

**Curriculum & Instruction 509N  
Special Problems in Curriculum and Instruction**

**Foundations of  
Community Youth Development**

**Course Syllabus**

North Carolina State University  
Fall Semester, 2007  
Tuesdays, 4:10 – 6:55 p.m.

202 Poe Hall - NCSU Campus  
(Section 509N 002)

NC-REN Distance Sites of UNC-Asheville, Winston-Salem State University,  
Elizabeth City State University, ECU Medical School, and UNC-Pembroke  
(Section 509N 603)

Professor:

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Secretary (919-515-8468)

## Course Description

This course explores both historical and contemporary foundations of non-formal, community-based youth development. An overview of stages of youth growth and development (including physical, cognitive, social, psychomotor, moral and spiritual development) provides the context for discussion of developmentally appropriate practice, learning strategies, and organizational systems design. Various community youth development models will be explored in-depth with practical applications/implications for community-based youth programs, including life skills, assets, resiliency, and ecological.

## Course Objectives

Upon completion of this course, students will:

1. Increase knowledge regarding the historical foundations of community youth development;
2. Better understand youth developmental stages and domains (e.g., physical, cognitive, social, emotional, moral, and spiritual);
3. Better understand contemporary philosophical and theoretical approaches to community-based youth development, including assets-based, life skills, resiliency, and ecological models; and
4. Better understand and discuss the socio-political context of youth development, including youth trends, political, social, and economic factors that influence support for youth development programming.

## Required Course Text & Reading Materials

Eccles, J.; & Gootman, J.A. (Eds.). (2002). *Community programs to promote youth development*. Washington, DC: National Academy Press. ISBN: 0-309-07275-1

Assigned course readings

## Learning Experiences and Course Requirements

1. Each student is expected to contribute actively to the entire fifteen (15) week course through both synchronous (i.e., face-to-face and distance video) and asynchronous (i.e., web-based distance) course meetings.
2. Each student is expected to attend and contribute to each of the five (5) face-to-face and synchronous video class meetings. Please notify Dr. Safrit *in advance* if you expect to miss class, as well as the reason for your expected absence (an e-mail or voice mail message to Dr. Safrit before 12:00 noon on class day is sufficient.) Face-to-face and synchronous video class participation is worth 5% of the total course grade earned.
3. Each student is expected to participate actively in the ten (10) asynchronous web-based distance course meetings. The professor's expectation is that students will devote a

minimum of five hours of focused, self-directed scholarly and developmental work during each of the ten (10) weeks to remain current and explore in-depth course discussions, assignments, etc. Asynchronous web-based distance course participation is worth 5% of the total course grade earned.

4. Each student is expected to read and reflect upon the required course text and assigned readings.
5. Each student will develop an individual Personal Philosophy of Community Youth Development to be submitted in written format. The Philosophy (400 words maximum; see attached outline) is due before 5:00 p.m. on the last day of classes in the semester (i.e., Friday, December 7<sup>th</sup>) and is worth 20% of the final course grade earned.
6. Each student will select a contemporary community-based youth development organization (other than an organization for which s/he is currently employed) for an in-depth Case Study that will be presented and graded in both written and verbal formats. The selected organization should be of personal/professional interest to the student; researchable and analytical (using published literature related to the required Case Study components); and, agreed upon mutually by the student and Dr. Safrit. The total written Case Study report (30 pages maximum) is comprised of six (6) separate sections/components (worth 10% each) that, when considered holistically at the end of the semester, is worth 60% of the final course grade earned. The written Case Study is due before 5:00 p.m. on the final day of fall classes (i.e., Friday, December 7<sup>th</sup>). The Case Study will also be presented to the entire class during a 15-minute class presentation, including a detailed outline and appropriate references, during the regular class meeting on Tuesday, November 27<sup>th</sup>. The presentation is worth 10% of the final course grade earned.

### **Criteria for Evaluating Student Performance**

Individual Student Participation		
* Face-to-face/synchronous class meetings		5%
* On-line participation		5%
Personal Philosophy of Community Youth Development		20%
Case Study		
* Written Report		60%
* Student Presentation		10%
<b>TOTAL</b>		<b>100%</b>

### **Numeric & Letter Grading Scales Utilized**

100 – 98 = A+	97 – 93 = A	92 - 90 = A-
89 – 87 = B+	86 – 83 = B	82 - 80 = B-
79 - 77 = C+	76 – 73 = C	72 – 70 = C-
69 - 67 = D+	66 – 63 = D	62 – 60 = D-
< 59 = F		

(NOTE: The professor does not award incompletes without an authorized University excuse. All requirements must be completed before the last class meeting.)

**Curriculum and Instruction 509N**  
**Foundations of Community Youth Development**  
**Fall Semester, 2007**  
**Course Schedule**

<b>Date</b>	<b>Course Topic, Readings, &amp; Assignments</b>
August 28	Synchronous class meeting 1: Course introduction; Introduction to Community-based Youth Development (Eckles & Gootman, pp. 1 – 43, 121 – 146)
August 29 - September 18	Self-directed, asynchronous, web-based distance student course work: <ul style="list-style-type: none"><li>• Assigned readings:<ul style="list-style-type: none"><li>○ Benson, P.L., &amp; Saito, R. (n.d.). The scientific foundations of youth development. In Public/Private Ventures, <i>Youth development: Issues, challenges and directions</i> (pp. 125-148). Retrieved August 13, 2007, from <a href="http://www.ppv.org/ppv/publications/assets/74_sup/ydv_intro.pdf">http://www.ppv.org/ppv/publications/assets/74_sup/ydv_intro.pdf</a></li><li>○ Community Network for Youth Development (CYND). (n.d.). <i>Youth development: Putting theory into practice</i>. Retrieved August 13, 2007, from <a href="http://www.monroecounty.gov/youth/practice.php">http://www.monroecounty.gov/youth/practice.php</a></li><li>○ Larson, .W. (2000). Toward a psychology of positive youth development. <i>American Psychologist</i>, 55(1), pp. 170-183. Retrieved August 13, 2007, from <a href="http://www.science.smith.edu/exer_sci/grads0506/KH/KanaeWeb/Web/References/Larson%20(2000).pdf">http://www.science.smith.edu/exer_sci/grads0506/KH/KanaeWeb/Web/References/Larson%20(2000).pdf</a></li><li>○ Perkins, D.F., Borden, L.M., Keith, J.G., Hoppe-Rooney, T.L., &amp; Villarruel, F.A. (2003). Community Youth Development: A partnership that changed the world. In F.A. Villarruel, D.F. Perkins, L.M. Borden, &amp; J.G. Keith (Eds.), <i>Community Youth Development: Programs, policies and practices</i> (pp. 1-23). Thousand Oaks, CA: SAGE Publications. Available on Electronic Reserves, NCSU D.H. Hill Library: <a href="http://www.lib.ncsu.edu/reserves/">http://www.lib.ncsu.edu/reserves/</a></li><li>○ Raskin, S. (n.d.). An interview with Lateefah Simon: The transformative power of Community Youth Development. Retrieved August 13, 2007, from <a href="http://www.cydjournal.org/2005Fall/pdf/Raskin_Article.pdf">http://www.cydjournal.org/2005Fall/pdf/Raskin_Article.pdf</a></li><li>○ Scheer, S., &amp; Donnermeyer, J.F. (2006-2007). Public opinions of Youth Development Programs. <i>Journal of Youth Development</i>, 1(3),</li></ul></li></ul>

Article 0603FA001. Retrieved August 13, 2007, from [http://www.nae4ha.org/directory/jyd/jyd\\_article.aspx?id=4c39cdd7-ce63-4e44-b3d0-fe1f19dcddf9](http://www.nae4ha.org/directory/jyd/jyd_article.aspx?id=4c39cdd7-ce63-4e44-b3d0-fe1f19dcddf9)

- Data collection for Section I: “Introduction to the Youth Development Organization”
- Research and application of the concept of Community Youth Development to the Case Study organization
- **5:00 p.m., Tuesday, September 18: Section I due to Dr. Safrit**

September 25

Synchronous class meeting 2:

Ages and stages of youth development; Developmental domains of youth (Eckles & Gootman, pp. 45 – 65, 315 – 319)

- Guest Lecturer: Dr. Karen DeBord, Professor and Extension Specialist, Childhood Development, and Director of Graduate Programs, Family & Consumer Sciences

October 2

Synchronous class meeting 3:

Assets and life skills approaches to community youth development (Eckles & Gootman, pp. 66 – 120)

- Guest Lecturer: Dr. Thearon McKinney, Professor and Associate Program Leader, 4-H Youth Development

October 3 -  
October 23

Self-directed, asynchronous, web-based distance student course work:

- Assigned readings:
  - Benson, P.L. (2003). Developmental assets and asset-building community: Conceptual and empirical foundations. In R.M. Lerner & P.L. Benson (Eds.), *Developmental assets and asset-building communities: Implications for research, policy, and practice* (pp. 19-43). New York: Kluwer Academic/Plenum Publishers. Available on Electronic Reserves, NCSU D.H. Hill Library: <http://www.lib.ncsu.edu/reserves/>
  - Bright Tots. (2004). Developmental domains. Retrieved August 13, 2007, from <http://www.brighttots.com/domains.html>
  - DeBord, K. (1999). Parenting teens. Raleigh: North Carolina Cooperative Extension Service. (Pub. No. FCS-454). Retrieved August 13, 2007, from <http://www.ces.ncsu.edu/depts/fcs/human/pubs/fcs422.pdf>
  - DeBord, K. (2004). Growing together: Preschooler development. Raleigh: North Carolina Cooperative Extension Service. (Pub. No. FCS-454). Retrieved August 13, 2007, from <http://www.ces.ncsu.edu/depts/fcs/human/pubs/fcs454.pdf>
  - DeBord, K. (2004). Childhood years: Ages six through twelve. Raleigh: North Carolina Cooperative Extension Service. (Pub. No. FCS-455). Retrieved August 13, 2007, from <http://www.ces.ncsu.edu/depts/fcs/human/pubs/fcs455.pdf>
  - Early Connections: Technology in Early Childhood Education. (n.d.).

- Five areas of children's development. Retrieved August 13, 2007, from <http://www.netc.org/earlyconnections/index2.html>
- Huebner, A.J. (2003). Positive youth development: The role of competence. In F.A. Villarruel, D.F. Perkins, L.M. Borden, & J.G. Keith (Eds.), *Community youth development: Programs, policies and practices* (pp. 341-357). Thousand Oaks, CA: SAGE Publications. Available on Electronic Reserves, NCSU D.H. Hill Library: <http://www.lib.ncsu.edu/reserves/>
  - Iowa 4-H Youth Development. (n.d.). *Developing youth curriculum using the Targeting Life Skills Model*. Retrieved August 13, 2007, from <http://www.extension.iastate.edu/4H/lifeskills/homepage.html>
  - Search Institute. (2007). *What are developmental assets?* Retrieved August 13, 2007, from <http://www.search-institute.org/assets/>
  - Scales, P.C., & Leffert, N. (1999). Developmental assets A synthesis of the scientific research on adolescent development (pp. 1-17). Minneapolis, MN: Search Institute. Available on Electronic Reserves, NCSU D.H. Hill Library: <http://www.lib.ncsu.edu/reserves/>
- Data collection for Section II: "The Application of Developmental Domain Theory in the Youth Development Organization" and Section III: "The Application of Assets and Life Skills Theories in the Youth Development Organization"
  - Research and application of the concepts of developmental domains, assets theory, and life skills approaches to the Case Study organization
  - **5:00 p.m., Tuesday, October 23: Sections II and III due to Dr. Safrit**

October 30

Synchronous class meeting 4:

Resiliency and ecological approaches to community youth development (Eckles & Gootman, 66 – 120, 320 - 327)

- Guest lecturer: Dr. Carolyn Dunn, Professor and Associate Program Leader, Family & Consumer Sciences

October 31 -  
November 20

Self-directed, asynchronous, web-based distance student course work:

- Assigned readings:
  - Benard, B. (2004). *The foundations of the resiliency framework: From research into practice*. Retrieved August 13, 2007, from <http://www.resiliency.com/htm/research.htm>
  - Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design* (pp. 16-42). Cambridge, MA: Harvard University Press. Available on Electronic Reserves, NCSU D.H. Hill Library: <http://www.lib.ncsu.edu/reserves/>
  - Fraser, M.W., Kirby, L.D., & Smokowski, P.R. (2004). Risk and resiliency in childhood. In M.W. Fraser (Ed.), *Risk and resiliency in childhood: An ecological approach* (pp. 13-66). Washington, D.C.: National Association of Social Workers. Available on Electronic Reserves, NCSU D.H. Hill Library: <http://www.lib.ncsu.edu/reserves/>
  - Pittman, K. (2002). Balancing the equation: Communities supporting youth, youth supporting communities. *Community Youth*

*Development Journal, Spring/Summer*, pp. 19-24. Retrieved August 13, 2007, from

[http://www.cydjournal.org/2002SprSum/Anthology\\_Pittman.pdf](http://www.cydjournal.org/2002SprSum/Anthology_Pittman.pdf)

- Data collection for Section IV: “The Application of Resiliency Theory in the Youth Development Organization” and Section V: “The Application of Ecological Theory in the Youth Development Organization”
- Research and application of the concepts of resiliency theory and ecological approaches to the Case Study organization
- **5:00 p.m., Tuesday, November 20: Sections IV and V due to Dr. Safrit**

November 27

Synchronous class meeting 5:

The socio-political context of community youth development (Eckles & Gootman, 198 – 314); Case Study student presentations

- Assigned readings:
  - Camino, L., & Zeldin, S. (2002). Making the transition to Community Youth Development: Emerging roles and competencies for youth-serving organizations and youth workers. *Community Youth Development Journal, Spring/Summer*, pp. 70-78. Retrieved August 13, 2007, from [http://www.cydjournal.org/2002SprSum/Anthology\\_camino%20Article.pdf](http://www.cydjournal.org/2002SprSum/Anthology_camino%20Article.pdf)
  - Carpenter, C.G., Smyly, V., Validzic, A., & Nazeeri-Simmons, I. (2005). Using policy to promote youth development. *Community Youth Development Journal, Fall*. Retrieved August 13, 2007, from <http://www.cydjournal.org/2005Fall/carpenter.html>
  - Conell, J.P., Gambone, A., & Smith, T.J. (n.d.). Youth development in community settings: Challenges to our field and our approach. Retrieved August 13, 2007, from [http://www.ire.org/pdf\\_files/connell.pdf](http://www.ire.org/pdf_files/connell.pdf)
  - Yohalem, N. (2003). Adults who make a difference: Identifying the skills and characteristics of successful youth workers. In F.A. Villarruel, D.F. Perkins, L.M. Borden, & J.G. Keith (Eds.), *Community youth development: Programs, policies and practices* (pp. 358-372). Thousand Oaks, CA: SAGE Publications. Available on Electronic Reserves, NCSU D.H. Hill Library: <http://www.lib.ncsu.edu/reserves/>

December 7

**All assignments due to Dr. Safrit before 5:00 p.m.**

- Personal Philosophy of Community Youth Development
- Total Case Study due, including Section VI: “Overall Insights and Conclusions regarding Community Youth Development in this Organization”

## **Developing My Personal Philosophy of Community Youth Development**

Six (6) words or phrases people would use to describe me as a community-based youth development expert include. . .

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

In reflecting on a youth development expert for whom I have a great deal of respect, 4 or 5 characteristics I believe contribute to that respect are. . .

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. |    |

Three personal values that I am unwilling to compromise on include . . .

- 1.
- 2.
- 3.

In community youth development leadership situations, I like to create an environment in which people . . .

The three (3) words that first come to my mind when I think of a *youth development professional* are . . .

- 1.
- 2.
- 3.

Now, thinking about all of your ideas expressed above, and especially those that seem to be repeated consistently: (1) write your 25 words-or-less personal credo of community youth development, and (2) expand upon your basic credo in a 400 words-or-less personal philosophy of community-based youth development. Use the following page if desired.

***Dr. D's Personal Credo of Community Youth Development***

**(EXAMPLE)**

I will constantly seek to challenge “what is” in order to achieve “what could be” for young people, and their families and communities

***Dr. D's Expanded Philosophy of Community Youth Development***

**(EXAMPLE)**

As a youth development professional focusing upon community settings, I will:

- (1) Put young people themselves, their realities, ideas and issues, foremost in my professional thinking and doing...
- (2) Work with peers and volunteers, adult and youth, to build upon individuals' skills, gifts and assets to help them address the problems and challenges they face in everyday life...
- (3) Build effective teams with myself and others...
- (4) Serve as both facilitator/teacher, as well as learner, in working with others...
- (5) Make learning both insightful and enjoyable...
- (6) Build sustainable bridges between youth and adults, and formal and nonformal education for youth and adults...
- (7) Strive to focus more upon the long-term rather than micro-manage the short-term...
- (8) Constantly seek new opportunities to expand my insights and share my talents to improve young peoples' lives, and those of the adults who support them.

## **Guidelines for Developing a Community Youth Development Case Study**

Each student will select a contemporary community-based youth development organization (other than an organization for which s/he is currently employed) for an in-depth Case Study. The selected community-based youth development organization should be: (1) of personal/professional interest to the student, (2) researchable and analytical (using published literature related to the required Case Study components); and, (3) agreed upon mutually by the student and Dr. Safrit. The total Case Study report is comprised of six (6) individual yet connected sections (each worth 10%) that, when considered holistically, is worth 60% of the final course grade earned.

The Case Study will be presented and graded in both written and verbal formats. The written Case Study (30 pages maximum) is due before 5:00 p.m. on the end of the final day of fall classes (i.e., Friday, December 7<sup>th</sup>). The Case Study will also be presented to the entire class during a 15-minute class presentation, including a detailed outline and appropriate references, during the regular class meeting on Tuesday, November 27<sup>th</sup>. The presentation is worth 10% of the final course grade earned.

Once the organization is selected and mutually agreed upon, the student should research the organization thoroughly by:

- (1) reading published information regarding the organization;
- (2) attending and observing organizational meetings and programs; and
- (3) interviewing program participants (paid and volunteer staff, youth, parents, etc.)

The research should support the identified components of the Case Study, as well as an overview of the program's history, mission, structure, funding, staffing, vision, etc.

Based upon this field data, and utilizing appropriate published literature, the student should write the actual Case Study organized into the following identified six (6) sections:

NOTE: The student should utilize APA style (Fifth Edition) in writing the Case Study.

### **Section I: Introduction to the Community Youth Development Organization**

- A. History, mission, organizational structure, funding sources, staffing patterns, organizational vision
- B. Data Collection Methods (how/when data were collected for the Case Study)

### **Section II: The Application of Developmental Domain Theory in the Youth Development Organization**

- A. Review of related literature
- B. Examples of this theory from the organization
- C. Current strengths and weaknesses related to this theory

### **Section III: The Application of Assets and Life Skills Theories in the Youth Development Organization**

- A. Review of related literature
- B. Examples of this theory from the organization
- C. Current strengths and weaknesses related to this theory

#### **Section IV: The Application of Resiliency Theory in the Youth Development Organization**

- A. Review of related literature
- B. Examples of this theory from the organization
- C. Current strengths and weaknesses related to this theory

#### **Section V: The Application of Ecological Theory in the Youth Development Organization**

- A. Review of related literature
- B. Examples of this theory from the organization
- C. Current strengths and weaknesses related to this theory

#### **Section VI: Overall Insights and Conclusions Regarding Community Youth Development in this Organization**

- A. Conclusions
- B. Recommendations
- C. Selected References

#### **Class Presentation**

The student's presentation of the Case Study should provide the entire class with a holistic overview of the materials covered in the written report in an efficient yet thorough manner. Students are encouraged to operationalize basic and andragogical concepts of adult education instruction in designing and presenting their presentation. A three-page outline and presentation synopsis handout must be submitted to the instructor and other students prior to the actual presentation, including appropriate reference information (in APA format.) Presentations should be a maximum of 15 minutes (including class discussion) and will be presented during the regular class meeting on Tuesday, November 27th.

Presentations will be evaluated as follows:

Content: Coverage of Case Study content	5%
Delivery: Organization of presentation	5 %
	10%