

Human Development and Family Sciences (HDFS)

Courses

HDFS 14003. Life Span Development. 3 Hours.

A broad overview of the physical, psychological, and social development of the individual from conception until death. Emphasis is on individual development in a family context. Lecture 3 hours per week. (Typically offered: Fall, Spring and Summer)

HDFS 140H3. Honors Life Span Development. 3 Hours.

A broad overview of the physical, psychological, and social development of the individual from conception until death. Emphasis is on individual development in a family context. Lecture 3 hours per week. Prerequisite: Honors standing. (Typically offered: Spring)

HDFS 14203. Observation and Foundations for Teaching Young Children. 3 Hours.

Designed to acquaint students with the historical importance of early childhood education, the recognized standards for practice, the variety of program models, and career opportunities available. Emphasis will be placed on theories, evidence-based practice, ethics, diversity, and professional preparation for this knowledge-based, skill-driven field. Students will also obtain knowledge of state and federal laws pertaining to the care and education of young children. (Typically offered: Fall)

HDFS 24031. Infant and Toddler Development Laboratory. 1 Hour.

Introduction to infant and toddler development. Focus on observation and applied experience with children 0-3 documenting cognitive, emotional, language, physical, and social development, and demonstrating developmentally appropriate practice. Corequisite: HDFS 24033. Prerequisite: HDFS majors or BRKD majors or HDFS minors or CATEBS-FCSE majors or instructor consent. (Typically offered: Fall and Spring)

HDFS 24033. Infant and Toddler Development. 3 Hours.

Infant and toddler development from conception through toddlerhood with emphasis on physical, emotional, social, language, and cognitive domains. Theoretical and research-based information will be applied to developmentally appropriate practice. Historical and future perspectives will be explored as will the expanding opportunities for professional work with infants and toddlers. Observations in care centers will be assigned. Corequisite: HDFS 24031. Prerequisite: HDFS majors or BRKD majors or HDFS minors or CATEBS-FCSE majors or by instructor consent. (Typically offered: Fall and Spring)

HDFS 24103. Family Relations. 3 Hours.

Courtship, marriage, and parenthood in the United States, with attention to cultural and psychological factors which affect relations among family members. Lecture 3 hours per week. (Typically offered: Fall, Spring and Summer)

HDFS 241H3. Honors Family Relations. 3 Hours.

Courtship, marriage, and parenthood in the United States, with attention to cultural and psychological factors which affect relations among family members. Lecture 3 hours per week. Prerequisite: Honors standing. (Typically offered: Fall and Spring)

HDFS 24303. Child Development. 3 Hours.

Theory, research, and application in physical, cognitive, social, and emotional development of the child, studied in the biocultural context. Begins with prenatal development and continues through adolescence, with special emphasis on early and middle childhood. (Typically offered: Fall, Spring and Summer)

HDFS 243H3. Honors Child Development. 3 Hours.

Theory, research, and application in physical, cognitive, social, and emotional development of the child, studied in the biocultural context. Begins with prenatal development and continues through adolescence, with special emphasis on early and middle childhood. Prerequisite: Honors standing. (Typically offered: Fall)

HDFS 24603. Introduction to Leadership and Administration in the Helping Professions. 3 Hours.

The class is a basic introduction of leadership and emotional intelligence as it relates to becoming a successful administrator in the helping professions-based careers. Emphasis will be on administrators' roles as leaders in organizations. Topics include facilities, budget, staff development, and policy manuals. Prerequisite: Human Environmental Science (HESCBS) majors, Human Development & Family Science (HDFSBS) majors, Birth through Kindergarten (BRKDBS) majors, Human Development & Family Science (HDFS-M) minors, or departmental consent. (Typically offered: Fall)

HDFS 24701. Child Guidance Laboratory. 1 Hour.

Introduction to the guidance system. Focus on discipline techniques that are positive and age/stage appropriate for children ages 3-8. Corequisite: HDFS 24703. Prerequisite: HDFS 24303. (Typically offered: Fall and Spring)

HDFS 24703. Child Guidance. 3 Hours.

Introduction to the guidance system. Focus on discipline techniques that are positive and age/stage appropriate for children ages 3-8. Lecture 3 hours per week plus 1 hour demonstration. Corequisite: HDFS 24701. Prerequisite: HDFS 24303. (Typically offered: Fall and Spring)

HDFS 24803. Family Financial Management. 3 Hours.

Economic considerations of the family in a rapidly changing society. Family finance and consumer problems are emphasized. Prerequisite: HDFS 24103 or HDFS 241H3. (Typically offered: Fall and Spring)

HDFS 24903. Introduction to Cultural Competence. 3 Hours.

Basic introduction to definitions of intercultural competence, diversity, cultural values and beliefs, attitudes and verbal and non-verbal behavior, are examined to identify basic differences among individuals from diverse cultural backgrounds and across populations. (Typically offered: Fall, Spring and Summer)

HDFS 26003. Rural Families and Communities. 3 Hours.

Meaning of sociology and sociological concepts with reference to rural society, families and communities; interdependence of rural and urban population in ecological areas; institutions; social change and adjustment. (Typically offered: Fall, Spring and Summer)

HDFS 260H3. Honors Rural Families and Communities. 3 Hours.

Meaning of sociology and sociological concepts with reference to rural society, families and communities; interdependence of rural and urban population in ecological areas; institutions; social change and adjustment. Prerequisite: Honors standing. (Typically offered: Spring and Summer)

HDFS 33303. Language and Literacy Pedagogy for Birth through Kindergarten Educators. 3 Hours.

This course combines theory on emergent language and literacy development with research-based pedagogy for birth through kindergarten classrooms. Topics include: language and literacy development and exceptionalities, English Language Learners, environmental influences, best practice pedagogy, identifying language and literacy delays, and intervention strategies. This course includes a service learning component. Prerequisite: HDFS 24303, HDFS 24033 and HDFS 24031. (Typically offered: Fall)

HDFS 34203. Adolescent Development. 3 Hours.

This class explores research on biological, cognitive, social, and emotional development during adolescence (ages 10-17). Topics most relevant to teenagers, such as puberty and its consequences, family and peers, self and identity development, romantic and sexual development, and psychosocial adjustment will be covered. Prerequisite: HDFS 14003 and major in HDFS, BRKD, or CATEBS-FCSE; or HDFS minor, or IDST with HDFS track. (Typically offered: Fall and Spring)

HDFS 342H3. Honors Adolescent Development. 3 Hours.

This class explores research on biological, cognitive, social, and emotional development during adolescence (ages 10-17). Topics most relevant to teenagers, such as puberty and its consequences, family and peers, self and identity development, romantic and sexual development, and psychosocial adjustment will be covered. Prerequisite: Honors standing, HDFS 14003, and major in HDFS, BRKD, or CATEBS-FCSE; or HDFS minor. (Typically offered: Spring)

HDFS 34403. Families in Crisis. 3 Hours.

An interdisciplinary perspective on internal and external crises faced by contemporary families, including substance abuse, natural disasters and other crisis events. Students will explore the family processes during such experiences and develop strategies for stress management, coping, and recovery. Lecture 3 hours per week. Prerequisite: (HDFS 24103 or HDFS 241H3), and major in HDFS, BRKD, or CATEBS-FCSE; or HDFS minor, or IDST with HDFS track. (Typically offered: Fall and Spring)

HDFS 344H3. Honors Families in Crisis. 3 Hours.

An interdisciplinary perspective on internal and external crises faced by contemporary families, including substance abuse, natural disasters and other crisis events. Students will explore the family processes during such experiences and develop strategies for stress management, coping, and recovery. Lecture 3 hours per week. Prerequisite: Honors standing and HDFS 24103 or HDFS 241H3. (Typically offered: Spring)

HDFS 34503. Parenting and Family Dynamics. 3 Hours.

Focus is on influence of parenting and family dynamics on individual development, especially factors in family life which contribute to normal psychological development. Topics include family values, the psychology of sex and pregnancy, the transition to parenthood, childbearing techniques, family influences on cognitive and social development, and changes in family relationships during the life cycle. Prerequisite: (HDFS 14003 or HDFS 24103); or majors in HDFS, BRKD, or CATEBS-FCSE, or HDFS minor or IDST major with HDFS track. (Typically offered: Fall and Spring)

HDFS 34603. The Hospitalized Child: Child Life Programming. 3 Hours.

Introduces child life programming in health care settings. Topics include: roles and expectations of a Child Life Specialist, importance of play, coping techniques, family advocacy, administration and professionalism. Lecture 3 hours per week. Prerequisite: (HDFS 24303 or HDFS 243H3), and (HDFS or BRKD majors or CDSV minors or IDST majors with CDSV or HDFS track). (Typically offered: Fall and Spring)

HDFS 34801. Pre-Internship in Human Development and Family Sciences. 1 Hour.

This course prepares students for their internship experience (HDFS 44803) in Human Development and Family Sciences. Topics covered include professional and ethical behavior when working with people, families and communities. The course will also cover professional and career development topics. By the end of the course, students are expected to have secured an internship position suitable for HDFS 44803. Students should enroll in this course no earlier than the semester before they anticipate enrolling in HDFS 44803. Prerequisite: Junior standing and HDFS majors only. (Typically offered: Fall and Spring)

HDFS 42102. Math and Science for Young Children Lab. 2 Hours.

Students will plan curriculum for young children ages 0-5 in the areas of math and science. Emphasis will be placed on theories of learning, developmentally appropriate practice (DAP), professionalism, philosophy, and ethical conduct. Students will interact with young children and facilitate learning and assessment experiences in a program for young children. Corequisite: HDFS 42103. (Typically offered: Fall)

HDFS 42103. Math and Science for Young Children. 3 Hours.

Students will plan curriculum for young children ages 0-5 in the areas of math and science. Emphasis will be placed on theories of learning, developmentally appropriate practice (DAP), professionalism, philosophy, and ethical conduct. Students will design lesson plans for young children and will learn about effective implementation of curriculum. Corequisite: HDFS 42102. Prerequisite: HDFS 24703 and HDFS 24701. (Typically offered: Fall)

HDFS 42202. Creative and Social Experiences for Young Children Lab. 2 Hours.

Students will plan curriculum for young children ages 0-5 in the areas of the arts and social emotional learning. Emphasis will be placed on theories of learning, developmentally appropriate practice (DAP), professionalism, philosophy, and ethical conduct. Students will interact with young children and facilitate learning and assessment experiences in a program for young children. Corequisite: HDFS 42203. Prerequisite: HDFS 24703 and HDFS 24701. (Typically offered: Spring)

HDFS 42203. Creative and Social Experience for Young Children. 3 Hours.

Students will plan curriculum for young children ages 0-5 in the areas of the arts and social emotional learning. Emphasis will be placed on theories of learning, developmentally appropriate practice (DAP), professionalism, philosophy, and ethical conduct. Students will design lesson plans for young children and will learn about effective implementation of curriculum. Corequisite: HDFS 42202. Prerequisite: HDFS 24703 and HDFS 24701. (Typically offered: Spring)

HDFS 42303. Developmental Assessment in Early Childhood. 3 Hours.

Students will learn about developmentally appropriate observation, assessment, and documentation techniques and how to use these in high quality early childhood classrooms. Advantages and limitations of various assessment techniques, considerations used when interpreting findings, and the and making referrals will be discussed. Additional emphasis will be on anti-biased and culturally competent assessment, giving students methods to recognize and support learning and development in all young children. (Typically offered: Fall)

HDFS 43103. Building Family and Community Relationships. 3 Hours.

This course will help students interested in early childhood to value the role parents play in schools and the role schools play in a community. Various models of parent involvement will be explored. Students will plan a school-community collaborative which values diverse cultures. Prerequisite: (HDFS 24103 or HDFS 241H3 or HDFS 26003 or HDFS 260H3) and (HDFS or BRKD majors or CDSV minor or IDST majors with HDFS or CDSV track). (Typically offered: Spring)

HDFS 43503. Play as Development in Childhood. 3 Hours.

This course will examine the contribution of play to cognitive, social, and emotional development of children. It will provide an overview of play theories and practices in indoor and outdoor settings, with an emphasis on nature-based learning and diversity and inclusion. Prerequisite: HDFS 24303, junior standing, (HDFS or BRKD major or CDSV minor or IDST majors with HDFS or CDSV track), and at least 3 credit hours in 3000 level or above HDFS courses. (Typically offered: Fall and Spring)

HDFS 43603. Play as Development in Adulthood. 3 Hours.

This course will examine play as it pertains to development throughout life with a particular focus on adulthood. The modes of adult play will be examined, along with the benefits of play across adulthood. Emphasis will be on play, not as opposition to work, but as a part of a full life. Prerequisite: HDFS 14003. (Typically offered: Fall and Spring)

HDFS 43703. Internship: Infant, Toddler, and Preschool Programs. 3 Hours.

This course provides the student with interactive and observational experiences with young children in community-based early childhood programs. Some on-campus meetings will be required. Prerequisite: HDFS 42103, HDFS 42102, HDFS 42203, and HDFS 42202. (Typically offered: Spring)

HDFS 43803. Internship: Kindergarten Programs. 3 Hours.

This course provides the student with interactive and observational experiences with young children in community-based kindergarten programs. Some on-campus meetings will be required. Prerequisite: HDFS 42103, HDFS 42102, HDFS 42203, and HDFS 42202. (Typically offered: Spring)

HDFS 44103. Infancy: Brain, Learning and Social Cognition. 3 Hours.

Investigation into how brain mechanisms interact with experience to provide the basis for learning and social cognition. Topics include face perception, motor cognition, imitation, joint attention and shared experience, empathy and altruism, theory of mind, social and moral cognition, language, memory, number, geometry and navigation, object representation, and executive function. Prerequisite: (HDFS 24303 or HDFS 243H3), and HDFS or BRKD majors or IDST majors with HDFS track. (Typically offered: Fall and Spring)

HDFS 441H3. Honors Infancy: Brain, Learning and Social Cognition. 3 Hours.

Investigation into how brain mechanisms interact with experience to provide the basis for learning and social cognition. Topics include face perception, motor cognition, imitation, joint attention and shared experience, empathy and altruism, theory of mind, social and moral cognition, language, memory, number, geometry and navigation, object representation, and executive function. Prerequisite: Honors standing, (HDFS 24303 or HDFS 243H3), and (HDFS or BRKD majors or IDST majors with HDFS track). (Typically offered: Spring)

HDFS 44203. Adult Development. 3 Hours.

This course examines the social, psychological, and biological development that occurs throughout adulthood, with an emphasis on middle and later adulthood. Taking a life course perspective, this course particularly focuses on life course trajectories and variabilities across cultural contexts. Prerequisite: HDFS 14003, Junior Standing, HDFS majors or IDST majors with HDFS track and at least 6 credit hours from 20000 level or above HDFS courses. (Typically offered: Fall and Spring)

HDFS 44703. Multicultural Families. 3 Hours.

The course provides students with opportunities to gain awareness of their own cultures and families, reflect on families from a diverse array of cultures, and develop critical thinking skills needed to effectively engage with people and families from cultures different than their own. Prerequisite: HDFS 24903, Junior or Senior standing, and HDFS majors or IDST majors with HDFS track. (Typically offered: Fall and Spring)

HDFS 44803. Internship in Human Development and Family Studies. 3 Hours.

The internship experience provides practical experience for students in settings that are designed to serve the needs of individuals and/or families across the life span. Students must work a minimum of 150 hours in the setting. May be repeated for up to 6 hours of degree credit. Prerequisite: Grade of B or higher in HDFS 34801, junior standing, and instructor consent. (Typically offered: Fall, Spring and Summer) May be repeated for up to 6 hours of degree credit.

HDFS 44903. Public Policy Advocacy for Children and Families. 3 Hours.

Public policy advocacy as related to children and family issues. Strategies for advocacy will be emphasized. Lecture three hours per week. Prerequisite: Junior standing and (HDFS majors or IDST majors with HDFS track). (Typically offered: Fall and Spring)

HDFS 449H3. Honors Public Policy Advocacy for Children and Families. 3 Hours.

Public policy advocacy as related to children and family issues. Strategies for advocacy will be emphasized. Lecture three hours per week. Prerequisite: Honors and Junior standing, and (HDFS major or IDST major with HDFS track). (Typically offered: Spring)

HDFS 47603. Research in HDFS: Methodological Approaches. 3 Hours.

This class introduces the methodology of HDFS and other social sciences in the social world. It covers research design, sampling, measurement, and other topics that underlie the social science conclusions presented to you in other classes. The class begins with an introduction to the goals of social science research, then focuses on the understanding of the 3 validities with which social scientists, and consumer of social science, must concern themselves: Internal, Measurement, and External. Each of these three validities is used as the focus of a course section. The class concludes with a fourth section that integrates these topics and other social science methods. Prerequisite: HDFS major and Junior Standing. (Typically offered: Fall and Spring)

HDFS 47703. Research in HDFS: Statistical Approaches. 3 Hours.

This course is an introduction to analytical approaches to research in human development and family sciences and will examine the principles and practices underlying the development of knowledge in the field. Emphases in this course will be on conducting and evaluating data analyses relevant to human environmental sciences majors. Students will become critical consumers of data and develop basic skills to analyze and interpret their own data. Prerequisite: HDFS 47603, MATH 21003, and HDFS major. (Typically offered: Fall and Spring)

HDFS 50803. Foundations in Integrative Aging Studies. 3 Hours.

This course introduces foundational concepts to the interdisciplinary field of gerontology and aging studies, including: core theories of aging, how to be critical consumers of aging research, developing writing and other professional skills, and exploring career options in aging. Prerequisite: Graduate Standing. (Typically offered: Irregular)

HDFS 54003. Family Theories and Methods. 3 Hours.

this course is an introduction to graduate study in families. The course focuses on historical and contemporary family theories and research methods that have influenced research on families. Prerequisite: Graduate standing. (Typically offered: Spring)

HDFS 54103. Adult Development. 3 Hours.

The course covers physical, cognitive, social, and personal dimensions of adult development. The information is presented from a lifespan developmental framework which encompasses (a) a multidisciplinary perspective, (b) consideration of the impact of prior development on late life as well as socio-historical influences (c) recognition of individual differences among older persons, and (d) concern for promoting optimal functioning. Prerequisite: Graduate standing. (Typically offered: Spring)

HDFS 54203. Theories of Human Development. 3 Hours.

Classic and contemporary theories and theoretical issues concerning human development across the life span. Prerequisite: Graduate standing. (Typically offered: Fall Even Years)

HDFS 54303. Advanced Studies in Child Development. 3 Hours.

An in-depth examination of issues in development during infancy, early, and middle childhood. Developmental theory and accomplishments/milestones are studied in the biocultural context. Emphasis is on review and analysis of classic and recent research literature and on evaluation of theoretical perspectives based on research evidence. Prerequisite: Graduate standing. (Typically offered: Spring)

HDFS 54503. Aging in the Family. 3 Hours.

This course considers theories and research on personal and family transitions and experiences in mid to late life that impact individuals and their family relationships. Applied assignments address these same issues. Prerequisite: Graduate standing. (Typically offered: Spring)

HDFS 54703. Cognitive Health. 3 Hours.

Cognitive skills form the foundation for functioning in everyday life and these skills take on added importance in older adulthood. This course focuses on selected theoretical approaches and current research related to cognitive aging. We will review normative and non-normative cognitive changes, assessment techniques, and prevention/intervention efforts. Throughout the course we will keep the role of environment and lifespan implications in the forefront of our discussion. Prerequisite: Graduate standing. (Typically offered: Summer Odd Years)

HDFS 54803. Creativity and Aging. 3 Hours.

What happens to creativity as a person ages? This unique class will help students to understand developmental and pathological changes in the brain that can lead to changes in creative output over time. Through hands-on experiences and direct association with older adults, students will grow an appreciation for creativity produced and inspired by older people. This course is intended to provide experiences that will help the student to be able to create art programs for older adults. Prerequisite: Graduate standing. (Typically offered: Summer)

HDFS 54903. Environments and Aging. 3 Hours.

Designing for aging is big business. The older population of the U.S. is increasing in numbers, and lives in more varied kinds of housing, from single family homes to specially designed residential units for people experiencing dementia. This course uses interdisciplinary perspectives in an on-line web-based format to explore the preferences and needs of older adults and the attributes of various physical environments that enhance their lives. Students apply this knowledge to the design and management of housing, institutional facilities, neighborhoods, and communities. Prerequisite: Graduate standing. (Typically offered: Spring)

HDFS 55903. Public Policy Advocacy for Children and Families. 3 Hours.

Public policy advocacy as related to children and family issues. Strategies for advocacy will be emphasized. Lecture three hours per week. Graduate degree credit will not be given for HDFS 44903 and HDFS 55903. (Typically offered: Fall)

HDFS 56003. Environmental Sociology. 3 Hours.

The course provides a social perspective on environmental issues. It examines the linkage between society, ecological systems and the physical environment. It provides conceptual framework(s) for analyzing environmental issues, considers the role of humans in environmental issues, and enhances understanding the complexity of the relationship between societal organization and environmental change. (Typically offered: Fall)

HDFS 57703. Advanced Studies in Family Science. 3 Hours.

An in-depth examination of patterns and trends in families; adaptive responses in families in light of environmental, economic, political, social and technological changes. Emphasis is on the evaluation of classic, recent and emergent research literature. Prerequisite: Graduate Standing. (Typically offered: Fall)

HDFS 58203. Mental Health and Aging. 3 Hours.

This is an advanced level course in Mental Health and Aging. The student will be introduced to the range of issues involved in this subject utilizing several theoretical perspectives within an overall systems framework. The major emotional, mental, and psychiatric problems encountered in old age will be examined along with the normal processes of the aging individual's personality, mental and brain functions. Common interventions and treatments available will be explored, as well as the consequences of no or inappropriate services. Challenges and barriers on the macro and micro systems levels will be presented with implications for the future of this field. Prerequisite: Graduate standing. (Typically offered: Spring)

HDFS 58303. Physical Health, Wellness, and Active Aging. 3 Hours.

Normative biological and physiological changes due to aging are identified with a focus on how environmental factors such as physical activity and nutrition can support healthy aging and prevention of frailty and age-related diseases. Multiple facets of active aging that can augment quality of life will be examined. Resources for implementation of inclusive programs for diverse groups of aging adults will be explored. Prerequisite: Graduate Standing. (Typically offered: Fall and Spring)

HDFS 58403. Physical Health and Nutrition in Aging. 3 Hours.

This course identifies the basic physiological changes during aging and their impacts in health and disease. The focus will be on successful aging with special emphasis on physical activity and nutrition. Practical application to community settings is addressed. Prerequisite: Graduate standing. (Typically offered: Fall)

HDFS 58503. Policy and Aging. 3 Hours.

This course introduces much of the history behind the policies and programs targeted at aging individuals. Provides overview of the factors that impact economic well-being in late life, as well as an overview of community resources available to older adults. Prerequisite: Graduate standing. (Typically offered: Fall)

HDFS 58603. Socioemotional and Cognitive Well-being Throughout Adulthood. 3 Hours.

This course addresses cognitive, social, and emotional health in adulthood and later life including typical and atypical changes such as wisdom, dementia, coping, and depression. Contrasting theoretical frameworks and considering positions of access and resilience, students will examine personality, mental health, and cognitive and brain functioning during adulthood and review methods to enhance psychological health. Prerequisite: Graduate Standing. (Typically offered: Spring Odd Years)

HDFS 58703. Seminar in Long Term Care-. 3 Hours.

This course provides valuable information to the person interested in a leadership role in long-term care, but is also useful to persons who think their careers might intersect with senior living organizations or for those students who have a potential interest in long-term care options for their own parents or loved ones. The class is designed to benefit from a very successful intercession course taught each December/January intercession by adjunct professor, Steve Shields. Steve had been CEO at Meadowlark Hills Retirement Community from 1994 until 2010. He is nationally known for his ability to motivate change in long-term care settings. Taped lectures and presentations from the intercession course will provide some of the content for this class. Prerequisite: Graduate standing. (Typically offered: Fall Odd Years)

HDFS 59003. Implementation of Community Programs for Adults. 3 Hours.

This course addresses theoretical and practical aspects of community-based efforts to influence the well-being of older adults. Examines literature from gerontological, prevention science, human sciences, and community health approaches. Provides an overview of the program development, implementation, evaluation, and management of aging-related programs. Prerequisite: Graduate Standing. (Typically offered: F FO)