

# Family Studies and Human Development (FSHD)

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## **FSHD 1000. Breadmaking. 1 Hour.**

Open to all students interested in working with yeast and non-yeast breads. Techniques of basic bread making are taught through practical application. Some lecture, but the primary focus is on actual preparation and evaluation of bread dough products. Successful students should be able to trouble shoot problems and prepare a variety of breads. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Develop skills in basic principles and techniques of bread making. 2. Learn about the different types of bread. 3. Know the nutritive value of bread. 4. Learn how to evaluate bread products. Course fee required. FA, SP.

## **FSHD 1001. FYE: Family Studies and Human Development. 1 Hour.**

A First Year Experience course designed to help student adapt to college life and become integrated into Utah Tech University. Students will refine academic skills, create and foster social networks, learn about university resources, and explore different fields of study, degree options, and career opportunities. Sections offered by academic departments will include information pertinent to that discipline, while open major sections will include information about choosing a major or area of study. Multiple listed with all other sections of First Year Experience (all 1001 courses, ENGR 1000). Students may only take one FYE course for credit. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Apply strategies for success in the college setting including managing time, managing finances, taking advantage of course syllabi, reading textbooks, taking meaningful notes, talking to professors, writing papers and taking exams. 2. Access the programs and facilities which Utah Tech University offers including the Library, Financial Aid Office, Tutoring Center, Writing Center, Advisement Center, Employment Office, Career Center, Disability Resource Center and others. 3. Understand what degrees are offered and some of the career paths one can take in Education, this includes knowing what General Education is, and how to fulfill the GE requirements; and learn how to construct a graduation plan with goals for the future. 4. Interact in positive and constructive ways by participating in group discussions, peer interactions, professional networking, participate in a study group, and gain an appreciation for non-academic activities on campus. 5. Assess individual learning style, engage in critical thinking, and get involved in service learning; and learn how to deal with stress and stay healthy and safe at college. FA.

## **FSHD 1002. Introduction to Nutrition Careers. 1 Hour.**

Overview of nutrition careers, including education pathways and requirements for Registered Dietitian Nutritionist programs. **\*\*COURSE LEARNING OUTCOMES (CLOs)\*\*** At the successful conclusion of this course students will: 1. Identify the breadth of nutrition career opportunities, including that of Registered Dietitian Nutritionist. 2. Describe the educational pathway and experiences necessary for application into a dietetics program. 3. Interact and collaborate with faculty, peer students, and guest speakers in a professional setting. 4. Develop a personal nutrition education and career plan. SP.

## **FSHD 1010. Introduction to Adult Development and Aging. 3 Hours.**

A study of physical, psychological, social-psychological, and social dimensions of aging and the application of principles and strategies to facilitate adaptation to aging. Emphasis is placed on methods of gathering knowledge, the current knowledge base, and strategies for adaptation in the later stages of the life cycle. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Identify and describe the physical, psychological, and social aspects of adult development and aging and apply appropriate theories to each domain. 2. Identify and describe cultural, ethnic, and gender differences among aging populations. 3. Observe and analyze a community agency, site, or program that focuses on meeting the needs of aging adults. 4. Research and interpret a current central issue or problem related to adult development and/or adult aging. 5. Practice and utilize essential skills, abilities, and attitudes when working with aging adults.

## **FSHD 1020. Sci Foundations of Nutrition (LS). 3 Hours.**

Fulfills General Education Life Science requirement. Open to all students who have an interest in human nutrition and how it relates to individual dietary requirements. May be of particular interest to students with an emphasis in Health Sciences, Education, or related fields. Various periods during the life cycle--infancy, childhood, adolescence, pregnancy, and the later years--and their specific nutrient needs will be analyzed as well as the basic nutrients and how they are absorbed and used by the body. Other areas of focus will include nutrition for athletes, eating disorders, weight control, and food safety. Includes lecture, multi-media, applied nutrition group activities, guest lecturers, and computer analysis of personal diet. Students will record and analyze their own diet. Inclusive Access Course Material (electronic book) fees may apply, see Fees tab under each course section for details. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Analyze a diet and energy expenditure utilizing computer software. Interpret the results for dietary adequacy, health and risk for nutritionally-related chronic diseases, as well as make recommendations for improving nutritional health. 2. Explain and apply scientific knowledge of nutrition, genetics, chemistry, metabolism, exercise and lifestyle while utilizing several standards/guidelines, guidance systems to plan, evaluate, and manage diets to support life-long health. 3. Describe how the human body digests food, metabolizes and utilizes the nutrients and Calories/energy in health or disease; and identify risks factors for developing chronic disease including the interpretation of biochemical, clinical and anthropometrical laboratory measures. 4. Explain basic nutritional scientific terminology; describe the essential nutrients and their role in normal metabolism; and identify good dietary sources of nutrients. 5. Identify scientific methods used; discern the reliability of nutrition information based on scientific evidence, source and professional credentials; in addition to describing the federal agencies and their responsibilities to insure public food safety, sustainable food production; and personal food handling skills to avoid food borne illness from a variety of microorganisms. 6. Evaluate food package label information - analytically and critically knowing the basis of the specific standards used for providing nutrition information; and explain the responsibility of the FDA to insure the safety of processed foods in order to make healthy food choices. FA, SP.

**FSDH 1030. Lifespan Fitness and Nutrition. 2 Hours.**

Open to all students with an interest in learning appropriate fitness and nutrition practices over the lifespan. Of special interest to athletes, and students studying nutrition or physical fitness. Basic nutrition and fitness concepts will be taught. Weight control, nutrition for the athlete, low fat and healthy cooking, and stress management will be emphasized. Includes lecture, Fitness Center activities, group work, dietary analysis, and food labs. Students will develop an individualized fitness and nutrition plan. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate the knowledge and skills needed to create a personalized fitness program. 2. Demonstrate an understanding of the importance of fitness throughout the lifespan. 3. Identify essential nutrients, their functions and how they relate to the anatomy, physiology, and chemistry of the human body. 4. Demonstrate an understanding of safe exercise. 5. Demonstrate an understanding of proper posture and body alignment. 6. Demonstrate knowledge of being a wise consumer relative to health and nutrition. FA, SP.

**FSDH 1100. Basic Food Prep Techniques. 3 Hours.**

Open to all students with an interest in food preparation techniques and healthful nutrition practices for the lifespan, and recommended for students with an emphasis in Foods, Nutrition, or Family Consumer Science. Covers the principles and practices of food preparation, healthful food choices, consumer and health information and the management of meals, food, time, and economic resources. Includes preparation of food, lectures, group projects, and field trips. Successful completers should be able to use and apply a variety of food preparation and meal management techniques and nutrition concepts. Combined lecture / lab. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate food preparation skills weekly in labs and outlined assignments. 2. Demonstrate proficiency on exams about different methods of food preparation. 3. Complete assignments in making food choices based on skill, cost and nutrition. 4. Apply acquired skills in a cooking demonstration. 5. Plan, prepare and participate in a formal dinner. Course fee required. FA, SP.

**FSDH 1150. Marriage Preparation and Enhancement. 3 Hours.**

For students wishing to personally prepare for or enhance their marriage. Marital philosophies, theories and research will be studied with an applied focus. Course covers communication and conflict resolution skills, character development, and attitudes of successful marriages. Through engagement in practical personal development, students will also be introduced to career options in marital counseling and education. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Use family theories to examine and explain marital formation and healthy marital functioning. 2. Use (pre)marital assessment tools (inventories); compare and contrast the leading inventories in the field. 3. Assess premarital factors that lead to marital health. 4. Demonstrate effective marital communication skills. Be able to identify negative marital communication patterns. 5. Identify and create development plans for enhancing personal and relational attributes (Marital Virtues: e.g., commitment, trust) that make marital health more likely. 6. Recognize areas of stress in marital relationships, and identify resources to help deal with stress. 7. Identify areas of marital conflict and demonstrate conflict resolution skills. 8. Discuss issues of human sexuality within marital relationships. 9. Understand marital issues surrounding the transition to parenthood. 10. Recognize signs of marital violence and give processes for healthy prevention and response. 11. Understand basic family finances and how to use family resource to enhance the marriage. 12. Use a Genogram to identify marital patterns in families. 13. Understand and create couple rituals of connection. SP.

**FSDH 1220. Culinary Arts. 3 Hours.**

This course is for students interested in learning fundamentals in the culinary arts. Intermediate skills will be taught as well as learning the production of international foods. This class is a combination of lecture, demonstration and preparing foods. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Explain the value of various cooking skills and techniques. 2. Practice skills and techniques in preparing different foods. 3. Apply knowledge of culinary skills in their own personal needs. 4. Analyze the effects of ingredients in producing a product. 5. Apply skill and knowledge to further a culinary career or education. Course fee required. FA, SP.

**FSDH 1240. Fashion Sewing. 3 Hours.**

For students interested in learning to use the sewing machine, serger, pressing tools, and other equipment, as well as skills and knowledge for cutting, sewing, and working with fabrics. Techniques of pattern selection, minor fitting and design, adjustments, and fabric identification and selection will be presented. Combined lecture / lab. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate confidence and skill in effectively operating a sewing machine, serger and other related equipment (pressing, cutting, etc.). 2. Respond to and define correct terminology. Read and follow both written and oral instruction. 3. Explain and apply information provided on the pattern envelope and make pattern shape relationships to garment style and fit. 4. Work independently according to skill level where more advanced students are expected to use more complex patterns and/or challenging fabrics and techniques while enjoying sewing and satisfaction with projects. 5. Recognize good and poor quality workmanship while demonstrating the ability to perform specific construction techniques (seams, seam finishes, curves, corners, ease, fullness, fasteners, buttons, buttonholes, zippers, pockets, plackets, pleats, darts etc.) as well as additional techniques particularly for 2240, pattern alteration and design, tailoring concepts, bound buttonholes, linings, under-linings, and various couture techniques. 6. Use text and resource publications to assist in learning, develop alternative methods, develop more complex skills and to gain challenging new ideas. 7. Demonstrate commitment to organization of work, quality of work and attendance. Course fee required. FA.

**FSDH 1370. Intro to Interior Design. 3 Hours.**

For all students who have an interest in well-planned, aesthetic interior human environments that contribute to positive human behavior, well-being, and aesthetic satisfaction. Includes a survey of basic design principles and elements as they apply to planning, designing and furnishing human environments. Color principles and selection skills for window treatments, wall and floor coverings, furniture and accessories will be taught by lecture, by guest professionals, and through student completion of design projects. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Have practical knowledge about planning and constructing a home. 2. Have a basic knowledge of the interior design process and profession. 3. Have knowledge of the interior design principles and elements. 4. Apply principles and elements in designing a space. 5. Have knowledge of various materials used in designing environments. 6. Have basic skills in putting together an environment. FA, SP.

**FSHD 1500. Human Development Lifespan (SS, GC). 3 Hours.**

Fulfills General Education Social and Behavioral Sciences requirement and is a Global & Cultural Perspectives (GLOCUP) course. Of particular interest to those interested in education and health. Utilizes theory and current practices in child development as they apply to the effects of culture and the bio-social, cognitive, and psychosocial development through the lifespan. Diversity as well as global issues affecting human populations is integrated into each section of the course. Lecture-based course with a strong laboratory involvement in the Utah Tech University Preschool. Includes observations and active learning approaches in class. Dual listed with PSY 1100 (students may only take one course for credit). **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Discuss issues of diversity of human development across gender, ethnic orientation and social class. 2. Explain development in the context of development theory, by relating various theoretical frameworks to the study of substantive developmental issues. (Theories put forth by Erikson, Piaget, Vygotsky, and others will be explored, as well as ideas relevant to Learning Theory, Information Processing Theory, Sociocultural Theory, and Ecological Theory, Lifespan and Life Cycle Theories.) 3. Engage in critical thinking about themes in the text and relate the scholarly material to personal questions and concerns relative to developmental stages, domains, and developmental controversies. 4. Explain stage changes and continuous changes and interactions likely to occur overtime in each of the developmental domains. 5. Recognize and evaluate research techniques appropriate for studying human development: i.e. types of studies used, ethical obligations, techniques for ensuring validity and reliability. 6. Do observational research and follow guidelines and procedures for observing young children in a variety of settings. Observing in the preschool and writing a case study on a preschool child will gain research experience. Other observations relevant to specific developmental period will also be completed. 7. Explain methods of interaction and behavioral influences in various developmental periods as Case Study viewed by current theoretical approaches to human development. 8. Talk knowledgeably about the developmental process over the lifespan using theoretical knowledge as well as the cultural/contextual effects. FA, SP.

**FSHD 2020. Nutrition in the Life Cycle. 3 Hours.**

For students interested in nutrition or health sciences. Explores the role of nutrition throughout the life cycle stages. Includes nutrient needs, functions, sources, and alterations during preconception, pregnancy, lactation, growth, development, maturation, adulthood, and aging. Different types of nutritional assessment are taught using lecture, labs, activities, and student projects. **\*\*COURSE LEARNING OUTCOMES (CLOs)\*\*** At the successful conclusion of this course students will: 1. Understand the role of and changes in nutritional requirements during the human life cycle. 2. Relate the nutrition concerns specific to each stage of the life cycle to health and disease. 3. Explain the physical, physiological, social, and psychological factors impacting nutritional status during each stage of the human life cycle. 4. Identify practical strategies for promoting healthy eating behaviors at every life cycle stage. Prerequisite: FSHD 1020. FA, SP.

**FSHD 2045. Physical Activity, Nutrition, & Health in Aging. 3 Hours.**

At the completion of this course the student will understand the intersection between nutrition, physical activity and health in an aged population. Theories of aging, physiological processes, nutritional needs, chronic health conditions and components of physical activity will be explored. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Explain the physiological aging process and theories on aging. 2. Identify signs and symptoms of selected chronic health conditions/diseases and the impact of these conditions on physical activity and nutrition in older adults. 3. Learn and demonstrate skills specific to encouraging physical activity in later life. 4. Explain the complex nutritional needs associated with the aging process. 5. Summarize the intersection between nutrition, physical activity and health in the aging population. FA.

**FSHD 2100. Family Resource Management. 3 Hours.**

This course helps students learn family resource management principles to aid in creating healthy families. This course helps students to develop an understanding the significance of values, goals, attitudes and planning strategies in the management of human, economic and environmental resources as they relate to increasing satisfaction and the enhancement of family relationships. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Recognize the diversity of family resources and evaluate how these can be used to meet family goals and support family values. 2. Assess values, attitudes and goals regarding family resources. 3. Evaluate and apply decision making and problem solving models in regard to family resources. 4. Demonstrate communication skills for addressing resource needs and problems. FA.

**FSHD 2120. Infant and Child Nutrition. 3 Hours.**

For students interested in nutrition. Includes strategies for meeting the nutrient needs of infants, toddlers, preschool, and school-age children. Covers menu planning for children in day care and preschool settings and methods for teaching nutrition to children. Uses guest speakers, student presentations, lecture, observations, and group work. **\*\*COURSE LEARNING OUTCOMES (CLOs) \*\*** At the successful conclusion of this course, students will be able to: 1. Students will describe typical eating patterns and behaviors of the infant and young child. 2. Students will apply nutritional guidelines to systematically analyze, evaluate, and design meal plans relevant to infants and young children. 3. Students will develop nutrition lesson plans appropriate for teaching food and nutrition concepts to young children. 4. Student will evaluate young children's dietary plan and habits and make recommendations based on the children nutrition guidelines. 5. Students will apply what they learned from the course to successfully teach nutritional concepts to young children. Prerequisite: FSHD 1020. SP.

**FSHD 2180. Partnering With Parents. 2 Hours.**

Required of students pursuing the associate's degree in Early Childhood Education, but valuable to all educators. Prepares educators to competently structure the vital collaboration between educational agencies and the home by highlighting the fact that school and the home are intertwined in the support of healthy childhood development. Focuses on the development of attitudes, knowledge and skills that educators bring to strengthen school and home relationships. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Identify and discuss the importance of creating strong, working partnerships between schools and families. 2. Analyze the role of teachers, parents, and institutions in developing productive partnerships. 3. Demonstrate strategies that should be used when working with families of different cultures. 4. Demonstrate knowledge of the stages of child development and communicate those stages with parents. 5. Demonstrate methods to effectively communicate with parents and families. 6. Explain effective and meaningful ways to involve parents in their child's education. 7. Demonstrate knowledge about community resources that are available to support parents and families. Prerequisites: FSHD 1500 (can be concurrently enrolled); or FSHD 2500 (can be concurrently enrolled); or PSY 1100 (can be concurrently enrolled); AND FSHD 2610 (can be concurrently enrolled). SP.

**FSHD 2240R. Intermediate and Advanced Fashion Sewing. 3 Hours.**

A self-directed class for students who want to develop intermediate and/or advanced sewing skills. Provides students with instruction and hands-on learning experiences in developing advanced techniques in sewing as they design and produce wearables, create home decorations, and work with man-made and natural fibers. Students will use a variety of applications and concepts to create their own designs. Combined lecture/lab class. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Create wearables that can be manufactured for others to wear assessed with a rubric. 2. Sew in an invisible zipper assessed with an evaluation checklist. 3. Create a home decoration such as a: quilt, cushion, etc., assessed with a rubric. 4. Complete a textile and fiber project assessed with a rubric. 5. Participate in Service Learning hours where the assessment includes points awarded for number of service hours performed. 6. (Advanced Students) Use creative and designing abilities to plan and complete an individual project related to his/her career path assessed with a rubric. 7. (Advanced Students) Demonstrate more advanced sewing techniques while developing tailoring and finishing skills to achieve fashion design expertise assessed with a rubric. 8. (Advanced Students) Use advanced sewing skill to create a home decoration furnishings assessed with rubric. 9. (Advanced Students) Use man-made or natural fibers to complete a fiber and textile project assessed with rubric. Prerequisite: FSHD 1240 and Instructor permission. SP.

**FSHD 2400. Family Relationships (SS, GC). 3 Hours.**

Fulfills General Education Social & Behavioral Sciences requirement and is an approved Global & Cultural Perspectives course. Introductory course on the study of family processes, based in Family Systems Theory. It includes an introduction to research methods for studying family and conceptual theories for understanding families. This is an applied course, helping students begin to analyze family processes for personal family improvement and setting the stage for learning more about interventions to help other families improve. The fundamental family processes studied will help students understand the great diversity of family interactions in a multicultural society. **\*\*\*COURSE LEARNING OUTCOMES (CLOs)\*\*** At the successful conclusion of this course students will: 1) Identify intergenerational issues and relational patterns using a genogram. 2) Practice healthy communication processes. 3) Analyze family processes for family functionality and relational health. 4) Create personal family improvement plans. FA, SP, SU.

**FSHD 2480. Intuitive Eating. 3 Hours.**

Provides an overview of the concept of eating intuitively with a Health at Every Size approach. Examines the social, cognitive, cultural, biological, and environmental factors that influence eating and physical activity behaviors. Examines the social, cognitive, cultural, biological, and environmental factors that influence eating and physical activity behaviors. Provides practical strategies to promote healthy relationships with food, exercise, and body image. **\*\*Course Learning Outcomes (CLO's)\*\*** At the successful conclusion of this course students will: 1. Explain the historical and modern perspectives of medias and familys influence on body dissatisfaction. 2. Explain the impact of the diet industry on individuals, families and society as a whole. 3. Compare and contrast the differences between a weight focused vs a non weight focused approach to health. 4. Examine strategies for developing into an intuitive eater and promoting body image resilience. 5. Apply strategies for developing into an intuitive eater and promoting body image resilience personally and in family and community settings. 6. Explain the etiology, treatment options, and harms of a select number of eating disorders. FA, SP.

**FSHD 2500. Child Devel - Birth to Eight. 3 Hours.**

Designed for early childhood educators, but open to all students. Focuses on the physical, cognitive, and psychosocial development of young children through infancy, toddlerhood, and early childhood, using a combination of lecture, interactive learning processes, and lab experiences to promote student mastery of normal developmental processes through the first eight years of life. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Identify and interpret theoretical explanations for child development. 2. Identify and develop curricular approaches for children in different age groups from infancy through early childhood utilizing theory and developmentally appropriate practices. 3. Complete observations and assessments of children to interpret curricular needs based upon individual needs identified and observational information gathered. 4. Identify developmental delays and describe early intervention services for individuals and families. 5. Recommend curricular activities for children of different ages sensitive to multidimensional developmental needs of children; physical, cognitive, language needs, social, emotional, and creative. FA, SP.

**FSHD 2600. Intro to Early Childhood Educ. 3 Hours.**

An introductory course designed for preschool educators, but open to all students. Includes historical background, professional issues, theories, and an overview to developmentally appropriate educational practices. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Identify the historical and philosophical origins of early childhood education. 2. Demonstrate your knowledge of how historical and philosophical origins of early childhood education impact the teaching of young children today. 3. Describe developmental stages and characteristics of young children. 4. Identify culturally and developmentally appropriate instruction and assessment in early childhood educational programs. 5. Examine current regulations and guidelines and how they contribute to quality early childhood educational programs. 6. Develop an awareness and appreciation of the individual likenesses and differences among children, families, and colleagues. 7. Identify the domains of child development: physical, cognitive, social-emotional and language. 8. Identify effective strategies to manage the early childhood classroom. FA.

**FSHD 2610. Child Guidance Based on Developmental Theory. 3 Hours.**

Required of students pursuing the associate's degree in Early Childhood Education, but valuable to parents, prospective parents, and educators. Applies the principles of child guidance and discipline from currently accepted theories. A 30 hour Lab in an approved early childhood classroom setting is required. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Be actively involved in forming their own philosophy of guiding, managing, directing and influencing children's behavior in accordance with NAEYC guidelines; emphasizing self-esteem, self-control and concern for others in a young child's development. 2. Know about and use developmentally appropriate guidance strategies in groups and with individual students. 3. Use knowledge of child development theories/research and positive child guidance to create a healthy, respectful, supportive, and challenging learning environment for young children. 4. Be acquainted with techniques of observing and recording children's behaviors for the purpose of creating learning environments, assessing development and guiding behavior. 5. Come to understand that guiding children's learning is largely based upon knowledge of child development principles (cognitive, social, emotional and language). 6. Be exposed to developmental principles and techniques that assure inquiry, independence promoted situations, divergent thinking, and choice making skills on young children. Prerequisites: FSHD 1500 (can be concurrently enrolled); or FSHD 2500 (can be concurrently enrolled); or PSY 1100 (can be concurrently enrolled). SP.

**FSHD 2620. Designing Integrated Curriculum with Play. 3 Hours.**

Required of students pursuing the associate's degree in Early Childhood Education, but valuable to parents, prospective parents, and educators. Explores the value of developmentally appropriate play for young children and how to provide a rich curricular environment for early childhood settings, including planning, preparation, and implementation of activities for early childhood education. A 25 hour Lab in an approved early childhood classroom is required. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Develop curriculum and learning activities with specific goals in mind for all domains of children's development and learning. 2. Demonstrate your knowledge of the value of creative activities in promoting developmentally appropriate practice. 3. Demonstrate an understanding of approaches to learning in an early childhood setting. 4. Demonstrate knowledge and understanding of teaching a developmentally appropriate lesson using technology. 5. Understand the teacher's role as a facilitator of learning experience activities in the preschool classroom. 6. Understand and demonstrate the importance of planning learning experiences around children's developmental levels. 7. Demonstrate the ability to develop lesson plans that improve children's social-emotional development, physical development, language and literacy development, and cognitive development. Prerequisites: FSHD 1500 (can be concurrently enrolled); or FSHD 2500 (can be concurrently enrolled); or PSY 1100 (can be concurrently enrolled). FA.

**FSHD 2630. Literacy and Literature for Early Childhood. 3 Hours.**

For Early Childhood Education associate degree students. This course introduces practical aspects of fostering literacy development in young children. It focuses on emerging and early literacy in the home, early care, and in educational settings with an emphasis on ages three through six. Studies strategies for holistic integration of the various literacy processes. Addresses the role of children's literature, the relationship between early language development and literacy opportunities and methods for developing language and positive attitudes toward books. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Analyze various theories of language development. 2. Develop, administer, and analyze developmentally appropriate assessments to design effective instruction. 3. Recognize developmental milestones of language development / communication of children. 4. Describe the process of second language learning and integrate learner's culture into meaningful literacy experiences. 5. Define and promote literacy and emergent literacy. 6. Create, present, and teach literacy activities for young children. 7. Select and utilize literacy materials that are individually and culturally developmentally appropriate to learning needs. 8. Identify elements of a literacy rich environment that invites real life and meaningful literacy experiences and assists children in developing skills and a positive attitude towards literacy. 9. Demonstrate professional ethical behavior in relationship to colleagues, children and parents. SP.

**FSHD 2660. Parenting and Child Guidance. 3 Hours.**

This course is an application-oriented course giving students the opportunity to learn and practice skills and attributes that will increase their ability to enhance the well-being of children. It is founded in theory and research in human development and family relations and uses the National Extension Parent Education Model. This course is designed to prepare students for life as parents and establishes a practical foundation for later courses in learning how to become parent educators. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Create a parental self-care plan. 2. Evaluate parental expectations and determine the developmental appropriateness of those expectations. 3. Identify elements of parental example in children's behavior. 4. Demonstrate understanding of child development by formulating plans to prepare children for developmental transitions (e.g., puberty). 5. Devise potential family rituals and learning environments to enhance child well-being and celebrate the child as a fellow human being. 6. Identify areas of special need (e.g., child trauma, learning disability, giftedness) and how to help a child obtain resources to address those needs. 7. Evaluate extra-familial child care options. FA.

**FSHD 2880. Practicum Early Childhood Educ. 3 Hours.**

Required of students pursuing the associate's degree in Early Childhood Education. Designed to provide on-the-job learning opportunities for prospective teachers of young children, including teaching opportunities in the early childhood setting under the supervision of the program director, Course instructor and/or classroom mentoring teacher. Students interact with the course instructor and classroom mentoring teacher to plan developmentally appropriate curriculum, write and implement a classroom management plan, and teach and supervise preschool children effectively in an early childhood educational setting. 70 Lab hours in an approved early childhood classroom setting are required. **\*\*COURSE LEARNING OUTCOMES (CLOs)\*\*** At the successful conclusion of this course students will: 1. Develop curriculum founded on child development theories. 2. Assess young children and design a plan that will assist the child in his/her further development. 3. Implement a Child Guidance Management Plan into practicum experience to help children regulate their behavior. 4. Design and teach developmentally appropriate lesson plans which include measurable learning outcomes, aligned assessments, and Teacher Talk. 5. Demonstrate NAEYC professional teacher standards in course assignments and when working with mentor teachers, professors, parents, peers and children. 6. Complete 70 hours in an early childhood classroom setting teaching, guiding and working with young children. Prerequisites: FSHD 2600, AND FSHD 2610, AND FSHD 2620; AND FSHD 1500 or FSHD 2500 or PSY 1100; AND instructor permission. FA, SP.

**FSHD 2990. Seminars in Family Studies and Human Development. 0.5-3 Hours.**

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other nontraditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. Fees may be required for some seminar courses and instructor permission will be optional at the request of the instructor. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate learning through original and creative ideas. 2. Collaborate with others to accomplish a shared purpose or goal. 3. Use appropriate strategies and tools to represent, analyze, and integrate seminar-specific knowledge. 4. Develop the ability to think critically about course content. 5. Apply knowledge from seminar to a range of contexts, problems, and solutions.

**FSHD 3000. Death and Dying. 3 Hours.**

A study of the death, death-related issues and social institutions and practices dealing with death in American society, with special emphasis on the individual and social processes surrounding death and constructive responses to death and dying. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Identify and describe the physical, psychological, medical and social aspects of death and dying and apply appropriate theories to each domain. 2. Identify and describe common grief reactions and responses to death and dying, looking at various contexts for death (cultural, religious spiritual, young and old, etc.) 3. Identify and describe social institutions that support the death and dying processes (hospice, funeral homes, social work agencies, grief support groups, etc.). 4. Research and describe the concepts of "good death", on- and off-time deaths, and personal and social reactions to each. 5. Develop a "philosophy of death and dying" based on one's review of backgrounds and paradigms, integrating new items learned about death and dying .

**FSHD 3040. Nutrition Assessment. 3 Hours.**

Teaches students the principles of clinical nutrition assessment for the evaluation of nutritional status. Nutrition assessment includes medical and social history, diet analysis, body measurements, blood test analysis, and physical assessment. **\*\*Course Learning Outcomes (CLOs)\*\*** At the successful conclusion of this course students will: 1. Describe methods for assessing nutrient intake, including anthropometrics, dietary intake, clinical assessment/physical signs, and medical/social history. 2. Determine nutrient needs through use of anthropometric and metabolic assessments. Calculate estimated caloric requirements. 3. Prepare a nutritional plan of care, identifying nutrition diagnoses and making nutritional recommendations. Prerequisites: FSHD 1020 and FSHD 2020 (Grade C-or higher). FA.

**FSHD 3120. Aging: Adaptation and Behavior. 3 Hours.**

An examination of the physical and psychological process of aging. The emphasis is upon behavioral and social adaptation to these processes. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Explain general physiological, cognitive, social, and emotional processes of aging and assess specific processes in given cases. 2. Describe local, government, non-profit, and private programs and entities as social adaptations for dealing with aging processes and the services they provide. 3. Demonstrate ability to help families communicate and problem solve around aging processes. 4. Recognize signs and symptoms of elder abuse and understand procedures to follow to report abuse. FA.

**FSHD 3300. Family Theories. 3 Hours.**

This course provides a foundation in major family theories and helps students critically assess how theories are used in Family Life Education and family studies research. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Understand the basic tenets of major family theories. 2. Compare/contrast the major family theories in terms of their effectiveness in understanding, researching, and helping families. 3. Evaluate current research for how theory has helped shape that research. FA.

**FSHD 3400. Current Issues in Human Development and Family Studies. 3 Hours.**

This course will help students understand and evaluate current issues in the field of family studies and human development. Students will gain knowledge of and insight into a broad array of issues. Students will begin to develop their own particular interests as preparation for graduate school or a career in the field. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Summarize and evaluate research journal articles. 2. Assess the practical application of published research. 3. Synthesize literature to understand the current state of the field in an area. 4. Orally present research findings. 5. Gain exposure to a diversity of research topics and views. SP.

**FSHD 3500. Introduction to Child Life Practice and Theory. 3 Hours.**

This course is specifically designed for students wanting to follow the child life specialist career path, however, the general issues related to disruptions of child development and other key topics make this course relevant for students wanting to work with children and families in a variety of settings. This course will help students understand the needs of and impacts on children and families who have had a healthcare experience. This course will give insight into the developmental disruptions as well as potential psychosocial issues and psychological trauma that come with childhood illness and hospitalization. It will also cover practices, such as preparation and play, that can assist in alleviating the stress related to these experiences. The importance of family-centered care, sibling involvement, and peer interactions will also be discussed. **\*\*COURSE LEARNING OUTCOMES (CLOs)\*\*** At the successful conclusion of this course students will: 1. Describe the contents of the Official Documents of the ACLP (Association of Child Life Professionals), including the Child Life Mission, Values, and Vision Statements, Operating Principles of the Child Life Profession, Child Life Code of Ethics, Child Life Competencies, and Standards of Clinical Practice. 2. Distinguish a child life specialists role from other members of the healthcare team. 3. Identify the importance of self-care and boundaries relating to the child life field. 4. Identify typical responses of infants, children, and adolescents to healthcare experiences. 5. Use developmental theory to identify how illness, injury, and healthcare experiences can influence normal growth and development for children birth to 18 years. 6. Demonstrate methods of preparing children for a variety of medical encounters/experiences. 7. Demonstrate the use of soft language when working with children and families in the healthcare setting. 8. Describe the importance of play related to healthcare experiences and distinguish the different types of play utilized in the child life field. 9. Identify key principles of patient and family-centered-care and give examples of ways to incorporate family members in their child's healthcare experience. 10. Identify ways to make the hospital a more child-friendly environment, including aspects of diversity, equity, and inclusion. Prerequisites: FSHD 1500 (or PSY 1100) and FSHD 2500 (or PSY 3200) grade C- or higher or instructor consent. SP.

**FSHD 3570. Adolescent Development: 9 - 18. 3 Hours.**

A study of theories regarding adolescent biological, cognitive, social, and psychological development. Current issues related to adolescent development are identified and analyzed. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Identify and describe the biological, cognitive, psychological, and social aspects of adolescent development and apply appropriate theories to each domain. 2. Identify and describe cultural, ethnic, and gender differences among youth and adolescents. 3. Research and interpret a current central issue or problem related to youth and adolescent development. 4. Practice and utilize essential skills, abilities, and attitudes when working with youth and adolescents. FA.

**FSHD 3995. Field Work with Young Children. 5 Hours.**

Designed for students working with young children in an early childhood setting. Focuses on the physical, cognitive, and psychosocial development of young children, planning and implementing developmentally appropriate activities, and strategies addressing guidance of young children. **\*\*COURSE LEARNING OUTCOMES\*\*** At the successful conclusion of this course, students will be able to: 1. Identify developmentally appropriate guidance strategies and interpret child guidance experiences in an early childhood setting. 2. Create a daily schedule for an early childhood program. 3. Identify and explain how principles of child development and learning are used to enhance learning experiences. 4. Attend and complete required hours in Field Experience. Prerequisite: Must be accepted into the Trailblazer Child and Youth Program. FA, SP, SU.

**FSHD 4480. Community Nutrition. 3 Hours.**

Introduction to public health nutrition, epidemiology, food programs, and national nutrition monitoring. **\*\*\*Course Learning Outcomes (CLOs)\*\*\*** At the successful conclusion of this course students will: 1. Evaluate the concept of community nutrition in health promotion and disease prevention. 2. Analyze the scope of work and roles of community nutrition professionals. 3. Practice procedures in assessing populations and developing, managing, and evaluating community nutrition programs and services. 4. Evaluate the community nutrition component of community, state, federal and international agencies. Prerequisites: FSHD 1020 and FSHD 2020 (Grade C- or higher). SP.

**FSHD 4500. Family Life Education Methodology. 3 Hours.**

This course provides students with practical principles to develop, implement, evaluate, and sustain effective family life education programs. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Craft individual teaching philosophies. 2. Compare, contrast, and practice applying Family Life Education (FLE) pedagogy. 3. Evaluate program outcomes. 4. Develop outreach/marketing plans for Family Life Education programs to reach diverse audiences. 5. Develop connections to local community agencies to advance Family Life Education. Prerequisites: FSHD 2660 or FSHD 1150 and FSHD 3300; or Instructor Approval. FA.