

# HUMAN DEVELOPMENT AND FAMILY STUDIES (HDFS)

## HDFS 174 – INTRODUCTION INTO CULTURAL DIVERSITY OF FAMILIES

3 credits.

An introduction to racially and culturally diverse families with application to personal life. Focuses on structural factors impacting all families, such as demographic, economic, and historic trends, which illuminate the similarities and distinctions among and within racial and ethnic groups.

**Requisites:** None

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Demonstrate understanding of diversity of family structures, roles, and relationships.

Audience: Undergraduate

2. Demonstrate understanding of concepts (race, ethnicity, minority, etc.) essential to the discourse on family diversity.

Audience: Undergraduate

3. Identify historical and current social experiences and relate those to family dynamics of diverse cultural groups.

Audience: Undergraduate

4. Communicate differences between stereotyping and generalizations about culturally diverse families, while also acknowledging within-group diversity.

Audience: Undergraduate

5. Reflect upon your own family, and broaden your exposure to other kinds of family experiences.

Audience: Undergraduate

## HDFS 253 – HUMAN DEVELOPMENT & FAMILY STUDIES LEADERSHIP SYMPOSIUM

1 credit.

Provides detailed examination of careers in Human Ecology and the fields of human development and family studies (HDFS). High level leaders working in a variety of professions related to the HDFS major will present as guest speakers (e.g., counseling, school psychology, family life education, early childhood education, child life, social work, health care, occupational therapy).

**Requisites:** None

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2026

## HDFS 262 – DEVELOPMENT OF THE YOUNG CHILD

3 credits.

A basic foundation for understanding development from conception through middle childhood. Theoretical foundations, research findings, and practical applications.

**Requisites:** None

**Course Designation:** Breadth – Social Science

Level – Elementary

L&S Credit – Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Describe physical, cognitive, and social development from conception through middle childhood.

Audience: Undergraduate

2. Recognize the ways in which biological processes lead to similarities and differences in physical, cognitive, and social development.

Audience: Undergraduate

3. Identify the ways in which environmental factors lead to similarities and differences in physical, cognitive, and social development.

Audience: Undergraduate

4. Explain how child development research is conducted

Audience: Undergraduate

5. Apply developmental science to improve the lives of children.

Audience: Undergraduate

**HDFS 263 – DEVELOPMENT FROM ADOLESCENCE TO OLD AGE**

3 credits.

A basic foundation for understanding development from adolescence through old age. Theoretical foundations, research findings, and practical applications.

**Requisites:** None

**Course Designation:** Breadth - Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Describe change in physical, cognitive, and socioemotional development from adolescence through old age

Audience: Undergraduate

2. Gain knowledge of individual differences in developmental change across the lifespan

Audience: Undergraduate

3. Identify biological, psychological, and social mechanisms related to developmental change

Audience: Undergraduate

4. Discuss how biological, psychological, and social mechanisms interact in a dynamic and reciprocal fashion to shape develop across the lifespan

Audience: Undergraduate

5. Identify policy and intervention pathways for promoting optimal health and well-being from adolescence through old age

Audience: Undergraduate

**HDFS 299 – INDEPENDENT STUDY**

1-3 credits.

Directed study projects as arranged with a faculty member.

**Requisites:** Consent of instructor

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Fall 2006

**HDFS 345 – ECOLOGY OF CHILD HEALTH AND WELL-BEING**

3 credits.

The physical and mental health and well-being of infants and children are strongly influenced by child- and family-facing service professionals from across a variety of professions. Through a socioecological and multidisciplinary lens, examines both conceptual models and real-world applications ranging along a continuum from individual-level clinical interventions to systems-level public health approaches of influencing infant and child physical and mental health and well-being.

**Requisites:** None

**Course Designation:** Breadth - Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Discuss childhood as a function of the social, economic, political, historical, artistic, and scientific environments and systems children exist in and around.

Audience: Undergraduate

2. Apply the concepts of Relational Health and infant and child mental health in the context of practice, projects, and policy.

Audience: Undergraduate

3. Apply theoretical and research findings to real-world clinical settings through the context of child- and family-facing service professions.

Audience: Undergraduate

4. Evaluate how the flourishing and thriving of children is affected through individual-level interactions, programs, and policies and gain basic skills in advocating for children's health and well-being.

Audience: Undergraduate

5. Develop criteria for high-quality, everyday shared activities and what these bring to relational health, cognitive development, and educational success, and incorporate such criteria into service delivery models.

Audience: Undergraduate

**HDFS 425 – RESEARCH METHODS IN HUMAN DEVELOPMENT AND FAMILY STUDIES**

3 credits.

Basics of research design used in studying family studies and individual development over the life course. Quantitative and qualitative research designs, participatory action research, and evaluation research, how research informs intervention and prevention programs.

**Requisites:** HDFS 262, ED PSYCH 320, PSYCH 460, or HDFS 263

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**HDFS 462 – INFANT/TODDLER DEVELOPMENT & GROUP CARE**

3 credits.

Developmental milestones from conception up to 36 months of age. Exploration of child care, including access and quality of care, as major influences on the development of young children and families in the US. Observation of infant development in real-time and evaluation of child care program quality.

**Requisites:** HDFS 262 (or HDFS 362 prior to Fall 2023), ED PSYCH 320, or PSYCH 460

**Course Designation:** Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Identify and recognize the major milestones of infant development in each of the following domains: physical, motor, social-emotional, cognitive, and language and objectively observe infant development in "real time."

Audience: Undergraduate

2. Illustrate the cultural influences on the ways families choose to care for infants and toddlers and describe the major philosophical approaches to group care.

Audience: Undergraduate

3. Identify factors that influence the disproportionately high infant and maternal mortality rates in the U.S. based on demographic factors such as race, ethnicity, socioeconomic status, and region.

Audience: Undergraduate

4. Identify the main components of high-quality infant care programs and articulate how high-quality infant/toddler care has the potential to positively affect the developmental outcomes of children, the lives of families, and society overall.

Audience: Undergraduate

5. Use an observational rating scale to measure the quality of an infant/toddler group care setting and critique the rating scale based on knowledge of factors that have been shown to promote optimal developmental outcomes in young children.

Audience: Undergraduate

6. Identify ecological influences that affect the availability of affordable, high quality infant care for families in the U.S.

Audience: Undergraduate

7. Recognize the benefits of inclusive practice for infants and toddlers with disabilities, special needs, challenging behavior, or mental health challenges in the group care setting and identify supports needed by the field to successfully employ these inclusive practices.

Audience: Undergraduate

**HDFS 464 – PLAY-DEVELOPMENT AND ROLE ACROSS THE LIFESPAN**

3 credits.

The role and function of play (and playfulness) in promoting development across the lifespan.

**Requisites:** HDFS 262 (or HDFS 362 prior to Fall 2023), ED PSYCH 320, or PSYCH 460

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**HDFS/CNSR SCI 465 – FAMILIES & POVERTY**

3 credits.

Introduction to research at the intersection of family and poverty studies. Learn how family behaviors vary by socioeconomic status; how romantic relationships, childbearing, and childrearing may be implicated in poverty; what the consequences of poverty are for family functioning and children; and about the role of policy in influencing families and poverty.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Ability to consider and evaluate how children, adults, and families affect and are affected by policies, media, or other social institutions.

Audience: Undergraduate

2. Demonstrate applied professional skills by practicing working effectively with others.

Audience: Undergraduate

3. Demonstrate professional speaking skills through giving an oral presentation.

Audience: Undergraduate

4. Demonstrate scientific reasoning/critical thinking skills through engaging in critical evaluation of research articles, websites, programs, or policies.

Audience: Undergraduate

5. Knowledge of family and community diversity.

Audience: Undergraduate

**HDFS 469 – FAMILY AND COMMUNITY INFLUENCES ON THE YOUNG CHILD**

3 credits.

Interaction of child in socialization settings, especially the family; socialization processes in the social system of child-family-community.

**Requisites:** None

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

### **HDFS 471 – PARENT - CHILD RELATIONS**

3 credits.

Parents' interaction with their children, programs for parents, and parents' interactions with other institutions.

**Requisites:** HDFS 262, ED PSYCH 320, PSYCH 460, or HDFS 263

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

### **HDFS 474 – RACIAL ETHNIC FAMILIES IN THE U.S.**

3 credits.

Examines the diversity of family life and human development across and within racial ethnic groups in the United States as shaped by race, ethnicity, culture, biculturalism, and the social contexts of history, economics, immigration, and socio-political conditions.

**Requisites:** Sophomore standing

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

### **HDFS 501 – SPECIAL TOPICS**

1-3 credits.

Specialized subject matter of current interest.

**Requisites:** None

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2026

### **HDFS 516 – STRESS AND RESILIENCE IN FAMILIES ACROSS THE LIFESPAN**

3 credits.

Examines family stress and resilience across the life cycle from psychological, sociological, and biosocial perspectives. Explores research relating to normative and non-normative family stress and resiliency factors. Topics include parenting, poverty, violence, work-family balance, aging, health and wellness and others.

**Requisites:** None

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Critically evaluate internal family processes, including parenting and parent-child relations, couples and family relationships across generations and family health and well-being (e.g., mental health, substance abuse, wellness, child maltreatment)  
Audience: Undergraduate

2. Apply various theories, models, and perspectives on family stress and resilience across the lifespan to their understanding of families in stress and crisis  
Audience: Undergraduate

3. Apply research and application of these models to specific contemporary topics relevant to individual and family functioning, including risk and resiliency processes  
Audience: Undergraduate

4. Evaluate current issues and areas of investigation in the field of family stress and resilience and their application to 'real world' challenges  
Audience: Undergraduate

### **HDFS 517 – COUPLE RELATIONSHIPS**

3 credits.

Romantic relationships are universally desired, and individuals around the globe agree about what successful intimacy entails: we all want to be loved, supported, and cared for by partners we hold in high esteem. Nevertheless, intimate relationships can be difficult to form and maintain. Explore a range of theoretical perspectives and methodologies to understand how it is that intimate relationships develop, thrive, or deteriorate over time. Connect intimate relationship science to real life experiences.

**Requisites:** Sophomore standing

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

### **HDFS 535 – A FAMILY PERSPECTIVE IN POLICYMAKING**

3 credits.

Explore the relationship between family functioning and public/private policies at the local, state and federal levels; analyze the consequences of issues, policies or programs on family well-being; and, examine roles for professionals in influencing policy development.

**Requisites:** Junior standing

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

### **HDFS 592 – RESEARCH EXPERIENCE IN HUMAN DEVELOPMENT AND FAMILY STUDIES**

1-3 credits.

Research experience under the supervision of a faculty member in Human Development and Family Studies.

**Requisites:** Consent of instructor

**Course Designation:** Workplace - Workplace Experience Course

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2026

### **HDFS 601 – INTERNSHIP**

1-8 credits.

A supervised internship providing hands-on training in a professional experience in human development and family studies related fields.

**Requisites:** Consent of instructor

**Course Designation:** Workplace - Workplace Experience Course

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Summer 2025

**HDFS/COM ARTS/JOURN 616 – MASS MEDIA AND YOUTH**

3 credits.

Children's and adolescents' use of mass media and mass media effects on them. Particular attention is given to changes in comprehension and other cognitive activities that give insights into media use and effects.

**Requisites:** JOURN 202, COM ARTS 325, HDFS 262 (or HDFS 362 prior to Fall 2023), ED PSYCH 320, PSYCH 460, LSC 251, or graduate/professional standing

**Course Designation:** Breadth - Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Explain how children and youth process media

Audience: Undergraduate

2. Compare/contrast the impact of different types of media content on development

Audience: Undergraduate

3. Explain how individual differences moderate the impact of media on development

Audience: Undergraduate

4. Describe moderating effects of the context in which media use occurs

Audience: Undergraduate

5. Read, interpret, evaluate, and discuss social scientific reports of findings in this area

Audience: Undergraduate

6. Synthesize and interpret research in this area for a lay audience

Audience: Undergraduate

7. Explain with nuance how children and youth process media

Audience: Graduate

8. Compare/contrast the impact of different types and formats of media content on development, with reference to key developmental milestones

Audience: Graduate

9. Explain how individual differences and social contexts moderate the impact of media uses and interpretations on development

Audience: Graduate

10. Synthesize and interpret research in this area and identify a research gap for future work

Audience: Graduate

**HDFS 650 – PARENT EDUCATION AND SUPPORT PROGRAMS**

3 credits.

The purposes, contexts, and implementation of parenting support and education programs are studied. Some sections may include a service learning component.

**Requisites:** HDFS 262 (or HDFS 362 prior to Fall 2023), ED PSYCH 320, or PSYCH 460

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**HDFS 662 – ADVANCED STUDY OF THE YOUNG CHILD**

3 credits.

Research literature and current theories; topics of individual interest.

**Requisites:** HDFS 262 (or HDFS 362 prior to Fall 2023), ED PSYCH 320, or PSYCH 460

**Repeatable for Credit:** No

**Last Taught:** Fall 2022

**HDFS 663 – DEVELOPMENTAL AND FAMILY ASSESSMENT**

3 credits.

Introduction to the process of family-focused developmental assessment with infants and young children, including family interviewing, taking developmental histories, observing children, and developmental screening.

**Requisites:** HDFS 262 (or HDFS 362 prior to Fall 2023), ED PSYCH 320, PSYCH 460, or graduate/professional standing

**Course Designation:** Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**HDFS 664 – PROSEMINAR: HUMAN DEVELOPMENT AND FAMILY STUDIES**

1-3 credits.

Survey and introduction to children and families.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2025

**HDFS 680 – SENIOR HONORS THESIS**

2-4 credits.

Individual study in honors as arranged with a faculty member.

**Requisites:** Consent of instructor

**Course Designation:** Honors - Honors Only Courses (H)

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2023

**HDFS 690 – SENIOR THESIS**

2 credits.

Individual study as arranged with a faculty member.

**Requisites:** Consent of instructor

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2024

### **HDFS 699 – INDEPENDENT STUDY**

1-6 credits.

Directed study projects as arranged with a faculty member.

**Requisites:** Consent of instructor

**Course Designation:** Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2026

### **HDFS/ED PSYCH 725 – THEORY AND ISSUES IN HUMAN DEVELOPMENT**

3 credits.

This course covers both classic and contemporary theories, providing students with a firm grounding in the theoretical perspectives that have shaped and are shaping understandings of human development across the life-span. The course explores the historical roots of contemporary perspectives and examines the development of theoretical conceptualizations both within and across theoretical perspectives.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

### **HDFS/COUN PSY/ED PSYCH 726 – ETHNIC AND RACIAL DIVERSITY IN SOCIAL DEVELOPMENT**

3 credits.

Review of empirical and theoretical research on ethnic/racial diversity in social development across childhood, adolescence and early adulthood with emphasis on implications for counseling and school psychology.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2021

### **HDFS 761 – CHILDHOOD AND THE FAMILY: PRENATAL THROUGH PRE-ADOLESCENCE**

3 credits.

Research and theories about development from the prenatal period to middle childhood, emphasizing a relational approach and contemporary research (both content and methods). Explores diversity in early development in the US and internationally.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2024

**Learning Outcomes:** 1. Describe change in physical, cognitive, and psychosocial development from conception through middle childhood, particularly in the family context.

Audience: Graduate

2. Identify biological, psychological, and social mechanisms related to developmental change.

Audience: Graduate

3. Discuss how biological, psychological, and social mechanisms interact in a dynamic and reciprocal fashion to shape early human development.

Audience: Graduate

4. Think critically about human development research, including how research methods, content, findings, and theories impact understanding of early human development and relate to contexts.

Audience: Graduate

5. Apply knowledge of early human development to identify policy and intervention pathways for promoting optimal health and well-being from conception through middle childhood.

Audience: Graduate

**HDFS 763 – AGING AND THE FAMILY: ADOLESCENCE THROUGH LATER LIFE**

3 credits.

Examines physical, cognitive, and socioemotional development from adolescence through late life, emphasizing development in context. Covers developmental theory, research, and applications across life stages, including death and dying, with emphasis on relational approaches. Addresses individual, family, historical, and cultural influences on human development.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Describe change in physical, cognitive, and socioemotional development from adolescence through old age, particularly in the family context

Audience: Graduate

2. Examine individual differences in developmental change across the lifespan

Audience: Graduate

3. Identify biological, psychological, and social mechanisms related to developmental change

Audience: Graduate

4. Discuss how biological, psychological, and social mechanisms interact in a dynamic and reciprocal fashion to shape development across the lifespan

Audience: Graduate

5. Identify policy and intervention pathways for promoting optimal health and well-being from adolescence through old age

Audience: Graduate

**HDFS 765 – FAMILIES & POVERTY**

3 credits.

Introduction to research on families and poverty. Learn how family behaviors vary by socioeconomic status; how romantic relationships, childbearing, and childrearing may be implicated in poverty; what the consequences of poverty are for family functioning and children; and about the role of policy in influencing families and poverty.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2025**HDFS 766 – CURRENT TOPICS IN HUMAN DEVELOPMENT AND FAMILY STUDIES**

1-3 credits.

Specialized subject matter of current interests. Literature, research, and current trends, with implications for teaching, parent education, and other professions.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2026**HDFS 818 – ATTACHMENT THEORY AND RELATIONSHIPS ACROSS THE LIFESPAN**

3 credits.

Examines parent-child and intimate relationships using attachment theory and research (and critiques of this approach), focusing on relationships formed in infancy and across the lifespan.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2025**HDFS 865 – FAMILY THEORY I (SURVEY)**

3 credits.

A survey of the current theories and models used in family research and theory development. Focuses on structure-functional, interactional, developmental, systems, and exchange theory in relation to family research and application.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026**HDFS 869 – ADVANCED SEMINAR IN FAMILY STRESS AND COPING**

3 credits.

Emphasis on theoretical explanations of family stress from various levels of analysis--individual, social network, family, community, and larger social context. Considers sources of stress and how families experience, respond to, cope with, and resolve stress.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2025

**HDFS 872 – BRIDGING THE GAP BETWEEN RESEARCH AND ACTION**

3 credits.

Addresses the critical skills and methods needed to gather and apply research-based knowledge and theory to human development and family studies. Strategies for conducting research relevant to social policy, programs, and the general public will be discussed as well as techniques for communicating research.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**HDFS/ED PSYCH/NURSING/SOC WORK 880 – PREVENTION SCIENCE**

3 credits.

Theoretical, empirical and practical foundation for prevention science as it relates to the prevention of human social problems. Research and evaluation methods, program design strategies, best practices and policy as they relate to the field of prevention are also examined.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**HDFS/ED PSYCH/NURSING/SOC WORK 881 – CAPSTONE SEMINAR IN PREVENTION SCIENCE**

1 credit.

An opportunity to meet with prevention professionals and scholars from across campus and the community to explore current and emerging issues of prevention research and professional practice. Students must complete HDFS/ED PSYCH/NURSING/SOC WORK 880 before taking this course.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**HDFS 990 – RESEARCH AND THESIS**

1-12 credits.

Individual study as arranged with a faculty member.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2026

**HDFS 999 – INDEPENDENT STUDY**

1-3 credits.

Directed study projects as arranged with a faculty member.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2026