

Institutional Approvals and Dates of Approval

Board of Trustee approval – 6/10/2016
President Approval – May 2016
Provost approval – April 2016
Faculty Conference approval – 3/4/2016
Academic Council approval – 2/19/2016
Committee on University Curriculum approval – 2/12/2016
College of Education Dean approval – 2/3/2016
College of Education Faculty Assembly approval 1/22/2015
College of Education Curriculum Committee approval 12/17/2015
Dept. of Counseling, Leadership, and Educational Studies approval 10/21/2015

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

Winthrop University has offered the Bachelor of Science degree in Family and Consumer Sciences (FACS), a non-teacher certification degree program, for many years. This proposal is to overhaul the existing program into a Bachelor of Science degree in Human Development and Family Studies. The current program is listed under the Family and Consumer Sciences Education degree CIP code and this proposal will request a CIP in Human Development and Family Studies. The current B.S. in FACS program is not under a professional accrediting body beyond the institutional regional accrediting body, SACSCOC. However, after research and discussions with representatives from the National Council on Family Relations (NCFR), it was determined that by adding one new course, shifting a few existing courses, and moving the program to a B.S. in Human Development and Family Studies with a new CIP code, it would meet the ten family life education content areas and, therefore, be nationally recognized by NCFR. The additional benefit of receiving NCFR national recognition is that program completers would qualify for the national credential provided by NCFR, Certified Family Life Educator (CFLE). This national program recognition would be the first in S.C. Currently, there are only 130 CFLE approved institutions across the U.S. and Canada.

Redesigning this degree program to meet NCFR guidelines meets the mission of Winthrop University to “provide 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.”

The target audience for this redesigned degree program consists of the currently enrolled 97 B.S. in Family and Consumer Sciences students as well as prospective students seeking a career path in working with individuals and families across a variety of employment opportunities.

List the program objectives. (2000 characters)

The purpose of the B.S. in Human Development and Family Studies is to prepare graduates for careers in human and consumer service-oriented agencies where children and families are the focus. The B.S. in Human Development and Family Studies is a strong interdisciplinary program that includes coursework that spans the ten Family Life Education Content Areas (see below) established by the National Council on Family Relations (NCFR). The program is designed with an ecological framework in mind. Individuals and families are part of a larger system and the interaction within the systems impact who we are. Under this national umbrella, graduates of the B.S. in Human Development and Family Studies are eligible to receive Certified Family Life Educator certification, a national credential recognized by many employers.

Through a minimum of 40 hours of professional core coursework, the choice of one of three cognate areas of focus (Adolescent Studies, Consumer Studies, and Early Childhood Studies) as well as the opportunity to acquire an optional minor, graduates are equipped with knowledge and experience across content areas in child development, family relations, nutrition, human sexuality, interpersonal relationships, professional ethics and practice, and family law and practice.

NCFR Ten Family Life Education Content Area:

1. Families and Individuals in Societal Contexts
2. Internal Dynamics of Families
3. Human Growth and Development across the Lifespan
4. Human Sexuality
5. Interpersonal Relationships
6. Family Resource Management
7. Parent Education and Guidance
8. Family Law and Public Policy
9. Professional Ethics and Practice
10. Family Life Education Methodology

HDFS degree candidates will:

1. demonstrate an understanding of the complexity of human and family development across the life span in diverse contexts;
2. apply the principles of building collaborations and partnerships by developing, implementing, and critiquing family life programs that support the well-being of individuals, families, and communities;
3. analyze and evaluate research and contextual factors affecting the well-being of children and families in diverse contexts;
4. display ethical, practical, and professional competence in a clinical/field experience;
5. integrate concepts of global interdependence as they relate to individuals, families, consumers, and communities to their areas of specialization; and
6. Understand and apply technologies related to resource development and sustainability, and the impact of those concepts on human environments.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

Winthrop University has graduated 117 Family and Consumer Sciences majors from 2010 – 2014. With steadily rising enrollment numbers in this program, it is predicted that, with the proposed changes, even more students will be attracted to this program and its pending certification option for completers. Enrollment numbers over the past four years have increased from 69 to 97; therefore, demonstrating a growing interest and need for this career preparation field. With collaborations in coursework across six departments (business, nutrition, physical education - sport and human performance, psychology, sociology, and social work), an increase in visibility across campus is anticipated.

Surveys and research conducted by various national and governmental organizations (Centers for Disease Control-Youth Risk Behavior Survey, State and County Health Rankings, Justice Bureau¹) show that the state of South Carolina continues to struggle with high rates of interpersonal violence, children in poverty, teen pregnancy, poor mental health, and substance abuse. Efforts of prevention are central for reducing or eliminating social challenges described above. The B.S. in Human Development and Family Studies program and the Certified Family Life Educator credential prepares students to engage in preventative care. Whereas social work and psychology focus on intervention, B.S. in Human Development and Family Studies will focus on education and prevention that can lead to cost-savings for the state and the country. The federal government has also invested in quality early childhood care and expects that the early intervention will lead to fewer problems later in life. The B.S. in Human Development and Family Studies early childhood concentration provides graduates with these necessary skills.

Research shows that graduates from the B.S. in Human Development and Family Studies can seek employment in general social work and human services, education, child development, advocacy and non-profit, business, health industry, and research.

¹Centers for Disease Control and Prevention (2013). Youth Risk Behavior Survey. Retrieved from: <https://nccd.cdc.gov/youthonline/App/Results.aspx?LID=SC>;

County Health Ranking and Roadmaps: South Carolina (2015). Retrieved from: <http://www.countyhealthrankings.org/app/south-carolina/2015/overview>; and

State Criminal Justice Profile: South Carolina (2015). Retrieved from: <http://www.iir.com/bja-state-fact-sheets/State/SC>

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

- Yes
 No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source
Childcare Workers	5,780 in SC	6% projected growth over the next 10 years	U.S. Bureau of Labor and Statistics
Community and Social Service Specialists	100 in SC	11% projected growth over the next 10 years	U.S. Bureau of Labor and Statistics
Community Health Workers	160 in SC	13% projected growth over the next 10 years	U.S. Bureau of Labor and Statistics
Teaching Assistant	14,630 in SC	6% projected growth over the next 10 years	U.S. Bureau of Labor and Statistics
Social and Human Service Assistants	4,640 in SC	11% projected growth over the next 10 years	U.S. Bureau of Labor and Statistics
Recreational Worker	1,690	10% projected growth over the next 10 years	U.S. Bureau of Labor and Statistics

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

Program graduates will be qualified to work in various positions with publicly funded, private, and charitable agencies and organizations in areas such as adoption, child and family services, at-risk youth, and consumer services. In addition to fulfilling the needs for the aforementioned positions, it is possible for graduates to pursue a teaching position in the critical needs area of Family and Consumer Sciences through an alternative certification program. In S.C., graduates would pursue alternative certification through the Program of Alternative Certification for Educators (PACE) offered through the S.C. Department of Education.

According to the Center for Educator Recruitment, Retention, and Advancement (CERRA), there is one unfilled position available for the 2015-2016 school year. CERRA, accessed on 1/28/2016, is not showing any openings for the 2016-2017 school year; however, district postings typically appear in March.

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

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

Yes

No

If yes, explain. (500 characters)

The proposed B.S. in Human Development and Family Studies degree program will replace the existing B.S. in Family and Consumer Sciences degree program. The overall program changes for this degree program change are minimal; therefore, existing students can elect to remain in their current program or switch to the new degree program. All entering freshmen fall 2017 will enter the new degree program; therefore, the former degree program will be discontinued in 2020-2021.

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Child and Family Studies	Columbia College	Program emphasizes early childhood and family relations	Generalist degree and Child Life Specialist options offered. No Adolescent Studies or Consumer Studies focus options. *Not NCFR Recognized
Child Development and Family Studies	USC Upstate	Early childhood emphasis	Focused primarily on child development (0-6 years). No Adolescent Studies or Consumer Studies focus options. *Not NCFR Recognized
Family & Consumer Sciences	S.C. State University	Early Childhood and Consumer Studies emphasis	Focused on Child Development. No specific focus on Adolescent Studies option. *Not NCFR Recognized
Family & Consumer Sciences	Bob Jones University	Early childhood emphasis	Focused on Child Development. No Adolescent Studies or Consumer Studies focus options. *Not NCFR Recognized
Youth Development Studies	Clemson University	Youth/Adolescence focus is similar to Winthrop	Focused on Adolescent Development. No Early Childhood Studies or Consumer Studies focus options. *Not NCFR Recognized
Education: Child and Family Development	Benedict College	Prepares students in general child development and family studies.	Focused on general Child Development and Family Studies. No Adolescent Studies or Consumer Studies focus options. *Not NCFR Recognized
Child Development	Vorhees Collee	Prepares students in general child development.	Focused on general Child Development. No Adolescent Studies or Consumer Studies focus options. *Not NCFR Recognized

Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2017-2018	97	1455	97	1455	35	210
2018-2019	110	1650	110	1650	40	240
2019-2020	110	1650	110	1650	40	240
2020-2021	110	1650	110	1650	40	240
2021-2022	110	1650	110	1650	40	240

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

- Yes
 No

If yes, explain. (1000 characters)

Are there any special articulation agreements for the proposed program?

- Yes
 No

If yes, identify. (1000 characters)

In 2014, Winthrop University entered into an articulation agreement with T.E.A.C.H Early Childhood South Carolina and York Technical College. This project provides scholarships for providers working in child care to complete course work in early childhood education and to increase their compensation. The Center for Child Care Career Development administers this project.

The two courses that can be successfully completed at York Technical College and transferred toward the B.S. in Human Development and Family Studies degree program include:

- EDCI 210 – Home-School and Community Partnerships with Diverse Families
- EDUC 200 – Developmental Sciences and the Context of Poverty

Students will also be able to transfer appropriate transferable courses from the State Technical College System and from other postsecondary institutions.

Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
ACAD 101 Principles of the Learning Academy	1	HMXP 102 The Human Experience	3		
Quantitative Skills	3	Social Science: SOCL 101 or 201 Social Problems or Principles of Sociology	3		
WRIT 101 Composition	3	CSCI 101 Introduction to Computers and Information Processing	3		
Social Science: PSYC 101 General Psychology	3	Quantitative Skills or Natural Science	3		
Natural Science/Lab	4	Historical Perspectives	3		
HDFS 101 Introduction to HDFS	1	Physical Activity	1		
Total Semester Hours	15	Total Semester Hours	16	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
EDCI 210 Home-School Community Partnerships With Diverse Families	3	SOCL 305 Marriage & the Family	3		
CRTW 201 Critical Read, Think, & Write	3	PSYC 206 Developmental Psychology	3		
Humanities and Arts	3	Humanities and Arts	3		
NUTR 221 Food and Nutrition	3	Concentration Course	3		
Concentration Course	3	Concentration Course	3		
		Elective	2		
Total Semester Hours	15	Total Semester Hours	17	Total Semester Hours	
Year 3					
Fall		Spring		Summer	
HDFS 350 Parenting Throughout the Lifespan	3	HDFS 450 Family Stress & Resilience	3		
Global Perspectives	3	HLTH 506 Human Sexuality	3		
Elective	3	HDFS 500 Family Life Education	3		
Concentration Course	3	Concentration Course	3		
Intensive Writing	3	Constitutional Requirement	3		

ACAP
 11/17/16
 Agenda Item 4g

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
HDFS 573 Career Education	3	HDFS 595 Internship in HDFS	6		
Elective	3	Concentration Course	3		
HDFS 502 Family Resource Management	3	Elective	3		
Concentration Course	3				
SCWK 523 Family & Children Policies & Services	3				
Total Semester Hours	15	Total Semester Hours	12	Total Semester Hours	

* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

Total Credit Hours Required 120 credit hours

Course Descriptions for New Courses

This is a restructuring of an existing program for the institution, but a new program by CHE definition (new CIP code); therefore, we have listed all professional courses. Only the course in **bold will be a brand new course. All others are simply being modified with a new course prefix and/or course description.

Course Name	Description
PROFESSIONAL CORE	
EDCI 210: Home-School Community Partnerships With Diverse Families	Designed to prepare students to work with families of diverse world cultures, societies and languages within the school and the community. Students will explore social, cultural and economic issues that shape human behavior and affect the current practices in education. Students will examine the influence of these factors on student achievement, family relationships and educational practices as they relate to the family. Field-based assignments are required.
HDFS 101: Introduction to Human Development and Family Studies	An introduction to the history, mission and goals, professional orientation, professional writing, and career opportunities in Human development and Family studies and family and consumer sciences. Integrative focus of the discipline, areas of specialization, credentialing, and professional organizations will be included.
HDFS 350: Parenting Across the Lifespan	Focuses on concepts, principles, and current research findings applied to the study of growth and development from conception through death in the context of the parenting.
HDFS 450: Family Stress and Resilience	Study of challenges and stressors affecting family relationships and resiliency strategies to overcome challenges and manage stress. Current research and theories of family stress and resilience will be discussed. Interpersonal communication strategies to manage stressors and day to day interactions will be examined.
HDFS 500: Family Life Education	Provides students an opportunity to develop community family life education programs and emphasize teaching and evaluation strategies. This course will examine issues that influence families across the lifespan, roles and responsibilities of individuals within the family, and their place in 21st century communities.

Course Name	Description
PROFESSIONAL CORE	
HDFS 502: Family Resource Management	Focuses on the tools required by the human development and family studies professional to assist others in achieving a sense of security, becoming a rational and discerning consumer, understanding resources available, and effectively managing time/work family balance, and resources in order to improve the well-being of families throughout the life span.
HDFS 573: Career Education and Professional Ethics	Provides background knowledge and skills in presenting family life programs and professional ethics. Students explore the code of ethics (National Council on Family relations and National Association for the Education of Young children) and examine opportunities to form partnerships within the community Career planning, job search, and oral presentation skills are developed.
HDFS 595: Internship in Human Development and Family Studies	A planned and supervised internship in a family and consumer sciences professional environment. Experiential learning, building linkages, and professional development are emphasized.
HLTH 506: Human Sexuality	A study of the problems, questions and issues of human sexuality as they relate to personal health and well-being
NUTR 221: Food and Nutrition	Basic nutrition concepts applied to the needs of individuals, families and communities.
PSYCH 206: Developmental Psychology	A survey course of theory and research examining the changes and consistencies associated with development from conception to death. Infancy, childhood, adolescence, and early, middle, and late adulthood will be examined
SOCL 305: Marriage and The Family	Study of relationships, marriage, and marital adjustment, focusing on gender and gender roles as applied to social life, relationships and marriage. Sexuality, child-rearing, divorce and changes in family structure are also core materials in this course
SWCK 523: Families and Children: Policies and Services	Provides an overview of the history of child welfare policies and services in the United States, a critical assessment of how values influence the development of policies and the provision of services to children, and provides a framework for evaluating child welfare policies and practices within the NASW Code of Ethics framework.
Adolescent Studies Concentration	

Course Name	Description
PROFESSIONAL CORE	
EDUC 200: Developmental Sciences and the Context of Poverty	Lecture and field-based course that explores the six strands of growth and development from preschool to adolescence. Significant time will be devoted to the application of these strands to working with students living in poverty. Topics include motivation, self-regulation, and families and communities.
HLTH 300: Personal and Community Health	A study of health issues and problems as they relate to the individual.
HLTH 501: Substance Abuse	A study of the nature of alcohol, tobacco and other drug actions, and an overview of current methods of treatment, education and prevention. Notes: Offered in spring and fall.
MLED 310: Development Aspects of the Middle Level Learners	Examines the developmental characteristics of early adolescents in today's society. In particular, the course focuses on aspects of diversity such as culture, gender, race, ethnicity and exceptionalities. Students will develop the applicable skills and dispositions needed as prospective middle level teachers.
PSYC 213: Abnormal Psychology	Introduction to the disorders of behavior.
SOCL 314: Race and Ethnic Relations	Review of sociological concepts, theories, and evidence pertaining to race and ethnicity in cross-cultural, historical, and modern settings.
SOCL 332: Sociology of Conflict and Conflict Resolution	Study of different conflict types, theories of conflict causation, and the methods used by third parties and organizations to intervene, de-escalate, and resolve conflict. Notes: Offered variable times.
Consumer Studies Concentration	
FACS 211: Product Construction and Design	Focuses on basic theory and application of sewing fundamentals, including experiences with basic, embroidery, and serger sewing machines. Products will be designed, marketed, and sold. A service learning project will be completed.
FACS 500: Residential Technology	Examines technological changes, trends, and issues that affect the family residence. Practical information is provided about planning, building, and maintaining a home.

Course Name	Description
PROFESSIONAL CORE	
ENTR 373: Introduction to Entrepreneurship	Provides an overview of entrepreneurship. Students evaluate companies using the business model to explain how the components of the venture work together to create profit. They differentiate between ideas and opportunities and do a self-assessment to determine their own strengths and weaknesses. Entrepreneurs and business professionals will interact with student to provide an entrepreneurial perspective on life.
MCOM 241: Media Writing	Journalism, broadcast and public relations writing for print, audio, video and Web.
MCOM 370: Public Relations Principles	Study of communications to influence public opinion, solving public relations problems, practice in developing a public relations campaign.
MGMT 321: Management and Leadership	Comprehensive survey of the basic principles of management and leadership applicable to all forms of business.
MGMT 355: Business Communication and Professional Development	Communications theory and practice required in business as related to individuals, small groups, and organizations; strategies for workforce readiness and employment, using technology for business and career success, and written and oral communication.
SUST 102: Introduction to Sustainability	Introduces students to the theory, principles, and practices of sustainability.
Early Childhood Studies Concentration	
ECED 300: Foundations of Early Childhood Education	Study of the early childhood profession, including ethics, early models (birth - age 8), child care centers, Head Start, and other preschool facilities, state and federal regulations, historical and societal changes, and contemporary trends. Observation and participation in early childhood settings is required.
ECED 395: Creative Activities for Young Children	Study of concepts and content including: arts (sound, color, rhythm, movement) in the early childhood curriculum; methods and materials for developing creativity; room arrangement; and a review of relevant research. Candidates will observe and work with children of diverse ages and with children reflecting culturally and linguistically diverse family systems in early childhood settings and will implement arts-based lessons. Field-based assignments are required.

Course Name	Description
PROFESSIONAL CORE	
EDCI 320: Early Intervention for Young Children with Special Needs	Study of the characteristics of young children with special needs, birth to age three service delivery models, and school-based service delivery models as well as a study of Response to Intervention models for K-2 settings.
EDUC 200: Developmental Sciences and the Context of Poverty	Lecture and field-based course that explores the six strands of growth and development from preschool to adolescence. Significant time will be devoted to the application of these strands to working with students living in poverty. Topics include motivation, self-regulation, and families and communities.
SPED 281: Introduction to Special Education	Designed to introduce the student to the major areas of exceptionality.
SPED 510: Positive Behavioral Interventions and Supports for the Classroom Teacher	This course provides an overview of Applied Behavior Analysis and its application to classroom settings. Procedures for establishing a positive classroom climate and designing and implementing positive behavioral interventions and supports will be studied. Field based assignments are required.
SPED 561: Characteristics of Children with Learning Disabilities	An overview of the learning, behavioral and neurological characteristics of children with specific learning disabilities, including terminology and educational implications.

Faculty

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Associate Professor	FT	HDFS 101: Introduction to HDFS (1hr) HDFS 350: Parenting Across the Lifespan (3hrs) HDFS 450: Family Stress and Resilience (3hrs) HDFS 500: Family Life Education (3hrs) HDFS 502: Family Resource Management (3hrs) HDFS 573: Career Education and Professional Ethics (3hrs) HDFS 595: Internship (6hrs)	PhD in Human Development and Family Studies MS in Human Development and Family Studies from Texas Tech University MPH in Public Health from Eastern Kentucky University	Program Director; Certified Family Life Educator (expertise in all ten content areas related to family life education and lifespan development). Masters in Community Health Education
Assistant Professor	FT	HDFS 350: Parenting Across the Lifespan (3hrs) HDFS 450: Family Stress and Resilience (3hrs) HDFS 500: Family Life Education (3hrs) HDFS 502: Family Resource Management (3hrs) HDFS 573: Career Education and Professional Ethics (3hrs) HDFS 595: Internship (6hrs) HDFS 501: Residential Technology (3hrs)	PhD in Human Development and Family Studies	Certified Family Life Educator
Core Adjunct	PT	FACS 211: Product Construction and design (3hrs) FACS 501: Residential technology (3hrs.)	Masters in Family and Consumer Sciences Education	Long-standing part-time faculty member who will continue to support the program

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	2.50	Staff	.10	Administration	.10
---------	------	-------	-----	----------------	-----

Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

No additional faculty and/or administrative assignment are needed to support this program at this time. The FTE listed above are the current faculty, staff, and administration leading the existing Family and Consumer Science program that this program will replace.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

The Dacus Library is an integral part of the university's instructional program. The primary goal of the Winthrop University Library is to support the instructional and research activities of the Winthrop University academic community. The library is staffed by 13 professional librarians, 16 paraprofessionals/library technical assistants, and 45 student assistants. To increase accessibility for all students, the Winthrop Library is open 24 hours from Sunday at 1:00 p.m. to Friday at 7:00 p.m., and 12:00-7:00 p.m. on Saturdays.

Dacus Library has holdings to support Winthrop's academic programs across various access platforms. It has over 80,000 scholarly ebooks, 622,316 unique titles in the General Collection, and access to over 100 electronic databases. The Library provides access to its holdings via the Library website at <http://www2.winthrop.edu/dacus/>. Course-integrated library instruction sessions are available to all academic departments. Library assistance is available all hours of operation via chat, text, phone, email, and in-person consultation. Dacus Library owns approximate 2,932 book titles and over 15,000 e-titles relevant to human development and family studies.

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Winthrop provides students with multiple levels of support through its programs, services, and activities to promote academic success. Winthrop students receive support for program planning and registration through assigned faculty advisors in the students' program area. The College of Education has a Student Academic Services office (SAS) that serves as an information and service center for matters related to teacher education programs, university and college student policies, and educator licensure.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

The program will be offered in the existing Withers Building at Winthrop that houses the Richard W. Riley College of Education. All classrooms to be used in Withers were renovated and outfitted as 21st Century learning spaces during summer 2014, including 4 new Mediascape classrooms. Additionally, the College of Education has an Instructional Technology Center available to all education students and provides access to mobile technologies and other valuable services to students. Therefore, no new instructional equipment is needed.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

The program will be offered in the existing Withers Building at Winthrop that houses the Richard W. Riley College of Education. No additional physical plant requirements will be required to support the proposed B.S. in Human Development and Family Studies degree program.

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	0	0	0	0	0	0
Faculty and Staff Salaries	0	0	0	0	0	0
Graduate Assistants						
Equipment	0	\$500	\$500	\$500	\$500	\$2000
Facilities						
Supplies and Materials	0	\$800	\$800	\$800	\$800	\$3200
Library Resources						
Other*						
Total		\$1300	\$1300	\$1300	\$1300	\$ 5200
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	0	\$94,315	\$94,315	\$94,315	\$94,315	\$377,260
Program-Specific Fees	0	\$1430	\$1430	\$1430	\$1430	\$5720
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
Total	\$0	\$95,745	\$95,745	\$95,745	\$95,745	\$382,980
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	\$0	\$94,445	\$94,445	\$94,445	\$94,445	\$377,780

*Provide an explanation for these costs and sources of financing in the budget justification.

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

No additional new costs or special sources of financing are required. Since this is a restructuring of an existing program, program administration, faculty salaries, and most costs will all be funded at existing levels. The small potential increase in enrollment will generate fees to be used toward supplies and materials.

The tuition funding represents the increase in tuition for the anticipated 13 additional students in the program from the current enrollment level as noted in the projected enrollment table on page 8, using the current tuition rate for in-state students. Program-specific fees were calculated using an \$110 average course fees per new student in this program.

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Each year program enrollment, retention, and graduation data are reviewed as part of the institution's assessment system. Each spring, all degree programs at Winthrop University submit a Program Assessment Report. This report is then reviewed by the College of Education Unit Assessment Committee and the results reported to members of the College of Education Dean's Council. All assessment reports are uploaded in Winthrop University's Online Assessment Report System (OARS) electronic database.

The six identified key assessments for the B.S. in Human Development and Family Studies program provided in the next section will be entered and stored in LiveText. These data will be included in the aforementioned annual Program Assessment Report and reviewed annually by the College of Education Unit Assessment Committee and members of the College of Education Dean's Council.

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
HDFS degree candidates will display ethical, practical, and professional competence in a clinical/field experience.	Internship Final Report (HDFS 595 Cooperative Internship Experience)
HDFS degree candidates are able to apply the principles of building collaborations and partnerships by developing, implementing, and critiquing public policy and programs that support the well-being of individuals, families, and communities.	Family and Community Service Project (FACS 500 Family Life Education)
HDFS degree candidates understand and apply technologies related to resource development and sustainability and the impact of those concepts on human environments.	Family Resource Management Final Portfolio (HDFS 502)
HDFS degree candidates will demonstrate an understanding of the complexity of human and family development across the life span in diverse contexts.	Applications in Lifespan Development Service Learning Paper (PSYC 206)
Students integrate concepts of global interdependence as they relate to individuals, families, consumers, and communities to their areas of specialization.	Family and Cultural Research Paper (HDFS 350 - Parent Education)
Analyze and evaluate research and contextual factors affecting the well-being of children and families in diverse contexts.	Research Paper and Workshop (HDFS 450 - Family Stress and Resilience)

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

The B.S. in Human Development and Family Studies will seek national recognition by the National Council on Family Relations (NCFR) immediately following CHE approval. NCFR requires an off-site review; therefore, documentation is already being finalized for submission. Once this program is fully approved by CHE, immediate communication with NCFR will ensue with anticipated approval/recognition Fall 2017.

Course Distribution Across Family Life Education Content Areas

The following summarizes the Family Life Education content areas in the Professional Core for Human Development and Family Studies majors.

Family Life Education Content Areas Summary of Program and Courses		
Family Life Education Content Area	Primary Course(s) in this Content Area	Additional Courses with Substantial Learning Components in Content Area
1 Families and Individuals in Societal Contexts	Sociology 305: Marriage and the Family EDCI 210: Home-School Comm Partnerships with Diverse Families	HDFS 450: Family Stress and Resilience SOC201 Principles of Sociology <i>Adolescent Studies Concentration will be exposed to additional diversity issues.</i>
2 Internal Dynamics of Families	HDFS 450 Family Stress and Resilience	Sociology 305: Marriage and the Family HDFS 350: Parenting Across the Lifespan <i>Early Childhood & Adolescent Studies concentrations will be exposed to challenges with special needs and health related stressors.</i>
3 Human Growth and Development across the Lifespan	PSYC 206: Developmental Psychology	HLTH 506: Human Sexuality HDFS 350: Parenting Across the Lifespan <i>Early Childhood concentration will be exposed to additional developmental courses.</i>
4 Human Sexuality	HLTH 506: Human Sexuality	HDFS 500: Family Life Education Sociology 305: Marriage and the Family
5 Interpersonal Relationships	Sociology 305: Marriage and the Family HDFS 350: Parenting Across the Lifespan EDCI 210: Home-School Comm Partnerships with Diverse Families	EDCI 210: Home-School Comm Partnerships with Diverse Families HLTH 500: Human Sexuality HDFS 450 Family Stress and Resilience
6 Family Resource Management	HDFS 502: Family Resource Management	HDFS 450: Family Stress and Resilience

			<i>Consumer Studies concentration will be exposed to additional business courses.</i>
7	Parent Education and Guidance	HDFS 350: Parenting Across the Lifespan	EDCI 210: Home-School Comm Partnerships with Diverse Families
8	Family Law and Public Policy	SWCK 523: Children and Families	HDFS 101: Introduction to HDFS
9	Professional Ethics and Practice	HDFS 573: Career Education and Professional Ethics	HDFS 595 Internship <i>Consumer Studies concentration will be exposed to additional business courses..</i>
10	Family Life Education Methodology	HDFS 500: Family Life Education HDFS 595 Internship	HDFS 450 Family Stress and Resilience HDFS 350: Parenting Across the Lifespan

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Program completers will be eligible for the Certified Family Life Educator credential. Graduates from an NCFR approved program can apply for this credential using what NCFR identifies as an abbreviated application process. This process requires a transcript analysis ensuring all required courses are completed with a C- or better including the completion of an internship of a minimum of 120 hours and a completed application.

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.