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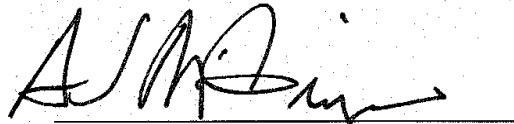
Winthrop University

to the

South Carolina Commission on Higher Education

to modify the degree program

BACHELOR OF SCIENCE IN FAMILY AND CONSUMER SCIENCES



**Anthony J. DiGiorgio
President**

August 15, 2012

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Program Overview

A. Classification

1. Name of Modified Program.....Bachelor of Science in Family and Consumer Sciences,
with concentrations in Adolescent Studies, Consumer
Studies and Early Childhood Studies.
2. Academic units involvedRichard W. Riley College of Education
3. LevelBaccalaureate, 4-year, undergraduate
4. Proposed date of implementationFall 2013
5. CIP code.....13.1308
6. Program.....Modification
7. SiteWinthrop campus
8. Program qualifies for supplemental Palmetto Fellows and LIFE scholarship awards... No
9. Delivery Mode Traditional
10. Teacher Education certification area.... None

B. Justification for the Program

1. Program Purpose and Goals

The purpose of the Family and Consumer Sciences Degree Program is to prepare students for careers in human services, non-profit leadership, government, health, business and industry, as well as graduate school.

The Department of Counseling, Leadership, and Educational Studies (CLES) at Winthrop University currently offers a Bachelor of Science degree in Family and Consumer Sciences (FACS.) **The proposed modification to the degree will add concentrations in Adolescent Studies, Consumer Studies, and Early Childhood Studies and change two professional courses all majors are required to complete.**

The goals and objectives of the FACS program are listed below:

Goal 1: Provide students with the knowledge, skills, and understanding to empower individuals and families to function interdependently in a global society.

Objective 1.1 Enhance the skills and knowledge that will promote the well-being of individuals, families, and communities.

Objective 1.2 Provide students with the common body of knowledge that comprises Family and Consumer Sciences.

Objective 1.3: Link concepts of human systems theory and life course development to methods of application.

Goal 2: Prepare professionals to be competent to assume leadership roles in business and in the public and private sectors that focus on support of individuals, families, consumers, and communities in our contemporary society.

Objective 2.1: Encourage students to develop high levels of competence, manifest intellectual inquiry, and develop sound professional ethics.

Objective 2.2: Provide students with the tools to function in society as a generalist, requiring an integrative focus using the concepts germane to FACS as a discipline.

Objective 2.3: Enable FACS professionals to function as specialists by requiring considerable depth in one content area (Concentration or Minor) and the ability to integrate concepts from other areas to the development of individuals, families, consumers, or communities.

2. Need for the Program Modification

Based on feedback from an external review, from our FACS advisory council, and from graduates, as well as American Association of Family & Consumer Sciences (AAFCS) national standards, the FACS programs needed to be updated so that we can better prepare students for 21st century careers. The core concepts in the FACS national body of knowledge focus on basic human needs, individual well-being, family strengths, and community vitality. Integrative elements are life course development and human ecosystems. Cross-cutting themes are capacity building, global interdependence, resource development and sustainability, appropriate use of technology, wellness, and policy development and analysis. The names of the new concentrations, along with updated course requirements, are a better reflection of the knowledge and skills FACS graduates need in order to be well versed in these concepts and successful in their careers.

The proposed modification to the degree will add the concentrations of Adolescent Studies, Consumer Studies, and Early Childhood Studies and change two professional courses all majors are required to complete.

3. Centrality of the Program to the Institutional Mission

The University mission statement states: “The University provides personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the state of South Carolina.” The mission of the Family Consumer Science program is congruent with that of the University as we prepare students for careers in the 21st century. The course work and field components of the program challenge students to use the knowledge, skills, and experiences they develop in the program to solve real-world problems. Further, the mission of Winthrop University states that students will acquire and develop knowledge, skills, capabilities, and values that enrich their lives and prepare them to meet the needs and challenges of the contemporary world, including the ability to communicate effectively, appreciate diversity, work collaboratively, synthesize knowledge, solve complex problems, and adapt to change. The capstone course in the program, FACS 495 *Internship in Family Consumer Sciences* (six credits), is the culminating senior experience that allows students to apply their newly developed skills in public service agencies in the state.

The updated FACS concentrations and course requirements are consistent with this mission. Program Goal 1 speaks to the skills of collaboration within a global society. One of the new core courses, FACS 350 *Parenting throughout the Lifespan* will enable students to enhance their communication skills through interactions with others. FACS Program Goal 2 also correlates with the Winthrop University mission. FACS graduates will be competent to assume leadership roles in agencies related to improving the quality of life for individuals, families, and communities. The culminating internship experience FACS 495 *Internship in Family and Consumer Sciences* allows students to apply academic instruction and professional knowledge to real-world situations.

4. Relationship of the Program to Other Programs within the Institution

The FACS Program prepares students for human service positions in a global economy and thus is related to, but does not duplicate, Winthrop University programs in education, psychology, and sociology. The FACS Program requires students to take program-related courses from several departments at the University including human nutrition, education, psychology, and sociology.

5. Similarities or Differences between the Proposed Program and Other Institutions

The Family and Consumer Sciences (FACS) program at Winthrop University is one of two FACS programs offered within the South Carolina. South Carolina State University (SCSU) also offers a FACS program. The two programs are similar in that they both require students to take coursework in the core areas of child development, family relationships, foods and nutrition, housing, and consumer economics. Both programs allow opportunities for in-depth study of early childhood development. The FACS program at South Carolina State University provides more in-depth study in fashion merchandising and multidisciplinary studies. Students at SCSU receive a degree titled Family and Consumer Sciences Business which reflects a greater focus on business aspects of the field. The Winthrop program is more focused on family and careers related to families.

C. Enrollment

1. Table for projected new enrollment for the first five years

New Student Enrollment

ESTIMATED NEW ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2013-2014	2	30	2	30		
2014-2015	4	60	4	60		
2015-2016	6	90	6	90		
2016-2017	8	120	8	120	2	18
2017-2018	8	120	8	120	2	18

2. Discussion of the Process by Which Estimates Were Made.

The Family and Consumer Sciences Program at Winthrop University is a high enrollment program. Our goal with this program modification is to ensure that our students have the knowledge, skills, and experiences for careers in the 21st century, not necessarily to expand enrollments. Enrollment will be expected to remain relatively constant with only a small increase.

D. Curriculum

1. Program of Study for undergraduate programs and for graduate programs that will use a required core of courses.

General Education Courses	
ACAD 101 Principles of the Learning Academy	1
WRIT 101, CRTW 201 Composition; Critical Reading, Thinking, & Writing	6
MATH 150 Introduction to Discrete Mathematics	3
CSCI 101 and 3 from 101A, B, C or P Intro to Computer Info Processing	3
Oral Communication	3
MATH and elective	6
HMXP 102 The Human Experience: Who Am I?	3
Global Perspectives	3
Historical Perspectives	3
PSYC 101 General Psychology	3
SOCL 101 or 201 Social Problems, Principles of Sociology	3
PLSC 201 or ECON 103 American Government or Into to Political Economy	3
Humanities and Arts elective	3
ENGL 211 or 330 Major American Authors, Women & Literature	3
Earth or Physical Science	3
BIOL 150/151 Elements of Living Systems/Investigations into Living Systems	4
Intensive Writing	3
Constitution requirement met in another area with PLSC 201 or ECON 103	0
General Education Subtotal	56
Professional Courses	
FACS 101 Introduction to Family and Consumer Sciences	1
FACS 211 Product Construction and Design	3
FACS 401 Consumer Economics	3
FACS 495 Internship in Family and Consumer Sciences	6
FACS 500 Family Life Education	3
FACS 501 Residential Technology	3
FACS 502 Family Resource Management	3
EDCI 331 Community Connections for Families	3
NUTR 221 Food and Nutrition	3
NUTR 231 Food Composition	3
NUTR 232 Food Composition Laboratory	1
SOCL 305 Marriage and the Family	3
FACS 573 Career Education	3
FACS 350 Parenting Throughout the Lifespan	3
Professional Courses Subtotal	41

Concentrations (students select <u>one</u>):	
Adolescent Studies	
SOCL 314 Race and Ethnic Relations	3
SOCL 332 Sociology of Conflict and Conflict Resolution	3

EDUC 200 Developmental Sciences and the Context of Poverty	3
HLTH 300 Personal & Community Health	3
HLTH 501 Substance Abuse Education	3
PSYC 313 Abnormal Psychology	3
Adolescent Studies Subtotal	18
Consumer Studies	
MGMT 321 Principles of Management	3
MCOM 241 Media Writing	3
MCOM 370 Principles of Public Relations	3
SOCL 310 Sociology of the Environment	3
MGMT 425 Training and Development	3
ENTR 373 Introduction to Entrepreneurship	3
Consumer Studies Subtotal	18
Early Childhood Studies	
EDCI 336 Young Children: Insuring Success	3
EDUC 200 Developmental Sciences and the Context of Poverty	3
ECED 109 Management and Supervision of Childcare Centers	3
ECED 332 Introduction to Early Childhood Education	3
SPED 281 Introduction to Special Education	3
SPED 561 Children with Learning Disabilities	3
Early Childhood Studies Subtotal	18
Electives	9
Total Hours Required	124

The most substantive changes proposed with this program modification are the replacement of several required courses with updated course offerings that better match the current FACS body of knowledge. FACS 211 *Apparel Design and Construction* will be re-named *Product Construction and Design*. FACS 500 *Contemporary Issues of Families, Communities, and Professions* will be renamed *Family Life Education*. The prefix of SCED 573 *Career Education* will be changed to FACS. FACS 573 *Career Education* will now be a required course for all FACS majors, replacing HLTH 506 *Human Sexuality*.

Three new concentrations will be added to provide focused instruction in the area of Adolescent Studies, Consumer Studies, and Early Childhood studies. These concentrations total 18 hours each.

FACS 381 *Textiles* will be removed from the Professional Courses and replaced with FACS 350 *Parenting throughout the Lifespan*. Only one new course will be developed as a result of these proposed changes, FACS 350 *Parenting Throughout the Lifespan*. The catalog description for this course follows:

FACS 350 Parenting Throughout the Lifespan (3 credits). This course focuses on concepts, principles, and current research findings applied to the study of growth and development from conception through death in the context of parenting.

Student Learning Outcomes

FACS degree candidates will:

1. display competence in a clinical/field experience. (SLO1)
2. 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. (SLO2)
3. understand and apply technologies related to resource development and sustainability and the impact of those concepts on human environments. (SLO3)
4. integrate concepts of global interdependence as they relate to individuals, families, consumers, and communities to their areas of specialization. (SLO4)
5. understand the dynamics of capacity building of individuals within families, communities, work environments, and other contexts in the environments in which they function to enable the wellness of those entities. (SLO5)

2. Brief explanation of the assessments of student learning outcomes

All programs in the College of Education (COE) utilize a similar assessment system (see <http://www.winthrop.edu/coe/default.aspx?id=13054>). The FACS program embeds key assignments related to state and national standards in selected courses. National and state standards are the drivers for the expected competencies for candidates at Winthrop University. These competencies were determined in collaboration with the professional community. Candidate competence on each outcome is assessed at multiple points across the program by key work samples (artifacts). Each candidate's score on each artifact is stored in the Unit Assessment System Access database in LiveText. The scores are collected at the end of each semester from the instructors of the courses. The data are aggregated to produce a candidate profile. This profile is reviewed by faculty in the program at least yearly. In addition, the data have been aggregated across candidates and are examined over time. These aggregated scores are used for program and unit improvement. A [Unit Assessment Committee](#) oversees the implementation of the assessment plans for each program in the COE.

Assessment of Student Learning Outcomes

SLO 1: Method of Assessment

Internship; Employer's Final Evaluation of Student Rubric; Student Assessment of Behavioral and Skill Outcomes.

Description: A comprehensive checklist and written feedback form is completed by the internship supervisor at the end of the student internship experience.

Course: FACS 495 *Cooperative Internship Experience*

SLO 2: Method of Assessment

Family and Community Service Program Project; FCS Program Rubric.

Description: Students develop a hypothetical community service agency, applying information covered throughout the FACS 500 Family Life Education course. The rubric includes four distinct sections related to student development of a community service agency. Section one and two relate to student application of knowledge; section three relates to development, implementation, and assessment of a community service agency; and section four relates to understanding of building collaborations and partnerships. Students must score at the Multi-structural level or higher on each section of the rubric.

Course: FACS 500 *Family Life Education*

SLO 3: Method of Assessment

Home of the Future Report; HRF Rubric.

Description: Students design a home of the future including both visual and written representations, using information from the FACS 501, Residential Technology course. Students must score at the Multi-structural level or higher on each section of the rubric.

Course: FACS 501 *Residential Technology*

SLO 4: Method of Assessment

Social and Economic Effects of Globalization Report; SEEGR Rubric.

Description: Students write a research based paper comparing consumer habits in the United States with consumer habits in another country of their choosing. Students will score at the Multi-structural level in the areas of the Central Idea or Concept and Engagement with Text.

Course: FACS 401: *Consumer Economics*

SLO 5: Method of Assessment

Family Resource Management Case Study FRM Rubric.

Description: Students develop financial plans for families in varying stages of the family life cycle based on scenarios presented to them in case studies. Students will score of Multi-structural or higher in the following categories: Conceptual Understanding, Issue/problem identification, and Connections—Theory and Practice.

Course: FACS 502: *Family Resource Management*

E. Faculty

1. Table detailing the rank and academic qualification of each faculty member – identified only by rank – not by name.

Table of Rank and Academic Qualifications of Faculty

Rank	Academic Qualifications	Certifications
Associate Professor	Ph.D. Family and Consumer Sciences Education, M.S. Computer Education, B.S. Home Economics Education	Family and Consumer Sciences
Instructor	M.Ed. Curriculum and Instruction, B.S. Family and Consumer Science Education	Family and Consumer Sciences
Assistant Professor	Ph.D. Early Childhood Education and Development	Pre-K Teacher Cert

2. Enumeration and discussion of necessary qualification of new faculty.

No additional faculty will be required, based on these program changes. All new courses replace existing courses and the total number of hours remains at 124.

3. Proposed Changes in Assignments of Existing Faculty

No major changes in the assignments of existing faculty are anticipated. Faculty will continue to teach courses modified through curriculum action and will also teach new courses that they have created to replace existing courses.

4. Institutional Plan for Faculty Development as It Relates to the Proposed Program

Tenure-track faculty members in the COE and thus the FACS Program receive three credit hours reassigned per year if they have an approved plan to engage in scholarly activity. All tenure-track faculty members can apply for institutional funds to support faculty development (i.e., travel to make scholarly presentations) and scholarship (research, curriculum projects, etc.). In addition, supplemental departmental funds are available to support faculty members' research, travel, and curriculum needs, and the department has been generous with its contributions in the past several years. In addition, professional development opportunities are routinely available for all faculty in the COE as well as university wide. For example, all faculty have opportunities to attend various [Teaching and Learning Center](#) sessions that focus on topics such as effective teaching practices (e.g., Teaching Circles). The college and department provide additional learning opportunities each year. Faculty will continue to participate in professional development sessions offered by the university and the COE relevant to advising strategies, effective teaching practices, promotion and tenure, as well as the inclusion of technology into teaching.

5. Institutional Definition of Full-Time Equivalents (FTE)

Winthrop University defines a full-time faculty member as one whose teaching responsibilities account for at least 50% of their time. A full (100%) teaching load is generally 12 credit hours per semester/24 hours in the academic year. This credit hour value may vary by discipline and can be affected by administrative or staff duties.

F. Physical Plant

The program will continue to be housed in existing buildings at Winthrop University. Specialized classrooms for courses are available including an up-to-date lab for the Family Consumer Sciences Program. We also have an Instructional Technology Center (ITC) for use by students in all programs. No additional needs are expected.

G. Equipment

The program will use existing equipment at Winthrop University and in the College of Education. The University has numerous computer labs to meet the needs of all students. The college's ITC provides support for the use of technology as a tool to facilitate teaching and learning. Equipment such as laptops, camcorders, iPads, and projectors are available for faculty and student checkout. Self-service stations are available as well as services such as smart classroom training, tutorials, and online learning support. Specialized classrooms for courses are available including a lab with up-to-date equipment for the Family Consumer Sciences Program. No additional needs are expected in relation to this program since the program has up-to-date equipment.

H. Library Resources

As in all fields, additional resources are needed to provide current related materials in our library. However, this need is addressed in current budgets, as departments are able to request materials annually.

Dacus Library is well-positioned to support evolving undergraduate programs in Family Consumer Science. The library has used a proactive approach to covering all the aspects important to the discipline. The library works actively with the College of Education faculty to understand academic programs' needs and works closely with teaching faculty in systematically seeking out quality library resources. This active relationship enables the library to keep abreast of new developments across the knowledge spectrum within Winthrop's Education programs. Thus as the Family and Consumer Science program evolves to reflect new knowledge, the library's strong tradition of curricular support provides a rigorous foundation for changes as they occur in the College of Education's needs.

The library offers a rich and evolving mix of resources. In addition to traditional books, journals, databases, and e-journals, the library also provides educational online streaming videos (Films on Demand) over 80,000 scholarly ebooks in ebrary's Academic Complete collection plus a recently begun demand-driven acquisitions program.

I. Accreditation, Approval, Licensure, or Certification

1. Brief description of the accreditation or approval process and when accreditation can be expected.

Winthrop University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master's, and specialist degrees.

The FACS program is not currently accredited by AAFCS. Plans are to pursue AAFCS accreditation for the next cycle of program review, although the program will continue to be a non-teacher education program. The program underwent an external program review using a university-adopted protocol in 2009-2010, with an AAFCS consultant providing an on-site review. The external reviewer used AAFCS standards as a resource in the review, thereby providing useful feedback to us in preparation for a future AAFCS accreditation review. That review also served to inform program changes reflected in this proposal. With approval of the program modification by CHE, the FACS faculty will initiate the modified program in Fall 2013 and begin collecting assessment data for use in the AAFCS accreditation review. The self-study is scheduled to occur in AY 2014-2015 with an on-site visit in Spring 2016.

J. Articulation

The modified Family Consumer Science program is a positive option for students who choose to transfer from York Technical College because Winthrop has established a strong [articulation agreement](#) with York Technical College. The table below lists York Technical College courses that currently transfer as Winthrop University Equivalent Courses.

York Technical College Courses	Winthrop University Equivalent Current Courses
BIO 101 Biological Science I (4)	BIOL 150/151 Elements of Living Systems/Lab (4)
ECD 101 Introduction To Early Childhood (3)	ECED 332 Introduction to Early Childhood Education (3)
ECD 107 Exceptional Children (3)	SPED 281 Introduction to Special Education (3)
PSC 201 American Government	PLSC 201 American Government (3)
PSY 201 General Psychology	PSYC 101 General Psychology (3)
SOC 101 Intro. To Sociology	SOCL 201 Principles of Sociology (3)
HIS 102 Western Civ. Post 1877	HIST 113 World Civilization since 1750 (3)
ENG 101 English Composition (3)	WRIT 101 Composition: Introduction to Academic Discourse (3)
HIS 201 American History	HIST 211 United States History

Post 1877 (3)	(3) Historical Perspective
MAT 103 Quantitative Reasoning (3)	MATH 150 Introduction to Discrete Mathematics (3)
ART 101, MUS 105, & THE 101	Humanities and Arts
CHM 110 & PHY221	Natural Science (Physical)
CPT 101 Intro. To Computers	CSCI 101, 101A, 101B, 101C

K. Estimated Costs

1. Table for Estimated Annual Expenditures for the First Five Years

Costs to the Institution and Sources of Financing

ESTIMATED COSTS BY YEAR						
CATEGORY	1 st	2 nd	3 rd	4 th	5 th	TOTALS
Program Administration	12,450	12,450	12,450	12,450	12,450	62,250
Faculty Salaries	101,970	101,970	101,970	101,970	101,970	509,850
66% of time of one Graduate Assistant	8,652	8,652	8,652	8,652	8,652	43,260
Clerical/Support Personnel	4,350	4,350	4,350	4,350	4,350	21,750
Supplies and Materials	4,200	4,200	4,200	4,200	4,200	21,000
Library Resources	0	0	0	0	0	0
Equipment	1,500	1,500	1,500	1,500	1,500	7,500
Facilities	0	0	0	0	0	0
TOTALS	133,122	133,122	133,122	133,122	133,122	665,610
SOURCES OF FINANCING BY YEAR						
Tuition Funding	400,734	400,734	413,550	413,550	426,366	2,054,934
Program-Specific Fees	1,800	1,800	1,800	1,800	1,800	9,000

State Funding	0	0	0	0	0	0
Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding	0	0	0	0	0	0
TOTALS	402,534	402,534	415,350	415,350	428,166	2,063,934

*Specify significant internal sources of reallocated funds. (Add additional rows as necessary.)

2. Statement

No new costs for delivery of the program are expected.

3. Sources of Funding

No requests for special state appropriations are planned or anticipated in association with the proposed program modification.

L. Assurances of Institutional Approvals

- College Curriculum January 17, 2012**
- College Assembly January 27, 2012**
- College Dean April 3, 2012**
- Committee on University Curriculum April 13, 2012**
- Academic Council April 13, 2012**
- Faculty Conference April 20, 2012**
- Vice President for Academic Affairs..... May 15, 2012**
- President..... August 15, 2012**