

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

NOTE: Changes to programs may require course changes, which must be processed electronically. Any questions should be directed to Interim Curriculum Manager Nicolas Witschi at 7-4356 or nicolas.witschi@wmich.edu

DEPARTMENT: Family and Consumer Sciences
PROPOSED EFFECTIVE FALL YEAR: 2022

COLLEGE: Education and Human Development

PROPOSED IMPROVEMENTS: *Academic Program Proposed Improvements*

- | | | |
|---|--|--|
| <input type="checkbox"/> New degree* | <input type="checkbox"/> New minor* | <input type="checkbox"/> Admission requirements |
| <input type="checkbox"/> New major* | <input type="checkbox"/> Deletion* | <input type="checkbox"/> Graduation requirements |
| <input type="checkbox"/> New curriculum* | <input type="checkbox"/> Revised major | <input type="checkbox"/> Change in Title |
| <input checked="" type="checkbox"/> New UG concentration* | <input type="checkbox"/> Revised minor | <input type="checkbox"/> Transfer |
| <input type="checkbox"/> New certificate* | | |
| <input type="checkbox"/> Other (explain**) | ** Other: | |

Title of degree, curriculum, major, minor, concentration, or certificate: **Family Science and Human Development: Youth and Community Development**

Chair, Department Curriculum Committee: Mary Beth Janssen	Date 10/1/2021
--	-----------------------

CHECKLIST FOR DEPARTMENT CHAIRS/DIRECTORS

- ☐ For new programs and other changes that have resource implications, the dean has been consulted.
- ☐ When appropriate, letters of support from department faculty are attached.
- ☐ When appropriate, letters of support from other departments in the same college are attached.
- ☐ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☐ The proposal has been reviewed by HIGE for possible implications for international student enrollment.
- ☐ The proposal is consistent with the departmental assessment plan, and identifies measurable learning outcomes for assessment.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair/Director: Suzan F. Ayers	Date 10/1/21
---------------------------------------	---------------------

CHECKLIST FOR COLLEGE CURRICULUM COMMITTEE

- ☐ The academic quality of the proposal and the faculty involved has been reviewed.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ Consistency between the proposal and the relevant catalog language has been confirmed.
- ☐ The proposal has been reviewed for effect on students transferring from Michigan community colleges. Detailed information on transfer articulation must be included with undergraduate proposals.
- ☐ Consistency between the proposal and the College and department assessment plans has been confirmed.
- ☐ Consistency between the proposal and the College and department strategic plans has been confirmed.

- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair, College Curriculum Committee:	Date
---	-------------

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

CHECKLIST FOR COLLEGE DEANS

- ☐ For new programs and proposed program deletions, the provost has been consulted.
- ☐ For new programs, letter of support from University Libraries Dean indicating library resource requirements have been met.
- ☐ When appropriate, letters of support from other college faculty and/or chairs are attached.
- ☐ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☐ The proposal has been reviewed for implications for accreditation, certification, or licensure.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Dean:	Date
--------------	-------------

FOR PROPOSALS REQUIRING REVIEW BY:

GSC/USC; EPGC, GRADUATE COLLEGE, and/or FACULTY SENATE EXECUTIVE BOARD

<input type="checkbox"/> Return to Dean <input type="checkbox"/> Forward to:	Curriculum Manager:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by Chair, GSC/USC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Chair, EPGC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Graduate College Dean:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Faculty Senate President:	Date

<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	<div>*needs review by</div> <div>Provost:</div>	Date
--	---	------

NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS

1. Explain briefly and clearly the proposed improvement:

This proposal establishes the Family Science and Human Development: Youth and Community Development Concentration.

2. Rationale. Give your reason(s) for the proposed improvement.

This proposal is part of a package of proposals (see Table 1 below) that establishes, among other program improvements, three formal concentrations in Family Science and Human Development (FSHD): 1. FSHD: Child Development and Services; 2. FSHD: Family Studies; 3. FSHD: Youth and Community Development. The addition of the Family Science and Human Development: Youth and Community Development concentration accompanies the proposed deletion of the Youth and Community Development major and is designed to provide clarity for students, academic advisors, employers, and marketing/recruitment efforts.

We are proposing the improvements noted in Table 1 in response to curriculum changes in WMU's early childhood education program and recommendations by the Provost and Dean of the CEHD to implement efficiencies. The faculty chose to include the "Family Science and Human Development" preface within each of the proposed concentration titles to acknowledge their positioning within the larger discipline and practice of Family Science. Please find more details on the disciplinary identity of Family Science within the attached letter of support from Diane L. Cushman, Executive Director, National Council on Family Relations. Additional information may be found at <https://family.science/what-is-family-science>.

The Department of Teaching, Learning, and Educational Studies (TLES) has offered a BS in Elementary Education with Early Childhood Endorsement (birth to age 8) for many years. Meanwhile, since 2009 the Department of Family and Consumer Sciences has offered a BS in Child and Family Development, created in response to the growing need at that time for a large pool of bachelor-level staff to work with young children and their families. An efficient means of establishing this cadre of professionals was reaching out to those with an associate's degree to complete a bachelor's degree. A major with child development in its title was more recognizable to employers than a major in Family Studies and in some instances, "child development" in the title of a degree was necessary. From 2001 to 2009, child development was a track (referred to as an "emphasis area" at the time) in the Family Studies major.

Since 2009, the Department of FCS has directed students interested in obtaining a teacher certification to the BS in Elementary Education with Early Childhood Endorsement; meanwhile, the Department of TLES has directed students not interested in teacher certification but interested in working with young children and youth to the BS in Child and Family Development and the BS in Youth and Community Development.

Recently, the Michigan Department of Education (MDE) has enacted major changes in the requirements for the certification of teachers, moving from two base teaching certificates (i.e., Elementary and Secondary) to six grade bands [Birth to Kindergarten (BK), Pre-Kindergarten to Third Grade (PK-3), Grades 3 to 6 (3-6), Grades 5 to 9 (5-9), Grades 7 to 12 (7-12), and Grades Kindergarten to 12 (K-12)]. Three CEHD departments (Family & Consumer Sciences; Special Education & Literacy Studies; and Teaching, Learning, and Educational Studies) have collaborated in the development of two interdisciplinary majors, *Early Learning and Intervention: Birth through Kindergarten and Early Childhood Unified Education: Birth through Third Grade* in response to the MDE's new Standards for the Preparation of Teachers of Early Childhood General and Special Education Birth Through Kindergarten (B-K). Students who wish to establish careers in such federally funded programs as Head Start, the Great Start Readiness Program, or early education special education programs will need to enroll in the interdisciplinary ELD major. In the past students graduating with a bachelor's in Child and Family Development would have qualified to work in these programs.

Family Science faculty are proposing to close the *Youth and Community Development* major and establish the Family Science and Human Development: Youth and Community Development concentration. Doing so will clarify which degree students should choose while also providing a course of study for those students who seek a foundation in child development for employment in such settings as child welfare, child care or adoption services, and/or graduate study in Child Life (i.e., certification as a Child Life Specialist).

The addition of the Youth and Community Concentration is part of a package of undergraduate program improvement proposals that allow continuation of an academic program in youth and community development in a more efficient format. The current BS in Youth and Community Development is a 63 credit hour major. The Family Science and Human Development: Youth and Community Development concentration has 54 credit hours. This change will provide clarity for students, academic advisors, and employers and aid marketing/recruitment efforts. The 54 credit hour requirement is consistent across all three of the proposed FCHD concentrations in the program improvement package.

Table 1. Proposed Changes to the Family Science Undergraduate Programs

PROGRAMS: Current – Fall 2021	PROPOSED CHANGES Proposed changes are noted in blue.	AFTER PROPOSED CHANGES: FALL 2022
BS in Child and Family Development (59 credit hours)	BS in Child and Family Development – Close	Will teach out
BS in Family Studies (56 credit hours)	BS in Family Studies – Close	Will teach out
BS in Youth and Community Development (63 credit hours)	BS in Youth and Community Development – Close	Will teach out
	Family Science and Human Development 1) Concentration in Child Development and Services (54 credit hours)– Propose 2) Concentration in Family Studies (54 credit hours) – Propose 3) Concentration in Youth and Community Development (54 credit hours) – Propose	Family Science and Human Development 1) Concentration in Child Development and Services (54 credit hours) 2) Concentration in Family Studies (54 credit hours) 3) Concentration in Youth and Community Development (54 credit hours)
Minor in Family Science (24 credit hours)	Minor in Family Science (15 credit hours) – REVISE	Minor in Family Science (15 credit hours)
	Minor in Human Development (15 credit hours)– Propose	Minor in Human Development (15 credit hours)
	Minor in Youth and Community Development (15 credit hours)– Propose	Minor in Youth and Community Development (15 credit hours)
New Courses or Revisions to Current Courses		
Current - Fall 2021	Proposed changes	After proposed changes: Fall 2022
FCS 1010	FCS 1010 - Revise (proposal completed and submitted online)	Students take the revised course
FCS 4290	No longer required for proposed concentrations No need to close this class since other program areas use FCS 4290	Advising is directed to sub FCS 4295 for FCS 4290 for YCD, FS, CFD majors in catalog years prior to 2022
	FCS 4295- Propose (proposal completed and submitted online); replaces FCS 4290 for the FSHD concentrations	FSHD students take FCS 4295 instead of FCS 4290
	FCS 1050- Propose (proposal completed and submitted online)	Students in the Child Development and Services concentration with the Child Life Foundations track take FCS 1050

3. Effect on other colleges, departments, or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

The addition of Family Science and Human Development concentrations will help advisors guide students to the degree that best fits their career plans: the Early Learning and Development Major or one of the Family Science and Human Development concentrations. Advisors will also be able to show how the FSHD concentrations are related yet provide students the opportunity to specialize.

Please see attached: letters of support from Dr. Piazza, Interim Department Chair of TLES, Dr. Talbot, Department Chair of ELRT, Dr. Hahn, Program and Internship Coordinator of B.S. Healthcare Services and Sciences and Dr. Manley, associate professor in Workforce Education and Development (these letters also address the other proposed changes that accompany this program improvement proposal.)

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

Current Youth and Community Development majors will have the option to change to the Family Science and Human Development: Youth and Community Development concentration or they can be taught out in their old major, as the required courses (or substitutions identified and shared with academic advising) will still be offered. Table 2 "Classes in Proposed Concentrations and Minors" details how the proposed change fits with other departmental offerings and can be found in the appendices.

5. Alignment with college's and department's strategic plan, mission, and vision.

This proposal is a part of a package that addresses directives and recommendations from the Provost (spring 21 conversation during her office hours) and Dean of CEHD regarding efficiency. The proposal and package specifically address strategic priority 1 in the recently finalized CEHD strategic priorities and initiatives. Priority 1 is "to develop and maintain a suite of programs that are inclusive, high quality, innovative, forward-looking, and trend-setting". This proposal and package aim to increase performance in all of these areas. These changes dovetail with the CEHD's interdisciplinary programming in early childhood by providing clarity to students interested in careers that do not require teacher certification. This proposal and package is aligned with the FCS department's mission as an entity that "provides integrative educational programs and conducts research focused on reciprocal relationships; relationships among individuals, families and their near environments with the goal of improving the quality of life within a dynamic global community". Additionally, this proposal and package is aligned with the mission of CEHD in that it enhances our already robust ability to develop "professionals who positively impact our global society", "advances knowledge through teaching" by improving and streamlining our course offerings, and enhances "the university and its stakeholders through transformative field experiences and collaborations" by revising our internship class and creating more opportunities for students to take classes in other departments. Finally, this proposal and package align with the CEHD vision to "Be the premier choice for a diverse community of education and human development learners by offering a portfolio of regionally, nationally and internationally recognized programs." by building on our strengths and addressing our challenges so that we are the first choice for students interested in family science and human development.

6. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time.

Current Youth and Community Development majors can choose to stay in the major, or they can switch to the Family Science and Human Development: Youth and Community Development concentration. Creating the Youth and Community Development concentration does not change the ability of students to complete their program or meet graduation requirements. Current students will still have access to the required classes (or substitutions identified and shared with academic advising) they need for their major.

All Family Science and Human Development core required courses are offered at least twice per year and many have multiple sections each semester. Also, all Family Science and Human Development core required courses are offered online at least once per year, and most have in-person offerings as well. Students also have multiple courses to choose from should they wish to take courses during the summer sessions. A few courses in the YCD Concentration (FCS 3110, 3120, 4110; ES 5850; ED 5950) are offered on a rotation across two years; we will offer them once a year when enrollment warrants it. With the reduction of credit hours in the major compared to prior three majors, students will find it easier to meet graduation requirements.

7. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

It is anticipated that the cessation of the Youth and Community Development major and subsequent replacement with the Family Science & Human Development: Youth & Community Development concentration will increase enrollment due to the reduction of credits required for completion and increased marketability.

Anticipated Student Audience: Our student audiences include those who wish to work with youth in the out-of-school time sector and those who currently are working in the youth-serving sector and are seeking professional development for career advancement. Youth advocates are employed in out-of-school time organizations; non-profit organizations that serve youth and families; and agencies that provide foster care, refugee services, or transitional shelter.

Market Demand or Need: A WMUx Job Posting Analytics for Youth Development positions from May 2020 to April 2021 noted 234 unique postings for positions that involved working with youth.

The Bureau of Labor Statistics reports an expected growth rate of 12% from 2019 to 2020 for the group of professions classified as Community and Social Service Occupations, much faster than average (see <https://www.bls.gov/ooh/community-and-social-service/home.htm>).

Estimated Enrollment: 15 students are currently (spring 2021) in the BS in Youth and Community Development. We expect a similar number of students enrolled in the YCD Concentration after 3 years.

Beneficial to Students: Kalamazoo County has a dynamic youth-serving sector, providing multiple locations for internships and access to high quality youth programs.

8. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. If proposing a new program, include a letter and/or email of support from the university libraries affirming that the library resource issues have been reviewed. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

Resources needed for the YCD concentration in the BS in Family Science and Human Development should mirror resources needed for the BS in YCD. We do not anticipate a need for new faculty or staff resources at this time.

Faculty: We will continue to need part-time faculty to teach one to two courses in the YCD Concentration. The FCS and TLES courses are taught primarily by full-time faculty whose teaching load has included these courses for a minimum of two years.

Equipment, Space, Technology: No special equipment is needed. Classrooms in Kohrman Hall and Sangren Hall are sufficient.

Library Holdings: Library resources have proved sufficient. Please see the attached letter from Dr. Paul Gallagher.

Advising: There will be a need for CEHD academic advising support. To that end, the proposed concentration has been informed by ongoing feedback and consultation of the CEHD advising team. The time needed for advising may increase as the BS in YCD is taught out and the YCD Concentration begins.

Marketing: The *CEHD Strategic Initiatives 2021-2022* includes the initiative “to stabilize enrollment through implementing inclusive, innovative recruitment and retention-focused initiatives.” Accordant with this initiative, support and expertise are needed to develop and implement a marketing plan that focuses on prospective students interested in working in the youth-serving sector in Michigan.

9. List the learning outcomes for the revised or proposed major, minor, or concentration. The department will use these outcomes for future assessments of the program.

Demonstrate knowledge of human ecological systems, human development, and features of individual, relational, and familial wellness and resilience.

Apply knowledge of the National Council on Family Relations family life education content areas and family science research principles and theories to the promotion of individual, relational, and familial wellbeing.

Utilize research-driven strategies and skill sets to positively respond to the strengths and vulnerabilities of diverse children, youth, families, and communities

Create and implement strength-based, developmentally-informed educational content and material.

Apply cultural awareness and agility to the spectrum of human perspectives and experiences.

Demonstrate professionalism in peer and community engagement, written and verbal communications, and site-based learning experiences.

Demonstrate responsive, compassionate, reflective, inclusive, and ethical dispositions and behavior.

10. Describe how this change is a response to assessment outcomes that are part of a department or college assessment plan or informal assessment activities.

While this proposed concentration is not a response to assessment outcomes, it is in response to informal assessment activities such as discussions about multiple programs and minors within and across departments about responding to student career aspirations, Michigan Department of Education requirements, and finding efficiencies.

11. (Undergraduate proposals only) Describe in detail how this change affects transfer articulation for Michigan community colleges. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

For current students who choose to stay with the current requirements for the Youth and Community Development major, the same transfer guides still apply. New articulations and/or transfer guides will need to be created in collaboration with community colleges and the CEHD academic advisors. The new guides will be based off of the current guides for the Youth and Community Development major. Any needed course substitutions will be communicated to academic advisors by the faculty.

12. Please offer both "Current Catalog Language" and "Proposed Catalog Language" if there is to be a change in the catalog description for a given program. For the "current" language, please copy and paste relevant language from the most current catalog and for the "proposed" language, please share the exact proposed new catalog language. As possible, bold or otherwise note the key changes in the new proposed catalog language.

There is no official current catalog copy.

Family Science and Human Development: Concentrations & Minors

Anchored in knowledge of human ecological systems; human development throughout the lifespan; and features of individual, relational, and familial wellness and resilience; studies in Family Science and Human Development (FSHD) prepare students for effective practice in a range of human service roles and settings. FSHD is organized around three areas of concentration/professional preparation. All concentrations include 27 credits of coursework in core FSHD program courses with additional 27 credits of concentration credits. Each FSHD student chooses from one of the three concentrations. Twenty-seven credits are the same across all concentrations, which provides ease in changing from one concentration to another if needed. A grade of "C" or better is required for all required FCS classes in the concentrations. Three 15-credit minors are also available.

Child Development and Services

The **Family Science and Human Development: Child Development and Services concentration** prepares individuals to work with children, and their families, in a range of care and service settings. This concentration centers on the development of children, birth through school age, and the cultivation of skills, environments, and programs that promote healthy child development and outcomes. Interpersonal relationships and communications; diverse family systems; parent education; family law and policy; and professional ethics and competencies are emphasized.

The Child Development and Services concentration includes selection of courses within one of two tracks: Child Programming and Administration (fulfills State of Michigan requirements for childcare center directors) or Child Life Foundations (provides fundamental knowledge for service as child life specialist).

Graduates are prepared for work in a wide variety of child-centered services including parent education, adoption, foster care, behavior intervention, childcare, program administration, child welfare, alternative education, and for graduate studies in Child Life, Family Science and Services, Youth and Community Development, or other related programs. The Child Development and Services degree does not provide Michigan Department of Education teaching certification. Additional courses and clinical experiences beyond those offered in FSHD: Child Development and Services with the Child Life Foundations track are necessary in order to become eligible for certification as a child life specialist.

All required FSHD core courses are available online. Students can also take the majority of FSHD classes for any concentration in-person (FCS 1030, FCS 2190, and FCS 4295 are only offered online). The Child Programming and Administration track can be completed fully online, provided that the student chooses classes with an online option.

There is **no minor required** with the FSHD: Child Development and Services concentration. Students must successfully complete the WMU Essential Studies requirements.

Required FSHD Cognates (27 credits)

FCS 1010 Practices and Professions in Family Science **Credits:** 3 hours

FCS 1030 Lifespan Development (WES course) **Credits:** 3 hours

FCS 2170 Diverse Children, Families & Communities (WES course) **Credits:** 3 hours

FCS 2190 Principles of Research in Family Science **Credits:** 3 hours

FCS 2250 Computer Applications (WES course) or COM 1040 (WES course) or EDLD 2000 (WES course) **Credits:** 3 hours

FCS 3170 Crisis and Resiliency in Families **Credits:** 3 hours

FCS 3180 Intimate Relationships **Credits:** 3 hours

FCS 4120 Family Policy (WES course) **Credits:** 3 hours

FCS 4150 Parenting Roles, Relations, and Partnerships **Credits:** 3 hours

Courses designated as cognates may be applied toward fulfillment of majors, minors, or other degree requirements at the discretion of the department granting the major and/or minor.

Required Child Development and Services Courses (27 credits)

FCS 2140 Child Development **Credits:** 3 hours

FCS 3140 Infant & Toddler Development **Credits:** 3 hours

FCS 5350 Communication Skills for Working with Families **Credits:** 3 hours

FCS 4295 Internship **Credits:** 2 to 6 hours (6 credit hours are required)

Choice of track:

Track 1: Child Programming and Administration (minimum 12 credits required)

ED 5750 Administration of Child Development Centers **Credits:** 3 hours

Choice of an additional 9 credit hours (minimum) from the following:

ED 3090 Teaching and Learning for Diverse Young Learners **Credits:** 3 hours

FCS 3110 Youth Development Foundations **Credits:** 3 hours

ED 3690 Foundations of Child Socialization and Guidance (ED 3090 prereq) **Credits:** 3 hours

SPED 3360 Intro to Early Intervention and Early Childhood Special Education **Credits:** 3 hours

FCS 5110 Kinship Care Family Members: Strengths & Challenges **Credits:** 3 hours

FCS 5120 Educational Systems and Kinship Care Families **Credits:** 1 hour AND

FCS 5130 Health Care and Kinship Care Families **Credits:** 1 hour AND

FCS 5140 Economic Realities and Kinship Care Families **Credits:** 1 hour

WFED 5150 Grant Writing **Credits:** 3 hours

Track 2: Child Life Foundations (minimum of 12 credits required)

FCS 1050 Intro to Child Life **Credits:** 1 hour

FCS 5510 Families & Hospitalization I **Credits:** 3 hours

FCS 2150 Adolescent Development **Credits:** 3 hours

Choice of an additional 5 credit hours (minimum) from the following:

HSV 3700* Health Systems and Environments **Credits:** 3 hours

HSV 4400* Diversity and Inclusion in Healthcare **Credits:** 3 hours

HSV 4860* Health Literacy Practices **Credits:** 3 hours

HSV 4880* Psychosocial Aspects of Health & Healthcare **Credits:** 3 hours

**Healthcare Services and Sciences Cognate Course*

FCS 5110 Kinship Care Family Members: Strengths & Challenges **Credits:** 3 hours

Recommended one credit course options:

FCS 5120 Educational Systems and Kinship Care Families **Credits:** 1 hour

FCS 5130 Health Care and Kinship Care Families **Credits:** 1 hour

FCS 5140 Economic Realities and Kinship Care Families **Credits:** 1 hour

WFED 1980 Career Exploration and Self Eval **Credits:** 1 hour

WFED 1990 Employability Skills **Credits:** 1 hour

Family Studies

The **Family Science and Human Development: Family Studies concentration** prepares students to use preventative and educational approaches in a variety of settings to strengthen individual and family well-being across the lifespan. Students explore relationships among individuals, families and their environment and culture with the goal of improving quality of life within communities and society at large.

The Family Science and Human Development: Family Studies concentration provides skills and knowledge to enrich individual and family life. This concentration centers on family dynamics; the interrelationship of families and society; human growth and development throughout the lifespan; parent education; human sexuality; family resource management; the effects of policy and legislation on families; ethical considerations in professional conduct; impacts of cultural and historical contexts on individual, families, and societies; and how to teach and /or develop effective curriculum.

Graduates of the program are eligible to be granted provisional status as a Certified Family Life Educator (CFLE) by the National Council on Family Relations. Recent graduates hold positions such as sexuality educators, caseworkers, family court workers, substance abuse assessment specialists, and volunteer and activity directors in state government, community programs and public and private agencies.

All required FSHD core courses are available online. Students can also take the majority of FSHD classes for any concentration in-person (FCS 1030, FCS 2190, and FCS 4295 are only offered online). The Family Studies concentration can be completed fully online.

There is **no minor required** with the FSHD: Family Studies concentration. Students must successfully complete the WMU Essential Studies requirements.

Required FSHD Cognates (27 credits)

FCS 1010 Practices and Professions in Family Science **Credits:** 3 hours

FCS 1030 Lifespan Development (WES course) **Credits:** 3 hours

FCS 2170 Diverse Children, Families & Communities (WES course) **Credits:** 3 hours

FCS 2190 Principles of Research in Family Science **Credits:** 3 hours

FCS 2250 Computer Applications (WES course) or COM 1040 (WES course) or EDLD 2000 (WES course) **Credits:** 3 hours

FCS 3170 Crisis and Resiliency in Families **Credits:** 3 hours

FCS 3180 Intimate Relationships **Credits:** 3 hours

FCS 4120 Family Policy (WES course) **Credits:** 3 hours

FCS 4150 Parenting Roles, Relations, and Partnerships **Credits:** 3 hours

Courses designated as cognates may be applied toward fulfillment of majors, minors, or other degree requirements at the discretion of the department granting the major and/or minor.

Required Family Studies Courses (27 credits required)

FCS 2100 Human Sexuality **Credits:** 3 hours

FCS 2090 Family Resource Management **Credits:** 3 hours

FCS 3150 Global Ecology of the Family (WES course) **Credits:** 3 hours

FCS 4130 Later Life Family Relationships **Credits:** 3 hours

FCS 4190 Teaching Family Life Education **Credits:** 3 hours

FCS 4295 Internship **Credits:** 2 to 6 hours (6 credits required)

Choice of an additional 6 credit hours (minimum) from the following:

FCS 2140 Child Development **Credits:** 3 hours

FCS 2150 Adolescent Development **Credits:** 3 hours

FCS 3110 Youth Development Foundations **Credits:** 3 hours

FCS 3140 Infant & Toddler Development **Credits:** 3 hours

FCS 5350 Communication Skills for Working with Families **Credits:** 3 hours

WFED 5150 Grant Writing **Credits:** 3 hours

FCS 5110 Kinship Care Family Members: Strengths & Challenges **Credits:** 3 hours

FCS 5680 Gender, Culture & Families **Credits:** 3 hours

FCS 5120 Educational Systems and Kinship Care Families **Credits:** 1 hour

FCS 5130 Health Care and Kinship Care Families **Credits:** 1 hour

Youth and Community Development Concentration

The **Family Science and Human Development: Youth and Community Development concentration** prepares change agents to transform communities through an intentional investment in youth with interdisciplinary coursework and community-based experiences. It is based on theoretical perspectives in childhood, adolescent, and family development, best pedagogical practices, and grounded in an ethic of family engagement and social action.

The concentration in Youth and Community Development is situated at the intersection of developmental theory, socio-ecological context, and youth advocacy skills and competencies. This concentration is rooted in community psychology and the prevention sciences to provide a foundation for studying setting-level interventions and developmental needs. This concentration invites students to critically examine youth in context of families and communities, root causes, and how individuals and organizations can address social inequalities. Students will study the practice of the youth development professionals to develop understandings and competencies in organizing effective learning environments and experiences to promote human flourishing.

The Youth and Community Development Concentration in undergraduate program will prepare youth development professionals to take roles in diverse youth-serving, family, and community settings. Graduates may pursue careers in afterschool, community service, and youth activism programs; public and private human services organizations and agencies; dropout prevention and alternative education; and juvenile justice. Students may also assume positions in informal learning environments such as museums, nature centers, environmental education, outdoor and adventure programs.

The Concentration in Youth and Community Development is designed to build the skills and knowledge outlined in the National AfterSchool Association's Core Knowledge and Competencies for AfterSchool and Youth Development Professionals.

All required FSHD core courses are available online. Students can also take the majority of FSHD classes for any concentration in-person (FCS 1030, FCS 2190, and FCS 4295 are only offered online). Many required courses for this concentration are available both online and in-person.

There is **no minor required** with the FSHD: Youth and Community Development concentration. Students must successfully complete the WMU Essential Studies requirements.

Required FSHD Cognates (27 credits)

FCS 1010 Practices and Professions in Family Science **Credits:** 3 hours

FCS 1030 Lifespan Development (WES course) **Credits:** 3 hours

FCS 2170 Diverse Children, Families & Communities (WES course) **Credits:** 3 hours

FCS 2190 Principles of Research in Family Science **Credits:** 3 hours

FCS 2250 Computer Applications (WES course) or COM 1040 (WES course) or EDLD 2000 (WES course) **Credits:** 3 hours

FCS 3170 Crisis and Resiliency in Families **Credits:** 3 hours

FCS 3180 Intimate Relationships **Credits:** 3 hours

FCS 4120 Family Policy (WES course) **Credits:** 3 hours

FCS 4150 Parenting Roles, Relations, and Partnerships **Credits:** 3 hours

Courses designated as cognates may be applied toward fulfillment of majors, minors, or other degree requirements at the discretion of the department granting the major and/or minor.

Required Youth and Community Development Courses (27 credit hours)

FCS 2140 Child Development **Credits:** 3 hours

FCS 2150 Adolescent Development **Credits:** 3 hours

FCS 3110 Youth Development Foundations **Credits:** 3 hours

FCS 3120 Curriculum & Assessment in Youth Development **Credits:** 3 hours

FCS 4110 Youth Worker Skills and Processes **Credits:** 3 hours

ES 5850 Social Justice & Community Organizing **Credits:** 3 hours

ED 5950 Experiential Education & Place-based Learning **Credits:** 3 hours

FCS 4295 Internship **Credits:** 2 to 6 hours (6 credit hours required)

Family Science and Human Development Minors

Human Development Minor

Required:

1030 Lifespan Development (WES course) **Credits:** 3 hours

Choice of an additional 12 credit hours (minimum) from the following:

FCS 2100 Human Sexuality Credits: 3 hours

FCS 2140 Child Development Credits: 3 hours

FCS 2150 Adolescent Development Credits: 3 hours,

FCS 3140 Infant and Toddler Development Credits: 3 hours

FCS 4130 Later Life Family Relationships Credits: 3 hours

FCS 4150 Parenting Roles, Relations, and Partnerships Credits: 3 hours

Youth and Community Development Minor

Available to non-YCD concentration majors only.

Required: (15 credit hour minimum required)

FCS 2140 Child Development **Credits:** 3 hours **OR** FCS 2150 Adolescent Development **Credits:** 3 hours

FCS 3110 Youth Development Foundations **Credits:** 3 hours

FCS 3120 Curriculum & Assessment in Youth Development **Credits:** 3 hours

FCS 4110 Youth Worker Skills and Processes **Credits:** 3 hours

ED 5950 Experiential Education **Credits:** 3 hours

Family Science Minor (FSCN)

Available to non-FSHD majors only.

Required: (15 credit hour minimum required)

FCS 1010 Practices and Professions in Family Science **Credits:** 3 hours **OR** FCS 1030 Lifespan Development (WES course) **Credits:** 3 hours

FCS 2170 Diverse Children, Families & Communities (WES course) **Credits:** 3 hours **OR** FCS 3150 Global Ecology of the Family (WES course) **Credits:** 3 hours

FCS 3170 Crisis and Resiliency in Families **Credits:** 3 hours

FCS 3180 Intimate Relationships **Credits:** 3 hours

FCS 4120 Family Policy (WES course) **Credits:** 3 hours **OR** FCS 4150 Parenting Roles, Relations, and Partnerships **Credits:** 3 hours

August 30, 2021

College Curriculum Committee
College of Education and Human Development
Western Michigan University
Kalamazoo, MI 49008

Dear College Curriculum Committee

I am pleased to write in strong support of the proposal by the Family Science faculty at Western Michigan University to revise academic program names to include the discipline of Family Science, a change that will increase the program's visibility and credibility.

Family Science is the name of the scientific study of families and close interpersonal relationships, and it has earned status as a distinct academic discipline over its 100-year history. Family Science is the disciplinary identity endorsed by the National Council on Family Relations (NCFR), the professional association that represents Family Science researchers, faculty, practitioners, and students, of which I am executive director. The proposed name change would be consistent with the discipline's identity and with a national trend of name changes among other university departments and programs. More than 140 academic programs and departments in the U.S. and Canada include "Family Science" in their names to unify this vital discipline.

Using the term Family Science will enhance the WMU's Family Science program visibility among prospective students and in the landscape of academic institutions. It denotes a rigorous base of scholarly knowledge and it reflects a research-based foundation for your graduates who pursue practice careers in working with families, such as in Family Life Education, marriage and family therapy, parent education, and more. The term Family Science carries with it a higher level of credibility; is the clearest and most authoritative label for your graduates to present to prospective employers; and provides graduates with a more respected identity related to their training — that of Family Scientist.

I would like to frame my support of this change in a greater context. The need to better understand families — the building block of society — through Family Science is increasing in importance. Myriad policies and programs address family-focused issues: child care, domestic violence, adoption, caregiving, family leave, marriage equality, and many more. Decisions about these programs and policies have been and should continue to be informed by Family Science research and practice. This name change will further build a consistent disciplinary identity for Family Science, increasing its impact and the impact of your institution's Family Science program.

Thank you, and please let me know if I can be of assistance as your institution implements this change.

Sincerely,



Diane L. Cushman
Executive Director, National Council on Family Relations

***About NCFR:** Since 1938, the nonprofit, nonpartisan National Council on Family Relations has been the premier professional association for understanding and strengthening families through interdisciplinary research, theory, and practice. NCFR publishes three leading Family Science research journals, hosts an annual conference, certifies Family Life Education professionals, and provides numerous other professional resources to its members. NCFR represents Family Science scholars and professionals by establishing standards and advocating for the Family Science discipline.*

From: Susan V Piazza <susan.piazza@wmich.edu>
Sent: Friday, September 17, 2021 4:37 PM
To: Karen R Blaisure <karen.blaisure@wmich.edu>
Cc: Suzan F Ayers <s.ayers@wmich.edu>
Subject: Letter of support for Curriculum Proposals

Dear Dr. Blaisure,

Please accept this email letter as TLES Departmental support for the FCS program curriculum proposals that include our courses listed below:

ED 5750 Administration of Child Development Centers
ED 3090 Teaching and Learning for Diverse Young Learners
ED 3690 Foundations of Child Socialization and Guidance (ED 3090 prereq)
ED 5950 Experiential Education and Place-Based Learning
ES 5850 Social Justice & Community Organizing

We also understand that you will no longer be offering

ED 6040 Childhood Learning and Dev, and
ED 6035 Risk and Resilience in Adolescent Dev, or
ED 6700 Authority and Autonomy in Schooling

Please let me know if this letter of support will suffice.

Best wishes,

Susan

Dr. Susan V. Piazza (she/her)
Professor, Interim Department Chair
Teaching, Learning & Educational Studies
College of Education & Human Development
1903 W. Michigan Avenue
Kalamazoo, MI 49008-5276
(269) 387-3578



July 28, 2021

To Whom It May Concern:

The purpose of this letter is to indicate support from Academic Advising for the proposed Family Science and Human Development umbrella major with concentrations in Youth and Community Development, Family Studies, and Child Development and Services.

Having one major with three concentrations replace three current majors makes sense for students as explained to advising by Family and Consumer Sciences Department faculty and advising is happy to support the change in our work with students.

Best,

Christine Robinson

Chris Robinson, PhD

Re: FCS UNDERgraduate Program Improvements Fall 2021

Lee A Ryder <lee.ryder@wmich.edu>

Thu 9/30/2021 4:24 PM

To: Karen R Blaisure <karen.blaisure@wmich.edu>

Cc: Kimberly D Doudna <kimberly.doudna@wmich.edu>; Suzan F Ayers <s.ayers@wmich.edu>

Dear Dr. Blaisure,

Thank you for your outreach. The undergraduate programs have been reviewed and there are no issues for our office to issue I20s to offer the programs to international students.

Feel free to share this for curriculum purposes.

Also are guidelines for future reference:

Homeland Security requirements for F-1 student program eligibility:

- **full time enrollment (6 credit hours for graduate students; 12 credits for undergraduate students)**
- **only one course or 3 credits per semester of online or distance education class will count towards F-1 immigration status**
- **the last semester cannot be solely online or distance education where less than full-time enrollment is left to graduate**
- **an incomplete from one semester will still result in the student requirement to enroll full-time the next semester**
- **if an internship occurs outside of WMU's Main Campus or Regional Site approved by Homeland Security, then the student works with WMU immigration compliance and the department for approval under curriculum practical training (CPT) including an agreement with the internship/practicum location**
- **Undergraduate program courses with an off-campus internship/practicum in the first academic year will not count toward status (but off campus internship/practicum eligible after first year). Graduate programs eligible for immediate internship/practicum in the first year.**
- **if you decide to offer a course at a location outside of WMU's main campus and approved Regional Sites, then you need to work with WMU Immigration Compliance office for approval of the location in advance of offering.**

Sincerely,
Lee

Lee A. Ryder, Esq. PDSO/RO
Senior Director

International Student and Scholar Services (ISS)
Western Michigan University
3301 Faunce Student Services Bldg.
1903 W. Michigan Ave, MS 5246
Kalamazoo, MI 49008-5246
phone: (269) 387-5873
email: lee.ryder@wmich.edu

From: Karen R Blaisure <karen.blaisure@wmich.edu>
Sent: Monday, September 27, 2021 12:52 PM
To: Lee A Ryder <lee.ryder@wmich.edu>
Cc: Kimberly D Doudna <kimberly.doudna@wmich.edu>; Suzan F Ayers <s.ayers@wmich.edu>
Subject: FCS UNDERgraduate Program Improvements Fall 2021

Ms. Ryder,
Attached are program improvement forms for our Family Science UNDERGRADUATE program. Yesterday I send program improvement forms for our Family Science Graduate Program.

In brief, we are

1. deleting three undergraduate majors and "repackaging" as concentrations within a new major (Family Science and Human Development),
2. revising one minor and adding two minors, and
3. revising one course and adding two courses.

We are happy to answer any questions.

Thank you,
Karen

Karen Blaisure, PhD, CFLE
Professor
Department of Family & Consumer Sciences
3210 Kohrman Hall
2462 Ring Road
Western Michigan University
Kalamazoo, MI 49008-5322
269-387-3663

[MA in Family and Consumer Sciences:](https://www.wmich.edu/familyconsumer/academics/masters/child-life)
Child Life Option
<https://www.wmich.edu/familyconsumer/academics/masters/child-life>

Family Life Education Option
<https://www.wmich.edu/familyconsumer/academics/masters/family-life-ed>

[Graduate Certificate in Kinship Care](https://www.wmich.edu/familyconsumer/kinship-care-cert)
<https://www.wmich.edu/familyconsumer/kinship-care-cert>

Re: request for letter/email of support re: curriculum changes**Donna M Talbot** <donna.talbot@wmich.edu>

Thu 9/9/2021 2:35 PM

To: Kimberly D Doudna <kimberly.doudna@wmich.edu>

Dr. Doudna-

I have had a discussion with our ELRT faculty and they support the change you are making, listing EDLD 2000 as one of the courses available to your students.

Sincerely, Dr. Talbot

Donna M. Talbot, Ph.D. (she, her, hers)
**Chair and Professor, Department of Educational
Leadership, Research, and Technology*
Western Michigan University
College of Education and Human Development
3571 Sangren Hall
Kalamazoo, MI 49008-5283
Email: donna.talbot@wmich.edu
Main Office: (269) 387-3897
Fax: (269) 387-3696

Connectedness*Strategic*Learner*Intellection*Responsibility

For current faculty, staff, and students, you can schedule an appointment with me by going to this website: <http://meetme.so/DonnaTalbot>

If you are a prospective student or outside the university, please email me directly before scheduling so that I can direct you to the best person to meet with given your situation/request.

From: Kimberly D Doudna <kimberly.doudna@wmich.edu>
Sent: Wednesday, September 8, 2021 1:45 PM
To: Donna M Talbot <donna.talbot@wmich.edu>
Subject: request for letter/email of support re: curriculum changes

Hello Donna,

I hope your semester is off to a good start!

I am working on curriculum changes for the family science undergraduates. We would like to include EDLD 2000 in a list of choices that fulfills a requirement in the major.

Here is what students would see in the program guide:
FCS 2250 Computer Applications (WES) **or** COM 1040 (WES) **or** EDLD 2000 (WES)

If this is acceptable, could you send a brief letter or email of support (preferably by 9/13)?

Happy to discuss further if needed.

Best,
Kimberly

Kimberly Doudna, Ph.D.

Assistant Professor

Family Science

Department of Family and Consumer Sciences

Western Michigan University

Kohrman Hall

Office phone: 269-387-3702

Fax: 269-387-3353

Re: questions- including some WFED classes as options for FS students

Adam Manley <adam.manley@wmich.edu>

Thu 7/29/2021 9:42 AM

To: Chuck Bruce <charles.r.bruce@wmich.edu>; Kimberly D Doudna <kimberly.doudna@wmich.edu>

I am supportive of adding all of these WFED courses to your course electives/offerings.

Sincerely,

Adam

R. Adam Manley, Ph.D.

Associate Professor and Program Chairperson of Workforce Education & Development

Western Michigan University

(269) 387-3721

From: Chuck Bruce <charles.r.bruce@wmich.edu>

Date: Wednesday, July 28, 2021 at 2:49 PM

To: Kimberly D Doudna <kimberly.doudna@wmich.edu>, Adam Manley <adam.manley@wmich.edu>

Subject: RE: questions- including some WFED classes as options for FS students

Kimberly,

I am going to defer to Adam regarding WFED 5150, since this is a class that he usually teaches.

Regarding WFED 1980 and 1990, any WMU student can take these classes based on availability. We are always happy to see enrollment. These courses used to be taught by our graduate assistant. Now that we do not have a GA, I am unsure how often they will be offered. If they are offered, we would be happy to have your students.

Chuck Bruce, Instructor

Career and Technical Intern Coordinator

Western Michigan University

Family and Consumer Sciences

3601 Kohrman Hall

Kalamazoo, MI 49008-5322

269-387-3720

Webex Personal Room: <https://wmich.webex.com/meet/charles.r.bruce>

From: Kimberly D Doudna

Sent: Wednesday, July 28, 2021 12:15 PM

To: Adam Manley <adam.manley@wmich.edu>; Chuck Bruce <charles.r.bruce@wmich.edu>

Subject: questions- including some WFED classes as options for FS students

Hi Adam and Chuck,

I hope you are having a great summer so far!

I'm writing to let you know that Family Science will be proposing a package of curriculum changes

this fall. Part of those changes include listing WFED 5150 as a choice to fulfill requirements. Since it is listed as a choice among many other choices and not open to first years and sophomores, we do not anticipate our students filling that class to the detriment of your students.

We also propose to include WFED 1980 and WFED 1990 in a list of recommended classes and as a substitution for current students for a class that we propose to no longer offer starting in fall 22.

Do you see any conflicts/issues with listing these WFED courses?

Would you be willing to write a brief letter of support early in the fall semester so that we may include it in our package of curriculum changes?

I'm happy to discuss further.

Best,

Kimberly

Kimberly Doudna, Ph.D.

Assistant Professor

Family Science

Department of Family and Consumer Sciences

Western Michigan University

Kohrman Hall

Office phone: 269-387-3702

Fax: 269-387-3353

Professor Kimberly Doudna, PhD
Department of Family & Consumer Sciences
Department of Family and Consumer Science
Western Michigan University
1903 W Michigan Ave
Kalamazoo, MI 49008-5322 USA

9/15/2021

Dr. Doudna,

The University Libraries have reviewed your requests for several changes to the Family Science Undergraduate Programs, including:

- Deletion of the BS in Child and Family Development
- Deletion of the BS in Family Studies
- Addition of the Family Science and Human Development Major, along with concentrations in Child Development and Family Studies.
- Revision of the minor in Family Science
- Addition of a minor in Human Development
- Addition of a minor in Youth and Community Development

Changes that require library review are typically limited to new programs, although the library has reviewed the full suite of changes due to the integral nature of the proposals.

Based on our review of library holdings and in consultation with our faculty librarians, we believe our existing resources are sufficient to support the research and instructional needs for this area.

With best wishes for the success of your new endeavor,



Paul Gallagher
Associate Dean for Resources and Digital Strategies
University Libraries
Western Michigan University

Table 2. Classes in Proposed Concentrations and Minors			
Family Science and Human Development No minor required			
Required Cognates/ FSHD Core Courses for all Concentrations (27 credit hours) FCS 1010 Practices and Professions in Family Science FCS 1030 Lifespan Development (WES course) FCS 2170 Diverse Children, Families & Communities (WES course) FCS 2190 Principles of Research in Family Science FCS 2250 Computer Applications (WES) or COM 1040 (WES) or EDLD 2000 (WES) FCS 3170 Crisis and Resiliency in Families FCS 3180 Intimate Relationships FCS 4120 Family Policy (WES course) FCS 4150 Parenting Roles, Relations, and Partnerships			
Child Development and Services Concentration 27 credit hours No minor required	Family Studies Concentration 27 credit hours No minor required	Youth and Community Development Concentration 27 credit hours No minor required	
REQUIRED COURSES (beyond FSHD core): 2140 Child Development 3140 Infant & Toddler Development FCS 5350 Communication Skills for Working with Families FCS 4295 Internship	REQUIRED COURSES (beyond FSHD core) FCS 2100 Human Sexuality FCS 2090 Family Resource Management FCS 3150 Global Ecology of the Family (WES) FCS 4130 Later Life Family Relationships FCS 4190 Teaching Family Life Education FCS 4295 Internship	REQUIRED COURSES (beyond FSHD core) FCS 2140 Child Development FCS 2150 Adolescent Development FCS 3110 Youth Development Foundations FCS 3120 Curriculum & Assessment in Youth Dev FCS 4110 Youth Worker Skills and Processes ES 5850 Social Justice & Community Organizing ED 5950 Experiential Education & Place-based Learning FCS 4295 Internship	
Choose one track:	Required choice of electives (minimum 6 credits):	Recommended (not required): FCS 2100 Human Sexuality	

<p>Track 1: Child Programming and Administration (minimum 12 credits required)</p> <p>ED 5750 Administration of Child Development Centers</p> <p>Choice of an additional 9 credit hours (minimum) from the following:</p> <p>ED 3090 Teaching and Learning for Diverse Young Learners</p> <p>FCS 3110 Youth Development Foundations</p> <p>ED 3690 Foundations of Child Socialization and Guidance (ED 3090 prereq)</p> <p>SPED 3360 Intro to Early Intervention and Early Childhood Special Education</p> <p>FCS 5110 Kinship Care Family Members: Strengths & Challenges</p> <p>FCS 5120 Educational Systems and Kinship Care Families (1 cr) AND FCS 5130 Health Care and Kinship Care Families (1 cr) AND FCS 5140 Economic Realities and Kinship Care Families (1 cr)</p> <p>WFED 5150 Grant Writing</p> <p>Track 2</p> <p>Child Life Foundations (minimum of 12 credits required)</p> <p>Required:</p> <p>FCS 1050 Intro to Child Life (1 cr)</p> <p>FCS 2150 Adolescent Development</p> <p>FCS 5510 Families & Hospitalization I</p> <p>Choice of an additional 5 credit hours (minimum) from the following:</p>	<p>FCS 2140 Child Development</p> <p>FCS 2150 Adolescent Development</p> <p>FCS 3110 Youth Development Foundations</p> <p>FCS 3140 Infant & Toddler Development</p> <p>FCS 5110 Kinship Care Family Members: Strengths & Challenges</p> <p>FCS 5350 Communication Skills for Working With Families</p> <p>FCS 5680 Gender, Culture & Families</p> <p>FCS 5120 Educational Systems and Kinship Care Families (1 cr) FCS 5130 Health Care and Kinship Care Families (1 cr) FCS 5140 Economic Realities and Kinship Care Families (1 cr)</p> <p>WFED 5150 Grant Writing</p>	<p>FCS 2660 Personal Nutrition (WES)</p> <p>FCS 4190 Teaching Family Life Education</p>
---	--	---

<p>HSV 3700 Health Systems and Environments</p> <p>HSV 4400 Diversity and Inclusion in Healthcare</p> <p>HSV 4860 Health Literacy Practices</p> <p>HSV 4880 Psychosocial Aspects of Health & Healthcare</p> <p>FCS 5110 Kinship Care Family Members: Strengths & Challenges</p> <p>Recommended one credit course options:</p> <p>FCS 5120 Educational Systems and Kinship Care Families (1 cr)</p> <p>FCS 5130 Health Care and Kinship Care Families (1 cr)</p> <p>FCS 5140 Economic Realities and Kinship Care Families (1 cr)</p> <p>WFED 1980 Career Exploration and Self Eval (1 cr)</p> <p>WFED 1990 Employability Skills (1 cr)</p>		
Minors		
Human Development 15 credits	Family Science 15 credits Non-FSHD majors only	Youth and Community Development 15 credits Non-YCD majors only
<p>FCS 1030 (WES) required;</p> <p>Choose four: FCS 2100, FCS 2140, FCS 2150, FCS 3140, FCS 4130, FCS 4150</p>	<p>FCS 1010 or FCS 1030 (WES)</p> <p>FCS 2170 (WES) or FCS 3150 (WES)</p> <p>FCS 3170</p> <p>FCS 3180</p> <p>FCS 4120 (WES) or FCS 4150</p>	<p>FCS 2140 or FCS 2150</p> <p>FCS 3110</p> <p>FCS 3120</p> <p>FCS 4110</p> <p>ED 5950</p>