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, 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. 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 techniques to identify 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 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. 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. 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
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 concurrently.
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. 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, Summer. 3(3-0) R: Open to juniors or seniors or graduate students. SA: FCE 414

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 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. 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.
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.

Management of Human Service Programs
Fall, Spring, Summer. 3(3-0) P: HDFS 270 or SW 200 R: Open to juniors or seniors. SA: FCE 447
Analysis of family and community service programs and organizations. Effective management and leadership processes. Programs and organizations from an ecological perspective.

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

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.

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.

Evaluation of Human Service Programs
Fall, Spring. 3(3-0) P. (HDFS 447 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.

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.

Research and Quantitative Methods in Human Development and Family Studies
Fall, Spring. 3(3-0) P: (HDFS 270) and (IMTH 103 or MTH 116 or MTH 124 or MTH 132 or MTH 101 or MTH 102 or STT 200 or STT 201) 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.

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 490
Individual study of selected topics under faculty guidance.

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. Approval of department; application required. SA: FCE 490H
Honors individual study of selected topics with faculty guidance.

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.

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.

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

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

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.

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.

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.

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.

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.

Infant Development: The Contexts of Family, Community, and Culture
Spring of even years. 3(3-0) RB: Course in research methodology SA: FCE 820

Prevention, Intervention and Educational Programs in Early Childhood
Spring of even years. 3(3-0)

Assessment of the Young Child
Spring of odd 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.

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.

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 child development. Theory and research on social-emotional development birth to eight. Variability and diversity influenced by biology, family, relationships, and culture.
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.