



UNIVERSITY OF MARYLAND EASTERN SHORE
Office of the President

October 14, 2022

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission 6 N. Liberty Street, 10th Floor
Baltimore, Maryland 21201

Dear Dr. Fielder,

RE: New Program Proposal

The University of Maryland Eastern Shore hereby submits a new program proposal to establish an MS in Human Ecology. The proposed program will have concentrations in Nutrition and Dietetics, Family and Consumer Sciences, Child Development, and Fashion Merchandising.

The degree will help fill a need for our graduates to earn a master's degree in their areas of specialization and ensure that the Department of Human Ecology is positioned to meet workforce demands for future professionals in Human Ecology professions. The proposed degree is crucial for the University to meet requirements for accreditation in keeping with changes in the health professions. The Academy of Nutrition and Dietetics will require a Masters degree for students in the Dietetic Internship in 2024. The proposed MS degree will help us restructure, streamline, and grow the successful Dietetic Internship.

The attached proposal has undergone the established UMES curriculum approval process, and I fully support the proposed program.

I will highly appreciate your favorable consideration of our proposal.

Sincerely,

A handwritten signature in black ink that reads "Heidi M. Anderson".

Heidi M. Anderson, Ph.D., FAPhA
President

Copy: Dr. Rondall Allen, Provost and Vice President for Academic Affairs

Dr. Moses T. Kairo, Dean, School of Agricultural and Natural Sciences
Dr. Grace Namwamba Chair, Department of Human Ecology



**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	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 (<i>fully online</i>)	
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date			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:		

Master of Science (M.S.) in Human Ecology with Concentrations in Child Development, Nutrition and Dietetics, Family & Consumer Sciences, and Fashion Merchandising

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

The Human Ecology Department proposes a Master of Science degree in Human Ecology with concentrations in Nutrition and Dietetics, Family and Consumer Sciences, Child Development, and Fashion Merchandising. The proposed degree will assist the Department of Human Ecology in meeting the University's land-grant mission. In addition, it will be in keeping with the future trends in undergraduate programs offered in the Department. A Master's degree in Human Ecology will help fill a need for our graduates to earn a Master's degree in their areas of specialization. A Master's degree will be critical for maintaining our Dietetic Internship (DI). Starting in January 2024, Dietetic Interns will be required to have a Master's degree before sitting for their registration examination. The new Master's degree would help the Department restructure and streamline the current DI program. Similarly, most schools require a Master's degree rather than a bachelor's degree for Family and Consumer Science Education teachers. This program would also benefit Child Development and Fashion Merchandising majors.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

This new program supports the UMES mission by ensuring the degree programs offered "meet the workforce needs of the Eastern Shore, the state, and nation." In addition, this new Master's degree in Human Ecology will allow the Department to provide new opportunities to first-generation college students at UMES and supply much-needed qualified preschool teachers, dietitians, and professionals in the fields of fashion merchandising, nutrition, and family & consumer sciences.

The proposed graduate program supports the following institutional strategic goals:

- Goal III: become a leading U.S.M. partner in research, innovation, and economic competitiveness by increasing innovation in academic programs and delivery methods (goal 3.1) and increasing student-faculty and faculty research efforts to

promote innovative partnerships in the region of impact and service areas (goal 3.3)

- Goal IV: meet the educational needs of the State of Maryland with high quality and innovative academic programming other research universities to strengthen research and development enterprise by Align academic programs with the educational needs of the State of Maryland (goal 4.1)

UMES Strategic Plan 2018-2020, (<https://www.wcp.umes.edu/president/wp-content/uploads/sites/16/2021/05/Strategic-Plan-2020.pdf>)

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of the program implementation.

UMES will provide the proposed program with adequate resources, facilities, and faculty, in the same manner it currently has for its academic programs in the Department of Human Ecology. The University will provide these resources to support the success of the program.

4. Provide description of the institution's commitment to:

a) Ongoing administrative, financial, and technical support of the proposed program

The internal approval procedure for new programs at UMES is indicative of the University's commitment to the ongoing administrative, financial, and technical support of the Department of Human Ecology and its current undergraduate major. The Human Ecology program has the fifth largest undergraduate enrollment. The proposed program has been given the approval for further development by the Provost and Vice President for Academic Affairs and the President of the University, President Anderson.

b) Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

UMES is committed to supporting this program with sufficient time for enrolled students to complete the Master's Degree in Human Ecology. Our goal to pursue this major is driven by the strategic goals listed previously and to increase offerings to our students. To accomplish these strategic goals and maintain the quality in the Department, support of this program and its students through graduation is essential to the University's mission and goals.

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

- a) The need for the advancement and evolution of knowledge

The mission of Family and Consumer Sciences / Human Ecology is to provide leadership and support for professionals whose work assists individuals, families, and communities in making informed decisions about their well-being, relationships, and resources to achieve optimal quality of life. Family well-being is key to thriving communities and national well-being. A graduate degree in Human Ecology will contribute to the body of knowledge that will assist families to thrive in a society that is rapidly changing. This contribution will have far-reaching impacts on the future.

- b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

Offering a graduate degree in Human Ecology at UMES will expand the educational opportunities and choices for minority and educationally disadvantaged students at higher education institutions.

- c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

There are no HBCUs in Maryland with Master's programs in Human Ecology. Therefore, this proposed program supports the mission of UMES to offer unique educational programs to the eastern shore of Maryland and its rural, minority, and educationally disadvantaged residents. This graduate degree will ensure that individuals seeking credentialing in Dietetics and Family & Consumer Sciences Education will be able to secure the degree required to fulfill their credentialing requirements.

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education

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

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: midlevel management) for graduates of the proposed program.

There is a high demand for highly qualified professionals in Family and Consumer Sciences. The Department of Human Ecology is among the highest producers of B.S. degrees at the University of Maryland Eastern Shore. Most of these students are employed in the fashion industry, childcare settings, the school system, and family services. To advance in their careers, they need to attain a graduate degree. Many of

our graduates have been requesting the implementation of a Master's degree, and there is a demand for it. Implementing a Master's degree in Family and Consumer Sciences will increase the number of highly qualified minorities (primarily African American) in the workforce and will thus increase diversity. There is a current shortage of early childhood education teachers in Maryland due to the planned expansion of public preschool programs. Fashion merchandising students would also benefit significantly from a Master's program.

In addition, beginning January 2024, Dietetic Interns will be required to have a Master's degree before sitting for their registration examination. The new Master's degree would help the Department restructure and streamline the current DI program.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

The career outlook for students graduating with a degree in Human Ecology is generally positive, but it varies according to the concentration.

Child Development: Individuals with training in child development can work in various fields. Well-paying careers relevant to the field and in family, social, and community services with a high job growth rate of 15%.

Fashion Merchandising: Fashion merchandisers are part of the larger field of buyers and purchasing agents. According to the B.L.S., the median national annual salary for buyers and purchasing agents in 2020 is \$72,270. Actual salaries may vary greatly based on specialization within the field, location, years of experience, and various other factors. The growth rate of jobs for advertising, promotion, and marketing managers is 9%.

Dietitian jobs are growing at the highest rate of all concentrations (11 %). Starting in 2024, individuals will require a Master's degree before being allowed to do the registration examination to become Registered Dietitians.

Family and Consumer Sciences (F.C.S.) Education jobs are growing at 4%. However, it is essential to note that there is a shortage of F.C.S. teachers nationwide. Although our program is not a teacher preparation program, F.C.S. graduates can pursue alternative certification and attain teaching licensure. B.L.S. data shows that 32% of F.C.S. professionals are employed in the field requiring an advanced degree.

Sources

Advocacy. Advocacy - American Association of Family and Consumer Sciences. (n.d.). Retrieved February 22, 2022, from <https://www.aafcs.org/resources/advocacy>

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Dietitians and Nutritionists,

at <https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm> (visited February 22, 2022).

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social and Community Service Managers, at <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm> (visited February 22, 2022).

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Field of degree: Family and consumer sciences, at <https://www.bls.gov/ooh/field-of-degree/family-and-consumer-sciences/family-and-consumer-sciences-field-of-degree.htm> (visited February 01, 2022).

Graduate Program Directory. Graduate Program Directory - American Association of Family and Consumer Sciences. (n.d.). Retrieved February 22, 2022, from <https://www.aafcs.org/network/all-directories/graduate-program-directory>

Nechak, P. (2021, September 16). *What's The Outlook for Fashion Merchandising Careers*. All Art Schools. Retrieved February 22, 2022, from <https://www.allartschools.com/fashion-design/fashion-merchandising-career-outlook/>

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

Human Ecology is a well-established field, and there are many sources of reliable data to support projection vacancies. The Bureau of Labor of Statistics has published surveys concerning the proposed M.S areas of concentration. In Human Ecology. Additionally, the American Association of Family and Consumer Sciences has developed advocacy resources that provide a wide range of reliable data, scholarly articles, and public policy information to show educational training needs and job demand trends.

4. Provide data showing the current and projected supply of prospective graduates.

The number of graduates from the current Bachelor of Science in Human Ecology degree is below:

2021 Fall	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
6	21	36	29	30	34

The projected supply of prospective graduates focuses on the concentration areas of Human Ecology (child development, nutrition and dietetics, family & consumer sciences,

and fashion merchandising) is about ten in the first two years based upon the number of graduates of the B.S. program at UMES. In addition to the undergraduate degrees shown in the table above, the Dietetic Internship is fully subscribed with the six available slots filled each year. Therefore, we project that all six interns will be enrolled in the program and past DI graduates are potential students.

D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

The proposed program is unique and builds upon the existing faculty expertise in the Human Ecology Department at UMES. There are no other Family and Consumer Sciences degree programs on the Eastern Shore of Maryland. Although other institutions in Maryland, such as the University of Maryland College Park and Towson University, offer advanced degrees in family studies, the proposed UMES program does not duplicate similar programs, these institutions are located about 140 miles away from the Eastern Shore.

In addition, we serve a different geographical area and academic program degree-level.

2. Provide justification for the proposed program.

By leveraging the existing Human Ecology faculty expertise in the various concentration areas, we are positioned, in a unique way, to address challenges in the job sectors by supplying much needed qualified preschool teachers, dieticians, and professionals in the fields of fashion merchandising, dietetics & nutrition, and Family & Consumer Sciences to the workforce. For example, there is a current shortage of early childhood education teachers in the State of Maryland due to the planned expansion of public preschool programs and new requirements for Dieticians. In addition, dietetic Interns will be required to have a Master's degree before sitting for their registration examination beginning in January 2024. Thus, the proposed new program will ensure the Department of Human Ecology is positioned to meet workforce demands for future professionals in Human Ecology professions.

E. Relevance to High-demand Programs at Historically Black Institutions (H.B.I.s):

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at H.B.I.'s.

UMES is a Historically Black Institution and would benefit from having a new graduate degree program in Human Ecology as there are no H.B.I.'s in Maryland with this program and degree.

F. Relevance to the identity of Historically Black Institutions (H.B.I.s):

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of H.B.I.s.

There are no H.B.I.'s in Maryland that offer a Master's degree in Human Ecology. While there are Family Science programs at College Park and Towson University, their Master's degrees focus on Couple and Family Therapy and Family Collaboration with a focus on Jewish communities and families. The mission of UMES is to provide opportunities for minorities and first-generation college students, allowing many individuals who might not otherwise have a chance to earn a graduate degree in Human Ecology to do so. The establishment of the proposed Master's Degree program is critical to the mission of UMES as a Historically Black 1890 land-grant institution and to its unique identity as a higher learning institution to facilitate social mobility for those from a disadvantaged background, especially for those from the Lower Shore region where learning opportunities in Child Development, Dietetics and Nutrition, Family and Consumers Sciences, and Fashion Merchandising are severely lacking.

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

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

The proposed program was established through a rigorous review of the University's unmet needs. Implementation of the new program has received approval from the administration, and four new faculty lines have been dedicated to the new program as well. The courses in the proposed Master's degree program will be taught by faculty in the Department of Human Ecology, with four additional faculty members to be hired to balance the teaching load. Adjunct faculty members will also be hired to teach in the program.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The educational objectives and learning outcomes of this Master's degree will equip students to:

1. Demonstrate ongoing synthesis and application of relevant literature, current trends, and emerging issues related to their professional area of interest in Human Ecology.
2. Design a research study/creative project investigating topics within their professional area of interest, including diverse populations.
3. Apply sound evidence-based practices and applications within their professional area of interest in Human Ecology.

3. Explain how the institution will: a) provide assessment of student achievement of learning outcomes in the program; b) document student achievement of learning outcomes in the program

Assessment Methods based on established departmental standards will include the following:

- Assessing written and oral student presentations, written assignments, and research projects.
- Evaluating student performance in exams, quizzes, and assignments in required major courses.
- Assessing comprehensive examination, thesis, or research project report.

4. Provide a list of courses with title, semester credit hours, and course descriptions, along with a description of program requirements.

This program will offer a graduate degree consisting of 30 credits, with 9 core credits in Human Ecology and the remaining 21 credits in the specific concentration area of either child development, nutrition and dietetics, family & consumer sciences, or fashion merchandising. The courses and course descriptions are listed below for the 30 credits offered in the new program.

Students in the Master's of Science in Human Ecology (Child Development, Dietetics and Nutrition, Family and Consumer Sciences, and Fashion Merchandising concentrations) will take thirty (30) credit hours with the Thesis and Non-thesis options. Students can enroll in program courses only if they have been admitted to the program or given permission by the course instructor.

The time limit for completing the M.S. degree is five (5) years from the first enrollment in the graduate program. The UMES Graduate School must approve any exception to the time limit.

Thesis option: students are required to take three core courses (9 credits), a minimum of six concentration area (18 credits) graduate-level courses, and three credits of Thesis

(CHDE 600/NUDT 661/HUEC 600/ FMCT 600). The thesis must be supervised by a faculty member as a thesis advisor. The initial thesis proposal must be defended with an oral presentation (see below) and approved by the student's thesis committee (three members, including the advisor). The thesis must be submitted to the Department in a bound form after the oral defense, which will take place after the thesis research is completed. In addition, a student is required to submit at least one journal/conference paper from their thesis work before the defense.

Non-thesis option: students are required to take three core (9 credits) and a minimum of six concentration area (18 credits) graduate-level courses and three (3) credits of Thesis (CHDE 600/NUDT 600/HUEC 600/ FMCT 600). The non-thesis project must be approved by the project advisor. In addition, a copy of the resulting scholarly paper (if any) must be submitted to the Department.

All M.S. students must choose either the thesis or non-thesis option. Students choosing a non-thesis option will fulfill the comprehensive examination requirement by completing and passing a proctored essay examination. Students must be enrolled in the term in which the comprehensive examination is taken.

Students choosing the thesis option will fulfill the comprehensive examination requirement through the successful oral thesis defense and acceptance of the thesis by the Graduate School. Students must be enrolled in the term in which the oral thesis defense is given.

Admission to the Master's program will be determined primarily based on the applicant's undergraduate grade-point average (G.P.A.). In addition, students admitted to the Master of Science in Human Ecology should possess a bachelor's degree with a major specialization in one of the following areas: fashion merchandising and design, food, and nutrition, business, family studies, health and wellness, elementary education, or child psychology.

All graduate credits must have letter grades of A, B, or C, or pass/fail grades of S (Satisfactory). No more than two graduate courses with letter grade C will be accepted. A minimum grade point average (G.P.A.) of 3.0 is required to remain in good standing and to graduate. A maximum of two graduate-level course units may be transferred from another institution. UMES approval of transfer credit may also be required. Transferred courses must logically fit into the student's graduate program. All courses outside the Human Ecology Master's Program must be graduate-level courses. Prior approval of both student's advisor and the graduate program director is required for all external courses.

Human Ecology Program Core Courses

<u>Course Title</u>	<u>Course Credits</u>
HUEC 508 Research Methods	3 credits
AGSC 605 Statistics in Agricultural Research	3 credits
HUEC 509 Program Leadership & Grantsmanship in Human Ecology	3 credits

Human Ecology Program -Child Development Concentration Courses

<u>Course Title</u>	<u>Course Credits</u>
CHDE 500 Trauma Informed Best Practices for Young Children	3 credits
CHDE 510 Family Advocacy	3 credits
CHDE 520 Theories of Human Development: Neurological Implications	3 credits
CHDE 530 Early Childhood Program Development	3 credits
CHDE 540 Coaching and Mentoring Child Development Professionals	3 credits
CHDE 550 Diversity and Social Justice in Early Learning Settings	3 credits
CHDE 600 Non-thesis Project/Thesis Research/Examination Thesis	3 credits

Human Ecology Program -Dietetics and Nutrition (Clinical Track) Concentration Courses

<u>Course Title</u>	<u>Course Credits</u>
NUTD 600 Pre-professional AP-4 Practice Program (Dietetic Internship)	3 credits
NUDT 601 Integrated Nutrition Metabolism	3 credits
NUDT 605 Therapeutic Cooking for Disease Management	3 credits
NUDT 610 Applied Nutrition Education/Counseling for the Dietetics Profession	3 credits
NUDT 630 Advanced Medical Nutrition Therapy and Assessment	3 credits
NUDT 650 Contemporary Issues in Nutrition	3 credits
NUDT 660 - World Culture Food and Nutrition	3 credits

Human Ecology Program -Dietetics and Nutrition Concentration (Non-Clinical Track) Courses

<u>Course Title</u>	<u>Course Credits</u>
NUDT 602 Nutrition and Wellness across the Lifecycle	3 credits
NUDT 605 Therapeutic Cooking for Disease Management	3 credits
NUDT 611 Food and Nutrition Communication	3 credits
NUDT 631 Food and Nutrition Policy	3 credits
NUDT 650 Contemporary Issues in Nutrition	3 credits
NUDT 660 - World Culture Food and Nutrition	3 credits
NUDT 661 Non-thesis Project/Thesis Research/Examination Thesis	3 credits

Human Ecology Program -Family and Consumer Sciences Concentration Courses

<u>Course Title</u>	<u>Course Credits</u>
HUEC 500Theories and Contemporary Issues in Family and Consumer Sciences	3 credits
HUEC 510 Disparities and Family Development	3 credits
HUEC 520 Foundations of Family Development	3 credits
HUEC 530 Program Planning and Evaluation	3 credits
HUEC 540 Family and Consumer Public Policy	3 credits
HUEC 550 Family Resource Management and Capacity Building	3 credits
HUEC 600 Non-thesis Project/Thesis Research/Examination	3 credits

Human Ecology Program -Fashion Merchandising Concentration Courses

<u>Course Title</u>	<u>Course Credits</u>
FMCT 500 Global Retail and Merchandising	3 credits
FMCT 510 Brand Management	3 credits
FMCT 520 Customer Relationship Management	3 credits
FMCT 530 Sustainability in Retail and Merchandising	3 credits
FMCT 540 Retail and Merchandising Analytics & Technologies	3 credit
FMCT 550 Capstone in Retail and Merchandising	3 credits

HUMAN ECOLOGY MASTER'S PROGRAM COURSE SEQUENCES**Child Development Concentration**

First Term		
Course	Course Title/Area	Credits
CHDE 500	Trauma Informed Best Practices for Young Children	3
HUEC 508	Research Methods	3
CHDE 510	Family Advocacy	3
Total:		9
Second Term		
Course	Course Title/Area	Credits
CHDE 520	Theories of Human Development: Neurological Implications	3
CHDE 540	Coaching and Mentoring Child Development Professionals	3
AGSC 605	Statistics in Agricultural Research	3
Total:		9
Third Term		
CHDE 530	Early Childhood Program Development	3
HUEC 509	Program Leadership & Grantsmanship in Human Sciences/ Human Ecology	3
CHDE 550	Diversity and Social Justice in Early Learning Settings	3
Total:		9
Fourth Term		
CHDE 600	Non-thesis Project/Thesis Research/Examination	3
Total:		3
Total Required Credits for Degree: 30		

Nutrition and Dietetics Concentration – Clinical Track

First Term		
Course	Course Title/Area	Credits
HUEC 508	Research Methodology	3
NUDT 602	Nutrition and Wellness Across the Lifecycle	3
HUEC 509	Human Ecology Leadership and Grant Writing	3
		Total: 9
Second Term		
Course	Course Title/Area	Credits
NUDT 660	World Culture Food and Nutrition	3
AGSC 605	Statistics in Agricultural Research	3
NUDT 631	Food and Nutrition Policy	3
		Total: 9
Third Term		
NUDT 605	Therapeutic Cooking for Disease Management	3
NUDT 611	Food and Nutrition Communication	3
NUDT 650	Contemporary Issues in Nutrition	3
		Total: 9
Fourth Term		
Course	Course Title/Area	Credits
NUTD 600	Pre-professional AP-4 Practice Program	3
		Total: 3
Total Required Credits for Degree: 30		

Nutrition and Dietetics Concentration – Non-Clinical Track

First Term		
Course	Course Title/Area	Credits
HUEC 508	Research Methodology	3
NUDT 602	Nutrition and Wellness Across the Lifecycle	3
HUEC 509	Human Ecology Leadership and Grant Writing	3
		Total: 9
Second Term		
Course	Course Title/Area	Credits
NUDT 660	World Culture Food and Nutrition	3
AGSC 605	Statistics in Agricultural Research	3
NUDT 631	Food and Nutrition Policy	3
		Total: 9
Third Term		
NUDT 605	Therapeutic Cooking for Disease Management	3
NUDT 650	Contemporary Issues in Nutrition	3
		Total: 6
Fourth Term		
Course	Course Title/Area	Credits
NUDT 661	Non-thesis Project/Thesis Research/Examination	3
NUDT 611	Food and Nutrition Communication	3
		Total: 6
Total Required Credits for Degree: 30		

Family and Consumer Sciences Concentration

First Term		
Course	Course Title/Area	Credits
HUEC 500	Theories and Contemporary Issues in Family and Consumer Sciences	3
HUEC 508	Research Methods	3
HUEC 509	Program Leadership & Grantsmanship in Human Sciences/ Human Ecology	3
		Total: 9
Second Term		
Course	Course Title/Area	Credits
HUEC 510	Disparities and Family Development	3
HUEC 520	Foundations of Family Development	3
AGSC 605	Statistics in Agricultural Research	
		Total: 9
Third Term		
HUEC 530	Program Planning and Evaluation	3
HUEC 540	Family and Consumer Public Policy	3
HUEC 550	Family Resource Management and Capacity Building	3
		Total: 9
Fourth Term		
HUEC 600	Non-thesis Project/Thesis Research/Examination	3
		Total: 3
Total Required Credits for Degree: 30		

Fashion Merchandising Concentration

First Term		
Course	Course Title/Area	Credits
FMCT 500	Global Retail and Merchandising	3
HUEC 508	Research Methods	3
FMCT 510	Brand Management	3
Total:		9
Second Term		
Course	Course Title/Area	Credits
FMCT 520	Customer Relationship Management	3
HUEC 509	Program Leadership & Grantsmanship in Human Sciences/ Human Ecology	3
AGSC 605	Statistics in Agricultural Research	3
Total:		9
Third Term		
FMCT 530	Sustainability in Retail & Merchandising	3
FMCT 540	Retail and Merchandising Analytics & Technologies	3
FMCT 550	Capstone in Retail and Merchandising	3
Total:		9
Fourth Term		
Course	Course Title/Area	Credits
FMCT 600	Non-thesis Project/Thesis Research /Examination	3
Total:		3
Total Required Credits for Degree: 30		

HUMAN ECOLOGY MASTER'S PROGRAM COURSE DESCRIPTIONS

AGSC 605 Statistics in Agricultural Research

3 credits

Emphasis is placed on techniques and application of statistical and experimental design, data acquisition, analysis, interpretation and presentation as applied to Agricultural Sciences.

CHDE 500 Trauma-Informed Best Practices for Young Children 3 credits

Students will explore research-based methods to invigorate wellness among families, communities, and individuals, prepare to become impactful child advocates, evaluate resources, examine resiliency and support the emergence of protective factors and strategies.

CHDE 510 Family Advocacy 3 credits

This course will explore and support minority culture and languages in a pluralistic society and determine effective methods for accessing advocacy, translation services, and resources.

CHDE 520 Theories of Human Development: Neurological Implications 3 credits

Using theoretical models and the evaluation of theory-based research, this course closely scrutinizes the architecture of the brain, sensory pathways; the influence of nature and nurture on the developing brain, and discusses early intervention techniques with children experiencing toxic stress.

CHDE 530 Early Childhood Program Development 3 credits

To prepare the child development specialist for roles in early learning program administration, this course will delineate specific ways to develop business plans, locate funding sources, understand federal funding regulations and guidelines and write and submit grant proposals.

CHDE 540 Coaching and Mentoring Child Development Professionals 3 credits

Child development leaders serve a vital role of supporting individualized and ongoing staff growth within their programs. This action-based course models transformative

coaching and mentoring methods with a focus on developing soft skills, problem-solving, using observation as a springboard for communication, critical interpretation, and genuine and collaborative counseling opportunities. Proven best practices in adult learning theories are modeled and demonstrated throughout the course. (3 hrs.)

CHDE 550 Diversity and Social Justice in Early Learning Settings 3 credits

The vital pillars of equity, access, participation, and rights are foremost considerations for all early learning professionals. Students will examine historical and contemporary examples of academic freedom and First Amendment Rights in early learning settings, develop program standards uniquely shaped to fit children's needs to ensure all are physically and psychologically safe and secure, and research ways to promote a sense of security and belonging to influence public policy throughout their professional careers.

CHDE 600 Non-thesis Project/Thesis Research/Examination Thesis 3 credits

Students will work towards completing their thesis proposal, research project, or comprehensive examination. Prerequisite: HUEC 508 Research Methods

*This course must be completed within the last nine (9) credits of the program

FMCT 500 Global Retail and Merchandising 3 credits

This course examines the global landscape of retail and merchandising, highlighting economic and social conditions influencing apparel trade and retailing consumption; students will explore the role of government, industry, and consumers in the production, sourcing, distribution, and consumption of apparel in the global economy.

FMCT 510 Brand Management 3 credits

Students will develop branding strategies for the major selling channels, including brick-and-mortar retailers, online and other direct marketing outlets. Students will research and experience fashion retail brands in today's multichannel fashion context. The course will also explore social and cultural issues impacting the methods that consumers use to purchase merchandise, as well as how retailers use multichannel methods to communicate, represent and translate their product's position in the fashion market.

FMCT 520 Customer Relationship Management 3 credits

This course will cover the history of customer relationship management (CRM), the evolution of CRM, CRM as it relates to customer experience, effective CRM strategy, and CRM tools and technologies. The course includes case studies, and students will create a CRM strategy for a retailer.

FMCT 530 Sustainability in Retail and Merchandising 3 credits

This course introduces students to the concept, history, and science of sustainability and its relationship within the apparel, textiles, and fashion industries. Course topics include understanding human-induced climate change in the environment and the local and global effects fashion and industry have on the Earth and its peoples. Past, present, and future apparel supply chains, practices, and technologies will be examined and taught through class discussions and readings, hands-on learning, and case studies. Students will gain knowledge of sustainability practices and skills for fashion and related businesses.

FMCT 540 Retail and Merchandising Analytics & Technologies 3 credits

This course will introduce students to various research methodologies within consumer, apparel, and retailing. Special emphasis will be placed on identification and creation of research problems, the development of research designs, and analysis procedures to address those research problems. Fashion retail analysis will be necessary to complete this course. Students will be expected to closely examine actual multi-national retail companies and identify areas of new assortment opportunity, assess the market feasibility for global expansion, evaluate technology and operational challenges, and create a course of action. Prerequisite: HUEC 508 Research Methods

FMCT 550 Capstone in Retail and Merchandising 3 credits

The capstone course requires the application, analysis, and synthesis of the fashion retail and merchandising curriculum to assess the students' level of comprehension. Students will follow standard industry processes in the research and analysis of the consumer, retail business sectors, product development, assortment planning, global strategies, and select technologies. Drawing upon coursework, industry knowledge, and work experience, students collaborate on a group project to conceive a line of merchandise as a new wholesaler in a specific product category that will be sellable for prospective target retailers (primary customer) and their target consumers (the secondary customer). The capstone project concludes with a comprehensive written report and an oral presentation.

FMCT 600 Non-thesis Project/Thesis Research/Examination Thesis 3 credits

Students will work towards completing their thesis proposal, research project, or comprehensive examination. Prerequisite: HUEC 508 Research Methods

*This course must be completed within the last nine (9) credits of the program

HUEC 500 Theories and Contemporary Issues in Family and Consumer Sciences 3 credits

Theories used in Family and Consumer Sciences and related fields. Students will apply the Family and Consumer Sciences integrative body of knowledge framework to propose solutions to local, national, and global issues impacting families.

HUEC 510 Disparities and Family Development 3 credits

An analysis of the impact of racial/ethnic disparities on family development over the life cycle and in generations. An examination of the historical, psychosocial, economic, and political factors influencing the structure and functioning with an emphasis on ethnic/minority families.

HUEC 520 Foundations of Family Development 3 credits

Human development, including cognitive, social-emotional, motor, language, and moral domains from both lifespan and bio-ecological perspectives. The course focuses on major development theories and current research on the micro-macro relationship.

HUEC 530 Program Planning and Evaluation

An overview of the program development process and outcome evaluation of community, children, and family programs. Students develop knowledge through participating in a community-based project involving the practical application of program design and evaluation methods.

HUEC 540 Family and Consumer Public Policy 3 credits

Development and analysis of public policies affecting the well-being of children, youth, and families, with an emphasis on low-income and ethnic minority populations. Examination of social, economic, and political dynamics that influence family policies and the delivery of services.

HUEC 550 Family Resource Management and Capacity Building

The effective management of resources to help families build their capacity to meet life needs and thrive. Resources include personal and family finance, community networks, time, money, energy, material assets, space, and the environment.

HUEC 600 Non-thesis Project/Thesis Research/Examination 3 credits

Students will work towards completing their thesis proposal, research project, or comprehensive examination. Prerequisite: HUEC 508 Research Methods

*This course must be completed within the last nine (9) credits of the program

NUTD 600 Pre-professional AP-4 Practice Program 3 credits

Pre-professional practice – the dietetic internship is a performance-based generalist program designed to bridge the gap between the didactic education and entry-level professional dietetic practice. Approved by the Accreditation Council for Education in Nutrition and Dietetics for the Academy of Nutrition and Dietetics, the program requires a minimum of 1200 clock hours of supervised practice in foodservice systems management, clinical nutrition, diabetes outpatient services, and community nutrition with a concentration in Diabetes Education and Counseling. This internship has a concentration in diabetes.

NUDT 601 Integrated Nutrition Metabolism 3 credits

Integration of biochemical, physiological, and hormonal processes involved in nutrient metabolism and function in maintaining human health.

NUDT 602 Nutrition and Wellness Across the Lifecycle 3 credits

This is an advanced course that focuses on the nutritional needs across the lifespan. Students will research the best nutrition practices for each life stage and use case literature to examine how these practices improve health. Projects will examine how life events influence eating habits and ways dietary guidance can be used to improve overall well-being.

NUDT 605 Therapeutic Cooking for Disease Management 3 credits

The focus of this course is on food and diets that claim to aid people in recovery from special conditions or illnesses, or that support the management of chronic disease. Students evaluate the evidence regarding the diet's validity and learn how to design, adapt, and prepare dishes, meals, and remedies that are thought to be health-supportive for individuals or groups and that adhere to particular recovery-type diet protocols.

NUDT 611 Food and Nutrition Communication**3 credits**

This course will explore the various forms and styles of communication used to convey information about food and nutrition. Students will gain knowledge about cultural influences on foodways and how this shapes the way information about food is communicated. Practical experience using evidence-based strategies to create food and nutrition messages, and techniques to assess their effectiveness, will be provided throughout the course.

NUDT 631 Food and Nutrition Policy**3 credits**

This course will provide an overview of the history of food and nutrition policies. It will include an examination of the institutions, stakeholders, and current issues influencing national and international food and nutrition policy development. Food and nutrition regulations will be discussed in the context of how they influence private and public sector food access. Students will explore the influence of economics and climate change on food and nutrition policy and examine the gaps in current policies. They will also be given opportunities to be directly involved in food and nutrition advocacy.

NUDT 650 Contemporary Issues in Nutrition 3 credits

Advanced study of a variety of current, new, and/or controversial topics in the field of foods, nutrition, and dietetics. Exploration of current issues impacting food and nutrition and interactions between food choice and ecology, including such areas as food technology, the impact of climate change on food systems, water use and sustainable agriculture, nutrigenomics, and food security, are discussed.

NUDT 660 World Culture Food and Nutrition 3 credits

This course explores traditional cultural foods from around the world to increase cultural competency and effective communication with clients and community members. Foodways include but are not limited to how food is selected, prepared, presented, and consumed. Flavor profiles and commonly used ingredients and dishes will be explored to understand how and to what extent traditional foodways impact societies and cultural norms. Additionally, fusion cuisine will be explored to understand how one cultural cuisine can impact another and, in turn, be impacted by others in areas where people groups meet or as a result of global migration. Finally, students will examine their own food culture, biases, and how these impact personal and professional interactions with others. Food tastings and sensory experiences will expose students to a variety of global cuisines allowing students to compare and contrast flavors. Food security and world hunger are included.

NUDT 661 Non-Thesis Project/Thesis Research/Examination Thesis 3 credits

Students will work towards completing their thesis proposal, research project, or comprehensive examination. Prerequisite: HUEC 508 Research Methods

*This course must be completed within the last nine (9) credits of the program

5. Discuss how general education requirements will be met, if applicable.

As this is a Master's degree program, all the courses will be focused on specialized areas related to the Human Ecology disciplines with no general education courses required for the degree program.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Those students seeking a Master's degree in the nutrition and dietetics clinical track will be enrolled in the accredited Dietetic Internship.

There are no required certifications or accreditations for all other concentration areas (child development, family & consumer sciences, fashion merchandising, Nutrition, and Dietetics - non –clinical track).

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract

There will be no contracting with other entities.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management systems, availability of academic support services and financial aid resources, and costs and payment policies.

The entire curriculum and course-specific information of the proposed degree program will be posted on the Department of Human Ecology website: www.umes.edu/he. Information about the availability of academic/student support services, financial aid resources, and tuition payment policies can be found on the UMES Office of Graduate Studies website and the Financial Aid Office of UMES.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and administration materials will clearly and accurately represent the proposed program and the services available.

The program will be advertised alongside other academic graduate programs within the School of Agricultural and Natural Sciences at UMES. Additionally, UMES Public Relations Office will share news of the program through university forums such as the UMES Facebook page, the University Key, and the UMES alumni association.

H. Adequacy of Articulation:

1. If applicable, discuss how the program supports articulation with programs institutions. Provide all relevant articulation agreements.

The proposed program does not have articulation partners currently at the Master's Degree program level. The goal of UMES is to work with partner institutions to provide a pathway for many students interested in Human Ecology related fields to obtain a Master's degree.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11): 1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct), and the course(s) each faculty will teach in the proposed program.

The proposed program will need to hire additional faculty to teach and advise students in the major. Currently, the Human Ecology Department has eight full-time faculty members and four adjunct faculty. Four additional faculty members will be hired to support the new M.S. in Human Ecology.

The existing seven (8) faculty are listed below:

Mr. Michael Kirtsos, RD, CSSD, L.D.N., Lecturer and Dietetic Internship Director. He received his Master's in Applied Health Physiology from Salisbury University. His primary research area is in sports nutrition.

Dr. Malinda Cecil, R.D.N., L.D.N., Visiting Lecturer, and D.P.D. Director, she received her PhD. in Organizational Leadership in Health and Human Services from the University of Maryland Eastern Shore. Her Master's degree is in Food and Nutrition with a Public Health Traineeship from Virginia Tech. Her areas of research interest are in recruitment and retention in dietetic education and community nutrition.

Dr. Donna Satterlee, Associate Professor in Child Development. She received her Doctorate in Educational Leadership and Change from Fielding Graduate University. In addition, she has a Master's in Special Education from Old Dominion University. Her primary research areas are related to early education curriculum development and child, family, and community collaboration.

Dr. Donna Long, Associate Professor in Child Development and Director of Child and Family Development Center. She received her Doctorate of Education in Innovation and Leadership from Wilmington University. In addition, she has a Master's in Educational Leadership from Trevecca Nazarene University. Her primary research area is in childcare administration.

Dr. Li Zhou, Assistant Professor in Child Development. She received her Doctorate of Education in Curriculum and Instruction from Indiana University of Pennsylvania. She has a Master's in TESOL/Applied Linguistics from Indiana University of Pennsylvania. Her primary research area is in early education curriculum development.

Dr. Bridgett Clinton-Scott, Associate Professor in Fashion Merchandising. She received her Doctorate of Management from the University of Maryland Global Campus. She has a Master's in Merchandise Management from Michigan State University. Her primary research area is fashion sustainability, consumer behavior, and creative scholarship in fashion design.

Dr. John Jacob, Associate Professor in Fashion Merchandising. He received his Masters of Science and a Ph. D, both in Clothing and Textiles for Virginia Tech. His research interests include clothing and the social construction of gender, aesthetic movements in fashion history, sustainability, the social construction of ideal body types and body image, and creative scholarship in fashion design.

Dr. Grace Namwamba, Chair, and Professor of Fashion Merchandising. She holds a Masters in Home Economics Education from the University of North Carolina Greensboro and a Ph.D. in Family and Consumer Sciences Education from Iowa State University. She is currently Chair of the Department of Human Ecology at UMES. She teaches courses in Apparel & Textiles and Family and Consumer Sciences. Her focus has been on digital textile printing and 3D virtual prototyping for apparel products.

Four (4) new faculty are needed to support curriculum development and instruction of the new Master's program. One new faculty member will be hired to support delivery in the concentration areas of Child Development, Nutrition and Dietetics, Fashion Merchandising, and Family and Consumer Sciences.

2. Demonstrate how the institution will provide the ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

a) pedagogy that meets the needs of students

b) the learning management system

(a) and (b): Faculty support for the development and instruction of courses is

provided by the Faculty Development Center and Center of Instructional Technology and Online Learning at UMES.

c) evidenced-based best practices for distance education, if distance education is offered

N/A

J. Adequacy of Library Resources: (as outlined in COMAR 13B.02.03.12)

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The University assures that institutional library resources meet the new program needs. For the proposed degree program, typically library resources include textbooks, reference books and technical papers. Any resources not currently available in the UMES library can be accessed through the Inter-Library Loan (ILL) services.

The Frederick Douglass Library is centrally located in the Academic Oval. It is primarily the intellectual nucleus for the University that houses supportive and supplemental acquisitions in a variety of formats that connects all academic disciplines.

The Family and Consumer Sciences collections are a part of the library's core collection. In addition, the Family and Consumer Science electronic collection have access to over 70 online databases and over 96,500 eBooks to meet the needs of the students and faculty.

Library instruction sessions are an integral component of the Frederick Douglass Library's agenda to support the research needs of the University's curriculum, its students, faculty, staff, and the Eastern Shore. To support these research needs, library instruction offers classes to provide instruction in information literacy, library orientation,

and utilization of digital resources both on and off-campus. A library instruction session can range from an overview of the library to advanced or subject-specific research assistance.

When the library does not have the needed resource, Inter-Library Loan and Inter-Campus Loan services are available to process requests from students, faculty, and staff who request to borrow resources the Frederick Douglass Library does not have available in the library. Inter-Library Loan service allows you to take advantage of the millions of items available at other libraries for use in research. Inter-Campus Loan allows you to request items from other University of Maryland System Libraries.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment:

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

The Department of Human Ecology has the necessary resources to initiate and support the proposed M.S. degree. In the past three years, the Department of Human Ecology has made several upgrades to classrooms and laboratories using a combination of State General Fund and grant dollars. The apparel construction lab was upgraded using State funds in 2016, whereby ten industrial sewing machines were purchased to replace home-sewing machines. Through an 1890 Capacity Building grant, the Center was established. The same funds were used to purchase a 3D body scanner and a digital textile printer.

We also used State funds to upgrade scanning equipment to enhance our document digitization process in the main office. In addition, the I.T. department did upgrades to multi-media presentation equipment in two classrooms as part of a University-wide effort.

Our Department was recently approved for funding from the U.S. Department of Agriculture 1890 Facilities Grant Program for a total of \$687,200. These funds will be used to implement our technology plan, which involves upgrading classrooms and laboratories across the Department.

The students will have access to the following: The UMES Child and Family Development Center (CFDC) is a Maryland licensed laboratory school environment for sixty-three children ages infancy through twelve.

The Foods and Nutrition Laboratory consists of three kitchen units with a variety of food preparation equipment designed to provide students with an opportunity to explore the scientific principles of food preparation. Additional Nutrition lab space is available in the Food Sciences building.

The Center of Fashion Merchandising and Design Technology (CFMDT) provides students with hands-on experience with industry-standard software such as the Lectra System and the latest in CAD hardware. In addition, students have access to textile testing equipment and an apparel production lab. The Department also has a historic costume collection that features costumes and accessories from the early 1900s to the present day.

The Department has been given additional space in Kiah Hall. The space will be used to establish laboratories and additional faculty offices.

2. Provide assurance and any appropriate evidence that the institution will ensure students are enrolled in and faculty teaching in distance education will have adequate access to: a) An institutional electronic mailing system, and b) A learning management system that provides the necessary technological support for distance education.

- a) Students enrolled, and faculty will be assigned University emails for communication. The system also provides video conferencing via Google Meets.
- b) Students enrolled, and faculty will have access to Canvas, the official Learning Management System. Faculty support for the development and instruction is provided by the Center for Instructional Technology and Online Learning (CITOL). The Academic Computing Unit will also provide support.

L. Adequacy of Financial Resources with Documentation:

1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of these funds.

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	111600	151780	193525	236850	322120
a. Number of F/T Students	15	20	25	30	40
b. Annual Tuition/Fee Rate	7440	7589	7741	7895	8053

c. Total F/T Revenue (a x b)	111600	151780	193525	236850	322120
d. Number of P/T Students					
e. Credit Hour Rate					
f. Annual Credit Hour Rate					
g. Total P/T Revenue (d x e x f)					
3. Grants, Contracts & Other External Sources					
4. Other Sources (MHEC Vs Coalition lawsuit Settlement)	282000	275000	275000	345000	345000
TOTAL (Add 1 – 4)	393600	426780	468525	581850	667120

Resources and Narrative Rationale

1. New General Funds: This program will be funded by proceeds from the HBCU Coalition Vs. MHEC lawsuit settlement.
2. Additional funds will be generated from tuition and fees.
3. No funds will be reallocated.

2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	283500	283500	283500	378000	378000
a. Number of FTE	3	3	3	4	4
b. Total Salary	210000	210000	210000	280000	280000
c. Total Benefits	73500	73500	73500	98000	98000
2. Admin. Staff (b + c below)					
a. Number of FTE					
b. Total Salary					

c. Total Benefits					
3. Support Staff (b + c below)					
a. Number of FTE					
b. Total Salary					
c. Total Benefits					
4. Technical Support and Equipment	7000				
5. Library					
6. New or Renovated Space					
7. Other Expenses					
TOTAL (Add 1 – 7)	290500	283500	283500	378000	378000

Program Expenditures and Narrative Rationale

1. Faculty expenses: Four full-time tenure track faculty members will be hired to support the program. The funding will be made available from the HBCU Vs. MHEC lawsuit settlement. Details of the additional faculty are as follows:

The four FTEs will be distributed as follows: Child and Family Studies, 1 FTE, Family, and Consumer Sciences, 1 FTE, Fashion Merchandising, 1 FTE, Food and Nutrition, 1 FTE.

Additionally, four adjunct faculty members will be hired to support the four areas of concentration indicated above.

M. Adequacy of Provisions of Evaluation of Program: (as outlined by COMAR 13B.02.03.15)

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

Evaluation of Courses:

The Department of Human Ecology holds annual retreats to set the year's agenda and review the curriculum. During these sessions, faculty from each concentration will review the curriculum and determine if they need to revise, update, change, or add new courses. The departmental curriculum committee will review and take action on the proposed changes, which will be transmitted to the Department Chair and higher levels.

Evaluation of Faculty:

At the University of Maryland Eastern Shore, all faculty members are expected to meet their professional and institution commitments, including teaching, academic advising, and engaging in research and service. Because student involvement in the evaluation of teaching is considered important, students conduct faculty evaluations at the end of each semester, and the rating and comments are one factor in the final performance rating of the faculty member. The Chair also conducts classroom visits to observe teaching. Factors such as the quality of the syllabus and teaching materials are considered in determining the effectiveness of an instructor.

The Chair conducts faculty evaluation, an annual process that begins with submitting. Following a review of the goals during a meeting with the faculty and Chair, the goals are modified and accepted as deemed appropriate. A final report of the accomplishments of the goals is due in March of each year. Mid-year reviews with faculty are encouraged to ascertain faculty progress or concerns. A final review meeting takes place during April.

Evaluation of Student Learning Outcomes.

The Department of Human Ecology uses assessment data to make informed curriculum decisions regarding improving teaching and learning processes. The Department is strongly engaged in the assessment of Student Learning Outcomes. A well-developed assessment plan is used to gather data to improve student learning at the undergraduate level. The plan will be updated to include the new graduate program. The process will start with the collaborative determination of program learning outcomes (P.L.O.). Then, student learning outcomes will be developed from the P.L.O.'s.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost effectiveness.

Assessment of Student Learning Outcomes:

The new program includes a core curriculum for all concentrations. In addition, a formalized and a thorough and systematic assessment process will be put in place as follows:

- Program learning outcomes will be established with input from all faculty members.
- Each concentration will establish its learning outcomes (derived from the program learning outcomes).
- Key assessments will be developed to assess the program's core courses.
- Each concentration will develop key assessments to assess the areas of concentration.

- All courses will have course learning outcomes that map to the concentration and program learning outcomes.
- Learning outcomes results will be submitted to the Assessment Committee, and a report will be compiled.
- Faculty members will review the assessment reports and close the loop as needed.

Student Retention:

The most important aspect of student retention is ensuring that the program is high quality. This will be attained through hiring highly qualified and experienced faculty members. The curriculum will be regularly updated to ensure relevance to current and future trends. The learning environment will be positive and supportive of students. The Department will ensure that all the resources needed are provided in a timely fashion.

Student engagement activities will be conducted to increase cohesion and pride of belonging to the program.

Student and Faculty Satisfaction:

Student satisfaction will be measured using course evaluation and exit interview surveys.

Faculty satisfaction will be measured through the annual evaluation process, including a planning and goals setting session in the fall, a mid-year review in February, and a final evaluation session at the end of the spring semester. A Campus climate survey will also help in assessing faculty satisfaction. Additionally, informal feedback from faculty will be used to determine faculty and student satisfaction, and adjustments will be made accordingly.

Cost Effectiveness

The MS in Human Ecology will be an online program except for the Dietetics concentration, which will be hybrid. There are few physical resources needed to implement the program. The main input is faculty salaries, and funds have been allocated to support four full-time positions and several adjunct positions. The existing faculty members in the Department will also have an opportunity to contribute by teaching courses in the new program. Because of the remote nature of the program, it will be easy to attract a highly qualified and stable adjunct faculty base to assist in teaching courses at a cheaper rate. Based on current graduation data from the undergraduate program, the degree will produce enough revenue to self-sustain within a few years.

N. Consistency with the State’s Minority Achievement Goals: (as outlined by COMAR 13B.02.03.05).

1. Discuss how the proposed program addresses minority student access and success, and the institution’s cultural diversity goals and initiatives.

The proposed program would be unique in Maryland and will be attractive to students from racial groups that are not highly represented at UMES. Our Dietetic Internship program has been able to attract white students from Maryland and across the United States. The impact of the DI program will be significantly increased with the implementation of this degree in terms of increasing the diversity of the UMES student body.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

N/A

P. Adequacy of Distance Education Programs: (as outlined by COMAR 13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

As outlined by the Distance Education Maryland Code of Regulations (<http://mdrules.elaws.us/comar/13b.02.03.22>), UMES meets all the requirements to engage in distance education and offer an online program.

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

N/A