HUMAN DEVELOPMENT AND FAMILY STUDIES

Department of Human Development and Family Studies
College of Social Science

145  The Individual, Marriage and the Family
Fall, Spring, Summer. 3(3-0) R: Open to freshmen or sophomores. SA: FCE 145
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
Fall, Spring, Summer. 3(3-0) SA: FCE 211
Physical, cognitive, social, emotional, and ecological aspects of child growth and development from conception through early childhood.

212  Children, Youth and Family
Fall, Spring, Summer. 3(3-0) SA: FCE 212
An ecosystems perspective on development during childhood and adolescence emphasizing family and community contexts.

225  Lifespan Human Development in the Family
Fall, Spring, Summer. 3(3-0) SA: FCE 225
Human development in the family and across the lifespan with an ecological perspective. Relationships between human resource professionals and family systems.

238  Personal Finance
Fall, Spring, Summer. 3(3-0) SA: FCE 238
Strategies, techniques, and resources for the management of personal finance.

270  Introduction to Human Development and Family Studies
Fall, Spring, Summer. 4(3-2) R: Open to students in the Department of Human Development and Family Studies. SA: FCE 270
Introduction of ecological perspective for Human Service delivery. Professional orientation, ethics and factors influencing the field. Participation in service learning required.

320  Interaction with Children in Groups
Fall, Spring, Summer. 3(3-0) P: HDFS 211 R: Open to students in the Department of Human Development and Family Studies. SA: FCE 320 C: HDFS 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, Summer. 1(0-4) P: HDFS 211 R: Open to students in the Department of Human Development and Family Studies. SA: FCE 320L C: HDFS 320L concurrently.
Practice applying principles of interaction to individuals and small groups in early childhood programs.

321  Curriculum for Children (W)
Fall, Spring, Summer. 3(3-0) P: (HDFS 320) and completion of Tier I writing requirement R: Open to students in the Department of Human Development and Family Studies. SA: FCE 321 C: HDFS 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 Children - Laboratory
Fall, Spring, Summer. 1(0-4) P: HDFS 320L R: Open to students in the Department of Human Development and Family Studies. SA: FCE 321L C: HDFS 321L 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: HDFS 211 RB: HDFS 320 SA: FCE 322
Markers of typical and atypical development in infancy. Indicators of quality childcare. Early intervention and support programs. Issues in curriculum and environments of childcare.

345  Principles of Family Studies (W)
Fall, Spring. 3(3-0) P: Completion of Tier I Writing Requirement R: Open to juniors or seniors in the Department of Human Development and Family Studies or in the Interdisciplinary Studies in Social Science major. SA: FCE 345
Historical, social, cultural, and economic perspectives on contemporary families. Approaches to studying families. Role of communication, resources, and decision-making in family systems.

405  Work and Family
Spring. 3(3-0) R: Open to juniors or seniors or graduate students. SA: FCE 405
Historical perspectives on work and family. Effects of work on family members across the life cycle, and employer and public policy response.

413  Adult Development and the Family
Fall of even years. 4(3-3) R: Open to juniors or seniors or graduate students. SA: FCE 413
Social, psychological, and biological development within the family in middle and later years. Field study required.

414  Parenting
Fall, Spring, Summer. 3(3-0) R: Open to juniors or seniors or graduate students. SA: FCE 414
Childrearing in modern society. Adult parenting roles in various family structures. Support roles of families and communities.

421  Assessment of the Young Child
Fall of even years. 3(3-0) P: HDFS 320 R: Open to juniors or seniors or graduate students in the Department of Human Development and Family Studies.
Selection of appropriate assessment instruments for children from birth through age 8 across developmental domains. Use of data to inform decisions about teaching and intervention. Assessment topics include ethical collection, evaluation, use of data, multicultural sensitivity; reliability and validity of measures; and assessment of children with special needs.

424  Student Teaching in an Early Childhood Program
Fall, Spring, Summer. 4 to 6 credits. P: HDFS 321 and HDFS 321L R: Open to students in the Department of Human Development and Family Studies. Approval of department. SA: FCE 424
Supervised teaching practicum. Planning, implementing, and evaluating an ecological educational program for children and their families.

442  Ethnic Families in America
Fall, Spring, Summer. 3(3-0) R: Open to juniors or seniors or graduate students. SA: FCE 442
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, Summer. 3(3-0) R: Open to juniors or seniors or graduate students. SA: FCE 444
Personal awareness and interpersonal relationships within the family system.

445  Human Sexuality
Fall, Spring, Summer. 3(3-0) R: Open to juniors or seniors or graduate students. SA: FCE 445
Family and psychosocial factors affecting the development of a person's sexuality across the life cycle. Reciprocal impact on society and the legal system.

447  Management of Human Service Programs
Fall. 3(3-0) P: HDFS 270 and (HDFS 481 or concurrently) R: Open to students in the Department of Human Development and Family Studies. SA: FCE 447
Analysis of family and community service programs and organizations. Effective management and leadership processes. Programs and organizations from an ecological perspective.

448  Child and Family Policy
Fall of even years. 3(3-0) R: Open to juniors or seniors or graduate students. SA: FCE 448

449  Special Needs Children and Their Families
Spring. 3(3-0) P: HDFS 211 R: Open to juniors or seniors or graduate students. SA: FCE 449
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: HDFS 238 R: Open to juniors or seniors or graduate students. SA: FCE 454
Financial management strategies of families during the life cycle. Income support programs.

470  Current Issues in Human Development and Family Studies
Fall, Spring. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. R: Open to juniors or seniors or graduate students. SA: FCE 470
Issues affecting families and children. Implications for professional decisions and actions.
472  Evaluation of Human Service Programs
Fall, Spring. 3(3-0) P: HDFS 447 or HDFS 473 R: Open to seniors or graduate students in the Department of Human Development and Family Studies. SA: FCE 472
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 family ecology.

473  Administration of Early Childhood Programs
Fall, Spring. 3(3-0) P: HDFS 320 or concurrently R: Open to juniors or seniors or graduate students in the Department of Human Development and Family Studies. SA: FCE 473
Administrator's role in early childhood programs. Ecological focus on administrative relationships, regulations, fiscal and management skills, and developmentally appropriate practices.

481  Research and Quantitative Methods in Human Development and Family Studies
Fall, Spring. 3(3-0) P: HDFS 270 and (MTH 132 or MTH 110 or MTH 116 or MTH 124 or MTH 132) or designated score on Mathematics Placement test R: Open to graduate students or juniors or seniors in the Department of Human Development and Family Studies. SA: FCE 481
Survey of qualitative and quantitative research methods. Evaluate, conceptualize and plan research. Validity and ethics explored for consumers of research in community agencies.

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

490H  Honors Independent Study
Fall, 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. SA: FCE 490 H
Honors individual study of selected topics with faculty guidance.

493  Internship
Fall, Spring, Summer. 3 to 6 credits. R: Open to seniors in the Department of Human Development and Family Studies. Approval of department. SA: FCE 493
Professional experience in a community organization.

497  Topics in Human Development and Family Studies
Spring. 1 to 3 credits. A student may earn a maximum of 12 credits in all enrollments for this course. R: Approval of department. SA: FCE 497
Topics in the areas of infancy, childhood, youth, aging, or family.

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

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

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

812  Adolescence in the Family: Ecological Perspectives
Spring of even years. 3(3-0) SA: FCE 812
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) SA: FCE 813
Adult development and aging in the contexts of family and community. Family relationships in adult and aging.

814  Parenthood and Parent Education
Spring of odd years. 3(3-0) SA: FCE 814
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 SA: FCE 820

821  Prevention, Intervention and Educational Programs in Early Childhood
Fall of even years. 3(3-0) SA: FCE 821

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

824  Middle Childhood Development and Interventions: Family School Community Setting
Fall. 3(3-0) R: Open to seniors or graduate students. SA: FCE 824
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) SA: FCE 825
Partnerships between professionals and families to serve children with disabilities.

826  Socio-Emotional Development Birth to Eight Years: Biology, Relationships, and Culture
Spring of even years. 3(3-0) RB: Prior undergraduate-level course on infant or early child development.
Theory and research on social-emotional development birth to eight. Variability and diversity influenced by biology, family, relationships, and culture. Integration with other domains.

827  Language and Literacy Development from Infancy to Formal Schooling
Fall of even years. 3(3-0) RB: At least one course in child development
Theoretical, empirical, multidisciplinary perspectives on language/literacy birth to school transition. Relationship between language and literacy. Integration of research, practice, policy

830  Survey of Couple and Family Therapy Theories
Fall. 3(3-0) SA: FCE 830
Contemporary theories of couple and family therapy.

832  Ethics, Law, and Professional Development
Spring. 3(3-0) SA: FCE 832
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) SA: FCE 842
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) SA: FCE 845
Historical and cultural perspectives on the family. Conceptual approaches to family study. Sensitivity to family diversity. Key issues related to the life cycle.

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

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

850  Theories of Management and Decision Making in the Family
Fall. 3(3-0) SA: FCE 850
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. 3(3-0) SA: FCE 860
Federal and state policies and their relationship to youth development.

861  Community Youth Development
Fall. 3(3-0) SA: FCE 861
Asset or strength-based community model for youth development. Holistic and dynamic understanding of youth and communities. Individual development. Adolescents’ interrelationships with their environments.
Youth Cultures and the Culture of Youth

Spring, 3(3-0) R: Open to graduate students in the Youth Development major. SA: FCE 862

Contextual and cultural factors, historical and sociocultural influences that shape contemporary beliefs and attitudes of and toward youth. Ways in which adults engage youth in formal and informal settings.

Foundations of Youth Development

Fall, Spring, Summer. 1(1-0) R: Open to graduate students in the Youth Development major.

Theories, concepts and terminology of youth development. Ethical, professional, and historical elements of youth development in social, economic, ethnic and political contexts.

Methods of Teaching Adults

Fall of odd years. 3(3-0) SA: FCE 871 Uses of human and family ecological perspectives in teaching adult audiences.

Program Design and Development

Fall of even years. 3(3-0) SA: FCE 872 Processes involved in program design and development for human service organizations and agencies.

Administration and Management of Human Services Programs

Spring of even years. 3(3-0) RB: HDFS 872 SA: FCE 873 Processes and procedures related to the management and administration of human services programs.

Foundations and Principles of Family Community Services

Spring of odd years. 3(3-0) RB: Undergraduate degree in family studies or related major. R: Open to masters students in the Department of Human Development and Family Studies. Approval of department. Theory, research and practice with families in community contexts.

Resilience in Families

Spring of odd years. 3(3-0) P: HDFS 874 or concurrently RB: Undergraduate degree in family studies, human development, or related area. R: Open to masters students in the Department of Human Development and Family Studies. Approval of department. Models of family resilience across life span and within special populations, such as families in crisis, culturally diverse families, and military families.

Family Policy

Spring of odd years. 3(3-0) Family perspective on public policy analysis. Linking research, policy and practice. Formulating policy that strengthens families across lifespan.

Research Methods in Family and Child Ecology

Fall. 3(3-0) SA: FCE 880 Methods applied to problem definition, research design, and analysis.

Quantitative Methods in Family and Child Ecology

Fall of even years, Spring, 3(3-0) RB: HDFS 880 or equivalent course in research methods. R: Open to masters students or doctoral students in the Department of Human Development and Family Studies. SA: FCE 881 Application of quantitative techniques to the analysis of family and ecological research data.

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. SA: FCE 890 Individual study of selected topics with faculty guidance.

Seminar in Human Development and Family Studies

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

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 to masters students or doctoral students in the Department of Human Development and Family Studies. SA: FCE 894 Supervised observation, practica, or internships.

Families in Poverty

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

Child Development Across Cultures

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

Family, Couple and Individual Assessment

Summer of even years. 3(3-0) RB: HDFS 890 and HDFS 830 and HDFS 832 SA: FCE 897 Theoretical, research, and clinical issues in measuring family, couple and individual characteristics. Critique of clinical and research assessment tools.

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 to masters students in the Department of Human Development and Family Studies. SA: FCE 899 Master’s thesis research.

Contemporary Scholarship in Human Development and Family Studies

Fall, 3(3-0) R: Open to doctoral students in the Department of Human Development and Family Studies. SA: FCE 901 Multiple perspectives on human development and family studies scholarship. Emerging research. Professional development strategies.

Advanced Couple and Family Therapy Theories

Fall, Spring. 3(3-0) A student may earn a maximum of 12 credits in all enrollments for this course. RB: HDFS 830 SA: FCE 902 Selected theoretical perspectives in couple and family therapy and related therapy techniques. Topics vary.

Evidence-based Couple and Family Therapy Intervention Programs

Spring of even years. 3(3-0) RB: HDFS 830 In-depth review of couple and family therapy intervention programs with strong evidence of effectiveness.
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 to doctoral students in the Department of Human Development and Family Studies. SA: FCE 999
Doctoral dissertation research.