

University of Missouri – Columbia

**Bachelor of Science in Human
Environmental Sciences**

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Executive Summary

Faculty propose establishing a multidisciplinary Bachelor's of Science in Human Environmental Studies with the goal of providing an emphasis for students in the College of Human Environmental Sciences (HES) who seek a wider exploration of the human sciences. This is a retention strategy designed for students in HES who are not admitted to competitive admission programs in the College. It is being proposed to support the MU Strategic Plan goals by enhancing retention and graduation rates and creating program options for students. Specifically, it addresses several goals such as increasing the annual number of undergraduate degree program completions; increasing first-year (FTC) retention; enhancing first-year MU student experiences, improving four-year undergraduate student graduation rates, and increasing career readiness to ensure that 95% of undergraduates are employed within six months of graduation.

We estimate that as many as 30 students in the College leave Mizzou when they are not admitted to their program of choice. Quite often these are out-of-state students who leave Missouri, as HES offers top programs nationally and other universities in Missouri do not have similar programs. The MU Office of Institutional Research & Quality Improvement has approved COLLEGE FACTUAL (collegefactual.com) as using a sound methodology. The 2018 rankings put MU-HES as 5th out of 134 colleges and schools in the Human, Family and Consumer Sciences.

This proposed degree program in Family and Consumer Sciences offers numerous paths to explore STEAM education and careers to address important needs of the citizens in Missouri such as the Opioid epidemic, food insecurity, technology use and abuse affecting individuals and families, health and wellness for vulnerable populations, and sustainable resource use in our homes and communities. These objectives are all consistent with the recent call by Missouri Governor, Mike Parson's when he stated "The 21st century workplace demands require our students to be equipped and ready with the skills to succeed... Our schools play an important role in preparing our students entering the workforce, but in order to compete on a national level, we must push ourselves to do better."

A bachelor's degree program with an emphasis in family and consumer science provides students with a number of options to select coursework that provides a broad understanding of human development, intimate relationships, retail services and financial literacy, applied design in textile, apparel, and interior design, nutrition and health, and social justice. Curricula stress the value of family in society, and teaches students how to improve consumer and community services. A family and consumer science emphasis incorporates many disciplines into the curriculum. Programs offer concentrated studies within the major or a dual-degree option in a related field of study, such as journalism, business, hospitality management or the arts.

The Bureau of Labor Statistics, Occupational Outlook Handbook reports growing demand for occupations such as Health Educator (16% growth), Construction Managers (11%), Administrative Services Managers (10%), and Social and Human Services Assistants (16%). These are a just a few examples of career options and all are growing

faster than the national average. Concentrated electives and supportive coursework include:

- Consumer education and behavior
- Economics and entrepreneurship
- Business and entrepreneurship
- Computer applications for individuals and families
- Retail management
- Early childhood education
- Community issues and public policy

This proposal is presented as one means to maximize resources already available in the College of Human Environmental Sciences to attract and retain students for Mizzou. No additional faculty are required, no new space, and the only recurring expenses will be the addition of a part-time adviser eventually as the emphasis increases in enrollment.

1. Introduction

The emphasis in Family & Consumer Sciences will allow undergraduates an opportunity to incorporate several areas of study to design a plan that serves their individual career goals. The [Board on Human Sciences](#) division of the Association of Public and Land-grant Universities (APLU) challenges higher education units to develop solutions to major issues facing individuals, families and communities that typically cannot be found in only one discipline. The human sciences bring together multiple perspectives to address human needs, and this multidisciplinary approach requires professionals with a broad background. The Board on Agriculture Assembly (BAA) and Board on Human Sciences (BoHS) joined together in 2016 to develop a broad-based initiative linking research, Extension, and academic programs that focus on integrating nutrition, health, environment, and agricultural systems. This proposed emphasis in Family & Consumer Sciences is aligned with this initiative, and supports the goals of a multidisciplinary approach to positive health.

Career paths in Extension, community service, media, and entrepreneurship are viable options. This emphasis also provides a good foundation for graduate study in one of the areas of interest for greater specialization or in public policy. The College of Human Environmental Sciences currently offers 15 areas of emphasis within the five departments and one school. Five of the 15 are nationally accredited programs and rank very high among their peers. These emphases are narrowly focused and require students to choose one interest.

We do offer minors in every department and several of the minors are very popular because they pair nicely with a variety of degree programs. For example, our Wellness minor is popular with students in Health Professions, Psychology, and many student athletes. Our minor in Human Development and Family Science is popular with students from Education, Psychology, and Nursing. This suggests that many students want to enrich their education with a wider range of courses. The proposed emphasis in Family and Consumer Sciences will provide that opportunity. Students may select courses from

interior design, textile and apparel, and art, or they might choose nutrition, psychology, and sports management, or personal finance, retail sales, and journalism, as just a few examples. There are dozens of options possible.

Dean Sandy Rikoon and Student Services Director, Victoria Shahan, will coordinate the emphasis and provide advising for students who select this emphasis. Victoria Shahan's undergraduate degree is in the human sciences and journalism. She completed courses in all areas of the human sciences, writing, advertising, and editing. As a multidisciplinary program, it will be housed in the dean's office rather than a department within the college.

2. Fit with University Mission and Other Academic Programs

2.A. Alignment with Mission and Goals

The [mission](#) of the University of Missouri System, as a land-grant university and Missouri's only public research and doctoral-level institution, is to discover, disseminate, preserve, and apply knowledge. The university promotes learning by its students and lifelong learning by Missouri's citizens, fosters innovation to support economic development, and advances the health, cultural, and social interests of the people of Missouri, the nation, and the world. In addition, the Missouri Method is key to the discovery of knowledge, and is invaluable to our pursuit of excellence. The proposed degree program will contribute toward a number of goals at the college and campus levels. The proposed Family & Consumer Sciences emphasis aligns with these goals and with the University's mission.

This emphasis directly aligns with campus and state goals. Through the University of Missouri Compact the campus will soon expand its trademark of academic excellence to all students, on campus and online. As we look to reduce barriers to degree completion, we are seeking solutions for online education opportunities and experiential learning opportunities. This proposed emphasis will provide flexibility for students who seek to complete their education in the most efficient manner. Students are allowed a wide range of courses to build the emphasis to fit their interests. Many, if not all, of the courses are available online. While this is not designed specifically to be an online degree program, that is possible. The emphasis in Family & Consumer Sciences combines coursework to build knowledge and skills such as interior design, textile and apparel management, nutrition, wellness, health, human development, interpersonal relationships, financial literacy, and social justice.

These areas are all represented in Mizzou's proud tradition of seeking to "improve people's lives and drive the state's economy." The flexibility of this emphasis area will provide the knowledge and the skills Missourians need to thrive in the fast-changing, culturally-diverse environment of the 21st century." Mizzou is dedicated to creating and sharing knowledge that advances educational, scientific, health, cultural, economic and social interests for the people of Missouri, the nation and the world. The proposed emphasis in Family & Consumer Sciences addresses each of those areas, and offers

opportunities for nationally-recognized credentials relevant for jobs with high demand in coming decades.

2.B. Duplication and Collaboration within Campus and Across System

The programs currently housed in the College of Human Environmental Sciences are not available on sister campuses. The proposed Family & Consumer Sciences emphasis is not a duplicate of any other program in the UM System. There are other similar programs at Missouri State University, University of Central Missouri, and Southeast Missouri State University. However, this program is built from the courses taught in departments that rank in the top ten or higher across the nation. The multidisciplinary emphasis will be solid, built on a foundation that already includes accredited programs and nationally-recognized faculty. This emphasis will share a similar name, but not a similar breadth of content.

Students from some of our competitive admissions programs such as Dietetics and Child Life Specialist have transferred to these other schools to complete their degrees because a multidisciplinary option has been not available at Mizzou for more than two decades. This proposed emphasis will offer these students the opportunity to complete their degrees at Mizzou, earn a relevant credential for their career interest, and serve the citizens in Missouri by bringing them highly trained professionals who understand the needs of individuals and families in a diverse, changing world.

Collaboration with the other programs in Missouri is possible by allowing transfer credits for equivalent courses that would apply to the multidisciplinary degree. There are interior design, child life, dietetics, human development, and fashion merchandising programs at other Missouri institutions that fit within the requirements for this emphasis.

3. Business-Related Criteria and Justification

3.A. Market Analysis

3.A.1. Need for Program

There are a number of potential human sciences careers that are listed as growing areas by the Occupational Outlook Handbook. Just a few career options that this emphasis would prepare new professionals to enter are:

- Health educators who teach people about behaviors that promote wellness. They develop and implement strategies to improve the health of individuals and communities. Community health workers collect data and discuss health concerns with members of specific populations or communities. Median salaries are listed at \$44,000.
- Human resources specialists recruit, screen, interview, and place workers. They often handle other human resources work, such as those related to employee relations, compensation and benefits, and training. Median salaries are listed at \$59,000 for specialists and more than \$100,000 with career advancement to managers or directors within an industry.

- Social and community service managers coordinate and supervise social service programs and community organizations often for non-profit organizations. They manage workers who provide social services to the public. Median salaries are listed at \$64,000.
- Certified Life Coaches may work for organizations such as residential care or treatment facilities. Self-employed coaches sometimes work as consultants or contractors for businesses that offer life coaching as a wellness perk to employees. The U.S. Bureau of Labor Statistics (BLS) does not collect data specifically on life coaches. Instead, BLS counts these workers among rehabilitation counselors; educational, guidance, school, and vocational counselors; and personal care and service workers. Coach practitioners, a designation that excludes athletic or sports coaches, reported an average annual income from coaching of about \$61,900. (The median annual wage for all workers was \$36,200 in May 2015, according to BLS.)
- Certified Family Life Educators work in many sectors throughout the community such as community-based social services, adoption agencies, gerontology, public policy, advocacy, managing service organizations for youth and families, or in program design and evaluation. The [National Council on Family Relations](#) provides an extensive list of career opportunities that are available in every state and many communities.

Impact

According to Missouri Labor Supply and Demand Analysis, “As in previous years, the large gap between employers and job seekers in Health Care, Business & Sales and Science & Technology continued to appear in 2016. In 2016 there were 107,840 active job seekers in Missouri’s workforce data system. At the same time employers posted 386,578 online job ads according to data from Burning Glass Technologies.” Worker demand is projected to continue into the future as the state attracts new businesses and industries. In addition, the Missouri [Department of Economic Development](#) (MO DED) recently announced the eight most-sought out industries for Missouri. Among them are Biosciences, Information Technology, Energy Solutions, Financial & Professional Services, and Health Sciences and Services. Due to existing resources and the strategic location of Missouri in the center of the US, each of these areas offers rich opportunities for growth and employment, and are linked in a variety of ways to the content in the College of Human Environmental Sciences. MO DED reports that by 2026 more than 758,000 jobs will require at least a bachelor’s degree, representing 26.2% of total employment.

3.A.2. Student Demand for Program

In only the months of June and July 2018, the HES Student Services Office received contacts from 15 Mizzou students who would be interested in this emphasis. Among those turned away because there was no option available for their interest, seven of the students changed their majors to Arts & Sciences choosing an emphasis that was not their

first choice, and eight of the students enrolled at another institution in Missouri where a similar or related option was available.

There continues to be steady demand for our current emphases that are focused on narrow career paths, but there seems to be growing demand from students who want a more broad preparation that gives them more options for the workplace. The College of Arts & Science estimates that from 50-70 of the students enrolled in its multidisciplinary programs were first interested in a program in Human Environmental Sciences that would allow them to select from areas of study that were more relevant to their career goals. With no option available, those students created a plan through Arts & Science that was similar but lacked some of the options available in the human sciences.

This also is true of students who left Mizzou for a variety of reasons and wish to return to complete their degrees (these students are sometimes referred to ‘recruit-backs’). Due to accreditation requirements or degree program requirements, recruit-backs often need to take as much as 140 credit hours to meet current requirements for licensure from an accredited program. With an option available in Family & Consumer Sciences, these same students could use the flexible options for coursework to complete their degrees in much less time and still qualify for credentials with national recognition.

The Missouri Labor Supply & Demand Analysis suggests growing demand from 2-12% in many of the career areas that graduates with a Family & Consumer Sciences emphasis would be qualified to enter. These are jobs for Missourians that would serve citizens in Missouri. This proposed emphasis in Family & Consumer Sciences will address each of these areas of high demand for Missouri by providing graduates with knowledge about the needs of families and individuals in our communities, and training to address those concerns.

Table 1a. Student Enrollment Projections (anticipated total number of students enrolled in program during the fall semester of given year).

Year	1 (2019)	2 (2020)	3 (2021)	4 (2022)	5 (2023)
Full-Time	17	30	45	60	60
Part-Time	0	2	6	10	10
Total	17	32	51	70	70

Table 1b. Student Enrollment Projections (anticipated number of students enrolled during the fall semester of given year who were new to campus).

Year	1	2	3	4	5
Full-Time	0	4	4	8	10
Part-Time	0	2	2	2	2
Total	0	6	6	10	12

Table 1c. Student Enrollment Projections (anticipated number of students enrolled during the fall semester of given year who were retained at Mizzou).

Year	1	2	3	4	5
Full-Time	7	15	25	25	25
Part-Time	0	5	5	5	5
Total	7	20	30	30	30

Table 1d. Projected Number of Degrees Awarded

Year	1	2	3	4	5	6	7	8	9	10
# of Degrees Awarded	0	2	6	12	40	40	50	60	60	60

3.B. Financial Projections

Todd Mackley, Assistant Vice Chancellor for Finance Administration reviewed the financial projects and endorsed them on Aug. 20, 2018.

3.B.1. Additional Resources Needed

This program is proposed to meet two goals. First, it will allow current students within the College of Human Environmental Sciences a ‘soft landing’ if they are not admitted into some of our competitive admissions programs. Second, the proposed emphasis meets the requirements to offer a variety of credentials or certifications to program completers. This opens up a wider range of job opportunities for those who might otherwise choose a current interdisciplinary option at Mizzou. As this proposed emphasis relies entirely on existing courses, additional faculty and additional space on campus are not required. Enrollment is anticipated to grow and marketing efforts expand.

With student enrollment up to 15 students we can advise and support those students with existing advising staff. Advising in the College of Human Environmental Sciences is dispersed through each department. Current full-time professional advisers have about 150:1 advising loads and faculty have about 30:1 advising loads. As enrollment in the proposed emphasis increases, we anticipate adding a part-time adviser and increasing to a full-time adviser as the enrollment reaches 50 or more students. We have estimated the costs for salary and benefits in our proposal.

We also anticipate modest expenses for marketing, travel, and conference registration to participate in meetings with organizations that provide credentials available to graduates of the program. We currently participate in some of these events, so the costs are not all new. We have office space available for an additional adviser, but would expect some cost increases for computer equipment and maintenance.

3.B.2. Revenue

Revenue is anticipated from tuition and supplemental fees. We have several scholarship endowments for undergraduates that are available for students who major in Family and Consumer Sciences. In addition, we have two chapters for national honor societies (Phi Upsilon Omicron and Kappa Omicron Nu) that offer scholarships for this emphasis.

This program is not proposed for the purpose of increasing revenue through new enrollment. It is proposed as a strategy to support the strategic plan Goal 1: Increase the annual number of undergraduate degree program completions; Goal 5: Increase first-year (FTC) retention; Goal 6: Enhance the experience of every first-year MU student to create an individualized path to personal and academic success; Goal 9: Improve four-year undergraduate student graduation rates (especially 4-year graduation rates); and Goal 10: Build on a culture of career readiness to ensure that 95% of undergraduates are employed within six months of graduation.

We anticipate success in each of these goals as we help identify degree programs that fit with their career goals, provide recognized credentials for employment, and allow students to use current credit hours efficiently to graduate ‘on-time.’

In addition, we anticipate that we will have enough enrollment in the program to cover all expenses within the first three years, and increased enrollment beyond that will generate sufficient revenue to hire the staff needed for advising support.

3.B.3. Net Revenue

Budget projections items on the attached Pro Forma worksheets illustrate that even with a modest one-time investment of \$3,000, the revenues will be higher than expenses each and every year this emphasis is offered.

3.B.4. Financial and Academic Viability

The proposed emphasis area will be financially viable with as few as 10 full-time students entering each year. We currently offer competitive-admittance, nationally accredited programs with 15-20 full-time students admitted each year. The difference with this program, is that individual courses will not be taught for this emphasis, rather existing courses will be arranged in the degree program in such a way that no individual course will be overloaded, and students will be able to sequence courses to complete the degree in four years.

We anticipate that through marketing and word of mouth, more than 10 students will choose this emphasis each year. We currently have more than 20 students who are denied admittance to our competitive programs annually.

Table 2. Enrollment at the End of Year 5 for the Program to Be Financially and Academically Viable.

Viability	Minimum Enrollment
Financial	10
Academic	10

Table 3. Financial Projections for Proposed Program for Years 1 Through 5.

	Year 1	Year 2	Year 3	Year 4	Year 5
1. Expenses per year					
A. One-time printing recruitment brochures	\$3,000				
<i>New/Renovated Space</i>					
<i>Equipment</i>					
<i>Library</i>					
<i>Consultants</i>					
<i>Other</i>					
Total one-time	\$3,000				
B. Recurring					
<i>Faculty</i>	\$0	\$0	\$0	\$0	\$0
<i>Staff *</i>	\$8,800	\$8,800	\$18,500	\$18,500	\$18,500
<i>Benefits</i>	\$3,135	\$3,135	\$6,590	\$6,919	\$7,265
<i>Equipment</i>	\$162	\$162	\$162	\$162	\$162
<i>Library</i>	\$0	\$0	\$0	\$0	\$0
<i>Other**</i>	\$900	\$2,150	\$2,200	\$2,500	\$2,550
Total recurring	\$12,997	\$14,247	\$27,452	\$28,081	\$28,477
Total expenses (A+B)	\$15,997	\$14,247	\$27,452	\$28,081	\$28,477
2. Revenue per year					
<i>Tuition/Fees***</i>	\$99,450	\$182,770	\$186,608	\$211,697	\$266,949
<i>Institutional Resources</i>					
<i>State Aid -- CBHE</i>					
<i>State Aid -- Other</i>					
Total revenue	\$99,450	\$182,770	\$186,608	\$211,697	\$266,949
3. Net revenue (loss) per year	\$83,453	\$168,523	\$159,156	\$182,691	\$236,576
4. Cumulative revenue (loss)	\$83,453	\$251,976	\$411,132	\$593,823	\$830,399

*As enrollment increased anticipate adding a part time adviser and increasing to a full time adviser at the enrollment reaches 50 or more.

** Marketing, travel to conferences to attract students

*** Revenue from tuition and supplemental fees for new and retained students. Tuition from transfer within campus excluded from revenue projections.

Table 3A. Enrollment at the End of Year 5 for the Program to Be Financially and Academically Viable.

Enrollment Status	Full-Time	Part-Time	Total
Number of Students	7	3	10

3.C. Business and Marketing Plan: Recruiting and Retaining Students

In past years we have sometimes had as many as 75 students seeking admittance to a program that accepts 15, and we have had 75-80 portfolio submissions for a program that accepts 40 students. Knowing that these programs were oversubscribed, we did not actively recruit for these majors. We were focused on serving those students who would complete the program and find a job. Some job markets are limited and over-producing graduates for these jobs does not serve the graduate or the job market well. With this new emphasis that is tied to several certifications and credentials that are different from what we already offer, we have a viable new career path that students find appealing and for which a job market exists and will expand in the coming years.

Recruitment and marketing for the proposed emphasis in Family & Consumer Sciences would include exhibit booths at Missouri FCCLA state conference, Missouri ACTE state conference, and visits to the top 25 feeder high schools for Mizzou's College of Human Environmental Sciences. This would reach high school students considering choices for colleges and majors. Victoria Shahan is the director for student services and director for advising for the College. She already visits high schools on a regular basis to recruit for the College of Human Environmental Sciences. She would market this emphasis as one option among the other options available in the College.

We would work with the advisers across campus such as Nursing, Journalism, and Education where students may not be accepted to their first choice of major, but they are still interested in ways to help people improve the quality of their lives. We would hold open house/information meetings that coincide with Early Registration, and we would email Undeclared students with information about this option.

There are two advisers in the Dean's office who support students in addition to departmental advising. These advisers would have primary contact with students in this multidisciplinary emphasis, and would seek advice from the appropriate departments as needed for transfer students and recruit-backs who might not be following the degree plan at first. These advisers provide support to department advisers now. They are highly experienced and trained in working with students on a variety of academic interests.

The flexibility of the proposed emphasis will allow for flexibility in helping students complete their degrees. There will be online options for students who have unpredictable schedules and a range of options for capstone projects and service. We offer a wide range of online course options in HES now. It is possible to select enough online courses to complete this degree fully online.

As enrollment in the emphasis grows we will highlight graduates and feature their career paths on our website, and include these alumni on our Alumni Board. Graduates will be eligible for the alumni awards and recognitions provided by the college and campus.

4. Institutional Capacity

This emphasis will not require additional faculty or specific faculty expertise. It allows for flexibility in areas of interest that are tailored to the student's goals and abilities and includes courses already taught in the College of Human Environmental Sciences. There are no requirements for specialized equipment that the College does not already possess. This emphasis will not decrease the capacity in any existing program, no divert resources from existing students or programs. It represents an opportunity for greater utilization of existing resources in faculty and facilities.

Our goal is to develop a high quality multidisciplinary emphasis that leads to certification for graduates in a range of areas. Employers will find value in the graduates as they serve citizens in Missouri with the highest levels of ethical standards and competence. Graduates will have a set of transferable skills that will qualify them for a variety of career options.

5. Program Characteristics

5.A. Program Outcomes

Learning outcomes with this degree program vary widely as students have many choices for the areas of study. However, every department within the College of Human Environmental Sciences focuses on aspects of improving the quality of life for people where ever they live and work. This may be through improving the quality of the 'built environment' or through improving health and wellness, or expanding financial literacy, etc.

At the time students enter the program, they will map out a plan of study and explore the career paths connected to that plan. An explicit part of the advising process in the beginning will be to identify the goals and interests of that student to build a plan focused on the career path expectations. The various certifications or credentials connected to that career path will guide the course selections for the emphasis. See Appendices C-E for examples of certification competencies.

5.B. Structure

The proposed emphasis area would include the campus General Education requirements, the College of Human Environmental Sciences requirements for Intro to HES (1), Public Speaking (3), Statistics (3), and three areas of concentration.

The Primary Area of Concentration must include courses from one HES unit, and requires 18 hours, with six hours at the 3000-level or higher. This will provide a broad

foundation in one area of study, and also ensure depth of knowledge with upper-level coursework. The Second Area of Concentration also must be chosen from among the HES units. It will require 15-18 hours, with six hours at the 3000-level or higher. This area of study will complement the Primary Area and provide support for practical knowledge base. The third, Supporting Area of Concentration can include courses from HES, or from any other unit on campus that forms a cohesive and logical area of study to meet the student's academic and career interests. The remaining General Electives will be chosen to complete the 120 minimum hours for the degree.

5.C. Program Design and Content

This proposed emphasis will combine areas of study that already exist in the College of Human Environmental Sciences. No additional courses and no additional faculty are required for this emphasis. It will allow more flexibility than other current emphasis areas that meet various national accreditation requirements. The College of Human Environmental Sciences is comprised of five departments and one school. Each unit houses nationally accredited programs that must adhere to specific requirements that lead to recognized credentials such as Registered Dietitian/Nutritionists (RD/N), Child Life Specialist (CLS), Certified Financial Planner (CFP), National Council for Interior Design Qualified (NCIDQ) Certified Interior Designer, or Licensed Social Worker (LSW). These programs often have restrictions on the number of students admitted each year. The faculty want to offer an option for students who are not admitted to these competitive emphases that still provides a solid education that leads to career options. This flexibility also appeals to students who have goals for entrepreneurship or for careers that are emerging and are not addressed by our current programs.

The proposed curriculum includes courses currently taught in every HES unit. No new resources are requested for faculty or specialized equipment. Whereas current emphasis areas may include clinical experiences, supervised internships, or other types of individualized instruction that limits how many students one faculty member can instruct, the proposed program allows more flexibility for students to select courses that meet their individual educational and career goals. Similarly, national accreditation often determines specific courses and experiences for licensure or credentialing that may not provide the options some students seek in their academic experience. This proposed program will provide that flexibility, yet still provide a cohesive program of study that focuses on the human sciences with a common philosophy and body of knowledge.

PROGRAM STRUCTURE

1. Total credits required for graduation: 120

2. Residency requirements, if any: 30 of the last 36 hours must be from MU courses

3. General education

Total credits for general education courses: 42

Courses (specific course or distribution area and credit hours):

Course	Hrs	Course	Hrs	Course	Hrs
English 1000	3	Soc/Beh Sci	3	WI course	3
Math Pathways	3	Soc/Beh Sci (2000+level)	3	Upper level WI	3
Amer History/Govt	3	Humanities	3		
Science with lab	3	Humanities (2000+level)	3		
Science (phys/bio)	3	Public Speaking	3		
Science (math)	3	Capstone	3		

4. Major requirements

Total credits specific to degree: 49

Courses (specific course or distribution area and credit hours):

Course	Hrs
GN HES 1100	1
Primary Concentration in HES	18
Secondary Concentration in HES (6 hrs must be 3000- 4000)	15- 18
Supporting Area (6 hrs must be 3000- 4000)	12- 15

5. Free elective credits

Total free elective credits: up to 29

The sum of hours required for general education, major requirements and free electives should equal the total credits required for graduation.

6. Requirement for thesis, internship or other capstone experience:

Students will complete an internship or service learning experience for the capstone requirement.

7. Any unique features such as interdepartmental cooperation:

The emphasis is multidisciplinary allowing students to choose courses from other areas of campus that supports their interest and career goals. Common areas are likely to be from business, journalism, education, health sciences, hospitality management, and psychology. We do not prescribe specific courses so we do not anticipate that this emphasis will create a burden for any of the departments. Several sample curriculum plans are included in Appendix H.

5.D. Program Goals and Assessment

Learning outcomes will be assessed through coursework and the capstone experience. Students will complete some type of experiential-learning for the capstone such as an undergraduate research project, an internship, or a service learning activity where they are supervised and assessed on their skills and knowledge. Additionally, we will develop a competency-based evaluation in which the student demonstrates the key skills required for the credential sought (e.g., nutrition education or wellness coordinator, or certified life educator). The competency-based evaluation will be tied to the credential sought and will provide evidence to support the application for the credential.

Students will review the available credentials at the time that they select the emphasis area, and will develop a plan for working toward the requirements through the coursework and other experiences. If work hours are required for certification, then an appropriate number of hours will be built into the program through electives or other required courses. All students will be informed about the options available and all will be encouraged and supported to seek the relevant credential upon graduation. Our goal will be for 80% of the students to seek the related credential for his or her career goals.

These credentials provide access to employment in new areas from what we currently know our students to seek. The College of Human Environmental Sciences has a job placement rate (including military service and graduate school) that is among the highest on our campus. Our graduates are doing well after graduation, and we seek this new emphasis to build on that success. Our current retention rate for freshmen returning for the second year is above 90%. We believe this multidisciplinary option will help us reach 95%.

5.E. Student Preparation

This proposed program is designed for students who are in Good Standing at Mizzou. Students must maintain a term and cum gpa of at least 2.0, and may complete the program in 120 credit hours.

There is no competitive admittance process. All students interested in the program may declare the major if they are in Good Academic Standing.

5.F. Faculty and Administration

Victoria Shahan, Director of Student Services, will advise students and help them create appropriate academic plans for the program. Her time will be allocated at about 5% FTE for the first two years. The Dean and Department Chairs/Directors serve as the curriculum committee for the College, and will evaluate the curriculum and review any requests for changes as they occur. As the enrollment grows, a part-time academic adviser will be hired at 30-50 FTE, and increased to a 100 FTE as needed to serve the students enrolled.

Full time faculty will deliver 40 credit hours of instruction with courses from the College of Human Environmental Sciences. The remaining credit hours will come from a variety of departments across the campus. Students will be eligible for membership in the existing student organizations within HES.

5.G. Alumni and Employer Survey

Exit interviews will be conducted with all graduating seniors from the program. In addition, all graduates will be surveyed using the Grad Leaders (or current) system used by the campus for placement data and outcomes.

The College currently surveys approximately 400 students each year to obtain data on college outcomes. These graduates will be contacted and surveyed in the same manner.

5.H. Program Accreditation

The American Association of Family and Consumer Sciences offers accreditation for programs like the one we are proposing. At this time we do not anticipate seeking accreditation. However, the College of Home Economics (the former name for HES), was accredited by this organization for more than 50 years. Sometime just prior to 2000, the faculty voted to allow the accreditation to expire. That decision was based on the fact that individual departments and programs all had separate accreditations that were recognized within their disciplines. They perceived the AAFCS accreditation to be redundant. Should the current faculty choose to seek re-accreditation, it is anticipated that Mizzou would be approved easily. We offer top programs in every department and continue to maintain department/program-specific accreditations now.

Appendix A – Letter of Support from the Missouri Department of Elementary and Secondary Education

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August 24, 2018

To Whom It May Concern:

It is my understanding that a proposal has been submitted to the Board of Curators requesting a new Family and Consumer Sciences emphasis area in the College of Human Environmental Sciences. I am writing in support of the proposal.

Family and Consumer Sciences is a viable area of study that leads to quality jobs. In Missouri schools, Family and Consumer Science programs served over 30,000 students during the 2017-2018 school year. Many of these students will pursue postsecondary studies following high school. It is imperative that they have an option if their individual career and academic plan aligns with careers in Family and Consumer Sciences.

If I can be of further assistance, please do not hesitate to contact me at 573-751-3500 or dennis.harden@dese.mo.gov.

Sincerely,



Dennis D. Harden, Ed.D.
Coordinator, Career Education

c. Victoria Shahan

Appendix B – Letter of Support from the American Association of Family and Consumer Sciences



August 3, 2018

Dear University of Missouri – Columbia Board of Curators:

On behalf of the American Association of Family and Consumer Sciences (AAFCS), I am writing in support of the proposal for the Family & Consumer Sciences (FCS) emphasis in the College of Human Environmental Sciences at Mizzou. AAFCS was founded in 1909, and for much of our history the University of Missouri was a part of this organization. In 1988, the College changed its name to the current title. It was not until 1994 that our association's name changed, and this disconnect in names seem to have contributed to the current status. The proposal to offer an FCS emphasis is welcomed as we look to the future and opportunities to collaborate.

The FCS field of study is focused on the science and art of living well in our complex world. It draws from a broad range of content areas to help people achieve optimal and sustainable quality of life. This interdisciplinary approach is essential because the challenges of everyday life are not one dimensional.

Through research, experiential education, and technology, family and consumer sciences professionals help people develop the essential knowledge and skills to

- lead better lives,
- be work and career ready,
- build strong families, and
- make meaningful contributions to our communities.

You will find family and consumer sciences professionals in

- academic education [at the early childhood, elementary, secondary, and higher education levels],
- community education [for adults and youth, including Cooperative Extension programs],
- business and industry,
- government, and
- health and human services.

The ability to connect professionals across multiple practice settings and content areas to share knowledge, research, and experience is one of the strengths of FCS, and helps create more integrated solutions to today's critical social and economic challenges.

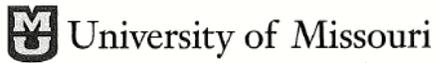
AAFCS offers accreditation for higher education units and professional credentials for individuals, including Certification in Family and Consumer Sciences, Certified Nutrition & Wellness Educator, and Certified Personal & Family Finance Educator. Graduates of the proposed FCS emphasis from Mizzou would be eligible for these certifications based on the selection of appropriate coursework.

We are excited about the opportunity for this renewed partnership, and we support the emphasis in Family & Consumer Sciences.

Sincerely,

Carolyn W. Jackson, CFCS
AAFCS Chief Executive Officer

Appendix C – Letter of Support from the College of Arts and Science at Mizzou



University of Missouri

Office of the Dean
College of Arts and Science
317 Lowry Hall
Columbia, MO 65211
PHONE 573-882-4421
WEB coas.missouri.edu

December 7, 2018

To: Colleagues in the College of Human Environmental Sciences; Provost Office;
Chancellor's Office; and UM System Office

From: Theodore A. Tarkow, Associate Dean 

Subject: A&S Endorsement of H.E.S. proposal to add an Emphasis to the B.S. Human
Environmental Sciences degree

Dear colleagues:

Various Arts and Science colleagues have now had the chance to read through the proposal from the College of Human Environmental Sciences to add an Emphasis in Family and Consumer Sciences to the B.S. in Human Environmental Sciences degree. The emphasis area seems to be an appropriate for H.E.S. degree candidates, and would be a potential double major for A & S degree candidates in such fields as Art, Communication, Psychology, and Sociology.

Appendix D – Association for Financial Counseling & Planning Education® (AFCPE®)
Competency Requirements

Association for Financial Counseling & Planning Education® (AFCPE®) Requirements

1. **Set the Stage and Gather Client Information (10%)**
 - Establish the counseling environment
 - Gather client information
 - Form a strategic counseling plan
2. **Assist a Client in Creating an Action Plan (12%)**
 - Assist a client in establishing goals
 - Assist a client in identifying strategies to attain goals
3. **Develop Financial Statements, Ratios and Spending Plans (10%)**
 - Educate a client about a cash flow statement
 - Educate a client about a net worth statement
 - Educate a client about personal financial ratios
 - Educate a client about spending plans
4. **Manage Money (15%)**
 - Educate a client about financial services
 - Familiarize a client with basic tax management
 - Discuss employment considerations with a client
5. **Manage Credit and Debt (15%)**
 - Educate a client about uses of credit
 - Educate a client about credit reports and scores
 - Educate a client about credit products
 - Educate a client about debt management
6. **Educate a Client about Consumer Protection (6%)**
 - Educate a client about consumer rights and responsibilities
 - Educate a client about identity theft
 - Educate a client about investor protection
7. **Educate a Client about Major Acquisitions (7%)**
 - Acquire property
 - Educate a client about renting a home
 - Educate a client about purchasing a home
 - Educate a client about selling a home
8. **Manage Financial Risks (9%)**
 - Educate a client about financial risk
 - Educate a client about insurance products
9. **Discuss Investment Basics with a Client (8%)**
 - Educate a client about investment fundamentals
 - Educate a client about investment choices
10. **Educate a Client about the Financial Aspects of Retirement and Estate Planning (8%)**
 - Educate a client about retirement planning
 - Educate a client about estate planning

<http://afcpe.org/certification-and-training/accredited-financial-counselor/afc-core-competencies>

Appendix E – International Coach Federation (ICF) Core Competencies

Certification by International Coach Federation (ICF)

The ICF established 11 core competencies to support greater understanding about the skills and approaches used within today's life coaching profession. Here is an overview of the competencies.

A. Setting the Foundation

1. Meeting Ethical Guidelines and Professional Standards
2. Establishing the Coaching Agreement

B. Co-creating the Relationship

3. Establishing Trust and Intimacy with the Client
4. Coaching Presence

C. Communicating Effectively

5. Active Listening
6. Powerful Questioning
7. Direct Communication

D. Facilitating Learning and Results

8. Creating Awareness
9. Designing Actions
10. Planning and Goal Setting
11. Managing Progress and Accountability

<https://coachfederation.org/icf-credential/acc-paths>

Appendix F – Certified Wellness Practitioner Certification

Certified Wellness Practitioner Certification

The CWP credential is awarded to successful applicants from multiple disciplines and backgrounds such as health promotion, counseling, wellness coaching, nutrition, social work, nursing, worksite health promotion coordinators, and educators.

The National Wellness Institute's Council on Wellness Certification Excellence (CWCE) offers the first national model of competencies for wellness promotion published in spring 2017. The NWI Wellness Promotion Competency Model advances a common understanding of critical success factors and desired behaviors within the wellness profession to facilitate a common culture and standard of practice.

There are six dimensions for wellness required for this credential:

1. Occupational wellness recognizes the personal satisfaction that work provides for a meaningful life.
2. Physical wellness focuses on regular physical activity, self-care, and sound nutrition practices
3. Social wellness emphasizes the interdependence between one's self and others through supportive relationships, friendships and community.
4. Intellectual wellness includes creative and stimulating mental activities. Intellectual growth, problem-solving, and awareness of current events.
5. Spiritual wellness acknowledges each individual's pursuit of meaning and purpose, overcoming doubt and despair, and building a world-view that is consistent with one's beliefs and values.
6. Emotional wellness addresses feelings, coping skills, stress management and hope for the future.

Beginning July 1, 2017, this model will serve as the standard for the Certified Wellness Practitioner (CWP) certification.

<https://www.nationalwellness.org/page/CWP>

Appendix G – The American Association of Family & Consumer Sciences offers five certifications: Certified in Family & Consumer Sciences (CFCS); Certified Nutrition & Wellness Educator (CFCS-NWE); Certified Personal & Family Finance Educator (CFCS-PFFE); Certified in Human Development & Family Studies (CFCS-HDFS); Certified in Hospitality, Nutrition and Food Science (CFCS-HNFS)

Certificate in Family & Consumer Sciences

Certification the American Association of Family & Consumer Sciences is based on individual mastery of knowledge common and essential to all family and consumer sciences professionals as verified by a minimum of a baccalaureate degree and successful completion of the national competency-based examination.

The AAFCS Certification Program is designed to:

- Assure the public that credentialed family and consumer sciences professionals have attained a threshold level of knowledge that enables them to perform services as defined by the mission of the profession;
- Foster excellence in the family and consumer sciences profession and develop criteria for assessing such excellence; and
- Promote professional growth of individuals certified in family and consumer sciences by encouraging a systematic program of professional development and continuing education.

Core Competencies:

- Integration of the range of knowledge and skills related to cultural, economic, and gender influences on families, work, and society.
- Family Studies and Human Services
- Human Development, Education and Services for families and individuals
- Nutrition, Wellness, and Food Science
- Food, Lodging, and Hospitality
- Consumer and Resource Management
- Textile and Apparel, and
- Environmental Design

<http://www.aafcs.org/credentialing-center/professional-certifications>

Appendix H – Sample Curriculum Plans

Bachelor of Science

Human Environmental Sciences Emphasis

MU Gen Ed Block (depending on the concentrations selected certain Gen Ed options may be recommended to meet course pre-requisites)

1. English 1000 (3)
2. 2 WI Courses (6)
3. College Algebra (3)
4. MRP (3)
5. Am Gov't (3)
6. Bio/Math/Phys Sci with lab (9 hrs)
7. Soc/Beh Sci (9 hrs)
8. Hum/Fine Arts (9 hrs)
9. Capstone Course-- Use course proposal form to identify an appropriate internship experience, service learning program, research activity, or capstone project. (Must be approved by adviser in advance.)

Human Environmental Sciences Emphasis (48)

Choose one primary concentration in HES (18 cr hrs) and two supporting areas of concentration. Six (6) hours from each of the areas must be from courses at the 3000-level or above. One area of concentration must come from HES (15-18 cr hrs), the other area of concentration (12-15 cr hrs) may come from HES or other related area approved by the adviser in advance. No courses from the emphasis area may double dip for General Education other than WI or MRP, however prerequisite courses for the emphasis area may double dip (e.g., economics, statistics, chemistry, or psychology). The capstone requirement is in addition to the credits in the concentration areas. The capstone experience may be an internship, a research activity, or a capstone project (see proposal form for capstone requirement).

Core Course Requirements (7)

- GN_HES 1100 Intro to HES (1)
- Public Speaking (3)
- Statistics (3)

Primary Concentration in HES (18 hours; 6 hours must be from 3000-4000 level)

- FINPLN 1183 Fin Survival (1)
- FINPLN 2183 Personal Finance (3)
- FINPLN 3282 Financial Counseling (3)
- FINPLN Assessing the Am Dream (3)
- FINPLN 4387 Cons. and Household Econ (3)
- FINPLN 4388 Effective Cons Decisions (3)
- FINPLN 4483 Financial Success (1)
- FINPLN 4993 Internship (1)

HDFS 4720: Child and Family Advocacy (3)

Supporting Area of Concentration (12-15 hours; 6 hours must be from 3000-4000 level)

- ECONOM 1014 Micro Economics (3)
- ECONOM 1015 Macro Economics (3)
- ECONOM 3323 Capitalism, Democracy & Society (3)
- ECONOM 4315 Public Economics (3)

Electives required to reach 120 cr hrs minimum

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Secondary Area of Concentration from HES

(15-18 hours; 6 hours must be from 3000-4000 level)

- HDFS 1600 Found of Family Studies (3)
- HDFS 2200 Research Methods (3)
- HDFS 2300 Multicultural Study of Children (3)
- HDFS 4300: Black Families (3)
- HDFS 4700: Children & Families in Poverty (3)

Bachelor of Science

Human Environmental Sciences Emphasis

MU Gen Ed Block (depending on the concentrations selected certain Gen Ed options may be recommended to meet course pre-requisites)

1. English 1000 (3)
2. 2 WI Courses (6)
3. College Algebra (3)
4. MRP (3)
5. Am Gov't (3)
6. Bio/Math/Phys Sci with lab (9 hrs)
7. Soc/Beh Sci (9 hrs)
8. Hum/Fine Arts (9 hrs)
9. Capstone Course-- Use course proposal form to identify an appropriate internship experience, service learning program, research activity, or capstone project. (Must be approved by adviser in advance.)

Human Environmental Sciences Emphasis (48)

Choose one primary concentration in HES (18 cr hrs) and two supporting areas of concentration. Six (6) hours from each of the areas must be from courses at the 3000-level or above. One area of concentration must come from HES (15-18 cr hrs), the other area of concentration (12-15 cr hrs) may come from HES or other related area approved by the adviser in advance. No courses from the emphasis area may double dip for General Education other than WI or MRP, however prerequisite courses for the emphasis area may double dip (e.g., economics, statistics, chemistry, or psychology). The capstone requirement is in addition to the credits in the concentration areas. The capstone experience may be an internship, a research activity, or a capstone project (see proposal form for capstone requirement).

Core Course Requirements (7)

- GN_HES 1100 Intro to HES (1)
- Public Speaking (3)
- Statistics (3)

Primary Concentration in HES (18 hours; 6 hours must be from 3000-4000 level)

- NEP 1034 Nutrition, Current Concepts (3)
- NEP 1310 Food and Cultures of the World (3)
- NEP 2222 Landscape of Obesity (3)
- NEP 2420 Biology of Healthy Living (3)
- NEP 3131 International Nutrition and Exercise Physiology (3)
- NEP 3390 Teaching and Counseling Techniques in Nutrition (3)

HDFS 4700: Children & Families in Poverty (3)

Supporting Area of Concentration (12-15 hours; 6 hours must be from 3000-4000 level)

- CHEM 1320 College Chem I(4)
- CHEM 1330 College Chem II (4)
- CHEM 2100 Organic Chem I (3)
- CHEM 2950 Undergrad Research (1)

Secondary Area of Concentration from HES

(15-18 hours; 6 hours must be from 3000-4000 level)

- HDFS 1600 Found of Family Studies (3)
- HDFS 2400: Principles of Human Devel (4)
- HDFS 3420: Early and Middle Childhood (3)
- HDFS 3430: Adoles. and Young Adult (3)
- HDFS 3440: Adulthood and Aging (3)

Electives required to reach 120 cr hrs minimum

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Bachelor of Science

Human Environmental Sciences Emphasis

MU Gen Ed Block (depending on the concentrations selected certain Gen Ed options may be recommended to meet course pre-requisites)

1. English 1000 (3)
2. 2 WI Courses (6)
3. College Algebra (3)
4. MRP (3)
5. Am Gov't (3)
6. Bio/Math/Phys Sci with lab (9 hrs)
7. Soc/Beh Sci (9 hrs)
8. Hum/Fine Arts (9 hrs)
9. Capstone Course-- Use course proposal form to identify an appropriate internship experience, service learning program, research activity, or capstone project. (Must be approved by adviser in advance.)

Human Environmental Sciences Emphasis (48)

Choose one primary concentration in HES (18 cr hrs) and two supporting areas of concentration. Six (6) hours from each of the areas must be from courses at the 3000-level or above. One area of concentration must come from HES (15-18 cr hrs), the other area of concentration (12-15 cr hrs) may come from HES or other related area approved by the adviser in advance. No courses from the emphasis area may double dip for General Education other than WI or MRP, however prerequisite courses for the emphasis area may double dip (e.g., economics, statistics, chemistry, or psychology). The capstone requirement is in addition to the credits in the concentration areas. The capstone experience may be an internship, a research activity, or a capstone project (see proposal form for capstone requirement).

Core Course Requirements (7)

- GN_HES 1100 Intro to HES (1)
- Public Speaking (3)
- Statistics (3)

Primary Concentration in HES (18 hours; 6 hours must be from 3000-4000 level)

- ARCHST 1100 Visual Design (3)
- ARCHST 2100 Understanding Architecture (3)
- ARCHST 2620 People, Places and Design (3)
- ARCHST 3100 Color and Light (3)
- ARCHST 4323 Sustainable Technologies (3)
- ARCHST 4420 History of the Designed Environment after 1750 (3)

Supporting Area of Concentration (12-15 hours; 6 hours must be from 3000-4000 level)

- ART 1050 Drawing: Materials and Methods (3)
- ART 2210 Beginning Color Drawing (3)
- ART 3220 Anatomical Drawing (3)
- ART 3230 Beginning Illustration (3)

Secondary Area of Concentration from HES (15-18 hours; 6 hours must be from 3000-4000 level)

- TAM 1200 Basic Concepts of Apparel Design and Production (3)
- TAM 2100 Presentation Techniques for Merchandising (3)
- TAM 3520 19th and 20th Century Dress (3)
- TAM 3800 Fund. of Entrepreneurship (3)
- TAM 4400 The Clothing/Textile Consumer: Research and Analysis (3)
- TAM 4810 Case Studies in Multicultural World (3)

Electives required to reach 120 cr hrs minimum

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____