

**Family and Consumer Sciences at Western Michigan  
University:  
Preparing Students for the New Millennium**

**White paper prepared by faculty in  
the Department of Family and Consumer Sciences**

## Executive Summary

The purpose of this paper is to provide an overview of the discipline of family and consumer sciences, its origins, philosophical foundations and its relevance to solutions for contemporary issues and problems of individuals, families and communities. Our goal is to educate stakeholders about the Department of Family and Consumer Sciences (FCS), the nature of its strengths, and its ongoing contributions to the mission of Western Michigan University.

Family and consumer sciences draws on multiple perspectives to produce, disseminate, and apply knowledge for the benefit of individuals, families and communities. The discipline relies on the integration of knowledge from a broad spectrum of other fields of study, including psychology, sociology, art, anthropology, economics, education, chemistry, physics, biology and mathematics. FCS scholars use a systems approach to analyze the behavior of and interaction between individuals and families as they act and make decisions in the context of their daily lives. Problems are viewed at three levels of environments: (a) human built; (b) physical-biological; and (c) socio-cultural. The discipline's collaborative and problem-solving foundations influence 21<sup>st</sup> century audiences facing such concerns as physical and social well-being, family life and transitions, education, workforce development, and globalization.

The discipline of family and consumer sciences is over 100 years old. Contemporary FCS units include specializations in family studies, nutrition, interior design, textiles and clothing and career education. These units continue to focus on teaching, research and outreach which involve the integration of multiple disciplines and professions to enhance the lives of diverse people, families and communities.

Research in family and consumer sciences reflects a search for answers to problems that confront families and communities on a daily basis. The transdisciplinary nature of FCS allows scholars to transcend boundaries between and beyond disciplines to integrate knowledge and perspectives from different scientific disciplines as well as non-scientific sources.

Favorable enrollment and graduation trends in the FCS Department are an indication of the faculty's student centered approach and dedication to quality programming. Between 2000 and 2005, undergraduate enrollment *increased* by 2.8%, in spite of declines in university enrollment. In the same period, the department increased Bachelor's degrees by 28%, and Master's degrees by 62.5%.

Western Michigan University's FCS scholars and professionals are equipped to respond to a wide variety of 21<sup>st</sup> century challenges at the local, state, national and global levels. FCS faculty are currently addressing issues relating to grandparenting, aging and self-employment, childhood obesity, K-12 teacher shortages, and sustainability in the built environment. Solutions to problems like these require an ecological perspective and forward looking approach. The Department of Family and Consumer Sciences is uniquely positioned to contribute to the goals of WMU as it responds to the challenges of the new millennium.

## **Family and Consumer Sciences at Western Michigan University: Preparing Students for the New Millennium**

The Department of Family and Consumer Sciences (FCS) was recently described as “one of the most productive and dynamic departments” at WMU.<sup>1</sup> The Graduate Assessment report recognized the faculty’s “enviable record of research, program development, international activity and public service”.<sup>2</sup> The FCS faculty has achieved this record through the synergy created by its transdisciplinary teaching, research and service. The department is thriving because of the commitment and hard work of its faculty and chair and the integrative theoretical perspective of the discipline. This perspective enables the faculty to address issues from an ecological perspective, making it relevant to problems encountered in the 21<sup>st</sup> century. The purpose of this paper is to provide an overview of the discipline of Family and Consumer Sciences, its origins, philosophical foundations and its relevance to the contemporary issues and problems of individuals, families and communities. Our goal is to educate stakeholders about the Department of Family and Consumer Sciences, the nature of its strengths, and its ability to contribute to the mission of Western Michigan University.

### **Family and Consumer Sciences**

#### ***Philosophical and Academic Foundations of FCS***

Family and consumer sciences, also called human ecology or human science at some universities, draws on multiple perspectives and approaches to produce, disseminate, and apply knowledge for the benefit of individuals, families and communities. The discipline is distinguished by transdisciplinary scholarship<sup>3</sup> with human well-being at its center. Family and consumer sciences relies on the integration of knowledge from a broad spectrum of other disciplines, including psychology, sociology, art, anthropology, economics, education, chemistry, physics, biology and mathematics.<sup>4</sup> FCS researchers focus on individuals and families as physical-biological and social-psychological organisms in interaction with each other and their environment.<sup>5</sup> The discipline’s collaborative and problem-solving foundations influence 21<sup>st</sup> century audiences facing such concerns as physical and social well-being, family life and transitions, education, workforce development, and globalization.

FCS scholars use a systems approach to analyze the behavior of and interaction between individuals and families as they act and make decisions in the context of their daily lives.<sup>6</sup> Problems are viewed at three levels of environments: (a) human built; (b) physical-biological; and (c) socio-cultural.<sup>7</sup> Families exist to fulfill several key functions as a social institution and as individual units and they need resources from their environments to fulfill these functions and meet basic needs.<sup>8 9</sup> The family system is a holistic concept that enables scholars to consider the full environmental context when trying to understand a particular situation. This perspective identifies interdependent layers that must be considered when viewing transactions between individuals, families and environmental systems. This approach reduces the tendency toward ‘tunnel vision’ by emphasizing system connectedness and networks of influence.<sup>10</sup>

### ***Origins of the Family and Consumer Sciences Discipline***

Family and consumer sciences (FCS) developed as an interdisciplinary field in the 19<sup>th</sup> century to address everyday life problems of individuals and families.<sup>11 12</sup> The discipline is over a century old, and has its roots in home economics and vocational education. Early vocational education (now called Career and Technical Education) and home economics shared a common philosophy grounded in the concept of ‘education for living and education for making a living’. College level academic programs in vocational education and home economics were first offered at land-grant colleges and universities after the Civil War. Early programs sought to promote the liberal and practical education of the emerging industrial classes. The Smith Hughes Act of 1917 provided federal funds to integrate human science subjects into the high school curriculum, and merged a growing demand for industrial training with the need to educate women for the workforce. Further federal support after World War II gave impetus to university programs focused on career preparation in home economics, vocational and industrial education.

Contemporary family and consumer science programs have strengthened specializations in family studies, nutrition, interior design, textiles and clothing and career education. These programs continue to focus on teaching, research and outreach which involve the integration of multiple disciplines and multiple professions to enhance the lives of diverse people, families and communities.<sup>13</sup> The study of family and consumer sciences in the 21<sup>st</sup> century is far-reaching, multi-faceted, technology enabled, and provides a foundation for careers across the professional spectrum. Professionals work in industry, business and the public sector, providing goods and services, delivering educational programs and influencing public policy.

### ***Research in FCS***

Research in family and consumer sciences reflects a search for answers to problems that confront individuals, families and communities on a daily basis. Collaboration among researchers and practitioners from different areas within and beyond family and consumer sciences provides insights that may not be revealed by the perspective of a single discipline. The transdisciplinary nature of FCS research allows scholars to transcend boundaries between and beyond disciplines to integrate knowledge and perspectives from different scientific disciplines as well as non-scientific sources. Because the holistic nature of inquiry in the field implies an integrative perspective, scholars are committed to the full span of research, from basic to highly applied. Nutritional sciences, textile science and food science have a research base which historically reflects an empirical/analytical, positivistic paradigm. Research problems related to family and inter-personal relationships and aesthetic and socio-cultural environments use interpretive approaches to provide meaning, explain values and assumptions, and to describe and explain situations within a particular context. A critical science approach is used by FCS researchers in education, service, business and advocacy to gain valid knowledge and facilitate change. The transdisciplinary nature of FCS allows researchers to bring together positivistic, interpretive and critical science to solve social problems in a complementary manner, thereby increasing the relevance and generalizability of findings.

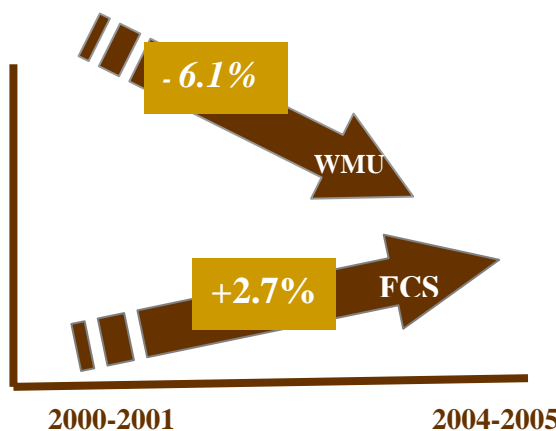
### ***International Focus in FCS***

The explosive growth of human linkages on the planet brings new challenges in terms of family relationships, health, education, and resource management, especially in the developing world. The heritage of FCS makes it uniquely positioned to contribute to finding solutions for 21<sup>st</sup> century problems of poverty, hunger, education and resource management in communities in all parts of the world. Collaboration across international boundaries leads to holistic research and program development which addresses the central problems of families across cultures. FCS programs also contribute to international efforts through preparation of professionals who have a broad understanding of diverse issues related to individuals, families and their near environments.

## Family and Consumer Sciences at Western Michigan University

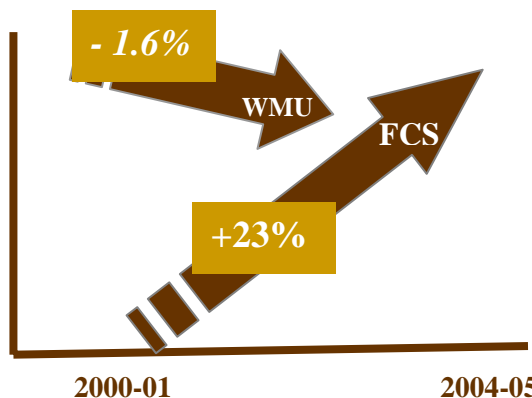
As of Fall 2006, there were 729 students enrolled in undergraduate programs in FCS at WMU, and 179 students enrolled in graduate programs.<sup>14</sup> Despite declining university enrollment, the number of undergraduate students enrolled in FCS programs increased 2.7% between 2000 and 2005 (Figure 1). Undergraduate programs in FCS include Career and Technical Education, Dietetics, Family Studies, Interior Design, and Textile and Apparel Studies. The department offers two master's degrees: one in Family & Consumer Science with focus areas in family life education, textiles and apparel, and dietetics; and another in Career and Technical Education. A concentration in CTE is offered through the Ph.D. in Educational Leadership.

**Figure 1. Undergraduate Enrollment Growth 2000-2005.**



Source: WMU Trend Report. Available <http://www.wmich.edu/ir/TrendReports&UPR/index.htm>.

**Figure 2. Graduate Enrollment Growth 2000-2005**



Source: 2004-05 WMU Factbook. Available <http://www.wmich.edu/ir/fb05/head.ht>; 2005-06 FCS Students by Major. Prepared by Cathe Springsteen, Coordinator of Educational Data, June 23, 2006.

The goal of the department is to produce competent, socially responsible leaders for the 21<sup>st</sup> century. The department is committed to providing a high quality educational experience that requires students to reach beyond the classroom to apply knowledge, and to develop cultural sensitivity and an awareness of emerging trends. The FCS department at WMU addresses human needs through preparing students to enter professional life

with a global perspective and international experience. The department offers a number of courses that address global issues, and many graduate and undergraduate students participate in study abroad opportunities. The department has also welcomed international students from various countries (e.g., France, Taiwan, Japan, South Korea, Thailand, Zimbabwe and Kenya). FCS faculty have conducted research and taught in numerous countries, including Turkey, Latvia, Brazil, Bolivia, and the United Kingdom. The department has hosted international faculty from Russia, South Korea, Botswana, and Turkey.

### ***Program areas in FCS***

FCS content areas include Career and Technical Education, Dietetics, Family Studies, Interior Design, and Textile and Apparel Studies. These programs share a common goal to prepare individuals to provide solutions to problems in a pluralistic society. FCS program areas represent a broad spectrum of social and life sciences, technology and design, all focused on improving the well-being of individuals, their families and their communities. Program areas address the ways in which our living, work and learning environments and personal relationships shape self identity and impact quality of life.

***Career and Technical Education.*** Career and Technical Education helps students, workers and lifelong learners of all ages fulfill their working potential. CTE focuses on the preparation of teachers who can deliver career and technical education to youth and adults. The curriculum is experientially based to demonstrate how education relates to the workplace and life. Subject areas within CTE intersect with other FCS disciplines, including merchandising, entrepreneurship, family and consumer sciences, food service management, technology and trade and industrial education. CTE is enriched by the ability to draw upon expertise from FCS program areas in the same unit. CTE faculty contribute significantly to the continual improvement of pedagogy in FCS program areas through consultation with FCS faculty on teaching methods. Graduates of the CTE program bring a well rounded, holistic perspective as educators and administrators in middle schools, high schools, two-year community and technical colleges and other postsecondary schools.

***Dietetics.*** The dietetics program prepares students to work with individuals, families, and communities to improve nutritional status and health outcomes. Graduates of the program work with people at all life stages who need to alter their diet to avoid or minimize disease and optimize health. The major is accredited by the American Dietetic Association (ADA). The FCS perspective trains students to recognize that clients are influenced by family, cultural, social, economic, and built environments when making food choices. Students are encouraged to take courses in adult education (CTE) and other FCS courses to complement their concentration. Graduates may apply for internships to become registered dietitians, and may work in medical facilities, community health agencies, and other health care and food service management settings.

***Family Studies.*** Graduates of the undergraduate Family Studies and the graduate Family Life Education programs are prepared to work with families because of their grounding in the systemic and ecological perspectives found throughout FCS. Studying in the FCS department, students understand the intersection and impact of consumer issues, public policies, living and work spaces, career and job opportunities, and nutrition and food

access to the well-being of individuals and families. The undergraduate Family Studies and graduate Family Life Education programs are certified by the National Council on Family Relations. Graduates specialize in using educational strategies to provide programming and services in areas such as parent education, human sexuality, family resource management, and public policy. Graduates pursue careers in the fields of education (i.e., K-12, community college), health, human services, government, and law.

***Interior Design.*** The Interior Design program is accredited by the Council for Interior Design Accreditation, and provides graduates with the knowledge and skills necessary for successful careers as professionals in both residential and commercial design. Interior design students are exposed to a broad range of knowledge to understand how the planning, design and management of the built environment affects end users. The holistic perspective provided by FCS is important to the development and implementation of designs that can address a wide variety of social and cultural problems. ITD graduates apply their skills and knowledge in architectural and interior design firms to plan and produce functional and satisfying environments for individuals, families, organizations and communities.

***Textile and Apparel Studies.*** Graduates of the Textile and Apparel Studies program have unique insights into the consumer-driven market derived from a foundation in FCS concepts. In order to function effectively as providers of goods and services, successful professionals in the apparel and textile and consumer goods industries need to have an understanding of consumers both as individuals and in their role as users of family resources. The program builds upon multiple disciplines such as business, history, economics, art, psychology, sociology, anthropology, mathematics and chemistry to produce professionals who are able to function in a culturally diverse and global industry. These bases of knowledge are applied to problems in the design, production and marketing of textile, apparel and other consumer products for industrial or consumer markets.

### **FCS Synergy**

The ability to draw on faculty with expertise in nutrition, family, housing, clothing and technical education within a single department promotes intellectual synergy, and a unique approach to teaching, research and outreach. The FCS faculty collaborates in a number of ways to discover new knowledge, enrich student learning, and improve the lives of individuals and families. Examples of transdisciplinary collaboration within the department include projects centered on childhood obesity, eating disorders, women's health, and grand parenting. FCS faculty have also partnered in such activities as international study tours, course development and teaching, and assessment projects. See Table 1 for examples of faculty collaboration and outcomes.

**Table1. Examples of FCS intra- department activities**

FCS Synergy Projects	Sub-Discipline Collaborators				
	Career & Technical Education	Dietetics	Interior Design	Family Studies	Textile & Apparel Studies
FCS 3150 Global Ecology of Families- Faculty developed and co-taught G.E. course	Buckley	Bruss		Lumpkin	Frazier
Childhood Obesity Prevention Research Project	McGowan	Bruss		Dannison	
Bolivia Project	Woloszyk	Bruss			Frazier
Workplace Competencies	Zinser				Frazier
Teaching of Entrepreneurship in CTE	Buckley				Frazier
	Cotton-Flanagan				
Professional Job Search Strategies- taught by CTE faculty for TEX	Buckley				Frazier
	Cotton-Flanagan				
	McGowan				
2000 Seminar and Study Tour to Turkey		Petersons	Viard	Geasler	Breu
2002 Seminar and Study Tour to Latvia		Petersons	Viard	Blaisure	Breu
2005 Seminar and Study Tour to Brazil	Buckley	Petersons	Viard	Blaisure	Breu
FCS 4640 Dietetics Lab		Webber		Blaisure	
Orientation for Post-bachelor Dietetic Interns: Communication Techniques		Webber		Blaisure	
Orientation for Post-bachelor Dietetic Interns: Family Systems Theory	Dickey	Webber			
Assessment Award Support Fund	Buckley	Rojhani	Viard	Dickey	Frazier
			Peterson	Blaisure	Breu
FCS 6010 Basic Research Methods and Design Class	Zinser	Petersons		Blaisure	Breu
				Geasler	Frazier
Design Gallery- Photography show on Brazil			Peterson	Blaisure	
			Proeschl		
Student Fashion Design Exhibition			Proeschl		Breu Weathers
Eating Disorders and Appearance Research Project		Petersons			
		Rojhani			
Grandparenting Education	Woloszyk			Dannison	
Women's Health Education		Petersons		Dannison	

## FCS Impact

The work of the faculty, staff and department chair has resulted in significant impact at the international, national, state and regional levels. For example:

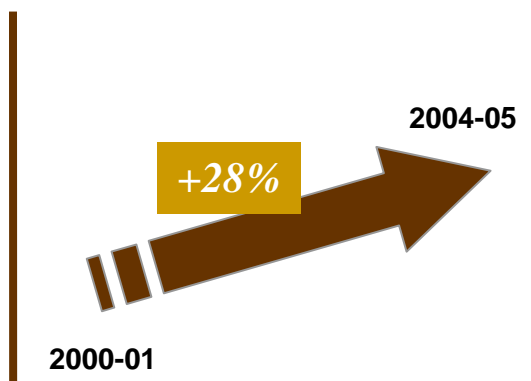
### *International Impact*

- Faculty have conducted or are conducting projects in Bolivia, Brazil, Ireland, the Mariana Islands, Turkey, and the United Kingdom.
- 2 FCS faculty are Fulbright Scholars and 1 is an Atlantic Fellow in Public Policy.
- 2 FCS faculty are Haenicke Institute Research Associates.

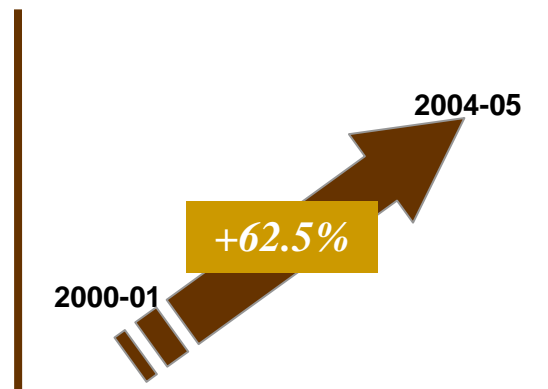
### *National and State Impact*

- FCS faculty members serve on 6 editorial boards of scholarly journals, are occasional reviewers for 9 scholarly journals, review submissions for conferences, and actively serve in leadership positions in numerous professional associations.
- CTE was the first career and technical education program in the State to receive approval for a post-bachelors teaching certification program.
- FCS faculty established 2 + 2 agreements with community colleges to provide a seamless transition for students to obtain a bachelor's degree (10 partnerships in Family Studies/Child Development; 14 partnerships in Career & Technical Education).
- FCS faculty members have been awarded over \$4.4 million in external funding since 2001 to carry out collaborative research and program development (national and international projects).
- \$1.6 million in software donations obtained by FCS faculty for COE.
- FCS faculty provides ongoing technical support and expertise to state legislators and media in family and consumer issues.
- FCS has 19 endowments for student scholarships and faculty research support (a market value of approximately \$700,000).
- The number of FCS undergraduate degrees awarded has increased 28% in the last 5 years; graduate degrees conferred have increased 62.5% in the same period.

**Figure 3. FCS Bachelor Degrees Awarded 2000-2005.**



**Figure 4. Graduate Degrees Awarded 2000-2005**



Source: 2004-05 WMU Factbook. Available <http://www.wmich.edu/ir/fb05/head.ht>;

### ***Local Impact***

- FCS students provided 74,686 hours in 2005-2006 to business, education, agencies, and organizations through service learning, field experiences, internships, and practica.
- Over 40 community professionals serve on department advisory boards.
- FCS faculty sit on boards of local agencies and organizations (e.g., Community Advocates for Persons with Disabilities, Kalamazoo County Education for Employment, Michigan Association for the Education of Young Children, New Genesis of Kalamazoo, Planned Parenthood of South Central Michigan).

## **FCS Responds to 21<sup>st</sup> Century Challenges**

FCS scholars and professionals are equipped to respond to a wide variety of 21<sup>st</sup> century challenges at the local, state, national and global levels. Examples of current issues and solutions being addressed by FCS faculty include:

***Issue:*** Entrepreneurial activity among older individuals is expected to increase as the baby boomer generation moves into retirement. Workers age 50 and older represent 25 percent of the US workforce in 2002, but make up 40 percent of the self-employed, and nearly one third of the older self-employed are first-time entrepreneurs. Although researchers have begun to address issues relating to bridge employment, there is little information to guide later life entrepreneurs and those who advise them.

***FCS Solution.*** An FCS researcher is conducting a study to examine the underlying motivations that drive a retired person to choose to undertake an entrepreneurial venture. The study will look at how later life entrepreneurs define entrepreneurial success, and what motivates them to sustain entrepreneurial activity. Results of the study will be used to counsel mature employees prior to severing employment ties. Colleges, business organizations, philanthropic institutions and organizations such as AARP can use knowledge about later life entrepreneurs to target and train this segment of the entrepreneur market.

***Issue:*** In 2000, nearly six million grandparents lived in homes with their grandchildren, representing 3.6% of the population of those age 30 and over. Of these co-resident grandparents, 2.4 million (42%) were also “grandparent caregivers”, defined as having primary responsibility for their co-resident grandchildren under age 18. Factors contributing to the rise in grandparent-headed homes include substance abuse, employment issues, divorce, single parent families, teen pregnancy, mental and physical illness, desertion, death of the biological parent, abuse, neglect, incarceration and military deployment. Nearly 50% of children living with grandparents are under the age of six and approximately 40% will remain with grandparents for 5 or more years.

***FCS Solution:*** Faculty in the departments of Family and Consumer Sciences and Teaching, Learning, and Leadership have focused on developing educational programs, creating resources and training professionals to support multigenerational families since 1996. Faculty have lead support groups for grandparents, grandchildren and professionals. In addition, FCS faculty have developed, written and videotaped curricular resources for facilitating groups for custodial grandparent family members. These resources have been positively received and are currently in use throughout the United States and Europe.

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***Issue:*** Childhood obesity is a growing epidemic in the U.S. and in a number of other economically developed countries. Childhood obesity a risk factor for adult obesity and other chronic diseases; thus it is a major concern to the health care system and to communities at large. There are many factors associated with childhood obesity, but limited research is available on the socio-cultural and familial influences of childhood obesity.

***FCS Solution:*** An FCS researcher with expertise in public health nutrition and evaluation formed a multidisciplinary team with other WMU faculty to examine childhood obesity from a socio-cultural and familial perspective. The team included a parent educator, psychologist, exercise physiologist, early childhood educator, and teacher educator, three of whom are FCS faculty. The project examined socio-cultural and familial factors related to childhood obesity in the Commonwealth of Northern Mariana Islands. Findings from the exploratory study were used to develop a parent education curriculum along with a child companion module. The parent education curriculum was pilot-tested during 2005-2006 and is currently being administered for a second year. Analysis of outcome data is currently underway. Findings from this study promises to facilitate the development of an evidenced based intervention for the prevention of childhood obesity.

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***Issue.*** Older adults are increasingly seeking to change careers due to downsizing and a desire for lifestyle changes. Many of these individuals have work and life experiences that can be very valuable in the K-12 classroom. At the same time, K-12 schools in Michigan are experiencing teacher vacancies due to the ‘retirement bubble’.

***Solution.*** The CTE program pioneered a program to serve nontraditional working professionals who are seeking a K-12 teaching degree in Family & Consumer Sciences, Business, or Industrial-Technical areas. Through on-line courses, and the graduate certification program, working professionals who already have a degree are able to complete the requirements to make the transition to teaching. This segment of the population now comprises about 30% of enrolled students in CTE. In addition, with the implementation of the Troops-to-Teachers Program, this opportunity is now available to retiring military personnel all over the world.

## Conclusion

Universities are increasingly being asked to provide knowledge that is relevant to the needs of individuals, families and communities. Problems such as resource management, poverty, economic development and competitiveness, health and environmental quality do not fall into a single disciplinary category.<sup>15</sup> Solutions to problems like these require multiple perspectives and modes of inquiry. Boyer<sup>16</sup> challenged university scholars to move beyond an exclusive focus on traditional and narrowly defined research and to embrace a more interdisciplinary and integrative approach to foster learning communities that actively engage in transformational change. FCS has a century-old heritage of integrative scholarship, and can serve as an impetus for areas of academe that are unaccustomed to interdisciplinary work. We believe that the Department of Family and Consumer Sciences is uniquely positioned to contribute to the goals of WMU as it responds to the challenges of the 21<sup>st</sup> century.

## Endnotes

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- <sup>1</sup> Delene, L. M., Davis, R. W., & Evans, E. B. (2006). Graduate education at Western Michigan University: Our first fifty years and strategic priorities for the future. Kalamazoo, MI: Western Michigan University. p.19.
- <sup>2</sup> Ibid
- <sup>3</sup> "Transdisciplinary scholarship" refers to a problem solving approach that involves collaboration among multiple stakeholders in order to meet complex challenges in society. This approach transcends boundaries between and beyond disciplines to integrate knowledge and perspectives from scientific as well as non-scientific sources.
- <sup>4</sup> Lerner, R. M., Miller, J. R.& Ostrom, C.W. (1995). Integrative knowledge, accountability, access, and the American university of the twenty-first century: A family and consumer sciences vision of the future of higher education. *Kappa Omicron Nu Forum*, 8(1), 11-27.
- <sup>5</sup> Bubolz, M., & Sontag, S. (1993). Human ecology theory. In P. Boss, W. Doherty, R. LaRossa, W. Schumm, & S. Steinmetz (Eds.), *Sourcebook for family theories and methods: A contextual approach* (pp. 419-450). New York: Plenum.
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- <sup>9</sup> McGregor, S. (1997). Envisioning our collective journey into the next millennium. *Journal of Home Economics Education*, 35 (1), 26-38.
- <sup>10</sup> Horn, M. J., & Nickols, S. Y. (1982). Interdisciplinary research: Have we lost our focus? *Home Economics Research Journal*, 11(1), 9-14.
- <sup>11</sup> Ibid
- <sup>12</sup> Lerner, Miller, & Ostrom, 1995;
- <sup>13</sup> Miller, J.R. & Lerner, R. M. (1994). Integrating research and outreach: Developmental contextualism and the human ecological perspective. *Home Economics FORUM*, 7, (1), 21-28.

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<sup>14</sup> 2005-06 FCS Students by Major. Prepared by Cathe Springsteen, Coordinator of Educational Data, June 23, 2006.

<sup>15</sup> Shiamburg, I.B. (1988). Child and adolescent development. New York: Macmillan.

<sup>16</sup> Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Pittsburgh: Carnegie Foundation for the Advancement of Teaching.