

# Human Development and Family Science (H\_D\_FS)

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## **H\_D\_FS 1234: Successful Adulting**

Understanding what it means to be an adult; identify challenges of transition to adulthood and empower students to overcome these challenges by developing identity and life skills; build moral capacity to guide responsible citizenship and leadership.

**Credit Hours:** 3

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## **H\_D\_FS 1500: HES: Stories of Struggle and Success**

Through an exploration of the history of Human Environmental Sciences, this course reveals that HES was founded on the principles of equity, diversity and inclusion, and current HES teaching, research and outreach have significant social justice impacts. Review of the significant landmarks in HES disciplines reveals the significant scientific and social contributions of scholars from underrepresented groups, teaching us the strategies needed to overcome obstacles, build resilience and achieve success. Graded on A-F basis only.

**Credit Hours:** 3

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## **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

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## **H\_D\_FS 1610: Intimate Relationships and Marriage**

Examination of historical and contemporary issues pertaining to intimate and marital relationships such as relationship formation and dissolution processes, love, sex, behavioral scripts, and conflict. Diversity related to race, ethnicity, gender, age, and sexual orientation is explored.

**Credit Hours:** 3

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## **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

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## **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.

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**Recommended:** STAT 1200 or STAT 1300 or STAT 1400 or ESC\_PS 4170

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## **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 external conditions that affect the internal workings of these families.

**Credit Hours:** 3

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## **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

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## **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

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## **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

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## **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

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## **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

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**H\_D\_FS 2510: Observation, Assessment, and Curriculum Planning**

Fundamental course for students in the Child Development and Education emphasis area, and for other students planning to engage in work that requires observation and assessment of young children's development, as well as planning, implementation and evaluation of developmentally appropriate curriculum.

**Credit Hours:** 4

**Prerequisites:** H\_D\_FS 2400 or H\_D\_FS 2400W

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**H\_D\_FS 3050: Child Development: Infancy and Toddlerhood**

This course explores social, emotional, cognitive, and physical development of children from conception through infancy and toddlerhood. 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 Great Plains IDEA Early Childhood Education Program (GPI-ECE). Some sections may be restricted to HDFS and Education 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

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**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

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**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 Great Plains IDEA Early Childhood Education Program (GPI-ECE). Some sections may be restricted to HDFS and other CEHD majors during Early Registration

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**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:** ENGLISH 1000 or equivalent. 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 and other CEHD majors during Early Registration

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**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)

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**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)

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**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

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**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

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**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

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**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)

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**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

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**H\_D\_FS 3530: Foundations of Community-Based Programs for Children and Youth**

Examines non-academic community-based programming for children and youth. Experience working with these age groups. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** H\_D\_FS 3420 or equivalent or instructor's consent

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**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)

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**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. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** H\_D\_FS 1600 and H\_D\_FS 2400/H\_D\_FS 2400W

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**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.

**Credit Hours:** 3

**Prerequisites:** Restricted to students admitted to the Great Plains IDEA Early Childhood Education Program (GPI-ECE), or by instructor consent

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**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  
H\_D\_FS 3420/H\_D\_FS 3420W, or instructor's consent

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**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

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**H\_D\_FS 3730: Field Training Practicum**

Field training experiences under supervision. Graded on S/U basis only.

**Credit Hours:** 3

**Prerequisites:** HDFFS academic advisor's consent required

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**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

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**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 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

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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

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**H\_D\_FS 3960H: Readings in Human Development and Family Science - Honors**

Readings in recent research; critical discussions.

**Credit Hour:** 1-30

**Prerequisites:** 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

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**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

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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. Graded on S/U basis only. May be repeated for credit. Prerequisites: H\_D\_FS 2200 and H\_D\_FS 3090; instructor's consent; Honors eligibility required

**Credit Hour:** 1-30

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**H\_D\_FS 4100: Children in Healthcare Settings**

(cross-leveled with H\_D\_FS 7100). Overview of the medical conditions and treatments commonly encountered by children and adolescents in healthcare settings and their typical reactions to healthcare experiences. Introduction to the philosophy and the role of the child life specialist in the healthcare setting.

**Credit Hours:** 3

**Prerequisites:** H\_D\_FS 2200, H\_D\_FS 2400/H\_D\_FS 2400W, H\_D\_FS 3050, H\_D\_FS 3150/H\_D\_FS 3150W, or instructor's consent

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**H\_D\_FS 4110: Child Life Theory and Practice**

(cross-leveled with H\_D\_FS 7110). 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**

(cross-leveled with H\_D\_FS 7130). Observation of Child Life staff at Children's Hospital and experience helping children and adolescents cope with hospitalization.

**Credit Hours:** 3

**Prerequisites:** H\_D\_FS 3500 and H\_D\_FS 3700, consent required

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**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)

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**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

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**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)

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**H\_D\_FS 4300: Black Families**

(same as BL\_STU 4300; cross-leveled with H\_D\_FS 7300, 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 family.

**Credit Hours:** 3

**Prerequisites:** Junior standing

**Recommended:** H\_D\_FS 2200 or equivalent

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**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)

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**H\_D\_FS 4400: Childhood Death and Bereavement**

(cross-leveled with H\_D\_FS 7400). An exploration of issues that arise for children and families when facing life-threatening illness and death. The course also includes an examination of coping and helping strategies for dying and grieving children.

**Credit Hours:** 3

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**Prerequisites:** H\_D\_FS 2200, H\_D\_FS 2400/H\_D\_FS 2400W, H\_D\_FS 3050 and H\_D\_FS 3150/H\_D\_FS 3150W (or H\_D\_FS 3420/H\_D\_FS 3420W) or instructor's consent. Restricted to HDFS majors during early registration period

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**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:** H\_D\_FS 1600, H\_D\_FS 2200, H\_D\_FS 2300, H\_D\_FS 2400/H\_D\_FS 2400W, H\_D\_FS 3050, H\_D\_FS 3150/H\_D\_FS 3150W, or instructor's consent

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**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)

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**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)

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**H\_D\_FS 4570: Administration of Programs for Children and Families**

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

**Credit Hours:** 3

**Prerequisites:** H\_D\_FS 1600, H\_D\_FS 2200 or equivalent, H\_D\_FS 2300, H\_D\_FS 2400/2400W, H\_D\_FS 2510, H\_D\_FS 3500 or H\_D\_FS 3700, or instructor's consent

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**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:** H\_D\_FS 1600 and H\_D\_FS 2400/ H\_D\_FS 2400W, or instructors consent

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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 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 2400W

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**H\_D\_FS 4640: Interpersonal Relationships**

(cross-leveled with H\_D\_FS 7640). 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)

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**H\_D\_FS 4680: Family Communication**

(same as COMMUN 4520; cross-leveled with H\_D\_FS 7680). Analysis of the functions and processes of communication within families.

**Credit Hours:** 3

**Prerequisites:** junior standing or departmental consent. May be restricted to Communication majors only during early registration

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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**

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 4740: Parent-Child Relations Over the Life Course**

Examines the development, continuities, transitions, and discontinuities of parent-child relationships over the life course. Considers the influence of parents on children and children on parents.

**Credit Hours:** 3

**Recommended:** H\_D\_FS 1600 and H\_D\_FS 2200

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**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

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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 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:** HDFFS 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

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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 Healthcare Settings**

(cross-leveled with H\_D\_FS 4100). 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 2200, H\_D\_FS 2400/H\_D\_FS 2400W, H\_D\_FS 3050, H\_D\_FS 3150 H\_D\_FS 3150W, or instructor's consent

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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 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 7130: Child Life Practicum**

(cross-leveled with H\_D\_FS 4130). Observation of Child Life staff at Children's Hospital and experience helping children and adolescents cope with hospitalization.

**Credit Hours:** 3

**Prerequisites:** H\_D\_FS 3500 and H\_D\_FS 3700, consent required

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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 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

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**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 Great Plains-IDEA Youth Development programs.

**Credit Hours:** 3

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**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

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**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

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**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

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**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

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**H\_D\_FS 7257: Aging and the Family**

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

**Credit Hours:** 3

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**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

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**H\_D\_FS 7260: Women and Aging**

Women and aging is the study of the 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

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**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

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**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

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**H\_D\_FS 7300: Black Families**

(same as BL\_STU 7300; cross-leveled with H\_D\_FS 4300, BL\_STU 4300). H\_D\_FS 2200 or equivalent.

**Credit Hours:** 3

**Recommended:** H\_D\_FS 2200 or equivalent

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**H\_D\_FS 7400: Childhood Death and Bereavement**

(cross-leveled with H\_D\_FS 4400). An exploration of issues that arise for children and families when families when facing terminal illness or death. The course also includes an examination of coping and helping strategies for dying and grieving children.

**Credit Hours:** 3

**Prerequisites:** H\_D\_FS 2200, H\_D\_FS 2400/H\_D\_FS 2400W, H\_D\_FS 3150 and H\_D\_FS 3150/H\_D\_FS 3150W (or H\_D\_FS 3420/H\_D\_FS

3420W) and instructor's consent. Restricted to HDFS and Pre-HDFS majors during pre-registration period

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**H\_D\_FS 7570: Administration of Programs for Children and Families**

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

**Credit Hours:** 3

**Prerequisites:** H\_D\_FS 1600, H\_D\_FS 2200 or equivalent, H\_D\_FS 2300, H\_D\_FS 2400/2400W, H\_D\_FS 2510, H\_D\_FS 3500 or H\_D\_FS 3700, or instructor's consent

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**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

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**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

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**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

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**H\_D\_FS 7640: Interpersonal Relationships**

(cross-leveled with H\_D\_FS 4640). In-depth examination of interpersonal relationships, including theoretical perspectives, research methods, relationship forms, relationship processes, and how context affects relationships. Students will also be introduced to the field of close relationships.

**Credit Hours:** 3

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**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

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**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

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**H\_D\_FS 8001: 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 8012: Family Dynamics and Intervention**

(same as NURSE 8010). Theories of family function and dysfunction; techniques of assessment; models of family intervention. Practicum with selected families.

**Credit Hours:** 3

**Prerequisites:** NURSE 7100

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**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

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**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

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**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

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**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 Great Plains IDEA family and Community Services program. This course is organized around theory, research, and practice of family science. Graded on A-F basis only.

**Credit Hours:** 3

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**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

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**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

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**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

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**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

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**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

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**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

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**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

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**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

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**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

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**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 Great Plains Idea Group master's and certificate programs.

**Credit Hours:** 3

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**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 Great Plains Idea Group master's and certificate programs.

**Credit Hours:** 3

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**H\_D\_FS 8238: Program Design, Implementation and Evaluation**

The course will discuss program design, implementation, and outcome evaluation. This course will focus on planning, designing logic models, and evaluating program. Students will evaluate a community-based project.

**Credit Hours:** 3

**Prerequisites:** Priority given to students in the Great Plains Idea Group master's and certificate programs

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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

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**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

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**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

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**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

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**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

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**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

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**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

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**H\_D\_FS 8420: Cognitive Development**

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

**Credit Hours:** 3

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**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

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**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

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**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

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**H\_D\_FS 8500: Prosocial and Moral Development**

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

**Credit Hours:** 3

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**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

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**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

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**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

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**H\_D\_FS 8630: Gendered Relations in Families**

(same as WGST 8630). From a feminist perspective, the roles of gender in shaping family life experience and of family life experience in shaping gender will be explored. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** instructor's consent

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**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

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**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

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**H\_D\_FS 8770: Poverty**

Implications of poverty for child, adult, and family functioning. Poverty-related policies and programs.

**Credit Hours:** 3

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**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

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**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

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**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

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**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

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**H\_D\_FS 9200: Advanced Research Methods and Grant-writing in Human Development and Family Science**

Examination of research methods and grant-writing related to the study of individuals and their families, including 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. Key issues and processes related to grant-writing for social science research are examined and practiced, including identifying funding opportunities, crafting research aims, and understanding budgeting basics. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** H\_D\_FS 8200 or instructor's consent

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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

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**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

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**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)

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