

FAMILY AND CHILD ECOLOGY

FCE

Department of Family and Child Ecology College of Social Science

- 145 The Individual, Marriage and the Family**
Fall, Spring. 3(3-0) R: Open only to freshmen or sophomores.
Development of the young adult in the human ecological context. Issues of sexuality, gender, parenting, work and family interface, communication, and resource use. Diversity in relationships and families.
- 211 Child Growth and Development: Conception Through Early Childhood**
Fall, Spring. 3(3-0) R: Not open to freshmen.
Physical, cognitive, social, emotional, and ecological aspects of human growth and development from conception through early childhood.
- 212 Children, Youth and Family**
Fall, Spring. 3(3-0)
An ecosystems perspective on development during childhood and adolescence emphasizing family and community contexts.
- 225 Ecology of Lifespan Human Development in the Family**
Fall, Spring. 3(3-0) R: Not open to seniors.
Human development across the lifespan with an ecological perspective. Relationships between human resource professionals and family systems.
- 238 Personal Finance**
Fall, Spring, Summer. 3(3-0)
Strategies, techniques, and resources useful in the management of personal finance.
- 270 Introduction to Family Community Services**
Fall, Spring. 4(3-2)
Family community services from an ecological perspective. Professional orientation and factors influencing the field. Participation in community agency required.
- 280 Community as Context for Individual and Family Development**
Fall. 3(3-0)
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.
- 320 Interaction Processes with Children in Groups**
Fall, Spring. 3(3-0) P: 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.
Principles of verbal and non-verbal interaction in relation to children's behavior in groups. Focus on young children in early childhood programs.

- 320L Interaction with Children-Laboratory**
Fall, Spring. 1(0-4) P: FCE 211 RB: Students pursuing additional endorsements in Early Childhood Education. R: Open only to students in the Department of Family and Child Ecology or Graduate Lifelong Education. C: FCE 320 concurrently.
Practice applying principles of interaction to individuals and small groups in early childhood programs.
- 321 Curriculum for Early Childhood Programs**
Fall, Spring. 3(3-0) P: ((FCE 211 and FCE 320 and FCE 320L) and completion of Tier I writing requirement) and (MTH 110 or MTH 201 or STT 200 or STT 201) RB: Students pursuing additional endorsement in Early Childhood Education. R: Open to undergraduate students in the Department of Family and Child Ecology and open to graduate students or lifelong graduate students. C: FCE 321L concurrently.
Child development principles and accreditation standards for designing curricula for early childhood programs. Planning and evaluating learning activities and programs.
- 321L Curriculum for Early Childhood Programs: Laboratory**
Fall, Spring. 1(0-4) P: (FCE 211 and FCE 320 and FCE 320L) and (MTH 110 or MTH 201 or STT 200 or STT 201) RB: Students pursuing additional endorsement in Early Childhood Education. R: Open to undergraduate students in the Department of Family and Child Ecology and open to graduate students or lifelong graduate students. C: FCE 321 concurrently.
Supervised practice in providing learning activities for individual children and small groups. Planning, implementing, and evaluating activities. Field trips may be required.
- 322 Infant Development and Program Planning**
Spring. 3(3-0) P: FCE 211 or PSY 244 RB: FCE 320
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.
- 345 Principles of Family Studies**
Fall, Spring. 3(3-0) P: FCE 145 and (FCE 211 or FCE 212 or FCE 225) and (MTH 110 or STT 200 or STT 201) R: Open to undergraduate students in the Department of Family and Child Ecology.
Historical, social, cultural, and economic perspectives on contemporary families. Approaches to studying families. Role of communication, resources, and decision-making in family systems.
- 346 Helping Skills in Family Community Services**
Fall. 3(3-0) P: FCE 270 and ((FCE 280 or concurrently) or (PSY 270 or concurrently) or (SOC 361 or concurrently)) and (MTH 110 or STT 200 or STT 201) R: Open to juniors or seniors in the Department of Family and Child Ecology.
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.

- 347 Programming in Family Community Services**
Fall. 4(3-3) P: ((FCE 270) and completion of Tier I writing requirement) and ((FCE 280 or concurrently) or (PSY 270 or concurrently) or (SOC 361 or concurrently)) and (MTH 110 or STT 200 or STT 201) R: Open to juniors or seniors in the Department of Family and Child Ecology. 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.
- 405 Work and Family**
Spring. 3(3-0) P: Completion of Tier I writing requirement. R: Open only to juniors or seniors or graduate students.
Historical perspectives on work and family. Effects of work on family members across the life cycle, and employer and public policy response.
- 411 Developmental Study of a Child**
Fall, Spring. 2(1-3) P: (FCE 320 and FCE 320L) and completion of Tier I writing requirement R: Open only to juniors or seniors or graduate students.
Ecological analysis of developmental behavior. Application of research findings to observations of a child.
- 413 Adult Development and the Family: Middle and Later Years**
Fall of even years. 4(3-3) RB: One course in psychology or sociology. R: Open only to juniors or seniors or graduate students.
Social, psychological, and biological development within the family. Field study required.
- 414 Parenting**
Fall of odd years. 3(3-0) R: Open only to juniors or seniors or graduate students.
Childrearing in modern society. Adult parenting roles in various family structures. Support roles of families and communities.
- 424 Student Teaching in an Early Childhood Program**
Fall, Spring, Summer. 4 to 6 credits. P: (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.
- 442 Ethnic Families in America**
Fall, Spring. 3(3-0) R: Open only to juniors or seniors or graduate students.
Historical, structural, and functional components of selected ethnic minority family systems in America. Lifestyles, pressures, adaptations, viability, and continuity.
- 444 Interpersonal Relationships in the Family**
Fall, Spring. 3(3-0) R: Open only to juniors or seniors or graduate students.
Personal awareness and interpersonal relationships within the family system. Small group discussions.
- 445 Human Sexuality**
Fall, Spring. 3(3-0) R: Open only to juniors or seniors or graduate students.
Family and psychosocial factors affecting the development of a person's sexuality across the life cycle. Reciprocal impact on society and the legal system.

Family and Child Ecology—FCE

- 447 Management of Family Community Service Programs**
Spring. 3(3-0) P: 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: FCE 211 or FCE 212 or PSY 244
Issues faced by American families and children. Relationships among social science research, theory, and public policy.
- 449 Children and Youth with Special Needs and Their Families**
Spring of odd years. 3(3-0) P: 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: (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: 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 ecology of human development, family ecosystems, and community ecology. Field observations required.
- 473 Administration of Early Childhood Programs**
Fall. 3(3-0) P: 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: 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: FCE 491 R: Open to seniors in the Department of Family and Child Ecology. C: FCE 493 concurrently.
Written reflection assignments. Discussion of internship issues.
- 493 Internship**
Fall, Spring, Summer. 6 credits. P: FCE 491 R: Open to seniors 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: 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**
Fall of even years. 3(3-0)
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**
Fall of odd years. 3(3-0)
Uses of human and family ecological perspectives in teaching adult audiences.
- 872 Program Design and Development**
Fall of even years. 3(3-0)
Processes involved in program design and development for human service organizations and agencies.
- 873 Administration and Management of Human Services Programs**
Spring of even years. 3(3-0) RB: FCE 872
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 masters 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.
- 901 Contemporary Scholarship in Human Development and Family Studies**
Fall. 3(3-0) R: Open to doctoral students in the Department of Family and Child Ecology.
Multiple perspectives on human development and family studies scholarship. Emerging research; professional development strategies.
- 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.
- 981 SPSS and Secondary Data Analysis**
Fall of odd years. 3(3-0) P: FCE 880 and FCE 881
Data analysis with SPSS. Interpretation of statistical output. Research project with existing data set.
- 982 Qualitative Research Methods**
Fall of even years. 3(3-0) RB: FCE 801 and FCE 880 R: Open only to graduate students. SA: FCE 980A
Theoretical and applied experience related to qualitative research design and methodology.
- 983 Advanced Research Methods in Marriage and Family Therapy**
Spring of odd years. 3(3-0) RB: (FCE 880) or 6 credits of FCE 902. R: Open only to graduate students in the Department of Family and Child Ecology. SA: FCE 980B
Methodological issues. Research design, measurement, and analysis appropriate for assessing effectiveness of family therapy. Development of a family therapy research proposal.
- 990 Doctoral 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 doctoral students in the Department of Family and Child Ecology or approval of department.
Individual study of selected topics with faculty guidance.
- 993 Internship**
Fall, Spring, Summer. 1 to 9 credits. A student may earn a maximum of 12 credits in all enrollments for this course. R: Open to graduate students in the Department of Family and Child Ecology. Approval of department.
Supervised practicum, or internship.
- 994 Sex Therapy**
Spring of even years. 3(3-0) RB: FCE 445 R: Open only to graduate students in the Department of Family and Child Ecology. Approval of department. SA: FCE 991A
Major models of sex therapy utilized in marriage and family therapy. Etiology and treatment of major sexual dysfunctions.
- 995 Marriage and Family Therapy Supervision**
Spring of odd years. 3(2-3) R: Open only to graduate students in the Department of Family and Child Ecology. Approval of department. SA: FCE 991B
Models of marriage and family therapy and related supervision principles. Development of perceptual, cognitive, and executive supervisory skills. Ethical, legal, and educational issues.
- 999 Doctoral Dissertation Research**
Fall, Spring, Summer. 1 to 24 credits. A student may earn a maximum of 99 credits in all enrollments for this course. R: Open only to doctoral students in the Department of Family and Child Ecology.
Doctoral dissertation research.