

# HUDV:HUMAN DEVELOPMENT (UNDERGRADUATE)

## HUDV 1005 Child Development: Introductory (4 Credits)

In this course the student will examine a variety of theoretical viewpoints on child developmental process, as well as current research and studies of the principal topics of developmental psychology. Topics covered in this study may include: the impact on development of the continuing interaction between genetic and environmental factors, the growing body of knowledge about how children learn language and develop cognitive and social skills, and a discussion of prominent theorists in the field. Please note: Students should not enroll in this course and the advanced level of the same course title as there is significant redundancy in the content of courses.

**Attributes:** Social Science Gen Ed, \*Social Sciences Gen Ed, Liberal

## HUDV 1010 Child & Adolescent Development: Introductory (4 Credits)

In this course the student will examine a variety of theoretical viewpoints on child and adolescent developmental process, as well as current research and studies of the principal topics of developmental psychology. Topics covered in this study may include: the impact on development of the continuing interaction between genetic and environmental factors, the growing body of knowledge about how children learn language and develop cognitive and social skills, and a discussion of prominent theorists in the field. Please note: Students should not enroll in this course and the advanced level of the same course title, as there is significant redundancy in the content of courses.

**Attributes:** Liberal

## HUDV 1015 Human Development: Introductory (4 Credits)

In this course the student will examine a variety of theoretical viewpoints on human developmental process, as well as current research and studies of the principal topics of developmental psychology. Topics covered in this study may include: the impact on development of the continuing interaction between genetic and environmental factors, the growing body of knowledge about how children learn language and develop cognitive and social skills, and a discussion of prominent theorists in the field. Additionally lifespan theories like Erikson and Levinson may be emphasized, and focus on stages of adult development will be included, in addition to death and dying potentially being covered. Please note: Students should not enroll in this course and the advanced level of the same course title as there is significant redundancy in the content of courses.

**Attributes:** Social Science Gen Ed, \*Social Sciences Gen Ed, Liberal

## HUDV 1996 Special Topics in HUDV (2-4 Credits)

The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

**Attributes:** Liberal

## HUDV 1998 Individualized Studies in Human Development (HUDV) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Human Development (HUDV). Please contact your mentor/advisor for more details.

## HUDV 2005 Adolescent Development: Introductory (4 Credits)

In this course the student will examine a variety of theoretical viewpoints on adolescent developmental process, as well as current research and studies of the principal topics of developmental psychology. Topics covered in this study may include: the impact on development of the continuing interaction between genetic and environmental factors, the growing body of knowledge about how adolescents learn and adapt language and develop cognitive and social skills, and a discussion of prominent theorists in the field. Please note: Students should not enroll in this course and the advanced level of the same course title, as there is significant redundancy in the content of courses.

**Attributes:** Liberal

## HUDV 2010 Gerontology (4 Credits)

This course provides a broad overview of the multidisciplinary field of gerontology, with an emphasis on key psychological, biological, and sociological aspects of age, aging, and older adults. The diversity of experience within the older population, including normal effects of aging and the potential major problems and diseases associated with aging, will be discussed. Topics may also include: personal and societal attitudes and beliefs about aging, what it means to age successfully, myths and stereotypes of aging, the prevalence and effects of ageism, cultural influences on the experience of older adults, stress and coping in later life, and career opportunities in gerontology.

**Attributes:** Liberal

## HUDV 2015 Adult Development: Introductory (4 Credits)

In this course the student will examine a variety of theoretical viewpoints on adult developmental process, as well as current research and studies of the principal topics of developmental psychology. Topics covered in this study may include: the impact on development of the continuing interaction between genetic and environmental factors and a discussion of prominent theorists in the field. Lifespan theories like Erikson and Levinson may be emphasized, and focus on stages of adult development will be included, in addition to death and dying being covered. Please note: Students should not enroll in this course and the advanced level of the same course title, as there is significant redundancy in the content of developmental courses. This course was previously HDV-283204.

**Attributes:** Liberal

## HUDV 2020 Adult Development & Aging: Introductory (4 Credits)

In this course the student will examine a variety of theoretical viewpoints on adult developmental process in addition to considering the process of aging and current issues in gerontology. Topics may include: current research and studies of the principal topics of developmental psychology; the impact on development of the continuing interaction between genetic and environmental factors; prominent theorists in the field, such as Erikson, Levinson, and Kubler-Ross. Please note: Students should not enroll in this course and the advanced level of the same course title, as there is significant redundancy in the content of courses.

**Attributes:** Liberal

## HUDV 2025 Infant/Toddler Development: Introductory (4 Credits)

This course helps the student understand what constitutes normal development during pre-birth, infancy, and toddlerhood. The student will examine various biological, environmental, and cultural influences on development and become familiar with prominent theories of development within the first three years of life. Please note: Students should not enroll in this course and the advanced level of the same course title as there is significant redundancy in the content of courses.

**Attributes:** Social Science Gen Ed, \*Social Sciences Gen Ed, Liberal

**HUDV 2035 Attachment in Early Childhood: Introductory (4 Credits)**

This course will focus on attachment within multiple contexts, such as historical, cultural, familial, personal, and age-related. Students will examine continuity and separation, focusing on early childhood, and the factors that contribute to shaping the attachment relationship. Topics may include attachment theory, assessment of attachment, research strategies, limitations, and implications of attachment. This course was previously HDV-281124. While not required, it would be helpful if students have taken Human Development, Infant/Toddler Development, or Child Development, or the equivalent of one of these courses.

**Attributes:** Liberal

**HUDV 2998 Individualized Studies in Human Development (HUDV) (1-8 Credits)**

Students have the opportunity to develop individualized studies with their mentor in Human Development (HUDV). Please contact your mentor/advisor for more details.

**HUDV 3000 Careers in Psychology and Human Development (2 Credits)**

Are you considering a professional career in psychology or human development? Perhaps you know exactly what kind of job you want to pursue but are unsure of options available to you, both in terms of career and graduate study. This course is designed to help students gain a better understanding of the diverse career options and graduate study opportunities in psychology and human development. The course will focus on both traditional and emerging career paths, equipping students with practical knowledge and skills necessary to make informed decisions about their current and future course of studies and occupational strategies in these areas. This course meets 2 advanced level educational planning credits.

**Attributes:** Liberal

**HUDV 3005 Adult Development: Advanced (4 Credits)**

In this advanced level course the student will examine a variety of theoretical viewpoints on adult developmental process, as well as empirical research of the principal topics of developmental psychology. Topics covered in this study may include: the impact on development of the continuing interaction between genetic and environmental factors and a discussion of prominent theorists in the field. Lifespan theories like Erikson and Levinson may be emphasized, and focus on stages of adult development will be included, in addition to death and dying being covered. This course was previously HDV-283204 Adult Development While not required, it would be helpful for students to have taken Introduction to Psychology, Human Development, or an equivalent course. Please note: Students should not enroll in this course and the introductory level of the same course title, as there is significant redundancy in the content of courses.

**Attributes:** Liberal

**HUDV 3010 Adult Development & Aging: Advanced (4 Credits)**

This course investigates a relatively new and growing discipline built upon theories and data from a number of major social sciences. Research shows that age is an important aspect of human diversity that is often overlooked when considering "adults" as a single category. Students will study how changing age-related experiences in personal and family relationships, career development, community involvement, work engagement, retirement, impending death, and a search for life's meaning have cognitive, emotional, social, and biological consequences upon the individual. Besides exploring a variety of "smaller" theories students are also exposed to Bronfenbrenner's larger view of development as the result of external ("ecological") factors as contrasted with Erikson's focus upon development as a progression of predictable psychosocial challenges. While not required, it might be helpful for students to have taken Introduction to Psychology, Human Development, or an equivalent course. Please note: Students should not enroll in this course and the introductory level of the same course title as there is significant redundancy in the content of the courses.

**Attributes:** Social Science Gen Ed, \*Social Sciences Gen Ed, Liberal

**HUDV 3015 Child Development: Advanced (4 Credits)**

In this advanced level course the student will examine a variety of theoretical viewpoints on child developmental process, as well as current research and studies of the principal topics of developmental psychology. Topics covered in this study may include: the impact on development of the continuing interaction between genetic and environmental factors, the growing body of knowledge about how children learn language and develop cognitive and social skills, and a discussion of prominent theorists in the field. Please note: Students should not enroll in this course and the introductory level of the same course title as there is significant redundancy in the content of courses.

**Attributes:** Social Science Gen Ed, \*Social Sciences Gen Ed, Liberal

**HUDV 3020 Child & Adolescent Development: Advanced (4 Credits)**

In this advanced course the student will examine a variety of theoretical viewpoints on child and adolescent developmental process, as well as current empirical studies of the principal topics of developmental psychology. Topics covered in this study may include: the impact on development of the continuing interaction between genetic and environmental factors, the growing body of knowledge about how children and adolescents learn language and develop cognitive and social skills, and a discussion of prominent theorists in the field. Please note: Students should not enroll in this course and the introductory level of the same course title, as there is significant redundancy in the content of courses. While not required, it might be helpful if students have taken Introduction to Psychology, Human Development, or an equivalent course.

**Attributes:** Liberal

**HUDV 3025 Human Development: Advanced (4 Credits)**

In this course the student will apply advanced level learning to a variety of theoretical viewpoints on human developmental process, as well as current research and studies of the principal topics of developmental psychology. Topics covered in this study may include: the impact on development of the continuing interaction between genetic and environmental factors, the growing body of knowledge about how children learn language and develop cognitive and social skills, and a discussion of prominent theorists in the field. Additionally lifespan theories like Erikson and Levinson may be emphasized, and focus on stages of adult development will be included, in addition to death and dying potentially being covered. Please note: Students should not enroll in this course and the introductory level of the same course title as there is significant redundancy in the content of courses.

**Attributes:** Social Science Gen Ed, \*Social Sciences Gen Ed, Liberal

**HUDV 3030 Infant/Toddler Development: Advanced (4 Credits)**

This course helps the student gain an advanced level understanding of what constitutes normal development during pre-birth, infancy, and toddlerhood. The student will examine various biological, environmental, and cultural influences on development and become familiar with prominent theories of development within the first three years of life. Please note: Students should not enroll in this course and the introductory level of the same course title as there is significant redundancy in the content of courses.

**Attributes:** Social Science Gen Ed, \*Social Sciences Gen Ed, Liberal

**HUDV 3035 Attachment Across the Lifespan (3-4 Credits)**

The student will engage in the study of principles of classical attachment theory (e.g., Ainsworth, Bowlby), adult attachment theory (e.g., Feeney, Hazan, Shaver), and Parasocial Attachment Theory (e.g., Giles, Stever). An advanced understanding of the concept of attachment as 'proximity seeking for the purpose of safe haven and felt security' at all stages of the lifespan will be the emphasis in this course. While it is not required, it might be helpful if students took Introduction to Psychology, any human development survey course, or equivalent. This course was previously HDV-283124.

**Attributes:** Liberal

**HUDV 3045 Death & Dying (4 Credits)**

This course explores death and dying throughout the life span, including topics such as stage theories of grief, attitudes toward death and dying, considerations for families of the dying, and discussions about ways to do therapy with dying patients and their families. Prerequisites: Introduction to Psychology, Introduction to Human Services, or Theories of Counseling or equivalent.

**Attributes:** Liberal

**HUDV 3050 Development of Wisdom & Spirituality (4 Credits)**

This course looks at the development of wisdom and spirituality, including how they manifest through behaviors and attitudes, from a lifespan development perspective. Topics may include the application of developmental theory to spiritual development; perspectives of spirituality and wisdom from different cultural perspectives; brain science and research as applied to continued development in older age; and the social phenomenon of 'wisdom' as understood through research, observation, and analysis of self and others. While it is not required, it might be helpful if students took Human Development or an equivalent course. This course was previously HDV-284314 Development of Wisdom and Spirituality.

**Attributes:** Liberal

**HUDV 3055 Developmental Neurobiology: A Lifespan View (2 Credits)**

This course looks at the interaction between the development of internal (neurological) and external (behavior) processes across the lifespan. Topics may include how brain development and the environment interact, how the brain changes throughout development, and how the brain and behavior are related at different points throughout the lifespan. The study will include how the development of the neurological system reflects individual variation in development at different stages in the lifecycle. While not required, it might be helpful if students had Human Development, Human Biology, or equivalent courses. Students taking this course should not enroll in the 4 cr. version. This course was previously HDV-283112.

**Attributes:** Liberal

**HUDV 3056 Developmental Neurobiology: A Lifespan View (4 Credits)**

This course enables students to connect behavioral neuroscience language and concepts to practical applications relevant to their everyday work in professional and personal settings with people of all ages, from pre-natal development through old age. The course starts with an understanding of the neuron, the basic unit of communication across the brain, and ends with an understanding of complex brain systems from both structural and functional perspectives across the human lifespan. At each stage in the lifespan, interactions between natural neural/brain processes and key environmental influences most relevant to healthy development will be discussed. This course expands upon similar content covered in the 2cr version: HUDV 3055. Therefore, students taking this course should not enroll in the 2cr version, HUDV 3055. HUDV-1015 Human Development: Introduction or HUDV-3025 Human Development: Advanced, or the equivalent are prerequisites or corequisites for this course. Background in human biology and/or anatomy and physiology would be helpful. Prerequisites: HUDV-1015 Human Development: Introduction or HUDV-3025 Human Development: Advanced, or the equivalent.

**Attributes:** Liberal

**HUDV 3057 Cognitive Development (4 Credits)**

In this course, students examine research and theories concerning the development of cognitive capacities from infancy through adolescence. Current research is addressed on the development of our perception, attention, and memory processes through adolescence, as well as social interactions related to age-related differences in cognition. In addition, the contributions of foundational theorists in cognition are highlighted, both as contributors to cognitive theory and also as advocates for social justice in particular times and places. These theorists may include Piaget, Luria, Vygotsky, Montessori, Dewey, and Freire. Students will have opportunities to explore impacts of cognitive development through course case studies and through their own experiences.

**Attributes:** Liberal

**HUDV 3060 Early Childhood Development (4 Credits)**

This course focuses on the theories and research pertaining to early childhood development from conception through age eight. The study will examine biological aspects of development and how environmental factors (culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, factors in the home, school, and community) can impact a child's readiness to learn. Through course content and informal observation of children, students will explore the interconnectedness among all developmental domains (physical, cognitive, social-emotional, creative, language, and literacy) and the implication for educational settings. Prerequisites: HUDV 1005 or equivalent (SUNY Transfer Pathway).

**Attributes:** \*Social Sciences Gen Ed, Liberal

**HUDV 3065 Human Exceptionalities (4 Credits)**

This course focuses on exceptionalities (differences) in human development, including theories and cultural perspectives on what is judged as normal and different. Topics may include how development is affected by specific disability/giftedness (including physical/health issues, emotional/behavioral/communication problems, and intellectual and developmental disabilities); the development of children with giftedness and gifted children with disabilities; and research in the study of childhood developmental exceptionality. While it is not required, it might be helpful if students have Human Development, Child Development, or an equivalent course. This course was previously HDV-283224.

**Attributes:** Liberal

**HUDV 3066 Developmental Psychopathology (4 Credits)**

This course covers the major disorders of cognitive, emotional, social, and behavioral functioning in children and adolescents, with an emphasis on the developmental connections between these disorders and stages of child development. Focus will be on symptoms and theoretically- and empirically-informed ideas about causes of psychological disorders in children and adolescents. Additionally, major methods of assessment and recommended prevention and treatment efforts for these disorders will be considered. While it is not required, it might be helpful if students have Introduction to Psychology, Child Development, or an equivalent course. This course was previously PSYC 3060 and HDV-284234.

**Attributes:** Liberal

**HUDV 3070 Human Motivation (4 Credits)**

In this course the student will examine a variety of theoretical viewpoints on human motivation, as well as empirical development of contemporary approaches to human motivation. Topics covered in this student may include: Intrinsic motivation, historical background of motivational psychology, the interface of motivation theory and productivity, reward systems, goal theory and goal-setting, and applying motivational principles. Concepts such as the need for safety, belonging, self-esteem, and self-actualization may also be explored. Prerequisites: Introduction to Psychology, Human Development, or equivalent.

**Attributes:** Liberal

**HUDV 3075 Western Civilization & Human Development (4 Credits)**

This course focuses on how major ideas and cultural trends in Western Civilization have shaped the contemporary study of human development and related fields. Specifically, issues related to definitions in human nature and development will be explored in relation to major cultural, philosophical, and thought developments in Western Civilization, from early Greek and Hebrew ideas through modern Western ideas. Topics may include the inherent goodness of human nature, the influence of nature versus nurture on human development, and how continuous and deterministic development is. While it is not required, it might be helpful if students have taken Human Development or an equivalent course. This course was previously HDV-283374 Western Civilization and Human Development.

**Attributes:** Western Civilization Gen Ed, Liberal

**HUDV 3080 Adolescent Development: Advanced (4 Credits)**

In this advanced course the student will examine a variety of theoretical viewpoints on adolescent developmental process, as well as current empirical research studies of the principal topics of developmental psychology. Topics covered in this study may include: the impact on development of the continuing interaction between genetic and environmental factors, the growing body of knowledge about how adolescents learn and adapt language and develop cognitive and social skills, and a critical examination of prominent theorists in the field. Please note: Students should not enroll in this course and the introductory level of the same course title, as there is significant redundancy in the content of courses. This course was previously HDV-283174.

**Attributes:** Liberal

**HUDV 3085 Research Methods for Lifespan Development (4 Credits)**

This advanced level course focuses on the variety of methods employed in researching human development, including both longitudinal, developmental research and research on specific age groups within the lifespan. The scientific method of conducting developmental research in the social sciences is explored, including reviewing literature, posing research questions and hypotheses, and analyzing data. Topics may include the recruitment and planning in developmental research; attrition of research participants in longitudinal research; ethics in research development; and challenges and methodological issues posed in researching different age groups throughout the lifespan. While it is not required, it might be helpful if students have taken Child Development, Human Development, or an equivalent course. This course was previously HDV-284244. Prerequisites: HUDV 1015 Human Development: Introductory OR HUDV 3025 Human Development: Advanced OR equivalent.

**Attributes:** Social Science Gen Ed, \*Social Sciences Gen Ed, Liberal

**HUDV 3996 Special Topics in HUDV (2-4 Credits)**

The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

**Attributes:** Liberal

**HUDV 3998 Individualized Studies in Human Development (HUDV) (1-8 Credits)**

Students have the opportunity to develop individualized studies with their mentor in Human Development (HUDV). Please contact your mentor/advisor for more details.

**HUDV 4010 Development of Gender Identity (4 Credits)**

This advanced level course covers personal and cultural aspects related to how individuals develop their gender identity. Topics may include personal, cultural, and other meanings of gender; the interaction between biology and socialization in the development of gender; how gender influences and is influenced by relationships with others and environmental contexts, such as school and work; variation in the definition and understanding of gender across cultures and across history; psychosexual disorders; and gender biases in research, interpersonal interactions, and society in general. While it is not required, it might be helpful if students have Introduction to Psychology, Human Development, Child Development, or an equivalent course.

**Attributes:** Social Science Gen Ed, \*Social Sciences Gen Ed, Liberal



**HUDV 4030 Human Ecological Systems: Developmental Perspectives (4 Credits)**

This 4-credit, upper level, liberal arts course meets the following college learning goals: active learning; social responsibility; breadth and depth of knowledge; communication; and critical thinking and problem solving. Students make use of the Bronfenbrenner model for Ecology of Human Development, the organizing principle for Cornell University's Human Development program, as a system and method for understanding Human Development. This enables them to consider interactions of influences and impacts of different levels of one's environment in a systemic and scientific way. The course addresses academic needs of students in the social and behavioral sciences, most specifically those in Human Development, Psychology, Community/Human Services, and Educational Studies – as well as students in the natural sciences working to understand the impact of human interacting in the natural environment. To be successful in this course, students should have prior knowledge of lifespan human development, as presented in HUDV 1015 Human Development: Introductory, or HUDV 3025 Human Development: Advanced. Foundational course(s) in social and/or behavioral sciences and/or Interdisciplinary Studies, such as Human Development, Psychology, Educational Studies, Sociology, etc.

**Attributes:** Social Science Gen Ed, \*Social Sciences Gen Ed, Liberal

**HUDV 4090 Research Practicum in Psychology and Human Development (2-8 Credits)**

Under the supervision of a faculty member, students gain practical hands-on experience participating in various research activities pertaining to the collection, analysis, and dissemination of data. Course may be repeated for credit. Before taking this course, students are required to have approval of appropriate PSYC/HUDV faculty member, and have completed at least one prior course in research methodologies, such as SOSC 3025: Social Science Research Methods, HUDV 3085: Research Methods for Lifespan Development, or an equivalent course. This research opportunity meets the SUNY Applied Learning Initiative expectations. This course is cross-listed as HUDV 4090. Prerequisites: SOSC 3025: Social Science Research Methods, HUDV 3085: Research Methods for Lifespan Development, or an equivalent course.

**Attributes:** Liberal

**HUDV 4160 Internship in Psychology and Human Development (2-8 Credits)**

The internship is an opportunity for a student to apply the theories and methods of their field to a real-world experience. The internship often serves as a learning opportunity for a future career in a relevant field and a gateway to further delineate professional goals and expectations. Students should work independently, with their mentor, and with career services well in advance of the internship term to find an internship opportunity that meets their specific needs and fits within their degree program and college level appropriateness. An internship may only be completed with the approval of the student's mentor. Course may be repeated for credit. This course is cross-listed as PSYC 4160.

**HUDV 4998 Individualized Studies in Human Development (HUDV) (1-8 Credits)**

Students have the opportunity to develop individualized studies with their mentor in Human Development (HUDV). Please contact your mentor/advisor for more details.