Human Development and Family Studies

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Faculty

Millsap Professor G. Carlo**
Professor L. Ganong**, J. M. Ispa**
Associate Professor C. Proulx**, R. Ravert**, D. Rudy**
Assistant Professor J. Benson*, T. Bordere*, C. Garneau*, S. Kiloren**, A. Landor*, L. Manfra**, F. Palermo*
Assistant Teaching Professor A. Lester*, M. Mathews*
Instructor N. Hager, K. Warzinik

Curators Professor Emerita M. Coleman**
Professor Emerita K. Thornburg*
Dean and Professor Emeritus S.R. Jorgensen*

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Assistant Teaching Professor A. Lester*, M. Mathews*
Instructor N. Hager, K. Warzinik

Child Development Laboratory Instructor E. Angst, E. Geyer, P. Storey
Child Development Laboratory Assistant Instructor S. L. Garton, K. Heim, S. Kean, J. A. Moore, E. Morrow, M. Poindexter, M. Pons, B. York
Child Development Associate Teachers W. Cornell, L. Hays, C. Shanks

Undergraduate

• BSHES in Human Development and Family Studies
(http://catalog.missouri.edu/undergraduategraduate/collegeofhumanenvironmentalsciences/humandevfamilystudies/bshes-human-development-family-studies)
  • with emphasis in Child Development and Education
  • with emphasis in Child Life Specialist
(http://catalog.missouri.edu/undergraduategraduate/collegeofhumanenvironmentalsciences/humandevfamilystudies/bshes-human-development-family-studies-emphasis-child-life-specialist)
  • with emphasis in Early Childhood Education in a Mobile Society
  • with emphasis in Family and Consumer Sciences Education

Minor in Human Development and Family Studies
(http://catalog.missouri.edu/undergraduategraduate/collegeofhumanenvironmentalsciences/humandevfamilystudies/bshes-human-development-family-studies-emphasis-families-lifespan-development)

The Department of Human Development and Family Science (HDFS) 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 studies major also prepares the student for graduate study in HDFS and related fields.

The department offers the BS HES with a major in Human Development and Family Science. The student working with children and/or adults is
Graduate

• MA in Human Development and Family Studies (http://catalog.missouri.edu/undergraduategraduate/collegeofhumanenvironmentalsciences/humandevelopmentandfamilystudies/ma-human-development-family-studies)
  • with emphasis in Early Childhood Development (http://catalog.missouri.edu/undergraduategraduate/collegeofhumanenvironmentalsciences/humandevelopmentandfamilystudies/ma-human-development-family-studies-emphasis-early-child-dev)
  • with emphasis in Family and Community Services (Great Plains IDEA) (http://catalog.missouri.edu/undergraduategraduate/collegeofhumanenvironmentalsciences/humandevelopmentandfamilystudies/ma-human-development-family-studies-emphasis-fam-com-service)
  • with emphasis in Family Studies (http://catalog.missouri.edu/undergraduategraduate/collegeofhumanenvironmentalsciences/humandevelopmentandfamilystudies/ma-human-development-family-studies-emphasis-family-studies)
  • with emphasis in Gerontology (http://catalog.missouri.edu/undergraduategraduate/collegeofhumanenvironmentalsciences/humandevelopmentandfamilystudies/ma-human-development-family-studies-emphasis-gerontology)
  • with emphasis in Lifespan Development (http://catalog.missouri.edu/undergraduategraduate/collegeofhumanenvironmentalsciences/humandevelopmentandfamilystudies/ma-human-development-family-studies-emphasis-lifespan-dev)
  • with emphasis in Youth Development (http://catalog.missouri.edu/undergraduategraduate/collegeofhumanenvironmentalsciences/humandevelopmentandfamilystudies/ma-human-development-family-studies-emphasis-youth-development)

• MS in Human Development and Family Studies (http://catalog.missouri.edu/undergraduategraduate/collegeofhumanenvironmentalsciences/humandevelopmentandfamilystudies/ms-human-development-family-studies)
  • with emphasis in Early Childhood Development (http://catalog.missouri.edu/undergraduategraduate/collegeofhumanenvironmentalsciences/humandevelopmentandfamilystudies/ms-human-development-family-studies-emphasis-early-child-dev)
  • with emphasis in Family and Community Services (Great Plains IDEA) (http://catalog.missouri.edu/undergraduategraduate/collegeofhumanenvironmentalsciences/humandevelopmentandfamilystudies/ms-human-development-family-studies-emphasis-fam-community-services)
  • with emphasis in Family Studies (http://catalog.missouri.edu/undergraduategraduate/collegeofhumanenvironmentalsciences/humandevelopmentandfamilystudies/ms-human-development-family-studies-emphasis-family-studies)

Graduate Admission Contact Information
Ashlie Lester lestera@missouri.edu
411 Gentry Hall
573-882-1301

Director of Graduate Studies: Ashlie Lester


The Department of Human Development and Family Science 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 service institutions. The MS degree also provides research training toward the PhD degree.

Selected in 2002 and again in 2007 as the Most Outstanding Graduate Department on campus, we have a nationally recognized faculty whose research productivity consistently has been ranked in the top 5% of the 235 family studies programs across the country. Our department houses former journal editors as well as a past president of the National Council of Family Relations.

We have a well-established mentoring program, which begins as soon as the student is accepted into HDFS. 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. Since 2000, our program has placed more faculty into research extensive family studies departments than any other program in the U.S. We also prepare PhDs and master’s students for applied careers in administration, program evaluation, and program development. Our alumni have positions with universities and colleges in the United States, Canada, and Korea. We have developed an outstanding reputation as a place to study individual and family diversity and multiculturalism across the life course. Because we define diversity and 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, 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 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 service institutions. The MS degree also provides research training toward the PhD degree.

Areas of Study
On-campus students selecting the MA or MS degree may specialize in family studies, child life, early childhood development, life span development, or a dual-degree program in HDFS and the School of Law. Online students may select an MA specializing in gerontology, youth development, or family and community services.

Master's Plan of Study Options
Programs are structured 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:

- Family Studies: 36 hours
- Child Life: 30 (fast track) or 36 hours
- Early Childhood: 36 hours
- Life Span: 36 hours
- Gerontology: 36 hours
- Youth Development: 36 hours
- Family and Community Services: 36 hours
- Dual MSorMAJD: approximately 113 hours

About the PhD
The Department of Human Development and Family Science PhD degree prepares students for careers in research, college or university teaching, or leadership positions in public and private human service institutions.

PhD Plan of Study
Students selecting the doctoral degree work with members of their doctoral committee to create an individualized plan of study tailored to their specific research interests. Over the course of their degree program, all doctoral students will complete coursework in theory, research methods, HDFS content, statistics, and a collateral area. (The collateral area consists of 9-15 credit hours taken in other academic units to complement and enhance their studies in HDFS). In addition, all doctoral students are required to enroll in six credit hours of research practicum, three credit hours of teaching practicum, and a minimum of 12 credit hours of research for their dissertation. A sample plan of study can be found on the HDFS website (http://hdfs.missouri.edu/).

About the Online Certificate Programs
The Department of Human Development and Family Science offers three online graduate certificates with specialization in youth development, youth development program management and evaluation and gerontology.

Note: Courses taken for any of the above certificate programs may be applied toward the related online MA degrees in youth development and gerontology. Up to 12 credits of coursework from the courses taken for any of the certificate programs may be applied toward their related online MA degrees described above.

For more information please follow the link to the certificate of interest (http://catalog.missouri.edu/undergraduategraduate/collegeofhumanenvironmentalsciences/additionalminorsandcertificates).

H_D_FS 1520: Drop-In Child Care Programs
Examination of appropriate planning for and experience in a drop-in child care program.
Credit Hours: 3
Prerequisites: H_D_FS 3420 or equivalent and instructor's consent

H_D_FS 1600: Foundations of Family Science
Introduction to family studies discipline and profession. Introduces historical changes in families, diversity by race, ethnicity, class and sexual orientation, and interaction of families with neighborhoods, schools, the workplace, and larger systems.
Credit Hours: 3

H_D_FS 1600H: Foundations of Family Science - Honors
Introduction to family studies discipline and profession. Introduces historical changes in families, diversity by race, ethnicity, class and sexual orientation, and interaction of families with neighborhoods, schools, the workplace, and larger systems.
Credit Hours: 3
Prerequisites: Honors eligibility required

H_D_FS 1610: Intimate Relationships and Marriage
Examination of issues pertaining to intimate and marital relationships such as relationship foundation and dissolution processes, love, sex, behavioral scripts, and conflict. Diversity related to race, ethnicity, gender, and sexual orientation is explored.
Credit Hours: 3

H_D_FS 2085: Problems in Human Development and Family Science
Graded on S/U basis only.
Credit Hour: 1-30

H_D_FS 2200: Research Methods in Human Development and Family Science
Introduction to research methods in the social sciences. Emphasis on both qualitative and quantitative methods, as well as applied research and program evaluation.
Credit Hours: 3
Prerequisites: sophomore standing

H_D_FS 2300: Multicultural Study of Children and Families
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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<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>3</td>
<td></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>4</td>
<td>ENGLSH 1000. Honors eligibility required</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>4</td>
<td>ENGLSH 1000. Honors eligibility required</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>
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<tr>
<td>H_D_FS 2510</td>
<td>Observation, Assessment, and Curriculum Planning</td>
<td>This course is fundamental for students in the emphasis area Child Development and Education and for other students planning to engage in work that requires observing young children to plan curriculum and assess their development.</td>
<td>4</td>
<td>H_D_FS 2400</td>
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<tr>
<td>H_D_FS 2550</td>
<td>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>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</td>
</tr>
<tr>
<td>H_D_FS 3050</td>
<td>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>
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<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>Instructor's consent</td>
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<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>1-30</td>
<td>H_D_FS 2200; Instructor's consent</td>
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<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>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</td>
</tr>
<tr>
<td>H_D_FS 3150W</td>
<td>Child Development 4-8 (Early Childhood) - Writing Intensive</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>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</td>
</tr>
<tr>
<td>H_D_FS 3250</td>
<td>Introduction to Early Childhood Education in a Mobile Society</td>
<td>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.</td>
<td>3</td>
<td>Enrollment restricted to students admitted to the Great Plains IDEA Early Childhood Education Program (GPI-ECE)</td>
</tr>
<tr>
<td>H_D_FS 3350</td>
<td>Child Guidance and Classroom Environments</td>
<td>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.</td>
<td>3</td>
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</tr>
</tbody>
</table>
Prerequisites: enrollment is 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.
Credit Hours: 3
Prerequisites: Restricted to HDFS and Pre-HDFS majors during preregistration period

H_D_FS 3440: Adulthood and Aging
Examination of biological, cognitive, psychological and social changes experienced across adulthood.
Credit Hours: 3

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 3450: 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 or instructor's consent

H_D_FS 3450: 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 3650: Diversity in the Lives of Young Children and Families
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. Course content overlaps with H_D_FS 2300. Not recommended for students to enroll in both courses. Students may not receive credit for both H_D_FS 3650 and H_D_FS 2300.
Credit Hours: 3
Prerequisites: restricted to students admitted to the Great Plains IDEA Early Childhood Education Program (GPI_ECE)

H_D_FS 3700: Preschool Practicum
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.
Credit Hours: 6
Prerequisites or Corequisites: H_D_FS 3150 or H_D_FS 3420 or instructor's consent

H_D_FS 3720: Student Teaching Prekindergarten
Experience working with children (2-5 years), using general guidance principles and methods for fostering creativity.
Credit Hours: 6
Prerequisites: H_D_FS 3420 or equivalent and instructor's consent

H_D_FS 3730: Field Training Practicum
Field training experiences under supervision. May be repeated for credit. Graded on S/U basis only.
Credit Hours: 3
Prerequisites: advisor's consent

H_D_FS 3750: Working with Families
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. Not recommended for students to enroll in both courses. Students will not receive credit for both H_D_FS 3600 and H_D_FS 3750.

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

H_D_FS 3800: Children's Play
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.

Credit Hours: 3
Prerequisites: H_D_FS 2400, H_D_FS 3420, PSYCH 2410 or ESC_PS 2500 or equivalent, junior standing. Enrollment is restricted to H_D_FS and Pre H_D_FS majors during preregistration period

H_D_FS 3950: Practicum I: Child Observations in Classroom Environment
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.

Credit Hours: 3
Prerequisites: restricted to students admitted to the Great Plains IDEA Early Childhood Education Program (GPI-ECE); H_D_FS 3050, H_D_FS 3150, H_D_FS 3250, H_D_FS 3350 and H_D_FS 3450

H_D_FS 3960: Readings in Human Development and Family Science
Readings in recent research; critical discussions.

Credit Hour: 1-30

H_D_FS 4001: Topics in Human Development and Family Science
Selected current topics in field of interest.

Credit Hour: 1-6

H_D_FS 4085: 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: 1-30
Prerequisites: instructor's consent

H_D_FS 4090: Advanced Research in Human Development and Family Science
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.

Credit Hour: 1-30
Prerequisites: H_D_FS 2200 and H_D_FS 3090; instructor's consent

H_D_FS 4100: Children in Health Care Settings
Overview of the medical conditions and treatments commonly encountered by children and adolescents in health care settings and their typical reactions to them. Introduction to the philosophy and the role of the child life profession.

Credit Hours: 3
Prerequisites: H_D_FS 2200, H_D_FS 2400 and H_D_FS 3420, or equivalent. Restricted to Human Development and Family Studies and Pre- Human Development and Family Studies majors during pre-registration period

H_D_FS 4110: 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 3420, H_D_FS 3500 or H_D_FS 3700, and instructor's consent

H_D_FS 4130: Child Life Practicum
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 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
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 3420 and instructor's consent. Restricted to HDFS and Pre-HDFS majors during pre-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 and H_D_FS 3420

H_D_FS 4440: 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 4450: Practicum II: Child Observations in Classroom Environments
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: Development and Administration of Child Services Programs
The development of leadership and management skills for administering community-and hospital-based programs for children. Includes an overview of office policy and procedure, staff and volunteer management, public relations, budgeting, accounts, accountability, and quality assurance.
Credit Hours: 3
Prerequisites: Restricted to Pre-HDFS and HDFS Majors. Must have also completed H_D_FS 1600, H_D_FS 2200, H_D_FS 2300, H_D_FS 2400 and H_D_FS 3700

H_D_FS 4610: Stress and Resilience in Families
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 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 4630: The Process of Divorce
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 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 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 4750. Not recommended for students to enroll in both courses. Students will not receive credit for both H_D_FS 4650 and H_D_FS 4750.

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

H_D_FS 4655: History of the Family in Russia
Survey of family relations in Russia from the Kievan period. Materials drawn from child development and family studies, education, history, sociology, and literature.

Credit Hours: 3
Prerequisites: 3 hours in Social/Behavioral Sciences

H_D_FS 4655H: History of the Family in Russia - Honors
Survey of family relations in Russia from the Kievan period. Materials drawn from child development and family studies, education, history, sociology, and literature.

Credit Hours: 3
Prerequisites: 3 hours in Social/Behavioral Sciences. Honor eligibility required

H_D_FS 4680: Family Communication
(same as COMMUN 4520). 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 4720: Child and Family Advocacy
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. There will be sections restricted to H_D_FS majors and to Education majors. The H_D_FS section will be for 3 credits and the Education will be for 2 credits.

Credit Hour: 2-3
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 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
Prerequisites: H_D_FS 2200 or equivalent

H_D_FS 4750: Practicum III: Capstone Experience
This is a 15-week experience allowing 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: 3
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
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 4810: Assessment in Family and Consumer Sciences Education
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
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

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**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

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**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

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**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

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**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

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**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

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**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

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**H_D_FS 7001: Topics in Human Development and Family Science**

Selected current topics in field of interest.

**Credit Hour:** 1-99

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**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

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**H_D_FS 7100: Children in Health Care Settings**

Overview of the medical conditions and treatments commonly encountered by children and adolescents in health care settings and their typical reactions to them. Introduction to the philosophy and the role of the child life profession.

**Credit Hours:** 3  
**Prerequisites:** H_D_FS 2400 and H_D_FS 2420 or equivalent

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**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 3420 and H_D_FS 3500 and instructor's consent

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**H_D_FS 7130: Child Life Practicum**

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

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**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

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**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 7253: Physical Health and 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 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 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 7275: 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**
An exploration of issues that arise for children and families when 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 2400 and H_D_FS 3420

**H_D_FS 7470: Problems of Development in Multicultural Context**
Within the context of socio-cultural diversity, this course covers developmental problems from conception to early adulthood. Theoretical and empirical contributions to classification, assessment, intervention, and public policy are emphasized.
Credit Hours: 3  
**Prerequisites:** H_D_FS 2400, H_D_FS 1600, H_D_FS 2300, and H_D_FS 3420, or instructor's consent.

**H_D_FS 7500: Developing Plans of Care for Community-Dwelling Older Adults**

This applied course focuses on conducting geriatric assessments across multiple domains in order to develop holistic plans of care for older adults. Designed for students with some familiarity with the large age-graded income and health programs (e.g., Social Security, Medicare), the course examines the broad range of community resource programs designed to support more specific medical, psychosocial, and functional needs. Although service delivery varies by community, students will be trained to seek out those that are locally provided, up to and including resources providing a transitional bridge to respite and long-term care services. Graded on A-F basis only.

Credit Hours: 3  
**Prerequisites:** Bachelor or Master's degree in Human Services, Social Work, Mental Health, Nursing, Physical Rehabilitation, or Psychology. Must be enrolled in Graduate Certificate in Geriatric Care Management Program.

**H_D_FS 7520: Ethical, Legal, and Business Considerations in Geriatric Care Management**

This applied eight-week course addresses multiple issues that geriatric care managers must consider in their work with the vulnerable older population. Topics include the ethics of care management, developing cultural and spiritual competencies, legal requirements in both the fee-for-service and nonprofit settings, as well as business aspects for those considering independent practice in this growing field, including national certification. May be repeated for credit. Graded on A-F basis only.

Credit Hours: 3  
**Prerequisites:** H_D_FS 7500, H_D_FS 8012 and H_D_FS 7510; Bachelor or Master's degree in human services, social work, mental health, nursing, physical rehabilitation or psychology required; must be enrolled in Graduate Certificate in Geriatric Care Management Program.

**H_D_FS 7570: Program Development and Administration**

(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, H_D_FS 2300, and H_D_FS 2400 and H_D_FS 3500 or H_D_FS 3700; Restricted to H_D_FS majors only.

**H_D_FS 7583: Personal Financial Issues of Older Adults**

(same as FINPLN 7583). Principles and practice of personal finance relevant to assessing and improving the financial security of older individuals. Topics covered include sources of income, management of cash flow, credit use and abuse, risk exposure, investment management, housing, and financial planning. Financial vulnerabilities of seniors will be explored. Graded on A-F basis only.
course emphasizes current issues and need for citizen involvement. There will be sections restricted to Human Developmental and Family Studies majors and to Education majors. The Human Developmental and Family Studies section will be for 3 credits and Education will be for 2 credits.

**Credit Hours:** 2-3

**H_D_FS 7750: Physical Function and Older Adults**
(same as F_C_Md 7750, ARCHST 7640, HMI 7750, NURSE 7750, P_HLTH 7750, and SOC_WK 7752). This course takes an interdisciplinary approach to understanding and improving the physical function and independence of older adults and explores approaches to alleviate disabling conditions that interfere with physical function and quality of life in old age. Graded on A-F basis only.

**Credit Hours:** 3

**H_D_FS 7751: Psychosocial Function and Older Adults**
(same as ARCHST 7650, F_C_Md 7751, HMI 7751, NURSE 7751, P_HLTH 7751 and SOC_WK 7751). This course takes an interdisciplinary approach to understanding the psychosocial function of older adults and explores approaches to alleviate disabling conditions that interfere with psychosocial function and quality of life in old age. Graded on A-F basis only.

**Credit Hours:** 3

**H_D_FS 7800: Program and Curriculum Design for FACS Education in Middle and Secondary School**
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 4020 or equivalent. Admission to Phase II, and instructor's consent

**H_D_FS 7820: Assessment in Family and Consumer Sciences Education**
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 7830: Methods of Teaching FACS in Middle and Secondary Schools**
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 7940: Field Experience in Family and Consumer Sciences Education**
Students will observe and assist in FACS classroom.

**Credit Hour:** 1

**Corequisites:** H_D_FS 4800, and instructor's consent

**H_D_FS 7941: Field Experience in Family and Consumer Sciences Education**
Students will be involved in real-world experiences in a FACS classroom.

**Credit Hour:** 1

**Corequisites:** H_D_FS 4820, H_D_FS 4830, and instructor's consent

**H_D_FS 7942: 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 Hours:** 15

**Prerequisites:** H_D_FS 4800, H_D_FS 4820, H_D_FS 4830, instructor's consent

**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:** H_D_FS 4800, H_D_FS 4820, H_D_FS 4830, instructor's consent

**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.
H_D_FS 8210: Developmental Perspectives on Health and Illness
Seminar 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 8220: 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 critiques 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 8231: Management and Leadership
This course serves as an overview of management and leadership concepts related to the operational and administrative competencies necessary in effective community-based family and youth organizations and agencies. It is designed to provide students with foundational skills and knowledge to manage day-to-day functions related to organizational systems such as human resource management, financial management, risk management, strategic planning, governance and advisory structures, and marketing. 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: graduate standing required. 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 8258: 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 8400: Programs for Young Children
An examination of program models that serve as a framework for curriculum in programs for children birth through age 5.

Credit Hours: 3

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 8430: Temperament and Personality Development
(same as PSYCH 8430). Intended for graduate students in psychology and related fields. This course is a survey of theory and research in the area of temperament and personality development, with emphasis on child development. Prerequisite: instructor's consent.

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 8470: Identity Development
Uses an Eriksonian framework to explore research regarding developmental tasks related to identity, such as attachment, self-esteem, moral behavior, achievement, and the formation of an abstract sense of self. Also considers such issues as gender identity, ethnic identity, and sexual identity.

Credit Hours: 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>H_D_FS 8500</td>
<td>Prosocial and Moral Development</td>
<td>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.</td>
<td>3</td>
<td>Instructor's consent</td>
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<tr>
<td>H_D_FS 8510</td>
<td>Parenting Education</td>
<td>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.</td>
<td>3</td>
<td>Instructor's consent</td>
</tr>
<tr>
<td>H_D_FS 8520</td>
<td>Lifespan Development</td>
<td>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.</td>
<td>3</td>
<td>Instructor's consent</td>
</tr>
<tr>
<td>H_D_FS 8610</td>
<td>Remarriage &amp; Stepfamilies: Development, Dynamics, &amp; Intervention</td>
<td>The processes of remarriage and reconstituted family dynamics; special developmental needs and intervention models will be studied. The impact on children is considered.</td>
<td>3</td>
<td>Instructor's consent</td>
</tr>
<tr>
<td>H_D_FS 8620</td>
<td>Work and Family</td>
<td>Study of the interaction between paid labor, unpaid labor, and the American family. Heavy concentration is placed on the roles gender, race, and history play is the workplace and in the home.</td>
<td>3</td>
<td>Instructor's consent</td>
</tr>
<tr>
<td>H_D_FS 8630</td>
<td>Gendered Relations in Families</td>
<td>(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.</td>
<td>3</td>
<td>Instructor's consent, H_D_FS 9200 and graduate level statistics course; PhD Students only</td>
</tr>
<tr>
<td>H_D_FS 8640</td>
<td>Family Interaction</td>
<td>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.</td>
<td>3</td>
<td>H_D_FS 1600 and H_D_FS 2200 or equivalent; instructor's consent</td>
</tr>
<tr>
<td>H_D_FS 8710</td>
<td>Children, Families and Public Policy</td>
<td>Seminar on societal issues relating to children and families, with focus on the development of public policies.</td>
<td>3</td>
<td>Instructor's consent</td>
</tr>
<tr>
<td>H_D_FS 8770</td>
<td>Poverty</td>
<td>Implications of poverty for child, adult, and family functioning. Poverty-related policies and programs.</td>
<td>3</td>
<td>Instructor's consent</td>
</tr>
<tr>
<td>H_D_FS 8960</td>
<td>Readings in Human Development and Family Science</td>
<td>Readings in recent research; critical evaluation.</td>
<td>1-99</td>
<td>Instructor's consent</td>
</tr>
<tr>
<td>H_D_FS 8972</td>
<td>Internship in Human Development and Family Science</td>
<td>Internships and/or field training experiences under supervision. Graded on S/U basis only.</td>
<td>1-99</td>
<td>Instructor's consent</td>
</tr>
<tr>
<td>H_D_FS 9090</td>
<td>Research in Human Development and Family Science</td>
<td>Independent research leading to thesis or dissertation. Graded on S/U basis only.</td>
<td>1-99</td>
<td>Instructor's consent</td>
</tr>
<tr>
<td>H_D_FS 9100</td>
<td>Teaching Practicum</td>
<td>Supervised experience in teaching various audiences, including college students, professionals, and community residents. Graded on S/U basis only.</td>
<td>2-6</td>
<td>Instructor's consent</td>
</tr>
<tr>
<td>H_D_FS 9130</td>
<td>Writing Research Proposals: Skill Building</td>
<td>(same as NURSE 9132) This course teaches the components of writing a research proposal for external funding. Graded on S/U basis only</td>
<td>3</td>
<td>Instructor's consent, H_D_FS 9200 and graduate level statistics course; PhD Students only</td>
</tr>
</tbody>
</table>
H_D_FS 9131: Responsible Conduct of Research in Health and Social Sciences  
(same as NURSE 9131). This course examines professional research ethics including the rights of human subjects. Graded on an S/U basis only.

Credit Hour: 1  
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 9400: Macro Social Theory  
(same as SOC_WK 9400). An in-depth examination of human development and social environmental theories appropriate to social welfare practice in formal organizations, interorganizational combinations, communities, and larger political entities. Students may not receive credit for both H_D_FS 9400 and SOC_WK 9400.

Credit Hours: 3

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)

H_D_FS 9550: Meta Analysis Research  
(same as NURSE 9550). Examines quantitative synthesis including research questions, search strategies, coding issues, meta-analysis statistical procedures, and interpretation of findings. Emphasizes conceptual understanding and practical methods. Graded on A-F only basis.

Credit Hours: 3  
Prerequisites: 6 hours of graduate statistics; H_D_FS 9200 or graduate level quantitative methods course

H_D_FS 9560: Qualitative Systematic Reviews  
(same as SOC_WK 9560 and NURSE 9560). Examine and carry out elements of qualitative systematic reviews: topic/problem identification, data collection, and analysis. Understand how to limit threats to validity and maximize generalizability.

Credit Hours: 3  
Prerequisites: H_D_FS 9420 or equivalent

H_D_FS 9700: Social Welfare Policy Seminar  
(same as SOC_WK 9700) Critical examination of comparative models of social policy development; preparation of a professional social work policy analysis in the student's area of interest/specialization.

Credit Hours: 3