

**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](mailto: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 checked="" 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 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:** Human Development minor

<b>Chair, Department Curriculum Committee:</b> Mary Beth Janssen	<b>Date</b> 10/1/2021
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**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.

<b>Chair/Director:</b> <a href="#">Suzan F. Ayers</a>	<b>Date</b> 10/1/21
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**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.

<b>Chair, College Curriculum Committee:</b>	<b>Date</b>
<b>NOT FOR USE FOR CURRICULAR COURSE CHANGES REQUEST FOR PROGRAM IMPROVEMENTS</b>	

**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.

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

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

1. Explain briefly and clearly the proposed improvement:

The proposed improvement adds a new minor called Human Development and is a part of a Family Science package of program improvements.

**Table 1. Proposed Changes to the Family Science Undergraduate Programs**

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

	FCS 1050- <b>Propose (proposal completed and submitted online)</b>	Students in the Child Development and Services concentration with the Child Life Foundations track take FCS 1050
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2. Rationale. Give your reason(s) for the proposed improvement.

Most Family Science courses, including human development courses, may be taken by students from other programs, departments, and colleges. For students not in the proposed Family Science and Human Development Major yet interested in deepening their knowledge of human development, the proposed 15-credit hour Minor in Human Development provides them a means to augment their major with focused coursework in this area that is reported on their transcript. The Minor consists of the following courses:

FCS 1030 (WES) required;

**Choose four:** FCS 2100, 2140, 2150, 3140, 4130, 4150

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 courses that comprise the proposed minor are a subset of required courses for the current majors of Family Studies, Child and Family Development, and Youth and Community Development and the proposed BS in Family Science and Human Development with three concentrations. No other WMU Department offers an in-depth focus on human development.

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

The proposed Minor in Human Development consists of courses from the proposed BS in Family Science and Human Development. The minor may augment other majors by providing a Human Development perspective and knowledge base. The minor may also serve as a bridge to the BS in Family Science and Human Development major. The table below details how the minor fits with the other program offerings.

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		
<b>Child Development and Services Concentration</b> 27 credit hours No minor required	<b>Family Studies Concentration</b> 27 credit hours No minor required	<b>Youth and Community Development Concentration</b> 27 credit hours No minor required
<b>REQUIRED COURSES</b> (beyond FSHD core):  2140 Child Development	<b>REQUIRED COURSES</b> (beyond FSHD core)  FCS 2100 Human Sexuality	<b>REQUIRED COURSES</b> (beyond FSHD core)  FCS 2140 Child Development

<p>3140 Infant &amp; Toddler Development</p> <p>FCS 5350 Communication Skills for Working with Families</p> <p>FCS 4295 Internship</p>	<p>FCS 2090 Family Resource Management</p> <p>FCS 3150 Global Ecology of the Family (WES)</p> <p>FCS 4130 Later Life Family Relationships</p> <p>FCS 4190 Teaching Family Life Education</p> <p>FCS 4295 Internship</p>	<p>FCS 2150 Adolescent Development</p> <p>FCS 3110 Youth Development Foundations</p> <p>FCS 3120 Curriculum &amp; Assessment in Youth Dev</p> <p>FCS 4110 Youth Worker Skills and Processes</p> <p>ES 5850 Social Justice &amp; Community Organizing</p> <p>ED 5950 Experiential Education &amp; Place-based Learning</p> <p>FCS 4295 Internship</p>
<p><b>Choose one emphasis area:</b></p> <p><b>Emphasis area 1: Child Programming and Administration</b> (minimum 12 credits required)</p> <p>ED 5750 Administration of Child Development Centers</p> <p><b>Choice of an additional 9 credit hours (minimum) from the following:</b></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 &amp; 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><b>Required choice of electives (minimum 6 credits):</b></p> <p>FCS 2140 Child Development</p> <p>FCS 2150 Adolescent Development</p> <p>FCS 3110 Youth Development Foundations</p> <p>FCS 3140 Infant &amp; Toddler Development</p> <p>FCS 5110 Kinship Care Family Members: Strengths &amp; Challenges</p> <p>FCS 5350 Communication Skills for Working With Families</p> <p>FCS 5680 Gender, Culture &amp; Families</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 5150 Grant Writing</p>	<p><b>Recommended (not required):</b></p> <p>FCS 2100 Human Sexuality</p> <p>FCS 2660 Personal Nutrition (WES)</p> <p>FCS 4190 Teaching Family Life Education</p>

<p><b>Emphasis area 2</b></p> <p><b>Child Life Foundations (minimum of 12 credits required)</b></p> <p><b>Required:</b></p> <p>FCS 1050 Intro to Child Life (1 cr)</p> <p>FCS 2150 Adolescent Development</p> <p>FCS 5510 Families &amp; Hospitalization I</p> <p><b>Choice of an additional 5 credit hours (minimum) from the following:</b></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 &amp; Healthcare</p> <p>FCS 5110 Kinship Care Family Members: Strengths &amp; Challenges</p> <p><b>Recommended one credit course options:</b></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>		
<b>Minors</b>		
<p><b>Human Development</b> <b>15 credits</b></p>	<p><b>Family Science</b> <b>15 credits</b> <b>Non-FSHD majors only</b></p>	<p><b>Youth and Community Development</b> <b>15 credits</b> <b>Non-YCD majors only</b></p>
<p>FCS 1030 (WES) required; <b>Choose four:</b> FCS 2100, FCS 2140, FCS 2150, FCS 3140, FCS 4130, FCS 4150</p>	<p>FCS 1010 <b>or</b> FCS 1030 (WES) FCS 2170 (WES) <b>or</b> FCS 3150 (WES) FCS 3170 FCS 3180 FCS 4120 (WES) <b>or</b> FCS 4150</p>	<p>FCS 2140 <b>or</b> FCS 2150 FCS 3110 FCS 3120 FCS 4110 ED 5950</p>

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. Additionally, these changes dovetail with the CEHD's interdisciplinary program in early childhood 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.

The proposed minor is 15 credits which is a typical number of credits for a minor. One of the requirements offers a choice in courses, which helps when students are creating their 4 year plans. FCS 1030 is a WES course, which could help students meet that WES requirement. All courses in the minor are offered multiple times a year, which will help students complete the minor in a reasonable amount of time.

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?

In the existing Family Science minor, there were four minors enrolled in fall of 2018 and 12 minors enrolled in the spring of 2019. It may be that a similar number of students would be interested in the proposed minor of Human Development. Students from a wide range of majors may be interested, as many career paths and areas of study can be enhanced by a deep understanding of human development.

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.)

We will continue to need resources to teach required classes. All of the classes in the proposed minor are also required in the proposed major with three concentrations. So is it a "no-cost" minor to offer- that we lose nothing by offering it?

**Faculty:** We will continue to need full-time and part-time faculty to teach courses in the human development minor.

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

**Library Holdings:** Library resources have proved sufficient.

**Advising:** There will be a need for CEHD academic advising support. To that end, the proposed minor has been informed by ongoing feedback and consultation of the CEHD advising team. The time needed for advising may increase as the new minor begins.

**Marketing:** Support is needed to develop and implement a marketing plan that targets prospective students.

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.

The learning outcome for the proposed human development minor is as follows:

Demonstrate knowledge of human ecological systems and human development through a lifespan perspective.

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 minor 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.

We will need CEHD academic advisors to create transfers guides for the proposed minor based off of the current transfer guides for the majors in the Family Science program area. Since we are not proposing any new classes for the proposed minor, the current guides can be the basis for the transfer guides for the minor.

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.

Since this is a proposal for a new minor in Human Development, there is no current catalog language.

## **NEW 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

FCS 5140 Economic Realities 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