

**MASTER'S STUDENT HANDBOOK**

COLLEGE OF EDUCATION

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

**Western Michigan University**

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## INTRODUCTION

Graduate Programs in the Department of Family and Consumer Sciences foster professional, intellectual, and personal development. Distinctive interdisciplinary programs and partnerships enhanced by applied learning experiences and technologies create successful graduates who are committed to improving the quality of life and society.

Students receive individual attention from faculty and staff. WMU prides itself on working collaboratively with students to plan a graduate education that is relevant to the student's background, coursework, employment and future goals.

Diverse and dedicated faculty are actively engaged in interdisciplinary research and publishing. Research findings are shared with students and colleagues through classroom discussions and national and international publications. Faculty members work with potential employers and advisory committees to determine current needs, creating a curriculum that reflects the future job market and economy. Close ties are fostered with leaders in government, industry, business, education, health care and social service agencies in order to maintain a dynamic profile and design programs that meet demand of the current market.

The Family and Consumer Sciences Department has a vision of providing leadership utilizing a multi-cultural perspective to aid individuals and families as they interface with multiple environments and to meet the needs of a diverse and changing global community.

## PROGRAM, OPTIONS, AND GOALS

The Department of Family and Consumer Sciences offers two Master of Arts degree programs, one in career and technical education and one in family and consumer sciences. The family and consumer sciences program has three separate concentrations: dietetics and human nutrition, family life education, and textile and apparel studies.

### Career and Technical Education

The Master of Arts in Career and Technical Education reflects contemporary legislation, national trends and critical issues that affect state, national and international work force development. Students expand their expertise in career and technical education program administration; acquire advanced curriculum and instructional competencies in career-related training programs, school-to-work initiatives, student leadership development and special populations.

Required course work, developed from the published research and body of knowledge of the professional areas, strengthens students' abilities to teach career and technical education and to develop and implement new programs and curricula at secondary and post-secondary levels.

There are two Special Focus Areas within the CTE program. The Leadership Development Program (LDP) is designed for individuals who have a strong commitment to career and technical education and desire a leadership position at the secondary or post secondary level for Michigan's Career Preparation System. And the Instruction Focus Area is designed for individuals committed to the classroom. Students complete a minimum of 15 credit hours of core courses. There are suggested core courses and then electives to fulfill the 15-hour requirement.

The suggested core courses for the Leadership Development focus are:

CTE 510	Special Populations in CTE
CTE 512	Principles of CTE
CTE 515	Grant Writing in CTE
CTE 614	Administration & Supervision of CTE

The suggested core courses for the Instruction focus are:

CTE 510	Special Populations in CTE
CTE 512	Principles of CTE
CTE 543	Work-site Based Education Programs
or CTE 650	Business/Industry/Education Work-based Learning
CTE 643	Measurement & Evaluation in CTE

### **Dietetics and Human Nutrition Concentration**

The Master of Arts in Family and Consumer Sciences with a Concentration in Dietetics and Human Nutrition requires 30 credit hours of course work planned in consultation with and approved by the graduate student adviser. Although not required this work can include a thesis. Students complete course work in nutrition in the life cycle and nutrient metabolism and an individualized practicum experience. An internship is required before graduates may complete the registration examination. Students complete a minimum of 15 credit hours of core courses in the department, five to nine credit hours of research courses and 10 to 12 hours of approved elective courses.

The core courses for the program are:

FCS 610	Nutrition in the Life Cycle Maternal and Child Nutrition Adolescent and Young Adult Nutrition Aging and Nutrition
FCS 614	Nutrient Metabolism I
FCS 615	Nutrient Metabolism II
FCS 622	Practicum in Family and Consumer Sciences
FCS 664	Seminar in Family and Consumer Sciences

### **Textiles and Apparel Concentration**

The Master of Arts in Family and Consumer Sciences with a Concentration in Textiles and Apparel requires 30 credit hours of course work planned in consultation with and approved by the graduate student adviser. Although not required this work can include a thesis.

Students may complete AutoCAD apparel workshops that are attended by both industry and educational personnel. An individualized practicum experience also is required. Students complete a minimum of 15 credit hours of core courses and nine to 12 credit hours of approved elective courses.

The following are the core courses:

FCS 522	Topics in Family and Consumer Sciences
FCS 524	The Socio-Psychological Aspects of Clothing
FCS 590/598	Project/Problem in FCS or Independent Study in FCS
FCS 600	Clothing Techniques: CAD Applications
FCS 616	Consumer Education
FCS 622	Practicum in Family and Consumer Sciences

### **Family Life Education Concentration**

The Master of Arts in Family and Consumer Sciences with the Concentration in Family Life Education prepares students for certification as Family Life Educators (CFLE) through the National Council on Family Relations. Coursework is required in each of the ten Family Life Substance Areas and students complete an individualized practicum experience. The WMU Family Life Education program is an “approved program” of the National Council on Family Relations. Graduates of the program have the opportunity to apply for Provisional Certification using an abbreviated process with a reduced application fee.

The Master of Arts in Family and Consumer Sciences with a Family Life Education Concentration prepares professionals to provide intervention skills for coping with life events and family transitions. Graduates of the program complete 31 semester hours of course work planned in consultation with and approved by the graduate student advisor. Although not required, this work can include a thesis. Students complete a minimum of 12-21 hours of core courses (21 are required if certification is desired), 2-3 hours of an individualized practicum experience, and 3-6 hours of elective courses and 5-6 hours of research coursework.

The following courses are the program’s Core Courses:

FCS 522	Topics: Human Sexuality
FCS 568	Gender, Culture, and Family
FCS 616	Consumer Education
FCS 652	Adult-Child Relationships
FCS 656	Family Law, Ethics, & Professional Issues
FCS 660	Studies in Family Relationships

### **JOB OUTLOOKS FOR GRADUATES**

To assess the job outlook for your area of interest refer to the Occupational Outlook Handbook and computerized guidance systems found in the reference sections of the Waldo Library System, the office of Career Services in Ellsworth Hall, and the Career Resource Center in the University Counseling Center located in the Faunce Student Services Building. Certified Family Life Educators serve as consultants, directors, educators, and coordinators in parent education programs, extension, community and adult education, military family support and in church programs.

Graduates of the Dietetics and Human Nutrition program serve in positions of direct patient care, food service management, community nutrition, and clinical management. Further education could lead to licensure as a Registered Dietician. Registered Dieticians are professionals who provide food and nutritional care for individuals and families in a variety of settings including homes, hospitals, schools, businesses, long term care facilities and clinics.

Graduates of the Textiles and Apparel Concentration program serve in positions of community college or undergraduate college instructors, extension specialist, theatrical costumer, museum/costume collection coordinator, designer, patternmaker (apparel, automotive or furniture industries), and apparel business manager.

Graduates of the Master of Arts in Career and Technical Education serve in positions of CTE administrators, CTE building coordinators, CTE regional coordinators, CTE department heads, and CTE teachers.

## **FCS GRADUATE ADMISSION REQUIREMENTS AND PROCEDURES**

For admissions to a Master's degree in Family and Consumer Sciences and Career and Technical Education, students must satisfy all of the requirements identified in the Graduate Catalog as well as specific departmental requirements. Students without an undergraduate degree in an area of their desired Master's degree or a related area are required to take additional courses to qualify for admission to a specific concentration. No single requirement is sufficient to guarantee admission or dictate denial of admission.

1. Possess a Bachelor of Science degree from an approved accredited school and an undergraduate major closely related to the desired MA program. Students who do not have a bachelor's degree in Family Studies or a related area may have to take additional courses to meet requirements for Certification as a Family Life Educator.
2. Have a minimum of undergraduate grade point average of 3.0 on a 4.0 scale in the last two years of undergraduate work. Probationary status may be granted to students with a GPA between 2.5 and 2.99 in the last two years of undergraduate work. Students with that GPA range may establish eligibility for regular admission to WMU by completing nine credit hours of approved graduate-level courses toward their M.A with a grade of "B" or better in each course.

Pending consideration of their application, qualified students may take up to nine credit hours of approved courses on a "Permission to Take Class" status.

The Family and Consumer Sciences Department has rolling admissions. Applications are accepted year-round for all programs. The application deadline for most WMU financial assistance is February 15.

### **U.S. Citizens and Resident Aliens**

U.S. citizens and resident aliens may apply using either the self-managed application process or the online application process.

With the self-managed application process, students take responsibility for gathering all admission materials and submitting these materials to the appropriate office before the published admission deadlines. Instructions for completing the Graduate Self-Managed Application and submitting materials are detailed on the application form. This form is available from the Office of Admission and Orientation by calling the office's request line at 800-400-4WMU or from the Department of Family and Consumer Sciences by calling 616-387-3704.

With the online application process, students complete the application form available on the World Wide Web at [www.wmich.edu/admi/gradapp](http://www.wmich.edu/admi/gradapp). This site provides instructions for completing the online application and submitting materials.

Applications for the specific programs are necessary in addition to the University applications and can be obtained through the Department of Family and Consumer Sciences in 3018 Kehrman Hall or by calling 616-387-3704.

### **International Students**

Graduate application and admission for international students is handled through WMU's Office of International Student Services, which assists students in compiling their application files. Typically, applications are due by June 1 for admission in the fall semester and by October 1 for admission in the winter semester. However, individual departments may have different deadlines.

Applications for admission and instructions are available from the Office of International Student Services. Applicants are asked to apply by downloading and completing the International Application located on the World Wide Web at [www.wmich.edu/oiss/application.html](http://www.wmich.edu/oiss/application.html) or to request admission materials by fax or mail. The office's fax number is 616-387-5899. Its mailing address is A411 Ellsworth Hall, Western Michigan University, Kalamazoo, MI 49008-5176.

## **ORIENTATION PROGRAM**

The Department offers an on-line orientation program for all newly admitted M.A. students. The website offers information on library resources, computer labs, bookstore information, scheduling of classes, prerequisites, steps to follow for program completion, and sequencing of courses. Other helpful resources will be available on the site including a copy of this graduate handbook. All newly admitted M.A. students are highly encouraged to utilize the on-line orientation.

## **ACADEMIC ADVISEMENT**

Dr. Linda Dannison is the graduate academic advisor for the Family and Consumer Sciences Department as well as the Chairperson of the Department. The role of academic advisor is to: (1) help develop a program of study; (2) assist in sequencing classes; (3) determine the eligibility for certain courses; (4) guide students through their program; (5) assist in selection and approval of master's field practica (FCS 622); and (6) "trouble shoot" problems if and when they arise. The Academic advisor also approves changes in the program of study and must be consulted when course changes or substitutions are anticipated. Students should note that courses of study might vary according to individual needs.

Appointments with Dr. Dannison may be made by telephoning 616-387-3704.

## **ENROLLING FOR COURSES**

Obtain an *On Campus Directory of Classes* by picking one up at the Registrar's Office, the Family and Consumer Sciences office, or by phoning the registrar (616-387-4310). The registrar will mail a schedule to you when you call; however, you must call EACH semester for a schedule. The registrar does not maintain a standing mailing list. For students who live in the area, it may be faster to pick up a directory at one of the campus offices. *On Campus Directory of Classes* may also be obtained at any of the regional centers.

If you are interested in taking classes at the regional centers in Grand Rapids, Battle Creek, Lansing, Traverse City, and/or St. Joseph, you can obtain an *Off Campus Schedule of Classes* at a regional center or by making your request by phone through the Continuing Education Office in Ellsworth Hall (616-387-4160).

*On Campus Schedule of Classes* is published in February for spring/summer semesters, February/March for fall semester, and October for winter semester. The *Off Campus Schedule of Classes* has typically been issued in early July for fall semester, late October for winter semester, late February for spring/summer and late May for summer.

### **How to Register for Classes**

Directions to register for classes by telephone are included in the Directory of Classes. Registration usually begins within one or two weeks after a schedule has been issued. The university will mail your course schedule and tuition bill to you following the close of registration. Payment is due upon receipt.

### **Procedure for 622 Practicum**

Following completion of at least 12 hours of FLE work, the student can register for a minimum of two hours of practicum experience. One hundred hours of work must be completed and documented for every hour of credit. The graduate advisor approves the placement prior to enrollment. A detailed description of the practicum requirements can be obtained from the FCS office.

### **Procedure for 710 Independent Research**

After making arrangements for a FCS faculty member to supervise its completion, the student develops a proposal. The student returns the proposal to the FCS office, which will notify the student of the call number needed for registration. The written proposal should include the topic of interest, level of credits proposed, and a general plan with a timeline for completion of the project. FCS 710 ranges from I-V levels. A description of level requirements may be obtained in the FCS office.

**“Hold” on Registration**

If there is a hold on your registration, registration cannot be completed until an outstanding debt to the University is resolved (e.g., parking fines, library fines, outstanding tuition fees, student housing rent). The debt or request must be paid and deferment received from the registrar in order to register for classes.

**Substituting Classes**

Should students have questions regarding course substitutions and electives they should consult with the academic advisor. Substitution and transfer credits are subject to approval by the student’s advisor and The Graduate College.

**Regional Campuses and Continuing Education**

WMU offers classes in a wide variety of areas in Grand Rapids, Lansing, Muskegon, Battle Creek and Benton Harbor/St. Joseph as well as in Kalamazoo. Although not all of the classes needed to complete the FCS Master’s degree are available at all of the centers, the Lansing Regional center offers the program in its entirety. All of the centers offer courses that might be used as electives. Scheduling is done via the same phone system used when scheduling on-campus classes. Current admission status is required. Call the regional center periodically for anticipated course offerings.

**Permission to Take Graduate Class Status (PTG)**

While the Graduate College permits individuals to enroll in up to nine hours prior to being admitted into a program, the department considers request for permission to take classes on an individual basis. Generally students who have been admitted to FCS programs have a preference on access to classes.

**STUDENT EVALUATION OF FACULTY**

Students are offered the opportunity to evaluate courses, instructors and academic advisors at the end of each semester or session. The evaluations are compiled, reviewed by the Department Chairperson and returned to faculty members. Evaluations are anonymous and faculty receive the compiled information on their courses after all grades are turned in. Student evaluations are factors in judging professional competence when faculty members are promoted, reviewed for tenure and considered for merit awards. Faculty members also use student evaluations to modify course content and instructional methods.

**ETHICAL STANDARDS**

Students are responsible for adhering to the University’s student conduct code and the section of *The Graduate Catalog* identified as “Student Academic Conduct.”

**Basic Rights**

1. Students have the right to free inquiry, expression, and association.
2. Students should be free from discrimination and harassment based on race, sex, sexual orientation, age, color, national origin, religion, disability, marital status, or family status.
3. Students should be secure in their persons, living quarters, papers, and effects.
4. Students are protected against improper disclosure as provided for in the Family and Education Rights and Privacy Act of 1974.
5. Students have the right to access their personal records and other University files as provided for under the Michigan Freedom of Information Act.
6. Students are free to participate in the governance of the University through membership in appropriately designated University and college committees.

**Academic Rights**

1. Student performance will be evaluated solely on academic criteria.
2. Students have protection against prejudiced or capricious academic evaluation.

3. Students are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
4. Students will be fully informed by the faculty about course requirements, evaluation procedures, and the academic criteria to be used in each class. This information will be provided at the beginning of the semester or sufficiently in advance of actual evaluation.
5. Students have the right to have all their examinations and other graded material made available to them with an explanation of the grading criteria. Faculty will retain all such materials not returned to the student for at least one full semester (or through spring plus summer sessions) after the course was given. Faculty are not required to return such material to the student but must provide reasonable access.

### **STUDENT ACADEMIC CONDUCT**

The following policies and procedures shall apply to all matters of student academic conduct.

#### **Academic Honesty**

If a student is uncertain about an issue of academic honesty, he/she should consult the faculty member to resolve questions in any situation prior to the submission of the academic exercise. Violations of academic honesty include but are not limited to:

#### **Cheating**

##### Definition

Cheating is intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or material in any academic exercise.

##### Clarification

1. Students completing any examination are prohibited from looking at another student's examination and from using external aids (for example, books, notes, calculators, conversation with others) unless specifically allowed in advance by the faculty member.
2. Students may not have others conduct research or prepare work for them without advance authorization from the faculty member. This includes, but is not limited to, the services of commercial term paper companies.

#### **Fabrication, Falsification and Forgery**

##### Definition

Fabrication is the intentional invention and unauthorized alteration of any information or citation in an academic exercise. Falsification is a matter of altering information while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise or University record. Forgery is defined as the act to imitate or counterfeit documents, signatures, and the like.

##### Clarification

1. "Invented" information shall be used in any laboratory experiment, report of results or academic exercise. It would be improper, for example, to analyze one sample in an experiment and then "invent" data based on that single experiment for several more required analyses.
2. Students shall acknowledge the actual source from which cited information was obtained. For example, a student shall not take a quotation from a book review and then indicate that the quotation was obtained from the book itself.
3. Falsification of University records includes altering or forging any University document and/or record, including identification material issued or used by the University.

#### **Multiple Submission**

##### Definition

Multiple submission is the submission of substantial portions of the same work (including oral reports) for credit more than once without authorization from instructors of all classes for which the student submits the work.

##### Clarification

Examples of multiple submission include submitting the same paper for credit in more than one course without all faculty members' permission; making revisions in a credit paper or report (including oral presentations) and submitting it again as if it were new work.

## **Plagiarism**

### Definition

Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e. without proper acknowledgment of the source). The sole exception to the requirement of the acknowledging sources is when the ideas, information, etc., are common knowledge. Instructors should provide clarification about the nature of plagiarism.

### Clarification

1. Direct Quotation – Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledge, in the text by citation or in a footnote or endnote.
2. Paraphrase – Prompt acknowledgement is required when material from another is paraphrased or summarized, in whole or part, in one's own words. To acknowledge a paraphrase properly, one might state: "To paraphrase Locke's comment..." and then conclude with a footnote or endnote identifying the exact reference.
3. Borrowed facts – information gained in reading or research, which is not common knowledge, must be acknowledged.
4. Common knowledge – common knowledge includes generally known facts such as the names of leaders of prominent nations, basic scientific laws, etc. Materials, which add only to a general understanding of the subject, may be acknowledged in the bibliography and need not be footnoted or endnoted.
5. Footnotes and endnotes, and in-text citations: One footnote, endnote, or in-text citation is usually enough to acknowledge indebtedness when a number of connected sentences are drawn from one source. When direct quotations are used, however, quotation marks must be inserted and acknowledgement made. Similarly, when a passage is paraphrased, acknowledgment is required. Faculty members are responsible for identifying any specific style/format requirement for the course. Examples include but are not limited to American Psychological Association (APA) style and Modern Languages Association (MLA) style.

## **Complicity**

### Definition

Complicity is intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

### Clarification

Examples of complicity include knowingly allowing another to copy from one's paper during an examination or test; distributing test questions or substantive information about the materials to be tested before the scheduled exercise; collaborating on academic work knowing that the collaboration will not be reported; taking an examination or test for another student, or signing another's name on an academic exercise.

(NOTE: Collaboration and sharing information are characteristics of academic communities. These become violations when they involve dishonesty. Faculty members should make clear to students expectations about collaboration and information sharing. Students should seek clarification when in doubt.)

## **Computer Misuse**

### Definition

Academic computer misuse is the use of software to perform work in which the instructor has told the student to do without the assistance of software.

## **Conduct in Research**

Research and creative activities occur in a variety of settings at the University, including class papers, theses, dissertations, reports or projects, grant funded projects and service activities. Research and creative activities rest on a foundation of mutual trust. Misconduct in research and in creative activity destroys that trust and is prohibited. Students shall adhere to professional standards of integrity in both artistic and scientific research including appropriate representations of originality, authorship and collaborative crediting.

### Definition

Misconduct in research is defined as serious deviation, such as fabrications or falsifications of data, plagiarism, or scientific or creative misrepresentation, from accepted professional practices of the discipline or University in carrying out research and creative activities or in reporting or exhibiting/performing the results of research and creative activities. It does not include honest error or honest differences in judgments or interpretations of data.

### Clarification

Examples of misconduct in research include but are not limited to:

1. Fabrication of Data – Deliberate invention or counterfeiting of information
2. Falsification of Data – Dishonesty in reporting results, ranging from unauthorized alteration of data, improper revision or correcting of data, gross negligence in collecting or analyzing data, to selective reporting or omission of conflicting data.
3. Plagiarism and Other Misappropriation of the Work of Another – The representation of another person's ideas or writing as one's own, in such ways as stealing others' results or methods, copying or presenting the writing or ideas of others without acknowledgment, or otherwise taking credit falsely. Representing another's artistic or technical work or creation as one's own. Just as there are standards to which one must adhere in the preparation and publication of written works, there are standards to which one must adhere in creative works in the tonal, temporal, visual, literary and dramatic arts.
4. Abuse of Confidentiality – Taking or releasing the ideas or data of others which were given in expectation of confidentiality, e.g., stealing ideas from grant proposals, award documents, or manuscripts intended for publication or exhibition/performance when one is a reviewer for granting agencies or journals or when one is a juror.
5. Dishonesty in Publication or Exhibition/Performance – Knowingly publishing, exhibiting or performing work that will mislead, e.g., misrepresenting material, particularly its originality, or adding or deleting the names of other authors without permission.
6. Deliberate Violation of Requirements – Failure to adhere to or receive the approval required for work under research regulations of federal, state, local or university agencies, including guidelines for the protection of human subjects or animal subjects and the use of recombinant DNA, radioactive material, and chemical or biological hazards.
7. Failure to Report Fraud – Concealing or otherwise failing to report known misconduct or breaches of research or artistic ethics.

### **Research Board Requirements**

Misconduct in research includes failure to comply with requirements of the conduct of research and creative activities, e.g., the protection of human subjects, the welfare of laboratory animals, radiation and biosafety. Allegations in these areas may be brought by Human Subjects Institutional Review Board, the Institutional Animal Care and Use Committee and the Institutional Biosafety Committee.

### **Charges of Violations of Academic Honesty and Conduct in Research**

Western Michigan University's academic honesty and conduct in research policies have been created and defined by members of its academic community, recommended by its faculty, senate, and adopted by its board of trustees. The processes necessary to support these policies are managed and facilitated by the Office of Student Judicial Affairs (OSJA). If you have questions about the forms, the process, your role in the process, or anything else related to academic honesty, please call the Office of Student Judicial Affairs at 387-2160. These policies take effect August 30, 1999, and supersede previous catalog sections entitled "Academic Policy and Status", "Academic Conduct Violation: Consequences and Appeals", "Academic Grade Appeals Procedure", and "General Academic Appeals Procedure".

This section applies to cases in which a student is to be charged with a violation of the Academic Honesty and the policy on Conduct in Research.

1. Charging a student with a violation: An Academic Dishonesty/Conduct in Research Charge Form is filled out by the instructor for the purpose of charging the student. After the instructor completes the form, the instructor sends it (or may fax it) to the OSJA. A staff member in that office will then contact the student and schedule a meeting between the student and the OSJA. An OSJA staff member will also notify the Registrar of the pending case, and will institute a "disciplinary hold" preventing the student from dropping, adding, or registering in classes.
2. If the student admits the charge: If the student admits responsibility, the OSJA will contact the instructor and arrange an appointment between the instructor and the student to communicate the instructor's penalty for the behavior, unless the instructor chooses not to meet with the student. The instructor may impose an academic penalty up to failure of the course in which the student is enrolled. The OSJA may also impose non-grade related penalties ranging from reprimand to dismissal from the University.
3. If the student denies responsibility: If the student denies the charge, the OSJA will consult with the instructor to ascertain the instructor's preference as to the hearing type. The hearing may be a meeting

- between the instructor and the student or a meeting between the student and an Academic Integrity Committee. An Academic Integrity Committee will consist of three faculty members and two students, selected using procedures established by the Professional Concerns Committee of the Faculty Senate. The choice of hearing type is the instructor's. The OSJA will assist the instructor in setting up the hearing and will notify the student of its time, date, and location.
4. If the student wants to appeal a finding of responsibility after a hearing with the instructor: A student may appeal a finding of responsibility resulting from a hearing with the instructor to an Academic Integrity Committee within five University business days. The student cannot appeal after that time has elapsed.
  5. The authority of the academic integrity committee: An Academic Integrity Committee will conduct hearings to determine whether the student is responsible for academic dishonesty. An Academic Integrity Committee makes no decisions regarding the penalties and/or grades to be imposed, either by the instructor or by the OSJA.
  6. If finding of "responsible" has been made: A finding of "responsible" occurs when a student admits responsibility to the OSJA, the instructor so decides, or an Academic Integrity Committee so decides by majority vote. When that finding has occurred, the instructor may impose an academic penalty up to failure of the course in which the student is enrolled. A decision by the instructor regarding a grade penalty cannot be appealed by the student once the student has been found responsible and has exhausted or waived all appeals. Also, once the student has been found responsible and has exhausted or waived all appeals, that student's continued attendance in the relevant class depends on the penalty imposed by the instructor and/or the OSJA. If the instructor determines to fail the student in the course, the student is not permitted to continue attending class. Again, following a finding of responsibility, the OSJA may impose additional penalties ranging from reprimand to dismissal from the University. In all cases when a final finding of responsibility has been made, the Registrar will be notified and will note the finding on the student's academic record.
  7. If a finding of "not responsible" has been made: If a finding of "not responsible" has been made, the charge is dismissed and no penalties are imposed.
  8. While a case is pending: A case is considered pending until one of two events occurs: (1) the student admits responsibility or (2) the hearing process is completed. While a case is pending, the student has the right to attend and participate in the class. If the case is pending at the end of the semester, the instructor must assign an Incomplete grade and then submit a change of grade once the process is complete.
  9. Instructor unavailable to assign grade: Circumstances may arise which may prevent an instructor from assigning a grade in a timely manner. In such instances, the academic unit chair/director will make reasonable efforts to contact and ask the instructor to supply a grade. If these efforts are unsuccessful, the instructor's academic unit chair/director will appoint another qualified faculty member to assign the grade.

### **Selection, Training, and Organization of Academic Integrity Committee (AIC)**

An Academic Integrity Committee (AIC) will be drawn from a panel of faculty and students who are trained by the Office of Student Judicial Affairs (OSJA). For each instance of an academic dishonesty charge which requires AIC review (see above), a five-member AIC composed of three faculty members and two students will be selected to hear the charge of academic dishonesty and to determine whether the charge has merit. Procedures for selection of a five-member AIC and, when required, AIC replacements from the AIC panel will be constructed and administered by the Professional Concerns Committee (PCC).

Each academic unit will elect one tenured or tenure-track faculty member to serve on the AIC panel. Student AIC panel members must be recommended by faculty, and each academic unit is asked to recommend one undergraduate and one graduate student to the OSJA. Students recommended to the AIC panel will be screened by the OSJA to ensure that no AIC student member has incurred a previous academic dishonesty sanction and that each AIC student member has a satisfactory disciplinary record.

Faculty members will serve three-year terms (with staggered term for the first AIC panel, to ensure continuity of experience and training). Students will serve one-year terms with reappointment possible for up to a total of three years. It will be necessary to include on the panel those who can serve in the spring and summer.

Each five-member AIC shall be composed of three faculty members and two student members. For a charge against an undergraduate student, both student members of the AIC shall be undergraduates. For a charge against a graduate student, both members shall be graduate students. Each AIC will elect a faculty member to chair

the committee, and each AIC must have three faculty and two student members present to have a quorum. When necessary, faculty and/or student members of an AIC may be replaced with AIC panel members selected by the PCC.

The Professional Concerns Committee (PCC) shall also function as an oversight committee for reviewing and monitoring all University policies and procedures dealing with academic conduct, including academic dishonesty, grade appeal and program dismissal issues. A report of all AIC activities shall be made to the Faculty Senate Executive Board each year by the PCC, and recommendations for changes in policies and procedures regarding academic conduct, including academic dishonesty, grade appeal and program dismissal issues may be part of that annual report. Such recommendations may result in modifications to these procedures and policies.

### **Course Grade and Program Dismissal Appeals**

This section applies when a student wants to appeal a final course grade that has been recorded by the Registrar on the student's academic record or when a student wants to appeal a decision to dismiss the student from an academic program for reasons other than charges of violations of academic honesty and/or conduct in research policies.

Throughout this process, the Office of the University Ombudsman is available to students and instructors for assistance on procedures and clarification of the rights of all parties.

1. Informal meeting with instructor: A student is encouraged to begin the appeal process by meeting with the instructor who assigned the grade or the person(s) who made the program dismissal decision. Such meetings often help students understand the grading practices of instructors and often lead to resolution of differences over grades.
2. Written appeal and conference with the academic unit chair/director: A student must submit a letter requesting an appeal to the academic unit chair/director. This letter must be received by the academic unit chair/director within ninety calendar days of the last day of the semester or session in which the grade was recorded on a student's record, or in the case of a program dismissal, within ninety calendar days of the day the written notification of program dismissal was sent to the student. The letter must identify the basis of the appeal and must state in detail why the student believes that grade or program dismissal decision should be changed.

The accepted bases of appeal are:

- a. Grades were calculated or the program dismissal decision was made in a manner inconsistent with University policy, the syllabus, or changes to the syllabus.
- b. The grade(s) was/were erroneously calculated.
- c. Grading/performance standards were arbitrarily or unequally applied.
- d. The instructor failed to assign or remove an Incomplete or to initiate a grade change as agreed upon with the student.

A grade appeal cannot be made in response to a grade penalty assessed as a result of an official finding of responsibility for academic dishonesty. Again, this finding will have been made through the procedures provided in the academic honesty policy.

Following a conference with the student, the chair/director may or may not recommend to the instructor that the instructor re-evaluate the student's work in the course. The chair/director cannot change the student's grade without the instructor's agreement.

Note: Grade appeals or other complaints based on charges of discrimination or sexual harassment should be taken to the affirmative action or other office, pursuant to other University policies and procedures.

3. Appeal to committee: If the matter involves a program dismissal, or if the chair/director has granted that a basis of student appeal (A, B, C, or D above) may exist and the student is not satisfied that the instructor has subsequently fairly re-evaluated the student's work, the student may appeal to a grade and program dismissal appeals committee. This appeal must be initiated within thirty calendar days of the instructor's unfavorable decision (reached by the means described in step 2). If the student has requested a meeting with the academic unit chair/director and has not been granted such a meeting within sixty calendar days of the chair's/director's receipt of the student's request, the student may then initiate an appeal to a grade and program dismissal appeals committee. The student will initiate an appeal through

the Office of the Ombudsman. When the Ombudsman receives the appeal, the Ombudsman will schedule a meeting of a grade and program dismissal appeals committee, using procedures determined by the Professional Concerns Committee of the Faculty Senate. The committee will consist of three members drawn from a panel of faculty established for this purpose. A grade and program dismissal appeals committee can effectuate a grade change or a reversal of a program dismissal decision by majority vote.

4. Instructor unavailable to assign grade: Circumstances may arise which may prevent an instructor from assigning a grade in a timely manner. In such instances, the academic unit chair/director will make reasonable efforts to contact and ask the instructor to supply a grade. If these efforts are unsuccessful, the instructor's academic chair/director will appoint another qualified faculty member to assign the grade.

#### **Thesis/Project/Dissertation Appeals Procedure**

If there are differences among the members of a thesis/project/dissertation committee over the approval of the thesis/project/dissertation and its oral defense, it shall be the responsibility of the committee to undertake every reasonable effort to resolve these differences and come to a unanimous decision.

In the event a student wishes to appeal a negative decision by the student's thesis/project/dissertation committee, the student shall first take the appeal to this same committee, which shall hear the appeal and render a decision. In case the committee cannot reach a unanimous agreement and the student wishes to appeal further a negative decision, a Review Committee shall be established consisting of the dean of the Graduate College, the appropriate academic dean, the chairperson or director of the unit. The Review Committee shall seek to resolve the controversy without passing on the thesis/project/dissertation. The Review Committee handling such a case is limited to procedural actions, such as reconstituting the committee if the case merits it.

Approved by the Board of Trustees on August 30, 1999.

## **EXPERIENTIAL EDUCATION AND PRACTICAL TRAINING**

Educators realize that professional preparation requires an appropriate mix of classroom work and “hands-on” experience. Thus, the curriculum has been developed to provide a balance between “theory and practice classes” and practical training.

### **FCS 622 PRACTICUM**

The practicum program provides an opportunity through individual placement for students to develop a particular area of specialization oriented toward a specific career goal, as related to their graduate program. Masters candidates have the opportunity to apply knowledge, gained through coursework, to settings under supervision provided by faculty in the department of Family and Consumer Sciences. Since skills are acquired by the application of information, knowledge, and many hours of practice, the field education experience is required of all students accepted into all FCS graduate programs. Students enroll after the majority of coursework is completed.

The key to an effective practicum experience is planning and cooperation. The student, field supervisor, placement agency, faculty advisor, and continuing education staff all work well together with the overall intent of coordinating the student’s experience so that the field placement goals and objectives are achieved. Although the student must assume a majority of the responsibility for attaining a meaningful field education experience, success requires the cooperation of all involved.

#### **I. Practicum in Family and Consumer Sciences**

##### **A. Program Definition of Family Life Education**

“...concerned with preserving and improving the quality of human life by the study of individuals and families as they interact with the resources in their multi-faceted environments” (Darling, 1987, p. 818).

“Family Life Education...is devoted to enabling adults to increase the effectiveness of their skills in daily living, that is, in relating to others, in coping with life events, and in realizing personal potential” (Tennant, 1989, P. 127).

##### **B. Credit**

Following completion of at least 12 hours of program course work, the student can register for a minimum of two hours of practicum experience. One hundred hours of work must be completed and documented for every hour of credit. The faculty advisor approves the placement prior to enrollment.

#### **II. Responsibilities for the Practicum Experience**

##### **A. Faculty Coordinator**

The practicum coordinator is responsible for the following:

1. To determine student eligibility for the practicum experience
2. To approve the practicum placement
3. To serve as liaison between agencies, programs, and school
4. To receive, review, approve and evaluate student documentation of practicum experience (learning contract, journal, personal plan and final evaluation)

5. To participate with each student and student's site supervisor(s) in an initial planning and final interview
6. To recommend each student's grade for FCS 622

### **B. Site Supervisor**

The site supervisor is minimally responsible for the following:

1. To provide a significant and meaningful learning experience for each student
2. To assist each student in developing individual goals for the field experience
3. To provide each student with information regarding agency/organizational policies and procedures
4. To provide each student with a comprehensive outline of organizational/agency services and the place of the agency within the network of community services
5. To acquaint each student with the agency's personnel and physical plant
6. To assist each student in the construction of a formal agreement regarding the inclusive dates of the field experience and the time commitment required per week
7. To participate with each student and the faculty coordinator in an initial and final interview
8. To provide the faculty member with a written evaluation of the student's performance upon completion of the experience. The final evaluation should include a recommendation for credit or no credit for each student.

### **C. The Student**

The student has major responsibility for the learning experience. It is important to remember that there is an initial period of adjustment to a practicum experience, which may be difficult for everyone. Timely and honest communication can prevent many problems from developing. Each student is minimally responsible for the following:

1. To secure admission into the program prior to enrollment in the practicum experience and complete 12 credit hours of program coursework prior to enrollment in the experience.
2. To contact the faculty coordinator one semester prior to the semester in which the student wishes to begin the practicum experience.
3. To secure approval of the faculty coordinator for approval and to coordinate specific arrangements
4. To collaborate with the site supervisor(s) on the preparation of a learning contract specifying:
  - a. inclusive dates of the experience
  - b. weekly time commitment and expectations
  - c. any time off-legal holidays WMU breaks (all to be negotiated with the site supervisor)
  - d. individual goals and outcome statements

Three copies of the learning contract signed by the student and the site supervisor(s) must be submitted to the faculty coordinator for approval

5. To provide quality service in assigned tasks
6. To provide a professional level of quality programming, presentation development, client interactions and evaluation
7. To submit to the faculty coordinator documentation of practicum experience (learning contract, journal with daily entries, personal plan, final evaluation, and example video-tape). The final evaluation is due by the last day of the semester in which the practicum experience is completed.
8. To participate with faculty coordinator and site supervisor(s) in an initial placement interview and final evaluation conference

In order for the student to receive a grade for practicum in any semester or session, the student must submit a time log documenting completion of 100 hours of field experience for each 1 credit hour for which the student is registered during that semester or session. For example, a student who is registered for 2 credit hours of practicum during a semester must complete 200 clock hours of field experience in order to receive credit for that experience at the completion of that semester. Documentation of hours must be submitted by the end of the semester in order for the faculty coordinator to submit a grade; otherwise, the student will be issued an incomplete until hours are documented.

### **FCS 710 INDEPENDENT RESEARCH PROJECT**

**Hours of Credit:**

Variable 2-6 credit hours

FCS 710 is offered with variable credit in order to meet individual student needs for more depth.

**Prerequisite:**

Prerequisite for the class is FCS 601, Basic Research Methods and Design or a comparable course

**Course Description:**

FCS 710 is an independent project-based research experience for graduate students who require a working knowledge of research, but who will not be directly involved in original research (choose FCS 700 to complete a thesis and conduct original research).

Designed for highly qualified advanced graduate students, or small groups, who wish to pursue individual studies or projects. A permission to Elect form, outlining the intended research or project, must be approved by the faculty supervisor and department chairperson and submitted to the Records Office prior to registration. Graded on a Credit/No Credit basis.

\* Students who sign up for FCS 710 are responsible for arranging with a FCS faculty member (or faculty members) to supervise its completion. Matching of research interest and current faculty workload are factors that may determine faculty acceptance of project supervision. Your written proposal should include the topic of interest, level of credits proposed, and a general plan with timeline for completion of the project.

**Requirements:**

Level I – 2 credits

Complete a literature review of available research on a topic of interest and importance to the student and appropriate to the field of study. The literature review should use APA format, include implications of the research for practitioners, consist of 20+ pages, and include 25+ citations (no secondary citations). A manuscript that includes a statement of the problem and a review of the literature will fulfill the requirements for Level I.

Examples of projects in each discipline:

*Family Life Education – A student may choose to explore the area of court-connected educational programs for divorcing parents. Their review of the research literature for this topic would include such things as: the incidence*

*of such programs across the country, content included in such programs, who generally teaches such programs, format of programs, evaluation strategies used, and effectiveness of programs. Finally, the paper would include the implications of these findings for a family life educator.*

*Textiles & Apparel- A student may decide to research the clothing needs of premature and under weight infants and design a line of apparel to meet these needs. The student will do a review of literature, which would include the medical requirements of the infant...body temperature, medical accessibility and skin sensitivity, as well as determine the apparel needs not served in the marketplace. Submit a manuscript, which includes the Review of Literature and statement of the problem.*

*Career and Technical Education – A student may decide to explore the area of work-based learning (WBL) for Career and Technical Education teachers. Their review of literature for this topic may include such things as: the prevalence and format of WBL programs; the structure, coordination, and evaluation of WBL. The paper would also include the implications for CTE teachers.*

### Level II – 3 credits

In addition to fulfilling Level I requirements, the student will develop a plan or needs assessment appropriate to the area and topic of study identified. A manuscript that includes a statement of the problem, a review of the literature, and a plan or needs assessment will fulfill the requirements for Level II. Examples:

*Family Life Education – After researching court-connected programs for divorcing parents, completing a statement of the problem and a literature review, a student may plan a program to be presented to divorcing parents with the goal of reducing the number of times parents put their children in the middle of their conflicts. The plan developed would include a description of the goals and objectives of the program; outline of content, teaching strategies, and process; format, and resources required.*

*Textiles & Apparel Studies – The student will collect information regarding garment needs of premature and underweight infants through interviews with medical personnel, parents, caretakers, etc. Additionally, the student will do on-site observations of the neonate nursery to observe the challenge of garment design to accommodate the necessary life-support systems. The student will develop a set of criteria necessary for evaluating this type of infant apparel. Submit a manuscript discussing the results of the interviews, the information obtained through the nursery observations, and the criteria developed for evaluating the infant apparel.*

*Career and Technical Education – Continuing with the WBL example, the student could plan an orientation program for school-based and work-based coordinators. The plan would include a description of the goals and objectives, an outline of the proposed content, teaching strategies and process, and resources required.*

### Level III – 4 credits

In addition to fulfilling Level I and II requirements, the student will pilot test or implement the developed plan. A manuscript that includes a statement of the problem, a review of the literature, a program plan or needs assessment, and a description of the successes and weaknesses of the plan and a revision of the plan for future use will fulfill the requirements for Level III. Examples: (Level III Project guidelines are self-explanatory for FLE and CTE.)

*Textiles & Apparel Studies – Obtain measurement data from hospital nurseries of premature and full term infants. Collect measurements of existing garments for both the premature and full term infant. Evaluate existing apparel according to criteria developed in Level II and make recommendations for improved design and fit for the premature and underweight infant. Submit a manuscript, which includes the measurement data, specifications for existing garments, results of the garment evaluation and recommendations for design and fit.*

### Level IV – 5 credits

In addition to fulfilling Level I, II, and III requirements, the student will create formative evaluation strategies and /or instrument(s), administer these instruments or implement the strategies, and report on the results of the data collected. A manuscript that includes a statement of the problem, a review of the literature, a program plan or needs assessment, a description of the successes and weaknesses of the plan, a revision of the plan for future use, a description of the evaluation strategies developed and administered, and a report of the results will fulfill the requirements for Level IV. Examples: (Level IV Project guidelines are self-explanatory for FLE and CTE.)

*Textiles & Apparel Studies – Determine necessary grading increments to size down for the small infant. Design a line of infant apparel to meet the needs of this population. Submit a manuscript giving the rationale for the grading increments determined and illustrations and specifications for the line of apparel.*

Level V – 6 credits

In addition to fulfilling Level I, II, III, and IV, the student will prepare a manuscript suitable for publication (presentation at professional meeting or product for exhibition) that describes or illustrates to development, implementation, and evaluation of the model plan. Examples: (Level V Project guidelines are self-explanatory for FLE and CTE.)

*Textiles & Apparel Studies – contact appropriate agency to locate a small population to trial test and evaluate the new designs utilizing the criteria developed in Level II. Make patterns, grade for premature size range, and construct 2 garments for pilot test. Submit results in manuscript form.*

## CURRICULUM GUIDES

### MA in Family and Consumer Sciences Family Life Concentration (30 hrs.)

Program Requirements:

#### Core Courses (12-21 hrs.)

FCS 522	Topics: Human Sexuality	3 cr.
FCS 568	Gender, Culture, and Family	3 cr.
FCS 616	Consumer Education	3 cr.
FCS 652	Family Life Education	3 cr.
FCS 655	Adult-Child Relationships	3 cr.
FCS 656	Family Law, Ethics, and Professional Issues	3 cr.
FCS 660	Studies in Family Relationships	3 cr.

#### Practicum (2-3 hrs.)

FCS 622	Practicum (Individualized)	2-3 cr.
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#### Elective Courses (3-6 hrs.)

Select 3-6 credit hours in education, counseling, sociology, communication, psychology, health and human services, or other social behavioral, and applied sciences fields. These courses are planned with the advisor.

FCS 535	Interpersonal Technique	3 cr.
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#### Research/Thesis (5-9 hrs.)

FCS 601	Basic Research Methods and Design	3 cr.
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#### **Select one of the following:**

FCS 700	Master's Thesis	6 cr.
FCS 710	Independent Research	2-6 cr.

Students may wish to specialize in an area by taking additional courses. Suggested areas of specialization include, but are not limited to gerontology, holistic health, and alcohol and drug abuse.

**Note:** Students who do not have a Bachelor's degree in Family Studies/Human Development or a related area may be required to take additional courses to meet requirements for Certification as a Family Life Educator (CFLE).

**MA in Family and Consumer Sciences**  
**Textiles and Apparel Concentration (30 hrs.)**

Program Requirements

**Core Courses (15 hrs.)**

FCS 522	Topics in Family and Consumer Sciences	3-6 cr.
FCS 524	The Socio-Psychological Aspects of Clothing	3 cr.
FCS 590/598	Project/Problems in FCS or Independent Study	3 cr.
FCS 600	Clothing Techniques: CAD applications	2 cr.
FCS 616	Consumer Education	2 cr.
FCS 622	Practicum in Family and Consumer Sciences	2-3 cr.

**Elective Courses (9-12 hrs.)**

Select 3-6 credit hours in education, communication, business, or other social, behavioral, or applied science fields. These courses are planned with the advisor.

FCS 568	Gender Culture and Families	3 cr.
CTE 648	Adult Education	3 cr.

**Research/Thesis (5-9 hrs.)**

FCS 601	Basic Research Methods and Design	3 cr.
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Select one of the following:

FCS 700	Master's Thesis	6 cr.
FCS 710	Independent Research	2-6 cr.

Students may choose to specialize in an area by taking additional courses. Suggested areas of specialization include, but are not limited to: history, theatre, anthropology, business and education.

**Note:** Students who do not have a bachelor's degree in Textiles and Apparel Studies or a related area will have to take additional courses to qualify for entrance in this area of concentration.

**MA in Family and Consumer Sciences**  
**Dietetics and Human Nutrition Concentration (30 hrs.)**

Program Requirements

**Core Courses (15 hrs. minimum)**

FCS 610	Nutrition in the Life Cycle	
	Maternal and Child Nutrition	3 cr.
	Adolescent and Young Adult Nutrition	3 cr.
	Aging and Nutrition	3 cr.
FCS 614	Nutrition Metabolism I	3 cr.
FCS 615	Nutrition Metabolism II	3 cr.
FCS 622	Practicum in Family and Consumer Sciences	2-3 cr.
FCS 664	Seminar in Family and Consumer Sciences	2 cr.

**Research/Thesis (5-9 hrs.)**

FCS 601	Basic Research Methods and Design	3 cr.
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Select one of the following:

FCS 700	Master's Thesis	6 cr.
FCS 710	Independent Research	2-6 cr.

**Elective Courses (10-12 hrs.)**

Select 10-12 credit hours in education, holistic health, gerontology, communication, or other social, behavioral, or applied science fields. These courses are planned with the advisor.

**Note:** Students who do not have a bachelor's degree in Dietetics will have to take additional courses to be admitted to the program.

**MA in Career and Technical Education (30 hrs.)**  
**Special Focus Area: Instruction**

Program Requirements:

**CTE Courses (15 hrs. minimum)**

**Suggested Core Courses**

CTE 510	Special Populations in CTE*	3 cr.
CTE 512	Principles of CTE*	3 cr.
CTE 543	Work-site Based Education Programs*	3 cr.
Or CTE 650	Business/Industry/Education Work-based Learning	3 cr.
CTE 643	Measurement & Evaluation in CTE*	3 cr.

**Electives (courses that can be taken to fulfill 15 hr minimum)**

CTE 513	Technical Education Methods	3 cr.
CTE 514	Workshop in CTE	1-3 cr.
CTE 515	Grant Writing in CTE	2-3 cr.
CTE 542	Advanced Curriculum Development	2 cr.
CTE 612	Studies in Technology	2 cr.
CTE 614	Administration & Supervision of CTE	3 cr.
CTE 615	Trends & Developments in CTE	2 cr.
CTE 616	Occupational Selection & Training	3 cr.
CTE 617	Seminar in CTE	2-6 cr.
CTE 622	Practicum in FCS	2-3 cr.
CTE 645	Organization of Employment/Training Systems	2 cr.
CTE 646	Teaching Issues in CTE	2 cr.
CTE 648	Adult Education in CTE	2 cr.
FCS 520	Insurance Education Seminar	1-2 cr.
FCS 525	The Adolescent in Development	3 cr.
FCS 622	Practicum in FCS	2-3 cr.

\* Course is required part of the undergraduate CTE teacher education program, but is highly recommended for graduate students who have not taken the course.

**Elective Courses (9-12 hrs.)**

Select 9-12 hours in education, health and human services, communication, or other social, behavioral, or applied science fields. These courses are planned with the advisor. *Graduate Certificate in Educational Technology* is also an appropriate choice.

**Supporting Courses (3-9 hrs.)**

ED 540	Introduction to Computing and Technology	3 cr.
ED 541	Telecommunications for Teaching and Learning	3 cr.
ED 600	Fundamentals of Measurement and Evaluation	3 cr.
ED 601	Fundamentals of Education Research	3 cr.
EDLD 602	Educational Leadership	3 cr.
EDLD 640	Introduction to Research	3 cr.
FCS 601	Basic Research Methods and Design	3 cr.

**MA in Career and Technical Education (30 hrs.)**  
**Special Focus Area: Leadership**

Program Requirements:

**CTE Courses (15 hrs. minimum)**

**Suggested Core Courses**

CTE 510	Special Populations in CTE*	3 cr.
CTE 512	Principles of CTE*	3 cr.
CTE 515	Grant Writing in CTE	3 cr.
CTE 614	Administration & Supervision of CTE	3 cr.

**Electives (courses that can be taken to fulfill 15 hr minimum)**

CTE 513	Technical Education Methods	3 cr.
CTE 514	Workshop in CTE	1-3 cr.
CTE 542	Advanced Curriculum Development	2 cr.
CTE 543	Work-site Based Education Programs	3 cr.
CTE 612	Studies in Technology	2 cr.
CTE 615	Trends & Developments in CTE	2 cr.
CTE 616	Occupational Selection & Training	3 cr.
CTE 617	Seminar in CTE	2-6 cr.
CTE 643	Measurement & Evaluation in CTE	3 cr.
CTE 645	Organization of Employment/Training Systems	2 cr.
CTE 646	Teaching Issues in CTE	2 cr.
CTE 648	Adult Education in CTE	2 cr.
CTE 650	Insurance Education Seminar	1-2 cr.
FCS 520	Insurance Education Seminar	1-2 cr.
FCS 525	The Adolescent in Development	3 cr.
FCS 622	Practicum in FCS	2-3 cr.

\* Course is required part of the undergraduate CTE teacher education program, but is highly recommended for graduate students who have not taken the course.

**Elective Courses (9-12 hrs.)**

EDLD 712: Field Experience-12 hours (Fall-3 hours; Winter-3 hours; Spring-3 hours)

**Supporting Courses (3-9 hrs.)**

ED 540	Introduction to Computing and Technology	3 cr.
ED 541	Telecommunications for Teaching and Learning	3 cr.
ED 600	Fundamentals of Measurement and Evaluation	3 cr.
ED 601	Fundamentals of Education Research	3 cr.
ED 602	School Curriculum	3 cr.
EDLD 602	Educational Leadership	3 cr.
EDLD 640	Introduction to Research	3 cr.
FCS 601	Basic Research Methods and Design	3 cr.

**FAMILY LIFE EDUCATION COMPETENCIES FOR CERTIFICATION (CFLE)  
BY NATIONAL COUNCIL ON FAMILY RELATIONS (NCFR)**

The CFLE will demonstrate academic preparation and appropriate experience in the following competency area (Thomas, 1989).

- a. knowledge (see substance areas below) in a variety of specific content area;
- b. individual and group communication skills;
- c. using an evaluating family life materials and resources'
- d. appreciation of the multiplicity of contextual settings in which family life programs operate and of the influences these community characteristics exert on the type and nature of program offerings;
- e. insight into one's own feelings, attitudes, and self-perceptions;
- f. skill in creating a questioning atmosphere to encourage the development of critical thinking;
- g. skill in dealing with the formation of social attitudes and values; and
- h. ability to translate relevant research findings from a variety of disciplines into meaningful concepts for use in family life programs.

**FAMILY LIFE EDUCATION SUBSTANCE AREAS  
FOR CERTIFICATION BY NCFR (1984)**

*Families in Society:* Includes the study of various family structures and function; sociocultural variations (social class, ethnicity, religion), dating, courtship and marital choice; kinship (intergenerational relations); cross-cultural understanding of minority families; changing gender roles; current and future demographic trends; family institution of society, with other institutions (governmental, educational, religious and economic).

*Family Dynamics:* Includes internal family processes, such as communication and conflict management, stress and stress management, decision making and goal setting, family crises, and families with special needs (e.g., adoptive, migrant, foster, blended, and low-income families as well as military families and families with handicapped members).

*Human Growth and Development:* Includes study of human development across the life span, including social, emotional, physical, cognitive, personality and moral development.

*Human Sexuality:* Includes study of reproductive physiology and biological aspects of sexuality, emotional and psychological aspects, sexual behavior and values, family planning, sexual response, sexual dysfunction, and the relationship between sexuality and interpersonal relationship development.

*Interpersonal Relationships:* Includes study of interpersonal skills, such as communication, problem solving, conflict management, self-disclosure, and listening; understanding love and intimacy; and effectively relating to others with concern, respect, responsibility, and sincerity.

*Family Resource Management:* Includes study of such concepts as goals, resources, planning, decision making, and implementing as well as changing family resource management concerns over the family life cycle and across different family structures (e.g., single parents, blended families, dual earners).

*Parent Education and Guidance:* Includes study of the parenting process, rights and responsibilities of parents, parental roles over the life cycle, and variations in parenting practices.

*Family Law and Public Policy:* Includes study of historical development of family law; laws relating to marriage, divorce, family support, child custody, child protection and rights, and family planning; and public policy as it affects the family (e.g., civil rights, tax laws, social security, and economic support laws).

*Ethics:* Includes critical examination of ethical issues and questions, how attitudes and values are formed, recognition of diversity of human values and the complexity of value choice in contemporary society, understanding the social consequences of value choices, and recognition of ethical implications of social and technological changes.

*Family Life Education:* Includes study of philosophy and principles of family life education; program planning and implementation; evaluating materials, students, and program effectiveness; sensitivity to other people and to community concerns and values; and recognizing the relationship between one's personal values and the various areas of family life education .

## GRADUATE STUDENT ASSISTANTSHIPS

Graduate assistantships are awarded by each department or other unit individually, and must be applied for in person, with each academic department head or program coordinator, Graduate assistantships usually require 20 hours per week (for funding a full assistantship) for which students are awarded a stipend. Certain programs have very specific requirements for qualification and should be investigated with the department or other unit directly. The following list is a guide to those departments and unit, which have had assistantships available in the past:

### NONINSTRUCTIONAL UNITS WITH SERVICE APPOINTMENTS

Academic Support Program	201 Moore hall	7-4411
Admissions	2240 Seibert Administration Building	2-2000
Athletics	Read Fieldhouse	7-3120
Black American Studies	341 Moore Hall	7-2665
Business Advising	2130 Schneider Hall	7-5075
Career English	0022-B Ellsworth Hall	7-4804
Career Services	1 <sup>st</sup> floor Ellsworth Hall	7-2745
Cistercian Studies	Walwood Hall	7-8920
College of Education Office	2306 Sangren Hall	7-2960
Counseling Center	2510 Student Services Building	7-1850
Division of Continuing Education	B103 Ellsworth Hall	7-4160
Division of Multicultural Affairs	A214 Ellsworth Hall	7-4420
Education & Professional Development	2102 Sangren Hall	7-3512
Environmental Studies	3930 Wood Hall	7-2716
Evaluation Center	B401 Ellsworth Hall	7-5895
Fetzer Center	Fetzer Center	7-3232
Honors College	Lee Honors College	7-3230
Merze Tate Center (computers)	3210 Sangren	7-2051
MLK Program	A212 Ellsworth	7-4420
Office of Field Placements	2206 Sangren Hall	7-3466
Registration	3210 Seibert Administration Building	7-4310
Research and Sponsored Programs	3210 Sangren Hall	7-8298
Residence Life Office	3510 Student Services Building	7-4735
Sindecuse Health Center	Sindecuse Health Center	7-3287
SPADA	B302 Ellsworth Hall	7-3800
Sports Information	University Arena	7-GOLD
Student Employment Referral Service	1 <sup>st</sup> Floor Ellsworth Hall	7-2745
Student Financial Aid	3306 Student Services Building	7-6000
Student Activities and Leadership	2420 Student Services Building	7-2115
Counseling and Testing Center	2501 Student Services Building	7-1850
Thurgood Marshall Fellowship For Minority Students	2310 Seibert Administration Building	7-3570
University Computing Services	2011 University Computer Center	7-5430
Women's Resources and Services	A328 Ellsworth Hall	7-2990

## PROFESSIONAL ORGANIZATIONS

The FCS department encourages students to obtain membership or affiliation in professional organizations. Affiliation can enhance one's professional development as well as provide important information and networking possibilities.

### **American Association of Family and Consumer Sciences**

1555 King Street  
Alexandria, VA 22314  
800-424-8080  
FAX 703-706-4663  
[www.aafcs.org](http://www.aafcs.org)

Membership includes a subscription to the Journal of Family and Consumer Sciences: From Research to Practice and discounts on annual meetings registration.

### **National Council on Family Relations (NCFR)**

3839 Central Avenue, NE, Suite 550  
Minneapolis, MN 55421  
612-781-9331  
FAX 612-781-9348  
[www.ncfr.org](http://www.ncfr.org)

Student membership includes subscriptions to the Journal of Marriage and the Family and Family Relations and special discounts on NCFR books and publications. NCFR offers memberships in ten special interest sections.

### **International Textile and Apparel Association**

PO Box 1360  
Monument, CO 80132-1360  
719-488-3716  
[www.itaonline.org](http://www.itaonline.org)

Membership includes subscription to Clothing and Textiles Research Journal and discounts on conference fees. Opportunities for scholarships and research grants are also available.

**DEPARTMENT OF FAMILY AND CONSUMER SCIENCES  
WESTERN MICHIGAN UNIVERSITY**

DEPARTMENT CHAIR

**Linda L. Dannison**, professor; Ph.D., CFLE, Kansas State University, *Areas of expertise*: family life education, custodial grandparent families, parenting.

DEPARTMENT FACULTY

**Karen R. Blaisure**, associate professor; Ph.D., LMFT, CFLE, Virginia Polytechnic Institute and State University. *Areas of expertise*: marriage and family therapy, couples, and divorce education.

**Marlene R. Breu**, assistant professor; Ph.D., University of Minnesota, St. Paul. *Areas of expertise*: apparel production, socio-cultural and historical aspects of textiles and dress.

**Mozhdeh Bruss**, assistant professor; M.PH., RD. Tulane University. *Areas of expertise*: public health, nutrition

**John T. Chapman**, adjunct professor; Ed. D., Western Michigan University. *Areas of expertise*: guidance and counseling, career development.

**Charles R. Dannison**, adjunct professor; Ph.D., (Kansas State University), JD, (Cooley Law School), CFCS, CFLE. *Areas of expertise*: family legal issues, elder law, adult education.

**Barbara J. Frazier**, assistant professor; Ph.D., Michigan State University. *Areas of expertise*: merchandising management.

**Margie J. Geasler**, associate professor emerita; Ph.D., CFLE, Virginia Polytechnic Institute and State University. *Areas of expertise*: interpersonal relationships and divorce education.

**Chantel Lumpkin**, assistant professor; Ph.D. Michigan State University. *Areas of expertise*: family and child ecology.

**Maija Petersons**, professor; Ph.D., RD, Ohio State University. *Areas of expertise*: eating disorders, nutrition and wellness.

**Andreas Philaretou**, assistant professor, Ph.D. Virginia Polytechnic Institute and State University. *Area of expertise*: family studies and human sexuality

**Arezoo Rojhani**, assistant professor; Ph.D., RD, University of Nebraska-Lincoln. *Areas of expertise*: nutrition, food service management, life sciences.

**Nancy H. Steinhaus**, associate professor; Ph.D., CFCS, Ohio State University. *Areas of expertise*: computer and apparel application, costume history.

**Carl A. Woloszyk**, professor; Ph.D., Michigan State University. *Areas of expertise*: work force development, career and technical education.

**Richard W. Zinser**, assistant professor; Ed.D. Western Michigan University. *Areas of expertise*: human resource development, guidance and counseling.

CFLE = Certified Family Life Educator  
CFCS = Certified Family and Consumer Scientist  
LMFT = Licensed Marriage and Family Therapist  
MPH = Masters of Public Health

Ed.D = Doctor of Education  
JD = Juris Doctor  
Ph.D = Doctor of Philosophy  
RD = Registered Dietician

**DEPARTMENT OF FAMILY AND CONSUMER SCINECES  
DIRECTORY AND FREQUENTLY NEEDED NUMBERS**

**DEPARTMENT** – 3018 Kohrman Hall  
**FAX #** - 616-387-3353

**Department Chair – Linda Dannison** **387-3713**  
**FCS Department Office** **387-3704**

Karen Blaisure	387-3663
Marlene Breu	387-3434
Mozhdeh Bruss	387-3722
Eileen Buckley	387-3720
Charles Dannison	387-3704
Barbara Frazier	387-3719
Chantel Lumpkin	387-3715
Maija Petersons	387-3710
Andy Philaretou	387-3714
Arezoo Rojhani	387-3729
Nancy Steinhaus	387-3728
Carl Woloszyk	387-3721
Richard Zinser	387-3007

**Other Numbers on Campus**

Accounts Receivable (billing problems)	387-4242	Parking/Vehicle Registration	387-4609
Campus Bookstore	387-3929	Public Safety Dept. (Police)	387-5555
Campus Recreational Activities Office	387-3760	Recreation	
Campus Substance Abuse Services	387-3257	Skating (Lawson)	387-3046
		Swimming (Gabel)	387-3068
Counseling Center	387-1850	Registrar's Office	387-4300
Financial Aid	387-6000	Registration by:	
Gay/Lesbian Alliance	387-2123	Telephone	333-1500
Graduate College	387-3570	On Campus	3-1500
Graduation Audit	387-4312	Sexual Harassment	387-8858
Graduation Caps/Gowns	387-4609	Sexually Transmitted Diseases:	
ID Cards	387-CARD	AIDS Testing	387-4448
International Student Office	387-5865	Sindecuse Health Center	
Libraries:		Sindecuse Health Center	
Education	387-5223	Appointments (Students)	387-3287
Waldo	387-5155	Pharmacy	387-3301
Sports Information		Miller Auditorium Ticket Office	387-2300
Athletic Ticket Office	387-3092	Nontraditional Student Services	387-4167
Intramural Athletics	387-3760	Teaching Certification	387-3473
Ombudsman Office	387-5300	Testing & Evaluation Services	387-8905
University Operator	387-1000	Weather Number	387-385-2121
Women's Center	387-2990		

**INFORMATION UPDATE**

If you change your name, address and/or telephone number, please contact the FCS office at 387-3704. We need your current telephone number should we need to contact you if a class session is cancelled. Also contact the Registrar's Office at 387-4300 with these changes.