articles in refereed scientific journals. We are well positioned to offer an exceptional doctoral program. In addition, we look forward to opportunities to collaborate with the faculty at FSU on research projects that are relevant to our shared interests and individual strengths.

**C. If this is a doctoral level program please include the external consultant's report at the end of the proposal as Appendix D. Please provide a few highlights from the report and describe ways in which the report affected the approval process at the university.**

In the spring of 2012, a panel consisting of three external reviewers was formed to provide feedback and comments on a previous draft program proposal that has since been extensively revamped, revised and finalized into the current document by new departmental leadership. These reviewers were current or former faculty members from similar programs. The reviewers were selected from various academic levels consisting of an associate provost, dean, and an associate professor. Two were from AAU

institutions and all three were from land grant institutions. The three reviewers provided written as well as verbal comments to the FYCS PhD Proposal Committee. These comments were incorporated into the proposal as appropriate.

Highlights of the review included the fact that the program was unique in terms of its integration of youth development, family dynamics and community capacity building. We have focused even more directly on these strengths in the current version. Reviewers felt there was strong market demand for graduates, with few competitors at the state and regional level, yet numerous open faculty positions in the field nationally.

A summary of the reviews can be found in Appendix D. Since the review, departmental faculty have redeveloped the proposal to focus on core strengths and theoretical foundations, and have re-budgeted the program to focus on specific faculty FTE with relevant expertise in these areas.

**D. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support (see link to the SUS Strategic Plan on the resource page for new program proposal).**

The proposed degree program is consistent with the current State University System's (SUS) 2025 Strategic Planning Goals, which focus on excellence, productivity and strategic priorities for a knowledge economy. Specifically, the proposed degree program directly supports the strategic goals as follows:

**I. Excellence. The Board of Governors continues to expect the state universities to provide academic programs of the highest quality, to produce world class, consequential research, and to reach out and engage Florida's communities and businesses in a meaningful and measurable way.**

The YDFS doctoral degree will serve to strengthen the quality and reputation of academic programs and SUS universities, as well as the quality and reputation of scholarship, research and innovation and the quality and recognition of community and business engagement in Florida. This is a well-recognized field among land grant and AAU universities; fourteen of seventeen (82%) AAU land grant universities offer a doctoral program in this or a related area, but none of these AAU programs are located in the Southeast. The proposed doctoral program will thus add to the quality and recognition of SUS institution academic programs, as well as contributing to the quality of research and scholarship. The YDFS degree will provide a strong basis for conducting research that examines risk and protective factors that influence youth, families, and communities. Faculty and students will be reaching out and engaging Florida's communities and businesses through research at the PhD level that focuses on youth and family development processes; major issues affecting youth and families; prevention and intervention research methods, and community analysis approaches.

**II. Productivity. Florida must increase the educational attainment levels of its citizens and increase the entrepreneurial spirit of its workforce. To accomplish this, the state universities must respond by becoming more efficient in awarding degrees and focus on improving its portfolio of research and intellectual property to outside investors.**

The proposed degree has been designed to foster productivity and program efficiency in the department and the college in which it resides. The YDFS curriculum builds on existing graduate courses within the department, while providing students with opportunities to deepen their understanding of theoretical perspectives and advanced research methods and statistics through a substantial research and statistics requirement and a set of approved electives, both drawn from existing courses in other departments and

colleges. The projected program costs have been calculated based on a student head count that increases from a total of four students in the introductory year to 20 students in year five, a number that is sustainable and commensurate with other programs around the country. The estimated time to degree for the proposed program is very efficient, averaging three years, which is very typical of social science focused doctoral programs. The faculty and students in the program are well positioned to contribute to the SUS research portfolio by building on existing research strengths and grant successes, and ongoing engagement in meaningful research activity, peer reviewed publications, and strong external grant funding from major federal, state and local sources.

**III. Strategic priorities. The Board of Governors acknowledges that simply producing more with greater efficiencies is not inherently strategic, so this plan also has a focus on Strategic Priorities within each of the tripartite missions that need to be prioritized to better align university outputs with state economic and workforce needs.**

The proposed degree program is well aligned with university outputs and missions. It will generate newly awarded degrees, as well as increase the community and business workforce as graduates of the program go on to take positions as faculty members in colleges and universities that train future practitioners for jobs that will meet the needs for human service professionals in Florida. According to the Florida Department of Economic Opportunity, it is anticipated that there will be 16.0% growth over the next decade in employment for postsecondary educators in the social sciences and related fields (e.g., psychology and sociology) as well as 15.5% growth in community and social service occupations. In addition, faculty within the department have a strong track-record of successful grantsmanship and will continue to attract external funding from public and private non-profit organizations for research, teaching, and Extension programs.

**E. If the program is to be included in a category within the Programs of Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.**

N/A

**F. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.**

Program will initially be offered on main campus only.

## **INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY**

### **II. Need and Demand**

**A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

There is a direct unmet need to conduct research and prepare doctoral students to address the challenging questions related to how individual, interpersonal, family and community processes and systems influence the behavioral, psychosocial, and socio-emotional well-being of children, adolescents and emerging adults. This includes the examination of positive outcomes such as pro-social skills, social support, and



community engagement as well as negative outcomes such as risk behaviors, abuse, poverty, and family instability, all of which are experienced by youth and families in Florida, nationally and internationally. The proposed program will have a significant impact on these outcomes through the development of future faculty members equipped to conduct research and prepare their students to meet higher education and workforce demand for youth and family specialists.

**National Need:** According to the U.S. Bureau of Labor Statistics (December 2013), individual and family services positions are expected to grow at a compound annual rate of 4.4% through 2022. This is the second highest growth rate of any industry in the U.S. (second only to home health care services). Many of these positions will require post-secondary education, requiring colleges and universities to prepare more students to work in the industry, as well as prepare university faculty to respond to the growing demand for research that seeks to improve individual, family and community well-being. Data on peer institutions nationally shows that our proposed degree program will fill this gap. Among AAU peer institutions that offer comparable doctoral programs, The Ohio State University is one of the largest, with a PhD program in human development, family sciences and consumer sciences that has around 100 doctoral students. The Pennsylvania State University's program in Human Development and Family Studies has 60-80 students. There are other comparable programs in the Midwest (the University of Chicago's program in Comparative Human Development, the University of Illinois' program in Human and Community Development, and Iowa State University's program in Human Development and Family Sciences); however, there is no comparable doctoral program at an AAU institution in the Southeast.

**State & Local Need:** The Florida Department of Economic Opportunity estimates that there will be a 15.5% growth in community and social service occupations in the state over the next decade, as well as a 16.0% growth in employment for postsecondary educators in the social sciences and related fields (e.g., psychology and sociology). In the state of Florida, the only comparable program is the Department of Family and Child Sciences at Florida State University, which graduates an average of seven PhDs each year. The doctoral program in Youth Development and Family Science is well positioned, then, to fill a critical state need for workers, educators, and scientists in this growing social science field. In fact, the impact of research findings in this area will be significant, providing resources to examine the predictors of both positive and negative developmental outcomes in youth, families, and communities in Florida. Departmental faculty have a strong track-record of successful grantsmanship, and will continue to compete for extramural funding for prevention research with youth and families from federal and state agencies including the National Institute of Health (NIH), National Science Foundation (NSF), United States Department of Agriculture (USDA), Health and Human Services (HHS), Department of Homeland Security (DHS), Substance Abuse and Mental Health Service Administration (SAMHSA), National Institute of Mental Health (NIMH), Department of Education (DOE) and Housing and Urban Development (HUD).

**B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.**

**Demand:** We expect a high level of interest in this program due to the national demand for faculty trained in youth development and family sciences related fields. In the Chronicle of Higher Education database in fall 2014, when most academic job announcements are released, over 100 open tenure track faculty positions in YDFS related fields were listed. Our department continues to receive more than 20

inquiries a year from students interested in a doctoral program, and we estimate that about 40% of our current M.S. graduate students will go on to other YDFS PhD programs since we do not currently have one. In 2012, we surveyed graduates of our Master's program to determine the extent to which their graduate education contributed to their employment and their level of interest in a doctoral program. The results of this survey indicate high levels of satisfaction with the current graduate program, strong demand for the department's graduates, and high levels of interest in a doctoral program. Twenty-three former students responded to the survey. Seventy-one percent of respondents were either 'very satisfied' or 'extremely satisfied' with their FYCS graduate experience. Ninety-six percent of the respondents were currently employed and 70% were employed in a field that utilized their graduate degree. Fifty-five percent reported that their employer required an advanced degree for their position. Respondents were employed in a variety of settings, including universities, nonprofit organizations, banks, and law offices. In terms of current job satisfaction, 48% were moderately satisfied, 26% were very satisfied, and 13% were extremely satisfied. Sixty-one percent reported that a PhD would be beneficial to their current job opportunities and 83% reported that a PhD from our department would be beneficial to their future job opportunities. Fifty-seven percent said they would consider applying to a PhD program in our department if one were available and 46% reported that they would be interested in beginning a PhD program within five years.

More recently, we conducted a survey of our current full-time students enrolled in the FYCS Master's program (Fall 2014). Thirty-one students completed the online survey. Sixty-seven percent of the students reported that they would be either very interested (35%) or moderately interested (32%) in a PhD program if one were offered by the FYCS department. Twenty-six percent would be interested in applying within the next year while 35% would be interested in applying within the next five years. While 48% of the students were satisfied with their current career path, 23% acknowledged that to fully achieve their career goals they would need a PhD. In total, 77% of the students responded that if they were to pursue a PhD, they would prefer an FYCS degree over another department (13%) or another university (10%).

**C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix C, provide data that support the need for an additional program.**

There are no other substantially similar PhD programs in Florida at public or private institutions. Our program falls under the Human Development, Family Studies and Related Services category (CIP 19.07), which is consistent with the academic programs we believe will hire our students as future faculty members. The only other comparable SUS programs are the PhD programs in Family Relations (CIP 19.01) and Marriage and Family Therapy at FSU, which differ from the proposed doctoral program in terms of the emphasis. The proposed program will focus on youth development within the contexts of family and community. Undergraduate and master's programs at UCF and USF are counselling related. For example, the Department of Child, Family and Community Sciences at the University of Central Florida is in the College of Education and primarily emphasizes school counseling and mental health counseling. The Department of Child and Family Studies at the University of South Florida is in the College of Behavioral and Community Sciences and primarily focuses on behavior analysis and mental health. These programs could serve as feeder programs for our PhD. In the BOG database, the average number of graduates at all levels from SUS programs in CIP code 19 over the past five years is 650 per



year. An average of seven PhDs were awarded each year.

**D. Use Table 1 in Appendix A (1-A for undergraduate and 1-B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If students within the institution are expected to change majors to enroll in the proposed program at its inception, describe the shifts from disciplines that will likely occur.**

We anticipate that the majority of our students will register as full-time students, generally taking 24 credits per year (FTE = .75). We also anticipate that past and current students in our master's program, as well as students from within the University, will account for many of the initial applicants to our doctoral program during its first two years. Past and current students have developed good working relationships with faculty and our demands for high quality thesis research provide a solid foundation for doctoral work. Likewise, we may attract students who have completed M.S. degrees in other majors within the university. We do not expect that PhD students from other programs from within the University will request to change into our program.

In addition, we expect that we will attract non-traditional students from state and local agencies since our program is an applied sciences program. Over time, however, students from other universities within the state, as well as out-of-state residents, will be drawn to our program and will account for the majority of our students. We base this on the results of our surveys of current and former students, as well as our survey of other comparable programs across the country.

**E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date Appendix B to indicate that the analysis required by this subsection has been completed.**

This program does not duplicate a program at FAMU or FIU.

The FYCS Department will continue to support a culture of diversity among our faculty and students. We anticipate that the PhD program will extend our reach to attract an even more diverse student population. To help insure racial and ethnic diversity, in addition to faculty recruitment efforts, we intend to work actively with UF's excellent campus diversity recruiting and retention resources, which are coordinated by the UF Office of Graduate Minority Programs (OGMP), and we will develop a diversity recruitment and retention plan for the doctoral program. Some of the ways in which we will collaborate with the OGMP office to develop and implement this plan include participating in graduate recruitment fairs; partnering with foundations, community and student support organizations; providing scholarships and assistantships for underrepresented students; and providing students with opportunities to participate in retention and professional development workshops.

### **III. Budget**

**A. Use Table 2 in Appendix A to display projected costs and associated funding sources**

**for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)**

The Department of Family, Youth and Community Sciences (FYCS) is a research and Extension unit within the Institute of Food and Agricultural Sciences (IFAS), as well as an academic unit within the College of Agricultural and Life Sciences (CALS) at the University of Florida. Faculty within the department contribute to the three-fold land grant mission of teaching, research and Extension. As a result, funding sources vary depending on the faculty member's appointment. To simplify the complex funding scheme, E&G funding for the academic unit from CALS is differentiated from other funding sources through IFAS (listed in the attached Tables as "auxiliary"). The primary costs of the PhD program will be faculty and staff salaries and benefits, and the reallocated E&G base is calculated based upon the percentage of faculty and staff salaries/benefits funded through E&G. Auxiliary funds represent the percentage of faculty and staff salaries/benefits that will be reallocated from research and Extension funding through IFAS.

As shown in Tables 2 and 3, the funding for the program will primarily come from the reallocation of existing resources. Our estimates are conservative. We assumed a total increase in faculty salaries and benefits of only six percent over the next five years. We assumed zero increase in state operating funds over the five-year period. We also project a very modest growth in grant funding for assistantships of only \$90,000 over five years, although our growth has historically been higher. Based on projected enrollment trends (Table 1-B), the E&G cost per student FTE decreases from \$43,272 in Year 1 to \$16,253 in Year 5. Total projected E&G costs for Year 1 are \$118,998 and for Year 5 are \$239,734.

**B. Please explain whether the university intends to operate the program through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish differentiated graduate-level tuition. Provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate. Please include the expected rate of tuition that the university plans to charge for this program and use this amount when calculating cost entries in Table 2.**

We do not intend to operate the program through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish differentiated graduate-level tuition. The expected rate of tuition will be based on the University's standard costs and projected estimates, which is \$528.33 per credit hour for the 2015-2016 academic year.

**C. If other programs will be impacted by a reallocation of resources for the proposed program, identify the impacted programs and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

We anticipate that the PhD program will have no negative impacts on other programs, but will have a variety of positive impacts across all programs within the department, including undergraduate teaching, undergraduate research, masters-level research, and Extension. At the same time, we recognize the importance of acknowledging and addressing the possible impacts of a doctoral program on undergraduate education. Some members of the faculty will be devoting more time and energy to the graduate program because of the need to teach more graduate courses and provide intensive mentoring for doctoral students. However, the plan we have set forth also calls for a substantial subset of the faculty to continue their current roles with a strong emphasis on undergraduate education. Our doctoral curriculum also focuses on explicit training of PhD students for undergraduate teaching, with an emphasis on mentoring, training, and supervised teaching. Our doctoral students will be well prepared to teach undergraduate courses under the supervision of an experienced faculty member, assuring quality educational delivery to undergraduates. Department leadership has also worked to maintain as much teaching FTE as possible, minimizing the effects of the reallocation of resources on the broader teaching program. Finally, we anticipate that the use of minimal numbers of adjunct faculty, as well as additional funding for doctoral students to provide teaching assistance, will be important parts of an overall plan to provide high-quality undergraduate and graduate education.

We also anticipate many benefits of a doctoral program for other programs within the department. The doctoral program will require the development and expansion of strong, collaborative research teams that will involve multiple faculty, PhD students, master's students, and undergraduates. Undergraduate involvement in these teams will prepare students for research careers and graduate programs in related fields. A doctoral program based on cutting-edge research will also generate knowledge for new courses and content in the undergraduate program, enriching the current offerings and providing the most current and relevant information for research careers. The doctoral program will also provide the opportunity for our best undergraduate students to pursue their graduate studies at the University of Florida, whereas they are currently enrolling in other doctoral programs in other states and locations. By offering exemplary UF students this opportunity, they will benefit, as will the department. Finally, the new doctoral program will be positioned to attract additional funding and resources, both internally and externally, which will have broad benefits for all aspects of the department.

**D. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

Given the distinctive nature of this doctoral degree program, we anticipate primarily positive effects on related programs and departments. The core course content for the degree program, with an emphasis on youth development in the context of families and communities does not compete with the core mission of any other UF departments. The proposed curriculum will affect some other departments because it will generate additional demand for statistics and methodology courses. Given the benefits of additional student enrollment, we anticipate that the relevant departments (primarily Statistics and Education) will be receptive to enrolling additional students in manageable numbers.

We also anticipate that students will enroll in other elective courses in several departments. A number of departments at UF in several colleges, such as Liberal Arts & Sciences, Design, Construction & Planning, and Health & Human Performance, offer courses that are appropriate for doctoral students in our program. We do not believe that this demand on other departments will be excessive because the

selection of courses will be highly individual, depending on the specific needs and interests of each student. Students from several colleges and departments currently enroll in our graduate courses. As we build our course offerings over time, the courses available to their students will grow.

**E. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

Extramural funding is crucial to support graduate student research and to offer competitive assistantships to attract outstanding students. The department's faculty members are actively engaged in grantsmanship to secure external funding to provide support for research and graduate student assistantships. The department's grants portfolio includes awards from NIH, NSF, NOAA, DOE, HUD, HHS and USDA-NIFA. For example, NIFA, which stands for the National Institute of Food and Agriculture (NIFA) in the United States Department of Agriculture, provides competitive grant funding in areas central to the research and teaching programs in the Department. USDA-NIFA's Institute of Youth, Families & Community provides national leadership for programs addressing critical issues and conducts its programs primarily in partnership with land-grant universities. Examples of funding opportunities include the Rural Youth Development and the Children, Youth and Families at Risk grants programs. In addition, NIFA funds the National Needs Fellowships program, which supports stipends and research for graduate students in priority national need areas, such as youth at risk. The department also receives external funding from Florida state agencies such as Florida Department of Agriculture and Consumer Services (FDACS) and Department of Children and Families (DCF), and from businesses, such as Bank of America, which are used to provide funding for research and graduate students. The department also has endowments and matching assistantships that are used to support students.

#### **IV. Projected Benefit of the Program to the University, Local Community, and State**

**A. Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.**

While a few universities in Florida offer undergraduate and master's degrees with strong and growing enrollments in family, consumer sciences related majors, the only doctoral offerings in the state are at FSU. As a result, we believe that a large number of Florida-based students pursue advanced degrees in other states. The creation of a doctoral program in Youth Development and Family Sciences will reduce this outflow and benefit the state by training scholars who are more likely to stay in Florida and conduct research that has direct benefits for the university as well as youth, families, and communities in the state. In addition, students will likely conduct their doctoral research with local public and private organizations serving youth and families including local school systems, community-based youth development organizations, public and non-profit family and community services, and Cooperative Extension. Because the core research of the department focuses on well-being of youth and families, the benefits to the state and local community are quite direct, including advances in understanding at-risk youth, positive youth development, prevention and promotion interventions, healthy family functioning,

and community development.

Other benefits include the following:

Quantitative:

- Increased ability to attract the most highly qualified graduate students, which provides a direct benefit to the department, the university, and the community
- Increased student diversity, both in terms of international students and in terms of students from diverse ethnic and cultural backgrounds, who are over-represented in youth development and family studies programs
- Increased number of scholarly publications, particularly in high-impact journals
- Increased research collaboration with other UF departments and colleges, including public health, medicine, education, and agricultural education
- Increased extramural funding to support research

Qualitative:

- Developing the knowledge base needed to create improved policies and transformative programs that benefit individuals, families, and communities in an increasingly dynamic and global society and economy.
- Increasing the University's competitive advantage for extramural funding and standing among AAU universities, particularly among those with similar programs.
- Strengthening the University's capacity to meet its federally mandated responsibilities to local communities as a land grant institution.
- Fostering the development of the "talent pipeline" that must exist to create the multi-disciplinary expertise needed to build the knowledge and innovation economy envisioned by the Florida Board of Governors.
- Providing expert professional leadership and capacity in the public, private, and nonprofit sectors to address critical problems and needs of families, youth, and communities.

**V. Access and Articulation – Bachelor's Degrees Only – N/A**

**INSTITUTIONAL READINESS**

**VI. Related Institutional Mission and Strength**

**A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan (see link to the SUS Strategic Plan on the resource page for new program proposal).**

The proposed PhD program contributes directly to three key components of the mission of the University of Florida. The expertise and knowledge that the program will create lie at the core of the University's mission. The health and well-being of youth and families and the communities they live in are essential to the University's mission to advance the state, nation, and the international community by strengthening the human condition and improving people's quality of life. UF's mission statement states the importance of continually expanding and evaluating our programs to remain vital to a changing

society. Our department has a long history of forward-looking adaptation and change. Finally, UF's goal to serve as a preeminent university is advanced through the ability of the proposed program's faculty and students to engage in cutting edge, innovative research that compliments and broadens the existing research capacity in the university's colleges and disciplines.

**B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.**

The proposed program will be able to draw on the strengths of the University of Florida as both a Research I and AAU institution that houses many nationally and internationally recognized programs in the social sciences. The proposed program will extend UF's institutional strengths through developing and enhancing collaborations with other applied social science academic programs on campus in the Colleges of Education and Liberal Arts and Sciences, as well as with other academic departments within the College of Agricultural and Life Sciences, where the FYCS Department is based.

From a contextual standpoint, the Association of Public and Land-Grant Universities (APLU) has specifically recognized the urgent need to strengthen the capacity of land grant institutions such as UF in the life and social sciences (APLU, 2009), *Human Capacity Development*, Association of Public & Land-Grant Universities, Washington, D.C.). Our doctoral program will address the need for research and capacity in three of the six strategic opportunities identified by APLU: (1) Prepare youth, families, and individuals for success in the global workforce and all aspects of life, (2) assist communities in becoming sustainable and resilient to the uncertainties of weather, health, and security, and (3) help families, youth, and individuals become physically, mentally, and emotionally healthy. The development of a doctoral program will enhance and accelerate research in all of these areas and will help develop the cadre of future faculty who can conduct independent research and provide programmatic leadership in the public, nonprofit, and private sectors to address these strategic needs in the nation.

**C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology in table format of the activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

The FYCS Department has an undergraduate academic program, and currently has a graduate program at the master's level. The development of the doctoral program proposal has significantly evolved over time to reflect the evolution of the department. The initial discussion of a doctoral program with individuals external to the university occurred with an external review panel in 2001 when panel members from USDA, the University of Georgia and Iowa State University encouraged the faculty to build the then-new master's program as a platform for a doctoral program. In 2007-08, faculty developed a pre-proposal for review by the Dean of CALS. The Provost reviewed the pre-proposal as a concept in January 2008. The Provost met with the Dean of CALS in February 2008. Their discussion provided some recommendations for clarifying the proposed structure and content of the doctoral program, which were incorporated into the proposal. The Dean suggested that the Department initiate development of a full proposal for submission. A faculty committee was established to develop a proposal in fall of 2009. In spring semester of 2010, the proposed PhD program was discussed with the CALS Curriculum Review Committee. That committee made several recommendations, which were also incorporated into the proposal.



<b>Date</b>	<b>Participants</b>	<b>Planning Activity</b>
2001	USDA, University of Georgia, Iowa State University	External Department Review
2007	Dean of CALS and FYCS Department	Pre-proposal
2008 (Jan.)	Provost	Pre-proposal review
2008 (Feb.)	Provost and Dean of CALS	Recommendations for clarification of Pre-proposal
2009 (Sept.)	FYCS Faculty Committee	Committee formed for proposal development
2010 (April)	CALS Curriculum Committee	Proposal review with recommendations
2012 (Mar.)	Iowa State University, University of Georgia, University of Minnesota	External proposal review
2012 (Fall)	CALS Curriculum Committee	Submission of proposal
2013 (Spring)	UF Provost's office	Review of proposal
2103 (Fall)	New interim chair	Review of proposal and suggested revisions
2014	FYCS faculty	Review and revise proposal, develop new pre-proposal
2015 (February)	CAVP	Review pre-proposal
2015 (August)	CALS Curriculum Committee	Submit revised proposal

In the spring of 2012, a panel consisting of three external reviewers was formed to provide feedback and comments on the proposal. The three reviewers provided written as well as verbal comments to the FYCS PhD Proposal Committee. These comments were discussed and incorporated into the proposal as deemed appropriate. The reviewers represented various academic levels consisting of an associate provost, dean, and an associate professor, two of whom were from AAU institutions. The full proposal was submitted to the CALS Curriculum Committee in May of 2012 and then submitted via the CALS Associate Dean to the Provost's Office for review. In spring, 2013, the Provost's office reviewed and made additional suggestions to refine the proposal and enhance focus in key theoretical areas. At the time of the submission, the Department was going through a search for a permanent department chair. A permanent department chair was secured in April, 2014. With new leadership, the faculty and chair have worked on revising the proposal to address the suggestions from the Provost's office and to reflect the development and growth of the department and its faculty with respect to the theoretical foundations of the discipline and the research enterprise. The chair and graduate director have met several times with the UF Associate Provost for Academic Affairs, who provided guidance regarding the newly developed SUS graduate degree program approval process. Subsequently a pre-proposal was submitted using the new templates and reviewed by the CAVP in February, 2015.

### Timeline:

#### Events Leading to Implementation

Date	Implementation Activity
Fall 2015	Final CALS approval by Senior VP and Dean
Fall 2015	Provost's approval
Fall 2015	UF Graduate School Technical review
October 15, 2015	Graduate Council Review and Discussion
November 19, 2015	Graduate Council approval
Fall 2015	University Curriculum Committee Information Item
Fall 2015	Faculty Senate Steering Committee approval
Spring 2016	Faculty Senate review and approval
Spring 2016	UF Academic Affairs Approval
Spring 2016	Board of Trustees review and approval
Spring 2016	Submission for September 2016 consideration by Board of Governors
Spring 2017	FYCS PhD program implementation

#### VII. Program Quality Indicators - Reviews and Accreditation

**A. Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.**

The Department of Family, Youth & Community Sciences has participated in five external and internal reviews relevant to our doctoral program proposal since 2001:

External Departmental Review. An external panel conducted a review of the Department's programs in research, teaching and Extension in 2001. We are currently planning another review, but that review will not be occur in time to provide input for this proposal. One recommendation from the review panel was important for the proposed doctoral program, to increase the number of FTEs for research. We have subsequently met with the IFAS deans who fully support the department and the PhD proposal, and who have twice approved FTE changes such that department research FTEs have increased from 2.85 at the beginning of 2014 to 5.00 research FTE in 2015. All recently hired tenure-track faculty members (two in 2014) have research FTE in their appointments. IFAS administration fully supports the development of a doctoral program and has assisted in the development of this proposal.

Research Planning. In 2009, each department in IFAS developed a "research roadmap." The research roadmap is a faculty-driven, faculty-based plan for research based on a comprehensive self-examination of "who we are as researchers, what we need to be as a viable and enviable research team for the next 10-20 years" and the steps needed to get there. The results of that process define the core priorities of the organization as a whole and of the individual departments. The process identified five priority areas for IFAS as a whole: energy, climate change, food systems, the human animal, and land, air and water use. The overarching or central connecting set of priorities is the human dimension, which aligns with the explicitly social science component of the IFAS mission, an area in which the Department of Family, Youth & Community Sciences plays a critical role.

College of Agricultural and Life Sciences (CALS) Curriculum Review. The CALS Curriculum Enhancement Coordination Committee reviewed the existing graduate program in April 2010. The Committee made four major recommendations. The first recommendation regarded reallocating graduate teaching FTE in the Department to accommodate the doctoral program. The second recommendation was to eliminate the Master in Family, Youth & Community Sciences and offer instead a non-thesis M.S. degree. The Department has acted on this recommendation and now offers a single degree, the M.S., with a thesis and non-thesis program of study. The third was to streamline, simplify or discontinue the formal concentrations associated with the FYC graduate degree programs. The Committee pointed out that enrollment in the concentrations was very limited, which is typical in most departments, and that meeting the requirements for a concentration is often cumbersome for students. We have eliminated two of three concentrations at the master's level, the concentration in Community Studies and the Concentration in Family & Youth Development. Finally, this proposal follows the Committee's final recommendation to create no tracks, specializations or concentrations at the doctoral level. In summary, by implementing these recommendations, we strategically shifted faculty time and reduced administrative bureaucracy in order to allow faculty to have sufficient time to teach, advise doctoral students and conduct doctoral level research.

Dean's Review. The deans of the Institute of Food and Agricultural Sciences conducted a review of the Department's research, teaching and Extension programs. The most recent review was in April 2011. The deans made two major recommendations regarding the FYC graduate program at that time. The first was to continue to work on developing a doctoral program. This proposal is our response to that recommendation. The second was to streamline our graduate programs by eliminating formal concentrations as defined by the Graduate School of the University of Florida. This proposal incorporates that recommendation.

Audit. The Office of Audit and Compliance Review of the University of Florida completed a routine audit of the Department of Family, Youth & Community Sciences in May 2011. Their review assessed the Department's policies and practices with regard to management of fiscal resources. The Department's management of resources supporting research are of special importance in this proposal. The auditors concluded that: "The FYCS Department was involved in research activities that had compliance requirements through various agencies including the Florida Department of Children and Families, the Florida Department of Health, and the United States Department of Agriculture. We reviewed the compliance requirements with appropriate staff and noted that the department had designed adequate controls to ensure compliance."

## **VIII. Curriculum**

**A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

### **Knowledge**

#### **Outcomes**

- Students will be able to develop science-based research to analyze complex social problems, issues and needs. Targeted outcome: 95% of students will demonstrate this knowledge.

- Students will be able to implement social and prevention science theories, approaches, and research to youth and their families, in the context of their communities. Targeted outcome: 95% of students will demonstrate this knowledge.

#### Assessment Methods

- Evaluation of the student's program of study by the supervisory committee using a faculty-developed rubric.
- Evaluation of the student's knowledge as expressed during the qualifying examinations by the supervisory committee using a faculty-developed rubric.
- Successful defense of qualifying exam, dissertation proposal and final dissertation as judged by a supervisory committee using a faculty-developed rubric.

### **Skills**

#### Outcomes

- Students will be able to conduct independent research to analyze, assess, and address the needs, issues, and problems of youth and families, in the context of their communities. Targeted outcome: 90% of students will demonstrate this skill.
- Students will be able to communicate research findings to peers and practitioners in family, youth, and community sciences. Targeted outcome: 90% of students will demonstrate this skill.
- Students will be able to develop and implement policies and programs and analyze their impacts on youth and families. Targeted outcome: 90% of students will demonstrate this outcome.

#### Assessment Methods

- Successful defense of a dissertation as judged by a supervisory committee using a faculty-developed rubric.
- Preparation of one or more manuscripts judged ready for submission in peer-refereed research journals, at professional conferences, and/or in practitioners' journals.

### **Professional Behavior**

#### Outcomes

- Students will demonstrate ethical behavior, cultural sensitivity, teamwork, and effective communication to interact in professional environments. Targeted Outcome: 95 % of students will demonstrate this behavior.
- Students will demonstrate full respect for the rights and privileges of research participants in the research process. Targeted Outcome: 95 % of students will demonstrate this behavior.

#### Assessment Methods

- Consistent adherence during the degree program to the University of Florida's Honor Code.
- Observation by the faculty of professional behavior during class activities, seminars, research

work, dissertation defense and participation in FYCS seminar program and professional societies. Observations will be shared with the supervisory committee and evaluated based on a faculty-developed rubric.

- Students will adhere to all policies of the Institutional Review Board of the University of Florida during the research process.

**B. Describe the admission standards and graduation requirements for the program.**

Admission will require a combined verbal and quantitative score of at least 300 on the GRE, a minimum undergraduate GPA of 3.0 and a minimum graduate GPA of at least 3.3. Prior completion of a master's degree from a regionally accredited institution or equivalent is desirable, preferably in a field of study that provides the student with a solid grounding in the social sciences. We will also consider students with degrees in related fields or post-baccalaureate professional degrees. The student will submit a minimum of three letters of reference, a statement of purpose, and a resume, which the admissions committee will use to assess the student's qualifications for admission to the program and potential for research scholarship. International students must comply with current UF standards for admission to the Graduate School, including requirements for English language competency and financial responsibility.

The student will complete a total of 90+ credit hours for graduation, including up to 30 hours of graduate credits accumulated in a master's degree. The degree program will require completion of an independent research project under the direction of the student's supervisory committee and a qualifying and final examination by the supervisory committee. The student will complete written and verbal qualifying examinations and will present and defend a research proposal before the graduate supervisory committee prior to initiating research for the doctoral dissertation. The graduate supervisory committee will assess the written dissertation and will examine the student's overall comprehension and knowledge in a final defense of the dissertation.

**C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.**

The PhD will require a minimum of 90 post-baccalaureate credit hours. Up to 30 credits may be transferred from an M.S. or other master's program from a regionally accredited institution or equivalent. The remaining course work will include core coursework (15 credits); quantitative and qualitative method and statistics (18 credits); electives/outside concentration area (12 credits); and dissertation research (15 credits).

<b>Required Core Courses</b>		<b>15 credit hours</b>
Required		
FYC 6234	Theoretical Approaches to Youth Development	3
FYC 6932	Topic in Family Youth and Community Sciences (Prevention Science in YDFS)	3
FYC 6xxx	Seminar in Youth Development and Family Science	3
FYC 6xxx	Professional Development in Youth Development and Family Science	3

Select one:

FYC 6230	Theories of Family Development, Systems and Change	3
FYC 6330	Theories of Community Development	3

### Research and Statistics

18 credit hours

Required

FYC 6800	Scientific Reasoning and Research Design	3
FYC 6802	Advanced Research Methods for Family, Youth and Community Sciences	3

**Choose twelve additional credits from the following or as determined by the doctoral supervisory committee. Some courses may require prerequisites:**

FYC 6620	Program Planning and Evaluation for Human Service Delivery	3
FYC 6932	Topics in Family, Youth and Community Sciences (Applied Data Analysis in FYCS)	1-3
STA 6126	Statistical Methods in Social Research I	3
STA 6127	Statistical Methods in Social Research II	3
STA 6207	Regression Analysis	3
STA 6208	Basic Design and Analysis of Experiments	3
STA 6209	Design and Analysis of Experiments	3
STA 6505	Analysis of Categorical Data	3
STA 6526	Nonparametric Statistics	3
STA 6857	Time Series Analysis	3
STA 7249	Generalized Linear Models	3
STA 7346	Statistical Inference	3
EDF 6402	Quantitative Foundations in Educational Research: Inferential Statistics	3
EDF 6403	Quantitative Foundations of Educational Research	6
EDF 6471	Survey Design and Analysis in Educational Research	3
EDF 7412	Structural Equation Models	3
EDF 7474	Multilevel Models	3
EDF 7932	Multivariate Analysis in Educational Research	3
SYA 6315	Qualitative Research Methods	3
MMC 6426	Seminar in Qualitative Research	3
EDF 6475	Qualitative Foundations of Educational Research	4
EDF 7479	Qualitative Data Analysis: Approaches and Techniques	3
EDF 7483	Qualitative Data Collection: Approaches and Techniques	3
MMC 6423	Content-Analysis Methods	3

### Electives/Outside Concentration Area

12 credit hours

Approved elective courses will be drawn both from within the department as well as existing UF areas of expertise in relevant social sciences, including social and behavioral sciences, psychology, sociology, and education. Sample departmental electives include:



FYC 6207	Adolescent Problematic Behavior	3
FYC 6223	Promoting Positive Youth Development	3
FYC 6662	Public Policy and Human Resource Development	3
FYC 6222	Parenting and Child Relationships	3
FYC 6111	Families and Violence	3
FYC 6xxx	Family Risk and Resilience	3
FYC 6320	Community Development and Civic Engagement	3
FYC 6421	Nonprofit Organizations	3
FYC 6221	Grant Proposals for Community-Based Organizations	3

#### **Dissertation Research**

**15 credit hours**

FYC 7979	Advanced Research	Variable
FYC 7980	Research for Doctoral Dissertation	Variable

**D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.**

<b>Proposed Plan of Study</b>		
<b>Term</b>	<b>Course</b>	<b>Credits</b>
Fall Year 1	FYC 6800 Scientific Reasoning and Research Design	3
	FYC 6932 Topics in Family, Youth, and Community Sciences (Prevention Science in YDFS)	3
	FYC 6230 Theories of Family Development, Systems and Change (or) FYC 6330 Theories of Community Development	3
	Total	9
Spring Year 1	FYC 6802 Advanced Research Methods for FYCS	3
	FYC 6234 Theoretical Approaches to Youth Development	3
	Statistics/Research course	3
	Total	9
Summer Year 1	Elective/outside concentration course	3
	Statistics/Research course	3
	Total	6
Fall Year 2	FYC 6xxx Professional Development in YDFS	3
	Elective/outside concentration course	3
	Statistics/Research course	3
	Total	9
Spring Year 2	FYC 6xxx Seminar in Youth Development & Family Science	3

	Statistics/Research course	3
	Elective/outside concentration course	3
	Total	9
After the first five semesters the plan of study will differ for those who were accepted with an existing master's degree (and up to 30 credits) and those who were accepted into the program with a bachelor's or professional degree		
<b>Proposed Plan of Study – Master's entering with up to 30 credits</b>		
Summer Year 2	Dissertation	3
	Elective/outside concentration course	3
	Total	6
Fall Year 3	Dissertation	6
	Elective/outside concentration course (optional)	3
	Total	9
Spring Year 3	Dissertation	3-9
	Total	3-9
<b>Proposed Plan of Study – Bachelors or Professional Degree</b>		
<b>Term</b>	<b>Course</b>	<b>Credits</b>
Summer Year 2	Elective/outside concentration courses	6
Fall Year 3	Elective/outside concentration courses	9
Spring Year 3	Elective/outside concentration courses	9
Summer Year 3	Elective/outside concentration courses	6
Fall Year 4	Dissertation	9
Spring Year 4	Dissertation	9

**E. Provide a one- or two-sentence description of each required or elective course.**

FYC 6111: Families and Violence

Examines the major types of family violence across the life span, including all forms of child maltreatment, intimate partner violence, and elder abuse.

**FYC 6207: Adolescent Problematic Behavior**

Ecological model to examine common themes of adolescent development with challenges that lead to problematic behavior.

**FYC 6221: Grant Proposals for Community-Based Organizations**

Skills needed to develop funding proposals to support community-based projects and organizations.

**FYC 6222: Parenting and Child Relationships**

Relationships affecting child development outcomes.

**FYC 6223: Promoting Positive Youth Development**

Examines risk and protective factors for promoting youth development.

**FYC 6230: Theories of Family Development, Systems and Change**

Provides an overview of the major theoretical perspectives on families, including family development and family systems; and emerging theories relevant to diverse and changing families. Special attention is given to the application of these perspectives for research and practice.

**FYC 6234: Theoretical Approaches to Youth Development**

An in-depth examination and synthesis of historical (macro) and contextual contemporary (micro) theories of youth development, spanning from childhood through emerging adulthood, as they are used to inform research, including applying principles and theories of youth development to community-based settings.

**FYC 6320: Community Development and Civic Engagement**

Examining the process and methods for community development with an emphasis on research related to civic engagement and public participation. Students will develop skills for managing change in communities.

**FYC 6330: Theories of Community Development**

Sociological concept of community and its application in public development policies.

**FYC 6421: Nonprofit Organizations**

Community nonprofit organizations. Governance, policy and decision making, and planning.

**FYC 6620: Program Planning and Evaluation for Human Service Delivery**

Contemporary theories and process for planning and evaluating human service education and delivery programs.

**FYC 6662: Public Policy and Human Resource Development**

Current policies and laws impacting youths, families, and communities. Strategies to change these policies and laws.

**FYC 6800: Scientific Reasoning and Research Design**

Scientific reasoning, scientific method, and quantitative and qualitative research design.

FYC 6802: Advanced Research Methods for Family, Youth, and Community Sciences  
Research tools and techniques appropriate for an ecological model, emphasizing a multi-method approach.

FYC 6932: Topics in Family, Youth, and Community Sciences (Prevention Science in YDFS)  
Theoretical and empirical foundations for prevention science in YDFS.

FYC 6xxx: Family Risk and Resilience  
Examines contemporary research in family risk and resilience and the application to youth, families and communities.

FYC 6xxx: Professional Development in YDFS  
An overview of the pedagogical and professional knowledge and skills needed to prepare for both academic and non-academic careers.

FYC 6xxx: Seminar in YDFS  
Explores current topics, trends, and research findings in YDFS

FYC 7979 Advanced Research

FYC 7980 Research for Doctoral Dissertation

STA 6126: Statistical Methods in Social Research I  
Descriptive statistics, estimation, significance tests, two-sample comparisons, methods for nominal and ordinal data, regression and correlation, introduction to multiple regression.

STA 6127: Statistical Methods in Social Research II  
Further topics in multiple regression, model building, analysis of variance, analysis of covariance, multivariate analysis of categorical data.

STA 6207: Regression Analysis  
Focusing on simple linear regression; multiple regression; model selection residual analysis; influence diagnostics' multicollinearity; anova and regression; generalized linear models; nonlinear regression.

STA 6208: Basic Design and Analysis of Experiments  
Focusing on the principles of experimental design, completely randomized design (analysis, contrasts, diagnostics), random effects models, factorial experiments (fixed, random, and mixed effect), block designs, Latin squares, split plots, and full and fractional factorial experiments.

STA 6209: Design and Analysis of Experiments  
Tests of assumptions; block designs; control of two-way heterogeneity; cross over designs; factorial experiments; fractional factorials; analysis of "messy" data.

STA 6505: Analysis of Categorical Data  
Varieties of categorical data, cross-classification tables, tests for independence. Measures of association.

Loglinear models for multi-dimensional tables. Logit models and analogies with regression. Specialized methods for ordinal data.

**STA 6526: Nonparametric Statistics**

Inference based on rank statistics. One, two, and k-sample problems. Correlation and regression problems. Analysis of contingency tables. Conditionally distribution-free rank tests. Pitman asymptotic relative efficiency.

**STA 6857: Applied Time Series Analysis**

Linear time series model building, spectral density estimation, analysis of nonstationary data, SAS package on Box and Jenkins model building and forecasting. Case studies in recent literature will be discussed.

**STA 7249: Generalized Linear Models**

Fitting of generalized linear models, diagnostics, asymptotic theory, overdispersion, estimating equations, mixed models, generalized additive models, smoothing.

**STA 7346: Statistical Inference**

Decision rules and risk functions. Sufficiency, Minimax, and Bayes rules for estimating location and scale parameters.

**EDF 6402: Quantitative Foundations in Educational Research: Inferential Statistics**

Analysis of variance: One-way ANOVA, two-way ANOVA, ANOVA, repeated measures, and split plot.

**EDF 6403: Quantitative Foundations of Educational Research**

Integrated coverage of fundamentals in the general field of education research. Includes statistics, experimental design, and data processing.

**EDF 6471: Survey Design and Analysis in Educational Research**

Development and analysis techniques for surveys and questionnaires. Techniques of protocol development, data collection, analysis, and reporting.

**EDF 7412: Structural Equation Models**

Confirmatory factor analysis and causal models.

**EDF 7474: Multilevel Models**

Models and methods for analysis of multilevel data.

**EDF 7932: Multivariate Analysis in Educational Research**

Review of selected studies, focusing on methods of data analysis. Emphasis on using multivariate techniques.

**SYA 6315: Introduction to Qualitative Research Methods**

Fieldwork, observation, participant observation, and other qualitative data-collection and analysis techniques.

MMC 6426: Seminar in Qualitative Research

Theory and application in social science and communication. Qualitative data analysis, evaluation, ethical considerations, and writing.

EDF 6475: Qualitative Foundations of Educational Research

Introduction to philosophical, historical, sociological, and other methodologies as aspects of qualitative educational research.

EDF 7479: Qualitative Data Analysis: Approaches and Techniques

Theories, approaches, and techniques of qualitative data analysis.

EDF 7483: Qualitative Data Collection: Approaches and Techniques

MMC 6423: Content-Analysis Methods

Sampling, category construction, calculation of intercoder reliability, and analysis of data. Evaluation of content analysis methods and opportunity to undertake project using this methodology. Focus on analysis of mass media messages, but includes content analysis of other communication content.

**F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.**

N/A

**G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

Those learned societies with interest in this program include: Society for Research on Adolescents (SRA), Society for the Study of Emerging Adulthood (SSEA), National Council on Family Relations, American Evaluation Association, Society for Research in Child Development, American Society for Nutrition, Family Science Association, and Society for Prevention Research. However, none of these societies accredits academic programs.

**H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

There are no learned societies or accrediting organizations for corresponding bachelor's or master's programs.



**I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

The delivery system for this program will be traditional delivery on the main campus. Although collaboration with other universities in the state is limited because of the uniqueness of our program, we have had continuing discussions with FSU and their new permanent department chair to explore potential collaboration on research and internships for students focusing on family relations. When asked, the FSU chair indicated that he felt our programs are significantly different enough from one another that they would be complementary.

## **IX. Faculty Participation**

**A. Use Table 4 in Appendix A to identify existing and anticipated full-time (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

Table 4 includes the existing and anticipated full-time faculty who will participate in the program. Given the three-fold mission of the department (teaching, research and Extension), this represents about 25% of the faculty in the department, primarily those who have significant appointments in research. Faculty members in IFAS-CALS generally have a 12-month appointment, which should be considered when evaluating the “% effort” that will be expended to the program. We anticipate that by year 5 of the program, we will have two additional new hires at the assistant professor level. Funding for the new hires will be distributed between new E&G revenue through CALS as well as other typical sources through IFAS.

**B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated full-time faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

As noted in Section III. A., the primary costs of the PhD program will be faculty and staff salaries and benefits. The reallocated E&G base is calculated based upon the percentage of faculty and staff salaries/benefits funded through E&G. Auxiliary funds represent the percentage of faculty and staff salaries/benefits that will be reallocated from research and Extension funding through IFAS. For projection purposes, we assumed zero increase in state operating funds over the five-year period and a

very modest growth in grant funding for assistantships of only \$90,000 over five years. Based on projected enrollment trends (Table 1-B), the E&G cost per student FTE decreases from \$43,272 in Year 1 to \$16,253 in Year 5. Total projected E&G costs for Year 1 are \$118,998 and for Year 5 are \$239,734.

**C. Provide in the appendices the abbreviated curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).**  
This information is provided in Appendix C.

**D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.**

Faculty in the Department of Family, Youth and Community Sciences are active in research. In total, faculty have published 426 refereed articles in professional journals, authored or edited 14 books, and authored or co-authored 52 book chapters. Faculty research has been published in such journals as the Journal of Youth and Adolescence, American Journal of Health Behavior, Journal of Child and Family Studies, Child and Family Social Work, Family Relations, Journal of Family Issues, Professional Psychology Research and Practice, and the International Journal of Men's Health. In addition, many faculty serve on editorial boards for professional journals, approximately 24 journals in all, and two are editors or co-editors of journals. Faculty have won a variety of academic awards and honors including: Fulbright Scholar, ARNOVA (Association for Research on Nonprofit Organizations and Voluntary Action) Emerging Scholar, American Council on Education Partnership Award, NACTA (North American Colleges and Teachers of Agriculture) Educator Award, UF/IFAS International Achievement Award, and the UF/IFAS Superior Accomplishment Award. Faculty members currently generate \$17 million in extramural funding from a variety of funding sources, including all of the major federal and many state funding agencies, and the department is ranked in the top five departments in terms of external funding in CALS.

Faculty in the department have successfully chaired/directed 74 master's theses, with an additional 30 in progress. In addition, faculty have served as members of 103 thesis committees, with 35 in progress. Although the department does not yet have a PhD program, eight FYCS faculty have graduate faculty status in other academic departments and have successfully chaired/directed 15 doctoral dissertations, with 3 in progress. Faculty have also served as co-chairs of three dissertation committees, members of 55 dissertation committees, and external members of 93 dissertation committees. These research efforts represent a diversity of topics across many disciplines including: adolescent problematic behavior, adolescent sexuality, academic achievement and afterschool attendance, marriage and family, ethnic, racial and cultural diversity, child development, and childhood obesity. Specific departments and units that FYCS faculty have collaborated with include: Sociology, Psychology, Clinical and Health Psychology, Sports Management, Agricultural Education and Communication, Political Science, School of Natural Resources and Environment, Geography, Interdisciplinary Ecology, Environmental and Global Health, Food Science and Human Nutrition, Art Education, Counselor Education, Horticultural Sciences, Food and Resource Economics, and Animal Sciences.

In teaching, faculty members in the Department generated 8,590 undergraduate fundable credit hours in academic year 2013-2014. Members generated a total of 398 graduate fundable credit hours, 312 in

Level 1 and 86 in Level 2. These numbers compare favorably with other units in CALS, including other departments in the social sciences and related fields. The equivalent numbers of credit hours in Agricultural Education & Communication were 5,845 undergraduate hours and 348 Level 1 and 450 Level 2 graduate hours. The Food and Resource Economics Department generated 11,144 undergraduate hours, 625 Level 1 graduate hours and 649 Level 2 graduate hours. Both departments used for comparison have a doctoral program. In fall 2014, the overall graduate student evaluation of instructors in the department was 4.44 and the overall course rating was 4.34, compared to 4.32 and 4.28 for the college as a whole.

Finally, faculty in the department are active in fulfilling the land-grant mission of UF through Extension and service within the state of Florida. Most faculty in the department have an active Extension program with specific focus in 4-H youth development and/or family and consumer sciences. Faculty have also authored over 800 peer-reviewed publications that are offered for free through the UF/IFAS single-source repository (EDIS: Every Day Information Source), and have contributed over 200 short articles in the last three years for Family Album radio and blog, an information resource for the general public.

#### **X. Non-Faculty Resources**

**A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.**

The UF Libraries have 4.1 million volumes, 9 million microforms, and a variety of other resources available to faculty, staff, and students within Family Youth & Community (FYCS). Collections that directly support the new program are included in the Education Library (145,000 volumes / 85,000 serials), social sciences collections in Library West (2 million volumes / 600,000 serials), Health Science Center Library (343,980 volumes / 250,877 serials), and the Marston Science Library (195,000 volumes / 400,000 serials), as well as other specialized libraries (UF Digital Collections, Institutional Repository @UF, and Specials & Area Studies Collections) on the UF campus.

Examples of journals available at UF libraries that relate to this new degree program include:

Adult Education Quarterly  
Adult Leadership  
Adult Learning Ageing and Society  
Educational Research Journal  
American Journal of Community Psychology  
American Journal of Public Health  
American Psychologist Annals of the American Academy of Political and Social Science  
Applied Developmental Science  
Career Development Quarterly  
Child Abuse & Neglect  
Child Development  
Child Maltreatment  
Child Welfare

Children and Youth Services Review  
 Child Study Journal  
 Community, Work & Family  
 Developmental Psychology  
 Developmental Review  
 Development and Psychopathology  
 Educational Evaluation and Policy Analysis  
 Educational Researcher  
 Evaluation Review  
 Families in Society -The Journal of Contemporary Social Services  
 Families, Systems and Health  
 Family & Community Health  
 Family and Consumer Sciences Research Journal  
 Family Economics  
 Family Law Quarterly  
 Family Process  
 Family Relations  
 Family Science Review  
 Future of Children  
 Gerontologist International  
 Family Planning Perspectives  
 International Journal of Consumer Studies  
 International Journal of Men's Health  
 International Journal of Public Health  
 International Journal of Stress Management  
 Journal of Abnormal Psychology  
 Journal of Adolescence  
 Journal of Adolescent Health  
 Journal of Adolescent Research  
 Journal of Aging and Health  
 Journal of Aging Studies  
 Journal of Child and Family Studies  
 Journal of Child Nutrition and Management  
 Journal of Community Development Society  
 Journal of Community Health  
 Journal of Community Psychology  
 Journal of Consumer Affairs  
 Journal of Consumer Education  
 Journal of Divorce and Remarriage  
 Journal of Early Adolescence  
 Journal of Family and Consumer Sciences Education  
 Journal of Family and Consumer Sciences  
 Journal of Family Communication  
 Journal of Family Issues  
 Journal of Family Psychology  
 Journal of Family Therapy

Journal of Interpersonal Violence  
 Journal of Leadership Education  
 Journal of Marriage and the Family  
 Journal of Men's Studies  
 Journal of Personality and Social Psychology  
 Journal of Primary Prevention  
 Journal of Public Health Policy  
 Journal of Research on Adolescence  
 Journal of Rural and Community Development  
 Journal of Rural and Tropical Public Health  
 Journal of Rural and Community Development  
 Journal of Rural Community Psychology  
 Journal of Social and Personal Relationships  
 Journal of Sex & Marital Therapy  
 Journal of the Community Development Society  
 Journal of Youth Development  
 Journal of Youth and Adolescence  
 Quarterly Perspectives on Sexual and Reproductive Health  
 Prevention Science  
 Psychology of Addictive Behaviors  
 Psychology of Men and Masculinity Psychology, Public Policy, and Law  
 Psychology Review  
 Rehabilitation Psychology  
 Rural Sociology  
 School Psychology  
 Social Science Quarterly Journal  
 Studies in Family Planning  
 Young Children

**B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A. Please include the signature of the Library Director in Appendix B.**

There are a variety of library databases that index journal articles in the field. Those databases include Academic Search Premier, Academic OneFile, PsycInfo, Cambridge Science Abstracts, Sociological Abstracts, MEDLINE, Ageline, Web of Science, EconLit, ERIC, LexisNexis, Professional Development Collection, Child Abuse Child Welfare and Adoption, Alt-Health Watch, CAB Abstracts, EthnicNewsWatch, GenderWatch, Alternative Press Index, and Linguistics and Language Behavior Abstracts. The UF Libraries also provide access to our extensive e-book and e-collections. Examples of electronic book platforms within UF collections are Books24x7, Springer E-books, NetLibrary E-books, Gale Virtual Reference Library, PubMed Bookshelf, and Knovel. Historical research needs are accommodated through our archived Extension documents provided through the database Florida Agriculture and Rural Life. All other items not held within our collections can be quickly obtained through the Interlibrary Loan system.

The Outreach Librarian for Agricultural Sciences at Marston Science Library is dedicated to assisting all FYCS faculty, staff and students with their research needs including maintenance of a relevant library collection and the provision of one-on-one and classroom instruction. Five additional subject librarians are also available to provide advanced research assistance in the areas of education, psychology, anthropology, sociology and law. Lastly, there is a Family, Youth and Community library subject guide, as well as additional guides for Education, Agricultural Education & Communication, Statistics, and more, available to assist with research.

**C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.**

The Department of Family, Youth and Community Sciences is housed on the third floor of McCarty Hall. In wing D there are 7526 square feet for faculty and support staff. Of that total, 3322 square feet are allocated to faculty offices. In McCarty Hall B, there are also three faculty offices which total 684 square feet, one graduate student office, and a multi-purpose office with workstations for grant employees, which total 692 square feet. A total of 4204 square feet of office space is used for support functions. The department has a medium-sized conference room, 3042 McCarty Hall D, as well as a smaller conference room, 3003 McCarty Hall D. The Department currently provides workspaces for 18 graduate students, allocated to students who have assistantships or are working directly with a faculty member on a grant-funded project. There are no specific needs for specially equipped classrooms for instruction in this program, except those that are required for students with disabilities. Non special-use classroom space is centrally managed at the University of Florida.

**D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (E) below.**

We project a total enrollment of 20 doctoral students by Year 5 of this program. We anticipate that we will be able to provide sufficient office space through utilizing our existing assigned graduate student offices combined with repurposing some of our open office suite areas into cubicles. Our requirements for classroom space are currently met and we do not anticipate additional needs that would place a burden on the University at this time. We are not requesting specialized teaching or laboratory research space.

**E. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

No new capital expenditures are required.



**F. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

The only equipment provided to graduate students at this time consists of computers and software. We have a sufficient number of fully equipped computer stations for graduate student use.

**G. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.**

No additional specialized equipment will be needed to implement the program.

**H. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.**

None.

**I. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.**

Graduate assistantships are a critical element in recruitment and maintenance of a PhD program. The department is able to provide assistantships through two major mechanisms currently: (1) grant funding is a major source of revenue for research assistantships; (2) the College of Agricultural and Life Sciences (CALS) provides assistantship funds for students who have teaching responsibilities. We anticipate that we will use these same strategies to fund doctoral students. In addition, the addition of the doctoral program would make us competitive for university-wide fellowships that are limited to doctoral students and we plan to take advantage of those opportunities. The number of grant-supported assistantships has grown regularly. We therefore anticipate that we will support doctoral students through a combination of state funds and extramural funding.

**J. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

We do not require an internship or practicum for students in the proposed degree program, although students may elect to enroll in FYC 6912 Nonthesis Project in Family, Youth, and Community Sciences (Professional Practicum) under the guidance of the graduate supervisory committee. We do anticipate that many students will conduct research at off-campus sites in Florida, out-of-state, or internationally. We have excellent collaborative relationships with many community-based organizations, including both nonprofit organizations and public agencies. We therefore feel that we will be able to provide adequate sites for student research.

## APPENDIX A

### APPENDIX A

**TABLE 1-A**  
**PROJECTED HEADCOUNT FROM POTENTIAL SOURCES**  
**(Baccalaureate Degree Program)**

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE****	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Upper-level students who are transferring from other majors within the university**	0	0	0	0	0	0	0	0	0	0
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***	0	0	0	0	0	0	0	0	0	0
Florida College System transfers to the upper level***	0	0	0	0	0	0	0	0	0	0
Transfers to the upper level from other Florida colleges and universities***	0	0	0	0	0	0	0	0	0	0
Transfers from out of state colleges and universities***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

\*\* If numbers appear in this category, they should go DOWN in later years.

\*\*\* Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.

\*\*\*\*For assistance with this calculation, check with UF Office of Institutional Research

## APPENDIX A

**TABLE 1-B  
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES  
(Graduate Degree Program)**

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE****	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	2	1.5	3	2.25	3	2.25	3	2.25	3	2.25
Individuals who graduated from preceding degree programs at other Florida public universities	1	0.75	2	1.5	4	3	5	3.75	5	3.75
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	0	0	2	1.5	3	2.25	5	3.75	8	6
Additional foreign residents***	0	0	0	0	1	0.75	2	1.5	3	2.25
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>4</b>	<b>2.75</b>	<b>8</b>	<b>5.75</b>	<b>12</b>	<b>8.75</b>	<b>16</b>	<b>11.75</b>	<b>20</b>	<b>14.75</b>

\* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

\*\* If numbers appear in this category, they should go DOWN in later years.

\*\*\* Do not include individuals counted in any PRIOR category in a given COLUMN.

\*\*\*\*For assistance with this calculation, check with UF Office of Institutional Research

## APPENDIX A

**TABLE 2  
PROJECTED COSTS AND FUNDING SOURCES**

Instruction & Research Costs (non-cumulative)	Year 1							Year 5					
	Funding Source						Subtotal E&G, Auxiliary, and C&G	Funding Source					Subtotal E&G, Auxiliary, and C&G
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Auxiliary Funds****		Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Auxiliary Funds****	
Faculty Salaries and Benefits	58,511	0	0	0	0	66,128	\$124,639	149,913	0	0	0	168,683	\$318,596
A & P Salaries and Benefits	10,487	0	0	0	0	7,165	\$17,652	14,821	0	0	0	7,595	\$22,416
USPS Salaries and Benefits	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Other Personal Services	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Assistantships & Fellowships	50,000	0	0	0	60,000	0	\$110,000	75,000	0	0	150,000	0	\$225,000
Library	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
<b>Total Costs</b>	<b>\$118,998</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$60,000</b>	<b>\$73,293</b>	<b>\$252,291</b>	<b>\$239,734</b>	<b>\$0</b>	<b>\$0</b>	<b>\$150,000</b>	<b>\$176,278</b>	<b>\$566,012</b>
*Identify reallocation sources in Table 3.													
**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.													
***Identify if non-recurring.													
****Includes additional non-E&G funding from IFAS for faculty salaries & benefits (see Table 3)													
<b>Faculty and Staff Summary</b>							<b>Calculated Cost per Student FTE</b>						
Total Positions	Year 1	Year 5						Year 1	Year 5				
Faculty (person-years)	1	2.5					Total E&G Funding	\$118,998	\$239,734				
A & P (FTE)	0.25	0.3					Annual Student FTE	2.75	14.75				
USPS (FTE)	0	0					E&G Cost per FTE	\$43,272	\$16,253				

## APPENDIX A

**TABLE 3  
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS\***

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
<b>Faculty Salaries/Benefits</b>			
60320000-101-1100 E&G Funds	1,166,413	58,511	<b>\$1,107,902</b>
60320000-103-2100 IFAS Research Funds: \$513,731**			
60320000-103-3300 IFAS Extension Funds: \$1,363,329**			
<b>Assistantships and Fellowships</b>	90,000	50,000	<b>\$40,000</b>
60320000-101-1100 E&G Funds			
<b>A &amp; P Salaries and Benefits</b>	120,045	10,487	<b>\$109,558</b>
60320000-101-1100 E&G Funds			
<b>Totals</b>	<b>\$1,376,458</b>	<b>\$118,998</b>	<b>\$1,257,460</b>

\* If not reallocating funds, please submit a zeroed Table 3

\*\* Total faculty salaries/benefits from non-E&G funds

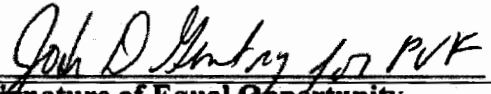
## APPENDIX A

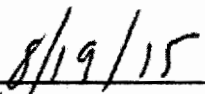
**TABLE 4  
ANTICIPATED FACULTY PARTICIPATION**


Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A*	Rosemary Barnett, Ph.D. Youth Development	Professor	Tenure	Fall 2016	12	1.00	0.15	0.15	12	1.00	0.30	0.30
A*	Gerald Culen, Ph.D. Youth Development	Assoc Prof	Tenure	Fall 2016	12	1.00	0.10	0.10	12	1.00	0.20	0.20
A*	David Diehl, Ph.D. Family Science	Assoc Prof	Tenure	Fall 2016	12	1.00	0.15	0.15	12	1.00	0.30	0.30
A*	Larry Forthun, Ph.D. Youth Development	Assoc Prof	Tenure	Fall 2016	12	1.00	0.25	0.25	12	1.00	0.40	0.40
A*	Heidi Radunovich, Ph.D. Family Science	Assoc Prof	Tenure	Fall 2016	12	1.00	0.10	0.10	12	1.00	0.20	0.20
A*	Mickie Swisher, Ph.D. Community Science/Research Methods	Assoc Prof	Tenure	Fall 2016	12	1.00	0.15	0.15	12	1.00	0.30	0.30
A*	Kate Fogarty, Ph.D. Youth Development	Asst Prof	Tenure	Fall 2016	12	1.00	0.10	0.10	12	1.00	0.20	0.20
C*	New Hire Youth Development	Asst Prof	Tenure Earning	Fall 2017	12	1.00	0.00	0.00	12	1.00	0.30	0.30
C*	New Hire Family Science	Asst Prof	Tenure Earning	Fall 2017	12	1.00	0.00	0.00	12	1.00	0.30	0.30
	Total Person-Years (PY)							1.00				2.50
Faculty Code			Source of Funding					PY Workload by Budget Classification				
								Year 1				Year 5
A	Existing faculty on a regular line		Current Education & General Revenue					1.00				1.90
B	New faculty to be hired on a vacant line		Current Education & General Revenue					0.00				0.00
C	New faculty to be hired on a new line		New Education & General Revenue					0.00				0.60
D	Existing faculty hired on contracts/grants		Contracts/Grants					0.00				0.00
E	New faculty to be hired on contracts/grants		Contracts/Grants					0.00				0.00
* Funding will be distributed between E&G and other IFAS Revenue					Overall Totals for			Year 1	1.00		Year 5	2.50

## **APPENDIX B**

Please include the signature of the Equal Opportunity Officer and the Library Director.

  
\_\_\_\_\_  
**Signature of Equal Opportunity  
Officer**

  
\_\_\_\_\_  
**Date**

  
\_\_\_\_\_  
**Signature of Library Director**

**8/3/15**  
\_\_\_\_\_  
**Date**

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.

## **APPENDIX D**

External consultants' report of review of previous version of PhD proposal (Proposal has been completely revised and revamped since this review was conducted).

### **Consultant/Reviewer's Report**

In the spring of 2012, a panel consisting of three external reviewers was formed for the purpose of providing feedback and comments on all aspects of the FYC PhD Proposal. These reviewers were part of or former members of similar programs and familiar with the FYC program. The reviewers were selected from various academic levels consisting of an associate provost, dean and an associate professor. Two were from AAU institutions and all three were Land Grant Institutions as follows: University of Minnesota, Iowa State University, and the University of Georgia. The three reviewers provided written as well as verbal comments (during phone interviews) to the FYC PhD Proposal Committee. These comments were discussed and incorporated into the proposal as deemed appropriate. In addition to the external review, a number of departments within UF were contacted and asked to provide letters of support for the proposal. Three departments replied including the Departments of Psychology, Clinical and Health Psychology, and Tourism, Recreation and Sports Management. The strengths and weaknesses from the reviews are summarized below. Suggestions for improvement have been incorporated into the proposal.

### **Strengths**

- ☐ Uniqueness of the program: It has integrated approach to youth development, family dynamics and community capacity building. The proposal compares the proposed degree program with institutions/departments that have Human Development and Family Studies (Sciences) or Human development and Community Development program – whereas the proposed Ph. D. program is integrated program in Family, Youth and Community Sciences.
- ☐ Strong rationale to support the program as proposed. There is market demand, and with the exception of University of Georgia and Auburn University, there are none or few competitors in your state and region.
- ☐ The number of potential students is reasonable and similar size programs exist at other large land-grant universities.
- ☐ The strongest elements of the proposal are to strengthen research, to provide integrated perspective, to link with faculty in other departments to grow research strengths, research faculty, and increase the capacity and reputation of the departments.
- ☐ The rationale you provide makes sense; it seems clear that this program would meet a need and is a logical next step for your department.
- ☐ Survey of current and former students is valuable is one way to show that there is a demand ☐ Faculty are strong in program evaluation and the scholarship of application and/or engagement because of your integral connection with Extension and the multiple Extension appointments seen in the faculty expertise descriptions.

### **Weaknesses**

- ☐ Suggest the weakest argument for the proposal lies in making statements that you hope to strengthen the M.S. program. The M.S. program can be a pipeline to the PhD; the M.S. is a component along the continuum of scholarship.



- ☐ You have depth in some areas but you have a lot of breadth in terms of faculty focus. This is probably very effective for working with Extension educators across the state in a variety of outreach scholarship initiatives, but it does create a challenge in developing a cohesive doctoral program.
- ☐ Description under goal 3 compares the proposed degree program with institutions/departments that have Human Development and Family Studies (Sciences) or Human development and Community Development program – whereas the proposed Ph. D. program is integrated program in Family, Youth and Community Sciences?
- ☐ With the complement of faculty you have, a program like this at Minnesota would be distributed across at least three colleges and you are one department. Imagine this is not anything new to you but it does make it challenging to communicate how you hang together and how you describe a cohesive doctoral program.
- ☐ Although I think you understand what an integrated FYCS program means, I'm not sure that someone that comes from a non-human ecology, non-home economics background would.
- ☐ Discussion that follows III B does not address the---justification of reallocation of resources for the proposed program and the negative effect of the reallocation on undergraduate programs
- ☐ Curriculum section A asks for "specific" expected student learning outcomes associated with the proposed program. However the discussion that follows is very general.
- ☐ It is stated that projected growth in grant funding for assistantship is lower than what it has been historically – why? and if so then what are the sources of funds to support the anticipated new Ph. D. students?
- ☐ Coursework that could be taken for the youth development, family development, community development, and nonprofit organization development is evident in the course list provided. What I don't see are courses that would contribute to doctoral level expertise in either financial literacy or human nutrition and obesity prevention. Would they take courses in other units?

**From:** Good,Glenn E  
**Sent:** Thursday, September 10, 2015 10:50 AM  
**To:** Turner,R Elaine; Richardson,David E  
**Subject:** RE: PhD proposal

Elaine,

The COE is happy to support your/CALS request for a FYCS PhD, and we look forward to collaborating with it.

FYI, the COE is in the midst of developing a proposal for a bachelor's degree in Education and Learning Science (a bachelors degree in education not leading directly to certification as a teacher), and we will be likely be seeking your assistance with it.

Best wishes,  
Glenn

\*\*\*\*\*

Glenn E. Good, Ph.D.  
Dean, College of Education  
University of Florida  
352-273-4135  
[GGood@ufl.edu](mailto:GGood@ufl.edu)

\*\*\*\*\*

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**From:** Turner,R Elaine  
**Sent:** Thursday, September 10, 2015 8:50 AM  
**To:** Richardson,David E <[der@ufl.edu](mailto:der@ufl.edu)>; Good,Glenn E <[ggood@coe.ufl.edu](mailto:ggood@coe.ufl.edu)>  
**Subject:** FW: PhD proposal

Dave and Glenn:

The Family, Youth and Community Sciences Department is moving ahead this fall with a PhD proposal. This has been in the works for quite some time, but I believe with new leadership in the department and several new hires, the proposal is solid. The CALS Curriculum Committee will do a final review and vote next Friday (September 18) and hopefully, then we will be on our way to Graduate Council.

Sometime earlier in the summer, a review and letter of support was requested from your colleges; I believe this probably happened during Millie's transition in CLAS. In any event, no response has been received. I would really appreciate it if you could forward the attached to the appropriate person for review and hopefully a letter of support from your college. I don't believe you will find any overlap with existing PhD programs in your colleges, but rather areas of potential collaboration and synergy.

Thanks in advance for your assistance with this. It is an important step in the evolution of this department and an important program for the college.

Elaine

Dr. R. Elaine Turner  
Dean  
College of Agricultural and Life Sciences  
University of Florida  
2001 McCarty Hall D  
PO Box 110270  
Gainesville, FL 32611-0270  
Phone: 352-392-1961  
Fax: 352-392-8988  
Email: [retumer@ufl.edu](mailto:retumer@ufl.edu)

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The Graduate School  
Office of the Associate Vice President and Dean

164 Grinter Hall  
PO Box 115500  
Gainesville, FL 32611-5500  
352-392-6622 Tel  
352-392-8729 Fax

November 20, 2015

MEMORANDUM

TO: Larry Forthun  
Associate Professor  
Department of Family, Youth and Community Sciences

FROM: Henry T. Frierson  
Associate Vice President and Dean  
Graduate School

RE: #10369 new Ph.D. degree in Youth Development and Family Sciences, College of  
Agricultural and Life Sciences

The proposal from the College of Agricultural and Life Sciences for a new Ph.D. degree in Youth Development and Family Sciences was approved at the November 19, 2015, Graduate Council meeting effective Fall 2017, pending further approvals.

The following individuals and offices will be notified by a copy of this letter so that they can complete their processes to implement the degree:


Tracy Irani, Chair, Department of Family, Youth and Community Sciences  
Cann Enholm, Caroline Lentz, Stacy Wallace, Graduate School  
Diana Hull, University Curriculum Committee and Office of the University Registrar  
Marie Zeglen, Office of Institutional Planning and Research  
Sue Alvers, Administrative Assistant to Faculty Senate Chair  
Joel Brendemuhl, Associate Dean, College of Agricultural and Life Sciences

HP/ld

April 18, 2016

**MEMORANDUM**

TO: Richard Stevens, Assistant Vice Chancellor, Academic and Student Affairs

FROM: Joseph Glover, Provost and Senior Vice President for Academic Affairs 

SUBJECT: Doctor of Philosophy, Youth Development and Family Sciences

Attached please find the University of Florida Doctor of Philosophy in Youth Development and Family Sciences degree proposal (CIP Code 19.0707). The UF Board of Trustees approved this new degree at their April 1, 2016 meeting:

The full degree proposal is attached for your review. Please let me know if you have any questions or would like additional information.

JG/rjh  
Enclosure

xc: Elaine Turner , Dean, College of Agriculture and Life Sciences  
David Richardson, Dean, College of Liberal Arts and Sciences  
Glenn Good, Dean, College of Education  
Angel Kwolek-Folland, Associate Provost for Academic Affairs  
Marie Zeglen, Assistant Provost & Director, Institutional Planning & Research  
Stephen Pritz, Registrar

## Long, Lynn

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**From:** Stevens, Richard  
**Sent:** Wednesday, April 27, 2016 11:05 AM  
**To:** Long, Lynn  
**Subject:** FW: PhD in Youth Development and Family Sciences  
**Attachments:** Appendix D.docx; ATT00001.htm

See below and attached.

**Richard P. Stevens**  
**Assistant Vice Chancellor,**  
**Academic and Student Affairs**

State University System of Florida  
Board of Governors  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400  
850-245-0466 - FAX 850 - 245-9697  
[richard.stevens@flbog.edu](mailto:richard.stevens@flbog.edu) | [www.flbog.edu](http://www.flbog.edu)

---

**From:** Kwolek-Folland,Angel [mailto:akf@aa.ufl.edu]  
**Sent:** Wednesday, April 27, 2016 10:34 AM  
**To:** Stevens, Richard <Richard.Stevens@flbog.edu>  
**Cc:** Barbu, Diana <Diana.Barbu@flbog.edu>  
**Subject:** FW: PhD in Youth Development and Family Sciences

Hi Richard—  
Here is the Appendix D for the PhD proposal.  
Thanks again!  
Angel

Angel Kwolek-Folland, Ph.D.  
Associate Provost for Academic and Faculty Affairs  
Professor of History and Women's Studies  
University of Florida  
PO Box 113175  
Gainesville, FL 32611  
Office 1-352-392-4792  
FAX 1-352-392-8735

## Long, Lynn

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**From:** Barbu, Diana  
**Sent:** Wednesday, April 20, 2016 1:47 PM  
**To:** Long, Lynn  
**Cc:** Stevens, Richard  
**Subject:** FW: New Degree-Doctor of Philosophy-Youth Development and Family Sciences  
**Attachments:** BOG Doctor of Philosophy Youth Development and Family Sciences-April 2016.pdf; EP2-New Degree Program - Doctor of Philosophy.pdf

Hello Lynn,

Here's the e-version of the document. It has to be saved in its own folder and logged in.

Thank you,  
Diana

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**From:** Stevens, Richard  
**Sent:** Monday, April 18, 2016 4:59 PM  
**To:** Barbu, Diana <Diana.Barbu@flbog.edu>  
**Cc:** Ignash, Jan <Jan.Ignash@flbog.edu>  
**Subject:** FW: New Degree-Doctor of Philosophy-Youth Development and Family Sciences

Diana

See below and attached. I can't determine if UF is a little behind or a lot of ahead with their PhD proposals.

**Richard P. Stevens**  
**Assistant Vice Chancellor,**  
**Academic and Student Affairs**

State University System of Florida  
Board of Governors  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400  
850-245-0466 - FAX 850 - 245-9697  
[richard.stevens@flbog.edu](mailto:richard.stevens@flbog.edu) | [www.flbog.edu](http://www.flbog.edu)

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**From:** Holt, Rebecca J [<mailto:bholt@aa.ufl.edu>]  
**Sent:** Monday, April 18, 2016 4:09 PM  
**To:** Stevens, Richard <[Richard.Stevens@flbog.edu](mailto:Richard.Stevens@flbog.edu)>  
**Cc:** Turner, R Elaine <[returmer@ufl.edu](mailto:returmer@ufl.edu)>; Richardson, David E <[der@ufl.edu](mailto:der@ufl.edu)>; Good, Glenn E <[ggood@coe.ufl.edu](mailto:ggood@coe.ufl.edu)>; Kwolek-Folland, Angel <[akf@aa.ufl.edu](mailto:akf@aa.ufl.edu)>; Zeglen, Marie <[mzeglen@aa.ufl.edu](mailto:mzeglen@aa.ufl.edu)>; Pritz, Steve <[spritz@ufl.edu](mailto:spritz@ufl.edu)>  
**Subject:** New Degree-Doctor of Philosophy-Youth Development and Family Sciences

Mr. Stevens,

Attached please find a memo from Provost Joseph Glover along with a new degree program, Doctor of Philosophy, Youth Development and Family Sciences.

Please let us know if you have any questions.

Thank you,

*Becky*

Rebecca J. Holt  
Executive Assistant to Dr. Joseph Glover  
Provost and Senior Vice President for Academic Affairs  
University of Florida  
235 Tigert Hall  
PO Box 113175  
Gainesville, FL 32611-3175  
Phone: 352-392-2404  
Fax: 352-392-8735  
[bholt@ufl.edu](mailto:bholt@ufl.edu)