



Provost and Senior Vice President for Academic Affairs

November 15, 2022

The Honorable Dr. James D. Fielder, Jr.  
Maryland Higher Education Commission  
6 N. Liberty Street, 10<sup>th</sup> Floor  
Baltimore, MD 21201

Dear Dr. Fielder,

On behalf of Morgan State University, please find attached a proposal to establish a new Area of Concentration in *Family and Consumer Sciences Education* under the Bachelor of Science in Family and Consumer Sciences Degree Program.

If additional information is required, please contact me at hongtao.yu@morgan.edu or (443)885-3350.

Sincerely,

Dr. Hongtao Yu  
Provost and Senior Vice President for Academic Affairs, Morgan State University

cc: Dr. David Wilson, President, Morgan State University  
Dr. Phyllis Keys, Interim Associate Vice President for Academic Affairs, MSU  
Dr. Glenda Prime, Dean, School of Education and Urban Studies, MSU  
Dr. Emily Dow, Assistant Secretary for Academic Affairs, Maryland Higher Education Commission



**Cover Sheet for In-State Institutions  
New Program or Substantial Modification to Existing Program**

Institution Submitting Proposal	
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*Each action below requires a separate proposal and cover sheet.*

- |                             |   |
|-----------------------------|---|
| New Academic Program        | Substantial Change to a Degree Program            |
| New Area of Concentration   | Substantial Change to an Area of Concentration    |
| New Degree Level Approval   | Substantial Change to a Certificate Program       |
| New Stand-Alone Certificate | Cooperative Degree Program                        |
| Off Campus Program          | Offer Program at Regional Higher Education Center |

Payment Submitted:	Yes No	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education (fully online)	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>			Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature: <i>[Handwritten Signature]</i>		Date:
			Date of Approval/Endorsement by Governing Board:		

Morgan State University  
School of Education and Urban Studies

**BS in Family and Consumer Sciences**  
**New Area of Concentration, Family and Consumer Sciences Education**

**A. Centrality to the University's Mission and Planning Priorities**

*Description.* The Department of Family and Consumer Sciences (FACS), formerly Home Economics, was established at Morgan State College in 1939. It has a long and rich history of impacting the metropolitan area of Baltimore City and surrounding jurisdictions. For years the Department has offered two curricular areas, Fashion Merchandising and General Family and Consumer Studies. In both domains, students take courses that prepare them for careers in the human sciences, focusing on the needs of individuals, families, and communities where they serve. The substantial curriculum modification is the addition of FACS Education which will allow MSU students to deliver the same content to a younger population of students in the crucial formation of their lives.

The proposed FACS Education Concentration is designed to provide the necessary preparation for persons who are interested in teaching family and consumer sciences in middle and high schools. The FACS Education Concentration will prepare students with a broad understanding of the foundation principles of family and consumer sciences and the essential components of teacher preparation. The program will engage students in three broad areas of study: the normal university General Education courses, core Family and Consumer Sciences courses, and the required education courses to meet Maryland's teacher licensure requirements.

The program of study for the proposed FACS Education Concentration will incorporate the following 16 areas as required by the National Association of School Administrators for Family and Consumer Sciences (NASAFACS): Career, Community, and Family Connections; Consumer and Family Resources; Consumer Services; Education and Early Childhood; Facilities Management and Maintenance; Family; Family and Community Services; Food Production and Services; Food Science, Dietetics, and Nutrition; Hospitality, Tourism, and Recreation; Housing and Interior Design; Human Development; Interpersonal Relationship; Nutrition and Wellness; Parenting; Textiles, and Fashion and Apparel. These core areas constitute the framework of the Family and Consumer Sciences Body of Knowledge as an interdisciplinary field that explores basic human needs, individual well-being, family strengths, community vitality, and their interrelationships. The program specifically addresses the University's mission to offer: "a comprehensive range of undergraduate programs and graduate programs."

## **Morgan State University Mission**

The FACS Education Concentration is foundational to the University's mission of "... empowering and preparing high-quality, diverse graduates to lead the world." Individuals, families, and communities often experience a negative impact due to marginalized life skills essential for a positive quality of life. FACS educators facilitate their students in acquiring critical life skills in interpersonal relationships, financial management, health, wellness, nutrition, housing, and managing personal resources to support family life. As part of the mission of the University is "... to address societal problems, particularly those found in urban communities", students who earn this degree will continue this mission in the classroom in the communities they teach and serve.

*Relation to the institution's strategic goals.* The university's Strategic Plan 2021 to 2030, Transformation Morgan includes 6 strategic goals. Two of these are advanced by the proposed FACS Education Concentration: Enhancing student success and Engaging the Community.

### **Enhancing Student Success**

The FACS Education Concentration curriculum is designed to prepare students to teach in a secondary education environment on local, national, and international platforms. The concentration will promote a deep understanding of curricula concepts through the use of active learning strategies. In addition to exposure to the knowledge base in the field of family and consumer sciences, students will take the required coursework and examinations to gain the State's teacher licensure. Students will be completely hireable upon completion of the program. The program will thus contribute to the student's economic well-being while filling a need for teachers in this area both in Baltimore City and the state of Maryland.

### **Engaging with the Community**

Throughout the academic program, students will engage with local and regional school districts that have family and consumer sciences courses under the umbrella of Career and Technical Education (CTE). In addition, students will have the opportunity to engage with a variety of community-based organizations which provide early childhood, and elder care, as well as entrepreneurial organizations that provide family services.

*Funding.* The proposed concentration will be funded from the University's central funds. The department currently consists of one tenured (department chair) faculty and four full-time non-tenure track faculty. At full capacity, there should be two additional tenure-track faculty. A search is currently underway to fill the positions, made vacant by recent resignations. No additional faculty will need to be hired. Existing physical resources are adequate to support the program. The anticipated revenue generated by anticipated increased enrollment will represent additional revenue for the university.

*Institutional Commitment.* The concentration will be administered by the Department of Family and Consumer Sciences within the School of Education and Urban Studies at Morgan State University. This department has been in existence at the University for 88 years and in 2020 received a ten-year accreditation by the American Association of Family and Consumer Sciences. The University has been committed and will continue its commitment to the program.

The Dean of the School of Education and Urban Studies has ultimate responsibility for the administration of all programs within the School. In its recently updated Strategic Plan, the School of Education and Urban Studies reaffirms its commitment to the preparation of teachers who are equipped to meet the needs of urban K-12 learners. This proposed concentration will extend the School's reach into a curriculum area where there is a demonstrable teacher shortage. The concentration is thus an important component of the School's effort to achieve its strategic goals. The School is therefore fully committed to the support of this proposed concentration, which will add to its inventory of teacher preparation programs. The School's technology and administrative resources are used in support of all of the programs within the school.

## **B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan**

*State Plan.* The proposed concentration aligns with the Maryland State Plan for Postsecondary Education in several ways. Family and Consumer Sciences educators support individuals, families, and communities on a broad scale to improve the lives of Marylanders. With regards to *Strategy 1, of improving college readiness*, the opportunity exists for students enrolled in the Teacher Academy of Maryland program of study to transition into the MSU program after graduating from high school. The FACS Education Concentration contributes directly to *Strategy 2, cultivating greater financial literacy*. Family and consumer sciences educators are one of two disciplines that provide this instruction on the secondary level. Finally, the FACS Education Concentration connects directly to *Strategy 7 to enhance career opportunities* for professionals across the state. As previously stated, administrators in school districts that offer family and consumer sciences are challenged to find a certified teacher when there is a vacancy.

The National Coalition for Family and Consumer Sciences indicates that FACS Education provides the first step to a high-skill, high-wage, high-demand career opportunity. Many of the skills needed for success are included in the standards guiding family and consumer sciences course curriculum. Complex 21st-century skills are best learned if first taught in a family and consumer sciences education classroom. Student needs are addressed through hands-on educational and laboratory-based experiences that integrate developmentally appropriate theory and research-based teaching strategies to facilitate learning for the adolescent learner. Family and consumer sciences educators and early childhood professionals will continue to be needed to assure that children and youth are prepared for the future as family members and professionals in our complex society. According to the United States Bureau of Labor Statistics (2021), the overall employment of career and technical education teachers is projected to grow 5 percent from 2019 to 2029.

The FACS Education Concentration supports Maryland's goal, Success: *Promoting and implementing practices and policies that will ensure student success*. Morgan has several well-established initiatives to increase the educational success of underserved populations. A key aspect of student success at Morgan is the 50 by 25 Campaign to increase the six-year graduation rate to 50% by 2025. The FACS Education Concentration will be integrated into an ongoing set of strategic initiatives focused on ensuring student success.

### **C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State**

FACS educators (Appendix A) can be found in secondary education (middle/high school), higher education (2-yr. or 4-yr. colleges/technical schools), community and government agencies such as Cooperative Extension, and business and industry. According to MHEC, in 2019, in the State of Maryland, the top five bachelor's degrees by major were in Business, Social Science, Computer Science, Health, and Education. Data indicates the need for FACS teachers in K-12. Nationwide 50% of states report a shortage of highly qualified Family and Consumer Sciences teachers and since 2003 there has been a 26% decrease. This in part is due to a lack of teacher education programs supporting Family and Consumer Sciences combined. Additionally, in the presence of teacher preparation programs, enrollment is low. (Werhan, 2014). To address this critical shortage the American Association of Family and Consumer Sciences and nine other related professional organizations created the campaign "Say Yes to FCS" beginning in 2018 ranging over a period of five years to promote teacher recruitment (Appendices B, C). This endeavor was designed to inspire others to pursue a career in Family and Consumer Sciences education and to highlight the significant role that Family and Consumer Sciences educators play in schools and communities (AAFCS, 2020).

Approximately 60 percent of the public school systems in Maryland have FACS programs on the secondary level in middle and high schools. Frequently when a certified Family and Consumer Sciences teacher cannot be found, programs are closed. Since 2006 a significant number of graduates of Morgan's Family and Consumer Sciences Department have pursued FACS teaching careers in Anne Arundel, Baltimore, Harford, Howard, Montgomery, and Prince Georges counties. These new hires are given a 2-year provisional contract until they take and successfully pass the PRAXIS assessments. Morgan has had a decades-long role in supplying Maryland with teachers in this field. For several decades Morgan State College (now Morgan State University) graduated a significant number of Home Economics teachers (Home Economics is the precursor to Family and Consumer Sciences). It is unclear why the program ended. This decision may have contributed to the current shortage in Maryland.

In Maryland, fifteen of twenty-four school systems including Baltimore City offer Family and Consumer Sciences programs. Through Career and Technical Education (CTE) all of the districts have some aspect of FACS programs. They include Clothing Construction and Design, Interior Design, Early Childhood Development, Hospitality, and Culinary Arts. Financial Literacy is a graduation requirement for all students in Maryland. At the secondary level, the financial literacy classes are taught primarily by Family and Consumer Sciences educators. In high school, Family and Consumer Sciences educators are members of the CTE program. Teacher Academy of Maryland (TAM), Early Childhood Education, and ProStart Food and Beverage Management/Culinary Arts make up the Consumer Services, Hospitality, Tourism, and Human Resource Services career pathways for the Maryland State Department of Education. In a recent survey conducted in Maryland School districts with 12 school systems reporting, it was found a total of 63,721 students were enrolled in family and consumer sciences courses and programs of study and were being taught this subject by only 246 certified Family and Consumer Sciences teachers in middle and high schools. Regarding replacing vacant family and consumer sciences positions, 83% of districts indicated it is difficult to find a qualified teacher. Every year the

Department of Family and Consumer Sciences at Morgan receives requests from Maryland school systems looking for qualified family and consumer sciences educators. The establishment of the FACS Education Concentration will allow Morgan, Maryland's Premier Public Urban Research University and largest HBCU, to fulfill its role as a supplier of teachers in a variety of curriculum areas.

The proposed FACS Education Concentration (Appendix A) is designed to address the dire shortage of teachers in this field. Over the past 20 years, a percentage of graduates from the Department selected education as a career path though they lacked the Praxis assessments, student teaching internship component, and Maryland State licensure. Through an alternative certification plan in each county, they eventually earned licensure. This concentration will eliminate the undue expense and the anxiety experienced by graduates because they lack teacher education preparation.

According to the United States Bureau of Labor Statistics, the overall employment of Career and Technical Education teachers is projected to grow five percent from 2020 to 2030, slower than the average for all occupations. Despite limited employment growth, about 17,500 openings for career and technical education teachers are projected each year, on average, over the decade (US Bureau of Labor Statistics, 2021). Because there is a national shortage of FCS teachers, including in Maryland, the likelihood of acquiring a job is extremely positive.

#### **D. Reasonableness of Program Duplication**

The University of Maryland Eastern Shore (UMES) is the only post-secondary institution in Maryland with a Family and Consumer Sciences teacher education program. Student enrollment at UMES has typically been low or non-existent, and the number of students who graduate in FACS Education is minimal. Since 2016 there have been no students in the program. This may be due in part to its geographic location in the State. Counties east of the Chesapeake Bay have a lower population density, and school districts with fewer Family and Consumer Sciences programs as compared with counties west of the Bay. Morgan State University, the Premier Public Urban Research University in Maryland is located in an area of the state with a higher population density. The University is surrounded by school districts that have viable Family and Consumer Sciences programs and is primed to produce the FACS educators needed for these areas.

#### **E. Relevance to high-demand Historically Black Institutions (HBIs)**

Morgan State University is one of four HBIs in Maryland. As previously indicated the University of Maryland Eastern Shore (UMES) does have an approved Master of Arts in Teaching (MAT) that includes Family and Consumer Sciences but the number of students who complete the degree is minimal. Other than UMES, no other Maryland institution offers the FACS Education program. Maryland law safeguards the offering of this concentration at Morgan State University.

## **F. Relevance to the identity of Historically Black Institutions (HBIs)**

Historically Black Institutions have a historic mission to provide an opportunity for Black students. There is abundant evidence in the literature that disparities in educational outcomes exist between Black students and their White counterparts. Fulfillment of the HBI mission requires that Morgan produce teachers who are well-equipped to serve in school systems with predominantly Black and minority student populations. The proposed program is aligned with that mission and is particularly important in light of the shortage of teachers in this field.

## **G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes**

### **Curricular Development**

*Curricular Development.* The curriculum for the program already exists. Students take the core Family and Consumer Sciences courses that will provide them with the foundational body of knowledge for the discipline. The Department of Teacher Education and Professional Development offers the courses necessary for teacher training at the secondary level.

*Faculty Oversight.* The Department of Family and Consumer Sciences will provide academic direction and oversight of the program. Faculty in the Department of Teacher Education and Professional Development will provide instruction for the education component. A list of faculty in both departments and the courses taught can be found in Appendix A.

*Educational Objectives and Learning Outcomes.* The FACS Education Concentration focuses on the integrative approach to the relationships among individuals, families, and communities as well as the environments in which they function. The program supports the framework of the Family and Consumer Sciences Body of Knowledge which is an interdisciplinary field that explores basic human needs, individual well-being, family strengths, community vitality, and their interrelationships. Cutting across these core concepts are themes of capacity building, global interdependence, resource development and sustainability, technology, and wellness. Students in the program will be equipped and certified to provide quality instruction in secondary education and community settings with essential life skills to impact individuals, families, and society as a whole. Students will reflect on educational objectives in social and behavioral sciences such as child development and family relations to applied sciences such as housing, nutrition, and textiles. The program prepares students who are knowledgeable regarding content and subject matter in the field of FACS Education including lifespan, human development, personal and family relationships, parenting, consumer economics, food and nutrition, wellness, housing, textiles, and apparel. The primary program objectives and learning outcomes are listed below.

### ***Objectives***

1. Examine and apply the body of knowledge in the discipline of family and consumer sciences to educate others about family diversity and vitality, resource



management, home environments, textiles and apparel construction, leadership and relationships, and human development and nutrition.

2. Utilize critical thinking and communication skills to address perennial challenges for individuals, families, and communities.
3. Develop academic and technical knowledge through authentic and active learning experiences.
4. Gain licensure as a family and consumer sciences educator.

### ***Learning Outcomes***

1. Mastery of the content of the FACS Body of Knowledge.
2. Skill in implementing basic principles of teaching and learning, integrating theory relating to curricula with practice.
3. Ability to plan effective teaching-learning activities for the secondary school learner by stating objectives in terms of expected behavioral outcomes and by evaluating secondary school instruction in terms of stated objectives.
4. Knowledge of the changing role of expectations that society holds for secondary school education by exhibiting an understanding of widely accepted articulated goals of education and curricular organization as reflected by these goals.
5. Commitment to continuous professional growth by regularly examining his/her academic knowledge and competence and by assuming responsibility for his/her learning and development.
6. Knowledge of the FACS curriculum in relation to the learner's development and his/her social, cultural and linguistic background as related to the larger society.
7. Ability to use first-hand experiences, media, and technology in developing concepts and skills.
8. Knowledge of the multitudinous ways in which learners differ and of the procedures available for adapting instruction to complement learner diversity.
9. Ability to use a variety of instructional strategies aimed toward enhancing the learner's higher order learning and performance skills.
10. Equipped and certified to provide quality instruction in secondary education and community settings with essential life skills to impact individuals, families, and society as a whole. Students will reflect educational objectives in social and behavioral sciences such as child development and family relations to applied sciences such as housing, nutrition, and textiles.
11. Knowledge and implementation of diverse motivational strategies.

### ***Assessment of Learning Outcomes.***

Students are expected to meet the Curriculum Goals of the Family and Consumer Sciences major and the University Assessment Initiatives. Faculty members encourage the development of these competencies. Program objectives and learning outcomes will be assessed through a variety of assignments and activities. Student learning assignments include but are not limited to: journal article critiques; oral and PowerPoint presentations; analytical reports; portfolios; videos; podcasts; resolutions of simulated case studies; reflection papers; research papers; rating scores provided by culminating experience activities, and practicum/internship supervisors to name a few. The analyzed data is consistently used for improving the teaching and learning processes and environment provided in the Department and decisions made about students' programs. External exams will also be given for teacher licensure.

*Course requirements.* The proposed 120-credit program includes courses that meet university requirements (42 credits), education courses that support the foundation of education (15 credits), courses specific to secondary education (9 credits), and courses foundational for Family and Consumer Sciences (54 credits). Students will work with a faculty advisor to adhere to their academic matrix. Course titles and descriptions are included in Appendix B.

### **Core Curriculum**

The following curriculum for the program is a combination of University Requirements, supportive courses in Teacher Education and Professional Development, and Family and Consumer Sciences courses followed by the curriculum sequence of courses for the program.

### **Teacher Education and Professional Development Courses**

#### **EDUC 200 - FOUNDATION OF EDUCATION AND TEACHING - *Three hours; 3 credits***

This course is designed to help the pre-service teacher examine the historical, philosophical, and social foundations of American education. In the context of the aforementioned foundations, course content is designed to provide him/ her with an opportunity to acquire an understanding concerning the moral, social, and political dimensions of the classroom, teaching, and the school. Through observation in elementary and secondary schools, he/she is given an opportunity to apply the resultant understandings in the socio-cultural, moral, and political context of contemporary education, to define his/her goals, and to assess his/her strengths and weaknesses in light of the competencies and understandings deemed essential for the elementary or secondary teacher.

#### **EDUC 222 - SEMINAR/PRAxisCORE (ACADEMIC SKILLS ASSESSMENT) - *Three hours; 3 credits***

This course is designed to assist teacher education candidates in preparing to pass the PRAxis CORE examinations. Specifically, the candidate is introduced to test-taking procedures associated with the administration of standardized tests. Teacher candidates will be immersed in this Praxis I course and gain: a higher level of comfort with the content and structure of the Praxis tests, a better sense of how to analyze examination questions, tips on studying and taking licensure tests, and a structured and effective Individualized Study Plan (ISP). Each candidate will complete the Pre-Professional Skills Test (PPST) in Reading, Writing, and Mathematics. Results will be used to develop a comprehensive ISP which is a viable or optimal plan for individual candidate success on the Praxis I exams. Components of the ISP include actions, activities, events, timelines, nature of tasks, assignments, monitoring strategies, and progress reports.

**EDUC 301 HUMAN DEVELOPMENT AND LEARNING** - *Three hours; 3 credits*

This course is designed to provide the pre-service teacher with a constructive understanding of the physiological and psychological factors inherent in human growth and development and learning. In addition, this course is designed to provide the pre-service teacher with knowledge concerning the different teaching strategies that have been developed to create learning opportunities for students characterized by diversity in cultural backgrounds and exceptionalities. Practical insights predicated on research and experience-based principles are provided. The principles of human growth and development and learning are traced from early childhood through the adolescent years. Psychological implications for teaching are studied with attention given to their relations to educational practices. Opportunities for the pre-service teacher to observe elementary, middle, and/or high school children in various settings are provided (field-experience). Procedures for ensuring that pre-service teachers acquire strategies for developing National and State Assessment competencies in their students are emphasized.

**EDUC 334 INTRODUCTION TO SPECIAL EDUCATION** - *Three hours; 3 credits*

This course is designed to ensure that pre-service teachers explore alternative ways of viewing, understanding and teaching the exceptional child. While this course emphasizes the cognitive and behavioral characteristics of students who are exceptional with respect to mental abilities, it addresses, also, the characteristics of students exhibiting physical and emotional exceptionalities. Relevant research findings generated by investigators from appropriate fields of inquiry undergird this course. Ethical, legal, political, moral and educational policy constraints that impact the way in which school personnel are able to interact with students exhibiting exceptionalities are addressed. Procedures for ensuring that pre-service teachers acquire strategies for developing State and National Assessment competencies in their students are emphasized. Observation in an elementary or a secondary school provides an opportunity for the pre-service teacher to ground a required research activity in a naturalistic setting.

**EDUC 415 - CULTURAL INFLUENCES and MANAGING A DIVERSE LEARNING ENVIRONMENT** - *Three hours; 3 credits*

This course is designed to provide the teacher candidates with sensitivity to the influences that impact upon the positive adjustment of K-12 students in the school environment, as well as those in the work force. Research-and experience-based principles of effective practice for understanding and encouraging the intellectual, social and personal development of the culturally diverse K-12 learner and the home and school environments are emphasized. The content of this course encourages the teacher candidates and other interested personnel to acquire a global perspective, and the skills/understandings necessary for interacting with members of diverse cultures. Legal, political, ethical, moral and social policy principles relevant to understanding and interacting with students exhibiting diversity in all of its various manifestations are explored. An opportunity is provided to apply

acquired skills and understandings through the observation and study of elementary and/or secondary students in their school and community environments. Teacher education candidates will develop, examine and explore strategies for managing an orderly and effective environment for students. Procedures that will enable teacher candidates to acquire strategies for developing State and National Assessment competencies in their students will be emphasized. (Formerly Cultural Influences, Diversity and the School).

### **EDUC 490 STUDENT TEACHING - *Twelve hours; 12 credits***

This course is designed to serve as the climax for the preservice teacher who is preparing to teach in the elementary or secondary school. Specifically, this course provides the preservice teacher with an opportunity to study the art of teaching through extended observation of and actual experience in teaching elementary and secondary school students; to collaborate with school colleagues, parents, and agencies in the larger community for supporting students' learning and well-being; to engage in effective interactions with parents for supporting students' learning and well-being; to implement practices that convey an understanding of the responsibilities, structure, and activities of the teaching profession; and to reflect on his/her teaching and its effects on student growth and learning. Seminars are provided to help the preservice teacher solve problems related to his/her teaching experiences and to deal with other professional matters. The preservice teacher is placed in the public schools of Baltimore City and the surrounding counties and is assigned to contrasting cultural and instructional situations. The university provides a staff representative, who works with both the cooperating teacher and the preservice teacher by making frequent visits to the schools. In addition to the tuition and fees, a student teaching fee of \$250.00 is required for matriculation in this course. Prerequisites for this course are completion of all methods and professional education courses in the general, major and professional sequence, and admission to the Teacher Education Program.

## **Family and Consumer Sciences Courses**

### **FACS 101 - INTRODUCTION TO BUSINESS OF FASHION - *Three hours lecture; 3 credits***

This course describes the fundamentals of the business of fashion. Emphasis is placed on the organization and operation of the United States textile industry including designing, manufacturing, and marketing of textiles.

### **FACS 102 – ADULTING - *One-hour lecture; 1 credit.***

This course will explore components of skills needed for life success. Topics will include study skills, interpersonal relationships, career assessment, employability skills, decision-making, home maintenance and ownership, and personal finance management. Additional areas will also incorporate healthy food choices, apparel management, meal planning and preparation, physical and community well-being across the lifespan, citizenship skills, maintaining a healthy lifestyle, and resource management

**FACS 110 TEXTILES** - *Three hours lecture; 3 credits*

This course teaches recognition, use, and care of textiles related to characteristics of fibers, yarns, fabric construction, and finishes

**FACS 112 PRINCIPLES OF CLOTHING** - *One-hour lecture, three hours of laboratory, 3 credits.*

This course teaches recognition and the use of fibers, yarns, and fabric construction and finishes, as well as basic garment construction using commercial patterns

**FACS 120 ORIENTATION IN FAMILY AND CONSUMER SCIENCES** - *One-hour lecture; 1 credit.*

This course is designed to provide an understanding of Family and Consumer Sciences and related disciplines. Examination of the history and philosophy, the curricula, professional opportunities, and organizations is explored.

**FACS 231 MARRIAGE AND FAMILY RELATIONS** - *Three hours lecture; 3 credits.* This course teaches the development of family members throughout the life cycle and their contributions to personal and group well-being. Attention is given to courtship and engagement as well as factors promoting satisfactory family relationships.

**FACS 250 CONSUMER EDUCATION** - *Three hours lecture; 3 credits.* This course is a study of consumer problems including rights and responsibilities, legislation and fundamentals of buymanship.

**FACS 342 EARLY CHILDHOOD DEVELOPMENT** - *Three hours lecture; 3 credits.* This course includes a survey of the child from conception through age eight. Areas included are the principles of development as they relate to the emotional, physical, mental, cultural, and social welfare of the child.

**FACS 351 FAMILY RESOURCE MANAGEMENT** - *Three hours lecture; 3 credits.*

This course is a comprehensive approach to utilizing effective management processes of one of the most vital segments of our lives - THE HOME, These management processes will include communication, decision-making, feedback, goal setting, planning, implementing, and evaluating through current readings, class problems and projects.

**FACS 355 PARENTING** - *Three hours lecture; three credits.*

This course focuses on parenting influences and parental roles in meeting children's needs. Emphasis will be placed on children's emotional needs, social, intellectual and moral development.

**FACS 360 HUMAN SEXUALITY AND BEHAVIOR** - *Three hours lecture; 3 credits.*

This course focuses on the dynamics of human sexual development and orientation, reproductive health and the psychological and emotional aspects of sexual behavior. Emphasis is placed on the historical, cultural, social, legal and moral forces affecting sexual issues. Current research findings will be explored.

**FACS 421 EXIT SEMINAR IN FAMILY AND CONSUMER SCIENCES** - *Three hours lecture; 3 credits.*

This course provides an opportunity for exploration of research on selected topics in Family and Consumer Sciences

**FACS 424 RESEARCH METHODS** - *Three hours lecture; 3 credits*

This course is designed to cover the fundamentals of research in Human Sciences and related areas. Information on the different types of research, and how they are conducted, evaluated, reported, and used will be covered in the course. In addition, information on a database search, ethics in research, and presentation at professional conferences will be included in the course. Participation in applied research activities as preparation for a research project is required. Students are expected to actively participate in class discussions.

**FACS 454 METHODS & OBSERVATION IN FAMILY AND CONSUMER SCIENCES** - *Three hours; 3 credits.*

This is a seminar course designed to assist students in the conceptualization, development, and management of a small business. The course will focus on options for operating a business from home, successful mail-order practices, consignment agreements, and store front operations.

**Supporting Courses**

**NUSC 160 - INTRODUCTION TO NUTRITION** - *Three hours; 3 credits*

This course stresses the importance of a working knowledge of general nutrition principles and wise nutritional practices. Emphasis is placed on food nutrient sources, digestive processes, human metabolism and energy requirements particularly in the framework of the eating patterns of the American people.

**NUSC 161 – SCIENTIFIC PRINCIPLES OF FOOD SELECTION AND PREPARATION** - *Two hours lecture, Two hours lab; 3 credits*

This course is a study of the cultural and economic aspects of food selection: the scientific principles underlying methods of food selection, preparation and preservation, and their effects on consumer acceptability and nutritive value of common food.

**Secondary Education Courses**

**SCED 302. PRINCIPLES OF TEACHING IN SECONDARY SCHOOL** - *Three hours; 3 credits*

This course includes a consideration of the objectives of secondary education and the function of the teacher in the realization of these objectives. Attention is given to questioning, assignment, procedures, lesson planning, training in unit and project teaching, adjustment to individual needs, the contract assignment, quizzes, examinations, marking systems, socialized procedures and the theory underlying the core curriculum.

**SCED 429 - METHODS OF TEACHING READING IN THE SECONDARY CONTENT AREA, PART I** - *Three hours; 3 credits*

This course is designed for candidates seeking secondary teaching certification. It emphasizes the purposes for reading, various methods for assessing students' reading, cognitive strategies and skills, which fosters independent readers and meaningful student- centered instruction. Ten (10) hours of clinical experiences are required in an appropriate school setting

**SCED 430 METHODS OF TEACHING READING IN THE SECONDARY CONTENT AREA, PART II** - *Three hours; 3 credits*

This course reviews and expands the content from Methods of Teaching Reading in the Secondary Content Areas Part I. It emphasizes types of reading, skills in reading, multimedia resources, and strategies for helping students communicate effectively about what they read in content area texts. It also focuses on various types of teaching assessments and their interpretation. Ten (10) hours of clinical experience are required in an appropriate school setting.

### **Family and Consumer Sciences Education Concentration Curriculum Sequence**

<b>FRESHMAN YEAR (FALL SEMESTER)</b>			<b>FRESHMAN YEAR (SPRING SEMESTER)</b>		
ENGL 101	ENGLISH COMP 1 (EC)	3	FACS 112	PRIN. OF CLOTHING CONSTR.	3
FACS 120	ORIENTATION TO FACS	1	ENGL 102	FRESHMAN COMP II (EC)	3
MATH 109	MATH FOR LIBERAL ARTS (MQ)	4	HEED 103	HEALTH SCIENCE (HH)	3
NUSC 160	INTRO TO NUTRITION	3	COSC 110	INTRO TO COMPUTING (IM)	3
ORED 103	ORIENTATION TO SEUS	1	EDUC 222	SEMINAR/PRAxis	3
EDUC 200	FOUND OF EDUC TEACH	3			
		<b>15</b>			<b>15</b>

<b>SOPHOMORE YEAR (FALL SEMESTER)</b>			<b>SOPHOMORE YEAR (SPRING YEAR)</b>		
SPCH 101	PRIN OF SPEECH COMM	3	CHEM 101	GENERAL CHEMISTRY (BP)	3
BIOL 101	INTRO TO BIOLOGY (BP)	4	NUSC 161	SCIEN PRIN OF FOOD PREP	3
HIST 101	WORLD CIVIZATION (SB)	3	FACS 101	INTRO TO FASH BUSINESS	3
HUMA 201	INTRO TO HUMANITIES(AH)	3	FACS 110	TEXTILES	3
PHIL 109	INTRO TO LOGIC (CT)	3	SCED 302	PRIN OF TEACH/ SEC SCH	3
FACS 102	ADULTING	1	PHEC XXX	PHYSICAL EDUCATION	1
		<b>17</b>			<b>16</b>

<b>JUNIOR YEAR (FALL SEMESTER)</b>			<b>JUNIOR YEAR (SPRING SEMESTER)</b>		
EDUC 301	HUMAN DEVELOP AND LEARNING	3	FACS 424	RESEARCH METHODOLOGY	3
HIST 350	AFRICAN DIASPORA (CI)	3	FACS 231	MARRIAGE & FAMILY RELATIONS	3
SCED 429	METHODS OF TEACHING READING SEC SCH PT1	3	SCED 430	METHODS OF TEACHING READING SEC SCH PT2	3
FACS 355	PARENTING	3	FACS 351	FAMILY RESOURCE MGMT	3
EDUC 415	CULT INFLU DIV & THE SCHOOL	3	EDUC 334	INTRO TO SPECIAL EDUCATION	3
		<b>15</b>			<b>15</b>

<b>SENIOR YEAR (FALL SEMESTER)</b>			<b>SENIOR YEAR (SPRING SEMESTER)</b>		
FACS 360	HUMAN SEXUALITY & BEHAVIOR	3	EDUC 490	STUDENT TEACHING INTERNSHIP IN FACS EDUCATION (PHASE 2)	12
FACS 421	EXIT SEMINAR IN FACS	3	EDUC 489	SEMINAR	0
FACS 250	CONSUMER EDUCATION	3			
FACS 342	EARLY CHILDHOOD DEVELOP	3			
FACS 454	METH/OBSER IN FACS (PHASE 1)	3			
		<b>15</b>			<b>12</b>



## General Education Curriculum and Other University Requirements

- The general education required courses emphasize communication skills, analytical and critical thinking skills, mathematics and computational skills, computer and media literacy, knowledge of the history and heritage of U.S., western, and world civilizations, familiarity with the arts, philosophies, and literature of the world, foreign languages, knowledge of the biological and physical sciences, knowledge of principles and issues in society and human behavior, awareness of issues related to health and wellness, and familiarity with the scope and depth of achievements in the cultures that constitute the African Diaspora. Representation of these categories of study totaling 40 credit hours are:
  - Information, Technological and Media Literacy - (IM) 3 credits
  - English Composition - (EC) 6 credits
  - Critical Thinking - (CT) 3 credits
  - Mathematics and Quantitative Reasoning 3 to 4 credits
  - Arts and Humanities - (AH) 6 credits
  - Biological and Physical Sciences - (BP) 7 credits
  - Social and Behavioral Sciences - (SB) 6 credits
  - Health and Healthful Living - (HH) 3 credits
  - Contemporary and Global Issues, Ideas, and Values - (CI) 3 credits
  - Special Topics in Mindfulness
  - Orientation to the School of Education and Urban Studies

### *Accreditation or Certification Requirements.*

While the AAFCS Accreditation Program assures the public that accredited undergraduate family and consumer sciences programs provide the highest quality educational experiences and prepare students for professional roles to improve the quality of life for individuals, families, and communities, there are no certification requirements for this degree

*Other Institutions or Organizations.* The department does not intend to contract with another institution or non-collegiate organization for implementation of this program.

*Student Support.* As students select the program, they will meet with the department chairperson and the designated advisor who will advise them concerning initial and continuing course enrollment. Students will meet biannually with their advisor to review and monitor progress but will be able to arrange other meetings as the needs arise. The university's Starfish program allows faculty to monitor student progress and provide support on an ongoing basis. Students will have access to course information through our learning management system (CANVAS) and will be able to see their degree requirements through

both the online course catalog, as well as with DegreeWorks. The courses for this program will be offered in face to face format allowing for faculty-student, as well as student-student interaction. Any online section of courses will also include these components as online instructors at Morgan are required to complete Quality Matters Teach Online certification to teach these sections. All course syllabi are required to provide students with information related to the use of the required technologies, and the University's Office of Information Technology has additional resources to assist with students' technology needs. Students receive academic support and financial aid resources through Morgan's Bear Essentials One-Stop Student Services Center.

*Marketing and Admissions Information.* The program will be advertised to incoming students and current students on campus. Faculty will conduct in-person and virtual visits with school districts throughout Maryland for the purpose of recruiting high school students interested in a career in teaching Family and Consumer Sciences. Emphasis will also be given to students transferring from community colleges. Information regarding the program will be found on the Morgan State University website under the School of Education and Urban Studies, Family and Consumer Sciences. The program will also be listed on the American Association of Family and Consumer Sciences website. Admission to the program will follow the requirements of the university.

#### **H. Adequacy of Articulation**

N/A

#### **I. Adequacy of Faculty Resources**

*Program faculty.* Pursuant to COMAR 13B.02.02.11, Morgan State University will ensure sufficient and appropriately trained faculty for the proposed academic degree program. The faculty-to-student ratio is 1:20. The table contains a list of faculty who will be engaged in the core curriculum.

### Family and Consumer Sciences/Teacher Education and Professional Development

Course	Faculty Name/Title (All full-time unless titled as Adjunct.)	Terminal Degree Title & Field
FACS 421 EXIT SEMINAR IN FAMILY AND CONSUMER SCIENCES	Jacqueline M. Holland, Chair and Associate Professor	Ed.D, Educational Leadership M.S., Home Economics Education
FACS 355 - PARENTING  FACS 120 - ORIENTATION IN FAMILY AND CONSUMER SCIENCES  FACS 452 - FAMILY HOUSING AND URBAN DEVELOPMENT	Glenda Lindsey, Lecturer  Jacqueline M. Holland, Chair and Associate Professor	Ph.D., Public Health  Ed.D, Educational Leadership M.S., Home Economics Education
FACS 454 - METHODS & OBSERVATION IN FAMILY AND CONSUMER SCIENCES	Ashleigh Newkirk, Adjunct	M.A.T., Master of Arts in Teaching
FACS 342 - EARLY CHILDHOOD DEVELOPMENT	Glenda Lindsey, Lecturer	Ph.D., Public Health
FACS 102 – ADULTING	Latisha Price	M.A., Human Services
FACS 110 TEXTILES	Najma Jamaludeen, Lecturer	M.S., Apparel and Textile Merchandising; Concentration: Fiber and Textile Science, Textile Testing and Analysis, CAD Programming for Pattern Making
FACS 101 INTRODUCTION TO FASHION BUSINESS	Renaef Stafford, Adjunct	M.S., Marketing
FACS 112 - PRINCIPLES OF CLOTHING CONSTRUCTION	Cassandra Dickerson, Lecturer	M.S., Merchandising ABD, Textiles Marketing

Course	Faculty Name/Title (All full-time unless titled as Adjunct.)	Terminal Degree Title & Field
FACS 250 - CONSUMER EDUCATION	Najma Jamaludeen, Lecturer	M.S., Apparel and Textile Merchandising; Concentration: Fiber and Textile Science, Textile Testing and Analysis, CAD Programming for Pattern Making
FACS 360 - HUMAN SEXUALITY AND BEHAVIOR  FACS 231 - MARRIAGE AND FAMILY RELATIONS  FACS 341 - ALCOHOLISM AND SUBSTANCE ABUSE	Latisha Price, Lecturer  Godfrey Pratt, Lecturer	M.A., Human Services  Ed.D, Higher Education Administration and Tourism Studies
FACS 351 – FAMILY RESOURCE MANAGEMENT	Godfrey Pratt, Lecturer,	Ed.D, Higher Education Administration and Tourism Studies
FACS 424 – RESEARCH METHODOLOGY	Glenda Lindsey, Lecturer	Ph.D., Public Health
EDUC 200 - FOUNDATION OF EDUCATION AND TEACHING -	Thurman Bridges – Chair and Associate Professor Henrietta Wright - Lecturer Online Course	Ph.D., Curriculum and Instruction
EDUC 222 - SEMINAR/PRAxis CORE (ACADEMIC SKILLS ASSESSMENT) -	Henrietta Wright - Lecturer	Ph.D., Curriculum and Instruction
EDUC 301 HUMAN DEVELOPMENT AND LEARNING -	Marciea McMillian, Associate Professor	Ph.D., Educational Psychology
EDUC 334 INTRODUCTION TO SPECIAL EDUCATION	Kevin Dixon, Adjunct Faculty  Arthur Hill, Adjunct Faculty	M.Ed., Elementary-Middle Special Education (Kevin Dixon)  Ed.D, Urban Educational Leadership (Hill)
EDUC 415 - CULTURAL INFLUENCES AND MANAGING A DIVERSE LEARNING ENVIRONMENT	Henrietta Wright, Lecturer	Ph.D., Curriculum and Instruction

Course	Faculty Name/Title (All full-time unless titled as Adjunct.)	Terminal Degree Title & Field
EDUC 489 - SEMINAR	Kea Smith, Professional Development School Interim Director	M.A.T., Master of Arts in Teaching
SCED 302 - PRINCIPLES OF TEACHING IN SECONDARY SCHOOL	Keshawn Golson, Elementary/Secondary Education Coordinator	M.A., Instructional Systems Development
SCED 429 - METHODS OF TEACHING READING IN THE SECONDARY CONTENT AREA, PART I	Nicole Williams, Adjunct Faculty	Ph.D., Secondary English education; Curriculum, instruction and literacy
SCED 430 METHODS OF TEACHING READING IN THE SECONDARY CONTENT AREA, PART II	Nicole Williams, Adjunct Faculty	Ph.D., Secondary English education; Curriculum, instruction and literacy
EDUC 490 - STUDENT TEACHING IN FAMILY AND CONSUMER SCIENCES	New Parttime Faculty	Ed.D./Ph.D. in FACS Education

While all faculty possess the knowledge and experience required to support the program, one parttime person will be required for the concentration. Combined, the faculty research and scholarship exemplify the broad areas of pedagogy, critical issues in education, and the vast field of family and consumer sciences. The education attainment of the faculty reflects both Master's and Doctorate degrees. Faculty use their knowledge and expertise to engage within the community. They consistently present research on local, national, and international platforms. Several faculty are published authors in both content areas.

#### *Faculty training.*

Morgan State University's Center for Innovative Instruction and Scholarship (CIIS) provide all faculty members and Teaching Assistants with innovative professional development to ensure student success and robust faculty scholarly production. The CIIS is a part of the Division of Academic Affairs. The overall goal of CIIS is to assist faculty, staff, and graduate teaching assistants (TAs) in creating innovative and active learning environments and produce collaborative scholarship on teaching and learning. CIIS activities will promote best practices in teaching and learning that celebrate diversity, equity, and inclusiveness that lead to student success.

#### **J. Adequacy of Library Resources**

The Morgan State University Earl S. Richardson Library is able to meet, with its current resources, the curricular and research needs of the program. The Library provides resources and services to sustain learning, teaching, research, service, cultural and extra-curricular enrichment. Major functions that the Library performs include, but are by no means restricted to, the following: Evaluate, select, and acquire resources for the Library's various collections; process, provide, and preserve resources for access by library users;

provide reference, informational, and technological services; and foster intellectual curiosity, research and information literacy skills. It houses over 500,000 volumes, and access to over 160,000 e-books & 5,000 periodical titles. The Library subscribes to 167 online databases. Reading and study spaces provide wired and wireless access to databases for research. The Library has acquired new technologies to boost library services, and most of its services have been migrated to online environment. Earl S. Richardson Library management is currently exploring the ramifications of Open Educational Resources (OER) and its impact on college students' success in a way that minimizes cost. The Library is keen on adopting Open Educational Resources to benefit the community of researchers and the students it serves.

### **K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources**

The Family and Consumer Sciences courses are taught in several academic buildings on campus. In 2024, the Family and Consumer Sciences Department will reside in the new Health and Human Services building located on the north part of campus. Groundbreaking for the facility was held in October 2021. This facility will be equipped with state-of-the-art laboratories and classrooms to support the department. The building is a 208,000-square-foot, \$171-million facility. The new building will provide state-of-the-art classrooms, lab, demonstration, office, and community spaces for programs within three university schools (School of Community Health and Policy, School of Social Work, and School of Education and Urban Studies (Family and Consumer Sciences)). The building will also include the University Counseling Center and the Center for Urban Health Equity.

### **L. Adequacy of Financial Resources**

Resources for the program will be provided by the School of Education and Urban Studies which has the capacity to launch the program. Tables 1 and 2 reflect anticipated resources and expenditures. Below is an itemized description.

*Resources:* Tuition revenue will be used to support the program. Undergraduate tuition rates are based on approved resident and non-resident rates.

## Tables 1 and 2: Resources and Expenditures

Table 1: Resources

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
Reallocated Funds	0	0	0	0	0
Tuition/Fee Revenue (c+g below)	\$40,048	\$ 72,072	\$ 96,096	\$ 120,120	\$ 144,144
a. #FT Students	12	18	24	305	36
b. Annual Tuition/Fee Rate	\$4,004	\$4,004	\$4,004	\$4,004	\$4,004
c. Annual FT Revenue (a x b)	\$40,048	\$72,072	\$96,096	\$120,120	\$144,144
d. # PT Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hours	0	0	0	0	0
g. Total Part Time Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	\$ 40,048	\$ 72,072	\$ 96,096	\$ 120,120	\$ 144,144

Tuition and fee revenue: Estimated using in-state tuition rates for full-time undergraduates.

Table 2: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$0	\$0	\$20,000	\$20,000	20,000
a. #FTE	0	0	.50	.50	.50
b. Total Salary	\$0	\$0	\$20,000	\$20,000	\$20,000
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
2. Equipment	\$0	\$0	\$0	\$0	\$0
3. Library	\$0	\$0	\$0	\$0	\$0
4. Other Expenses: Operational Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$0	\$0	20,000	20,000	20,000

### Expenditures:

1. Faculty: One part-time faculty will be required contingent upon enrollment in the program to visit students in their internship settings and conduct the internship seminar during the student's senior year. This faculty member is expected to be in place in year three of the program.
2. As indicated in section K, no new equipment is required to deliver the program, as the University already has sufficient infrastructure.
3. As indicated in section J, no new library resources are required.
4. As indicated in section K, no new space is required; existing space will be reallocated for offices as needed.

## **M. Adequacy of Program Evaluation**

The Office of Assessment at Morgan State University supports the strategic mission of the institution by overseeing the evaluation of student learning on campus, facilitating the interpretation of data collected through these evaluations, and leading the application of assessment results to decision making, continuous quality improvement, and excellence in the student experiences. The Office of Assessment works with the University Assessment Committee (UAC), the vice presidents, the deans, faculty, students, and staff to examine the student experience at Morgan State University, to identify and focus on areas of excellence, and opportunities for improvement. This work is accomplished through multiple methods including standardized testing, an annual cycle of undergraduate and graduate program assessment, program review, surveys, course evaluations, accreditation requirements, and special assessment projects.

The Comprehensive Assessment Plan (CAP) provides a structure for and guidance of all assessment activities across campus. These activities include assessment of student learning outcomes as well as assessment of the student experience, assessment of institutional effectiveness, and assessment of programs, units, and processes. Assessment of the student learning outcomes as well as the student experience takes place within Academic and Student Affairs through faculty grades of student coursework, student evaluation of the courses and instructors, annual department assessment plans and reports, standardized and locally developed testing, and through participation in nationally normed and locally developed satisfaction and engagement surveys. Assessment of Institutional Effectiveness occurs quarterly and annually within a balanced scorecard model, in response to state and federal reporting requirements, and is aligned to the strategic planning process. Assessment of programs, units, and processes takes place within the Annual Program Review format and occurs on a cyclical basis according to a standardized scheduled and identified institutional needs. Data are collected, maintained, analyzed, and disseminated for use in improvement and decision-making campus-wide.

The Family and Consumer Sciences Department was accredited by the American Association of Family and Consumer Sciences in 2020. This status assures the highest quality of educational experiences, preparing students for professional roles to improve the quality of life for individuals, families, and communities. This accreditation status necessitates the department

1. Maintain standards designed to advance academic quality in bachelor's degree programs in higher education. Standards emphasize student achievement and high expectations of teaching and learning, research, service, and outreach. Standards have been developed within the framework of the family and consumer sciences mission and philosophy.
2. Exhibit accountability standards that are consistent, clear, and communicated to the public and the greater higher education community. Results of educational outcomes are readily available and used in planning for change and enhancing the program.
3. Plan and implement improvement as needed for change and for improving the learning environment. Units anticipate and address change in a timely and methodical manner. Student achievement is stressed.



Ongoing evaluation is done by faculty to assess course objectives, learning outcomes, grading policy, instructional strategies, learning environment, academic resources, assignments, and assessment.

Program Review is also monitored by the American Association of Family and Consumer Sciences Accreditation Program (<https://www.aafcs.org/credentialing-center/accreditation>). Faculty within the department are reviewed according to the University's policy for faculty evaluation. The University has used an online course evaluation instrument that standardizes course evaluations for every course. The course evaluation has standard, university-wide questions and also allows for open-ended responses.

#### **N. Consistency with Minority Student Achievement goals**

Maryland has set its goals for minority achievement by implementing policies to (1) improve recruitment, retention, and graduation of students, particularly minorities, and (2) recruit, promote and retain minorities in faculty and professional staff positions (Minority Achievement Report Summary 1996). The Family and Consumer Sciences Education B.S. degree is aimed at the first of those two goals.

The program will be advertised to school districts reflecting diversity in culture, race and gender.

#### **O. Relationship to Low Productivity Programs Identified by the Commission**

There is no relationship with low-productivity programs identified by the Commission.

#### **P. Adequacy of Distance Education Programs**

While students may choose online sections for some of the coursework in the program majority of courses will be in person.

Morgan maintains its membership with SARA, a non-profit that regulates distance learning. As a component of SARA membership, President Wilson regularly affirms Morgan's compliance with C-RAC guidelines. Evidence of our compliance is shown through an institutional commitment to online learning. Morgan maintains membership in Maryland Online and provides faculty training and quality course design using workshops (often with incentive grants) that promote the Quality Matters system. Online courses are required to meet the standard of the Quality Matters Rubric before being offered. The Director of Morgan Online maintains additional resources for programs and courses that fall under C-RAC guidelines. For more, go to: <https://www2.morgan.edu/online>.

## Appendix A: Family and Consumer Sciences Education Certification

### .06 Certification in General Secondary Content Areas (Grades 7—12).

A. To receive certification in the areas of agriculture (agribusiness and renewable natural resources), biology, business education, chemistry, computer science, earth/space science, English, environmental science, **family and consumer sciences**, geography, history, marketing, mathematics, physical science, physics, speech communication, technology education, and theater, the applicant shall:

(1) Complete one of the following options:

(a) Earn a bachelor's or higher degree from an IHE with a major in the certification area; or

(b) Complete 30 semester hours or more of content course work taken at an IHE in the certification area;

(2) Complete 21 semester hours of professional education course work taken at an IHE at the appropriate age or grade level including:

(a) At least one 3 semester hour course in each of the following:

(i) Adolescent development;

(ii) Human learning;

(iii) Teaching methodology;

(iv) Inclusion of special needs student populations; and

(v) Assessment of students; and

(b) 6 semester hours covering the following which may also be taken through CPDs:

(i) Types of reading;

(ii) Use of reading assessment data to improve instruction;

(iii) Skills in reading including cognitive strategies in reading;

(iv) Reading instruction including reading aloud strategies and methods for diagnosing reading difficulties and making instructional modifications and accommodations for the student;

(v) Strategies for intrinsic and extrinsic motivation for reading;

(vi) Teaching students to learn from text by applying theories, strategies, and practices in daily classroom use including additional content in types of reading using authentic texts;

(vii) Skills in reading including the processing of multimedia information and strategies to connect reading with study skills, and (viii) Reading instruction that integrates content area goals with reading goals including strategies for students to communicate effectively orally and in writing about what they have read in content area texts; and

(3) Complete a teaching experience in one of the following ways:

(a) A supervised experience in a public or accredited nonpublic school setting at the appropriate age or grade level and in the subject area for which the applicant is seeking certification; or

(b) 1 year of satisfactory full-time teaching experience in a public or accredited nonpublic school setting at the appropriate age or grade level and in the subject area for which the applicant is seeking certification.

B. In §A(1)(b) of this regulation:

(1) A minimum of 50 percent of the required content course work shall be taken at the same institution; and

(2) A minimum of 12 semester hours of the required content course work shall be upper division course work.

C. A minimum of 50 percent of the professional education course work required in §A(2) of this regulation shall be taken at the same institution.

Maryland State Department of Education

## Appendix B: Family and Consumer Sciences Education Recruitment

# Say Yes to FCS

### Become a Family & Consumer Sciences Educator!

#### If YOU:

- Are patient, nurturing, creative, organized, and self-motivated
- Enjoy flexibility and variety in your work
- Would like to help youth and/or adults develop essential skills to successfully live and work

Then a career as a Family and Consumer Sciences Educator is right for **YOU!**

#### Will you get a job after graduation?

Yes! There is currently a shortage of family and consumer sciences educators in many states.

Family and consumer sciences education is for **YOU** because it has:

- Options to work with different audiences—youth and adults
- Strong employment outlook
- Good starting salaries, pay increases, and career advancement
- Good benefits and retirement plans
- Extended holiday and summer breaks (for those in a classroom setting)
- Excellent professional development opportunities
- Opportunities to improve the lives of individuals, families, and communities!

#### In what settings do family and consumer sciences educators work?

- Middle and high schools
- 2-yr. or 4-yr. colleges/technical schools
- Community/government agencies
- Business and industry

#### What do family and consumer sciences educators teach?

Educators prepare their students or other audiences for family life, work life, and careers in:

- Consumer Studies and Retailing
- Family and Consumer Sciences
- Food Science, Nutrition and Wellness
- Hospitality Services and Culinary Arts
- Housing and Interior Design
- Human Development and Family Studies
- Personal and Family Finance
- Textiles, Apparel and Design

#### Where can I earn a degree in family and consumer sciences education?



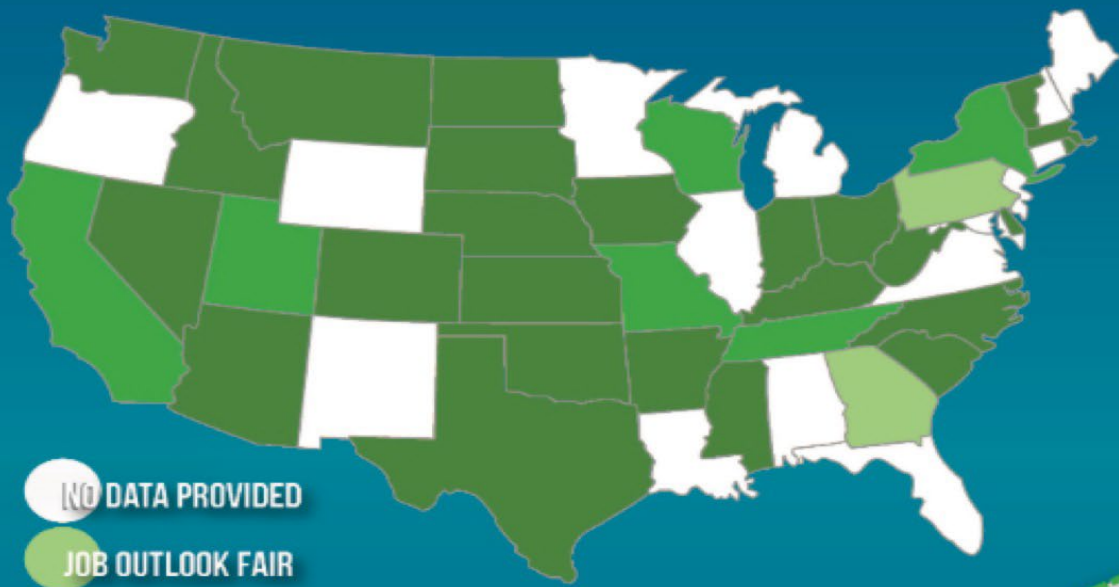
Visit the interactive map (use QR code at left) to find universities that offer degreed programs in family and consumer sciences education with links to their websites and contact information.

[www.aafcs.org/SayYestoFCS.asp](http://www.aafcs.org/SayYestoFCS.asp)

Appendix C: Family and Consumer Sciences Education Recruitment

# STATUS OF SECONDARY FAMILY AND CONSUMER SCIENCES PROGRAMS

**50% OF STATES** REPORT A SHORTAGE OF HIGHLY QUALIFIED FCS SECONDARY TEACHERS TO BE A CONCERN

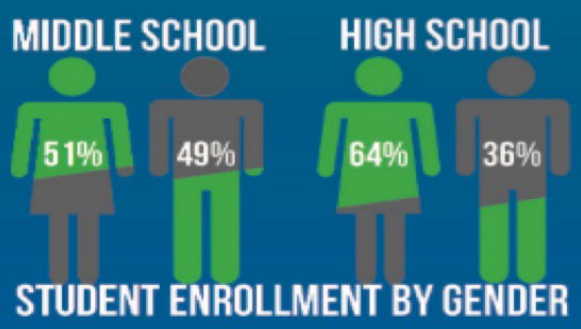


- NO DATA PROVIDED
- JOB OUTLOOK FAIR
- JOB OUTLOOK STABLE
- CURRENT/FUTURE SHORTAGE

DISTRICTS, UNABLE TO HIRE QUALIFIED FCS TEACHERS, MUST DECIDE TO EITHER **CLOSE A PROGRAM** OR HIRE TEACHERS WHO ARE NOT PREPARED FOR THE SCOPE OF WORK OF FCS TEACHERS

**26%** DECREASE IN FCS TEACHERS SINCE 2003  
LACK OF FCS TEACHER PREP PROGRAMS  
LOW ENROLLMENT IN REMAINING PROGRAMS  
LEAVE VERY FEW POTENTIAL FCS TEACHERS TO FILL JOBS

WERHAN, C.R. (2014). FAMILY AND CONSUMER SCIENCES SECONDARY SCHOOL PROGRAMS: NATIONAL SURVEY SHOWS CONTINUED DEMAND FOR FCS TEACHERS. JOURNAL OF FAMILY AND CONSUMER SCIENCES, 105(4), 41-45. ARTWORK: KAITLYN GENEREUX & WEGRAPHICS



Pittsburg State University  
Pittsburg, KS

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