

**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 checked="" type="checkbox"/> Deletion* | <input type="checkbox"/> Graduation requirements |
| <input type="checkbox"/> New curriculum* | <input type="checkbox"/> Revised major | <input type="checkbox"/> Change in Title |
| <input type="checkbox"/> New concentration* | <input type="checkbox"/> Revised minor | <input type="checkbox"/> Transfer |
| <input type="checkbox"/> New certificate* | | |

☐ Other (explain**) ** Other:

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

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

1. Explain briefly and clearly the proposed improvement:

This proposal closes the MA in Youth and Community Development (MA in YCD).

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 –	MA in Family and Consumer Sciences – Tracks 1) Child Life 2) Family Science & Services 3) Youth and Community Development 4) Textile and Apparel Studies
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.

We are proposing the improvements noted in Table 1 in response to enrollment trends and administrative direction to implement efficiencies.

Although enrollment in the MA in Youth and Community Development (MA in YCD), established in 2018, is increasing, it is not sufficient to ensure 6-10 graduates a year. Since its establishment until Summer II of 2020, four students were

admitted: two to the MA in YCD and two to the MA in YCD – Accelerated. However, from Fall to Summer II 2021, we have admitted and enrolled seven graduate students in the MA in YCD.

To continue to prepare youth advocates and leaders, we are proposing to add a Youth and Community Development track in the MA in Family and Consumer Sciences (MA in FCS). (See the Program Improvement Form that proposes the Youth and Community Development (YCD) track and another that proposes an Accelerated Youth and Community Development track in the MA in Family and Consumer Sciences.)

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.**

In addition to the Department of Family and Consumer Science (FCS), the Departments of Teaching, Learning, and Educational Studies (TLES) and Education Leadership, Research, and Technology (ELRT) contribute to courses in the MA in YCD. TLES offers two key YCD courses that will continue and has offered access to other courses as electives. The other courses will not be listed as electives due to enhancing the focus on leadership by including a choice of a Public Affairs and Administration Course, increasing the practicum/internship credit hours, and reducing the YCD program from 33 to 32 credits. Please see attached copies of emails from the Chairs of FCS, TLES, and ELRT supporting the program improvements.

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

The deletion of the MA in Youth and Community Development is part of a package of improvements that allow continuation of the YCD academic focus in a more efficient format within the MA in FCS (see Table 1 above).

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

The closure of the MA in YCD 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.

We will advise both current and newly admitted students about the possible deletion of the MA in YCD and the addition of a YCD track in the MA in FCS. Students already accepted into the MA in YCD will be able to complete the degree without delay because much of the YCD curriculum will continue with the YCD track in the MA in FCS; those TLES courses that are not included in the YCD track will continue to be offered according to that Department's regular rotation of courses. If needed, the Family Science Graduate Coordinator/Advisor will find course substitutions so the *progress to degree completion* is not delayed.

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?

NA

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.)

Deletion of the MA in YCD and other program improvements (e.g., two-year rotation of selected courses, curriculum revisions) will use faculty resources more efficiently. We will continue to 1) use a combination of full-time and part-time faculty to deliver courses, 2) rely on library resources that have proved sufficient, and 3) provide advising.

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.

NA

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.

Deletion of the MA in YCD is in response to informal assessment activities, namely tracking enrollment and Administration encouragement to find efficiencies in academic programs. Deleting the MA in YCD and adding YCD as a track in the MA in FCS and 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.

From the 2021-2022 Current Graduate Catalog

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

(see http://catalog.wmich.edu/preview_program.php?catoid=39&poid=12526&returnto=1760)

Master of Arts in Youth and Community Development (YCDM)

The MA 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. It prepares change agents to transform communities through an intentional investment in youth with interdisciplinary coursework and community-based experiences.

The MA in Youth and Community Development is a 33 credit hour program. Students will work closely with graduate faculty to develop a plan of study that fits with personal career and academic goals. Students with limited youth work experience will be advised to complete a practicum or internship.

Engaging youth in prosocial activity has long been a priority, as schools and neighborhoods create overlapping systems of support to encourage healthy youth and communities. Youth-serving settings, including informal learning environments and out-of-school time programs, are of increasing interest as successful ways to build assets and to maximize youth potential. This program joins the larger movement to elevate and professionalize the field of youth development, and encourages thriving communities by building capacity and developing new leaders in youth-serving settings.

The MA program in Youth and Community Development is situated at the intersection of developmental theory, social action and justice, and organizational leadership and change. This program is rooted in community psychology and the prevention sciences to provide a foundation for studying setting-level interventions and developmental needs. This program invites students to critically examine root causes and how

individuals and organizations can address social inequalities. Students will study organizational change to develop understandings and competencies in transformational leadership to promote human flourishing.

Admission Requirements

- A bachelor's degree in youth development or a related field
- A minimum undergraduate grade point average of 3.0 (on a 4-point scale) in the last two years of undergraduate studies. Conditional Admission 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 two graduate courses (six credit-hours) taken.
- Experience working with youth. Submit a resume that includes work, volunteer, practicum, and internship experience.
- A statement that describes how experience(s) have influenced career goals and a desire to pursue a graduate degree, and how earning a Master of Arts in 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 program.

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)

- [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

Choose one:

- [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

Organizational Leadership (6 credit hours)

- [WFED 5150 - Grant Writing for Workforce Education and Development](#) **Credits:** 3 hours

Choose one:

-
- [OCL 6410 - Organizational Culture and Globalization](#) **Credits:** 3 hours
 - [OCL 6430 - Group Dynamics and Team Development in an Age of Globalization](#) **Credits:** 3 hours
 - [OCL 6400 - Foundations in Organizational Change Leadership](#) **Credits:** 3 hours
 - [OCL 6440 - Large Scale Change and Organizational Design](#) **Credits:** 3 hours

Social Foundations (6 credit hours)

-
- [ES 5850 - Social Justice and Community Organizing](#) **Credits:** 3 hours

Choose one:

-
- [ES 6340 - Culture and Politics of Educational Institutions](#) **Credits:** 3 hours
 - [ES 6730 - Class, Ethnicity, and Gender in Education](#) **Credits:** 3 hours
 - [FCS 5680 - Gender, Culture, and Families](#) **Credits:** 3 hours
 - [ES 5980 - Queer Theory, Youth, and Education](#) **Credits:** 3 hours

Core (6 credit hours)

-
- [ED 6010 - Introduction to Research in Educational Settings](#) **Credits:** 3 hours
 - OR
 - [FCS 6010 - Basic Research Methods and Design](#) **Credits:** 3 hours

Choose one:

-
- [ED 6790 - Capstone Research Project](#) **Credits:** 1 to 3 hours
 - [ED 7000 - Master's Thesis](#) **Credits:** 6 hours
 - [FCS 7100 - Independent Research](#) **Credits:** 2 to 6 hours
 - [FCS 7000 - Master's Thesis](#) **Credits:** 1 to 6 hours

Optional - Choose One:

-
- [ED 7120 - Professional Field Experience](#) **Credits:** 1 to 12 hours
 - [FCS 6220 - Practicum in Family and Consumer Sciences](#) **Credits:** 2 to 6 hours



[Departments and Programs](#)

PROPOSED CATALOG LANGUAGE

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

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~~Engaging youth in prosocial activity has long been a priority, as schools and neighborhoods create overlapping systems of support to encourage healthy youth and communities. Youth-serving settings, including informal learning environments and out of school time programs, are of increasing interest as successful ways to build assets and to maximize youth potential. This program joins the larger movement to elevate and professionalize the field of youth development, and encourages thriving communities by building capacity and developing new leaders in youth-serving settings.~~

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Admission Requirements

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- ~~●—— 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 two graduate courses (six credit hours) taken.~~
- ~~●—— Experience working with youth. Submit a resume that includes work, volunteer, practicum, and internship experience.~~
- ~~●—— A statement that describes how experience(s) have influenced career goals and a desire to pursue a graduate degree, and how earning a Master of Arts in 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 program.~~

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)

- ~~[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~~

Choose one:

- ~~[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~~

Organizational Leadership (6 credit hours)

- ~~[WFED 5150—Grant Writing for Workforce Education and Development](#)~~ ~~Credits: 3 hours~~

Choose one:

- ~~[OCL 6410—Organizational Culture and Globalization](#)~~ ~~Credits: 3 hours~~
- ~~[OCL 6430—Group Dynamics and Team Development in an Age of Globalization](#)~~ ~~Credits: 3 hours~~
- ~~[OCL 6400—Foundations in Organizational Change Leadership](#)~~ ~~Credits: 3 hours~~
- ~~[OCL 6440—Large Scale Change and Organizational Design](#)~~ ~~Credits: 3 hours~~

Social Foundations (6 credit hours)

- ~~[ES 5850—Social Justice and Community Organizing](#)~~ ~~Credits: 3 hours~~

Choose one:

- ~~[ES 6340—Culture and Politics of Educational Institutions](#)~~ ~~Credits: 3 hours~~

- ~~[ES 6730—Class, Ethnicity, and Gender in Education](#) **Credits:** 3 hours~~
- ~~[FCS 5680—Gender, Culture, and Families](#) **Credits:** 3 hours~~
- ~~[ES 5980—Queer Theory, Youth, and Education](#) **Credits:** 3 hours~~

Core (6 credit hours)

-
- ~~[ED 6010—Introduction to Research in Educational Settings](#) **Credits:** 3 hours~~
 - ~~OR~~
 - ~~[FCS 6010—Basic Research Methods and Design](#) **Credits:** 3 hours~~

Choose one:

-
- ~~[ED 6790—Capstone Research Project](#) **Credits:** 1 to 3 hours~~
 - ~~[ED 7000—Master's Thesis](#) **Credits:** 6 hours~~
 - ~~[FCS 7100—Independent Research](#) **Credits:** 2 to 6 hours~~
 - ~~[FCS 7000—Master's Thesis](#) **Credits:** 1 to 6 hours~~

Optional—Choose One:

-
- ~~[ED 7120—Professional Field Experience](#) **Credits:** 1 to 12 hours~~
 - ~~[FCS 6220—Practicum in Family and Consumer Sciences](#) **Credits:** 2 to 6 hours~~



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

**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
College of Education and Human Development

EMAIL FROM DR. SUZAN AYERS, CHAIR, FCS

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

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

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

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

Dr. Blaisure~

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

Dr. Ayers

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

White silence equals white consent.

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

EMAIL FROM DR. SUSAN PIAZZA, CHAIR, TLES

Susan V Piazza

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

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

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

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

Subject: Fw: Letter of support for Curriculum Proposals

Dear Dr. Blaisure,

I have updated the letter of support to include the latest two courses discussed in an earlier email. Please accept this correspondence as TLES Departmental support for the FCS program curriculum proposals that include our courses listed below:

ED 5750 Administration of Child Development Centers

ED 3090 Teaching and Learning for Diverse Young Learners

ED 3690 Foundations of Child Socialization and Guidance (ED 3090 prereq)

ED 5950 Experiential Education and Place-Based Learning

ES 5850 Social Justice & Community Organizing

We also understand that you will no longer be offering

ED 6040 Childhood Learning and Dev, and

ED 6035 Risk and Resilience in Adolescent Dev, or

ED 6700 Authority and Autonomy in Schooling

ED 6790 Capstone Research Project

ED 7000 Master's Thesis

Best wishes,

Susan

Dr. Susan V. Piazza (she/her)

Professor, Interim Department Chair

Teaching, Learning & Educational Studies

College of Education & Human Development

1903 W. Michigan Avenue

Kalamazoo, MI 49008-5276

(269) 387-3578

EMAIL FROM DR. DONNA TALBOT, CHAIR, ELRT

Karen R Blaisure
Wed 9/8/2021 10:02 PM
Thank you very much!

From: Donna M Talbot <donna.talbot@wmich.edu>
Sent: Wednesday, September 8, 2021 4:13 PM
To: Karen R Blaisure <karen.blaisure@wmich.edu>
Subject: Re: Request letter of support for Program Improvements in the Family Science program area in Dept of FCS

Dr. Blaisure,

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

Sincerely, Dr. Talbot

Donna M. Talbot, Ph.D. (she, her, hers)
**Chair and Professor, Department of Educational
Leadership, Research, and Technology*
Western Michigan University
College of Education and Human Development
3571 Sangren Hall
Kalamazoo, MI 49008-5283
Email: donna.talbot@wmich.edu
Main Office: (269) 387-3897
Fax: (269) 387-3696

Connectedness*Strategic*Learner*Intellection*Responsibility

For current faculty, staff, and students, you can schedule an appointment with me by going to this website: <http://meetme.so/DonnaTalbot>

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

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

