

PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: **Winthrop University**

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.):

This program modification to the BS in Human Development and Family Studies will change the concentration titles and add an option to complete a Minor in Gerontology instead of selecting a concentration.

Current Name of Program (include degree designation and all concentrations, options, and tracks):

B.S. in Human Development and Family Studies

- Concentrations: Adolescent Studies; Early Childhood Studies; and Consumer Studies

Proposed Name of Program (include degree designation and all concentrations, options, and tracks):

B.S. in Human Development and Family Studies

- Concentrations: Child & Adolescent Studies; Child & Family Services

- Minor in Gerontology (in lieu of a concentration option)

Program Designation:

Associate's Degree

Master's Degree

Bachelor's Degree: 4 Year

Specialist

Bachelor's Degree: 5 Year

Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program currently qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

Yes

No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

Yes

No

Proposed Date of Implementation: Fall 2020

CIP Code: 190799

Current delivery site(s) and modes: Traditional (on-campus)

Proposed delivery site(s) and modes: Traditional (on-campus)

Program Contact Information (name, title, telephone number, and email address):

Dr. Jennie Rakestraw, Dean

Richard W. Riley College of Education
(803)323-2151
rakestrawj@winthrop.edu

University contact:
Tim Druke, Asst VP for Curriculum and Program Support
(803) 323-4862
druket@winthrop.edu

Institutional Approvals and Dates of Approval:

President approval – May 1, 2019
Provost approval – April 25, 2019
Faculty Conference approval – 2/15/2019
Academic Council approval – 2/9/2019
Committee on University Curriculum approval – 2/2/2019
College of Education Dean approval – 1/11/2019
College of Education Faculty Assembly approval – 12/4/2018
College of Education Curriculum Committee approval – 10/02/2018
Dept. of Counseling, Leadership, and Educational Studies approval - 9/13/2018

Background Information

Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.

In 2016, Winthrop changed the B.S. in Family and Consumer Sciences degree to a B.S. in Human Development and Family Studies. Concurrently with that change, the program acquired national recognition from the National Council on Family Relations (NCFR) and is the first program approved in SC with both NCFR recognition and the Certified Family Life Educator credential option for completers. To obtain the recognition, the program modified the professional program courses to align with NCFR content standards. Now that we have allowed the program changes to settle in, we are undertaking revisions in the available concentration tracks to more closely align with NCFR's mission of family life education: a birth-to-death focus. To this end, we are proposing two concentration title changes with added course options and replacing an outdated Consumer Studies concentration with an option to complete a minor in gerontology—an existing minor offered by the Department of Interdisciplinary Studies in the College of Arts and Sciences.

The B.S. in HDFS is making the following changes to its existing degree program:

- Splitting the HDFS 595 six credit-hour internship course into two separate three-hour courses (HDFS594 and 595)
- Replacing a general HLTH 506 Human Sexuality (3 credit hours) course with an HDFS 506 Human Sexuality across the Lifespan (3 credit hours)--a new course that will allow the infusion of the NCFR family life education content in the course, thereby, making it more major specific;
- Replacing the outdated Consumer Studies concentration (18 credit hours) with the option to minor in Gerontology (15 credit hours);
- Updating the title of the Adolescent Studies concentration (18 credit hours) to Child and Adolescent Studies (18 credit hours) with revised course options; and

- Updating the title of the Early Childhood Studies concentration (17 credit hours) to Child and Family Services (18 credit hours) with revised course options.

The target audience for this degree program will not be changing from the original proposal in 2016. The target audience will include the existing majors as well as prospective students seeking a career working with individuals and families across a variety of employment opportunities (e.g., general social work and human services, early childhood education, child development, advocacy and non-profit, business, health industry, and research).

As the only S.C. institution with NCFR national recognition coupled with the Certified Family Life Educator credential option for program completers, this program continues to support two of the five Winthrop Plan goals as noted below. It also supports Winthrop University's mission of *providing personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the nation and to the State of South Carolina.*

1. Support inclusive excellence by expanding our impact on students and our communities through enrollment growth and increases in retention and graduation rates.
 - 1.1. Improve student success with new and refined co-curricular programs and services that emphasize measurable impacts on retention and graduation rates.
 - 1.2 Enrich our academic program mix by developing new and innovative programs (degree programs, certificate programs, continuing education programs) and by refining existing academic programs to meet the emerging needs and interests of diverse student populations and the community.
2. Continually enhance the quality of the Winthrop experience for all students by promoting a culture of innovation, with an emphasis on global and community engagement.
 - 2.1 Develop new programs and enhance current ones that have the potential to be national models.
 - 2.2 Increase opportunities for students, faculty, and staff to interact with organizations in the community, with an emphasis on enhancing our impact on the surrounding community.

Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable.

This new program was approved by CHE in 2016, replacing the Family and Consumer Sciences program. This modification is further refinement of the program's concentrations so that a minor in gerontology can be included as an option to students.

According to the Occupational Outlook Handbook (Bureau of Labor Statistics), the following data indicate the growing need for individuals prepared to work with an increased aging population in the U.S.:

Job Titles	Job Outlook (2016-2026)
Social and Community Service Managers	18% (much faster than average)
Social and Human Services Assistants	16% (much faster than average)
Health Educators and Community Health Workers	15% (much faster than average)

Geriatric Social Workers

16% (much faster than average)

Transfer and Articulation

Identify any special articulation agreements for the modified proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

There are no special articulation agreements beyond the traditional two-year transfer agreement allowing students to transfer in identified 100-200 level courses with a C or higher.

Description of the Program

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2020-2021	10	96	5	101		
2021-2022	10	106	5	111		
2022-2023	10	116	5	121		
2023-2024	10	126	5	126		
2024-2025	10	136	5	141		

Explain how the enrollment projections were calculated.

Enrollments were calculated using existing enrollment of 86 students in fall 2018 with an average annual predicted enrollment increase of both new students and transfers (both internal and external) of 15 each year—10 in the fall and 5 additional in the spring.

Curriculum

Attach a curriculum sheet identifying the courses required for the program.

Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
HLTH 506 – Human Sexuality	*HDFS 506 – Human Sexuality across the Lifespan	HDFS 595 – Internship II in HDFS
PSYC 213 – Abnormal Psychology	*HDFS 594 – Internship I in HDFS	
HLTH 300 – Personal & Community HLTH	PSYC 320 – Racial, Cultural, & Ethnic Influences on Identity	
SOCL 314 – Race & Ethnic Relations	PSYC 411 – Adv. Child Development	
SOCL 332 – Sociology of Conflict & Conflict Resolution		
Consumer Studies Concentration: <ul style="list-style-type: none"> ENTR 373 	Gerontology Minor Option (select 15hrs.)	

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
<ul style="list-style-type: none"> • FACS 211 • MCOM 241 • MGMT 321 • MGMT 355 • SUST 102 	GRNT 300 GRNT 301 HLTH 507 NUTR 221 SCWK 306 SCWK 521 SOCL 304	

**Note that only two courses are being developed as new courses to the university curricula. All other “courses added to the program” listed below are existing Winthrop courses.*

New Courses

List and provide course descriptions for new courses.

***HDFS 506 – Human Sexuality across the Lifespan:**

Critical examination of sexuality as it relates to human development, personal functioning, individual and family diversity, and interpersonal relationships with particular emphasis on the intersection of gender, race, class, age, and ability.

***HDFS 594 – Internship I in Human Development and Family Studies:**

A planned and supervised 150-hour internship in an applied Human Development and Family Studies setting. Students will focus on experiential learning, developing professional relationships, building linkages between human development theory and practice, applying the ten content areas of family life education, and professional ethics and development. Three credit hours are required for the Human Development and Family Studies degree.

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Child and Family Studies	120	Columbia College	Program has early childhood and family relations emphasis	A generalist program with concentration options in family law & social advocacy or services to children & families. Does not focus on birth to death, is not NCFR recognized, and does not offer CFLE credential.
Child Development and Family Studies	123	USC Upstate	Program has early childhood emphasis	Program focuses primarily on child development (0-6 years). Does not focus on birth to death, is not NCFR recognized, and does not offer CFLE credential.
Family & Consumer Sciences	120	S.C. State University	Program has a child development options within one of its two program areas	Program has two areas of study: Nutrition & Food Management and FACS Business. The program is not a HDFS program, although it has a child development option in one of the tracks.
Child Growth & Development	120	Bob Jones University	Program has early childhood development emphasis	Associate of science degree program. Program focuses on child studies Does not focus on birth to death, is not NCFR recognized, and does not offer CFLE credential.
Youth Development Studies	120	Clemson University	Program has youth/adolescence emphasis	Program is focused solely on adolescent development, is a degree completion program and offered online. Does not focus on birth to death and no NCFR recognition or CFLE credential options noted.
Educational Studies	128	Benedict College	Program has a Child and Family Development track that prepares graduates to work in non-public school settings	Program Focused on general child development and family studies. Does not focus on birth to death, is not NCFR

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
				recognized, and does not offer CFLE credential.
Child Development	123	Vorhees Collee	Program has general child development emphasis	Focused on general child development (0 to age 5), preparing childcare workers and their supervisors. Does not focus on birth to death, is not NCFR recognized, and does not offer CFLE credential.

Faculty

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.

The modifications being made to this program will not require additional full-time faculty, staff, or administrative personnel. However, additional adjunct faculty will be needed as the program's enrollments increase and additional sections of courses offered.

Resources

Identify new library, instructional equipment and facilities needed to support the modified program.

Library Resources: Modest investments in additional library resources are anticipated due to anticipated enrollment growth.

Equipment: No additional equipment is needed.

Facilities: No additional facility needs are required.

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain

Yes

No

May increase enrollments in Gerontology minor and other existing courses that were added as options in this program. The minor does have extra capacity available for additional students.

Financial Support

Estimated Sources of Financing for the New Costs						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	190,375	190,375	190,375	190,375	190,375	951,875
Program-Specific Fees	2,100	2,100	2,100	2,100	2,100	10,500
Special State Appropriation						
Reallocation of Existing Funds						
Federal, Grant, or Other Funding						
Total	192,475	192,475	192,475	192,475	192,475	962,375
Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration and Faculty and Staff Salaries	2,550	2,550	5,100	5,100	7,650	22,950
Facilities, Equipment, Supplies, and Materials	2,000	2,000	2,000	2,000	2,000	10,000
Library Resources	1,500			1,500		3,000
Other (specify)	76,150	76,150	76,150	76,150	76,150	380,750
Total	82,200	80,700	83,250	84,750	85,800	416,700
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	110,275	111,775	109,225	107,725	106,675	545,675

Budget Justification

Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.

Tuition funding is calculated by \$7,615 in-state tuition for 15 students--(10 students enrolling both fall and spring semesters and 5 students enrolling only in spring semester of the academic year). Program-specific fees are the total course fees collected during the program (\$140 per student) for the 15 new students. Estimated costs include the added expense of hiring additional adjunct faculty as the program’s enrollments grow and new sections of classes are added (\$2,550 per course). Instructional supplies and materials will be purchased using the course fees collected each year; and new library resources may be purchased to accommodate the needs of additional students in the program. Other new costs include 40% of new tuition funds to contribute to institutional overhead in support of the program and its students.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Human Development and Family Studies (HDFS) students effectively apply human development theory and the family life education content areas while demonstrating non-cognitive competencies and ethical decision-making in the internship setting.	At least 80% of HDFS majors will receive a rating of “meets” or exceeds on their overall performance by internship site supervisors on an Internship Site Supervisor Evaluation of Student Performance rubric	Internship Site Supervisor Evaluation of Student Performance rubric
HDFS students are able to apply knowledge of issues related to aging, sociocultural factors, policies and services, and diversity to support the development of older adults and their families.	At least 80% of HDFS majors who minor in Gerontology will earn a grade of C or better on research-based assignments and oral presentations.	Course-based research assignments and oral presentations are evaluated by rubrics developed by the course instructors.
HDFS students are able to apply knowledge related to child and family development and diversity to provide services to children and families in non-profit organizations and community settings.	At least 80% of HDFS majors who choose to specialize in child and family services will earn a grade of C or better on research-based assignments and oral presentations	Course-based research assignments and oral presentations are evaluated by rubrics developed by the course instructors.
HDFS students are able to identify and critically examine the individual, familial, community, and sociocultural factors that impact the development of children and adolescents.	At least 80% of HDFS majors who choose to specialize in child and adolescent studies will earn a grade of C or better on research-based assignments and oral presentations	Course-based research assignments and oral presentations are evaluated by rubrics development by the course instructors.
HDFS students are able to identify and critically examine individual, familial, societal, and sociocultural influences on human sexuality as it relates to interpersonal relationships and human development.	At least 80% of HDFS majors will score “meets” or exceeds on research-based assignments and group presentations	Course-based research paper and group presentations are evaluated by rubrics created by the course instructor.

Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

Yes

No **The program will continue to be assessed in the College of Education and by the University Assessment Committee on an annual basis and by the National Council on Family Relations every five years.**

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

Yes

No **The program will maintain its national recognition with NCFR.**

Will the proposed modification affect or lead to licensure or certification? If yes, identify the licensure or certification.

Yes

No

The optional Certified Family Life Educator credential is provided to program completers who elect to apply to receive this credential. It is not a license or certification, but a national endorsement recognized in the U.S. and Canada for Family Life Education professionals.

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes

No

Bachelor of Science - Human Development & Family Studies

General Education Courses		Semester
Hours		
ACAD 101	Principles of the Learning Academy	1
Shared Skills and Proficiencies		
Writing and Critical Thinking		
WRIT 101, HMXP 102, CRTW 201	Composition; The Human Experience: Who Am I?	9
Crit Reading, Thinking, & Writing		
Oral Communication	Met in major with HDFS 573	0
Technology		
CSCI 101 & 3 from 101A-N	Intro to Comp Info Processing & labs	3
Intensive Writing	See approved list, p. 16	3
Constitution Requirement	See approved list, p. 16; may be met by other req	0-3
Physical Activity	See approved list, p. 16	1
Thinking Critically Across Disciplines		
Global Perspectives	Met in major with ECED 310	0
Historical Perspectives	See approved list, p. 16	3
Introducing Students to Broad Disciplinary Perspectives Social Science		
PSYC 101	General Psychology	3
SOCL 201	Principles of Sociology	3
Humanities and Arts	See approved list, p. 16; must include 2 designators	6
Quantitative Skills and Natural Science (3 courses)		-12
Quantitative Skills	See approved list, p. 16	(3-8)
Natural Science	See approved list, p. 16 [Must include a lab science. If 2 courses taken, must be in 2 different groups: <i>Life, Physical, Earth</i>].	(3-8)
Subtotal		41-47
Professional Courses (<i>C or better required in each course and cannot be taken on the S/U basis</i>)		42
ECED 310	Home-School Comm Partnerships with Diverse Families	3
HDFS 101	Introduction to Human Development & Family Studies	3
HDFS 350	Parenting Throughout the Lifespan	3
HDFS 450	Family Stress & Resilience	3
HDFS 500	Family Life Education	3
HDFS 502	Family Resource Management	3
HDFS 573	Career Education	3
HDFS 594	Internship I in Human Development & Family Studies	3
HDFS 595	Internship II in Human Development & Family Studies	3
HDFS 506	Human Sexuality Across the Lifespan	3
NUTR 221	Food and Nutrition	3
PSYC 206	Developmental Psychology	3
SOCL 305	Marriage and Family	3
SCWK 523	Family & Children: Policies & Services	3
Specialization or Minor		15-18
Electives		13-22
Total		120

****Students must select from the two concentration tracks below or a minor in Gerontology****

<i>Specializations/Minor</i>		
<i>Child & Adolescent Studies--Select 6 courses</i>		18
EDC0 200	Developmental Sciences and the Context of Poverty	3
HLTH 501	Substance Abuse Education	3
MLED 310	Developmental Aspects of the Middle Level Learner	3
PSYC 320	Racial, Cultural and Ethnic Influences on Identity Dev.	3

ECED 300	Introduction to Early Childhood Education	3
SPED 281	Introduction to Gifted and Special Education	3
PSYC 411	Advanced Child Development	3

Child & Family Services--Select 6 courses **18**

EDCO 200	Developmental Sciences and the Context of Poverty	3
SPED 281	Introduction to Special Education	3
SPED 561 or 382	Child with Learning Disabilities, Intellectual Disabilities	3
SCWK 306	Working with MultiCultural populations	3
SCWK 522	Health/Mental Health: Policies and Services	3
SCWK 533	Families and Children: Practices and Trends	3

Minor in Gerontology **15**

The required six hours are selected from the following courses: SCWK/GRNT 300 or SOCL/GRNT 504, and PSCY 517, or SOCL/GRNT 304. For six of the final nine credit hours, students choose one elective from each of two categories. The Direct Service Level Category options are SCWK 306, NUTR 221, HLTH 507, GRNT 440, PSCY 213, SCIE/GRNT 301, SCWK 521, and GRNT 550. The Administrative/Organizational Level Category options are HCMT 200, GRNT 440, HLTH 500, SOCL 339, PSYC 515, GRNT 550, and SCWK 531. For the final elective three credit hours, student may choose from either category.