Human Development and Family Science

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Faculty

Professor I. Lin**, B. Lohman**
Associate Professor M. Gilligan**, S. Killoren**, S. Krauss**, A. Landor**, L. Manfra**, J. K. Monk**, F. Palermo**, R. Ravert**, D. Rudy**, R. Thibodeau-Nielsen**
Assistant Professor A. Garcia**, C. Hurdle**, S. Jeon**, N. Meinertz**, E. Tracy**
Associate Teaching Professor N. Hager*, M. Herzog*, A. Lester*, M. Mathews*
Assistant Extension Professor K. Seals*
Associate Extension Professor T. Tanner*
Assistant Research Professor C. Garneau-Rosner*
Instructor K. Warzinik
Adjunct Affiliated Faculty A. Ball, T. Bordere*, R. Feistman*, R. Horstmeier, S. Wright
Chancellor's Professor Emeritus L. Ganong*
Curators Professor Emeritus M. Coleman*
Professor Emeritus J. M. Ispa*, S. R. Jorgensen*, K. Thornburg*

* 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 (https://catalog.missouri.edu/collegeofeducation/humandevelopmentfamilyscience/bs-human-development-family-science/)
  - with emphasis in Child Life Specialist (https://catalog.missouri.edu/collegeofeducation/humandevelopmentfamilyscience/bs-human-development-family-science-emphasis-child-life-specialist/)
  - with emphasis in Early Childhood Education in a Mobile Society (https://catalog.missouri.edu/collegeofeducation/humandevelopmentfamilyscience/bs-human-development-family-science-emphasis-early-childhood-education-mobile-society/)
  - with emphasis in Family and Lifespan Development (https://catalog.missouri.edu/collegeofeducation/humandevelopmentfamilyscience/bs-human-development-family-science-emphasis-family-lifespan-development/)
- Minor in Human Development and Family Science (https://catalog.missouri.edu/collegeofeducation/humandevelopmentfamilyscience/minor-human-development-family-science/)

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

- MA in Human Development and Family Science (https://catalog.missouri.edu/collegeofeducation/humandevelopmentfamilyscience/ma-human-development-family-science/)
  - with emphasis in Family and Community Services (https://catalog.missouri.edu/collegeofeducation/humandevelopmentfamilyscience/ma-human-development-family-science-emphasis-family-community-services/)
  - with emphasis in Youth Development (https://catalog.missouri.edu/collegeofeducation/humandevelopmentfamilyscience/ma-human-development-family-science-emphasis-youth-development/)
- MS in Human Development and Family Science (https://catalog.missouri.edu/collegeofeducation/humandevelopmentfamilyscience/ms-human-development-family-science/)
- PhD in Human Development and Family Science (https://catalog.missouri.edu/collegeofeducation/humandevelopmentfamilyscience/phd-human-development-family-science/)

Director of Graduate Studies--Doctorate program
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Director of Graduate Studies--Master's programs
Ashlie Lester
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https://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 complexity 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 programs 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, development and families in context, and capstone courses. For current HDFS undergraduate students, we offer an accelerated MA. 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 or in youth development.

Master's Plan of Study Options

Programs are 36 credit hours and are structured to provide students with an integration of theoretical perspectives, empirical research training (MS only), and practical experiences.

About the Graduate Certificate Programs

HDFS offers four online graduate certificates with specialization in youth development specialist, youth development program management and evaluation, administration and management in family and community services, and, with the Truman School of Government and Public Affairs, early childhood and family policy. HDFS and Psychological Sciences jointly offer an on-campus graduate certificate in lifespan development.

H_D_FS 1234: Successful Adulting
Understand what it means to be an adult in contemporary US society; identify challenges in the transition to adulthood and empower students to overcome these challenges by developing personal identity and life skills in areas such as relationships, personal finance, physical and mental well-being, career readiness, and more.

Credit Hours: 3

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
Provides an overview of the science of adults' interpersonal relationships, including theoretical perspectives and research methods for understanding relationship forms, processes, stressors, and contextual influences. Students will also learn relationship concepts and skills that can be applied in everyday life.

Credit Hours: 3

H_D_FS 2200: Research Methods in Human Development and Family Science
Introduction to research methods in the social sciences. Emphasis on quantitative methods, as well as applied research and program evaluation.

Credit Hours: 3
Prerequisites: Sophomore standing
Recommended: STAT 1200 or STAT 1300 or STAT 1400 or ESC_PS 4170

H_D_FS 2200H: Research Methods in Human Development and Family Science - Honors
Introduction to research methods in the social sciences. Emphasis on quantitative methods, as well as applied research and program evaluation.

Credit Hours: 3
Prerequisites: Sophomore standing; Honors eligibility required.
Recommended: STAT 1200 or STAT 1300 or STAT 1400 or ESC_PS 4170

H_D_FS 2250: Child Life Volunteer Experience
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.

Credit Hour: 1
Prerequisites or Corequisites: H_D_FS 2400 or H_D_FS 2400W
Recommended: Students in the HDFS - Child Life emphasis should complete this course no later than the 2nd semester of the Sophomore year

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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 conditions that affect the internal workings of these families.

Credit Hours: 3

H_D_FS 2400: Principles of Human Development
Concepts and principles basic to an understanding of human development and learning throughout the life span.

Credit Hours: 3

H_D_FS 2400H: Principles of Human Development - Honors
Concepts and principles basic to an understanding of human development and learning throughout the life span.

Credit Hours: 4
Prerequisites: ENGLSH 1000. Honors eligibility required

H_D_FS 2400HW: Principles of Human Development - Honors/ Writing Intensive
Concepts and principles basic to an understanding of human development and learning throughout the life span.

Credit Hours: 4
Prerequisites: ENGLSH 1000. Honors eligibility required

H_D_FS 2400W: Principles of Human Development - Writing Intensive
Concepts and principles basic to an understanding of human development and learning throughout the life span.

Credit Hours: 4
Prerequisites: ENGLSH 1000

H_D_FS 2450: Human Sexuality Across the Life Span
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.

Credit Hours: 3

H_D_FS 3001: Topics in Human Development and Family Science
Selected current topics in the field of interest.

Credit Hour: 1-6

H_D_FS 3050: Child Development: Infancy and Toddlerhood
Explores development from conception to age three. Topics include growth patterns, risk and resilience factors, environmental factors, attachment, language acquisition, brain development, cognitive development, social development, emotional development, perceptual and sensory motor development, and other relevant or current topics.

Credit Hours: 3
Prerequisites: Some sections may be restricted to students admitted to the IDEA Early Childhood Education for a Mobile Society degree program. Some sections may be restricted to HDFS and other CEHD majors during Early Registration

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H_D_FS 3085: 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 3090: Research Experience in Human Development and Family Science
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.

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

H_D_FS 3090H: Research Experience in Human Development and Family Science - Honors
Student training and engagement in research with an 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 with an HDFS faculty research mentor. Graded on A-F basis only.

Credit Hours: 3
Prerequisites: H_D_FS 2200, and H_D_FS 3960H; instructor's consent required. Honors eligibility required

H_D_FS 3090HW: Research Experience in Human Development and Family Science - Honors/Writing Intensive
Student training and engagement in research with an 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 with an HDFS faculty research mentor. Graded on A-F basis only.

Credit Hours: 3
Prerequisites: H_D_FS 2200, and H_D_FS 3960H; instructor's consent required. Honors eligibility required

H_D_FS 3150: Child Development: Preschool to Pre-Adolescence
This course covers the social, emotional, cognitive, and physical development of children from the preschool years (~ 3-4-year-olds) to pre-adolescence (~ 10-11-year-olds).

Credit Hours: 3
Prerequisites: Some sections may be restricted to students admitted to the IDEA Early Childhood Education for a Mobile Society degree program. Some sections may be restricted to HDFS and other CEHD majors during Early Registration

H_D_FS 3150W: Child Development: Preschool to Pre-Adolescence - Writing Intensive
This course covers the social, emotional, cognitive, and physical development of children from the preschool years (~ 3-4-year-olds) to pre-adolescence (~ 10-11-year-olds).

Credit Hours: 3
Prerequisites: ENGLSH 1000. Some sections may be restricted to students admitted to the IDEA Early Childhood Education for a Mobile Society degree program. Some sections may be restricted to HDFS and other CEHD 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 is restricted to students admitted to the Great Plains IDEA Early Childhood Education Program (GPI_ECE)

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

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

Credit Hours: 3
Prerequisites: Honors eligibility required

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

Credit Hours: 3
Prerequisites: Sophomore standing or instructor's consent

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 3500H: Infant-Toddler Practicum - Honors
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; Honors eligibility required

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. Graded on A-F basis only.

Credit Hours: 3
Prerequisites: Some sections may be 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, parenting education, and the impact of relationships, family stressors, and culture on caregiving.

Credit Hours: 3
Recommended: H_D_FS 1600 and H_D_FS 2400

H_D_FS 3650: Diversity in the Lives of Young Children and Families
Understanding diversity in the lives of children and families begins with the development of cultural competence, which leads to effective culturally responsive teaching beliefs and practices. Anti-bias education, with intentional teaching practices focused on diversity, equity, and inclusion, provides equitable opportunities and experiences for young children and their families. Issues critical to understanding teaching and learning in today's diverse society will be explored. Graded on A-F basis only.

Credit Hours: 3
Prerequisites: Some sections may be 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/H_D_FS 3150W, or instructor's consent

H_D_FS 3730: Field Training Practicum
Field training experiences under supervision. Graded on S/U basis only.

Credit Hours: 3
Prerequisites: HDFS academic advisor's consent required

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 thus students may not 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) or by instructor consent

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 2400W, H_D_FS 3050 and H_D_FS 3150/ H_D_FS 3150W , or instructor's consent, junior standing. Enrollment is restricted to H_D_FS majors during preregistration period

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

Credit Hour: 1-30

H_D_FS 3960H: Readings in Human Development and Family Science - Honors
Readings in recent research; critical discussions; introduction to academic writing. Graded on A-F basis only.

Credit Hours: 3
Prerequisites or Corequisites: H_D_FS 2200
Prerequisites: Instructor's consent. H_D_FS Honors Eligibility Required

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H_D_FS 3960HW: Readings in Human Development and Family Science - Honors/Writing Intensive
Readings in recent research; critical discussions; introduction to academic writing. Graded on A-F basis only.

Credit Hours: 3
Prerequisites or Corequisites: H_D_FS 2200
Prerequisites: Instructor's consent. H_D_FS Honors Eligibility Required

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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 4085H: Problems in Human Development and Family Science - Honors
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; Honors eligibility required

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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

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H_D_FS 4090H: Advanced Research in Human Development and Family Science - Honors
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. Course culminates with the student presenting their research in a public forum. Graded on A-F basis only.

Credit Hours: 3
Prerequisites: H_D_FS 2200, H_D_FS 3960H, and H_D_FS 3090H; instructor's consent; H_D_FS Honors eligibility required

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H_D_FS 4090HW: Advanced Research in Human Development and Family Science - Honors/Writing Intensive
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. Course culminates with the student presenting their research in a public forum. Graded on A-F basis only.

Credit Hours: 3
Prerequisites: H_D_FS 2200, H_D_FS 3960H, and H_D_FS 3090H. Instructor's consent required. Honors eligibility required

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H_D_FS 4100: Children in Healthcare Settings
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.

Credit Hours: 3
Prerequisites: H_D_FS 3050, H_D_FS 3150, or Instructor's consent required
Recommended: H_D_FS 2200 and CDS 2190

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 3050, H_D_FS 3150/H_D_FS 3150W, and H_D_FS 3500 or H_D_FS 3700, or instructor's consent

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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 Children, 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: H_D_FS 1600 or instructor's consent
Recommended: 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 Children, Youth, and Families
(same as BL_STU 4300). This course examines the unique social, economic, religious, educational, and political environments that have affected the structure and function of Black children, youth, and families. Graded on A-F basis only.

Credit Hours: 3
Prerequisites: Junior standing
Recommended: H_D_FS 2200 or equivalent

H_D_FS 4350: Assessing Young Children and their Environments
Use of appropriate assessment tools for children birth to 8. Using data to inform decisions about teaching and intervention. Emphasis on the ethical use of assessments, validity of assessments, multicultural sensitivity and assessment for children with special needs.

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 2400 or Instructor's consent required. Restricted to Junior or Senior standing. Restricted to HDFS majors only during early registration
Recommended: H_D_FS 2200, H_D_FS 3050 and H_D_FS 3150

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 4610: Stress and Resilience in Families
Exploration of stressor events in families, such as poverty, violence within families, substance abuse, and health problems. Emphasis is on both prevention and intervention including individual and family resilience factors.

Credit Hours: 3
Prerequisites: H_D_FS 1600 and H_D_FS 2400, or Instructors consent required

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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: H_D_FS 1600 and H_D_FS 2400/ H_D_FS 2400W or instructor's consent

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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: Junior Standing; Successful completion of a social sciences research methods course prior to enrollment recommended

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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 4660: Helping Skills in Human Services
This course introduces students to foundational relationship-building skills essential for work in helping professions. Through experiential learning, students will explore ethical principles, interpersonal techniques, and intrapersonal strategies for engaging successfully with people of all ages and with a variety of relationships. Emphasis is placed on applying these skills in human services contexts and engaging with relevant professional trainings. Graded on A-F basis only.

Credit Hours: 3
Recommended: H_D_FS 1610

H_D_FS 4680: Family Communication
(same as COMMUN 4520; cross-leveled with H_D_FS 7680, COMMUN 7520). 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

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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: H_D_FS 1600, H_D_FS 2400/H_D_FS 2400W, and junior standing, or instructor's consent

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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: H_D_FS 1600, H_D_FS 2400/H_D_FS 2400W, and junior standing, or instructor's consent

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H_D_FS 4720H: Child and Family Advocacy - Honors
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: H_D_FS 1600, H_D_FS 2400/H_D_FS 2400W, and junior standing, or instructor's consent; Honors eligibility required

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H_D_FS 4725: Law and Families in Society
Introduces students to foundational aspects of the legal system through the lens of family relationships and dynamics in the United States. Explores how families are defined in legal terms and examines key areas of family law, including marriage, divorce, child custody and support, and family violence. In addition, students will investigate how broader legal and policy issues - such as mental health, parental incarceration, social welfare, and end-of-life decisions - affect diverse families. Emphasis will be placed on the reciprocal relationship between family science research and the law, including how empirical findings can inform legal decision-

making and public policy. Through case studies, legal precedents, policy analysis, and recent legislation, students will critically examine the ways law shapes family life and how advocates and professionals can support family well-being through engagement with the legal system.

Credit Hours: 3
Prerequisites: Junior standing
Recommended: H_D_FS 2400, H_D_FS 4720

H_D_FS 4730: Financial Management of Early Childhood Programs
This course offers an in-depth exploration of financial management principles specifically tailored for early childhood programs. Students will acquire critical skills needed to effectively manage budgets, secure funding, and ensure the financial health of these programs. Key topics include financial planning and analysis, budgeting, accounting, financial reporting, and strategic financial decision-making. Graded on A-F basis only.

Credit Hours: 3
Prerequisites: H_D_FS 4650

H_D_FS 4735: Early Childhood Business, Legal, and Ethical Considerations
This course explores the key business, legal, and ethical considerations necessary for operating successful early childhood education programs. Students will learn about regulatory and quality frameworks, legal requirements, and ethical standards specific to early childhood settings. Topics include business operations, compliance with regulations, risk management, employment law, and ethical decision-making. The course will also focus on creating safe, inclusive, and equitable environments for children, families, and staff. Graded on A-F basis only.

Credit Hours: 3
Prerequisites: H_D_FS 4650

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. Graded on S/U basis only.

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 4880: Observational Experience in HDFS
Non-credit bearing observational learning experience in an educational or work (paid or volunteer) setting in which services to children and/or families are provided. Course appears on transcript for zero credit and does not count toward full-time enrollment. No tuition or fees are charged. Graded on S/U basis only.

Credit Hours: 0
Prerequisites: Departmental consent
Recommended: Prior child and/or family development coursework

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H_D_FS 4887: Experiential Learning Internship in Human Development and Family Science
Learning experience combining observation, application, and reflection in a discipline-based internship. These are internships where students are physically off campus (paid or unpaid), and the employer requires that the relationship with the University be validated with an enrollment. May be taken more than once. Course appears on transcript for zero credit and does not count toward full-time enrollment. No tuition or fees are charged. Graded on S/U basis only.

Credit Hours: 0
Prerequisites: instructor's consent

H_D_FS 4970: Human Development and Family Science Capstone
Focus on integrating, extending, critiquing, and applying knowledge gained in Human Development and Family Science within a human development and family science educational framework. Graded on A-F basis only.

Credit Hours: 3
Prerequisites: Senior standing and instructor's consent

H_D_FS 4970W: Human Development and Family Science Capstone - Writing Intensive
Focus on integrating, extending, critiquing, and applying knowledge gained in Human Development and Family Science within a human development and family science educational framework. Graded on A-F basis only.

Credit Hours: 3
Prerequisites: Senior standing and instructor's consent

H_D_FS 4971: Child Development and Education Capstone
Practical experience working with young children in community child development 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
Internship experience under supervision. Graded on S/U basis only.

Credit Hour: 1-15
Prerequisites: HDFS academic advisor's consent and senior standing

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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

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 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 7210: Youth-Adult Relationships
This course examines the role of caring adults in promoting the positive development of youth. Students will explore the spectrum of adult attitudes toward youth as well as activities that invite youth to engage and develop agency. The course will include examination of the research and practice of mentorship, youth-adult partnerships, and youth leadership. Graded on A-F basis only.

Credit Hours: 3

H_D_FS 7231: Foundations of Youth Development
This course provides an introduction to the field of positive youth development (PYD) including an overview of key theory and practice principles that enhance the profession of youth work. This course is designed to provide a foundation of basic knowledge and skills that students will need to be successful in any course in the IDEA Youth Development programs.

Credit Hours: 3

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 IDEA 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 IDEA 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 IDEA 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 IDEA 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 Innovative Digital Education Alliance (IDEA) 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 Innovative Digital Education Alliance (IDEA) 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 Innovative Digital Education Alliance (IDEA) 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 Innovative Digital Education Alliance (IDEA) 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 Innovative Digital Education Alliance (IDEA) master's and certificate programs.

Credit Hours: 3

H_D_FS 7300: Black Families
(same as BL_STU 7300). This course reviews classic and contemporary research and theories on Black families in the US and across the African Diaspora; examines socio-historical influences on the development, structure, and processes of Black individuals and families; and promotes critical reflection of social structures and research methods. Graded on A-F basis only.

Credit Hours: 3

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/H_D_FS 2400W, H_D_FS 2510, H_D_FS 3500 or H_D_FS 3700, or instructor's 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
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
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

H_D_FS 7640: Interpersonal Relationships
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. Graded on A-F basis only.

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
Theories of family function and dysfunction; techniques of assessment; models of family intervention. Practicum with selected families.

Credit Hours: 3

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. Some sections may be graded A/F or S/U only.

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 science 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 Family and Community Services program offered through the Innovative Digital Education Alliance (IDEA). This course is organized around theory, research, and practice of family science. Graded on A-F basis only.

Credit Hours: 3

H_D_FS 8110: 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: 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

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

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

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 Innovative Digital Educational Alliance 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 Innovative Digital Education Alliance (IDEA) 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 Innovative Digital Education Alliance (IDEA) 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. Students will examine how and why such policies are constructed. We will explore how various policies contribute to or undermine positive youth development outcomes. Priority given to students in the Innovative Digital Education Alliance (IDEA) master's and certificate programs.

Credit Hours: 3

H_D_FS 8237: Youth Cultures and the Cultures of Youth
This course examines youth as a culture, and youth culture within multiple contexts (education, peers, work, sports, family, technology, music, media, politics, and activism). Students will think critically about how society supports and restricts youth culture, and gain further knowledge of how ethnic groups fit historically into society, and how history has shaped current youth culture. Students will address biases and myths about youth, and explore the social and educational processes experienced by youth through in-depth reading, writing, discussion, critical listening, viewing of contemporary videos, and informal interviews with youth. Priority given to students in the Innovative Digital Education Alliance (IDEA) master's and certificate programs.

Credit Hours: 3

H_D_FS 8238: Program Design, Implementation and Evaluation
This class will teach graduate students about the importance, complexity, and practicality of intervention/program evaluation principles and methods. Graded on A-F basis only.

Credit Hours: 3
Prerequisites: Priority given to students in the IDEA Group master's and certificate programs

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H_D_FS 8239: Positive Youth Development in Community Settings
This course uses a strength-based or asset-based approach to community youth development and encompasses individual development (i.e., positive youth development) and adolescents' interrelationships with their environments. Emphasis is placed on research, theory, and practice applied to communities throughout the U.S. Students will explore existing models, read theoretical and applied literature, and examine current community efforts as a basis for understanding community youth development.

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 Innovative Digital Education Alliance (IDEA) master's and certificate programs.

Credit Hours: 3

H_D_FS 8250: Lab for Research Methods in HDFS
A lab and recitation section taken simultaneously with Research Methods in HDFS. Provides students with additional learning and practice for graduate level research methods. The content for this section primarily covers that of Research Methods in HDFS. This course emphasizes the practical knowledge of research methods and statistical techniques used in HDFS research to enable students to effectively evaluate others' research and to design, conduct, and report their own research. Graded on A-F basis only.

Credit Hour: 1
Corequisites: H_D_FS 8200

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 Innovative Digital Education Alliance (IDEA) 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 Innovative Digital Education Alliance (IDEA) 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 Innovative Digital Education Alliance (IDEA) 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. Graded on A-F basis only.

Credit Hours: 3
Prerequisites: Completion of all other gerontology program coursework. Priority given to students in the Innovative Digital Education Alliance (IDEA) 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

H_D_FS 8350: Application of Mixed Methods Research
Equips students to apply mixed methods research in the fields of Human Development, Family Science, and Education, and related disciplines. Emphasizing the practical application of major mixed methods designs - convergent, sequential, embedded, and multiphase - the course guides students in aligning purpose statements and research questions with methodological rationale. This is an intermediate-level research methods course where students will build on their foundational work in both qualitative and quantitative methods to gain a deeper understanding of how combining both approaches can answer complex, context-specific research questions. Emphasis is placed on informed decision-making regarding study design and integration techniques, such as joint displays, weaving, and data transformation, to produce meaningful insights. Students will also engage in discussions of ethics, cultural responsiveness, and IRB compliance. Graded on A-F basis only.

Credit Hours: 3
Prerequisites: H_D_FS 8200. LTC 8957 or ED_LPA 8957. ESC_PS 7170 or ESC_PS 8850. Or equivalent courses

H_D_FS 8410: Infancy and Childhood
This course will cover the research methods, theoretical principles and research findings on the growth and change that occurs from infancy to childhood across multiple domains of development (e.g., physical, cognitive, social, emotional), focusing on the interplay of individual abilities and characteristics, sociocultural experiences, and their bidirectional influence on children's developmental outcomes. Graded on A-F basis only.

Credit Hours: 3
Recommended: H_D_FS 8210

H_D_FS 8415: Early Childhood Education and Care: History, Child Development, and Equity
Overview of the research on young children (birth through age eight), demographics of this population, critical domains of development, significance of early brain development, and issues of inequality and disproportionality that deeply shape child outcomes. Students will identify the critical need to develop ECEC policies grounded in research and practice, and the effectiveness and limitations of ECEC policies to address fundamental issues of inequality. Graded on A-F basis only.

Credit Hours: 3
Recommended: It is recommended that this course is the first one taken in the Early Childhood and Family Policy graduate certificate program

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, psychsocial, and cultural perspectives, and with a focus on health-related attitudes and behaviors.

Credit Hours: 3

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 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

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

H_D_FS 8720: Early Childhood Education and Care Today: Examining Practices, Policies, and Key Issues
This course focuses on the practice of Early Childhood Education and Care, as well as the role of families and policymakers in altering practices and policies. Graded on A-F basis only.

Credit Hours: 3
Recommended: It is recommended to take H_D_FS 8415 History, Child Development, and Equity before this course

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
This course offers an advanced examination of research issues in Human Development and Family Science (HDFS). It is designed to strengthen students' skills as both producers and critical consumers of research. Students will engage in advanced methodological training, including the selection of appropriate measurement strategies, research designs, and analytic approaches commonly used in HDFS research. Particular emphasis will be placed on aligning research questions, study design, and analytic methods. Key topics covered in the course include aligning theory and research, conceptual frameworks and methodological decision-making, psychometric properties and measurement invariance, advanced multivariate statistical techniques, multicollinearity, sample size and power analysis considerations, and effective management of missing data. In addition, students will develop skills in critically reviewing empirical research and understanding essential considerations related to the dissemination and publication of research findings. Graded on A-F basis only.

Credit Hours: 3
Prerequisites: H_D_FS 8200 or instructor's consent required
Recommended: It is strongly recommended that students will have taken some statistics/research methods courses, have a solid understanding of inferential and univariate statistics, and have had some exposure to multivariate analysis

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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 9300: Application of Advanced Statistics in Human Development and Family Science
This course will provide an in-depth examination of some of the advanced statistical methods and analysis common in the field human development and family science (HDFS), including common approaches to modeling longitudinal and dyadic/group level data. Students will gain practical experience (a) using publicly available datasets, (b) conducting a variety of analyses specific to the study of development and family/group level data, (c) interpreting results, and (d) writing results. Students will learn about data and data structure required for advanced analyses.

Credit Hours: 3
Recommended: ESC_PS 9660 and ESC_PS 9710

H_D_FS 9420: Qualitative Methods
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