HUMAN
DEVELOPMENT
AND FAMILY
STUDIES
HDFS
Department of Human Development and Family Studies
College of Social Science

138 Introduction to Financial Literacy
Fall. 2(1-0): R: Open to freshmen or sophomores.
Design, develop, and integrate a comprehensive plan to achieve financial goals. Topics will have an immediate impact on everyday life to achieve financial freedom and success.

145 The Individual, Couples and Families
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.

201 Child Development (ages 0-3)
On Demand. 3(3-0): R: Approval of department.
Theories and research of development; physical, cognitive, social-emotional, aesthetic and adult's role for ages 0-3.

206 Practicum I: Child Observations in Classroom Environments
On Demand. 3(0-6): R: Approval of department.
Guided learning experiences in a professional agency, use of theories and practices developed in human development and family studies courses.

211 Child Growth and Development
Fall, Spring, Summer. 3(3-0): SA: FCE 211
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): 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. 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.

303 Assessment and Observations in Early Care and Education
On Demand. 3(3-0): P: HDFS 206 R: Open to undergraduate students in the Early Care and Education Major. Selection and use of culturally sensitive assessments across developmental domains to inform interventions.

304 Understanding and Adapting for Developmental Differences in Early Care and Education
On Demand. 3(3-0): P: HDFS 206 R: Approval of department.
Knowledge of disability conditions, assessment and identification, interventions in inclusive environments, collaborations among service providers.

320 Interaction with Children in Groups
Fall, Spring. 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. 1(0-4): P: HDFS 211 R: Open to students in the Department of Human Development and Family Studies. SA: FCE 320 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. 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
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
Fall, Spring. 3(3-0): P: HDFS 211 SA: FCE 322 C: HDFS 322L concurrently.
Markers of typical and atypical development in infancy. Indicators of quality childcare. Early intervention and support programs. Issues in curriculum and environments of childcare.

322L Interaction and Curriculum for Infants and Toddlers–Laboratory
Fall, Spring. 1(0-2): R: Open to students in the Department of Human Development and Family Studies. C: HDFS 322 Applying principles of interaction to individuals and small groups of infants and toddlers in early childhood settings. Planning developmentally supportive learning opportunities. Supervised practice implementing and evaluating individualized learning opportunities in group care and education settings.

345 Principles of Family Studies (W)
Fall, Spring. 3(3-0): P: Completion of Tier I Writing Requirement and HDFS 270 R: Open to juniors or seniors in the Department of Human Development and Family Studies. 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.

406 Practicum III: Capstone Experience (W)
On Demand. 6(1-10): P: Completion of Tier I Writing Requirement R: Approval of department.
Guided learning experiences in a professional agency, use of theories and practices related to lesson planning and implementation, assessment, classroom environments.

412 Ecological Perspective of Adolescents
Fall, Spring, Summer. 3(3-0): P: HDFS 212 R: Open to juniors or seniors or graduate students in the College of Social Science.
Cross-disciplinary and cross-cultural perspectives on today's youth. Health and nutrition, substance abuse, risk taking, violence and neglect, homelessness, juvenile crime and justice, media and technology and balancing resources.

414 Parenting
Fall, Spring. 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. 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. 6(1-10): P: HDFS 321 and HDFS 322L R: Open to students in the Department of Human Development and Family Studies. SA: FCE 424 Supervised teaching practicum. Planning, implementing, and evaluating an ecological educational program for children and their families.
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, Spring, Summer. 3(3-0) P: HDFS 270 or SW 200 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, Spring. 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 Resource Management
Fall, Spring. 3(3-0) RB: HDFS 238 R: Open to juniors or seniors or graduate students in the Department of Human Development and Family Studies. SA: FCE 454
Resource management strategies of families during the life cycle, including time, money, material assets, energy, social connections, and space.

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 concurrently) or (HDFS 473 or concurrently) 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
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 103 or MTH 110 or MTH 116 or MTH 124 or MTH 132 or STT 200 or STT 201 or MTH 101 or MTH 102) or designated score on Mathematics Placement test) R: Open to juniors or seniors or graduate students in the Department of Human Development and Family Studies.
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, Spring, Summer. 1 to 5 credits. A student may earn a maximum of 5 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, 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 sophomores or freshmen. Approval of department; application required. SA: FCE 490H
Honors individual study of selected topics with faculty guidance.

493 Internship
Fall, Spring, Summer. 3 to 6 credits. A student may earn a maximum of 6 credits in all enrollments for this course. 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.

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 odd 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 adulthood 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.

817 Advanced Practice in Infant and Toddler Early Childhood Programming
Fall. 3(3-0) RB: HDFS 811 R: Open to graduate students.
Indicators of developmentally appropriate practices in infant and toddler programming including individualized and culturally sensitive practices with infants, toddlers, and families, research-informed practice, early learning environments, methods and materials, partnerships with families, reflective supervision, infant/toddler and program assessment, and professional development of staff. Observation and interactive experiences required.

818 Advanced Curricular Adaptations in Diverse Early Childhood Environments
Spring. 3(3-0) RB: HDFS 811 R: Open to graduate students.
Child development principles and accreditation standards for designing curricula for diverse early childhood programs. Strong emphasis on planning and evaluating learning activities and programs.

819 Advanced Teaching Practicum in an Early Childhood Program
Summer. 4(4-0) P: HDFS 817 and HDFS 818
Child development principles and accreditation standards for designing curricula for diverse early childhood programs; emphasis on planning and evaluating learning activities and programs. A daily practicum experience involving planning, implementing, and evaluating activities in an early childhood setting.
820 Infant Development: The Contexts of Family, Community, and Culture
Spring of odd years. 3(3-0) RB: Course in research methodology SA: FCE 820
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 Prevention, Intervention and Educational Programs in Early Childhood
Spring of even years. 3(3-0) Theory, content, evaluation of early childhood pre-
vention, intervention and educational programs. Early childhood policies and practices. Research
methods.

822 Assessment of the Young Child
Assessment instruments and procedures for chil-
dren from birth to age seven. Techniques for as-
sessing physical, social, emotional, and cognitive
development of young children.

825 Families with Special Needs Children: An Ecological Perspective
Partnerships between professionals and families to
serve children with disabilities.

826 Social-Emotional Development Birth to Eight Years: Biology, Relationships, and Culture
Spring of even years. 3(3-0) RB: Prior graduate-level course on infant or early
development birth to eight. Variability and diversity influ-
enced by biology, family, relationships, and culture.

827 Language and Literacy Development from Infancy to Formal Schooling
Theoretical, empirical, multidisciplinary perspectives on
language/literacy birth to school transition. Rela-
tionship between language and literacy. Integration of
research, practice, policy

830 Survey of Couple and Family Therapy Theories
Contemporary theories of couple and family therapy.

842 African American Families
Historical and contemporary approaches to the study of African and African American families. Ma-
jor theoretical frameworks.

845 Foundations of Family Study
Historical and cultural perspectives on the family. Conceptual approaches to family study. Sensitivity to
family diversity. Key issues related to the life cy-
cle.

847 Theories of the Family
Perspectives on the family. Relationships of theory,
research, and practice.

860 Youth Policy and Positive Youth Development
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. Ad-
cessing differences and similarities.

862 Youth Cultures and the Culture of Youth
Contextual and cultural factors, historical and socie-
tal influences that shape contemporary beliefs and
attitudes of and toward youth. Ways in which adults
grow and develop.

864 Foundations of Youth Development
Theory, concepts and terminology of youth devel-
opment. Ethical, professional, and historical ele-
ments of youth development in social, economic,
and political contexts.

865 Capstone GPIADEA
Independent research for faculty and peer feedback
on research projects.

874 Foundations and Principles of Family Relationships in Early Childhood Services
On Demand. 3(3-0) R: Open to graduate students in the Department of Human
Development and Family Studies.

875 Resilience in Families
Models of family resilience across life span and
within special populations, such as families in crisis,
culturally diverse families, and military families.

880 Research Design and Measurement
Methods applied to problem definition, research de-
sign, and analysis in Human Development and Fam-
ily Studies.

881 Quantitative Methods in Human Development
Application of quantitative techniques to the analysis of
developmental and family studies research data.

888 Diverse Families and Communities: Interventions and Strategies
Fall of even years. 3(3-0) R: Open to doctoral students in the Department of Human
Development and Family Studies.

890 Master's Independent Study
Master's thesis research.

901 Contemporary Scholarship in Human Development and Family Studies
Multiple perspectives on human development and
family studies scholarship. Emerging research, pro-
fessional development strategies.

903 Evidence-based Couple and Family Therapy Intervention Programs
In-depth review of couple and family therapy inter-
vention programs with strong evidence of effective-
ness.

910 Contemporary Couple and Family Therapy Theories
Emerging theories and issues related to couple and
family therapy. Review of evidence based family-
based interventions.

911 Outcome Research: What Works in Couple and Family Therapy Theories
Common and unique change processes in couple
and family therapy. Review of common factors and
other non-technique approaches to change.
924 Quantitative Observational Methods for Studying Behavior and Development  
Fall of even years. 3(3-0) RB: Basic, graduate level, research methods. Methodologies for observational research in study of human behavior and development. Measurement design and application, reliability and validity, analysis of resulting data.

960 Applied Multivariate Data Analysis  
Fall. 3(3-0) RB: HDFS 881 R: Open to graduate students in the Department of Human Development and Family Studies. Application of quantitative techniques to the analysis of multivariate data.

961 Applied Structural Equation Modeling  
Fall. 3(3-0) RB: HDFS 881 R: Open to doctoral students in the Department of Human Development and Family Studies or in the Department of Psychology. Application of structural equation models to data analysis.

962 Longitudinal Structural Equation Modeling  
Spring. 3(3-0) R: Open to doctoral students in the Department of Human Development and Family Studies or in the Department of Psychology. Application of structural equation modeling to the analysis of longitudinal data.

982 Qualitative Research Methods  
Fall of odd years. 3(3-0) RB: HDFS 801 and HDFS 880 R: Open to graduate students in the Department of Human Development and Family Studies. SA: FCE 982. Theoretical and applied experience related to qualitative research design and methodology.

983 Advanced Methods in Intervention Research  
Fall of even years. 3(3-0) RB: (CEP 933 and CEP 934) or equivalent courses and 6 credits of HDFS 902. R: Open to graduate students. SA: FCE 983. Methodological issues. Research design, measurement, and analysis appropriate for assessing effectiveness of couple and family therapy. Development of a couple and 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 Human Development and Family Studies or approval of department. SA: FCE 990. 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 Human Development and Family Studies. Approval of department. SA: FCE 993. Supervised practicum, or internship.

994 Advanced Evidence-Based Couple Therapy  
Spring of odd years. 3(3-0) R: Open to graduate students in the Department of Human Development and Family Studies. Approval of department. SA: FCE 994. In-depth study of evidence-based couple therapy.

995 Couple and Family Therapy Supervision  
Fall. 3(2-3) R: Open to doctoral students in the Department of Human Development and Family Studies. Approval of department. SA: FCE 995. Models of couple 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 36 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.