

**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*

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|---|---|--|
| <input type="checkbox"/> New degree* | <input type="checkbox"/> New minor* | <input type="checkbox"/> Admission requirements |
| <input type="checkbox"/> New major* | <input checked="" 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 type="checkbox"/> New concentration* | <input type="checkbox"/> Revised minor | <input type="checkbox"/> Transfer |
| <input type="checkbox"/> New certificate* | | |

☐ Other (explain**) ** Other:

Title of degree, curriculum, major, minor, concentration, or certificate: BS in Youth and Community Development (YCDJ)

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
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**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
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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
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<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by Provost:	Date
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REQUEST FOR PROGRAM IMPROVEMENTS

1. Explain briefly and clearly the proposed improvement:

This proposal deletes the BS in Youth and Community Development. This proposal is part of a package of proposals which establishes a BS in Family Science and Human Development with three concentrations, one of which is the Youth and Community Development Concentration.

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	BS in Child and Family Development – Close	Will teach out
BS in Family Studies	BS in Family Studies – Close	Will teach out
BS in Youth and Community Development	BS in Youth and Community Development – Close	Will teach out
	Family Science and Human Development Major – Add 1) Concentration in Child Development and Services – Add 2) Concentration in Family Studies – Add 3) Concentration in Youth and Community Development – Add	Family Science and Human Development Major 1) Concentration in Child Development and Services 2) Concentration in Family Studies 3) Concentration in Youth and Community Development
Minor in Family Science	Minor in Family Science – REVISE	Minor in Family Science
	Minor in Human Development – Add	Minor in Human Development
	Minor in Youth and Community Development – Add	Minor in Youth and Community Development
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 major 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- Add (proposal completed and submitted online) ; replaces FCS 4290 for the FSHD major	FSHD students take FCS 4295 instead of FCS 4290
	FCS 1050- Add (proposal completed and submitted online)	Students in the Child Development and Services concentration with the Child Life Foundations emphasis take FCS 1050

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

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 Family Science and Human Development as the new title for the major as it reflects the discipline of Family Science and highlights application of the study of families. Please see the attached letter about Family Science as a disciplinary identity 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 an "emphasis area" 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 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 an interdisciplinary major, *Early Learning and Intervention: Birth through Kindergarten*, 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.

In response to these changes, the Family Science faculty are proposing to close the *Youth and Community Development* major and establishing a concentration in Child Development and Services in a new *Family Science and Human Development* major (see accompanying proposals establishing the Child Development and Services concentration, the Family Studies concentration, and the 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 deletion of the BS in Youth and Community Development is part of a package of undergraduate program improvements 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 Youth and Community Concentration in the proposed Family Science and Human Development major has 54 credit hours.

In summary, the deletion of the Youth and Community Development major is necessary so that the family science program area can offer the "umbrella" major named "Family Science and Human Development" with three formal concentrations, instead of three majors. This change will provide clarity for students, academic advisors, and employers and aid marketing/recruitment efforts.

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.

Deleting the Youth and Community Development major will prevent duplication with the proposed "umbrella" major (Family Science and Human Development), as Youth and Community Development is a proposed formal concentration within that new proposed major.

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

Deleting the Youth and Community Development major will not have a significant effect on the department's programs. Current Youth and Community Development majors will have the option to switch to the new "umbrella" major (Family Science and Human Development) and can choose the 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. Undergraduate students currently enrolled in the Accelerated MA in Youth and Community Development will be able to complete the graduate degree. Future students in any of the concentrations in the proposed Family Science and Human Development major will have access to three accelerated tracks in the MA in Family and Consumer Sciences (Child Life, Family Science and Services, and Youth and Community Development).

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 emphasis area: Emphasis area 1:	Required choice of electives (minimum 6 credits):	Recommended (not required): FCS 2100 Human Sexuality

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

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 proposed interdisciplinary major, *Early Learning and Intervention: Birth through Kindergarten*, by providing clarity to students interested in a career that does 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 major. Deleting the Youth and Community Development major only prevents new students from taking that major; it 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.

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.

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.)

This proposed degree closure is accompanied by an addition of a Youth and Community Development concentration in a new major. We will continue to need resources to teach required classes. There will be a need for CEHD academic advising support. To that end, the proposed deletion has been informed by ongoing feedback and consultation of the CEHD advising team.

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.

This is a proposed deletion, and thus, there are no learning outcomes. The learning outcomes for the proposed major and associated concentrations can be found in the other program improvement forms.

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 deletion is not a response to assessment outcomes, it is in response to informal assessment activities such as discussions about multiple programs within and across departments about responding to student career aspirations, state 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.

This is a proposed deletion that will be replaced by Family Science & Human Development: Youth & Community Development concentration. For students who choose to stay with the current requirements for the Youth and Community Development major, the same transfer guides still apply.

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.

Current Catalog Language (2021-22)—Delete All

Youth and Community Development Major (YCDJ)

The BS in Youth and Community Development is a course of professional development for youth workers in afterschool and out-of-school time programs, and informal learning environments. 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. It prepares change agents to transform communities through an intentional investment in youth with interdisciplinary coursework and community-based experiences.

The BS program in Youth and Community Development is situated at the intersection of developmental theory, socio-ecological context, and youth worker skills and competencies. This program is rooted in community psychology and the prevention sciences to provide a foundation for studying setting-level interventions and developmental needs. This program 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 worker to develop understandings and competencies in organizing effective learning environments and experiences to promote human flourishing.

The 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 BS 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.

Graduates of this program may seek provisional status as a Certified Family Life Educator (CFLE) by the National Council on Family Relations.

All courses are delivered in-person, and many courses are also delivered online or hybrid (online and in-person).

There is no minor required with this major.

General Education Requirements (37 hours)

Required Core Family Science Courses (36 hours)

Grade of "C" or better is required in Core Family Science Courses.

- [FCS 1010 - Introduction to Family Science](#) **Credits:** 3 hours
- [FCS 1030 - Lifespan Development](#) **Credits:** 3 hours
- [FCS 2100 - Human Sexuality](#) **Credits:** 3 hours
- [FCS 2170 - Diverse Children, Families, and Communities](#) **Credits:** 3 hours
- [FCS 2190 - Principles of Research in Family Science](#) **Credits:** 3 hours
- [FCS 3170 - Crises and Resiliency in Families](#) **Credits:** 3 hours
- [FCS 3180 - Intimate Relationships: Friends, Family, and Marriage](#) **Credits:** 3 hours
- [FCS 4120 - Family Policy](#) **Credits:** 3 hours
- [FCS 4150 - Effective Parenting](#) **Credits:** 3 hours
- (Students will satisfy the Baccalaureate-level Writing requirement by successfully completing FCS 4150.)
- [FCS 4190 - Teaching Family Life Education](#) **Credits:** 3 hours
- [FCS 4290 - Internship](#) **Credits:** 2 to 6 hours

Required Youth Development Courses (18 hours)

Grade of "C" or better is required in Youth Development Courses.

- [FCS 2140 - Child Development](#) **Credits:** 3 hours
- [FCS 2150 - Adolescent Development](#) **Credits:** 3 hours
- [FCS 2660 - Personal Nutrition](#) **Credits:** 3 hours
- [FCS 3110 - Youth Development Foundations](#) **Credits:** 3 hours
- [FCS 3120 - Curriculum and Assessment in Youth Development](#) **Credits:** 3 hours
- [FCS 4110 - Youth Development Skills and Processes](#) **Credits:** 3 hours

Required Related Courses (9 hours)

- [ED 5950 - Experiential Education and Place-Based Learning](#) **Credits:** 3 hours
- [ES 5850 - Social Justice and Community Organizing](#) **Credits:** 3 hours

Choose One Course (3 hours)

- [COM 1040 - Public Speaking](#) **Credits:** 3 hours
- [WFED 5150 - Grant Writing for Workforce Education and Development](#) **Credits:** 3 hours
- [FCS 2090 - Family Resource Management](#) **Credits:** 3 hours
- [FCS 2250 - Computer Applications](#) **Credits:** 3 hours
- [FCS 5100 - Teaching Sexuality Education](#) **Credits:** 3 hours
- [FCS 5220 - Topics in Family and Consumer Sciences](#) **Credits:** 1 to 3 hours
- [FCS 5250 - The Adolescent in Development](#) **Credits:** 3 hours
- [SPED 5300 - Introduction to Special Education](#) **Credits:** 3 hours
- [FCS 5350 - Communication Skills for Working with Families Across the Lifespan](#) **Credits:** 3 hours
- [FCS 5510 - Families and Hospitalization I](#) **Credits:** 3 hours

- [FCS 5520 - Families and Hospitalization II](#) **Credits:** 3 hours
- [FCS 5680 - Gender, Culture, and Families](#) **Credits:** 3 hours
- Or other course with approval of an advisor **Credits:** 3 hours

Electives

As needed for graduation total of 122 hours.