Human Development and Family Science

**Department Chair**  
Professor  
Brenda Lohman  
405 Gentry Hall  
(573) 882-6852  
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**Director of Undergraduate Studies**  
Child Life Program Director & Advisor  
Nora Hager  
312 Gentry Hall  
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**Director of Graduate Studies**  
Associate Teaching Professor  
Family and Community Services Advisor  
Ashlie Lester  
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**Child Development Laboratory Director**  
Associate Teaching Professor  
Child Development & Education Advisor  
Early Childhood Education in a Mobile Society Advisor  
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**Initial Advising Contact**  
HES Student Services Office  
106 Gwynn Hall  
(573) 882-6424  
hesstudentservices@missouri.edu  
http://hes.missouri.edu

**Scholarship Information Contact**  
122 Gwynn Hall  
(573) 882-7514  
hesdevelopment@missouri.edu

**Faculty**

**Professor**  - B. Lohman**


**Associate Teaching Professor**  - A. Lester*, M. Mathews*

**Assistant Research Professor**  - M. Herzog*

**Instructor**  - N. Hager*, K. Warzinik

**Child Development Laboratory Instructor**  - E. Geyer

**Child Development Teachers**  - E. Angst, M. Ditto, L. Sapp

**Child Development Associate Sr.**  - S. L. Garton, J. A. Moore, E. Morrow, C. Shanks, L. Ferguson

**Child Development Associate**  - L. Hays, A. Lobb

**Child Development Assistant**  - V. Davis

**Child Development Aide**  - F. Geyer

**Adjunct Affiliated Faculty**  

**Chancellor’s Professor Emeritus**  - L. Ganong*

**Curators Professor Emerita**  - M. Coleman*

**Professor Emerita**  - J. M. Ispa*, K. Thornburg*

**Professor Emeritus**  - S. R. Jorgensen*

- Graduate Faculty Member - membership is required to teach graduate-level courses, chair master’s thesis committees, and serve on doctoral examination and dissertation committees.

- Doctoral Faculty Member - membership is required to chair doctoral examination or dissertation committees. Graduate faculty membership is a prerequisite for Doctoral faculty membership.

**Undergraduate**

- BS in Human Development and Family Science  
(http://catalog.missouri.edu/undergraduategraduate/collegeofhumanenvironmentalsciences/humandevelopmentandfamilyscience/bs-human-development-family-science)

  - with emphasis in Child Development and Education  

  - with emphasis in Child Life Specialist  

  - with emphasis in Early Childhood Education in a Mobile Society  

  - with emphasis in Family and Consumer Sciences Education  
(Not Accepting Applications)

  - with emphasis in Family and Lifespan Development  
(http://catalog.missouri.edu/undergraduategraduate/collegeofhumanenvironmentalsciences/humandevelopmentandfamilyscience/bs-human-development-family-science-emphasis-family-lifespan-development)

  - Minor in Human Development and Family Science  
(http://catalog.missouri.edu/undergraduategraduate/collegeofhumanenvironmentalsciences/humandevelopmentandfamilyscience/bs-human-development-family-science-emphasis-family-lifespan-development)
The Department of Human Development and Family Science (HDFS) offers a BS in Human Development and Family Science, which combines basic understanding of human development with preparation for professional service to individuals and families. Career opportunities are primarily found in human service agencies serving children, adolescents, older adults, parents and families. The human development and family science major also prepares the student for graduate study in HDFS and related fields. Students in the HDFS major must select one of the emphasis areas listed above. (Note: Emphasis areas appear on transcripts but not on diplomas.)

Graduate

  - with emphasis in Family and Community Services (http://catalog.missouri.edu/undergraduategraduate/collegeofhumanenvironmentalsciences/humandevelopmentandfamilyscience/ma-human-development-family-science-emphasis-family-commun-serv)
  - with emphasis in Gerontology (http://catalog.missouri.edu/undergraduategraduate/collegeofhumanenvironmentalsciences/humandevelopmentandfamilyscience/ma-human-development-family-science-emphasis-gerontology)
  - with emphasis in Youth Development (http://catalog.missouri.edu/undergraduategraduate/collegeofhumanenvironmentalsciences/humandevelopmentandfamilyscience/ma-human-development-family-science-emphasis-youth-develop)
- MS in Human Development and Family Science (http://catalog.missouri.edu/undergraduategraduate/collegeofhumanenvironmentalsciences/humandevelopmentandfamilyscience/ms-human-development-family-science)

Director of Graduate Studies
Ashlie Lester
411 Gentry Hall
573-882-1301
http://hdfs.missouri.edu/


Our department has nationally recognized faculty whose research productivity consistently has been ranked in the top 5% of the 235 family studies programs across the country. We actively prepare our students to become successful academic scholars both in terms of research and teaching. The range of careers for which we prepare our students is unparalleled. Our graduates have found success in academia (they are faculty at all ranks at all levels of institutions), administration, program evaluation, and program development. We have developed an outstanding reputation as a place to study individual and family diversity and multiculturalism across the life course. Because we define multiculturalism broadly, our focus is on the multitude of ways that individuals and families may differ, including but not limited to race, ethnicity, socioeconomic status, age, gender, family structure, nationality, geographic location, and sexual orientation.

Financial Aid from the Department
All applicants for the on-campus program are automatically considered for assistantships, fellowships, and other funding packages. Check the HDFS website or ask the program contact for additional details.

About the Master's Degrees
The Department of Human Development and Family Science (HDFS) offers Master of Arts (applied emphasis) and Master of Science (research emphasis; on-campus only) degrees. The MA and MS degrees prepare students for positions in junior college or college teaching and leadership in public and private human services institutions. The MS degree also provides research training toward the PhD degree.

Areas of Study
On-campus students create an individualized plan of study that includes theory, research methods, family diversity, and capstone courses. We also offer a dual-degree program in HDFS and the School of Law. Online students may select an MA specializing in family and community services.

Master's Plan of Study Options
Programs are structures to provide students with an integration of theoretical perspectives, empirical research training, and practical experiences. The number of hours required for each master's degree is as follows:

- Child Life: 30 (fast track) or 36 hours
- Dual MS or MA and JD: approximately 113 hours
- Family and Community Services: 36 hours
- Gerontology: 36 hours
- Human Development and Family Science: 36 hours
- Youth Development: 36 hours

About the Online Certificate Programs
HDFS offers three online graduate certificates with specialization in youth development specialist (13 hours), youth development program management and evaluation (13 hours), and gerontology (15 hours).

H_D_FS 1600: Foundations of Family Science
Introduction to family science discipline and profession. Introduces historical changes in families, diversity by race, ethnicity, class, life stage and sexual orientation, and interaction of families with neighborhoods, schools, the workplace, and larger systems.

Credit Hours: 3

H_D_FS 1610: Intimate Relationships and Marriage
Examination of historical and contemporary issues pertaining to intimate and marital relationships such as relationship formation and dissolution.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites/Recommended</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>H_D_FS 2200</td>
<td>Research Methods in Human Development and Family Science</td>
<td>Introduction to research methods in the social sciences. Emphasis on both qualitative and quantitative methods, as well as applied research and program evaluation.</td>
<td>STAT 1200 or STAT 1300 or STAT 1400 or ESC_PS 4170; sophomore standing</td>
<td>3</td>
</tr>
<tr>
<td>H_D_FS 2250</td>
<td>Child Life Volunteer Experience</td>
<td>Introductory experience in a children's hospital child life program. Designed to expose the prospective child life student to, and encourage exploration of, the health care environment. Introduction to hospitalized children and their families, child life programming, environmental issues, value of volunteerism within the healthcare setting, and development of pre-professional interpersonal skills. Graded on S/U basis only.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>H_D_FS 2300</td>
<td>Multicultural Study of Children and Families</td>
<td>Study of cultural variation in family life around the world and within America (e.g.: African-American, Hispanic American). Attention is paid to the external conditions that affect the internal workings of these families.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>H_D_FS 2400</td>
<td>Principles of Human Development</td>
<td>Concepts and principles basic to an understanding of human development and learning throughout the life span.</td>
<td>ENGLSH 1000</td>
<td>3</td>
</tr>
<tr>
<td>H_D_FS 2400H</td>
<td>Principles of Human Development - Honors</td>
<td>Concepts and principles basic to an understanding of human development and learning throughout the life span.</td>
<td>ENGLSH 1000. Honors eligibility required</td>
<td>4</td>
</tr>
<tr>
<td>H_D_FS 2400HW</td>
<td>Principles of Human Development - Honors/ Writing Intensive</td>
<td>Concepts and principles basic to an understanding of human development and learning throughout the life span.</td>
<td>ENGLSH 1000. Honors eligibility required</td>
<td>4</td>
</tr>
<tr>
<td>H_D_FS 2400W</td>
<td>Principles of Human Development - Writing Intensive</td>
<td>Concepts and principles basic to an understanding of human development and learning throughout the life span.</td>
<td>ENGLSH 1000. Honors eligibility required</td>
<td>3</td>
</tr>
<tr>
<td>H_D_FS 2450</td>
<td>Human Sexuality Across the Life Span</td>
<td>An introductory survey of human sexuality including gender, love and intimacy, sexual expression and variation, sexual orientation, contraception, pregnancy and birth, sexually transmitted infections, sexual coercion, and sex in society. Sexuality within the context of intimate relationships across the life course will be emphasized.</td>
<td>ENGLSH 1000. Honors eligibility required</td>
<td>3</td>
</tr>
<tr>
<td>H_D_FS 2510</td>
<td>Observation, Assessment, and Curriculum Planning</td>
<td>Fundamental course for students in the Child Development and Education emphasis area, and for other students planning to engage in work that requires observation and assessment of young children's development, as well as planning, implementation and evaluation of developmentally appropriate curriculum.</td>
<td>H_D_FS 2400 or H_D_FS 2400W</td>
<td>4</td>
</tr>
<tr>
<td>H_D_FS 2510</td>
<td>H_D_FS 3050: Child Development: Birth to 3 (Infant/Toddler)</td>
<td>Child development from birth to age 3. Topics include growth patterns; influences of disabilities and risk factors; environmental factors and attachment; language acquisition; brain development; cognitive and social-emotional development; and perceptual and sensory motor skills. Some course content overlaps with H_D_FS 3500.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>H_D_FS 2300</td>
<td>Multicultural Study of Children and Families</td>
<td>Study of cultural variation in family life around the world and within America (e.g.: African-American, Hispanic American). Attention is paid to the external conditions that affect the internal workings of these families.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>H_D_FS 3085</td>
<td>Problems in Human Development and Family Science</td>
<td>Independent work on special problems in human development and family science. Graded on S/U basis only.</td>
<td>1-30</td>
<td></td>
</tr>
<tr>
<td>H_D_FS 3090</td>
<td>Research Experience in Human Development and Family Science</td>
<td>Student training and engagement in research with a H_D_FS faculty member. Students learn about the research process and methods, and develop research skills (e.g., data collection, entry, coding, analysis) through hands-on work. Graded on S/U basis only. May be repeated for credit.</td>
<td>H_D_FS 2200; instructor's consent</td>
<td>1-30</td>
</tr>
<tr>
<td>H_D_FS 3150</td>
<td>Child Development 4-8 (Early Childhood)</td>
<td>Physical, cognitive, social/emotional and personality growth and development during early childhood. Topics include major theories of development and current research and ideas in conjunction with historical approaches to examining growth and development in ages 4-8.</td>
<td>3</td>
<td></td>
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</tbody>
</table>
Hybrid Development and Family Science

Prerequisites: Some sections may be restricted to students admitted to the Great Plains IDEA Early Childhood Education Program (GPI-ECE). Some sections may be restricted to HDFS, Pre-HDFS, and Education majors during Early Registration.

_**H_D_FS 3150W: Child Development 4-8 (Early Childhood) - Writing Intensive**_
Physical, cognitive, social/emotional and personality growth and development during early childhood. Topics include major theories of development and current research and ideas in conjunction with historical approaches to examining growth and development in ages 4-8.

**Credit Hours: 3**
**Prerequisites:** Some sections may be restricted to students admitted to the Great Plains IDEA Early Childhood Education Program (GPI-ECE). Some sections may be restricted to HDFS, Pre-HDFS, and Education majors during Early Registration.

_**H_D_FS 3250: Introduction to Early Childhood Education in a Mobile Society**_
Role of a professional as a teacher, administrator, or advocate in early childhood programming. Topics include professionalism and ethics; identifying child abuse; the role of an early childhood educator; program models and working with children and professional colleagues.

**Credit Hours: 3**
**Prerequisites:** enrollment restricted to students admitted to the Great Plains IDEA Early Childhood Education Program (GPI_ECE).

_**H_D_FS 3350: Child Guidance and Classroom Environments**_
Examines developmentally appropriate practice in child guidance. Current guidance methods and programs will be covered. Students will develop their own approach to guidance based upon course content.

**Credit Hours: 3**
**Prerequisites:** enrollment restricted to students admitted to the Great Plains IDEA Early Childhood Education Program (GPI-ECE).

_**H_D_FS 3420: Early and Middle Childhood**_
Emotional, cognitive, and physical development of the child before puberty. Observation is integral part of course. Cannot receive credit for more than one of the following: PSYCH 2410, H_D_FS 3420, or ESC_PS 2500.

**Credit Hours: 3**
**Prerequisites:** Restricted to Education, HDFS and Pre-HDFS majors during preregistration period.

_**H_D_FS 3420W: Early and Middle Childhood - Writing Intensive**_
Emotional, cognitive, and physical development of the child before puberty. Observation is integral part of course. Cannot receive credit for more than one of the following: PSYCH 2410, H_D_FS 3420, or ESC_PS 2500.

**Credit Hours: 3**
**Prerequisites:** Restricted to Education, HDFS and Pre-HDFS majors during preregistration period.

_**H_D_FS 3430: Adolescence and Young Adulthood**_
Physical, intellectual, and psychosocial maturation of adolescents and young adults within the context of life long developmental sequelae.

_**H_D_FS 3440: Adulthood and Aging**_
Examination of biological, cognitive, psychological and social changes experienced across adulthood.

**Credit Hours: 3**
**Prerequisites:** Restricted to HDFS and Pre-HDFS majors during preregistration period.

_**H_D_FS 3450: Health, Safety and Nutrition**_
Topics include planning, promoting, and maintaining health and safe learning/care environments; understanding childhood illnesses and establishing healthy lifestyles; performing first aid; and maintaining care providers' health and safe relationships with others; identifying and reporting child abuse; nutrients for life; and safe food preparations.

**Credit Hours: 3**
**Prerequisites:** enrollment is restricted to students admitted to the Great Plains Idea Early Childhood Education Program (GPI_ECE).

_**H_D_FS 3500: Infant-Toddler Practicum**_
Practical experience working with infants and toddlers, applying developmentally appropriate practice and theoretical perspectives. Emphasizes cognitive, social/emotional, creative and motor development; and staff and family relationships in child care settings. Graded on A-F basis only.

**Credit Hours: 6**
**Prerequisites or Corequisites:** H_D_FS 3050 or H_D_FS 3420/ H_D_FS 3420W or instructor's consent.

_**H_D_FS 3530: Foundations of Community-Based Programs for Children and Youth**_
Examines non-academic community-based programming for children and youth. Experience working with these age groups. Graded on A-F basis only.

**Credit Hours: 3**
**Prerequisites:** H_D_FS 3420 or equivalent or instructor's consent.

_**H_D_FS 3550: Technology and Young Children**_
Students will learn how electronic technology impacts the development of young children in educational, home and community environments, and how technology can be used to enhance teaching and learning.

**Credit Hours: 3**
**Prerequisites:** enrollment is restricted to students admitted to the Great Plains IDEA Early Childhood Education Program (GPI-ECE).

_**H_D_FS 3600: Partnering with Parents and Families**_
Examination of stages of parenthood, caregiving styles, and the impact of relationships and culture on caregiving and its challenges. Development of applied skills working with parents and families in a service learning experience. Graded on A-F basis only.

**Credit Hours: 3**
**Prerequisites:** H_D_FS 1600 and H_D_FS 2400/H_D_FS 2400W.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>H_D_FS 3650</td>
<td>Diversity in the Lives of Young Children and Families</td>
<td>3</td>
<td>Restricted to students admitted to the Great Plains IDEA Early Childhood Education Program (GPI-ECE), or by instructor consent</td>
<td>In this course, students will explore cultural diversity in daily life and beliefs in families with young children. The focus is on U.S. families, with attention to the multiple cultures from which they come.</td>
</tr>
<tr>
<td>H_D_FS 3700</td>
<td>Preschool Practicum</td>
<td>3</td>
<td>H_D_FS 3150/H_D_FS 3150W, or instructor's consent</td>
<td>Practical experience working with children ages 2.5-5 years of age, applying developmentally appropriate practice and theoretical perspectives. Emphasizes cognitive, social and emotional, creative, and motor development, and family and staff relationships in a child care setting. Graded on A-F basis only.</td>
</tr>
<tr>
<td>H_D_FS 3720</td>
<td>Student Teaching Prekindergarten</td>
<td>6</td>
<td>H_D_FS 3420 or equivalent and instructor's consent</td>
<td>Experience working with children (2-5 years), using general guidance principles and methods for fostering creativity.</td>
</tr>
<tr>
<td>H_D_FS 3730</td>
<td>Field Training Practicum</td>
<td>3</td>
<td>advisor's consent</td>
<td>Field training experiences under supervision. May be repeated for credit. Graded on S/U basis only.</td>
</tr>
<tr>
<td>H_D_FS 3750</td>
<td>Working with Families</td>
<td>3</td>
<td>Restricted to students admitted to the Great Plains IDEA Early Childhood Education Program (GPI-ECE), or by instructor consent</td>
<td>This course focuses on application of an ecological model to the understanding of variation in parental roles, perspectives, approaches, and challenges. The course also provides an overview of effective communication strategies and parent education programs. Course content overlaps with H_D_FS 3600 thus students may not enroll in both courses. Students will NOT receive credit for both H_D_FS 3600 and H_D_FS 3750.</td>
</tr>
<tr>
<td>H_D_FS 3800</td>
<td>Children's Play</td>
<td>3</td>
<td>H_D_FS 2400/H_D_FS 2400W, H_D_FS 3050 and H_D_FS 3150/H_D_FS 3150W, or instructor's consent, junior standing.</td>
<td>This course is an examination of the complex phenomenon of play in children's lives. Emphasis is placed on the value of play in developmental, social, and cultural contexts. Topics include the exploration of play theories and supporting empirical evidence, play materials, various environments, violence and conflict resolution, and therapeutic uses of play. Observation and assessment of children at play and analysis of play environments is required.</td>
</tr>
<tr>
<td>H_D_FS 3950</td>
<td>Practicum I: Child Observations in Classroom Environment</td>
<td>3</td>
<td>H_D_FS 3050, H_D_FS 3150, H_D_FS 3250, H_D_FS 3350 and H_D_FS 3450</td>
<td>Opportunity for Early Childhood Education teacher candidates to have a guided learning experience in a professional agency that provides services to children and families. Some course content overlaps with LTC 4110.</td>
</tr>
<tr>
<td>H_D_FS 3960</td>
<td>Readings in Human Development and Family Science</td>
<td>1-30</td>
<td>H_D_FS 3050, H_D_FS 3150/H_D_FS 3150W, or instructor's consent</td>
<td>Readings in recent research; critical discussions.</td>
</tr>
<tr>
<td>H_D_FS 4001</td>
<td>Topics in Human Development and Family Science</td>
<td>1-6</td>
<td>H_D_FS 3150/H_D_FS 3150W, or instructor's consent</td>
<td>Selected current topics in field of interest.</td>
</tr>
<tr>
<td>H_D_FS 4085</td>
<td>Problems in Human Development and Family Science</td>
<td>1-30</td>
<td>instructor's consent</td>
<td>Independent work on special problems in human development and family science. Graded on S/U basis only.</td>
</tr>
<tr>
<td>H_D_FS 4090</td>
<td>Advanced Research in Human Development and Family Science</td>
<td>1-30</td>
<td>H_D_FS 2200 and H_D_FS 3090; instructor's consent</td>
<td>Advanced training and engagement in research with a H_D_FS faculty member. Student develops research skills (e.g., data collection, entry, coding, analysis) and works semi-independently on own research project. Graded on S/U basis only. May be repeated for credit.</td>
</tr>
<tr>
<td>H_D_FS 4100</td>
<td>Children in Healthcare Settings</td>
<td>1-30</td>
<td>H_D_FS 2200, H_D_FS 2400/H_D_FS 2400W, H_D_FS 3050, H_D_FS 3150/H_D_FS 3150W, or instructor's consent, restricted to H_D_FS and Pre-H_D_FS majors</td>
<td>(cross-leveled with H_D_FS 7100), Overview of the medical conditions and treatments commonly encountered by children and adolescents in healthcare settings and their typical reactions to healthcare experiences. Introduction to the philosophy and the role of the child life specialist in the healthcare setting.</td>
</tr>
</tbody>
</table>
H_D_FS 4130: Child Life Practicum
(cross-leveled with H_D_FS 7130). Observation of Child Life staff at Children’s Hospital and experience helping children and adolescents cope with hospitalization.

Credit Hours: 3
Prerequisites: H_D_FS 3500 and H_D_FS 3700, consent required

H_D_FS 4150: Development of Curriculum for Children Ages Birth to 3
Students will learn and use assessment and documentation to inform curriculum; plan and evaluate developmentally appropriate activities; and learn about effective ways to share curriculum information with families. Focus is on children ages birth to 3.

Credit Hours: 3
Prerequisites: enrollment is restricted to students admitted to the Great Plains IDEA Early Childhood Education Program (GPI_ECE)

H_D_FS 4200: Latino/a Youth and Families
Current issues in theory, methods, and research in U.S. Latino/a youth and families are examined from a social and developmental psychological perspective. The course is an advanced level study, with a particular focus on history, theories, methods, research, and applied social issues. Topics will include, parenting, siblings, youth development and adjustment, stress, risky behaviors, gender issues, assessment, study design, cultural values, intervention programs, and immigration issues.

Credit Hours: 3
Prerequisites: Pre-H_D_FS and H_D_FS majors must complete H_D_FS 1600, H_D_FS 2200, H_D_FS 2300, H_D_FS 2400/H_D_FS 2400W

H_D_FS 4250: Development of Curriculum for Children 4-8
Students will learn and use assessment and documentation to inform curriculum, plan and evaluate developmentally appropriate activities; and learn about effective ways to share curriculum information with families. Focus is on children ages 4-8.

Credit Hours: 3
Prerequisites: enrollment is restricted to students admitted to the Great Plains IDEA Early Childhood Education Program (GPI_ECE)

H_D_FS 4300: Black Families
(same as BL_STU 4300). Emphasis is on the unique social, economic, religious, educational, and political environments that have affected the structure and function of the Black family.

Credit Hours: 3
Prerequisites: H_D_FS 2200 or equivalent, and junior standing

H_D_FS 4350: Assessing Young Children and their Environments

Credit Hours: 3
Prerequisites: enrollment is restricted to students admitted to the Great Plains IDEA Early Childhood Education Program (GPI_ECE)

H_D_FS 4400: Childhood Death and Bereavement
(cross-leveled with H_D_FS 7400). An exploration of issues that arise for children and families when facing life-threatening illness and death. The course also includes an examination of coping and helping strategies for dying and grieving children.

Credit Hours: 3
Prerequisites: H_D_FS 2200, H_D_FS 2400/H_D_FS 2400W, H_D_FS 3050 and H_D_FS 3150/H_D_FS 3150W (or H_D_FS 3420/H_D_FS 3420W) or instructor's consent. Restricted to HDFS majors during early registration period

H_D_FS 4420: Environmental Influences on Lifespan Cognition
This course covers the change and growth of cognition through the lifespan with particular attention to how the environment influences cognition (including perception, language memory, attention executive functions, and problem solving).

Credit Hours: 3
Prerequisites: Pre-HDFS and HDFS Majors must complete H_D_FS 1600, H_D_FS 2200, H_D_FS 2300, H_D_FS 2400/H_D_FS 2400W, H_D_FS 3050, H_D_FS 3150/H_D_FS 3150W (or H_D_FS 3420/H_D_FS 3420W instead of H_D_FS 3050 and H_D_FS 3150/H_D_FS 3150W)

H_D_FS 4450: Understanding and Adapting for Developmental Differences
This course focuses on knowledge of disability conditions, assessment and identification, interventions in inclusive environments, and collaborations among service providers.

Credit Hours: 3
Prerequisites: enrollment is restricted to students admitted to the Great Plains IDEA Early Childhood Education Program (GPI_ECE)

H_D_FS 4550: Practicum II: Curriculum Development and Implementation
Practicum in ECE is an opportunity for teacher candidates to have a guided learning experience in a professional agency that provides services to children and families, and allows teacher candidates to have the opportunity to use and implement theories and practices. Course content overlaps with LTC 4110. Not recommended for students to enroll in both courses.

Credit Hours: 3
Prerequisites: restricted to students admitted to the Great Plains IDEA Early Childhood Education Program (GPI_ECE)

H_D_FS 4570: Administration of Programs for Children and Families
(cross-leveled with H_D_FS 7570). The development of leadership and management skills for administering community-based early childhood programs for children and their families. Includes an overview of early childhood standards; budgeting, funding and financial matters; developing, equipping, and staffing a center; recruiting children and families; curriculum; health, safety, and nutrition; volunteer and staff development, and program evaluation. Graded on A-F basis only.

Credit Hours: 3
Prerequisites: H_D_FS 1600, H_D_FS 2200 or equivalent, H_D_FS 2300, H_D_FS 2400/2400W, H_D_FS 2510, H_D_FS 3500 or H_D_FS 3700, or instructor's consent
H_D_FS 4610: Stress and Resilience in Families
(cross-leveled with H_D_FS 7610). Introduction to the study of stressor events in families, such as poverty, violence within families, substance abuse, and health problems. Emphasis is on both prevention and coping.
Credit Hours: 3
Prerequisites: Pre-HDFS and HDFS majors must complete H_D_FS 1600, H_D_FS 2200, H_D_FS 2300 and H_D_FS 2400/H_D_FS 2400W

H_D_FS 4620: Family Interaction
Analysis of intrafamilial interaction from a systems perspective; includes comparative study of family paradigms, family subsystems, goals, and resources, boundaries, and patterns of feedback.
Credit Hours: 3
Prerequisites: Pre-HDFS and HDFS majors must complete H_D_FS 1600, H_D_FS 2200, H_D_FS 2300 and H_D_FS 2400/H_D_FS 2400W

H_D_FS 4630: The Process of Divorce
(cross-leveled with H_D_FS 7630). Examination of theory and research related to marital dissolution. The impact of divorce on children and adults, and divorce intervention strategies are considered.
Credit Hours: 3
Prerequisites: Pre-HDFS and HDFS majors must complete H_D_FS 1600, H_D_FS 2200, H_D_FS 2300 and H_D_FS 2400/H_D_FS 2400W

H_D_FS 4640: Interpersonal Relationships
In-depth examination of interpersonal relationships, including theoretical perspectives, research methods, relationship forms, relationship processes, and how context affects relationships. Students are introduced to the field of close relationships.
Credit Hours: 3
Prerequisites: Pre-HDFS and HDFS majors must complete H_D_FS 1600, H_D_FS 2200, H_D_FS 2300 and H_D_FS 2400/H_D_FS 2400W

H_D_FS 4650: Administration/Supervision in Early Childhood Settings
Exploration of issues surrounding the administration of ECE programs including identification of community needs, analysis of business opportunities, evaluation and appropriate use of quality programming, consideration of policy and equal responsibilities, and professionalism. Course content overlaps with H_D_FS 4570. Students may NOT enroll in both courses. Students will not receive credit for both H_D_FS 4650 and H_D_FS 4570.
Credit Hours: 3
Prerequisites: Restricted to students admitted to the Great Plains IDEA Early Childhood Education Program (GPI-ECE)

H_D_FS 4680: Family Communication
(same as COMMUN 4520; cross-leveled with H_D_FS 7680). Analysis of the functions and processes of communication within families.
Credit Hours: 3
Prerequisites: junior standing or departmental consent. May be restricted to Communication majors only during early registration

H_D_FS 4700: Children and Families in Poverty
Study of the extent, distribution, and implications of poverty on children and families. Examination of myths and realities, social conditions, policies, and programs that contribute to or reduce poverty and its consequences.
Credit Hours: 3
Prerequisites: Pre-HDFS and HDFS majors must complete H_D_FS 1600, H_D_FS 2200, H_D_FS 2300 and H_D_FS 2400/H_D_FS 2400W

H_D_FS 4720: Child and Family Advocacy
(cross-leveled with H_D_FS 7720). Study of the processes of social policies, legislation, and regulations affecting children and families at the local, state and federal levels. The course emphasizes current issues and need for citizen involvement.
Credit Hours: 3
Prerequisites: Restricted to HDFS and Pre-HDFS majors during pre-registration period; Pre-HDFS and HDFS majors must complete H_D_FS 1600, H_D_FS 2200, H_D_FS 2300 and H_D_FS 2400/H_D_FS 2400W

H_D_FS 4740: Parent-Child Relations Over the Life Course
Examines the development, continuities, transitions, and discontinuities of parent-child relationships over the life course. Considers the influence of parents on children and children on parents.
Credit Hours: 3
Recommended: H_D_FS 1600 and H_D_FS 2200

H_D_FS 4750: Practicum III: Capstone Experience
This experience allows the student to demonstrate practical application of developmentally appropriate early childhood teaching techniques and skills, teaching experience and developmental feedback. Includes observation and evaluation of classroom experience. Course content overlaps with H_D_FS 3700 and LTC 4170. Not recommended for students to enroll in both courses. Students will not receive credit for both H_D_FS 4750 and H_D_FS 3700 or H_D_FS 4750 and LTC 4170.
Credit Hours: 6
Prerequisites: restricted to students admitted to the Great Plains IDEA Early Childhood Education Program (GPI-ECE), H_D_FS 3950, H_D_FS 4150, H_D_FS 4250, H_D_FS 4350, H_D_FS 4450 and H_D_FS 4550

H_D_FS 4800: Program and Curriculum Design for FACS Education in Middle and Secondary Schools
(cross-leveled with H_D_FS 7800). What should a teacher do about planning for student learning in FACS? Includes objectives, lesson designs, resources, learner diversity, thinking skills, reasoning processes, articulation, legislation.
Credit Hours: 3
Prerequisites: ESC_PS 2010 and SPC_ED 2020 or equivalent. Admission to Phase II, and instructor’s consent

H_D_FS 4820: Assessment in Family and Consumer Sciences Education
(cross-leveled with H_D_FS 7820). What should a teacher do to determine the extent to which program/lesson objectives have been achieved? Includes the selection, design, and use of a wide variety of assessment tools and techniques, and the impact of assessment on the evaluation of learners and program design.
Credit Hours: 2
Prerequisites: admission into Phase II, H_D_FS 4800, and instructor’s consent

H_D_FS 4830: Methods of Teaching FACS in Middle and Secondary Schools
(cross-leveled with H_D_FS 7830). What should a teacher do to help students achieve learner objectives? Includes classroom management strategies, choosing and using instructional methods to stimulate thinking skills and reasoning processes, communication skills, professionalism, and public relations.

Credit Hours: 3
Prerequisites: admission into Phase II, and instructor's consent

H_D_FS 4940: Field Experience in Family and Consumer Sciences
Students will observe and assist in FACS classroom.

Credit Hour: 1
Prerequisites: to be taken concurrently with H_D_FS 4800, and instructor's consent

H_D_FS 4941: Field Experience in Family and Consumer Sciences
Students will be involved in real-world experiences in a FACS classroom.

Credit Hour: 1
Prerequisites: to be taken concurrently with H_D_FS 4830; requires instructor's consent

H_D_FS 4942: Student Teaching FACS in Middle and Secondary Schools
What guided practicum experiences will directly contribute to success as a classroom teacher? Students will teach for sixteen weeks within the state of Missouri under the supervision of an experienced FACS teacher.

Credit Hour: 1-15
Prerequisites: H_D_FS 4800, H_D_FS 4820, H_D_FS 4830, ENGLSH 1000, admittance to Phase III, and instructor's consent

H_D_FS 4942W: Student Teaching FACS in Middle and Secondary Schools - Writing Intensive
What guided practicum experiences will directly contribute to success as a classroom teacher? Students will teach for sixteen weeks within the state of Missouri under the supervision of an experienced FACS teacher.

Credit Hour: 1-15
Prerequisites: H_D_FS 4800, H_D_FS 4820, H_D_FS 4830, ENGLSH 1000, admittance to Phase III, and instructor's consent

H_D_FS 4970: Families and Lifespan Development Capstone
Focus on integrating, extending, critiquing, and applying knowledge gained in the Families and Lifespan Development option within a family and lifespan development educational framework. Graded on A-F basis only.

Credit Hours: 4
Prerequisites: senior standing and instructor's consent

H_D_FS 4970W: Families and Lifespan Development Capstone - Writing Intensive
Focus on integrating, extending, critiquing, and applying knowledge gained in the Families and Lifespan Development option within a family and lifespan development educational framework. Graded on A-F basis only.

Credit Hours: 4
Prerequisites: senior standing and instructor's consent

H_D_FS 4971: Child Development and Education Capstone
Practical experience working with young children (up to 10) in out-of-home care facilities. Program planning for children and working with parents. Lab hours required.

Credit Hours: 9
Prerequisites: H_D_FS 2200, H_D_FS 3500 and H_D_FS 3700, or equivalent and instructor's consent

H_D_FS 4993: Internship in Human Development and Family Science
Internships or field training experiences under supervision. Graded on S/U basis only.

Credit Hour: 1-30
Prerequisites: H_D_FS 2200 or equivalent and instructor's consent

H_D_FS 7001: Topics in Human Development and Family Science
Selected current topics in field of interest.

Credit Hour: 1-99

H_D_FS 7085: Problems
Independent work on special problems in human development and family studies. Graded on S/U basis only.

Credit Hour: 1-99
Prerequisites: instructor's consent

H_D_FS 7100: Children in Healthcare Settings

Credit Hours: 3

H_D_FS 7110: Child Life Theory and Practice
Focuses on theoretical foundations and principal intervention strategies used in Child Life professional practice.

Credit Hours: 3
Prerequisites: H_D_FS 2200, H_D_FS 3050, H_D_FS 3150/H_D_FS 3150W, and H_D_FS 3500 or H_D_FS 3700, or instructor's consent
H_D_FS 7130: Child Life Practicum
(cross-leveled with H_D_FS 4130). Observation of Child Life staff at Children's Hospital and experience helping children and adolescents cope with hospitalization.

Credit Hours: 3
Prerequisites: H_D_FS 3500 and H_D_FS 3700, consent required

H_D_FS 7200: Latino Families and Youth
This course will cover the critical integration of theoretical, methodological, and empirical issues in Latino psychology using a cross-cultural, cross-ethnic perspective, including the increased sensitivity to issues and challenges facing Latino families and youth from a social science perspective. There will be a particular focus on selected topics in social and developmental psychology, as well as understanding the relevance to other areas of study, to policy contexts, and to applied settings. Students will provide a written, integrative literature review and research proposal related to the course topic. The course will consist primarily of seminar discussions based on the textbook and additional readings. Students will lead class discussions based on the readings and their QRCs. Graded on A-F basis only.

Credit Hours: 3
Prerequisites: Instructor's consent

H_D_FS 7231: Foundations of Youth Development
This course provides an introduction to the field of youth development and the professions that include youth work. This course is designed to provide a foundation of knowledge that students will need to begin any course in the Great Plains IDEA Youth Development programs. Priority given to students in the Great Plains Idea Group master's and certificate programs.

Credit Hour: 1

H_D_FS 7233: Basic Grant Development and Management
This course introduces students to grant development and management. This short-course is not intended to cover all aspects of grant development and management, but it will help students gain confidence in their grant development abilities and inspire them to learn more. Priority given to students in the Great Plains Idea Group master’s and certificate programs.

Credit Hours: 3

H_D_FS 7252: Adult Development
This course presents a life-span, multidisciplinary developmental framework that considers sociohistorical influences, individual differences, and concern for promoting optimal functioning. Priority given to students in the Great Plains Idea Group master’s and certificate programs.

Credit Hours: 3

H_D_FS 7255: Aging Policy
Policy development in the context of the economic status of the elderly populations. Retirement planning and the retirement decision; Social Security and public transfer programs for the elderly; intrafamily transfers to/from the elderly; private pensions; financing medical care for the elderly; prospects and issues for the future. Priority given to students in the Great Plains Idea Group master's and certificate programs.

Credit Hours: 3

H_D_FS 7256: Environments and Aging
Examination of attributes of physical environments that support special needs of older people and application of this knowledge to the design and management of housing, institutional settings, neighborhoods and communities. Priority given to students in the Great Plains Idea Group master's and certificate programs.

Credit Hours: 3

H_D_FS 7257: Aging and the Family
Theories and research related to personal and family adjustments in later life affecting older persons and their inter-generational relationships. Related issues including demographics are also examined through the use of current literature. Priority given to students in the Great Plains Idea Group master's and certificate programs.

Credit Hours: 3

H_D_FS 7259: Mental Health and Aging
Student is introduced to the range of issues utilizing several theoretical perspectives and the systems framework. Major mental, emotional, and psychiatric problems encountered in old age are examined, along with normal processes of aging individual's personality, mental and brain functions. Priority given to students in the Great Plains Idea Group master's and certificate programs.

Credit Hours: 3

H_D_FS 7260: Women and Aging
Women and aging is the study of theory, research and application of issues related to women and the aging experience. Priority given to students in the Great Plains Idea Group master's and certificate programs.

Credit Hours: 3

H_D_FS 7261: Biological Principles of Aging
This course will give an overview of the normal aging process of the human body systems, environmental factors influencing normal aging, diseases and disorders associated with aging. A special topics unit will include but is not limited to interviews and observations dealing with the aging process in humans. Priority given to students in the Great Plains Idea Group master's and certificate programs.

Credit Hours: 3

H_D_FS 7262: Long-Term Care Administration
Provides information for persons interested in leadership role in long-term care, or for those considering careers intersecting with senior living organizations. Also considers long-term care options. Priority given to students in the Great Plains Idea Group master's and certificate programs.

Credit Hours: 3
H_D_FS 7300: Black Families
(same as BL_STU 7300). Emphasis is on the unique social, economic, religious, educational, and political environments that have affected the structure and function of the black families.
Credit Hours: 3
Prerequisites: H_D_FS 2200 or equivalent

H_D_FS 7400: Childhood Death and Bereavement
(cross-leveled with H_D_FS 4400). An exploration of issues that arise for children and families when facing terminal illness or death. The course also includes an examination of coping and helping strategies for dying and grieving children.
Credit Hours: 3
Prerequisites: H_D_FS 2200, H_D_FS 2400/H_D_FS 2400W, H_D_FS 3150 and H_D_FS 3150/H_D_FS 3150W (or H_D_FS 3420/H_D_FS 3420W) and instructor's consent. Restricted to HDFS and Pre-HDFS majors during pre-registration period

H_D_FS 7570: Administration of Programs for Children and Families
(cross-leveled with H_D_FS 4570). The development of leadership and management skills for administering community-based early childhood programs for children and their families. Includes an overview of early childhood standards; budgeting, funding and financial matters; developing, equipping, and staffing a center; recruiting children and families; curriculum; health, safety, and nutrition; volunteer and staff development, and program evaluation. Graded on A-F basis only.
Credit Hours: 3
Prerequisites: H_D_FS 1600, H_D_FS 2200 or equivalent, H_D_FS 2300, H_D_FS 2400/2400W, H_D_FS 2510, H_D_FS 3500 or H_D_FS 3700, or instructors consent

H_D_FS 7600: Resilience in Families
Exploration of the evolution of a resilience approach to the study of families and human development. Using a lifespan approach, students will explore resilience across time as well as within special populations such as families experiencing crisis and trauma, culturally diverse families, and military families. Graded on A-F basis only.
Credit Hours: 3

H_D_FS 7610: Stress and Resilience in Families
(cross-leveled with H_D_FS 4610). Introduction to the study of stressor events in families, such as poverty, violence within families, substance abuse, and health problems. Emphasis is on both prevention and coping.
Credit Hours: 3

H_D_FS 7630: The Process of Divorce
(cross-leveled with H_D_FS 4630). Examination of theory and research related to marital dissolution. The impact of divorce on children and adults, and divorce intervention strategies will be considered.
Credit Hours: 3
Prerequisites: Pre-HDFS and HDFS majors must complete H_D_FS 1600, H_D_FS 2200, H_D_FS 2300 and H_D_FS 2400/H_D_FS 2400W

H_D_FS 7640: Interpersonal Relationships
(cross-leveled with H_D_FS 4640). In-depth examination of interpersonal relationships, including theoretical perspectives, research methods, relationship forms, relationship processes, and how context affects relationships. Students will also be introduced to the field of close relationships.
Credit Hours: 3

H_D_FS 7650: Family Crisis Intervention
Individuals and families in crises are examined. Focus is on grief and loss, substance abuse, family violence, and suicidal ideation. Examination of evidence-based preventions and treatments and community resources for those affected by stress, trauma, and crises. Graded on A-F basis only.
Credit Hours: 3

H_D_FS 7690: Family Resource Management
Survey course of personal finance and family resource management literature to provide an overview of how individual and family members develop and exercise their capacity to obtain and manage resources to meet life needs. Resources include the self, other people, time, money, energy, material assets, space, and environment. Graded on A-F basis only.
Credit Hours: 3

H_D_FS 8001: Topics in Human Development and Family Science
Selected current topics in field of interest.
Credit Hour: 1-99

H_D_FS 8012: Family Dynamics and Intervention
(same as NURSE 8010). Theories of family function and dysfunction; techniques of assessment; models of family intervention. Practicum with selected families.
Credit Hours: 3
Prerequisites: NURSE 7100

H_D_FS 8085: Problems in Human Development and Family Science
Independent work on special problems in human development and family science. Graded on S/U basis only.
Credit Hour: 1-99
Prerequisites: instructor's consent

H_D_FS 8087: Seminar in Human Development and Family Science
Seminar in selected topics in human development and family science.
Credit Hour: 1-99

H_D_FS 8090: Research in Human Development and Family Science
Independent research not leading to a thesis. Report required. Graded on S/U basis only.
Credit Hour: 1-99
H_D_FS 8100: Foundations and Principles of Family and Community Services
This course provides an introduction to the field of family studies and related professions that involve working with individuals and families in communities. This course is designed to provide a foundation of knowledge that students will need in the Great Plains IDEA family and Community Services program. This course is organized around theory, research, and practice of Family Studies. Graded on A-F basis only.

Credit Hours: 3

H_D_FS 8110: Developmental Perspectives on Health and Illness
Seminars on child and adolescent development as applied to illness and hospitalization, with a focus on applying psychosocial research and theory in work with pediatric populations. Graded on A-F only. May be repeated for credit.

Credit Hours: 3
Prerequisites: instructor consent; coursework in human development and experience with pediatric populations

H_D_FS 8200: Research Methods in Human Development and Family Science
Examination of the rationale for conducting scientific research; various research methods pertinent to the study of individuals over the life span, close relationships, marriages, and families; hypothesis formulation; selection of appropriate designs, instrumentation, and analysis.

Credit Hours: 3
Prerequisites: instructor's consent

H_D_FS 8210: Theories of Human Development
Major theories of life span human development. Attention given to structure, content, and major research critiqued for theoretical strengths.

Credit Hours: 3
Prerequisites: 6 hours of 300-level Behavioral Sciences courses or instructor's consent

H_D_FS 8220: Family Theories
Reviews existing family theories, their assumptions, values, propositions, and applications. Examines processes of theory testing and construction and linkages between theory and research.

Credit Hours: 3
Prerequisites: instructor's consent

H_D_FS 8221: Gerontechnology
Population aging is combining with technological advancement to create and change the world of modern older people, their families, and their communities. This course takes an interdisciplinary approach to the understanding of the biological, environmental, and social spheres where technology and gerontology meet. Graded on A-F basis only.

Credit Hours: 3

H_D_FS 8222: Creativity and Aging
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. Graded on A-F basis only.

Credit Hours: 3

H_D_FS 8232: Youth Professionals as Consumers of Research
This course will help youth development professionals understand and evaluate the quality of research reports. Students will learn the basics of quantitative and qualitative research approaches that will enable them to understand, evaluate, and critique research articles reported in newspaper, journals or other sources. Priority given to students in the Great Plains Idea Group master's and certificate programs.

Credit Hours: 3

H_D_FS 8234: Adolescents and their Families
This course explores adolescent development in the context of the family. The bi-directional influences between adolescents and their families will be examined. Implications for professionals working with youth and families will be explored and highlighted. Priority given to students in the Great Plains Idea Group master's and certificate programs.

Credit Hours: 3

H_D_FS 8235: Administration and Program Management
This course introduces students to the development, administration and management of youth-serving organizations. Priority given to students in the Great Plains Idea Group master's and certificate programs.

Credit Hours: 3

H_D_FS 8236: Federal and State Policies that Impact Youth Development
This course examines various federal and state policies that affect developmental opportunities for youth. Course participants will also examine not only how policies are developed, but also why. Priority given to students in the Great Plains Idea Group master's and certificate programs.

Credit Hours: 3

H_D_FS 8237: Youth Cultures and the Cultures of Youth
This course examines the cultural contexts that affect youth from within and outside the family. Students will study social, ethnic, and educational processes that affect youth, and they will examine how history has shaped the current cultural climate of the U.S. Priority given to students in the Great Plains Idea Group master's and certificate programs.

Credit Hours: 3

H_D_FS 8238: Program Design, Implementation and Evaluation
The course will discuss program design, implementation, and outcome evaluation. This course will focus on planning, designing logic models, and evaluating program. Students will evaluate a community-based project.

Credit Hours: 3
Prerequisites: Priority given to students in the Great Plains Idea Group master's and certificate programs
H_D_FS 8239: Community Youth Development
This course focuses on community youth development from a strength-based or developmental asset approach. This approach encompasses both individual development and interrelationships with social environments. Priority given to students in the Great Plains Idea Group master's and certificate programs.

Credit Hours: 3

H_D_FS 8240: Youth Development
This course introduces the developmental period of adolescence. Emphasis will be on developmental tasks of this life stage and influences of family and home, school, peers and other contextual forces. Priority given to students in the Great Plains Idea Group master's and certificate programs.

Credit Hours: 3

H_D_FS 8251: Perspectives in Gerontology
An overview of current aging issues including the prevailing focus of gerontology theory and research, critical social and political issues in aging, the interdisciplinary focus of gerontology, career opportunities, and aging in the future. Priority given to students in the Great Plains Idea Group master's and certificate programs.

Credit Hours: 3

H_D_FS 8253: Physical Health in Aging
This course identifies the basic physiologic changes during aging and their effects on 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. Priority given to students in the Great Plains Idea Group master's and certificate program.

Credit Hours: 3

H_D_FS 8254: Gerontology Research Methods and Program Evaluation
Overview of program evaluation, research methods and grant writing in gerontology. Includes application of quantitative and qualitative methods in professional settings. Priority given to students in the Great Plains Idea Group master's and certificate programs.

Credit Hours: 3

H_D_FS 8255: Professional Seminar in Gerontology
An integrative experience for gerontology students designed to be taken near the end of the degree program. By applying knowledge gained in earlier course work, students strengthen skills in ethical decision-making behavior, apply these skills in gerontology-related areas such as advocacy, professionalism, family and workplace issues.

Credit Hours: 3

Prerequisites: Completion of all other gerontology program coursework. Priority given to students in the Great Plains Idea Group master's and certificate programs

H_D_FS 8300: Advanced Seminar on Multicultural Families
Advanced study of multicultural (racial, ethnic, social) families within American society. Attention is focused on each group's unique cultural heritage and social environment.

Credit Hours: 3

Prerequisites: instructor's consent

H_D_FS 8420: Cognitive Development
(same as PSYCH 8420). Study of the development of reasoning, perception and language.

Credit Hours: 3

H_D_FS 8440: Social and Emotional Development
(same as PSYCH 8440). Seminar on emotional and social development in children, with focus on research and theory on the impact of various family, school, and societal factors.

Credit Hours: 3

H_D_FS 8450: Adolescence and Emerging Adulthood
Seminar on development during adolescence and emerging adulthood from biological, cognitive, psychosocial, and cultural perspectives, and with a focus on health-related attitudes and behaviors.

Credit Hours: 3

H_D_FS 8460: Life Course Perspective
Seminar on the life course perspective, an interdisciplinary approach to the study of lives over time and the interplay between human lives and social institutions. Deals with how individual lives are shaped by social change and social structure.

Credit Hours: 3

H_D_FS 8500: Prosocial and Moral Development
The course objective is to increase the understanding of the study of morality from psychological and developmental perspectives and the critical integration of theoretical, methodological, and empirical issues in moral psychology. It will also cover understanding the relevance of moral concepts and findings to other areas of study, policy contexts, and applied settings. Students will provide a written, integrative literature review and research proposal related to the course topic. Graded on A-F basis only.

Credit Hours: 3

Prerequisites: instructor's consent

H_D_FS 8510: Parenting Education
Study of theories, models, research and skills regarding parenting effectiveness and parent-child relations in the context of Western and Eastern cultures. Included are comparisons of the relative strengths and weaknesses of various parenting approaches, historical perspective on parenthood and children, parenting roles, strategies for contemporary parenting, developmental interaction from infancy through adulthood and selected special concerns of parents. A Bio-Ecological Systems approach will be utilized in this course. Graded on A-F basis only.

Credit Hours: 3
H_D_FS 8520: Lifespan Development
This course covers the human development including the cognitive, social-emotional, motor, language, and moral domains from both a lifespan and a bio-ecological perspective. Course content focuses on the major theories of development as well as current research on the micro-macro interrelationship. Students who complete this course will have a better understanding of individual human developmental processes and their relationship with context and within family and community matters. Graded on A-F basis only.
Credit Hours: 3

H_D_FS 8610: Remarriage & Stepfamilies: Development, Dynamics, & Intervention
The processes of remarriage and reconstituted family dynamics; special developmental needs and intervention models will be studied. The impact on children is considered.
Credit Hours: 3
Prerequisites: instructor’s consent

H_D_FS 8630: Gendered Relations in Families
(same as WGST 8630). From a feminist perspective, the roles of gender in shaping family life experience and of family life experience in shaping gender will be explored. Graded on A-F basis only.
Credit Hours: 3
Prerequisites: instructor’s consent

H_D_FS 8640: Family Interaction
Examination of intrafamilial interaction. Includes an overview of theories used to study family interaction, critical review of the assessment of family interaction; and examination of contemporary research on family interaction focusing on intra and inter-generational relationships.
Credit Hours: 3
Prerequisites: H_D_FS 1600 and H_D_FS 2200 or equivalent; or instructor’s consent

H_D_FS 8710: Children, Families and Public Policy
Seminar on societal issues relating to children and families, with focus on the development of public policies.
Credit Hours: 3
Prerequisites: instructor’s consent

H_D_FS 8770: Poverty
Implications of poverty for child, adult, and family functioning. Poverty-related policies and programs.
Credit Hours: 3

H_D_FS 8960: Readings in Human Development and Family Science
Readings in recent research; critical evaluation.
Credit Hour: 1-99
Prerequisites: instructor’s consent

H_D_FS 8972: Internship in Human Development and Family Science
Internships and/or field training experiences under supervision. Graded on S/U basis only.
Credit Hour: 1-99
Prerequisites: instructor’s consent

H_D_FS 9090: Research in Human Development and Family Science
Independent research leading to thesis or dissertation. Graded on S/U basis only.
Credit Hour: 1-99

H_D_FS 9100: Teaching Practicum
Supervised experience in teaching various audiences, including college students, professionals, and community residents. Graded on S/U basis only.
Credit Hour: 2-6
Prerequisites: instructor’s consent

H_D_FS 9200: Advanced Research Methods in Human Development and Family Science
(same as NURSE 9410). Examination of issues related to the study of individuals and their families: measurement, designs, and interpretation of statistical analyses. Statistics are placed in perspective through readings and discussions of the relationships between theory, research design, and data analyses.
Credit Hours: 3
Prerequisites: H_D_FS 8200 or instructor’s consent

H_D_FS 9210: Research Practicum in Human Development and Family Science
Independent research activities in conjunction with faculty. Graded on S/U basis only.
Credit Hour: 2-6
Prerequisites: instructor’s consent

H_D_FS 9420: Qualitative Methods
(same as NURSE 9420). Examines the following selected qualitative research approaches appropriate for the study of nursing phenomena and the extension or modification of scientific knowledge so as to be relevant to nursing: case study research methods, verbal qualitative approaches, and nonverbal qualitative approaches. Graded on A-F basis only.
Credit Hours: 3
Prerequisites: NURSE 7150 and doctoral status (or permission of faculty)