

**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:** FCS

**COLLEGE:** Education and Human Development

**PROPOSED EFFECTIVE FALL YEAR:** 2022

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

**Title of degree, curriculum, major, minor, concentration, or certificate:**

**MA in Family and Consumer Sciences-Accelerated (FCSQ)**

<b>Chair, Department Curriculum Committee:</b> Mary Beth Janssen	<b>10/1/2021</b> <b>Date</b>
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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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**NOT FOR USE FOR CURRICULAR COURSE CHANGES  
REQUEST FOR PROGRAM IMPROVEMENTS**

**CHECKLIST FOR COLLEGE DEANS**

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

<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 Accelerated Graduate Degree Program in the MA in Family and Consumer Sciences as follows:

A. Change the name of an accelerated track from Family Life Education to Family Sciences and Services

B. Add an accelerated track in Youth and Community Development

This proposal is part of a package of curriculum improvement proposals as shown in Table 1. The highlighted cell includes the changes in this proposal.

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

<b>PROGRAMS: Current – Fall 2021</b>	<b>PROPOSED CHANGES Proposed changes are noted in blue.</b>	<b>AFTER PROPOSED CHANGES: FALL 2022</b>
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 – <i>Title Change Under Consideration by FMD Faculty</i>	<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 [ <i>New Title May Be Proposed</i> ]
<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.

The Family Life Education track in the MA in Family and Consumer Sciences Accelerated Graduate Degree Program (FCSQ) is being renamed to Family Science and Services and the curriculum is being revised. As a result, the Accelerated MA in Family and Consumer Sciences (Family Life Education track) needs to reflect this new title and curriculum revisions.

This proposed AGDP in the Youth and Community Development (YCD) track (also referred to as an accelerated YCD track) replaces the AGDP for the MA in Youth and Community Development which is being closed.

The accelerated graduate degree program (AGDP) allows WMU students majoring in the Family Science and Human Development Major (with a concentration in Child Development and Services, Family Studies, or Youth and Community Development) who have an overall GPA of 3.0, a GPA of 3.5 in the major and senior standing to take up to 12 credit hours of 5000 and 6000-level courses which would count for both the undergraduate major and the MA in Family and Consumer Sciences (Family Science and Services Track). Double-counting up to 12 credit hours will make completing this graduate degree more financially feasible for WMU students.

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 effect on other programs, departments, or colleges should be minimal. Students from other programs and departments will still have access to Family Science undergraduate and graduate courses. Continuing the Accelerated Graduate Degree Program as Family Science and Services facilitates WMU students' progression into a graduate degree. With the closure of the AGDP for the MA in YCD, this proposed AGDP for the YCD track in the MA in FCS does not duplicate another program; it facilitates WMU students' progression into a graduate degree.

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

With the approval of this change and others noted in Table 1, the MA in FCS will offer undergraduate students with a major in Family Science and Human Development access to Accelerated Graduate Degree Programs in each of three tracks in the MA in FCS: Child Life, Family Science and Services, and Youth and Community Development.

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

Ensuring undergraduate students have access to three tracks in the accelerated MA in FCS and other accompanying program improvements 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.

AGDP students and the undergraduate and graduate advisors will carefully plan a program of study for the students' last undergraduate semesters and subsequent semesters in the graduate program. As shown in the list of approved accelerated courses in the catalog language, students will have multiple 5000- and 6000-level courses to choose from each fall and spring semesters and some during the summer sessions. Students may take courses in any order as few courses have prerequisites.

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?

Prospective AGDP students will be WMU students majoring in Family Science and Human Development with a concentration in Child Development and Services, Family Studies, or Youth and Community Development. Conversations

with undergraduate students who are interested in pursuing a graduate degree suggest cost is a factor in their decision. The AGDP would make a graduate degree more financially feasible. We expect 1 to 3 students per year to be admitted to each track. Two students are currently in the Accelerated Program in Family Life Education track in the MA in FCS. Eleven students have pursued the Accelerated program in Child Life (with one changing to the family life education emphasis area). Courses are available fall and spring semesters and during at least one summer session.

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 three tracks in the accelerated MA in Family and Consumer Sciences should, to a large extent, mirror resources needed for the current Accelerated Family Life Education track and Accelerated MA in YCD. The time needed for advising will increase as the Accelerated MA in YCD and the Accelerated Family Life Education track are taught out and the Accelerated tracks in Youth and Community Development and Family Science and Services begin.

**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 tracks in the MA in FCS: Child Life, Family Sciences and Services (FSS), and Youth and Community Development (YCD).

The Family Sciences Graduate Coordinator/Advisor will advise 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).

Substantial advising is needed to guide students through the AGDP process. Time is spent explaining the AGDP to interested students, guiding them in the application process (requiring an audit and often consultation with the UG advisor and the Graduate College), and working with the student and CEHD advising to ensure AGDP course selection meets both UG and graduate requirements, required forms are completed, and the process of enrolling in graduate courses is followed.

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 Merchandising 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." Faculty will work with the Graduate College and CEHD and within the Department to educate current and prospective undergraduate students about the Accelerated tracks in the MA in FCS.

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 an Accelerated Program in Family Life Education to an Accelerated Program in Family Science and Services and adding an Accelerated track in Youth and Community Development (to replace the accelerated MA in YCD) are in response to informal assessment activities such as tracking admissions and course enrollments and cancellations, and Administration encouragement to find efficiencies in resource use.

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)**

**Master of Arts in Family and Consumer Sciences (emphasis areas in Child Life or Family Life Education) (Accelerated)**

The Accelerated Graduate Degree Program (AGDP) in Family and Consumer Sciences applies to the emphasis areas in Child Life or in Family Life Education. The AGDP allows qualifying students to begin accumulating credits toward completion of a Master of Arts degree in Family and Consumer Sciences while still enrolled as undergraduates in the Family Studies major, the Child and Family Development major, or the Youth and Community Development major. Undergraduate students admitted to the MA in Family and Consumer Sciences (emphasis Child Life or Family Life Education) AGDP, with senior standing, may take up to 12 credit hours of designated 5000- and 6000-level courses for graduate credit. These designated courses may be used in completion of both the bachelor's degree and the master's degree.

### **Degree hours**

The Master of Arts in Family and Consumer Sciences with an emphasis in **Family Life Education** requires a total of 30 credit hours. An undergraduate degree in a Family Studies major or a Child and Family Development major requires a total of 122 credit hours. Students enrolling in the AGDP for the maximum 12 graduate credits would earn 140 total undergraduate and graduate credits in contrast to the typical combined 152 undergraduate and graduate credit hours under the usual progression to degree(s).

The Master of Arts in Family and Consumer Sciences with an emphasis in **Child Life** requires a minimum of 32 credit hours. An undergraduate degree in a Family Studies major or a Child and Family Development major requires a total of 122 credit hours. Students enrolling in the AGDP for the maximum 12 graduate credits would earn 142 total undergraduate and graduate credits in contrast to the typical combined 154 undergraduate and graduate credit hours under the usual progression to degree(s).

Students will pay undergraduate tuition for the designated AGDP 5000- and 6000-level courses as undergraduates, and the courses will be included in the flat tuition rate. On completion of the undergraduate degree, the student will be re-classified as a graduate student and then will pay graduate tuition rates.

Students who have received their baccalaureate degrees will be ineligible to apply for this program and retroactively claim credits toward the M.A. degree.

### **Admission criteria**

1. Students must have a declared major in Family Studies or in Child and Family Development, and have a minimum accumulated grade point average (GPA) of 3.0 (based on at least 45 earned credit hours, 15 of which shall be earned at Western Michigan University) and 3.5 GPA in the major (based on at least 12 earned credit hours).
2. The student completes the online graduation application (<http://www.wmich.edu/apply>) and within the application selects the application type "Accelerated degree seeking - only available to current WMU undergraduate student."
3. International students must clarify their visa status with the Office of International Students and Scholar Services before submitting an application for the AGDP.

### **Admission procedure**

1. As early as possible in the academic junior year, the student contacts the graduate program advisor to discuss this AGDP option and review the requirements, timelines, and application procedures.
2. The student completes the online graduate application.
3. Upon acceptance into the AGDP, the student meets together with the graduate advisor and an undergraduate academic advisor to prepare an appropriate program of study that meets the requirements for the undergraduate and graduate degrees.
4. The AGDP Course Approval Form that lists the graduate courses to be counted in both degrees will be sent to the student and to the registrar. A copy of this form will also be included in the student's graduate file.

### **Requirements for continuing eligibility and graduation**

1. Students must complete the requirements for the M.A. degree within 24 months from the completion of the bachelor's degree. Students unable to meet this requirement must apply for an extension with the director of graduate studies in the Department of Family and Consumer Sciences.
2. In order to progress automatically into the graduate program, students must achieve a grade of "B" or better in each of the graduate courses being counted for the undergraduate degree, as well as maintain a 3.0 GPA overall and a 3.5 GPA in their major. Students will be admitted as graduate students (with the relevant graduate credit) in the next semester or session after receiving the bachelor's degree. Students who do not meet these requirements will have the earned grade applied to their undergraduate degree only and must apply for readmission into the graduate program.
3. Students in the AGDP must follow the program of study developed with the graduate director and the undergraduate advisor. Failure to follow this program of study may result in ineligibility for the AGDP.
4. Both undergraduate and graduate transcripts will show that the student completed the Accelerated Graduate Degree Program.

### **Withdrawal**

A student may withdraw from an approved AGDP at any time by informing the director of the undergraduate program and the graduate advisor in writing. A copy of this withdrawal statement will be forwarded to the Graduate College and the Registrar's Office.

### **Designated Accelerated Degree Program Family and Consumer Sciences Courses**

#### **5000-level courses**

- WFED 5150 - Grant Writing for Workforce Education and Development **Credits:** 3 hours
- ED 5950 - Experiential Education and Place-Based Learning **Credits:** 3 hours
- ES 5850 - Social Justice and Community Organizing **Credits:** 3 hours
- FCS 5100 - Teaching Sexuality Education **Credits:** 3 hours
- FCS 5110 - Kinship Care Family Members: Strengths and Challenges **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
- FCS 5220 - Topics in Family and Consumer Sciences **Credits:** 1- to 3 hours
- FCS 5250 - The Adolescent in Development **Credits:** 3 hours
- FCS 5350 - Communication Skills for Working with Families across the Lifespan **Credits:** 3 hours
- FCS 5500 - Raising Children in Contemporary Society **Credits:** 3 hours
- FCS 5510 - Families and Hospitalization I **Credits:** 3 hours
- FCS 5520 - Families and Hospitalization II **Credits:** 3 hours
- FCS 5540 - Therapeutic Play with Pediatric Populations **Credits:** 3 hours
- FCS 5680 - Gender, Culture, and Families **Credits:** 3 hours
- FCS 5750 - Administration of Child Development Centers **Credits:** 3 hours

#### **6000-level courses**

- FCS 6010 - Basic Research Methods and Design **Credits:** 3 hours
- FCS 6160 - Consumer Education **Credits:** 3 hours
- FCS 6220 - Practicum in Family and Consumer Sciences **Credits:** 2 to 6 hours
- FCS 6510 - Child Development Theories and Practice **Credits:** 3 hours
- FCS 6520 - Family Life Education **Credits:** 3 hours
- FCS 6530 - Families, Loss and Bereavement **Credits:** 3 hours
- FCS 6550 - Adult-Child Relationships **Credits:** 3 hours
- FCS 6560 - Family Law, Ethics, and Professional Issues **Credits:** 3 hours
- FCS 6600 - Studies in Family Relationships **Credits:** 3 hours



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

### Master of Arts in Family and Consumer Sciences (~~emphasis areas in Child Life, or Family Life Education~~ **Family Science and Services, and Youth and Community Development**) (Accelerated)

The Accelerated Graduate Degree Program (AGDP) in Family and Consumer Sciences applies to the ~~tracks emphasis areas in Child Life, or in Family Life Education~~ **Family Science and Services, and Youth and Community Development**. The AGDP allows qualifying students to begin accumulating credits toward completion of a Master of Arts degree in Family and Consumer Sciences while still enrolled as undergraduates in the **Family Science and Human Development** major ~~Family Studies major, the Child and Family Development major, or the Youth and Community Development major~~. Undergraduate students admitted to the MA in Family and Consumer Sciences (~~Child Life, or in Family Life Education~~ **Family Science and Services, or Youth and Community Development**) AGDP, with senior standing, may take up to 12 credit hours of designated 5000- and 6000-level courses for graduate credit. These designated courses may be used in completion of both the bachelor's degree and the master's degree.

#### Degree hours

The Master of Arts in Family and Consumer Sciences with an emphasis in **Family Science and Services** ~~Life Education~~ requires a total of ~~30~~ **32** credit hours. An undergraduate degree in ~~in the Family Science and Human Development a Family Studies major or a Child and Family Development~~ major requires a total of 122 credit hours. Students enrolling in the AGDP for the maximum 12 graduate credits would earn ~~140~~ **142** total undergraduate and graduate credits in contrast to the typical combined ~~152~~ **154** undergraduate and graduate credit hours under the usual progression to degree(s).

The Master of Arts in Family and Consumer Sciences with ~~an emphasis~~ **track** in **Child Life** requires a minimum of 32 credit hours (~~or 34 credit hours if a Child Life practicum is not completed prior to entering the graduate program~~). An undergraduate degree in ~~the Family Science and Human Development a Family Studies major or a Child and Family Development~~ major requires a total of 122 credit hours. Students enrolling in the AGDP for the maximum 12 graduate credits would earn 142 (~~or 144~~) total undergraduate and graduate credits in contrast to the typical combined 154 undergraduate and graduate credit hours under the usual progression to degree(s).

**The Master of Arts in Family and Consumer Sciences with an emphasis in Youth and Community Development requires a minimum of 32 credit hours. An undergraduate degree in the Family Science and Human Development major requires a total of 122 credit hours. Students enrolling in the AGDP for the maximum 12 graduate credits would earn 142 total undergraduate and graduate credits in contrast to the typical combined 154 undergraduate and graduate credit hours under the usual progression to degree(s).**

Students will pay undergraduate tuition for the designated AGDP 5000- and 6000-level courses as undergraduates, and the courses will be included in the flat tuition rate. On completion of the undergraduate degree, the student will be re-classified as a graduate student and then will pay graduate tuition rates.

Students who have received their baccalaureate degrees will be ineligible to apply for this program and retroactively claim credits toward the M.A. degree.

#### Admission criteria

1. Students must have a declared major in **Family Science and Human Development**, and have a minimum accumulated grade point average (GPA) of 3.0 (based on at least 45 earned credit hours, 15 of which shall be earned at Western Michigan University) and 3.5 GPA in the major (based on at least 12 earned credit hours).
2. The student completes the online graduation application (<http://www.wmich.edu/apply>) and within the application selects the application type "Accelerated degree seeking - only available to current WMU undergraduate student."
3. International students must clarify their visa status with the Office of International Students and Scholar Services before submitting an application for the AGDP.

## Admission procedure

1. As early as possible in the academic junior year, the student contacts the graduate program advisor to discuss this AGDP option and review the requirements, timelines, and application procedures.
2. The student completes the online graduate application.
3. Upon acceptance into the AGDP, the student meets together with the graduate advisor and an undergraduate academic advisor to prepare an appropriate program of study that meets the requirements for the undergraduate and graduate degrees.
4. The AGDP Course Approval Form that lists the graduate courses to be counted in both degrees will be sent to the student and to the registrar. A copy of this form will also be included in the student's graduate file.

## Requirements for continuing eligibility and graduation

1. Students must complete the requirements for the M.A. degree within 24 months from the completion of the bachelor's degree. Students unable to meet this requirement must apply for an extension with the director of graduate studies in the Department of Family and Consumer Sciences.
2. In order to progress automatically into the graduate program, students must achieve a grade of "B" or better in each of the graduate courses being counted for the undergraduate degree, as well as maintain a 3.0 GPA overall and a 3.5 GPA in their major. Students will be admitted as graduate students (with the relevant graduate credit) in the next semester or session after receiving the bachelor's degree. Students who do not meet these requirements will have the earned grade applied to their undergraduate degree only and must apply for readmission into the graduate program.
3. Students in the AGDP must follow the program of study developed with the graduate director and the undergraduate advisor. Failure to follow this program of study may result in ineligibility for the AGDP.
4. Both undergraduate and graduate transcripts will show that the student completed the Accelerated Graduate Degree Program.

## Withdrawal

A student may withdraw from an approved AGDP at any time by informing the director of the undergraduate program and the graduate advisor in writing. A copy of this withdrawal statement will be forwarded to the Graduate College and the Registrar's Office.

## Designated Accelerated Degree Program Family and Consumer Sciences Courses

### 5000-level courses

- WFED 5150 - Grant Writing for Workforce Education and Development **Credits: 3 hours**
- ED 5950 - Experiential Education and Place-Based Learning **Credits: 3 hours**
- **EMR 5400 - Fundamentals in Evaluation, Measurement, and Research Credits: 3 hours**
- ES 5850 - Social Justice and Community Organizing **Credits: 3 hours**
- FCS 5100 - Teaching Sexuality Education **Credits: 3 hours**
- FCS 5110 - Kinship Care Family Members: Strengths and Challenges **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**
- FCS 5220 - Topics in Family and Consumer Sciences **Credits: 1 to 3 hours**
- FCS 5250 - The Adolescent in Development **Credits: 3 hours**
- FCS 5350 - Communication Skills for Working with Families across the Lifespan **Credits: 3 hours**
- FCS 5500 - Raising Children in Contemporary Society **Credits: 3 hours**
- FCS 5510 - Families and Hospitalization I **Credits: 3 hours**
- FCS 5520 - Families and Hospitalization II **Credits: 3 hours**
- FCS 5540 - Therapeutic Play with Pediatric Populations **Credits: 3 hours**
- FCS 5680 - Gender, Culture, and Families **Credits: 3 hours**
- **FCS 5750 - Administration of Child Development Centers Credits: 3 hours**

#### 6000-level courses

- FCS 6010 - Basic Research Methods and Design **Credits:** 3 hours
- FCS 6160 - Consumer Education **Credits:** 3 hours
- FCS 6220 - Practicum in Family and Consumer Sciences **Credits:** 2 to 6 hours
- FCS 6410 - Advances in Youth and Community Development **Credits:** 3 hours
- FCS 6420 - Building Capacity/Quality in Youth and Community Development **Credits:** 3 hours
- FCS 6510 - Child Development Theories and Practice **Credits:** 3 hours
- FCS 6520 - Family Life Education **Credits:** 3 hours
- FCS 6530 - Families, Loss and Bereavement **Credits:** 3 hours
- FCS 6550 - Adult-Child Relationships **Credits:** 3 hours
- FCS 6560 - Family Law, Ethics, and Professional Issues **Credits:** 3 hours
- FCS 6570 - Developing Effective Programming for Kinship Care Families **Credits:** 3 hours
- FCS 6600 - Studies in Family Relationships **Credits:** 3 hours
- FCS 6590 - Child Life in Practice **Credits:** 3 hours

## 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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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

--

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White silence equals white consent.

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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

--

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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

--

*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.

---

**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

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

**Sent:** Wednesday, September 29, 2021 6:13 PM

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

**Subject:** Re: AGDP Course

Dr. Blaisure:

Thank you for your email request. Yes, you may use EMR 5400 in your list of AGDP courses for your graduate programs. Please let me know if you have any other requests.

Dr. T

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

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Fax: (269) 387-3696

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For current faculty, staff, and students, you can schedule an appointment with me by going to this website:

<http://meetme.so/DonnaTalbot>

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

---

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

Sent: Tuesday, September 28, 2021 5:51 PM

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

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

Subject: AGDP Course

Dr. Talbot,

May we list EMR 5400 Fundamentals in Evaluation, Measurement, and Research  
in our list of Designated Accelerated Degree Program courses for our graduate programs?

Thank you,

Karen

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

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