<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term/Prerequisites</th>
<th>Credit hours</th>
<th>Notes</th>
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<tbody>
<tr>
<td>211</td>
<td>Child Growth and Development: Conception Through Early Childhood</td>
<td>Fall, Spring. 3(3-0) R: Not open to freshmen.</td>
<td>3</td>
<td>Physical, cognitive, social, emotional, and ecological aspects of human growth and development from conception through early childhood.</td>
</tr>
<tr>
<td>212</td>
<td>Children, Youth and Family</td>
<td>Fall, Spring. 3(3-0) R: Not open to seniors.</td>
<td>3</td>
<td>An ecosystems perspective on development during childhood and adolescence emphasizing family and community contexts.</td>
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<tr>
<td>225</td>
<td>Ecology of Lifespan Human Development in the Family</td>
<td>Fall, Spring. 3(3-0) R: Not open to seniors.</td>
<td>3</td>
<td>Human development across the lifespan with an ecological perspective. Relationships between human resource professionals and family systems.</td>
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<tr>
<td>238</td>
<td>Personal Finance</td>
<td>Fall, Spring, Summer. 3(3-0)</td>
<td>3</td>
<td>Strategies, techniques, and resources useful in the management of personal finance.</td>
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<tr>
<td>270</td>
<td>Introduction to Family Community Services</td>
<td>Fall, Spring. 4(3-2)</td>
<td>3</td>
<td>Family community services from an ecological perspective. Professional orientation and factors influencing the field. Participation in community agency required.</td>
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<tr>
<td>280</td>
<td>Community as Context for Individual and Family Development</td>
<td>Fall. 3(3-0)</td>
<td>3</td>
<td>Families' and individuals' fit within a community over their life span from an ecological perspective. Analysis of change. Influence of context on development and its implications for family community services.</td>
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<tr>
<td>320</td>
<td>Interaction Processes with Children in Groups</td>
<td>Fall, Spring. 3(3-0) P:M: FCE 211 RB: Students pursuing additional endorsement in Early Childhood Education. R: Open only to students in the Department of Family and Child Ecology or Graduate Lifelong Education. C: FCE 320L concurrently.</td>
<td>3</td>
<td>Principles of verbal and non-verbal interaction in relation to children's behavior in groups. Focus on young children in early childhood programs.</td>
</tr>
<tr>
<td>320L</td>
<td>Interaction with Children-Laboratory</td>
<td>Fall, Spring. 1(0-4) P:M: FCE 211 RB: Students pursuing additional endorsement in Early Childhood Education. R: Open only to students in the Department of Family and Child Ecology or Graduate Lifelong Education. C: FCE 320L concurrently.</td>
<td>1</td>
<td>Practice applying principles of interaction to individuals and small groups in early childhood programs.</td>
</tr>
<tr>
<td>321</td>
<td>Curriculum for Early Childhood Programs: Laboratory</td>
<td>Fall, Spring. 3(3-0) P:M: (FCE 211 and FCE 320 and FCE 320L) and completion of Tier I writing requirement and (MTH 201 or STT 200 or STT 201) RB: Students pursuing additional endorsement in Early Childhood Education. R: Open only to students in the Department of Family and Child Ecology or Graduate Lifelong Education.</td>
<td>3</td>
<td>Child development principles and accreditation standards for designing curricula for early childhood programs. Planning and evaluating learning activities and programs.</td>
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<tr>
<td>321L</td>
<td>Curriculum for Early Childhood Programs: Laboratory</td>
<td>Fall, Spring. 1(0-4) P:M: FCE 211 and FCE 320 and FCE 320L and (MTH 201 or STT 200 or STT 201) RB: Students pursuing additional endorsement in Early Childhood Education. R: Open only to students in the Department of Family and Child Ecology or Graduate Lifelong Education.</td>
<td>1</td>
<td>Supervised practice in providing learning activities for individual children and small groups. Planning, implementing, and evaluating activities. Field trips may be required.</td>
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<tr>
<td>322</td>
<td>Infant Development and Program Planning</td>
<td>Spring. 3(3-0) P:M: FCE 211 or PSY 244 RB: FCE 320</td>
<td>3</td>
<td>Indicators of quality childcare. Early intervention and support programs. Issues in curriculum, environments of childcare, responsive caregiving, routines, methods and materials, partnerships with families, and models and practices of early intervention.</td>
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<tr>
<td>345</td>
<td>Principles of Family Studies</td>
<td>Fall, Spring. 3(3-0) P:M: FCE 145 and (FCE 211 or FCE 212 or FCE 225) and (STT 200 or STT 201) R: Not open to freshmen.</td>
<td>3</td>
<td>Historical, social, cultural, and economic perspectives on contemporary families. Approaches to studying families. Role of communication, resources, and decision-making in family systems.</td>
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<tr>
<td>346</td>
<td>Helping Skills in Family Community Services</td>
<td>Fall. 3(3-0) P:M: FCE 270 and (FCE 280 or concurrently) or (PSY 270 or concurrently) or (SOC 364 or concurrently) and (STT 200 or STT 201) R: Open only to juniors or seniors.</td>
<td>3</td>
<td>Foundational skill development necessary for the delivery of services to diverse families. Communication, interviews, problem-solving, and assessment. Application of skills in a field experience.</td>
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<tr>
<td>347</td>
<td>Programming in Family Community Services</td>
<td>Fall. 4(3-3) P:M: (FCE 270 and completion of Tier I writing requirement) and (FCE 280 or concurrently) or (PSY 270 or concurrently) or (SOC 364 or concurrently) and (STT 200 or STT 201) R: Open only to sophomores or juniors or seniors. SA: FCE 370 Analysis of youth and adult service programs. Program planning processes involved in delivering services to clients and learners. Application of program planning skills. Field experience.</td>
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<tr>
<td>405</td>
<td>Work and Family</td>
<td>Spring. 3(3-0) P:M: Completion of Tier I writing requirement. R: Open only to juniors or seniors or graduate students.</td>
<td>3</td>
<td>Historical perspectives on work and family. Effects of work on family members across the life cycle, and employer and public policy response.</td>
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<tr>
<td>411</td>
<td>Developmental Study of a Child</td>
<td>Fall, Spring. 2(1-3) P:M: (FCE 320 and FCE 320L) and completion of Tier I writing requirement R: Open only to juniors or seniors or graduate students.</td>
<td>2</td>
<td>Ecological analysis of developmental behavior. Application of research findings to observations of a child.</td>
</tr>
<tr>
<td>413</td>
<td>Adult Development and the Family: Middle and Later Years</td>
<td>Fall of even years. 4(3-3) R: One course in psychology or sociology. R: Open only to juniors or seniors or graduate students.</td>
<td>4</td>
<td>Social, psychological, and biological development within the family. Field study required.</td>
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<tr>
<td>414</td>
<td>Parenting</td>
<td>Fall of odd years. 3(3-0) R: Open only to juniors or seniors or graduate students.</td>
<td>3</td>
<td>Childrearing in modern society. Adult parenting roles in various family structures. Support roles of families and communities.</td>
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<tr>
<td>424</td>
<td>Student Teaching in an Early Childhood Program</td>
<td>Fall, Spring, Summer. 4 to 6 credits. P:M: (FCE 211 and FCE 320 and FCE 320L and FCE 321 and FCE 321L) and completion of Tier I writing requirement R: Open only to seniors in the Department of Family and Child Ecology. Approval of department. A supervised teaching practicum. Planning, implementing, and evaluating an ecological educational program for children and their families.</td>
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<tr>
<td>442</td>
<td>Ethnic Families in America</td>
<td>Fall, Spring. 3(3-0) R: Open only to juniors or seniors or graduate students.</td>
<td>3</td>
<td>Historical, structural, and functional components of selected ethnic minority family systems in America. Lifestyles, pressures, adaptations, viability, and continuity.</td>
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<tr>
<td>444</td>
<td>Interpersonal Relationships in the Family</td>
<td>Fall, Spring. 3(3-0) R: Open only to juniors or seniors or graduate students.</td>
<td>3</td>
<td>Personal awareness and interpersonal relationships within the family system. Small group discussions.</td>
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<tr>
<td>445</td>
<td>Human Sexuality</td>
<td>Fall, Spring. 3(3-0) R: Open only to juniors or seniors or graduate students.</td>
<td>3</td>
<td>Family and psychosocial factors affecting the development of a person's sexuality across the life cycle. Reciprocal impact on society and the legal system.</td>
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Family and Child Ecology—FCE

447 Management of Family Community Service Programs
Spring, 3(3-0) P.M: FCE 321 or (FCE 347 or concurrently) R: Open only to juniors or seniors or graduate students in the Department of Family and Child Ecology. Analysis of family and community service programs and organizations. Effective management and leadership processes. Programs and organizations from an ecological perspective. Service-learning experience.

448 Child and Family Policy
Fall of even years. 3(3-0) P.M: FCE 211 or FCE 212 or PSY 244

449 Children and Youth with Special Needs and Their Families
Spring of odd years. 3(3-0) P.M: FCE 211 or FCE 212 or PSY 244 or FCE 225
Resources and interventions available to families and community agencies. Implications for family decisions and professional practices, decisions, and actions.

454 Family Financial Management
Spring of even years. 3(3-0) P.M: (FCE 238) and completion of Tier I writing requirement R: Open only to juniors or seniors or graduate students.
Financial management strategies of families during the life cycle. Income support programs.

470 Current Issues in Family and Child Ecology
Spring. 3 to 9 credits. A student may earn a maximum of 9 credits in all enrollments for this course. R: Open only to juniors or seniors or graduate students. Legislation, current events, and issues affecting families and children. Implications for professional decisions and actions.

472 Evaluation of Human Service Programs
Spring of even years. 3(2-2) P.M: FCE 347 or FCE 321 R: Open only to juniors or seniors or graduate students. Evaluation design, methodology, and implementation with applications to family, child, consumer, and human service-related programs. Interactions of individuals, families, and human-service programs from perspectives of human development, family ecosystems, and community ecology. Field observations required.

473 Administration of Early Childhood Programs
Fall. 3(3-0) P.M: FCE 320L or (FCE 347 or concurrently) R: Open only to juniors or seniors or graduate students in the Department of Family and Child Ecology. Not open to students with credit in FCE 447. Administrator's role in early childhood programs. Ecological focus on administrative relationships, regulations, fiscal and management skills, and developmentally appropriate practices. Public, private, for-profit, not-for-profit, center, and home-based programs.

490 Independent Study
Fall, Spring, Summer. 1 to 5 credits. A student may earn a maximum of 9 credits in all enrollments for this course. R: Not open to freshmen or sophomores. Approval of department: application required. Individual study of selected topics under faculty guidance.

490H Honors Independent Study
Fall, Spring, Summer. 1 to 5 credits. A student may earn a maximum of 9 credits in all enrollments for this course. R: Not open to freshmen or sophomores. Open only to Honors students. Approval of department: application required.
Honors individual study of selected topics with faculty guidance.

491 Internship Preparation
Fall, Spring, Summer. 1(1-0) P.M: FCE 270 and (FCE 280 or PSY 270 or SOC 361) and (FCE 320 or (FCE 346 or concurrently))
Preparation for professional internship.

492 Internship Seminar
Fall, Spring, Summer. 1(1-0) P.M: FCE 491
R: Open only to seniors or graduate students in the Department of Family and Child Ecology. C: FCE 493 concurrently.
Written reflection assignments. Discussion of internship issues.

493 Internship
Fall, Spring, Summer. 3 to 9 credits. A student may earn a maximum of 9 credits in all enrollments for this course. R: Open only to seniors or graduate students in the Department of Family and Child Ecology. C: FCE 492 concurrently.
Professional experience in a community organization.

497 Topics in Family and Child Ecology
Spring. 1 to 3 credits. A student may earn a maximum of 12 credits in all enrollments for this course. RB: Professional practice and coursework in family, child, community, early childhood, or related area. Topics in the areas of infancy, childhood, youth, aging, or family.

801 Family Ecosystems
Fall, Spring. 3(3-0)
Family viewed from ecosystems perspective. Assessment tools used to analyze family systems.

810 Theories of Human Development
Fall. 3(3-0)
Major theories of development; research findings and the validity of theoretical positions.

811 Child Development: Ecological Perspectives
Fall of even years. 3(3-0)
Ecological factors that influence family functioning and child outcomes.

812 Adolescence in the Family: Ecological Perspectives
Spring of even years. 3(3-0)
Ecological factors that influence family functioning and adolescent outcomes.

813 Adulthood and Aging in the Family: Ecological Perspectives
Fall of odd years. 3(3-0)
Adult development and aging in the contexts of family and community. Family relationships in adulthood and aging.

814 Parenthood and Parent Education
Spring of odd years. 3(3-0)
Influence of parents on children/youth and factors that influence parenting; approaches to providing education and support for parents.

820 Infant Development: The Contexts of Family, Community, and Culture
Fall of even years. 3(3-0) RB: Course in research methodology Development from conception through age three. Family and community environments as contexts for development. Cultural influences on development, parenting goals, and community practices. Infants in poverty. Issues in sensitive assessment. Culturally inclusive research in infancy.

821 Early Childhood Education: Curricular Approaches
Spring of odd years. 3(3-0) RB: FCE 810
Theoretical background, content, and evaluation of early childhood curricula and programs. Influence of research and public policy.

822 Assessment of the Young Child
Fall of even years. 3(3-0)
Assessment instruments and procedures for children from birth to age seven. Techniques for assessing physical, social, emotional, and cognitive development of young children.

823 Infant Programs and Practices
Spring of odd years. 3(3-0) RB: FCE 810
Concepts of early childhood education applied to children from birth to age three. Evaluation of research, learning materials, and activities for infants at home and in small group settings. Field work required.

824 Middle Childhood Development and Interventions: Family School Community Setting
Fall. 3(3-0) R: Open only to seniors or graduate students. Theories, research, assessment, and intervention strategies regarding middle childhood development (5-12 yr) in diverse clinical and non-clinical settings from an ecological perspective. Application of various play therapy theories for clinical students.

825 Families with Special Needs Children: An Ecological Perspective
Fall of odd years. 3(3-0)
Partnerships between professionals and families to serve children with disabilities.

830 Survey of Marriage and Family Therapy Theories
Fall. 3(3-0)
Contemporary ecosystem theories of marriage and family therapy.

831 Treatment Processes in Marriage and Family Therapy
Spring. 3(2-3) P.M: FCE 830 R: Open only to master's students in the Marriage and Family Therapy major.
Case management and treatment processes for problems affecting system change and family functioning.

832 Ethics, Law, and Professional Development
Spring of odd years. 3(3-0)
Ethics and laws affecting family life professionals. Developing a professional identity. Management of private practice and consulting services.

842 African American Families
Spring. 3(3-0)
Historical and contemporary approaches to the study of African and African American families. Major theoretical frameworks.
845 Foundations of Family Study
Fall 3(3-0)
Historical and cultural perspectives of the family. Conceptual approaches to family study. Sensitivity to family diversity. Key issues related to the life cycle. Field observations required.

847 Theories of the Family
Spring 3(3-0) RB: FCE 845
Perspectives on the family. Relationships of theory, research, and practice.

848 Divorce and Remarriage Interventions
Fall of even years. 3(3-0)
Impact of changing marital status on the individual, family, and society. Current research, laws, educational programming, and clinical treatment strategies.

850 Theories of Management and Decision Making in the Family
Fall. 3(3-0)
Theories of decision making in the context of family management. Application to human resource development in the family. Integrated ecological approach.

860 Youth Policy and Positive Youth Development
Federal and state policies and their relationship to youth development.

861 Community Youth Development
Fall of odd years. 3(3-0)
Asset or strength-based community model for youth development. Holistic and dynamic understanding of youth and communities. Individual development. Adolescents' interrelationships with their environments.

871 Methods of Teaching Adults
Uses of human and family ecological perspectives in teaching adult audiences.

872 Program Design and Development
Processes involved in program design and development for human service organizations and agencies.

873 Administration and Management of Human Services Programs
Processes and procedures related to the management and administration of human services programs.

880 Research Methods in Family and Child Ecology
Fall. 3(3-0)
Methods applied to problem definition, research design, and analysis.

881 Quantitative Methods in Family and Child Ecology
Fall of even years, Spring, 3(3-0) RB: (FCE 880) or equivalent course in research methods. R: Open only to graduate students in the Department of Family and Child Ecology. Application of quantitative techniques to the analysis of family and ecological research data.

890 Master's Independent Study
Fall, Spring, Summer. 1 to 5 credits. A student may earn a maximum of 9 credits in all enrollments for this course. R: Open to master's students or approval of department. Individual study of selected topics with faculty guidance.

892 Seminar in Family and Child Ecology
Fall, Spring. 1 to 4 credits. A student may earn a maximum of 12 credits in all enrollments for this course. Selected content in family relationships, family economics, human development in the family, community services, or programs for children and families.

894 Laboratory and Field Experience
Fall, Spring, Summer. 1 to 4 credits. A student may earn a maximum of 8 credits in all enrollments for this course. R: Open only to graduate students in the Department of Family and Child Ecology. Supervised observation, practica, or internships.

895 Families in Poverty
Fall of even years. 3(3-0) SA: FCE 891A
Causes of poverty. Poverty and family functioning. Proposals for breaking the poverty cycle.

896 Child Development Across Cultures
Fall of odd years. 3(3-0) SA: FCE 891B
Development of children in different societies. Biological, ecological, social, and cognitive factors influencing growth and behavior. Family influences.

897 Family and Individual Assessment
Spring of even years. 3(3-0) RB: FCE 880 and FCE 830 and FCE 832 SA: FCE 891C
Theoretical, research, and clinical issues in measuring family and individual characteristics. Critique of clinical and research assessment tools.

898 Play in Human Development
Spring of even years. 3(3-0) RB: FCE 810 SA: FCE 891E
Theory related to play behavior. Management of play to enhance developmental capacity.

899 Master's Thesis Research
Fall, Spring, Summer. 1 to 6 credits. A student may earn a maximum of 50 credits in all enrollments for this course. R: Open only to graduate students in the Department of Family and Child Ecology. Master's thesis research.

902 Advanced Marriage and Family Therapy Theories
Spring of even years. 3(3-0) A student may earn a maximum of 12 credits in all enrollments for this course. RB: FCE 830 Selected theoretical perspectives in marriage and family therapy and related therapy techniques.

904 Family Ecology Theory Construction
Fall of odd years. 3(3-0) RB: (FCE 801 and FCE 810) and (FCE 830 or FCE 847 or FCE 850) R: Open only to doctoral students. Integration and application of concepts in constructing family ecology theory. Theory development strategies.

911 SPSS and Secondary Data Analysis
Fall of odd years. 3(3-0) P.M. FCE 880 and FCE 881
Data analysis with SPSS. Interpretation of statistical output. Research project with existing data set.