Courses

HDFS 1403. Life Span Development. 3 Hours.
A broad overview of the physical, psychological, and social development of the individual from conception until death. Emphasis is on individual development in a family context. Lecture 3 hours per week.

HDFS 1403H. Honors Life Span Development. 3 Hours.
A broad overview of the physical, psychological, and social development of the individual from conception until death. Emphasis is on individual development in a family context. Lecture 3 hours per week. Prerequisite: Honors standing.

HDFS 1423. Observation and Foundations for Teaching Young Children. 3 Hours.
Designed to acquaint students with the historical importance of early childhood education, the recognized standards for practice, the variety of program models, and career opportunities available. Emphasis will be placed on theories, evidence-based practice, ethics, diversity, and professional preparation for this knowledge-based, skill-driven field. Students will also obtain knowledge of state and federal laws pertaining to the care and education of young children.

HDFS 2401L. Infant and Toddler Development Laboratory. 1 Hour.
Introduction to infant and toddler development. Focus on observation and applied experience with children 0-3 documenting cognitive, emotional, language, physical, and social development, and demonstrating developmentally appropriate practice. Corequisite: HDFS 2403. Prerequisite: HDFSBS majors or HDFS minors or CATEBS-FCSE majors or instructor consent.

HDFS 2403. Infant and Toddler Development. 3 Hours.
Infant and toddler development from conception through toddlerhood with emphasis on physical, emotional, social, language, and cognitive domains. Theoretical and research-based information will be applied to developmentally appropriate practice. Historical and future perspectives will be explored as will the expanding opportunities for professional work with infants and toddlers. Observations in care centers will be assigned. Corequisite: HDFS 2401L. Prerequisite: HDFSBS majors or HDFS minors or CATEBS-FCSE majors or instructor consent.

HDFS 2413. Family Relations. 3 Hours.
Courtship, marriage, and parenthood in the United States, with attention to cultural and psychological factors which affect relations among family members. Lecture 3 hours per week.

HDFS 2413H. Honors Family Relations. 3 Hours.
Courtship, marriage, and parenthood in the United States, with attention to cultural and psychological factors which affect relations among family members. Lecture 3 hours per week. Prerequisite: Honors standing. This course is equivalent to HDFS 2413.

HDFS 2433. Child Development. 3 Hours.
Theory, research, and application in physical, cognitive, social, and emotional development of the child, studied in the biocultural context. Begins with prenatal development and continues through adolescence, with special emphasis on early and middle childhood. Prerequisite: HDFS 1403 or PSYC 2003.

HDFS 2433H. Honors Child Development. 3 Hours.
Theory, research, and application in physical, cognitive, social, and emotional development of the child, studied in the biocultural context. Begins with prenatal development and continues through adolescence, with special emphasis on early and middle childhood. Prerequisite: Honors standing and HDFS 1403 or PSYC 2003. This course is equivalent to HDFS 2433.

HDFS 2443. The Hospitalized Child: Child Life Programming. 3 Hours.
Introduces child life programming in healthcare settings. Topics include: roles and expectations of a Child Life Specialist, importance of play, coping techniques, family advocacy, administration and professionalism. Lecture 3 hours per week.

HDFS 2471L. Child Guidance Laboratory. 1 Hour.
Introduction to the guidance system. Focus on discipline techniques that are positive and age/stage appropriate for children ages 3-8. Corequisite: HDFS 2473. Prerequisite: HDFS 2433.

HDFS 2473. Child Guidance. 3 Hours.
Introduction to the guidance system. Focus on discipline techniques that are positive and age/stage appropriate for children ages 3-8. Lecture 3 hours per week plus 1 hour demonstration. Corequisite: HDFS 2471L. Prerequisite: HDFS 2433.

HDFS 2483. Family Financial Management. 3 Hours.
Economic considerations of the family in a rapidly changing society. Family finance and consumer problems are emphasized.

HDFS 2603. Rural Families and Communities. 3 Hours.
Meaning of sociology and sociological concepts with reference to rural society, families and communities; interdependence of rural and urban population in ecological areas; institutions; social change and adjustment.

HDFS 2603H. Honors Rural Families and Communities. 3 Hours.
Meaning of sociology and sociological concepts with reference to rural society, families and communities; interdependence of rural and urban population in ecological areas; institutions; social change and adjustment. Prerequisite: Honors standing. This course is equivalent to HDFS 2603.

HDFS 3333. Language and Literacy Pedagogy for Birth through Kindergarten Educators. 3 Hours.
This course combines theory on emergent language and literacy development with research-based pedagogy for birth through kindergarten classrooms. Topics include: language and literacy development and exceptionalities, English Language Learners, environmental influences, best practice pedagogy, identifying language and literacy delays, and intervention strategies. This course includes a service learning component. Prerequisite: HDFS 2433, HDFS 2403 and HDFS 2401L.

HDFS 3423. Adolescent Development. 3 Hours.
Physiological and psychological development of the older child and youth, from pre-adolescence to adulthood. Theories of adolescent development. Cross-cultural studies. Peer group influences. Some attention to pathological behaviors. Prerequisite: HDFS 1403 or PSYC 2003.

HDFS 3443. Families in Crisis. 3 Hours.
An interdisciplinary perspective on internal and external crises faced by contemporary families, including substance abuse, natural disasters and other crisis events. Students will explore the family processes during such experiences and develop strategies for stress management, coping, and recovery. Lecture 3 hours per week.

HDFS 3443H. Honors Families in Crisis. 3 Hours.
An interdisciplinary perspective on internal and external crises faced by contemporary families, including substance abuse, natural disasters and other crisis events. Students will explore the family processes during such experiences and develop strategies for stress management, coping, and recovery. Lecture 3 hours per week. Prerequisite: Honors standing. This course is equivalent to HDFS 3443.
HDFS 3453. Parenting and Family Dynamics. 3 Hours.
Focus is on influence of parenting and family dynamics on individual development, especially factors in family life which contribute to normal psychological development. Topics include family values, the psychology of sex and pregnancy, the transition to parenthood, childbearing techniques, family influences on cognitive and social development, and changes in family relationships during the life cycle. Prerequisite: HDFS majors or HDFS minors or CATEBS-FCSE majors and (HDFS 1403 or PSYC 2003) and COMM 1313.

HDFS 4313. Building Family and Community Relationships. 3 Hours.
This course will help students interested in early childhood to value the role parents play in schools and the roles schools play in a community. Various models of parent involvement will be explored. Students will plan a school-community collaborative which values diverse cultures. Prerequisite: HDFS majors or HDFS minors, or instructor consent.

HDFS 4332. Curriculum and Assessment: Birth to Three Years. 2 Hours.
The course will introduce students to curriculum planning and assessment in programs serving children from birth to three years of age. Emphasis will be on responsive relationships and curriculum focused on routines and activities. Corequisite: HDFS 4332L. Prerequisite: HDFS 2403 and HDFS 2401L.

HDFS 4332L. Curriculum and Assessment: Birth to Three Years Laboratory. 2 Hours.
Laboratory. Corequisite: HDFS 4332. Prerequisite: HDFS 2403 and HDFS 2401L.

HDFS 4342. Curriculum and Assessment: Three Years through Kindergarten. 2 Hours.
Students will plan curriculum and assessment for children three years of age through kindergarten. Emphasis will be on professionalism, philosophy and a code of ethics. Students will interact with young children and facilitate learning and assessment experiences in a program for young children. Corequisite: HDFS 4342L. Prerequisite: HDFS 2473 and HDFS 2471L.

HDFS 4342L. Curriculum and Assessment: Three Years through Kindergarten. 2 Hours.
Laboratory. Corequisite: HDFS 4342.

HDFS 4373. Field Experience in Birth through Kindergarten Programs. 3 Hours.
This course provides the student with interactive and observational experiences with young children in community-based early childhood programs. Prerequisite: HDFS 4332, HDFS 4332L, HDFS 4342, and HDFS 4342L.

HDFS 4383. Field Experience in Birth through Kindergarten Program II. 3 Hours.
This course provides students with advanced interactive and observational experiences with young children in community-based early childhood programs. Prerequisite: HDFS 4332 and HDFS 4332L and HDFS 4342 and HDFS 4342L.

HDFS 4413. Infancy: Brain, Learning and Social Cognition. 3 Hours.
Investigation into how brain mechanisms interact with experience to provide the basis for learning and social cognition. Topics include face perception, motor cognition, imitation, joint attention and shared experience, empathy and altruism, theory of mind, social and moral cognition, language, memory, number, geometry and navigation, object representation, and executive function. Prerequisite: HDFS 2433 or PSYC 3093.

HDFS 4413H. Honors Infancy: Brain, Learning and Social Cognition. 3 Hours.
Investigation into how brain mechanisms interact with experience to provide the basis for learning and social cognition. Topics include face perception, motor cognition, imitation, joint attention and shared experience, empathy and altruism, theory of mind, social and moral cognition, language, memory, number, geometry and navigation, object representation, and executive function. Prerequisite: Honors standing and HDFS 2433 or PSYC 3093. This course is equivalent to HDFS 4413.
HDFS 4763. Analytical Approaches to Research in Human Development and Family Sciences I. 3 Hours.
This course is an introduction to analytical approaches to research in human environmental sciences and will examine the principles and practices underlying the development of knowledge in the field. Emphasis in this course will be on conducting and evaluating research relevant to human development and family science majors. Students will become critical consumers of research and develop basic skills to design and interpret their own studies. Prerequisite: HDFS major.

HDFS 4773. Analytical Approaches to Research in Human Development & Family Sciences II. 3 Hours.
This course is an introduction to analytical approaches to research in human development and family sciences and will examine the principles and practices underlying the development of knowledge in the field. Emphasis in this course will be on conducting and evaluating data analyses relevant to human environmental sciences majors. Students will become critical consumers of data and develop basic skills to analyze and interpret their own data. Prerequisite: HDFS major and HDFS 4763.

HDFS 5013. Field Experience in Gerontology. 3 Hours.
Supervised research/practical experience in field setting. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

HDFS 5023. Critical Issues in Aging. 3 Hours.
Consideration of current issues of aging not covered in depth in other courses. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

HDFS 5403. Family Theories and Methods. 3 Hours.
This course is an introduction to graduate study in families. The course focuses on historical and contemporary family theories and research methods that have influenced research on families. Prerequisite: Graduate standing.

HDFS 5413. Adult Development. 3 Hours.
The course covers physical, cognitive, social, and personal dimensions of adult development. The information is presented from a life-span developmental framework which encompasses (a) a multidisciplinary perspective, (b) consideration of the impact of prior development on late life as well as socio-historical influences (c) recognition of individual differences among older persons, and (d) concern for promoting optimal functioning. Prerequisite: Graduate standing.

HDFS 5423. Theories of Human Development. 3 Hours.
Classic and contemporary theories and theoretical issues concerning human development across the life span. Prerequisite: Graduate standing.

HDFS 5433. Advanced Studies in Child Development. 3 Hours.
An in-depth examination of issues in development during infancy, early, and middle childhood. Developmental theory and accomplishments/milestones are studied in the biocultural context. Emphasis is on review and analysis of classic and recent research literature and on evaluation of theoretical perspectives based on research evidence. Prerequisite: Graduate standing.

HDFS 5443. Gerontology. 3 Hours.
Examines physiological and psychological development of the aging individual, extended family relationships, service networks for older adults, and retirement activities. Some attention given to housing and care needs of persons in advanced years. Lecture 3 hours per week, seminar format. Prerequisite: Graduate standing.

HDFS 5453. Aging in the Family. 3 Hours.
This course considers theories and research on personal and family transitions and experiences in mid to late life that impact individuals and their family relationships. Applied assignments address these same issues. Prerequisite: Graduate standing.

HDFS 5463. Administration and Leadership in the Helping Professions. 3 Hours.
(Formerly HDFS 4463.) Planning, developing, operating, and evaluating programs in the helping professions, including child care and family-related agencies. Emphasis will be on administrators’ roles as leaders in organizations. Topics include facilities, budget, staff development, and policy manuals. Graduate degree credit will not be given for both HDFS 4463 and HDFS 5463.

HDFS 5473. Cognitive Health. 3 Hours.
Cognitive skills form the foundation for functioning in everyday life and these skills take on added importance in older adulthood. This course focuses on selected theoretical approaches and current research related to cognitive aging. We will review normative and non-normative cognitive changes, assessment techniques, and prevention/intervention efforts. Throughout the course we will keep the role of environment and lifespan implications in the forefront of our discussion. Prerequisite: Graduate standing.

HDFS 5483. Creativity and Aging. 3 Hours.
What happens to creativity as a person ages? This unique class will help students to understand developmental and pathological changes in the brain that can lead to changes in creative output over time. Through hands-on experiences and direct association with older adults, students will grow an appreciation for creativity produced and inspired by older people. This course is intended to provide experiences that will help the student to be able to create art programs for older adults. Prerequisite: Graduate standing.

HDFS 5493. Environments and Aging. 3 Hours.
Designing for aging is big business. The older population of the U.S. is increasing in numbers, and lives in more varied kinds of housing, from single family homes to specially designed residential units for people experiencing dementia. This course uses interdisciplinary perspectives in an on-line web-based format to explore the preferences and needs of older adults and the attributes of various physical environments that enhance their lives. Students apply this knowledge to the design and management of housing, institutional facilities, neighborhoods, and communities. Prerequisite: Graduate standing.

HDFS 5593. Public Policy Advocacy for Children and Families. 3 Hours.
(Formerly HDFS 4493.) Public policy advocacy as related to children and family issues. Strategies for advocacy will be emphasized. Lecture three hours per week. Graduate degree credit will not be given for both HDFS 4493 and HDFS 5593.

HDFS 5603. Environmental Sociology. 3 Hours.
(Formerly HDFS 4603.) The course provides a social perspective on environmental issues. It examines the linkage between society, ecological systems and the physical environment. It provides conceptual framework(s) for analyzing environmental issues, considers the role of humans in environmental issues, and enhances understanding the complexity of the relationship between societal organization and environmental change. Graduate degree credit will not be given for both HDFS 4603 and HDFS 5603.

HDFS 5803. Gender and Aging. 3 Hours.
This course is designed to expose students to an overview of conceptual and applied issues related to how women age. Instead of focusing exclusively on women, this course will focus on women and men in order to understand the dynamic role of gender for the aging process. Students will be introduced to current theoretical and empirical work on the intersections between gender and aging. Using both life course and lifespan perspectives; biological, social, and behavioral aspects of human development and aging will be examined with respect to gender differences and similarities. Prerequisite: Graduate standing.

HDFS 5813. Gerontechnology. 3 Hours.
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. Prerequisite: Graduate standing.
HDFS 5823. Mental Health and Aging. 3 Hours.
This is an advanced level course in Mental Health and Aging. The student will be introduced to the range of issues involved in this subject utilizing several theoretical perspectives within an overall systems framework. The major emotional, mental, and psychiatric problems encountered in old age will be examined along with the normal processes of the aging individual's personality, mental and brain functions. Common interventions and treatments available will be explored, as well as the consequences of no or inappropriate services. Challenges and barriers on the macro and micro systems levels will be presented with implications for the future of this field. Prerequisite: Graduate standing.

HDFS 5843. Physical Health and Nutrition in Aging. 3 Hours.
This course identifies the basic physiological changes during aging and their impacts in health and disease. The focus will be on successful aging with special emphasis on physical activity and nutrition. Practical application to community settings is addressed. Prerequisite: Graduate standing.

HDFS 5853. Policy and Aging. 3 Hours.
This course introduces much of the history behind the policies and programs targeted at aging individuals. Provides overview of the factors that impact economic well-being in late life, as well as an overview of community resources available to older adults. Prerequisite: Graduate standing.

HDFS 5873. Seminar in Long Term Care-. 3 Hours.
This course provides valuable information to the person interested in a leadership role in long-term care, but is also useful to persons who think their careers might intersect with senior living organizations or for those students who have a potential interest in long-term care options for their own parents or loved ones. The class is designed to benefit from a very successful intercession course taught each December/January intercession by adjunct professor, Steve Shields. Steve had been CEO at Meadowlark Hills Retirement Community from 1994 until 2010. He is nationally known for his ability to motivate change in long-term care settings. Taped lectures and presentations from the intercession course will provide some of the content for this class. Prerequisite: Graduate standing.