

**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 – Accelerated (YCDQ)

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 – Accelerated program.

This proposal is part of a package of curriculum 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.

We are proposing to close the MA in Youth and Community Development – Accelerated program along with closing the MA in Youth and Community Development. These closures and other program improvements noted in Table 1 are in response to enrollment trends and administrative direction to implement efficiencies.

In accompanying proposals we are establishing: a Youth and Community Development track in the MA in Family and Consumer Sciences (MA in FCS), and an Accelerated Youth and Community Development track in the MA in FCS.

These changes seek to maintain an academic focus in youth and community development and an accelerated YCD program within the MA in FCS.

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 - Accelerated. 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 Chair of TLES, Dr. Donna Talbot, and the Chair of ELRT, Dr. Susan Piazza, confirming access to courses. Also included is a copy of the email from the Chair of FCS, Dr. Ayers in support of program improvements.

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

The deletion of the MA in Youth and Community Development – Accelerated is part of a package of improvements that allows continuation of the YCD academic focus in a more efficient format as an option within the MA in FCS. Students accepted into the MA in YCD – Accelerated will be able to complete the degree without delay because much of the YCD curriculum continues with the YCD track.

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.**

We have planned the rotation of courses to ensure the current student and any that are accepted into the MA in YCD Accelerated program in AY 2021-22 can complete their program without a delay. Most of the courses in the MA in YCD – Accelerated are part of the proposed YCD track in the MA in FCS and are scheduled in the rotation of courses; those courses that are not included in the YCD track are TLES courses that 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 – Accelerated 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 - Accelerated is in response to informal assessment activities, namely tracking enrollment and Administration encouragement to find efficiencies in academic programs. Deleting the MA in YCD, adding an Accelerated YCD 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. The number of students in the accelerated YCD track will likely be 1 to 5 per year. The accelerated YCD track will serve WMU students well as it reduces the cost of a graduate degree.

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:

Master of Arts in Youth and Community Development (Accelerated) (YCDQ)



Return to: [Departments and Programs](#)

Advisors: Karen Blaisure (September – June),
Richard Zinser (July and August),
Room 3326, Kohrman Hall

The Accelerated Graduate Degree Program (AGDP) in Youth and Community Development allows qualifying students to begin accumulating credits toward completion of a Master of Arts degree in Youth and Community Development while still enrolled as undergraduates in the Family Studies major, the Child and Family Development major, and the Youth and Community Development major. Undergraduate students admitted to the MA in Youth and Community Development, 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.

The Master of Arts in Youth and Community Development requires a total of 33 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 in these two majors enrolling in the AGDP for the maximum 12 graduate credits would earn 143 total undergraduate and graduate credits in contrast to the typical combined 155 undergraduate and graduate credit hours under the usual progression to degree(s).

Students will pay undergraduate tuition for 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, Child and Family Development, or in Youth and Community 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 graduate 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 Student and Scholar Services before submitting an application for 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 applies for a graduation audit and completes the online graduate application.
3. Upon acceptance into the AGDP, the student meets together with the graduate program 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 Eligible Family and Consumer Sciences Courses (3 credit hours unless otherwise noted):

Designated Accelerated Degree Program Eligible Family and Consumer Sciences Courses

5000-level courses

- [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 5680 - Gender, Culture, and Families](#) Credits: 3 hours
- [ED 5950 - Experiential Education and Place-Based Learning](#) Credits: 3 hours

- [ES 5850 - Social Justice and Community Organizing](#) Credits: 3 hours
- [ES 5980 - Queer Theory, Youth, and Education](#) Credits: 3 hours

6000-level courses

-
- [FCS 6010 - Basic Research Methods and Design](#) Credits: 3 hours
 - [FCS 6410 - Advances in Youth and Community Development](#) Credits: 3 hours
 - [FCS 6420 - Building Capacity and Quality in Youth and Community Development](#) Credits: 3 hours
 - [FCS 6510 - Child Development Theories and Practice](#) Credits: 3 hours
 - [FCS 6550 - Adult-Child Relationships](#) Credits: 3 hours
 - [ED 6010 - Introduction to Research in Educational Settings](#) Credits: 3 hours
 - [ED 6040 - Childhood Learning and Development: Theory to Practice](#) Credits: 3 hours
 - [ED 6035 - Risk and Resilience in Adolescent Development](#) Credits: 3 hours
 - [ED 6700 - Authority and Autonomy in Schooling](#) Credits: 3 hours
 - [ES 6340 - Culture and Politics of Educational Institutions](#) Credits: 3 hours
 - [ES 6730 - Class, Ethnicity, and Gender in Education](#) Credits: 3 hours



[Departments and Programs](#)

PROPOSED CATALOG COPY [CONTENT DELETED]

Master of Arts in Youth and Community Development (Accelerated) (YCDQ)



Return to: [Departments and Programs](#)

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Richard Zinser (July and August),

Room 3326, Kohrman Hall

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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.

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- ~~[FCS 5350 – Communication Skills for Working with Families across the Lifespan](#) Credits: 3 hours~~
- ~~[FCS 5680 – Gender, Culture, and Families](#) Credits: 3 hours~~
- ~~[ED 5950 – Experiential Education and Place Based Learning](#) Credits: 3 hours~~
- ~~[ES 5850 – Social Justice and Community Organizing](#) Credits: 3 hours~~
- ~~[ES 5980 – Queer Theory, Youth, and Education](#) Credits: 3 hours~~

6000-level courses

- ~~[FCS 6010 – Basic Research Methods and Design](#) Credits: 3 hours~~
- ~~[FCS 6410 – Advances in Youth and Community Development](#) Credits: 3 hours~~
- ~~[FCS 6420 – Building Capacity and Quality in Youth and Community Development](#) Credits: 3 hours~~
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- ~~[ES 6340 – Culture and Politics of Educational Institutions](#) Credits: 3 hours~~
- ~~[ES 6730 – Class, Ethnicity, and Gender in Education](#) Credits: 3 hours~~



[Departments and Programs](#)

ATTACHMENTS
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

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