



**TOPIC:** Towson University: Bachelor of Arts/Bachelor of Science in Family Science

**COMMITTEE:** Education Policy

**DATE OF COMMITTEE MEETING:** June 1, 2011

**SUMMARY:** The Department of Family Studies and Community Development currently offers a major and minor in Family Studies to over 400 students. The current major had the specific objective of creating a program that was consistent with the guidelines and standards established by the National Council on Family Relations (NCFR, 1995). The objectives are now well - established and the program was reapproved by NCFR in 2009.

The proposed Family Science program will add an undergraduate major in a growing discipline that addresses economic and workforce needs, and will complement the current applied curriculum. The new major will provide students with academic experiences focusing on the study of families and relationships in the context of contemporary society. The major will include training in the scientific methods used to understand family behavior and development across the lifespan. Students will learn to analyze the quality of family life through applied research and acquire both written and oral skills across the curriculum.

Family Science graduates will benefit from a wide variety of employment opportunities in government, nonprofit and private agency work. The proposed major also provides preparation for graduate study in family science, marriage and family therapy, social work, family law, public health, psychology, human resource management, and other social science disciplines.

While a similar program exists at the University of Maryland, College Park, both institutions feel that there is sufficient demand to support both programs. It is anticipated that a percentage of current TU Family Studies students would choose this new major and that a number of the students enrolled in the current minor would become majors. In addition, two UM Ph.D. graduates are currently on the faculty at Towson University, the institutions share names of possible adjunct faculty, and students in the UM Preparing Future Family Faculty and Professionals program makes visits to the TU department almost annually.

**ALTERNATIVE(S):** The Regents may not approve the program or may request further information.

**FISCAL IMPACT:** No additional funding is necessary. The program will be supported through tuition.

**CHANCELLOR'S RECOMMENDATION:** That the Committee on Education Policy recommend that the Board of Regents approve the proposal from Towson University to offer the Bachelor of Arts/Bachelor of Science in Family Science.

COMMITTEE RECOMMENDATION: \_\_\_\_\_ DATE: \_\_\_\_\_

BOARD ACTION: \_\_\_\_\_ DATE: \_\_\_\_\_

SUBMITTED BY: Irwin Goldstein (301) 445-1992 irv@usmd.edu



**UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR**

- XX New Instructional Program
- Substantial Expansion/Major Modification
- Cooperative Degree Program

Towson University  
Institution Submitting Proposal

**Major in Family Science**  
Title of Proposed Program

**BA/BS**

Degree to be Awarded

**4999.XX**

Proposed HEGIS Code

**AY 11-12**

Projected Implementation Date

**190704**

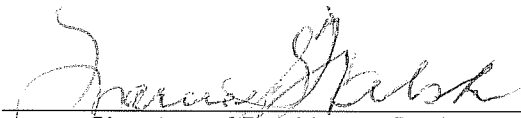
Proposed CIP Code

Family Studies and Community Development  
Department in which program will be located

Karen Goldrich Eskow  
Department Contact

410-704-2238  
Contact Phone Number

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Contact E-Mail Address

  
Signature of President or Designee

4-22-2011  
Date

Major in Family Science  
Department of Family Studies and Community Development  
College of Liberal Arts  
Towson University

MISSION

The Department of Family Studies and Community Development proposes a new major in Family Science. This new major will offer an alternate intellectual opportunity for students interested in the study of and future careers working with families. The department currently has one applied major that prepares students as human service professionals. The new major will emphasize the scholarship and research of family science thus preparing students to contribute as leaders who serve the discipline and region in an area that directly responds to cultural needs of families in a complex global society. This proposed major is consistent with the mission of the university and its focus on provision of highly developed educational experiences and professional outreach in areas that reflect the state's socioeconomic and cultural needs. The major will add a strong and systematically developed undergraduate program.

The proposed program supports the Family Science discipline, internal program development and external workforce needs. The Department of Family Studies and Community Development (FMST) currently has one major available for interested students. The FMST major was approved by MHEC in 1999 and graduated the first group of seven students in 2001. In the past ten years the program became a department (2005) and grew to include close to 300 majors and 117 minors. The number of graduates with a major in FMST has increased steadily each year and there have been over 341 to date. The major has far exceeded the initial projection of both number of majors and anticipated graduates. In 2005 when the interdisciplinary program was approved as a department four different tracks were approved, all with an emphasis on applied learning. This proposal is for a second major in the department with the title of Family Science. The new major will focus on the discipline of Family Science and will complement the applied curriculum of the current major.

The current major, as initially approved, had the specific objective of creating a program that was consistent with guidelines and standards established for family life education by the National Council on Family Relations (NCFR, 1995). The objectives for that program are now well established as the program was reapproved by NCFR summer 2009. All students who complete the major are certificate eligible for the family life educator credential. Through the efforts of the national council and university academic programs that prepare students for certification in family life, the applied focus of the discipline has become firmly established over the past ten years. As is evident from the numbers cited above, the current major is successful and contributes to the growing need for family experts in the region and has prepared several hundred human services workers. The proposal for a second major supports a current goal of the national organization and the mission of the university. The major will add an undergraduate program that represents a growing discipline, addresses economic and workforce needs,

and serves the metropolitan region.

The proposed major supports trends in the field that emphasize the science associated with the discipline. This is seen in the number of universities with Departments of Family Science that house undergraduate and graduate programs dedicated to advancement of the scholarship of the discipline. Further support for growth in the discipline is seen through two national organizations; one with a special section devoted to Family Science (NCFR) and the second the Family Science Association (FSA). Established in 1987, FSA has goals that focus on improving the quality of information, knowledge, and education about family science and the enhancement of teaching Family Science. A focus on Family Science is also evident within the United States Government through the Department of Agriculture's (NIFA) Family Science Program. This program seeks to strengthen families through effective and widespread collaborations among federal, state, and local agencies throughout the nation (emphasis on rural communities) with a goal to increase the understanding of family systems, family performance, and the overall well-being of families in society. (<http://www.nifa.usda.gov/familyscience.cfm>).

A new major in Family Science will focus on the social/behavioral science foundation necessary for those working in education and human services as well as those seeking graduate education in social sciences, health professions, education and law. The national trend of family science, over the past 25 years, as reported by Smart (2009) has been the transition of the interdisciplinary nature of the field into a distinct discipline. Smart cites Weber & Duderstadt, 2004 who recognize the coexistence and integration of scholarship of family science through theory development and research and its application as critical for this century. The proposed program is consistent with the current and future national trends of the discipline.

#### CHARACTERISTICS OF THE PROPOSED PROGRAM

##### Educational Objectives of the Program:

1. Provide academic preparation for undergraduate students in the discipline of Family Science with a focus on families across the lifespan.
2. Provide an educational experience that explores the social/behavioral science and research associated with the study of families.
3. Advance the discipline of Family Science by preparing undergraduates with a foundation in theory and research for graduate study and work in the fields of family therapy, psychology, education, health and other human services.

##### Description of program as it would appear in catalog

The Family Science major provides students with academic experiences focusing on the study of families and relationships in the context of contemporary society. The major offers training in the scientific methods used to understand family behavior and development across the lifespan. Students learn to analyze the quality of family life

through applied research and acquire both written and oral skills across the Family Science curriculum. A major in Family Science will provide a concentration on the social/behavioral science foundation necessary for those working in education and human services as well as those seeking graduate education in social sciences, health professions, education and law.

Family Science graduates benefit from a wide variety of employment opportunities in government, nonprofit and private agency work. The major also provides preparation for graduate study in family science, marriage and family therapy, social work, family law, public health, psychology, human resource management, and other social science disciplines.

#### General requirements for the degree

The major in Family Science prepares students for graduate work in family and other social sciences, law, health, education, or social work, for careers requiring a liberal arts background and for work in human services. This major emphasizes a liberal arts knowledge base that is essential for post-graduate study and success in the workforce.

Total number of credits, their distribution and a list of courses by title and number

Majors are required to complete 45 total units and 12 units in prerequisite courses (Basic Statistics, ENGL 102, PSYC 101, and SOCI 101).

#### Major course requirements:

- 24 units of required core courses
  - FMST 101
  - FMST 301
  - FMST 302
  - FMST 303
  - FMST 305
  - FMST 380
  - FMST 485
  - FMST 4XX – Research Course to be determined and developed (3)
- 21 units of Elective Coursework
  - Elective Area I: 6 units of Life Span Development Electives
    - Students will choose two courses from the following: ECED 201, ECED 315, GERO 101; GERO 367; OCTH 216; Human Development Psychology courses, SOCI 359, additional electives in human development as approved by advisor.
  - Elective Area II: 6 units of Interdisciplinary Elective
    - Students will choose two courses from any of the following disciplines\*: ANTH, COMM, CLST, CRMJ, DFST, ECON, GERO, HLTH, IDIS (AFST, AMST, ASST, JDST, LAST, LGBT, MTRO), NURS (NURS 323, NURS 416), OCTH (OCTH 205, OCTH 301 OCTH 305), PHIL, POSC, PSYC,

- RLST, SOCI, WMST, \*Students may choose other social science electives with the approval of the department advisor.
- Elective Area III: 3 units of Written Communication Elective
    - Students will choose an additional Advanced Writing Seminar course (FMST 485 currently required for major) certified as a University Core Course.
  - Elective Area IV: 6 units FMST elective
    - Students will choose two courses from the following: FMST 201, FMST 387, FMST 340, FMST 345, FMST 350, FMST 415, FMST XXX (Elective courses to be developed) FMST 370-379, (Special Topics,) FMST 491 (Independent Study).

#### Expected Student Learning Outcomes

1. Students will demonstrate knowledge and understanding of families, relationships, life span development, and public policy.
2. Students will demonstrate acquisition and application of theoretical and conceptual knowledge based on fundamental principles underlying the family science and human development discipline.
3. Students will demonstrate the ability to think and write critically about issues relevant to families and developmental processes.
4. Students will use knowledge and skills to develop research papers, projects, and scholarly presentations.

#### Demonstrable quality of program faculty

The quality of the faculty is adequate for the needs of this program. The department includes a combination of tenured, tenure-track and clinical faculty. A list of faculty members, their experience and areas of research focus is included below as an appendix (Program Faculty). Currently the department has three faculty members with doctorates in Family Science and one with a doctorate in Child Development. Due to the interdisciplinary elective component of this program, students will also receive instruction from faculty from other disciplines.

#### Student audience to be served by program and enrollment estimates

The single major in the department does not adequately support the needs and interests of the student body. The students pursuing an undergraduate degree in FMST are a diverse group including nontraditional students. Students who currently work in a human service field and are interested in obtaining an undergraduate degree to further their knowledge base through the intellectual skills essential for effective communication, critical thinking, use of technology and gathering and evaluating information would be well served by the option of the discipline focused major. It is anticipated that a percentage of current students would choose a discipline-based option and that a number of the current minors would become majors. Lastly, the family

science major has potential to appeal to those interested in a double major in preparation for graduate study in law, health, education, social science or social work.

It is estimated that 80 students will be enrolled in the program within five years. The composition of students for the new major will include: those who are currently majors and switch to the new major, those who would have chosen the current major but find the new option more within their interests and goals, those who choose the new major over a minor in FMST and new growth. New growth will include students new to the major from either increased university enrollment or other departments in the university. The number of students new to the university from fall 2009 through fall 2010 who selected the current department major, Family Studies (a proposal to change the name of the current major to Family and Human Services is pending approval), is 136 students. The 136 students include 42 new freshman and 94 new transfers. Based on the number of current majors and minors (over 400 students combined) and students new to the university who have chosen to major in Family Studies (136 in the last three semester), the projection of 80 students for the proposed new major as reported in Table #1 and cited above is realistic as a five year projection.

#### Impact on student's technology fluency

Learning opportunities in the major will include web enhanced coursework. All department based courses use blackboard to enhance instruction. Fluency in technology will be further enhanced through use of technology for research and related projects.

#### Library Requirements

Review of resources indicates that library holdings are sufficient for this program. The combination of journals and books from family science, sociology, psychology, health science, child and human development as well as access through our on-line resources will meet the needs of the proposed program.

#### Facilities and Equipment

Facilities and equipment are adequate for the new program. The College of Liberal Arts in which the Department of Family Studies and Community Development is housed, is completing the final phase of a move into a new state of the art building. The building has space designated for faculty offices as well as classroom spaces equipped with technology.



**TABLE 1: RESOURCES**

**NOTE: Double-click in Table to Activate Excel Spreadsheet**

Fill in blue shaded areas only.

<b>Resources Categories</b>	<b>(Year 1)</b>	<b>(Year 2)</b>	<b>(Year 3)</b>	<b>(Year 4)</b>	<b>(Year 5)</b>
1. Reallocated Funds <sup>1</sup>	\$0	\$2,500	\$5,000	\$7,500	\$7,500
2. Tuition/Fee Revenue <sup>2</sup>	17,880	55,723	142,945	272,457	348,794
(c+g below)					
a. #F.T Students	5	15	35	65	80
b. Annual Tuition/Fee					
Rate/unit	232	241	251	261	271
Number units <sup>3</sup>	15	15	15	15	15
Subtotal Tuition	3,480	3,615	3,765	3,915	4,065
Fees	96	100	104	108	112
Total Tuition/Fees	3,576	3,715	3,869	4,023	4,177
c. Annual Full Time Revenue	17,880	55,723	135,415	261,495	334,160
(a x b)					
d. # Part Time Students	0	0	5	7	9
e. Credit Hour Rate	232	241	251	261	271
f. Annual Credit Hours for one student	6	6	6	6	6
g. Total Part Time Revenue	0	0	7,530	10,962	14,634
(d x e x f)					
3. Grants, Contracts, & Other	0	0	0	0	0
External Sources <sup>3</sup>	0	0	0	0	0
4. Other Sources	0	0	0	0	0
<b>TOTAL (Add 1 - 4)</b>	<b>\$17,880</b>	<b>\$58,223</b>	<b>\$147,945</b>	<b>\$279,957</b>	<b>\$356,294</b>

<sup>1</sup> In the first two years faculty resources will be reallocated from current major to new major. It is anticipated that there will be a decrease in the number of students in the existing major that will offset the increase in the new major. There will be minimal if any impact on the existing major and the reallocation is consistent with the institution's strategic plan. The figures noted reflect part-time faculty pay per course roughly the equivalent of (2) courses in year three and (3) courses in years four and five.

<sup>2</sup> This figure is based on current majors who move to the new program, current minors who become majors based on the new program, students new to the department but not the university and students new to the university. Number of units is based on the average number of units students will take in courses specific to the new major. It is estimated that in years 4 and 5 there will be 20 students new to the university entering the program.

<sup>3</sup> The number of units reported in this row reflects the average number of units students in this major will take in the department in an academic year. Thus 15 units would be the equivalent of 5 courses in an academic year.

**TABLE 2: EXPENDITURES**

**NOTE: Double-click in table to activate Excel Spreadsheet**  
**Fill in blue shaded areas only.**

<b>Expenditure Categories</b>	<b>(Year 1)<sup>1</sup></b>	<b>(Year 2)<sup>1</sup></b>	<b>(Year 3)<sup>2</sup></b>	<b>(Year 4)<sup>3</sup></b>	<b>(Year 5)<sup>4,5</sup></b>
<b>1. Total Faculty Expenses</b>	\$0	\$2,500	\$10,000	\$15,000	\$81,980
(b + c below)					
<b>a. #FTE</b>	<b>0.0</b>	<b>0.1</b>	<b>0.3</b>	<b>0.5</b>	<b>1.3</b>
<b>b. Total Salary</b>		<b>2,500</b>	<b>10,000</b>	<b>15,000</b>	<b>56,000</b>
<b>c. Total Benefits</b>	0	0	0	0	18,480
<b>2. Total Administrative Staff Expenses</b>	0	0	0	0	0
(b + c below)					
<b>a. #FTE</b>					
<b>b. Total Salary</b>					
<b>c. Total Benefits</b>					
<b>3. Total Support Staff Expenses</b>	0	0	0	0	0
(b + c below)					
<b>a. #FTE</b>					
<b>b. Total Salary</b>					
<b>c. Total Benefits</b>					
<b>4. Equipment</b>	0	0	0	0	0
<b>5. Library</b>	0	0	0	0	0
<b>6. New or Renovated Space</b>	0	0	0	0	0

<sup>1</sup> In the first two years faculty expenses will be reallocated within the department as discussed in Table 1 footnote #1. The tuition and fees that result from the new major will not be much different as it is anticipated that students will come from the current major or minor and additional courses required for minor turned major will not be evident until year three. Total reflects one course taught by part time faculty.

<sup>2</sup> The shift in year three is related to an increase in new major core course offerings and the addition of the capstone course as a result of increased enrollment and students new to the department. It is anticipated that this will be covered through reassignment of courses taught by current faculty (for example potential changes in number of sections relative to new university core courses) and part time faculty. Total includes two sections taught by part time faculty and coverage provided for the two units reassigned.

<sup>3</sup> Year four will necessitate the equivalent of a faculty member (FTE) to support the increase in number of students pursuing the new major and additional courses required to meet the demand. The department will offer three additional core courses and one additional capstone course in year four. Total includes four additional sections taught by part time faculty.

<sup>4</sup> It is anticipated that in year five, growth will stabilize. Additional courses will include four additional sections of core courses, an elective course in the discipline and the capstone course. Assuming projections are met this will require the hiring of a new tenure track faculty member.

<sup>5</sup> Column for Year 5 includes 1.3 FTE. It is anticipated the .3 FTE will be covered by a combination of reassigned and part time faculty (note reallocation of \$7500 in Table 1, Year 5.)

**Program Faculty**  
**Department of Family Studies and Community Development**

<b>Faculty with Expertise in Family Science</b>
<p><b>Brian Ogolsky, Ph.D.</b>  <b>Title:</b> Assistant Professor, Department of Family Studies and Community Development  <b>Education:</b> Doctor of Philosophy (Ph.D.) in Family Studies and Human Development, University of Arizona  <b>Research Focus:</b></p> <ul style="list-style-type: none"> <li>• The development and maintenance of commitment to close relationships over time</li> <li>• The association between close relationships and health</li> <li>• Close relationships during the transition to parenthood</li> <li>• Methodological and statistical techniques for longitudinal and dyadic data</li> </ul>
<p><b>Linda M. Oravec, Ph.D.</b>  <b>Title:</b> Assistant Professor, Department of Family Studies and Community Development  <b>Education:</b> Doctor of Philosophy (Ph.D.) in Family Studies, University of Maryland  <b>Research Focus:</b></p> <ul style="list-style-type: none"> <li>• Community and family violence</li> <li>• Ethnic families</li> <li>• Low-income mothers and family policy</li> </ul>
<p><b>Andrew Quach, Ph.D.</b>  <b>Title:</b> Assistant Professor, Department of Family Studies and Community Development  <b>Education:</b> Doctor of Philosophy (Ph.D.) in Family Science, University of Maryland  <b>Research Focus:</b></p> <ul style="list-style-type: none"> <li>• Asian American family dynamics</li> <li>• Asian American mental health</li> </ul>
<p><b>Patricia H. Williams, Ph.D.</b>  <b>Title:</b> Assistant Professor, Department of Family Studies and Community Development  <b>Education:</b> Doctor of Philosophy (Ph.D.) in Applied Child Development, Tufts University  <b>Research Focus:</b></p> <ul style="list-style-type: none"> <li>• Parent-Child interaction</li> <li>• Early childhood education and intervention</li> <li>• Home visiting</li> <li>• Family literacy</li> <li>• Infant development</li> </ul>
<b>Other Tenured/Tenure-Track Faculty</b>
<p><b>Karen Goldrich Eskow, Ph.D.</b>  <b>Title:</b> Chairperson, Professor, and Graduate Program Director for Family-Professional Collaboration PBC, Department of Family Studies and Community Development  <b>Education:</b> Doctor of Philosophy (Ph.D.) in Social Work, University of Maryland  <b>Research Focus:</b></p> <ul style="list-style-type: none"> <li>• Family quality of life for families with children with special needs</li> <li>• Family-Professional Collaboration</li> </ul>
<p><b>Audrey Falk, Ed.D.</b>  <b>Title:</b> Assistant Professor, Department of Family Studies and Community Development  <b>Education:</b> Doctor of Education (Ed.D.) in Community Agency Educational Administration, Boston University  <b>Research Focus:</b></p> <ul style="list-style-type: none"> <li>• Civic engagement and service learning</li> <li>• Nonprofit leadership</li> <li>• Parent involvement</li> </ul>

**Diane Harnek Hall, Ph.D.**

**Title:** Assistant Professor, Department of Family Studies and Community Development

**Education:** Doctor of Philosophy (Ph.D.) in Social Work, University of Maryland

**Research Focus:**

- Cultural competence
- Strengths perspective and people with disabilities
- Social science education
- Critical issues in transition-aged youth

**Clinical Faculty****Lisa Martinelli Beasley, MPS, ATR-BC, CCLS**

**Title:** Clinical Assistant Professor and Graduate Program Director for Child Life, Administration and Family Collaboration, Department of Family Studies and Community Development

**Education:** Master of Professional Studies (MPS) in Creative Arts Therapy, Pratt Institute

**Research Focus:**

- Palliative care
- Death, dying and bereavement issues
- Pediatric hospitalization as it relates to the family unit
- Child life education

**Cynthia Vejar, Ph.D.**

**Title:** Clinical Assistant Professor, Department of Family Studies and Community Development

**Education:** Doctor of Philosophy (Ph.D.) in Counselor Education, Virginia Polytechnic Institute and State University

**Research Focus:**

- At-risk communities
- Conflict resolution
- Gang involvement
- Career counseling
- Generational cohorts

**Lecturers****Linda Stone, Ed.D.**

**Title:** Lecturer, Department of Family Studies and Community Development

**Education:** Doctor of Education (Ed.D.) in Counseling, College of William and Mary

**Research Focus:**

- Gender communication
- Family and work issues
- Student advising
- Curriculum transformation

## Appendix - Program Requirements

Majors are required to complete 45 total units and 12 units in prerequisite courses (Basic Statistics, ENGL 102, PSYC 101, and SOCI 101).

Major course requirements:

- 24 units of required core courses
  - FMST 101 – Introduction to Family Studies
  - FMST 301 – Family Relationships
  - FMST 302 – Family Theories
  - FMST 303 – Trends in Contemporary Family Life
  - FMST 305 – Parent-Child Relationships Across the Lifespan
  - FMST 380 – Family Law
  - FMST 485 – Writing and Research Methods in Family Studies
  - FMST 4XX – Research Course to be determined and developed (3)
- 21 units of Elective Coursework
  - Elective Area I: 6 units of Life Span Development Electives
    - Students will choose two courses from the following: ECED 201- Child Development and Intervention, ECED 315 – Infant and Toddler Development and Intervention, GERO 101 – Introduction to Gerontology; GERO 367 – Death, Dying, and Bereavement; OCH 216 – Life Span Adaptation and Occupations; Human Development Psychology courses, SOCI 359 – Social Gerontology, additional electives in human development as approved by advisor.
  - Elective Area II: 6 units of Interdisciplinary Elective
    - Students will choose two courses from any of the following disciplines\*: Anthropology, Communication, Cultural Studies, Criminal Justice, Deaf Studies, Economics, Gerontology, Health, Interdisciplinary Studies (African and American Studies, American Studies, Asian Studies, Jewish Studies, Latin American and Latino/a Studies, Lesbian, Gay, Bisexual, and Transgender Studies, Metropolitan Studies), Nursing (Nursing 323, Nursing 416), Occupational Therapy (Occupational Therapy 205, Occupational Therapy 301, Occupational Therapy 305), Philosophy, Political Science, Psychology, Religious Studies, Sociology, Woman Studies, \*Students may choose other social science electives with the approval of the department advisor.
  - Elective Area III: 3 units of Written Communication Elective
    - Students will choose an additional Advanced Writing Seminar course (FMST 485 currently required for major) certified as a University Core Course.
  - Elective Area IV: 6 units FMST elective

Students will choose two courses from the following: FMST 201 – Family Relationships, FMST 387 – Community Services for Families, FMST 340 – The Hospitalized Child and Family, FMST 345 – Introduction to Art Therapy, FMST 350 – Fundamentals of Leadership in the Nonprofit Sector, FMST 415 – Services to Children, FMST XXX (Elective courses to be developed) FMST 370-379, (Special Topics,) FMST 491 (Independent Study).