

**HUMAN
DEVELOPMENT
AND FAMILY
STUDIES**

HDFS

**Department of Human Development
and Family Studies
College of Social Science**

- 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 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 320L C: HDFS 320 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 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**
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, 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, 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. 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, 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.

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- 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. 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, Spring. 3(3-0) R: Open to juniors or seniors or graduate students. SA: FCE 448
Issues faced by American families and children. Relationships among social science research, theory, and public policy.
- 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 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, 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.
- 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 prevention, intervention and educational programs. Early childhood policies and practices. Research methods.

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- 822 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.
- 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 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.
- 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.
- 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.
- 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.
- 862 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 societal influences that shape contemporary beliefs and attitudes of and toward youth. Ways in which adults engage youth in formal and informal settings.
- 864 Foundations of Youth Development**
Fall, Spring. 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.
- 865 Capstone GPIDEA**
Fall, Spring. 1 to 5 credits. R: Approval of department.
Independent research for faculty and peer feedback on research projects.
- 874 Foundations and Principles of Family Community Services**
On Demand. 3(3-0) R: Open to graduate students in the Department of Human Development and Family Studies.
Theory, research and practice with families in community contexts.
- 875 Resilience in Families**
On Demand. 3(3-0) RB: Undergraduate degree in family studies, human development, or related area. R: Open to graduate students in the Department of Human Development and Family Studies.
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**
Fall. 3(3-0) SA: FCE 880
Methods applied to problem definition, research design, and analysis in Human Development and Family Studies.
- 881 Quantitative Methods in Human Development**
Spring. 3(3-0) RB: (HDFS 880) or equivalent course in research methods. R: Open to master's students or doctoral students in the Department of Human Development and Family Studies. SA: FCE 881
Application of quantitative techniques to the analysis of human development and family studies research data.
- 888 Diverse Families and Communities: Interventions and Strategies**
Fall of even years. 3(3-0) RB: HDFS 830
Diversity in families and communities. Culturally sensitive interventions and strategies delivered by culturally competent therapists.
- 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 master's students or approval of department. SA: FCE 890
Individual study of selected topics with faculty guidance.
- 892 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.
- 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 to master's students or doctoral students in the Department of Human Development and Family Studies. SA: FCE 894
Supervised observation, practica, or internships.
- 895 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.
- 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 to master's students in the Department of Human Development and Family Studies. SA: FCE 899
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 Human Development and Family Studies. SA: FCE 901
Multiple perspectives on human development and family studies scholarship. Emerging research; professional development strategies.
- 903 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.
- 910 Contemporary Couple and Family Therapy Theories**
Fall of odd years. 3(3-0)
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**
Spring of even years. 3(3-0)
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.

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- 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
Application of structural equation models to data analysis.
- 962 Longitudinal Structural Equation Modeling**
Spring. 3(3-0)
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.