

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

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

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

COLLEGE: Education and Human Development

PROPOSED IMPROVEMENTS: *Academic Program Proposed Improvements*

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

Title of degree, curriculum, major, minor, concentration, or certificate:
Graduate Certificate in Youth and Community Development (YCDC)

Chair, Department Curriculum Committee: Mary Beth Janssen

Date 10/1/2021

CHECKLIST FOR DEPARTMENT CHAIRS/DIRECTORS

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

Chair/Director: Suzan F. Ayers

Date 10/1/21

CHECKLIST FOR COLLEGE CURRICULUM COMMITTEE

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

☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

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

CHECKLIST FOR COLLEGE DEANS

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

Dean:	Date
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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 list of courses in the Graduate Certificate in Youth and Community Development.

This proposal is part of a package of graduate program improvement proposals as shown in Table 1.

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 – Revise Course Description	FCS 6410 Advances in Youth and Community Development
MA in Youth and Community Development	MA in Youth and Community Development – Delete	
MA in Youth and Community Development (Accelerated)	MA in Youth and Community Development (Accelerated) – Delete	
MA in Family and Consumer Sciences – Tracks 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>)	MA in Family and Consumer Sciences – Tracks 1) Child Life – No Change 2) a. Family Life Education – REVISE (title change to Family Science and Services and curriculum update) 3) Youth and Community Development – Add 4) Textile and Apparel Studies – <i>Title Change Under Consideration by FMD Faculty</i>	MA in Family and Consumer Sciences – Tracks 1) Child Life 2) Family Science & Services 3) Youth and Community Development 4) Textile and Apparel Studies <i>[New Title May Be Proposed]</i>
MA in Family and Consumer Sciences – Accelerated Tracks 1) Child Life – Accelerated 2) Family Life Education - Accelerated	MA in Family and Consumer Sciences – Accelerated Tracks 1) Child Life – Accelerated – No Change 2) a. Family Life Education – Accelerated REVISE (title change to Family Science and Services and curriculum update) 3) Youth and Community Development (Accelerated) – Add	MA in Family and Consumer Sciences – Accelerated Tracks 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 – Revise	Graduate Certificate in Youth and Community Development
Graduate Certificate in Kinship Care Families	Graduate Certificate in Kinship Care Families – No Change	Graduate Certificate in Kinship Care Families

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

The Graduate Certificate in Youth and Community Development currently requires one course, FCS 6410, and allows students to choose the other two courses from lists of options (see Table 2). This approach may result in students not obtaining key content and limiting their interaction with other Youth and Community Development Students, depending upon their selection of courses. The revision ensures that all students receive the key content and increase networking and collaboration with other Youth and Community Development students.

Table 2 Current List of Courses in the Graduate Certificate in Youth and Community Development

Program Curriculum for the Graduate Certificate in Youth and Community Development All courses are 3 credit hours unless otherwise specified. 1. Youth development: Theory and foundations (6 credit hours) FCS 6410: Advances in Youth and Community Development <i>Choose One:</i> ED 6040: Childhood Learning and Development: Theory to Practice ED 6035: Risk and Resilience in Adolescent Development FCS 6510: Child Development: Theories and Practice [0-18] FCS 5250: Adolescents in Development 2. Youth development: Practice (3 credit hours) <i>Choose One:</i> FCS 6420: Building Capacity and Quality in Youth and Community Development ED 5950: Experiential Education and Place-Based Learning FCS 6550: Adult-Child Relationships ED 6700: Authority and Autonomy in Schooling FCS 5350: Communication Skills

Table 3 lists the proposed curriculum for the Graduate Certificate in Youth and Community Development. The three selected courses are primary ones for students working in the youth-serving sector.

Table 3 Proposed Curriculum for the Graduate Certificate in Youth and Community Development

Program Curriculum for the Graduate Certificate in Youth and Community Development All courses are 3 credit hours. <ul style="list-style-type: none">• FCS 6410: Advances in Youth and Community Development• FCS 6420: Building Capacity and Quality in Youth and Community Development• ED 5950: Experiential Education and Place-Based Learning
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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 YCD faculty member the Department of Teaching, Learning, Research, and Technology and Family Science Graduate Coordinator/Advisor for the Graduate Certificate in Youth and Community Development in the Department of Family and Consumer Sciences agreed on this change.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings. This proposal updates the course selection in this 9-credit hour graduate certificate in the Department of Family and Consumer Sciences, which into effect fall 2018. The Graduate Certificate in Youth and Community Development is designed to easily lead to enrollment in the Youth and Community Development track in the MA in Family and Consumer Sciences or be a stand-alone academic credential.
5. Alignment with college's and department's strategic plan, mission, and vision.

The closure of the MA in YCD - Accelerated 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.

This change ensures students in the Graduate Certificate take key youth and community development courses. As these courses are on a two-year rotation, some students may have to wait for the rotation to begin again. However, this rotation is toward goal of enrolling 10 or more students in a course. Marketing and webpages will clearly note the rotation of courses.

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?

The Certificate in YCD offers a continuing education opportunity for those already working in the youth development field and wanting to expand their knowledge, skills, and capabilities as they assume more leadership responsibilities. Likewise, for professionals whose undergraduate major or graduate degree was in another field, the Certificate in YCD provides entry to another career path. For those uncertain about committing to a master's degree, the Certificate in YCD provides access to a recognized academic credential. The Graduate Certificate went into effect Fall 2018. We have had two admissions, although more students have taken YCD coursework. The Graduate Certificate is also available to graduate students in other departments.

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.)

The courses in the Graduate Certificate are part of the Youth and Community emphasis area in the MA in FCS. A substantial focus on marketing this Graduate Certificate and the Graduate Certificate in Kinship Care Families, as well as other Family Science graduate programs, is needed.

Resources needed for the Graduate Certificate in YCD are built into the overall YCD programming except for the needed expertise in developing and implementing a marketing plan specifically for the Graduate Certificate.

Faculty: A majority of FCS graduate courses are taught by full-time faculty from FCS and TLES; part-time faculty teach courses in youth and community development. 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 for 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, support and expertise are needed to develop and implement a marketing plan that focuses on the Graduate Certificate in YCD for professionals working in the youth-serving sector in Michigan.

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

Students will

- 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.
- Design, implement, and/or assess individual or group projects related to youth and community 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.

Selecting the three courses that constitute the Graduate Certificate in Youth and Community Development is in response to informal assessment activities such as tracking admissions and course enrollments, and Administration encouragement to find efficiencies in resource use. Ensuring YCD courses are also taken by at least one other academic program are steps to using resources efficiently.

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)

Certificate Program in Youth and Community Development

The Graduate Certificate in Youth and Community Development 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.

Engaging youth in prosocial activity has long been a priority, as schools and neighborhoods create overlapping systems of support to encourage healthy youth and out-of-school time programs, is of increasing interest as a successful way 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 in youth-serving settings.

The Graduate Certificate in Youth and Community Development 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.

This graduate certificate program prepares those engaged in youth work and related fields to assume greater program and leadership responsibilities in youth-serving settings. Graduates may pursue careers in out-of-school organizations, social and human services, community service and youth activism programs, dropout prevention and alternative education, and juvenile justice. Students may also assume leadership positions in informal learning environments such as museums, nature centers and environmental education programs, and in outdoor and adventure programs.

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 may be granted if a GPA in the last two years of undergraduate studies is under 3.0. Conditional Admission will be converted to a regular admission if a B or better is earned in the first graduate course taken.
- 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 certificate degree, and how earning a Graduate Certificate in Youth and Community Development will advance these career goals.
- Recommendations from three persons able to comment on the applicant's potential to success in the graduate certificate program.

Courses in Certificate Program in Youth and Community Development

All courses are 3 credit hours unless otherwise specified.

Youth Development: Theory and Foundations (6 Credit hours)

- FCS 6410 - Advances in Youth and Community Development **Credits:** 3 hours

Choose one:

- ED 6040 - Childhood Learning and Development: Theory to Practice **Credits:** 3 hours
- ED 6035 - Risk and Resilience in Adolescent Development **Credits:** 3 hours
- FCS 6510 - Child Development Theories and Practice **Credits:** 3 hours
- FCS 5250 - The Adolescent in Development **Credits:** 3 hours

Youth Development: Practice (3 Credit hours)

Choose one:

- FCS 6420 - Building Capacity and Quality in Youth and Community Development **Credits:** 3 hours
- ED 5950 - Experiential Education and Place-Based Learning **Credits:** 3 hours
- FCS 6550 - Adult-Child Relationships **Credits:** 3 hours

- ED 6700 - Authority and Autonomy in Schooling **Credits:** 3 hours
- FCS 5350 - Communication Skills for Working with Families across the Lifespan **Credits:** 3 hours

Proposed Catalog Language (2022-23)

Graduate Certificate Program in Youth and Community Development

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

The Graduate Certificate in Youth and Community Development 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.

Engaging youth in prosocial activity has long been a priority, as schools and neighborhoods create overlapping systems of support to encourage healthy youth and out-of-school time programs, is of increasing interest as a successful way 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 in youth-serving settings.

The Graduate Certificate in Youth and Community Development 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.

This graduate certificate program prepares those engaged in youth work and related fields to assume greater program and leadership responsibilities in youth-serving settings. Graduates may pursue careers in out-of-school organizations, social and human services, community service and youth activism programs, dropout prevention and alternative education, and juvenile justice. Students may also assume leadership positions in informal learning environments such as museums, nature centers and environmental education programs, and in outdoor and adventure programs.

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 may be granted if a GPA in the last two years of undergraduate studies is under 3.0. Conditional Admission will be converted to a regular admission if a B or better is earned in the first graduate course taken.
- 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 certificate degree, and how earning a Graduate Certificate in Youth and Community Development will advance these career goals.

- Recommendations from three persons able to comment on the applicant's potential to success in the graduate certificate program.

Courses in **the Graduate** Certificate Program in Youth and Community Development

All courses are 3 credit hours unless otherwise specified.

Youth Development: Theory and Foundations (6 Credit hours)

- FCS 6410 - Advances in Youth and Community Development **Credits: 3 hours**

Choose one:

- ~~ED 6040 - Childhood Learning and Development: Theory to Practice **Credits: 3 hours**~~
- ~~ED 6035 - Risk and Resilience in Adolescent Development **Credits: 3 hours**~~
- ~~FCS 6510 - Child Development Theories and Practice **Credits: 3 hours**~~
- ~~FCS 5250 - The Adolescent in Development **Credits: 3 hours**~~

Youth Development: Practice (3 Credit hours)

Choose one:

- FCS 6420 - Building Capacity and Quality in Youth and Community Development **Credits: 3 hours**
- ED 5950 - Experiential Education and Place-Based Learning **Credits: 3 hours**
- ~~FCS 6550 - Adult-Child Relationships **Credits: 3 hours**~~
- ~~ED 6700 - Authority and Autonomy in Schooling **Credits: 3 hours**~~
- ~~FCS 5350 - Communication Skills for Working with Families across the Lifespan **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

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>

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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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

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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.

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

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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>

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>

Susan V Piazza

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!

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 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

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