

## Child, Family, and Consumer Sciences

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### CFS 131. Family Relations (3)

A study of family processes and the inner workings of families from the perspective of family systems theory. Topics include the interplay of gender, temperament, and roles on family functioning; intergenerational transmission in families; communication; power dynamics; and development of the family over time. FS

### CFS 132T. Topics in Child Development and Family Relationships (1-4; max total 12 if no topic repeated)

Prerequisites: CFS 39 and/or 131. Topics relating to child development and family relationships. Some topics may have labs.

### CFS 133S. Child and Family Crisis (3)

Prerequisite: CFS 38 or 39 or PSYCH 101. Examines stress and crisis as experienced and perceived by children and their families. Topics to be covered include child abuse, divorce, remarriage, death, substance abuse, disability, immigration, poverty, and diverse populations. FS

### CFS 134. Multicultural Perspectives on Children and Families (3)

Prerequisites: CFS 38 or 39 or PSYCH 101. Exploration of the challenges families face in living in a diverse society. Includes a survey of research on how children develop identity and attitudes about gender, ethnicity, and disability. An approach that facilitates healthy self-identity and positive attitudes toward diversity. FS

### CFS 135. Parenting (3)

Prerequisite: CFS 38 or 39 or PSYCH 101. Study of the significant impact of adult-child relationships upon the developing person. Topics include guidance and discipline theories, attachment, self-esteem, trust, encouragement, communication, consequences, rewards, punishment, abuse, and children with special needs. FS

### CFS 136. Adolescent Development (3)

Prerequisite: CFS 38 or 39 or PSYCH 101. Theories, research, and principles of physical, intellectual, social, and emotional development within the contexts of the self, the family, educational environments, and peer groups. FS

### CFS 137. Infant and Toddler Development (3)

Prerequisite: CFS 38, 39, or PSYCH 101. Interdisciplinary study of physical, social, emotional, and intellectual development from birth to three years in a diverse society. Topics include attachment, significance of play, communication, importance of early relationships, principles of care giving, fostering language development, and impact of the environment. F

### CFS 139. Advanced Child Development Practicum (3)

Prerequisites: CFS 37; CFS 38, 39, or PSYCH 101; junior or senior standing. Comprehensive study of the young child and ways to foster physical, social, emotional, and intellectual development. Students will plan developmentally appropriate learning episodes, conduct observations, and employ assessment techniques. (2 lecture, 3 lab hours) S

### CFS 140. Advanced Child Development Theories (3)

Prerequisites: CFS 38 or 39 or PSYCH 101. In-depth study of major child development theories with implications for play for children from infancy through adolescence. Course considers ethological and cultural perspectives, gender differences, and special populations. Examines psychoanalytic, sociocultural, attachment, cognitive, social learning, moral development, and information processing perspectives. FS

### CFS 141. Effective Relationships in the School Setting (3)

Prerequisites: CFS 131 and 133S or 143. In-depth examination of the interrelationship of home and school experiences and their influences on a child's success, including concepts and strategies for building effective teacher-student and teacher-parent relationships in the school setting. FS

### CFS 142. Adulthood (3)

Prerequisite: CFS 38 or 39 or PSYCH 101. In-depth study of theories, research, and principles of physical, intellectual, social, and emotional development in young adulthood (ages 20-40) middle age (ages 40-65) and late adulthood (ages 65 and over) in the context of the family, culture, gender and socio-economic status.

### CFS 143. Children at Risk (3)

Examines from an ecological perspective the environmental, societal, family, and developmental factors that contribute to risk. Explores categories and characteristics of high- and low-risk children with emphasis on early and middle childhood periods. FS

### CFS 145A. Observing the Development of Children (3)

Prerequisite: CFS 38 or 39 or PSYCH 101. Techniques in observing and recording development and behavior of school-age children. Interpretation and reporting of observational data. Emphasis on children six to 13 years of age in diverse elementary school settings from developmental, ecological, and systems perspectives. (2 lecture hours, 1 lab hour) F

### CFS 145B. Advanced Observing of the Development of Children (3)

Prerequisite: CFS 145A. Advanced application of techniques in observing and recording child development and behavior. Observation of children six to 13 years of age in diverse elementary school settings in affective, physical, and cognitive domains. Interpretation and reporting of observational data. S

### CFS 146. Middle Childhood (3)

Covers theories, research, and principles of development in middle childhood. Includes physical, cognitive, language, social, and emotional development. Examines issues in the middle childhood years in the contexts of the family and diverse educational and social environments. S

## Home Economics Education (HEC)

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### HEC 148. Occupational Home Economics Program Planning (3)

Required for credential candidates. Individualized modules concerning the design, development, implementation, and evaluation of home economics related occupational programs. S

### HEC 149T. Topics in Home Economics Education (1-3; max total 12 if no topic repeated; max 3 in one area)

Topics include consumer science resources; organization and management of food and nutrition; clothing and textiles and fashion merchandising; housing and interior environment; child development and family relations. Some topics may have labs.

## GRADUATE COURSES

The following graduate courses are open only to students who have been accepted into a graduate program. Students who are not in graduate standing, should contact the graduate coordinator prior to enrolling.

## Family and Consumer Sciences (FCS)

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### FCS 203. Trends and Issues in Family and Consumer Sciences (3)

A study of the history and current status of family and consumer sciences. An examination of trends and issues pertaining to child and family sciences, clothing and textiles/fashion merchandising, consumer science and housing, food and nutrition, and interior design. S