HUMAN DEVELOPMENT AND FAMILY STUDIES

Susan Koerner
222 Bevier Hall
905 South Goodwin Ave.
Urbana IL 61801
PH: (217) 333-3790
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

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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>RHET 105</td>
<td>Writing and Research &amp; CMN 101 and Public Speaking (or equivalent) (see college Composition I requirement)</td>
<td>6-7</td>
</tr>
<tr>
<td>CMN 111</td>
<td>Oral &amp; Written Comm I &amp; CMN 112 and Oral &amp; Written Comm II</td>
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<tr>
<td>RHET 110</td>
<td>Writing and Research II</td>
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<td>RHET 210</td>
<td>Writing and Research II</td>
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<tr>
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Human Development and Family Studies Required

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<tr>
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<tbody>
<tr>
<td>HDFS 101</td>
<td>Issues &amp; Careers in HDFS</td>
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<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>
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<tr>
<td>HDFS 220</td>
<td>Families in Global Perspective</td>
<td>3</td>
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<td>HDFS 290</td>
<td>Intro to Research Methods</td>
<td>4</td>
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<tr>
<td>ACE 100</td>
<td>Agr Cons and Resource Econ</td>
<td>3</td>
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<tr>
<td>ECON 102</td>
<td>Microeconomic Principles</td>
<td>3</td>
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<tr>
<td>ECON 103</td>
<td>Macroeconomic Principles</td>
<td>3</td>
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<tr>
<td>FSCH 120</td>
<td>Contemporary Nutrition</td>
<td>3</td>
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<tr>
<td>or CHLH 120</td>
<td>Contemporary Health</td>
<td>3</td>
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<tr>
<td>HDFS 206</td>
<td>Early Childhood Curriculum Dev</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 261</td>
<td>Self-Help Group Dev &amp; Process</td>
<td>3</td>
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<tr>
<td>HDFS 294</td>
<td>Research Internship</td>
<td>3</td>
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<tr>
<td>HDFS 450</td>
<td>Practicum in HDFS</td>
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<tr>
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Required Concentration

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Information listed in this catalog is current as of 10/2017
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.

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<tbody>
<tr>
<td>HDFS 105</td>
<td>Intro to Human Development</td>
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<tr>
<td>HDFS 310</td>
<td>Adult Development</td>
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<td>One course selected from:</td>
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<td>HDFS/CHLH 404</td>
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<td>EPSC 407 Adult Learning and Development</td>
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<td>PSYC 361 The Psychology of Aging</td>
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<td>HDFS 225</td>
<td>Close Relationships</td>
<td>3</td>
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<tr>
<td>HDFS 245</td>
<td>Critical Family Transitions</td>
<td>4</td>
</tr>
<tr>
<td>HDFS 266</td>
<td>Family Conflict Management</td>
<td>3</td>
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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.
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.
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.
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.
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.
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.
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.
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.
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. Recommended 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. Prerequisite: HDFS 105.

HDFS 220 Families in Global Perspective credit: 3 Hours.
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

Information listed in this catalog is current as of 10/2017
HDFS 221 Asian Families in America credit: 3 Hours.
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.
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.
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.
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.
Same as KIN 262. See KIN 262.
This course satisfies the General Education Criteria for:
Social Beh Sci - Beh Sci

HDFS 263 Diversity in Recreation, Sport, and Tourism credit: 3 Hours.
Same as KIN 230 and RST 230. See RST 230.
This course satisfies the General Education Criteria for:
Cultural Studies - US Minority

HDFS 290 Intro to Research Methods credit: 4 Hours.
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.
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.
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.
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. Once 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.
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.
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.
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.
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.
Same as CHLH 314, RST 314, PSYC 314, and REHB 314. See CHLH 314.

HDFS 322 US Latina and Latino Families credit: 3 Hours.
Explores a variety of topics and provides a basic overview of issues relevant to the understanding of Latina/Latino families and children in the United States. Examines recent demographic changes in the U.S. population and their implications for the socialization and education of Latina/Latino children and their families. Course content looks at such areas as who are Latina/Latino families; how are those families different from others; what are the similarities and differences within Latinas/Latinos; how does acculturation and language fit into our understanding of these families; and what are the implications for the education success of current and future Latina/Latino children. Same as LLS 322.
This course satisfies the General Education Criteria for:
Cultural Studies - US Minority

HDFS 324 African Amer Families in Film credit: 3 Hours.
Same as AFRO 382. See AFRO 382.

HDFS 340 Gender, Relationships & Society credit: 3 Hours.
Explores the production of gender through social interaction within families and other specific interpersonal and institutional relationships that change over time. Gender is also linked to race, class, ability, and sexuality. Same as GWS 340 and SOC 322. Prerequisite: HDFS 105 or SOC 100.

HDFS 341 Asian American Youth credit: 3 Hours.
Same as AAS 346. See AAS 346.
HDFS 361  Creative Dance for Children  credit: 3 Hours.
Same as ARTE 350 and DANC 350. See DANC 350.

HDFS 379  HDFS Study Abroad Experience  credit: 1 to 4 Hours.
International experience in areas related to human development and
family studies involving foreign travel and study without enrollment in
another institution. Experience must be planned and approved in advance
via consultation with an HDFS faculty member. May be repeated in the
same or separate terms to a maximum of 8 hours as topics vary.

HDFS 396  Honors Research or Thesis  credit: 1 to 4 Hours.
Individual research, special problems, thesis, development and/or design
work under the direction of the Honors advisor. May be repeated in the
same or subsequent terms. Prerequisite: Junior standing, admission to the
ACES Honors Program.

HDFS 398  Undergraduate Seminar  credit: 1 to 3 Hours.
Special topics in a field of study directly pertaining to subject matter in
human development and family studies. May be repeated in the same or
subsequent terms to a maximum of 12 hours as topics vary. Prerequisite:
Junior standing.

HDFS 401  Socialization and Development  credit: 4 Hours.
Presents and uses theories of socialization to evaluate and analyze
current issues and socialization practices; delineates historical and
philosophical trends in socialization, and discusses the implications
of these trends for generating social policy affecting the developing
individual. 4 undergraduate hours. 4 graduate hours. Prerequisite:
HDFS 301 and HDFS 290.

HDFS 404  Gerontology  credit: 3 or 4 Hours.
Same as CHLH 404. See CHLH 404.

HDFS 405  Adolescent Development  credit: 3 Hours.
Examines paths of experience and individual development within the
family, the peer group, and other domains through this socially-defined
stage of life. 3 undergraduate hours. 3 graduate hours. Prerequisite:
HDFS 105 and PSYC 100.

HDFS 406  Child Dev Class Supervision  credit: 5 Hours.
Examines the relationships between child development theories and
devotionally appropriate and individualized instruction techniques,
discipline and guidance strategies, and the role of the family in child
development programs. Emphasizes program supervision. Includes
direct experience with children and families in a laboratory setting.
5 undergraduate hours. 5 graduate hours. Prerequisite: HDFS 206,
HDFS 220, and junior standing.

HDFS 408  Hospitalized Children  credit: 3 or 4 Hours.
Examines the developmental needs and stress reactions of children and
families in a hospital/medical setting; examines responses of family and
staff facing terminal illness and the death of a family member;
familiarizes students with general hospital procedures, medical terms,
and illnesses; introduces the role of Child Life programs and the Child
Life Specialist. 3 undergraduate hours. 4 graduate hours. Prerequisite:
HDFS 105 or consent of instructor.

HDFS 420  Inequality, Public Policy, and U.S. Families  credit: 3 or 4 Hours.
Examines influence of economic, demographic and social changes
on families in the U.S. and on the opportunities of individual family
members. Explores interactions of social class, poverty, race and gender
and their effects on family life and on child and adolescent development.
Includes critical analysis of health care, employment, immigration, family
leave, welfare and other social policy options that affect family life
and well-being. 3 undergraduate hours. 4 graduate hours. Prerequisite:
HDFS 120.

HDFS 424  Racial and Ethnic Families  credit: 2 to 4 Hours.
Same as AFRO 421, EPS 421, and SOC 421. See EPS 421.

HDFS 425  Critical Family Transitions  credit: 4 Hours.
Life-span development approach to the study of normative changes
and non-normative events and their impact on marriage and family
relationships; attention to variations in the socio-economic contexts of
family transitions, and to methods for reducing the negative effects of
such transitions. 4 undergraduate hours. 4 graduate hours. Prerequisite:
HDFS 120 and HDFS 290.

HDFS 426  Family Conflict Management  credit: 3 or 4 Hours.
Examines processes of conflict management in family and community
disputes; emphasizes negotiation and mediation as modes of dispute
settlement. 3 undergraduate hours. 4 graduate hours. Prerequisite:
HDFS 120.

HDFS 427  Family Adaptation & Resilience  credit: 3 Hours.
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
resilience. 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.
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.
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. Only 6 hours of
the course may be applied to the total required for a graduate degree in
Human and Community Development or a bachelor’s 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.
Same as KIN 459. See KIN 459.

HDFS 461  Family Life Education  credit: 3 Hours.
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.
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.
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.