HUMAN DEVELOPMENT AND FAMILY STUDIES

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http://hdfs.illinois.edu/

The Department of Human Development and Family Studies (HDFS) at the University of Illinois at Urbana-Champaign engages in teaching, research, and outreach to improve the lives of children, youth, and adults in the contexts of families, communities, and societies. The department creates an environment where these efforts are enriched by a multicultural perspective. HDFS faculty recognize the diversity of cultures and classes in American society, and this perspective prepares students to address contemporary social issues.

Teaching: Our faculty regularly earn campus and national awards for outstanding teaching. Our teaching assistants who provide support to students outside of the classroom and in small discussion sections routinely are rated as among the best TAs on campus. In recent years, Drs. Jennifer Hardesty (http://hcd.illinois.edu/people/faculty/hardesty_jennifer/profile.html) and Ramona Oswald (http://hcd.illinois.edu/people/faculty/oswald_ramona_f/profile.html) earned national awards for teaching excellence. Lyndal Khaw (http://hcd.illinois.edu/people/graduates/khaw_lyndal/profile.html), a graduate student, earned a campus award for teaching.

Study Abroad: There are many opportunities (http://hcd.illinois.edu/student_information/studyabroad.html) for our students to study abroad. We sponsor two short programs in South Africa and Brazil where our students get experience with learning the culture and understanding the needs of children and families in poverty. Currently, about 30% of our students have participated in study abroad sometime during their four years, and more are participating every year.

Undergraduate Research Experience: About 50% of our undergraduate students go on to graduate school. During their undergraduate program, they have many opportunities to work with graduate students and faculty on important scientific questions about children and families. Close to 50% of our undergraduate students participate in at least one research opportunity.

Undergraduate Program: Our program in Human Development and Family Studies prepares students for careers working with children, adolescents, and families. Students have the opportunity to work with children, families, and professionals in the Child Development Laboratory (http://cdl.illinois.edu), the Child Care Resource Service (http://ccrs.illinois.edu), the Family Resiliency Center (http://familyresiliency.illinois.edu), The Autism Program (http://go.illinois.edu/tap), and numerous social service, child assistance, and family social service agencies. This hands-on experience complements classroom instruction.

Graduate Program: This program (http://hcd.illinois.edu/student_information/current_programs.html) prepares students for careers in higher education, social service administration, and public policy settings. Our students are involved in significant research activities and have the opportunity to participate in outreach work that translates research to practice. We have advanced research facilities for studying children in our Child Development Laboratory. We have a unique family observation research facility at the Family Resiliency Center that allows for intricate study of family interactions in a home-like atmosphere. There is support for students in terms of teaching assistantships, research assistantships, and fellowships. Our students complete their programs with many awards, publications, and other important achievements.

Research: Our faculty are among the top scientists studying children and families in the world. They focus on significant societal issues. (http://hcd.illinois.edu/research) Our work could be described as “science with a social conscience.” Faculty are interested in the most challenging basic scientific issues, but they are always asking how this information can be applied or how they can make a difference.

Preparation of Advanced Methods in Unique Laboratory
Facilities: Faculty and students are engaged in developing and mastering the most sophisticated quantitative and qualitative methods available to social and behavioral scientists and to practicing these skills in state-of-the-art laboratories.

Collaborative and Collegial Interactions: Professor Isabel Bevier, a pioneering scientist in 1900, noted that the wide-open Illinois prairie provided “no boundaries,” and this characterized the faculty’s intellectual orientation as well. Our faculty work across disciplines, programs, and methodologies, and they work with colleagues across settings, departments, and institutions.

Faculty with Major Scientific Leadership Roles: Our faculty are not only excellent researchers and scholars, but they are also leaders in the scientific community. They are recognized by their peers for awards and hold elective office. They are invited to give lectures at major national meetings and at universities across the world. They serve as editors of the major journals in the field.

Outreach and Extension: Our faculty are not content just to find out more about children and families; they want to improve their lives. We have a long tradition of creating unique educational resources and programs for helping families. For the past fifteen years, our faculty have been especially interested in creating web-based educational resources. Dr. Aaron Ebata has been at the forefront of educating parents online with the latest version being Parenting 24/7 (http://parenting247.org). Parents who are interested in managing work and life issues more effectively can gain information from Intentional Harmony (http://worklife.illinois.edu).

In addition to these online educational programs, our Department was one of the pioneers in providing information and resources to parents about child care. From the humble beginnings of a telephone and desk in the hallway staffed by a part-time person, the Child Care Resource Service (http://ccrs.illinois.edu) today is one of the national leaders in innovative methods of providing resource and referral services to families.

Similarly, The Autism Program (http://go.illinois.edu/tap) provides information, consultation, and training for families who have children with autism, as well as for professionals who serve these families.

Another long-time feature of the department is working with Family Life Extension Educators (http://hcd.illinois.edu/outreach/family_life_extension.html) across Illinois who are adept at providing community-based educational programs to fit the specialized needs of family members. These educators have developed unique skills for...
reaching underserved rural and urban families who often would not have the opportunity to learn about children and families.

The Human Development and Family Studies program prepares students for graduate/professional education or employment in areas such as pediatric services in hospitals, medicine and allied health fields, marriage and family therapy, family law, human resources, child care services, family life education, social work, counseling, human services, and business activities related to children and families. Students select course work according to their interests in human development, such as infancy, early childhood or adolescence, or family studies, such as the marital relationship, parent-child interaction, family change or conflict and conflict management in the family. Basic courses in these areas are linked to practical experiences in educational and community settings, and most courses emphasize issues related to cultural diversity and gender. Students select one of two concentrations within this major: Child and Adolescent Development or Family Studies. Completion of the Family Studies option may qualify some graduates for provisional certification as a Family Life Educator by the National Council on Family Relations. Additional information is available at the NCFR website.

For the Degree of Bachelor of Science with a Major in Human Development and Family Studies

Prescribed Courses including Campus General Education

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Composition I and Speech</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>6-7</td>
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</tr>
<tr>
<td>RHET 105</td>
<td>Writing and Research</td>
<td></td>
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<tr>
<td>&amp; CMN 101</td>
<td>and Public Speaking (or equivalent) (see college Composition I requirement)</td>
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</tr>
<tr>
<td>CMN 111</td>
<td>Oral &amp; Written Comm I</td>
<td></td>
</tr>
<tr>
<td>&amp; CMN 112</td>
<td>and Oral &amp; Written Comm II</td>
<td></td>
</tr>
</tbody>
</table>

Advanced Composition

Select from campus approved list.  3-4

Language Other Than English

Coursework at or above the third level is required for graduation.

Cultural Studies

Select one course from Western culture, one from non-Western culture, and one from U.S. minority culture from campus approved lists.  9

Quantitative Reasoning I

Select one of the following:  3-4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>STAT 100</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ACE 261</td>
<td>Applied Statistical Methods</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 241</td>
<td>Intro to Applied Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Economic Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 235</td>
<td>Intro to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SOC 280</td>
<td>Intro to Social Statistics</td>
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Quantitative Reasoning II

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<table>
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<th>Code</th>
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<td>STAT 200</td>
<td>Statistical Analysis</td>
<td>3</td>
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<tr>
<td>CHLH 244</td>
<td>Health Statistics</td>
<td>3</td>
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<th>Hours</th>
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<tr>
<td>MATH 220</td>
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<td>MATH 221</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 234</td>
<td>Calculus for Business I</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 103</td>
<td>Logic and Reasoning QR II</td>
<td>3</td>
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</table>

Natural Sciences and Technology

Select from campus approved list.  6

Humanities and the Arts

Select from campus approved list.  6

Social and Behavioral Sciences

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSYC 100</td>
<td>Intro Psych</td>
<td>4</td>
</tr>
<tr>
<td>SOC 100</td>
<td>Introduction to Sociology</td>
<td>4</td>
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</table>

Select one of the following:  3-4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ACE 100</td>
<td>Agr Cons and Resource Econ</td>
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<tr>
<td>ECON 102</td>
<td>Microeconomic Principles</td>
<td></td>
</tr>
<tr>
<td>ECON 103</td>
<td>Macroeconomic Principles</td>
<td></td>
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</table>

ACES Required

<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>ACES 101</td>
<td>Contemporary Issues in ACES</td>
<td>2</td>
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</table>

Human Development and Family Studies Required

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>HDFS 101</td>
<td>Issues &amp; Careers in HDFS</td>
<td>1</td>
</tr>
<tr>
<td>HDFS 105</td>
<td>Intro to Human Development</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 120</td>
<td>Intro to Family Studies</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 220</td>
<td>Families in Global Perspective</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 290</td>
<td>Intro to Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>ACE 161</td>
<td>Microcomputer Applications</td>
<td>3</td>
</tr>
<tr>
<td>ACE 240</td>
<td>Personal Financial Planning</td>
<td>3</td>
</tr>
<tr>
<td>FSHN 120</td>
<td>Contemporary Nutrition</td>
<td>3</td>
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Select one of the following:  3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>HDFS 208</td>
<td>Child Fam with Special Needs</td>
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</tr>
<tr>
<td>HDFS 221</td>
<td>Asian Families in America</td>
<td></td>
</tr>
<tr>
<td>HDFS 340</td>
<td>Gender, Relationships &amp; Society</td>
<td></td>
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<tr>
<td>HDFS 341</td>
<td>Asian American Youth</td>
<td></td>
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<tr>
<td>HDFS 379</td>
<td>HDFS Study Abroad Experience</td>
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<tr>
<td>HDFS 322</td>
<td>US Latina and Latino Families</td>
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</tr>
<tr>
<td>HDFS 444</td>
<td>LGBT Indiv, Fam &amp; Community</td>
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Select one of the following:  3-6

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
<td>HDFS 206</td>
<td>Early Childhood Curriculum Dev</td>
<td></td>
</tr>
<tr>
<td>HDFS 261</td>
<td>Self-Help Group Dev &amp; Process</td>
<td></td>
</tr>
<tr>
<td>HDFS 294</td>
<td>Research Internship</td>
<td></td>
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<tr>
<td>HDFS 450</td>
<td>Practicum in HDFS</td>
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<tr>
<td>HDFS 494</td>
<td>Applied Research Methods</td>
<td></td>
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</tbody>
</table>

Required Concentration  16-18

See specific requirements for each concentration listed below. Additional courses must be completed to yield a total of 126 hours for graduation.

Total Hours  126

Approved Concentrations:

• Child and Adolescent Development Concentration (http://catalog.illinois.edu/undergraduate/aces/departments/hu-comm/child-adolescent-development-concentration)
Minor in Adult Development

The Adult Development minor combines theoretical and practical approaches to understanding issues faced by adults as individuals, partners, family members, learners, caregivers, and clients of social agencies. Course work examines adults from age 25 to 90+ in the contexts of evolving family roles, health issues, and social service needs. Students anticipating careers in social or health-related services will find an understanding of adult development and its attendant issues a valuable compliment to other professional skills.

The minor requires a minimum of 18 hours. At least six hours of advanced course work must be distinct from credit earned for the student's major or another minor. Courses in the minor cannot be taken Credit/No Credit. Students may count three hours earned in a community-based practicum or research project related to adult development toward the minor.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>HDFS 105</td>
<td>Intro to Human Development</td>
<td>9</td>
</tr>
<tr>
<td>HDFS 310</td>
<td>Adult Development ¹</td>
<td></td>
</tr>
<tr>
<td>One course selected from:</td>
<td></td>
<td></td>
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<tr>
<td>HDFS/ Gerontology</td>
<td></td>
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<tr>
<td>CHLH 404</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPSY 407</td>
<td>Adult Learning and Development</td>
<td></td>
</tr>
<tr>
<td>PSYC 361</td>
<td>The Psychology of Aging</td>
<td></td>
</tr>
</tbody>
</table>

| Total Hours | 18-19 |

1 HDFS majors pursuing the minor may not use this course to meet a major requirement.

2 No more than three combined hours of HDFS 294, 450, 494 or equivalent field/research experience may be counted toward minor requirements. Field/research experience must focus on adults.

Courses

HDFS 101  Issues & Careers in HDFS  credit: 1 Hour. (https://courses.illinois.edu/schedule/terms/HDFS/101)
Introduction to career opportunities related to human development and family studies, academic and other preparation for different fields, and emerging issues for practitioners and researchers.

HDFS 105  Intro to Human Development  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/105)
Systematic overview of the psychological, biological, familial, and cultural factors related to human growth and development across the life span. This course satisfies the General Education Criteria for: Social Beh Sci - Beh Sci

HDFS 120  Intro to Family Studies  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/120)
Overview of current concepts, theories, and substantive issues in family studies from an interdisciplinary perspective. Gives attention to variation in family form and function across different social/cultural contexts and how family experience is structured by gender. Examines issues of family development (marriage, parenting, divorce, remarriage, aging family) and explores the links between families and other social institutions.

This course satisfies the General Education Criteria for: Social Beh Sci - Soc Sci

HDFS 140  Intro Gender & Women's Studies  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/140)
Same as GWS 100 and SOC 130. See GWS 100. This course satisfies the General Education Criteria for: Social Beh Sci - Soc Sci

HDFS 143  Biology of Human Behavior  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/143)
Same as ANTH 143. See ANTH 143. This course satisfies the General Education Criteria for: Nat Sci Tech - Life Sciences

HDFS 199  Undergraduate Open Seminar  credit: 1 to 5 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/199)
Experimental course on a special topic in human development and family studies. Approved for both letter and S/U grading. May be repeated in the same or subsequent terms as topics vary.

HDFS 206  Early Childhood Curriculum Dev  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/206)
Introduces development of curriculum for children from birth to age five; integrates child development theory and principles with programming for young children in preschool and childcare setting. Prerequisite: HDFS 105.

HDFS 208  Child Fam with Special Needs  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/208)
Multi-disciplinary approach to the study of issues related to exceptional children and their families. Explores social, emotional, and economic aspects of exceptionality for both children and families; examines processes of identification, intervention, and integration of children who deviate significantly from developmental norms. Designed for students studying child development, early childhood education, special education, social work, nursing and other disciplines involved with children who have special needs and their families. Recommended for students preparing for internships and careers as Child Life Specialists. Prerequisite: HDFS 105.
HDFS 220  Families in Global Perspective  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/220)
Explores economic, political, cultural and social factors affecting families in different countries; examines variations among families in developed and developing nations and their historical, political and cultural contexts. Same as ANTH 210.
This course satisfies the General Education Criteria for:
Cultural Studies - Non-West
Social Beh Sci - Soc Sci

HDFS 221  Asian Families in America  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/221)
Same as AAS 297 and SOCW 297. See SOCW 297.
This course satisfies the General Education Criteria for:
Social Beh Sci - Soc Sci
Cultural Studies - US Minority

HDFS 225  Close Relationships  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/225)
Initiation, development, and dissolution of committed relationships with same- or opposite-sex partners within familial, cultural, and societal contexts. Prerequisite: Sophomore standing.
This course satisfies the General Education Criteria for:
Social Beh Sci - Soc Sci

HDFS 259  Motor Development and Control  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/259)
Same as KIN 259. See KIN 259.
This course satisfies the General Education Criteria for:
Social Beh Sci - Beh Sci

HDFS 261  Self-Help Group Dev & Process  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/261)
Defines nature and use of self-help groups in different contexts. Includes role of professionals in group formation and maintenance and develops group planning and management skills. Includes practice in group formation and visits to working groups in the community.

HDFS 262  Motor Develop, Growth & Form  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/262)
Same as KIN 262. See KIN 262.

HDFS 263  Diversity in Recreation, Sport, and Tourism  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/263)
Same as KIN 230 and RST 230. See RST 230.

HDFS 290  Intro to Research Methods  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/290)
Introduction to quantitative and qualitative research methods used to study human development and families. Provides experience conducting observations and survey interviews, evaluating research results, and writing research reports. Prerequisite: HDFS 105.
This course satisfies the General Education Criteria for: Advanced Composition

HDFS 291  HDFS Career Planning & Preparation  credit: 1 Hour. (https://courses.illinois.edu/schedule/terms/HDFS/291)
Overview of job opportunities, graduate, and professional school programs that prepare students for careers in health care, counseling, social work, higher education, policymaking and other fields related to Human Development and Family Studies. Examines types of jobs, graduate and professional opportunities and the preparation they require. Students develop personal job, graduate/professional school preparation plans. Approved for S/U grading only.

HDFS 293  Off-Campus Internship  credit: 1 or 2 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/293)
Supervised, off-campus experience in a field directly pertaining to subject matter in Human Development and Family Studies. Intended primarily for students seeking supervised internship experience needed for certification as a Child Life Specialist. Approved for letter and S/U grading. May be repeated to a maximum of 4 hours. Prerequisite: Prior or concurrent enrollment in HDFS 408 and consent of instructor.

HDFS 294  Research Internship  credit: 1 to 4 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/294)
Students work one-on-one or in a small group with a faculty member engaged in research. Students must arrange this research experience with a professor prior to registering for the course. A list of possible research projects can be found at: http://hdfs.illinois.edu/undergraduate/research-opportunities. Since you have found a project that interests you, email the professor and ask to participate in his or her research opportunity. Approved for Letter and S/U grading. May be repeated in the same or separate terms to a maximum of 10 hours. Prerequisite: Consent of instructor; not open to students on probation.

HDFS 295  Independent Study or Research  credit: 1 to 4 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/295)
Individual research, special problems, thesis, development and/or design work under the supervision of an appropriate member of the faculty. May be repeated in the same or subsequent terms.

HDFS 301  Infancy & Early Childhood  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/301)
Reviews development during the first five years of life, including cognitive, social, and biological aspects of early development; includes first-hand observation of young children to supplement and extend lecture material. Prerequisite: HDFS 105 or PSYC 216.

HDFS 305  Middle Childhood  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/305)
Systematic overview of the normative changes that occur in the physical, cognitive, social, emotional, and moral domains during the middle childhood period as well as current social issues that confront many of today's children (such as school violence or poverty). Prerequisite: HDFS 105.

HDFS 310  Adult Development  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/310)
Focuses on adult development as a means for understanding the quality of family relationships and community functioning. Uses current theoretical approaches to understand adult development and evaluate each approach's usefulness for adults in the contexts of family, health, work, leisure and challenges over the life course. Prerequisite: HDFS 105 or equivalent.

HDFS 314  Introduction to Aging  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/314)
Same as CHLH 314, RST 314, PSYC 314, and REHB 314. See CHLH 314.
Information listed in this catalog is current as of 05/2018
HDFS 427  Family Adaptation & Resilience  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/427)
Examines complex factors, including culture, economy, and values conflicts, that challenge families and the range of adaptive strategies that families deploy amid various challenges and stressors. Activities include developing a research or action proposal related to developing family resiliency. 3 undergraduate hours. 3 graduate hours. Credit is not given for both HDFS 427 and HDFS 527. Prerequisite: HDFS 425 or consent of instructor.

HDFS 444  LGBT Indiv, Fam & Community  credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/444)
Examines contemporary sexual and gender minority experiences in the context of societal inequality. Of particular interest to students pursuing educational, human service, legal, and/or health profession careers. Same as CHLH 444. 3 undergraduate hours. 4 graduate hours. Prerequisite: SOC 100 or an introductory course on gender issues.

HDFS 450  Practicum in HDFS  credit: 1 to 12 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/450)
Supervised on- or off-campus learning experience related to human development or family studies, supervised in cooperation with an appropriate agency or institution. Not available to students on probation. 1 to 12 undergraduate hours. 1 to 12 graduate hours. May be repeated for up to 6 hours in separate semesters. Only 6 hours of the course may be applied to the total required for a graduate or undergraduate degree in Human Development and Family Studies. Prerequisite: Human Development and Family Studies major; junior standing.

HDFS 459  Physical Activity & Aging  credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/459)
Same as KIN 459. See KIN 459.

HDFS 461  Family Life Education  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/461)
Examines the theory and practice of designing family life education programs for children, youth, and/or families. Introduces strategies for translating science-based information into learning experiences. Family life education topics such as parenting (including managing difficult children and children with special needs), relationships (dating, marriage), family transitions (becoming new parents, divorce, & stepfamilies), and health and well-being (obesity, stress) will be reviewed. Principles of effective program design will be explored along with online program delivery skills. 3 undergraduate hours. No graduate credit. Credit is not given for both HDFS 461 and HDFS 561. Prerequisite: HDFS 120 or consent of instructor.

HDFS 494  Applied Research Methods  credit: 1 to 4 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/494)
Participation in faculty-supervised research as a member of a transdisciplinary team investigating questions related to the health and well-being of children and families. Students propose their own research questions and present findings developed from data gathered by the team. 1 to 4 undergraduate hours. No graduate credit. May be repeated in the same term to a maximum of 6 hours. May be repeated in separate terms to a maximum of 8 hours. Prerequisite: Consent of instructor.

HDFS 499  Seminar  credit: 1 to 4 Hours. (https://courses.illinois.edu/schedule/terms/HDFS/499)
Special topics in human development, family studies, or community development. 1 to 4 undergraduate hours. 1 to 4 graduate hours. May be repeated in the same or subsequent terms to a maximum of 12 hours as topics vary.