

**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 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 checked="" type="checkbox"/> <b>Revised major</b> | <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*                   |  |  |
| <input type="checkbox"/> Other (explain**) <b>** Other:</b> |  |  |

**Title of degree, curriculum, major, minor, concentration, or certificate:** MA in Family and Consumer Sciences (FCSM)

<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> Suzan F. Ayers	<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>
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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.

<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:**

This proposal revises the MA in Family and Consumer Sciences as follows:

A. Changes the title of the *Family Life Education* Track to the **Family Sciences and Services** Track and updates the curriculum

B. Adds the Youth and Community Development Track

This proposal is part of a package of graduate program improvement proposals as shown in Table 1. (See highlighted cell below for changes included in this proposal.)

Table 1. Proposed Changes to the Family Science Graduate Programs

PROGRAMS: Current – Fall 2021	PROPOSED CHANGES Proposed changes are noted in blue.	AFTER PROPOSED CHANGES: FALL 2022
FCS 6410 Advances in Youth and Community Development	FCS 6410 Advances in Youth and Community Development – <b>Revise Course Description</b>	FCS 6410 Advances in Youth and Community Development
MA in Youth and Community Development	MA in Youth and Community Development – <b>Delete</b>	
MA in Youth and Community Development (Accelerated)	MA in Youth and Community Development (Accelerated) – <b>Delete</b>	
<b>MA in Family and Consumer Sciences – Tracks</b>  1) Child Life  2) Family Life Education    3) Textile and Apparel Studies Option ( <i>Offered by the Fashion Design and Merchandizing faculty in the Dept of FCS</i> )	<b>MA in Family and Consumer Sciences – Tracks</b>  1) Child Life – <b>No Change</b>  2) a. Family Life Education – <b>REVISE (title change to Family Science and Services and curriculum update)</b>  3) Youth and Community Development – <b>Add</b>  4) Textile and Apparel Studies	<b>MA in Family and Consumer Sciences – Tracks</b>  1) Child Life  2) Family Science & Services  3) Youth and Community Development  4) Textile and Apparel Studies
<b>MA in Family and Consumer Sciences – Accelerated Tracks</b>  1) Child Life – Accelerated  2) Family Life Education - Accelerated	<b>MA in Family and Consumer Sciences – Accelerated Tracks</b>  1) Child Life – Accelerated – <b>No Change</b>  2) a. Family Life Education – Accelerated <b>REVISE (title change to Family Science and Services and curriculum update)</b>  3) Youth and Community Development (Accelerated) – <b>Add</b>	<b>MA in Family and Consumer Sciences – Accelerated Tracks</b>  1) Child Life – Accelerated  2) Family Science and Services – Accelerated  3) Youth and Community Development
Graduate Certificate in Youth and Community Development	Graduate Certificate in Youth and Community Development – <b>Revise</b>	Graduate Certificate in Youth and Community Development
Graduate Certificate in Kinship Care Families	Graduate Certificate in Kinship Care Families – <b>No Change</b>	Graduate Certificate in Kinship Care Families

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

### A. Change the title of the *Family Life Education Track* to the *Family Sciences and Services Track* and update the curriculum

While the Family Life Education (FLE) track graduated between 8 and 13 students per year from AY 2012-2013 to AY 2018-2019, applications and enrollment decreased during this time, resulting in a recent graduation rate of 7 students in 2019-2020 and 2 in 2020-2021. Two additional students are scheduled to graduate in AY 2021-2022, and five students are in the middle of completing their degree. The decrease in enrollment has resulted in four family science courses that primarily served FLE students being canceled with students taking course substitutions. Meanwhile, other family science courses that are also taken by students in other tracks in the MA in FCS or other departments have enrollments at or near their capacity.

Substituting courses is not a sustainable strategy, and canceling specific family science courses means we can no longer offer the necessary coursework to be an approved Certified Family Life Educator (CFLE) program at the graduate level by our professional association, the National Council on Family Relations. The approval allowed students to meet the academic requirements for provisional status as a Certified Family Life Educator (CFLE) without taking the national CFLE exam. However, students who wish to become a CFLE may take the exam, and faculty have been supporting those who wish to do so by recommending readings and loaning academic books in preparation to take the exam. (Note: we will still offer an approved CLFE program at the undergraduate level and most CFLE programs across the country are at the undergraduate level.)

Given the continued interest in a graduate program that focuses on families and family life and the importance of family-related coursework to other tracks and programs, the Family Science faculty are proposing a change in title and a revision of the family life education curriculum.

*Title:* The faculty chose Family Science and Services as the new title for the track as it reflects the discipline of Family Science and highlights the 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>

*Curriculum:* The updated curriculum will feature family science courses shared with other tracks in the MA in FCS and/or other departments, augmented by courses in kinship care families and youth and community development (most programs in the youth-serving sector include a family engagement component). See Table 2 below.

### B. Add the Youth and Community Development Track

The proposed Youth and Community (YCD) track in the MA in Family and Consumer Sciences (MA in FCS) will allow the Department to continue to prepare youth advocates and leaders after the closing of the MA in Youth and Community. We are proposing the YCD track, along with other improvements noted in Table 1, in response to enrollment and WMU's administration's direction to identify and implement efficiencies in resource use.

The MA in YCD began Fall 2018 with the expectation of admitting 10 students or more a year by year three. That goal was not met. However, since Fall 2020, seven students have been admitted to the MA in YCD and enrolled in courses (three are taking their first course Fall 2021). This recent increase in admissions has encouraged faculty to continue offering an academic track in YCD and the Department's Family Science faculty and other faculty who teach in YCD determined a YCD track in the MA in FCS as a viable path. Along with other Family Science tracks in the MA in FCS (i.e., Child Life and the proposed Family Science and Services track), admitting and graduating 10 MA in FCS students per year is achievable. For example, from Summer II 2020 to Summer I 2021, 12 students total graduated from the Child Life and Family Life Education tracks in the MA in FCS. We refer to these areas of study as "tracks" because they will not have their own academic code. The academic code will continue to be the one for the MA in FCS (FCSM).

We have focused on building efficiencies across curricula. Table 2 below lists an example of courses for the proposed Youth and Community Development track, the proposed Family Science and Services track, and the current Child Life track. Table 2 illustrates sharing courses across tracks. We are also offering selected courses on a two-year rotation.

**Table 2 Tracks in the MA in Family and Consumer Sciences**

<b>MA in Family and Consumer Sciences</b> Family Science Not listed is the Fashion Merchandizing and Design Faculty's Textile and Apparel Studies; it is the fourth track in the MA in FCS.		
<b>Proposed Youth and Community Development – 32 credit hours</b>  <b>At least 50% of credit hours must be at the 6000- and 7000-levels.</b>	<b>Proposed Family Science and Services – 32 credit hours</b>  <b>At least 50% of credit hours must be at the 6000- and 7000-levels</b>	<b>Child Life – 32 credit hours (34 credit hours if a Child Life practicum is needed)</b>  <b>At least 50% of credit hours must be at the 6000- and 7000-levels</b>
FCS 6410 Advances in Youth and Community Development	FCS 6410 Advances in Youth and Community Development	FCS 5510 Families and Hospitalization I
FCS 6420 Building Capacity/Quality in Youth and Community Development	FCS 6420 Building Capacity/Quality in Youth and Community Development	FCS 5520 Families and Hospitalization II
Choose one Public Affairs and Administration Course ( <i>Family Science Graduate Coordinator/Advisor approval required.</i> )	FCS 5110 Kinship Care Family Members: Strengths and Challenges <b>[only online]</b>	FCS 6590 Child Life in Practice
Choose One Organizational Change Leadership Course OCL 6400 Fnd in Org Change Leadership OCL 6410 Org Culture and Globalization OCL 6430 Group Dynamics and Team Dev OCL 6440 Large Scale Change and Org	FCS 5120 Ed Systems & KCF (1 cr hr) <b>[only online]</b> FCS 5130 Health Care & KCF (1 cr hr) <b>[only online]</b> FCS 5140 Economic Realities & KCF (1 cr hr) <b>[only online]</b>	FCS 5540 Therapeutic Play with Pediatric Patients
ED 5950 Experiential Ed & Place-Based	FCS 6570 Developing Effective Programming for KCF <b>[only online]</b>	FCS 6510 Child Development Theories & Practice
ES 5850 Social Justice & Comm Org	Choose One Family Science Course: FCS 5350 Communication Skills FCS 6510 Child Dev: Theories & Practice FCS 6530 Families, Loss, and Bereavement FCS 6550 Adult-Child Relationships FCS 6600 Studies in Family Relationships	FCS 6600 Studies in Family Relationships
FCS 5680 Gender, Culture, and Families	FCS 5680 Gender, Culture, and Families	FCS 5680 Gender, Culture & Families
FCS 6010 or EMR 5400	FCS 6010 or EMR 5400	FCS 6010 Basic Research Methods or EMR 5400
<b>Choose One (2 – 6 credit hours)</b> FCS 7100 Independent Research (2-6 cr hr) FCS 7000 Master's Thesis (6 cr hr)	<b>Choose One: (2 – 6 credit hours)</b> FCS 7100 Independent Research (2-6 cr hr) FCS 7000 Master's Thesis (6 cr hr)	<b>Choose One: (2 – 6 credit hours)</b> FCS 7100 Independent Research (2-6 cr hr) FCS 7000 Master's Thesis (6 cr hr)
<b>FCS 6220 Practicum (2-6 cr hr)</b> A minimum of 3 cr hrs	<b>FCS 6220 Practicum (2-6 cr hr)</b> A minimum of 3 cr hrs	<b>FCS 6220 Practicum/Internship</b> 2 credit hours for a Child Life Practicum 3 credit hours for a Child Life Internship
<b>Elective (3 credit hours; Family Science Graduate advisor/Coordinator approval required)</b>  FCS 5100 Teaching Sexuality Education FCS 5110 Kinship Care Family Members: Strengths and Challenges <b>[only online]</b> FCS 5120 Ed Systems & KCF (1 cr hr) <b>[only online]</b> FCS 5130 Health Care & KCF (1 cr hr) <b>[only online]</b> FCS 5140 Economic Realities & KCF (1 cr hr) <b>[only online]</b> FCS 5220 Topics FCS 5350 Communication Skills FCS 5540 Therapeutic Play w/ Pediatric Populations FCS 6160 Consumer Education FCS 6510 Child Development: Theories & Practice FCS 6520 Family Life Education FCS 6530 Families, Loss, and Bereavement FCS 6550 Adult-Child Relationships FCS 6560 Family Law, Ethics, and Professional Issues FCS 6570 Developing Effective Programming for Kinship Care Families <b>[only online]</b> FCS 6600 Studies in Family Relationships ED 5950 Experiential Education & Place-Based ES 5850 Social Justice & Community Organization OCL 6400 Foundations in Organizational Change Leadership OCL 6410 Organizational Culture and Globalization OCL 6430 Group Dynamics and Team Dev OCL 6440 Large Scale Change and Organizational Design Public Affairs and Administration Graduate Courses WFED 5150 Grant Writing		FCS 6530 Families, Loss, & Bereavement

**\*Required courses for the Graduate Certificate in Kinship Care Families**

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.**

#### **Family Science and Services Track**

The change in title and program of study for students in this track should not affect students in other programs or departments. Family Sciences courses taken by students from other programs and departments will continue to be offered. Please see attached copies of emails from the Chair of Public Affairs and Administration (Dr. Udaya Wagle), Chair of TLES (Dr. Susan Piazza) , and the Chair of ELRT ( Dr. Donna Talbot)) confirming access to courses. Also included is a copy of the email from the Chair of FCS, Dr. Ayers, in support of program improvements.

#### **Youth and Community Development Track**

The Departments of Family and Consumer Science (FCS) and Teaching, Learning, and Educational Studies (TLES) collaborated in the design and delivery of the MA in YCD, while the Department of Education Leadership, Research, and Technology (ELRT) provided Organizational Change Leadership courses. With the proposed closure of the MA in YCD and addition of a YCD track in the MA in FCS, we are taking the opportunity to strengthen the focus on YCD leadership knowledge and skills. In addition to YCD courses focused on advancements in YCD and building program capacity and quality, students will continue to access the Organizational Change Leadership course while adding access to Public Affairs and Administration (PAA) courses (e.g., Managing Nonprofit Organizations, Marketing and Community Engagement, Nonprofit Accounting and Finance, Fund Raising for Nonprofit Organizations), and an elective that can include, among multiple choices, an additional OCL or PAA course (see the Table 2 above). Students also will complete a three-credit hour practicum or internship in the field, working with one or more leaders in the youth serving sector.

Please see attached copies of emails from the Chair of Public Affairs and Administration (Dr. Udaya Wagle), Chair of TLES (Dr. Susan Piazza), and the Chair of ELRT (Dr. Donna Talbot) confirming access to courses. Also included is a copy of the email from the Chair of FCS, Dr. Ayers, in support of program improvements.

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

The MA in FCS houses three tracks: Child Life, Family Life Education to be renamed Family Science and Services, and Textile and Apparel Studies (under the purview of the Fashion Merchandising and Design Faculty). The YCD track will be the fourth in the MA in FCS and the third under the purview of the Family Science faculty.

The **Family Science and Services** track shares courses with Child Life and Youth and Community Development tracks and with the Graduate Certificate in Kinship Care Families. Family Science and Services students may choose an elective that supports their career plans (family science, youth and community development, Child Life, Public Affairs and Administration, or Organizational Change Leadership). Students also will complete a practicum or internship in the field, working with one or more leaders in family services.

The proposed **Youth and Community Development** track in the MA in FCS allows continuation of an academic focus in YCD through a more efficient format. This change is part of an overall effort to focus resources on courses that can serve more than one program within and outside of the Department. Of the courses listed in Table 2, only three courses (FCS 5510, 5520, and 6590) typically serve one program, Child Life; however, students from other programs are welcome to enroll in FCS 5510 Families and Hospitalization I as it addresses attending to the psychosocial, emotional, and developmental needs of children who are ill, injured, or stressed.

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

The program improvements listed in Table 1 align with the CEHD strategic initiative "to development and maintain a suite of programs that are inclusive, high quality, innovative, forward-looking, and trend-setting" and the Department's mission "to provide integrative educational programs...focused on reciprocal relationships among individuals, families, and their near environments with the goal of improving the quality of life within a dynamic global community."

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.

See Table 3 below for the rotation of courses in the Family Science and Services track in the MA in Family and Consumer Sciences. By taking 6 credit hours fall and spring semesters and three credit hours in summer, a student can complete the degree in 2 years and one semester. It is expected that most graduate students will be employed and prefer to take one or two courses a semester or summer. Students can take more courses a semester which would allow them to complete their practicum or internship on its own. We avoid conflicts by not scheduling courses at the same time so students from the three concentrations can take multiple courses each semester if they wish.

**Table 3. Family Science and Services Development Rotation**

MA in Family and Consumer Sciences Family Science and Services Development Track (32 credit hours) All courses are 3 credit hours unless otherwise specified.		Year 1 2022-23			Year 2 2023-24			Year 3 (Repeats Year 1 + FCS 6570) 2024-2025		
		Fall	Spring	Sum	Fall	Spring	Sum	Fall	Spring	Sum
<b>Theory and Foundations</b> 6 Credit Hours	*FCS 6410 Advances in Youth and Community Development	√ *						√*		
	*FCS 5110 Kinship Care Family Members: Strengths and Challenges [online]				√*					
	*FCS 5120 Ed Systems & KCF (1 cr hr) [online]					√*				
	*FCS 5130 Health Care & KCF (1 cr hr) [online]					√*				
	*FCS 5140 Economic Realities & KCF (1 cr hr) [online]					√*				
	FCS 5680 Gender, Culture, and Families	√	√		√	√		√	√	
<b>Practice</b> 9 Credit Hours	*FCS 6420 Building Capacity and Quality in Youth and Community Development		√*					√*		
	*FCS 6570 Developing Effective Programming for KCF [online] [TBD whether offered Summer or following Fall]							√*		
	Choose One (a minimum of 3 credit hours required): FCS 6220 Practicum/Internship (2-6 credit hours) or ED 7120 Internship (1-12 credit hours)	√	√	√	√	√	√	√	√	√
<b>Electives</b>	Choose One: FCS 5350 Communication Skills			√			√			√
	FCS 6510 Child Dev: Theories & Practice	√			√			√		
	FCS 6530 Families, Loss, and Bereavement		√	√		√	√		√	√
	FCS 6550 Adult-Child Relationships			√			√			√
	FCS 6600 Studies in Family Relationships	√			√			√		
	Choose from list – See table 2 (3 credit hours required) Family Science Graduate Advisor/Coordinator approval required	√	√	√	√	√	√	√	√	√
<b>Research Core</b> Minimum 5 credit hours	FCS 6010 Basic Research Methods and Design		√			√			√	
	Choose One (a minimum of 3 credit hours required): FCS 7100 Independent Research (2-6 credit hours) FCS 7000 Master's Thesis (6 credit hours)	√	√	√	√	√	√	√	√	√

\* Courses offered on a two-year rotation.

We have planned the rotation of courses to ensure the current students and any that are accepted into the MA in YCD Accelerated program in AY 2021-22 can complete their program without a delay. Most of the courses in the MA in YCD are included in the proposed YCD track and are scheduled in the rotation of courses; if needed, the Family Science Graduate Coordinator/Advisor will find course substitutions so the progress to degree is not delayed.

Table 4 shows the two-year course rotation for the YCD track. Many of our graduate students are employed full-time and have family responsibilities and so may take more than two years to complete a graduate degree.

**Table 4. Youth and Community Development Track**

MA in Family and Consumer Sciences Youth and Community Development Track (32 credit hours) All courses are 3 credit hours unless otherwise specified.		Year 1 2022-23			Year 2 2023-24		
		Fall	Spring	Sum	Fall	Spring	Sum
<b>Youth Development: Theory and Foundations</b> Credit Hours	*FCS 6410 Advances in Youth and Community Development	√*					
<b>Youth Development: Practice and Leadership</b>	*FCS 6420 Building Capacity and Quality in Youth and Community Development		√*				
	*ED 5950 Experiential Education and Place-Based Learning				√*		
	FCS 6220 Practicum/Internship (2-6 credit hours) or	√	√	√	√	√	√



5 Credit Hours (a minimum of 3 credits of FCS 6220 or ED 7120 are required)	ED 7120 Internship (1-12 credit hours)						
	Choose one Public Affairs and Administration Course	√	√	√	√	√	√
	Family Science Graduate Coordinator/Advisor approval required						
	Choose One:						
	OCL 6400 Foundations in Org Change Leadership		√		√		
	OCL 6410 Organizational Culture and Globalization	√	√		√		
Social Foundations 6 Credit Hours	OCL 6430 Group Dynamics and Team Development in an Age of Globalization	√	√			√	
	OCL 6440 Large Scale Change and Organizational Design	√				√	
	*ES 5850 Social Justice & Community Organizing					√*	
Research Core Minimum 5 credit hours	FCS 5680 Gender, Culture, & Families	√	√		√	√	
	FCS 6010 Basic Research Methods and Design		√			√	
	Choose One:	√	√	√	√	√	√
	FCS 7100 Independent Research (2-6 credit hours)						
	ED 6790 Capstone Research Project						
	FCS 7000 Master's Thesis (6 credit hours)						
Elective 3 credit hours	ED 7000 Master's Thesis (6 credit hours)						
	Family Science Graduate Coordinator/Advisor approval required	√	√	√	√	√	√

\* Courses offered on a two-year rotation.

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?

*Anticipated Student Audience:* Our student audiences are: 1) human/social services professionals currently serving individuals and families across the lifespan and youth advocates and program coordinators who work in the out-of-school time sector, who are seeking a leadership role in their agency or organization, 3) program coordinators and directors who are seeking professional development for career advancement, and 3) those who have recently graduated and are seeking additional professional development as they seek employment or are newly hired. Family social service professions may be employed in agencies and non-profits that serve children and families such as protective services (e.g., children or elder), foster care, refugee services, or shelter/housing resources. For a list of locations where family science professional work, see <https://family.science/where-we-work>. Youth advocates and leaders are employed in out-of-school time organizations; non-profits that serve youth and families; and agencies that provide foster care, refugee services, or transitional shelter.

*Market Demand or Need:* A WMU Market Research Report provided an environmental scan related to *Family Life Education*, noting that outside of secondary education, social and community services employers are not requiring a FLE degree but accept a range of degrees. Common job postings for Social and Community Services Managers include, for example, program managers, social services directors, executive directors, community relations. Recruitment suggestions shared in the report included ideas for promotional and informational materials based on informational interviews with current students.

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; 13 percent (n = 31) required a master's degree. Although it was not clear which job titles were associated with a required master's degree, possible titles included program coordinators, extension program coordinators, youth development coordinators or leaders, and youth program supervisors.

The Bureau of Labor Statistics reports an expected growth rate of 12% from 2020 to 2030 for the group of professions classified as Community and Social Service Occupations, faster than average (see <https://www.bls.gov/ooh/community-and-social-service/home.htm>). Social and Community Services Managers which have a projected growth rate of 15% between 2020 and 2030 (see <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm>)

*Estimated Enrollment:* Based on an average of the past three years, we expect to admit 3-5 students to the YCD track each year. Along with 6-8 admissions to the Child Life track (1-2 are accelerated students) and 2-4 admissions to the Family Sciences and Services track, we expect a minimum of 10 admissions to the MA in FCS per year. We also expect 4-6 admissions per year to the the MA in FCS - Accelerated program.

*Beneficial to Students:* The west side of Michigan has a number of social service agencies and organizations that have hosted graduate-level Family Life Education practicum students and interns and have hired alumni from the MA in FCS. Students will benefit from a 300-hour practicum/internship focused on leadership. Students will benefit from course work taught part-time instructor who leads a highly regarded non-profit and faculty who have created programs for kinship care



families, and instructors who have worked with children, youth, and families. Students will have instructors from Family Science, Education, and depending upon their selection of electives, Organizational Change Leadership or Public Affairs and Administration. Students who wish to emphasize their coursework in kinship care families may also apply for the Graduate Certificate in Kinship Care Families.

Kalamazoo County has a dynamic youth-serving sector, providing multiple locations for practica/internships and access to high quality youth programs, youth development program directors, and family services directors. Students will also benefit from courses taught by faculty from a minimum of four disciplines (i.e., Family Science, Education, Organizational Change Leadership, and Public Affairs and Administration). Another benefit is that the YCD track is a 32-credit hour program whereas the MA in YCD is a 33-credit hour program.

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.)

In brief, resources needed for the FSS and YCD tracks in the MA in Family and Consumer Sciences mirror resources needed for the current FLE track and the MA in YCD. The time needed for advising will increase as the MA in YCD is taught out and the YCD track begins and students complete the FLE track and others begin the FSS track.

A key resource needed from the CEHD is expertise in developing and implementing a marketing plan, as noted below.

**Faculty:** A majority of FCS graduate courses are taught by full-time faculty from FCS and two faculty from TLES; we will continue to need part-time faculty who teach courses in child life, youth and community development, and kinship care families. Continued assigned time for coordinating graduate programs and for advising will continue to be needed (coordination and advising are addressed below).

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

**Library Holdings:** Existing resources are sufficient for youth and community development. Please see the attached letter from University Libraries Associate Dean for Resources, Paul Gallagher.

**Advising:** If approved, the MA in FCS will have four tracks: Child Life, Family Sciences and Services (FSS), Youth and Community Development (YCD), and Textile and Apparel Studies. The first three tracks are under the purview of the Family Science Faculty. It will also have three accelerated programs in the MA in FCS: Child Life, Family Sciences and Services (FSS), and Youth and Community Development (YCD).

The Family Sciences Graduate Coordinator/Advisor advises students in the FFS and YCD tracks; AGDP students in the Child Life, FFS, and YCD tracks; and students in the Graduate Certificate in YCS and the Graduate Certificate in Kinship Care Families. The Family Science Graduate Coordinator/Advisor provides overall coordination of family science graduate programs (e.g., program improvement, curriculum changes, liaison with faculty in other departments, program review, assessment).

The Child Life Coordinator/Advisor provides advising to graduate students in the Child Life track, including the AGDP students after they earn their bachelor's degree and become graduate students. The Child Life Coordinator/Advisor also provides extensive guidance to and workshops for graduate students as they seek and apply for competitive practica and 600-hour internships and continues to mentor alumni as they apply for Child Life positions. The Child Life Coordinator/Advisor also functions as the point person to respond to undergraduate students and prospective graduate students interested in the Child Life career path.

Fashion Merchandizing and Design faculty advise students in the Textile and Apparel track.

**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, CEHD support and expertise are needed to develop and implement a marketing plan that focuses on professionals working in the social services and youth-serving sectors 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.

**Family Science and Services:**

- Identify and design quality programming for families based on theory, evidence, and best practices.
- Analyze the impact of a social system on historically excluded populations and generate solutions for equitable and inclusive policy and service delivery.
- Apply knowledge of the field and leadership skills and disposition as demonstrated through successful completion of an internship or practicum experience.
- Demonstrate knowledge of the discipline and the ability to analyze and synthesize research and scholarship by successful completion of an independent research project, a capstone research project, or a thesis.
- Demonstrate reflective practice by discussing and writing about 1) leadership competencies, 2) ethics, 3) equity and inclusion as bedrock principles in family science and services, and 4) continuous professional development.

**Youth and Community Development**

- Identify and apply best practices in building quality youth programming and organizational capacity.
- Organize learning environments responsive to, and supportive of, the development needs of children and adolescents.
- Articulate philosophies and methods in experiential education and placed-based learning.
- Discuss major theoretical perspectives and competing approaches to social justice and/or contributions of humanistic, literary, and artistic expressions to social change.
- Design, implement, and/or assess individual or group projects related to youth and community development.
- Analyze the impact of a social system on historically excluded populations and generate solutions for equitable and inclusive policy and service delivery.
- Apply knowledge of the field and leadership skills and disposition as demonstrated through successful completion of an internship or practicum experience.
- Demonstrate knowledge of the discipline and the ability to analyze and synthesize research and scholarship by successful completion of an independent research project, a capstone research project, or a thesis.
- Demonstrate reflective practice by discussing and writing about 1) leadership competencies, 2) ethics, 3) equity and inclusion as bedrock principles in youth and community development, and 4) continuous professional development.

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.

Proposing a title change from Family Life Education to Family Science and Services and updating the curriculum and proposing a Youth and Community Development Track is in response to informal assessment activities such as tracking admissions and course enrollments and cancellations, and Administration encouragement to find efficiencies in resource use. Incorporating courses taken by at least one other academic program and rotation of courses are steps to using resources efficiently. In addition, the new Family Science and Services title is consistent with our discipline's identity and the recognition among universities and colleges with family science programs of the need to unify our discipline for credibility and visibility (see the attached letter from Diane L. Cushman, Executive Director, National Council on Family Relations

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.

NA

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) (From**

[https://catalog.wmich.edu/preview\\_entity.php?catoid=39&ent\\_oid=3935&returnto=1760](https://catalog.wmich.edu/preview_entity.php?catoid=39&ent_oid=3935&returnto=1760)

[https://catalog.wmich.edu/preview\\_program.php?catoid=39&poid=12411&returnto=1760](https://catalog.wmich.edu/preview_program.php?catoid=39&poid=12411&returnto=1760)

[https://catalog.wmich.edu/preview\\_program.php?catoid=39&poid=12526&returnto=1760](https://catalog.wmich.edu/preview_program.php?catoid=39&poid=12526&returnto=1760)

**Family and Consumer Sciences**



[Departments and Programs](#)

Suzan Ayers, Interim Chair  
Main Office: 3326 Kohrman Hall  
Telephone: 387-3704  
Fax: (269) 387-3353  
Karen R. Blaisure  
Jou-Chen Chen  
Kimberly Doudna  
Angel Gullon-Rivera  
R. Adam Manley  
Ping Ouyang  
Marcy Peake  
Arezo Rojhani  
Chitra Singh  
Zee-Sun Yun

The Department of Family and Consumer Sciences offers the Master of Arts in Workforce Education and Development, the Master of Arts in Family and Consumer Sciences, and the Master of Arts in Youth and Community Development; each master's degree is offered. The Department also offers Graduate Certificates in Kinship Care Families, Professional Workforce Educator, and Youth and Community Development. The Department also offers a concentration in Workforce Education and Development within the Doctor of Education in Educational Leadership. For more information on this doctoral program, see the catalog listing under the Department of Educational Leadership, Research and Technology.

**Master of Arts in Family & Consumer Sciences (FCSM)**



Return to: [Departments and Programs](#)

Advisors: Karen Blaisure (September - June),  
Suzan Ayers (July and August),  
Room 3326, Kohrman Hall

The graduate program in Family and Consumer Sciences provides an advanced program of study with a concentration in child life, family life education, or textile and apparel studies.

**Family Life Education and Textile and Apparel Studies Concentrations**

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## Admission Requirements

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For admission to the master's program in Family and Consumer Sciences, students must satisfy all the requirements identified in the *Graduate Catalog* as well as specific departmental requirements. No one requirement is sufficient to guarantee admission or dictate denial of admission.

1. Possess a Bachelor of Science from an approved accredited school and a major closely related to the selected concentration.
2. Have a minimum undergraduate grade point average of 3.0 on a 4.0 scale in the last two years of undergraduate work. Non-degree, probationary status may be granted to students with a GPA between 2.5 and 2.99 in the last two years of undergraduate work. Students with that GPA range may establish eligibility for regular admission to WMU by completing nine credit hours of approved graduate-level courses toward their M.A. with a grade of "B" or better in each course.
3. Include a resume indicating previous education experiences and listing positions held over the past 10 years. Indicate the exact title of each position, the agency, school, or firm where employed, and the duration of each employment. Also note particular awards or accomplishments.
4. Submit a two-page, word-processed essay that provides the following information:
  - a. Describe experience(s) that influenced your career choice and your desire to return to graduate school.
  - b. Explain how having a Master of Arts in Family and Consumer Sciences degree will advance your career.

## Program Requirements

- 
1. All master's programs include a minimum of 30 semester hours, half of which must be in courses at the 6000-level or higher, and at least two hours of FCS 7100, Independent Research.
  2. A total of 20 hours in Family and Consumer Sciences must be completed in graduate level courses, planned in consultation with a program advisor.

Assistantships may be available to those wishing to pursue full-time graduate study.

## Child Life Concentration

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The Master of Arts in Family and Consumer Sciences (concentration in Child Life) prepares students to pursue a career in the child life profession. This 32 hour concentration involves course work aligned with recommendations of the Association of Child Life Professionals, the primary professional organization of child life specialists. The curriculum provides classroom and field experiences enabling students to build on skills and knowledge key to working as a child life professional. See the department website for information on admission requirements and the admissions application process.

## Child Life Admission Requirements

- 
- An undergraduate GPA of 3.0 on a 4.0 scale.
  - A bachelor's degree or minor in human development, family science, child and family development, health services, or a related field;
  - An undergraduate or graduate course in child development;
  - An undergraduate practicum/internship and/or volunteer or work experience with children, youth, and/or families.
  - Recommended: Undergraduate course work in medical terminology, anatomy and physiology with a grade of "B" or better.

## Child Life Program Requirements

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1. The concentration in Child Life includes a minimum of 32 semester hours, 15 of which must be in courses at the 6000-level or higher, and at least two hours of FCS 7100, Independent Research.
2. Students who have taken undergraduate or graduate coursework that meets the ACLP academic eligibility requirements for certification as a child life specialist may select alternate graduate courses with the approval of the Graduate Advisor.

Assistantships may be available to those wishing to pursue full-time graduate study.

## PROPOSED CATALOG LANGUAGE 2022-23 (deletions noted with a strikethrough and highlighted in yellow; additions are in red).

### Family and Consumer Sciences

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#### [Departments and Programs](#)

Suzan Ayers, Interim Chair

Main Office: 3326 Kohrman Hall

Telephone: 387-3704

Fax: (269) 387-3353

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The Department of Family and Consumer Sciences offers the Master of Arts in Workforce Education and Development, ~~and the Master of Arts in Family and Consumer Sciences, and the Master of Arts in Youth and Community Development;~~ ~~each master's degree is offered.~~ The Department also offers Graduate Certificates in Kinship Care Families, Professional Workforce Educator, and Youth and Community Development. The Department also offers a concentration in Workforce Education and Development within the Doctor of Education in Educational Leadership. For more information on this doctoral program, see the catalog listing under the Department of Educational Leadership, Research and Technology.

### **Master of Arts in Family & Consumer Sciences (FCSM)**



Return to: [Departments and Programs](#)

Advisors: Karen Blaisure (September – ~~June~~ April),  
Suzan Ayers (~~May~~ July - August),  
Room 3326, Kohrman Hall

The graduate program in Family and Consumer Sciences provides an advanced program of study ~~with a concentration~~ in child life, family life education, ~~youth and community development~~, or textile and apparel studies.

The student will work closely with graduate faculty to develop a plan of study and individual research agenda that fits with personal career and academic goals. ~~The tracks in~~ child life, family life education, and ~~youth and community development~~ include a *minimum* of 32 credit hours (or 34 credit hours if a Child Life practicum was not completed prior to entrance). The track in textile and apparel studies is a minimum of 30 credit hours. Half of the credits completed for the MA in FCS must be in courses at the 6000 level or higher, including ~~and~~ at least two hours of FCS 7100 Independent Research.

The program is appropriate for students interested in pursuing professional positions or as a foundation for continued graduate work leading to a doctoral degree at ~~WMU in another department~~ or ~~at~~ another institution.

## Family Life Education and Textile and Apparel Studies Concentrations

### Admission Requirements

For admission to the master's program in Family and Consumer Sciences, students must satisfy all the requirements identified in the *Graduate Catalog* as well as specific departmental requirements. No one requirement is sufficient to guarantee admission or dictate denial of admission. See below for specific admission requirements for Child Life, and Youth and Community Development.

1. Possess a Bachelor of Science from an approved accredited school and a major closely related to the selected concentration.
2. Have a minimum undergraduate grade point average of 3.0 on a 4.0 scale in the last two years of undergraduate work. Non-degree, probationary status may be granted to students with a GPA between 2.5 and 2.99 in the last two years of undergraduate work. Students with that GPA range may establish eligibility for regular admission to WMU by completing nine credit hours of approved graduate level courses toward their M.A. with a grade of "B" or better in each course. Admit with conditions may be granted if a GPA in the last two years of undergraduate studies is under 3.0. Conditional Admission and will be converted to a regular admission if a B or better is earned in the first two graduate courses (six credit-hours) taken.
3. Include a resume indicating previous education experiences and listing positions held over the past 10 years. Indicate the exact title of each position, the agency, school, or firm where employed, and the duration of each employment. Also note particular awards or accomplishments.
4. Submit a two-page, word processed 500-750 word essay: that provides the following information:
  - a. In the first sentence identify the track you are applying to.
  - b. Describe experience(s) that influenced your career choice and your desire to return to graduate school.
  - c. Explain how having a Master of Arts in Family and Consumer Sciences degree will advance your career.

### Program Requirements

All master's programs include a minimum of 30-32 credit semester hours, half of which must be in courses at the 6000-level or higher, and at least two hours of FCS 7100, Independent Research.

A total of 20 A minimum of 15 credit hours in Family and Consumer Sciences must be completed in Family and Consumer Sciences graduate level courses, planned in consultation with a program Graduate Advisor.

Assistantships may be available to those wishing to pursue full-time graduate study.

### Child Life Concentration Track

The Master of Arts in Family and Consumer Sciences (concentration in Child Life track) prepares students to pursue a career in the child life profession. This 32 credit hour track (or 34 credit hour track if a Child Life practicum was not completed prior to entrance) concentration involves course work aligned with recommendations of the Association of Child Life Professionals, the primary professional organization of child life specialists. The curriculum provides classroom and field experiences enabling students to build on skills and knowledge key to working as a child life professional. See the department website for information on admission requirements and the admissions application process.

### Child Life Admission Requirements



An undergraduate GPA of 3.0 on a 4.0 scale.

A bachelor's degree or minor in human development, family science, child and family development, health services, or a related field;

An undergraduate or graduate course in child development;

An undergraduate practicum/internship and/or volunteer or work experience with children, youth, and/or families.

Recommended: Undergraduate course work in medical terminology, anatomy and physiology with a grade of "B" or better.

### Child Life Program Requirements

The concentration in Child Life includes a minimum of 32-34 semester credit hours, 15 half of which must be in courses at the 6000-level or higher, and at least two hours of FCS 7100, Independent Research.

Students who have taken undergraduate or graduate coursework that meets the ACLP Association of Child Life Professionals academic eligibility requirements for certification as a child life specialist may select alternate graduate courses with the approval of the Graduate Advisor.

Assistantships may be available to those wishing to pursue full-time graduate study.

#### Family Science and Services Track

The Family Science and Services track prepares graduates for leadership roles in child, youth, and family programs that use prevention and educational approaches to empower families and enhance effective coping with life events and family transitions. Graduates serve individuals and families across the life span in a variety of agency, organizational, and faith-based settings.

Students will work closely with graduate faculty to develop a plan of study that fits with personal career and academic goals. Students will complete a practicum or internship.

#### Family Science and Services Program Requirements

1. The Family Science and Services track includes a minimum of 32 credit hours, half of which must be in courses at the 6000-level or higher, and at least two hours of FCS 7100-Independent Research.
2. Students who wish to obtain the Provisional Certified Family Life Educator (CFLE) designation offered by the National Council on Family Relations may take the Certified Family Life Educator Exam through the National Council on Family Relations.

 Return to: [Departments and Programs](#)

#### Youth and Community Development Track

The Youth and Community Development track in the MA in Family and Consumer Sciences is an advanced course of professional development for leaders in informal learning environments and the out-of-school time sector. It is based on theoretical perspectives in childhood, adolescent, and family development and organizational change, and grounded in an ethic of community 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 MA in Youth and Community Development track is a 32-credit hour program. Students will work closely with graduate faculty to develop a plan of study that fits with personal career and academic goals. Students will complete a practicum or internship.

Engaging youth in prosocial activity has long been a priority, as schools and neighborhoods create overlapping systems of support to encourage healthy youth and communities. Youth-serving settings, including informal learning environments and out-of-school time programs, are of increasing interest as successful ways to build assets and to maximize youth potential. This

program joins the larger movement to elevate and professionalize the field of youth development, and encourages thriving communities by building capacity and developing new leaders in youth-serving settings.

The Youth and Community Development **track** is situated at the intersection of developmental theory, social action and justice, and organizational leadership and change. 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 root causes and how individuals and organizations can address social inequalities. Students will study organizational change to develop understandings and competencies in transformational leadership to promote human flourishing.

### Admission Requirements

- A bachelor's degree in youth development or a related field
- A minimum undergraduate grade point average of 3.0 (on a 4-point scale) in the last two years of undergraduate studies. **Conditional Admission** *Admit with conditions* may be granted if a GPA in the last two years of undergraduate studies is under 3.0. **Conditional Admission** **and** will be converted to a regular admission if a B or better is earned in the first two graduate courses (six credit-hours) taken.
- Experience working with youth. Submit a resume that includes work, volunteer, practicum, and internship experience.
- A statement that describes how experience(s) have influenced career goals and a desire to pursue a graduate degree, and how **earning a Master of Arts in** **the** Youth and Community Development **program** will advance these career goals.
- Recommendations from three persons able to comment on the applicant's potential to success in the graduate program.

~~Assistantships may be available to those wishing to pursue full-time graduate study.~~

## ATTACHMENTS

### 1. CONFIRMATION OF FCS GRADUATE STUDENT ACCESS TO PUBLIC ADMINISTRATION GRADUATE COURSES

From: Karen R Blaisure <karen.blaisure@wmich.edu>  
Sent: Thursday, July 22, 2021 12:14 AM  
To: Udaya R Wagle <udaya.wagle@wmich.edu>  
Cc: Suzan F Ayers <s.ayers@wmich.edu>  
Subject: Re: Master's of PA FOLLOW UP

Dr. Wagle,

Thank you very much for confirming access to Public Administration courses for graduate students in the Department of Family and Consumer Sciences. I agree with Dr. Ayers that your email should suffice.

Appreciatively,

Karen Blaisure

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

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From: Suzan F Ayers <s.ayers@wmich.edu>  
Sent: Tuesday, July 13, 2021 1:08 PM  
To: Udaya R Wagle <udaya.wagle@wmich.edu>  
Cc: Karen R Blaisure <karen.blaisure@wmich.edu>  
Subject: Re: Master's of PA FOLLOW UP  
Thank you, Udaya. I think this should suffice, but I will leave the final decision to Dr. Blaisure.

sa

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PRIVILEGE: When you think something is not a problem because it does not affect you personally.  
White silence equals white consent.  
Webex: <https://wmich.webex.com/meet/s.ayers>

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From: Udaya R Wagle <udaya.wagle@wmich.edu>  
Sent: Tuesday, July 13, 2021 10:53 AM  
To: Suzan F Ayers <s.ayers@wmich.edu>  
Cc: Karen R Blaisure <karen.blaisure@wmich.edu>  
Subject: Re: Master's of PA FOLLOW UP

I guess I missed the point while trying to follow the thread! In that case, I'd welcome the opportunity to have your students in our courses since they are all open to all graduate students. I therefore support including our courses in your Family and Consumer Sciences curriculum.

While this kind of email would suffice within CAS, let me know if you need a formal letter.

Udaya

---

From: Suzan F Ayers <s.ayers@wmich.edu>  
Sent: Tuesday, July 13, 2021 10:10 AM  
To: Udaya R Wagle <udaya.wagle@wmich.edu>  
Cc: Karen R Blaisure <karen.blaisure@wmich.edu>; Suzan F Ayers <s.ayers@wmich.edu>  
Subject: Re: Master's of PA FOLLOW UP

Thank you, Udaya 😊 I believe the ask is for a letter of support/agreement from PA. There likely will be 5-10 students/yr considering taking 1-2 PA courses. I assume that would not blow up your capacity. lol

I have copied my faculty member so if you have additional Qs about the letter, it may be most direct to speak with Dr. Blaisure.

s

--

PRIVILEGE: When you think something is not a problem because it does not affect you personally.  
White silence equals white consent.  
Webex: <https://wmich.webex.com/meet/s.ayers>

From: Udaya R Wagle <udaya.wagle@wmich.edu>

Sent: Tuesday, July 13, 2021 9:34 AM

To: Suzan F Ayers <s.ayers@wmich.edu>

Subject: Re: Master's of PA FOLLOW UP

Hi Suzan,

Good morning and my apologies for not chiming in before! I just thought you had the right courses already. As you may have noticed, all of our courses are listed on our website. But at this point, the GC language is also accurate.

What courses may be useful depends I assume on specific student interests. But generally, here is what I think could be useful for some of your students:

[PADM 6400 - Managing Nonprofit Organizations](#) Credits: 3 hours

[PADM 6435 - Marketing and Community Engagement](#) Credits: 3 hours

[PADM 6420 - Nonprofit Accounting and Finance](#) Credits: 3 hours

[PADM 6270 - Human Resources Administration](#) Credits: 3 hours

[PADM 6290 - Leadership and Supervision](#) Credits: 3 hours

[PADM 6780 - Program Evaluation](#) Credits: 3 hours

[PADM 5810 - Social Entrepreneurship and Innovation](#) Credits: 3 hours

[PADM 5825 - Managing Community Growth and Development](#) Credits: 3 hours

[PADM 5830 - Grant Writing](#) Credits: 3 hours

[PADM 5860 - Social Policy Administration](#) Credits: 3 hours

[PADM 5870 - Fund Raising for Nonprofit Organizations](#) Credits: 3 hours

[PADM 5880 - Culture, Diversity, and Social Equity](#) Credits: 3 hours

[PADM 5890 - Strategic Planning and Performance Measurement](#) Credits: 3 hours

I would be happy to talk if you have any question about any of our courses after you have a chance to review their course descriptions.  
Udaya

---

From: Suzan F Ayers <s.ayers@wmich.edu>

Sent: Tuesday, July 13, 2021 6:29 AM

To: Udaya R Wagle <udaya.wagle@wmich.edu>

Cc: Suzan F Ayers <s.ayers@wmich.edu>

Subject: Fwd: Master's of PA FOLLOW UP

Greetings~

I hope you are well and finding some time away from work this summer ☺ Could you please reply to this inquiry from me in June, Udaya? The faculty member making the ask is awaiting your reply to begin the curriculum proposal.

Appreciatively,

Suzan

--

PRIVILEGE: When you think something is not a problem because it does not affect you personally.

White silence equals white consent.

Western Michigan University

Suzan F. Ayers, Ph.D.

Professor and Chair

Department of Family and Consumer Sciences

[1903 W. Michigan Ave.](#)

[Kalamazoo, MI 49008-5322](#)

[\(269\) 387-3713](#)

Campus Site: 3324 N. Kahrman Hall

Webex: <https://wmich.webex.com/meet/s.ayers>

Sent from my iPad, please excuse any typos:-o

Begin forwarded message:

From: Suzan F Ayers <s.ayers@wmich.edu>

Date: June 22, 2021 at 8:02:50 PM EDT

To: Matthew S Mingus <matthew.mingus@wmich.edu>

Subject: Re: Master's of PA

Thanks, Matthew.

Suzan

--

PRIVILEGE: When you think something is not a problem because it does not affect you personally.

White silence equals white consent.

Webex: <https://wmich.webex.com/meet/s.ayers>

From: Matthew S Mingus <matthew.mingus@wmich.edu>

Sent: Tuesday, June 22, 2021 3:22 PM

To: Suzan F Ayers <s.ayers@wmich.edu>

Cc: Udaya R Wagle <udaya.wagle@wmich.edu>

Subject: Re: Master's of PA

Suzan,

Thank you for reaching out. I suspect there is some good crossover, but I am copying our Director on this message. He also has the most up to date course numbers as we've moved some from 6000 to 5000 level courses and so the 2021-22 catalog May look different.

Sincerely,

Matthew

\*\*\*

Matthew S. Mingus, Ph.D.

Professor and WMU Distinguished Teacher

School of Public Affairs and Administration

Western Michigan University

1903 W Michigan Ave

Kalamazoo MI 49008-5440

269-387-8946

On Jun 22, 2021, at 3:00 PM, Suzan F Ayers <s.ayers@wmich.edu> wrote:

Hi, Matthew~

One of my faculty members asked me to reach out to your program to see if you would be willing to support a curriculum change in Family and Consumer Sciences to include a list of MPA courses as electives in a program revision. So you have a sense of the tentative electives (not the finalized list, but courses that make sense to the faculty starting the curric change process), here is the list of possible courses into which FCS grad students may enroll:

[Public Administration Courses Begin on Page 812 of the Graduate Catalog](#)  
[6000-level courses listed for the Nonprofit Leadership and Administration](#)

#### [PADM 5840 - Promoting Nonprofit Organizations](#)

This practicum applies marketing principles to nonprofit organizations. Emphasis will be placed in techniques for defining and identifying the organization's contributor, volunteer, and client markets. Strategies for conducting a market assessment, measuring customer satisfaction, and using information to develop a marketing plan will be covered. These strategies will include the identification of marketing offers, communication messages and methods, cause related marketing, and the development of marketing budgets.

#### [PADM 5870 - Fund Raising for Nonprofit Organizations](#)

This practicum enables students to develop fund raising and fund management skills. Emphasis is on understanding the various forms of fund raising, such as the annual fund; special events; deferred giving; major gifts; special project campaigns; corporate/ foundation gifts; and direct mail. Students will also be provided with a working knowledge of permanent endowment funds. Students will learn to assess the fund raising readiness of organizations and develop fund raising plans unique to their organizations.

#### [PADM 6400 - Managing Nonprofit Organizations](#)

This course is designed to provide an overview of management challenges facing the nonprofit sector and organizations. The goal is to prepare students for a deeper study of nonprofit management and provide a practical foundation for the way nonprofit organizations function to improve the quality of public service by working with public agencies, forging public-private partnerships, or developing relationships with other nonprofit organizations. Core content areas include coverage of the nonprofit sector, the procedures for starting and managing nonprofit organizations, fundraising, volunteer management, and governance among others. Students will work on case studies to gain an in-depth understanding of the content material and themes.

#### [PADM 6270 - Human Resources Administration](#)

Management of public and nonprofit agencies requires proper understanding of human resource planning and management. This course examines the concepts and practices of human resource management, the development of talent within the organization, the functions performed by human resource administrators and other agency officials, and the legal environment of human resource management. Explicit areas of focus include planning and recruitment, training and development, approaches to compensation/benefits, information systems, employee relations, and the role of diversity and equity. Students will have an opportunity to examine the human resource systems and environments of public and nonprofit agencies and develop strategies to improve them.

#### [PADM 6290 - Leadership and Supervision](#)

The ability to effectively manage and lead a public or non-profit organization is essential to organizational success. In this course, students learn and apply relevant management theories and practices to make effective decisions as a leader, manager, or supervisor. This course integrates theory and practice-based approaches to leader-follower dynamics and other aspects of leadership and supervision to understand leadership styles, characteristics, and strategies; leading in a diverse world; leading in times of crisis and complexity; leading for the future; and applying these concepts to improve the supervisory functions and decision-making processes.

Extensive use of group discussions, case studies, and simulations will be utilized to further develop student's managerial and supervisory skills.

#### PADM 6420 - Nonprofit Accounting and Finance

Accounting and finance support the critical purpose of a nonprofit organization and contribute to its overall success. This course introduces the key theoretical concepts of accounting and finance and applies them to the context of nonprofit organizations. The specific concepts covered in this course include basic accounting standards and procedures; budget process; establishment and execution of internal financial controls and procedures; measurement, monitoring, and reporting of the financial condition of an organization; analysis of accounting and financial reports to assess the financial health of an organization; role of the board members and their financial oversight in financial discipline; and the role of external auditors. Students will have an opportunity to analyze accounting and financial reports and assess the financial health of a nonprofit organization.

#### PADM 6435 - Marketing and Community Engagement

Public and nonprofit sectors embrace the concepts and strategies of marketing and community engagement in order to promote organizational service missions. This course introduces the study and practices of marketing and strategic communication in order to inform and interact with key stakeholders, solicit inputs on developing and implementing marketing plans, and adopt the appropriate strategies to support organizational initiatives. The specific concepts and tools covered in this course include branding, public relations, competitive analysis, target markets, and the use of digital and interactive media through the development of deliverable products and a comprehensive [marketing and communication strategy](#). [Materials developed in this class will be based upon a new or existing program in a real public, nonprofit, or health care organization.](#)

[Please let me know your thoughts here, or who I should contact, please.](#)

[Take good care, Matthew-](#)  
[sa](#)

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## 2. Support for Family Science Program Improvements

Fall 2021

Chair, Family and Consumer Sciences  
Chair, Teaching, Learning & Educational Studies  
Chair, Department of Educational Leadership, Research, and Technology

### **EMAIL FROM DR. SUZAN AYERS, CHAIR, FCS**

**From:** Suzan F Ayers <s.ayers@wmich.edu> **Sent:** Thursday, September 9, 2021 11:07 AM

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

**Cc:** Suzan F Ayers <s.ayers@wmich.edu>

**Subject:** Re: Request letter of support for Program Improvements in the Family Science program area in Dept of FCS  
Dr. Blaisure~

I appreciate your work invested in the Family Science curricular improvements proposed. I fully support the changes submitted to improve the curricular efficiencies represented in these documents.

Dr. Ayers

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*PRIVILEGE: When you think something is not a problem because it does not affect you personally.*

*White silence equals white consent.*

Webex: <https://wmich.webex.com/meet/s.ayers>

### **EMAIL FROM DR. SUSAN PIAZZA, CHAIR, TLES**

**Susan V Piazza**

**From:** Susan V Piazza <susan.piazza@wmich.edu>

**Sent:** Friday, September 24, 2021 3:26 PM

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

**Cc:** Suzan F Ayers <s.ayers@wmich.edu>; Jeffrey N Jones <jeff.jones@wmich.edu>

**Subject:** Fw: Letter of support for Curriculum Proposals

Dear Dr. Blaisure,

I have updated the letter of support to include the latest two courses discussed in an earlier email. Please accept this correspondence 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

ED 6790 Capstone Research Project

ED 7000 Master's Thesis

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

### **EMAIL FROM DR. DONNA TALBOT, CHAIR, ELRT**

Karen R Blaisure

Wed 9/8/2021 10:02 PM

Thank you very much!

**From:** Donna M Talbot <donna.talbot@wmich.edu>

**Sent:** Wednesday, September 8, 2021 4:13 PM

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

**Subject:** Re: Request letter of support for Program Improvements in the Family Science program area in Dept of FCS  
Dr. Blaisure,



My faculty (OCL faculty) and I have reviewed the changes you are making to your programs. We have no concerns about the courses that you will be using from the ELRT department.

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.

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

**Sent:** Wednesday, September 8, 2021 2:49 PM

**To:** Susan V Piazza <susan.piazza@wmich.edu>; Donna M Talbot <donna.talbot@wmich.edu>

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

**Subject:** Request letter of support for Program Improvements in the Family Science program area in Dept of FCS

Dr. Piazza and Dr. Talbot,

I am writing to request a letter of support for program improvements to our undergraduate and graduate Family Science programs.

As shown in the attached documents, at the undergraduate level, we are closing our three majors (Child and Family Development, Family Studies, and Youth and Community Development) and adding a major in Family Science and Human Development with three concentrations: Child Development and Services, Family Studies, and Youth and Community Development.

At the graduate level we are closing the MA in Youth and Community Development and adding a Youth and Community Development track in our MA in Family and Consumer Sciences. A third document compares courses in the MA in YCD and those in the Proposed YCD Track in the MA in FCS. In the case of ELRT courses, we would like to maintain listing four OCL courses as options (students choose one OCL course to take) and add these OCL courses as choices for an elective for both the YCD Track and the proposed Family Science and Services Track (a title revision to the Family Life Education Track in the MA in FCS).

In the case of TLES, we would like to continue to offer ED 5950 Experiential Education and Place-Based Learning and ES 5850 Social Justice & Community Organizing as key courses in the YCS Track and as options for an elective for the Family Science and Services Track in the MA in FCS (shown in the attached document that compares the MA in YCE and the YCD Track in the MA in FCS).

ED 5950 and ES 5850 are also listed as required courses for the YCD Concentration in the concentration in the *undergraduate* Family Science and Human Development major. (See the attached document on the Family Science and Human Development major).

We would no longer offer ED 6040 Childhood Learning and Dev, ED 6035 Risk and Resilience in Adolescent Dev, or ED 6700 Authority and Autonomy in Schooling as options for an elective in the YCD Track in the MA in FCS (I think only 1-2 students took one or two of these classes in the past three years).

I am happy to set up a time to talk through these changes or answer questions by email.

If you agree to support these changes, may we have a letter of support by Sept 13?

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

### 3. Letter from University Libraries Associate Dean for Resources, Paul Gallagher (next page)

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.*

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

9/9/2021

Dr. Blaisure,

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

- Deletion of the MA in Youth and Community Development
- Deletion of the MA in Youth and Community Development
- Adding a track to the MA in Family and Consumer Sciences
- Addition of an accelerated MA track in Family and Consumer Sciences
- Revision of the curriculum for the MA in Youth and Community Development
- Revision of the curriculum for the Accelerated MA in Family and Consumer Sciences
- Revision of the graduate certificate 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