

**Human Development and Family Studies
Undergraduate Handbook**

2017-2018



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WHAT IS HDFS?

The **Human Development and Family Studies (HDFS)** program area is concerned with the study of human development across the lifespan, the dynamics of marital and family relationships, and the conditions of the family within the broader community. The ecological contexts of family, school, community, and culture are emphasized to prepare graduates to effectively serve children and families within the social contexts in which they are embedded.

PROGRAM CERTIFICATION

10 CFLE Content Areas

- Families in Society
- Internal Dynamics of Families
- Human Growth & Development over the Life Span
- Human Sexuality
- Interpersonal Relationships
- Family Resource Management
- Parent Education
- Family Law and Public Policy
- Professional Ethics
- Family Life Education Methods

The HDFS program at BGSU has received academic program approval from the **National Council on Family Relations (NCFR) for the Certified Family Life Educator (CFLE)**. Upon graduation, students are eligible for provisional CFLE designation through an abbreviated certification process. This process saves graduates time and money.

NCFR (www.ncfr.org) sponsors the only program approval to certify family life educators. The objective of **family life education** is to enrich and improve the lives of families through a strengths-based perspective in 10 content areas (see text box). Family life education focuses on healthy family functioning within a family systems perspective and provides a primarily preventive approach.

Where does HDFS fit in the university?

HDFS is a program area of the School of Family and Consumer Science (SFCS) in the College of Education and Human Development (EDHD). The School of Family and Consumer Sciences is a multidisciplinary school that is dedicated to communicating, advancing and applying knowledge that fosters the well-being of individuals and families. The disciplines in the School emphasize the interactions among human beings within the contexts of where they live and work using a life span perspective. A key aspect of the School's mission concerns the building of collaborative partnerships with a wide range of community constituents.



COMMUNITY ENGAGEMENT

Child Development Laboratory

Faculty members are instrumental in maintaining a child care facility through service in an advisory capacity to the center. Accredited by the National Association for the Education of Young Children (NAEYC), the Child Development Lab (CDL) offers quality care and services to families of children ages 3-5. In addition to serving parents and children in the broader community, the CDC provides various opportunities for students to work with and observe children.

The Creativity Studio

The Creativity Studio reflects a collaboration between the CDL, the Jordan Family Development Center, and the College of Education and Human Development to promote children's learning through creative activity. The studio has four unique areas that the children rotate to every week: a space that combines science and representative art, a light box area that displays fundamental art principals, a painting station with professional artist materials, and a ceramic space that has a pottery wheel. Twice a semester, the Studio changes themes so children can learn from a variety of famous artists such as Van Gogh, Audubon, Monet, and many others. Creativity-provoking methods are used to teach children including Reggio Emilia, Montessori, and project-based approaches. Children are immersed in musical, artistic, scientific and dramatic activities that encourage exploration and self expression. In addition to serving as a training center for early childhood education majors, the Creativity Studio offers HDFS students opportunities for internships and independent studies.

Tech Trek

This project is tied to a report by the American Association of University Women, *Why So Few? Women in Science, Technology, Engineering, and Math*, which demonstrates the importance of girls' learning environment in shaping their future achievements and interest in STEM subjects. By promoting a "growth mindset", showing girls that mathematical and scientific achievement is reached through learning and improving quantitative skills, educators can help girls to cultivate interest in these fields and to achieve an equal level of success to their male peers. BGSU's Tech Trek program hosts 50 girls for a weeklong residential, hands-on STEM camp. Participants engage in various STEM related projects and workshops. The week begins with a panel of professional women who currently work in various STEM related fields and is wrapped up with a presentation conducted by the girls. In addition to serving young women, the camp provides opportunities for HDFS students in the form of volunteer opportunities and internships.

WHY HDFS AS A MAJOR?



Whether you want to work with young children, teenagers, young adults, or older adults, the HDFS major provides you with the knowledge to serve diverse audiences in a variety of professional settings. An HDFS degree can be very versatile when it comes to employment. HDFS majors typically find employment in human and

social service positions working for non-profit organizations, community agencies, and state and local governments. Additionally, HDFS majors can find job opportunities in education and healthcare. The human development component of the HDFS degree enables graduates to find employment working with specific populations or life stages. BGSU HDFS majors have the ability to gain certification as a family life educator. This credential is often found desirable by potential employers.

Coursework and Learning Objectives

Your coursework and experiences are designed to develop your knowledge and skills such that HDFS graduates will be able to do the following:

- Demonstrate empirical and theoretical knowledge of life-span human development and family science context.
- Recognize, respect, and affirm individual, family, community, and cultural diversity.
- Understand, evaluate, and utilize research and theory to optimally inform practice when working with individuals and families.
- Demonstrate content knowledge and analytic abilities employing diverse modes of communication.
- Demonstrate professional ethics and conduct in service learning, field experience, and internship contexts.

Students—A Community of Learners

HDFS students tend to create cohorts based on when they sequence through the HDFS curriculum. Many HDFS courses require collaborative group work, which provides students the opportunity get to know their peers.

Undergraduate Research

Students who will be pursuing graduate study or who are interested in research have the opportunity to conduct an undergraduate research project. If you are interested in conducting a research project or collaborating with a faculty member's current research, make an appointment with the faculty member with whom you would like to work. Past projects have included:

- Early Head Start evaluation project, a collaborative community outreach project
- BG Tween Project
- Kinship Navigator Program Evaluation
- Wood County Supervised Visitation Program
- Exploration of Rural Population Perceptions of Early Childhood Programs

Faculty members also work with the [Center for Undergraduate Research and Scholarship \(CURS\)](#). Individual student projects that have received funding from CURS include:

- Developing Engaged Undergraduate Teaching Assistants
- Developmental relationships and civic-minded graduates: Listening Post
- Impact of Magazines on Women's Attitudes About Sexuality
- Impact of Media Consumption on College Students' Views About Relationships
- College Students' Attitudes Toward Sexuality of People with Disabilities
- Trans-women and Successful Aging
- University-community Collaboration: Older Adult Outreach
- Grandparents Raising Grandchildren: Issues of Biracial Identity



HDFS FACULTY

The HDFS program area currently employs eight full-time faculty members in addition to two full-time Child Development Laboratory (CDL) staff members. Faculty members are committed to helping students succeed.

The HDFS faculty is an interdisciplinary team with teaching and research expertise in individual and family development across the life span. Faculty members are involved in local, regional, state, and national service to direct-service agencies, government agencies, advisory boards, and professional organizations. They also are involved in community partnerships involving both service and research. The HDFS faculty research topics of national concern among scholars, practitioners, and policy-makers. Individual and collaborative research projects and grants have included the following topics:

- risk and resilience in adolescents
- social interaction with preschoolers in inclusive settings
- kinship caregiving; grandparents raising grandchildren
- collaborative partnerships
- cultural issues in parenting and education of children
- evaluation of early intervention programs
- family policy
- parent and caregiver attributions
- post-abortion psychological responses
- poverty and welfare reform
- developmental needs of college students

(Alphabetic listing of HDFS faculty & CDL staff)

[Ms. Stephanie Blessing](#), Instructor

[Dr. Thomas Chibucos](#), Professor

[Dr. Priscilla Coleman](#), Professor

[Dr. Jean Gerard](#), Associate Professor

[Dr. Elizabeth Holman](#), Assistant Professor

[Dr. Laura Landry-Meyer](#), CFLE Associate Professor

[Dr. Susan Peet](#), Senior Lecturer

[Mr. John Zibbel](#), Instructor

Ms. Cynthia Baum, CDL Lead Teacher

Dr. Jeanine Jechura, CDL Administrator



GENERAL INFORMATION

Contact Information

HDFS Program Coordinator:

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Advising

Students receive academic advising primarily from HDFS faculty. Students are encouraged to meet with their HDFS advisor each semester to ensure progress toward degree completion. The name of your advisor is located at the bottom of your Degree Audit Report. The College of Education and Human Development's Undergraduate Student Services office also provides advising and a variety of other academic services to assist students. The BGSU Career Center is involved in upper level professional development courses to help students meet their career goals.

College of EDHD Advising office

102 Education Building

Phone: 419-372-7372

edhdadvising@bgsu.edu

BGSU Career Center

318C Math Sciences

Phone: 419-372-2356

careerservices@bgsu.edu

Scholarships

HDFS students are eligible for scholarships available through the School of Family and Consumer Sciences and the College of Education and Human Development (<http://www.bgsu.edu/education-and-human-development/scholarships.html>). In 2016-17, the College awarded 211 students with scholarships ranging from \$50 to \$5,000. Scholarship announcements are generally made toward the end of fall Semester with application deadlines in January. Each April, the College hosts an Honors and Awards Convocation to recognize scholarship recipients and donors.

Resources

HDFS has a Research Page hosted on the BGSU Library website. Faculty expects students to identify and utilize peer-reviewed scholarship and APA Style in their writing. <http://libguides.bgsu.edu/hdfs>

PROFESSIONAL DEVELOPMENT AND INTERNSHIPS

Developing Connections

Developing Connections provides a ‘real-life’ experience to ‘see’ CFLE content areas in action with participating agencies. Held each fall and spring semester, this professional-networking event fosters connections between HDFS students, alumni, and professionals through poster presentations and on-site internship interviews. All HDFS majors are encouraged to attend each semester.

As an interactive professional development opportunity, students hear a keynote address by an experienced professional, view poster presentations by local family-serving agencies, meet one-on-one with professionals and current HDFS interns, interview on-site for internships, and network with peers, faculty, alumni and professionals.

To foster networking among peers, current HDFS interns present a poster at the Developing Connections event. The poster includes information about their internship placement site – the organization’s mission, provision of services, location, contact information, and specific duties or activities performed by the intern. Interns look forward to the opportunity to highlight their experiences in the field and to share insight with HDFS students who are about to embark on their internship experience.

Developing Connections is integrated with the HDFS curriculum. Students enrolled in *HDFS 3900: Professional Development in HDFS* are required to attend and participate in on-site interviews. Taken the semester immediately before the internship, HDFS 3900 includes self-assessment activities to match goals with the activities and mission of potential internship sites. Students create and polish a resume in order to take advantage of opportunities to meet and interview with potential internship sites. Other experiences in the course prepare students to attain an internship placement and to work in an internship setting.

Students consistently indicate the significance of Developing Connections. The event allows them to explore opportunities as emerging HDFS professionals. Students are more confident after an on-site interview and networking with professionals.



Internships

HDFS students have earned the reputation of being prepared and professional for their internship. HDFS students are consistently sought after for internships. Many students upon graduation are offered positions at their internship placement site.



graduation are offered positions at their internship placement site.

The HDFS internship is an intensive student-focused experience meeting student CFLE preferences (life stage/content

area). The internship experience is a capstone experience in the HDFS major.

Students are required to complete a minimum of 7 credit hours of internship to meet HDFS major requirements. HDFS 489: Internship in HDFS is offered for variable credit, 7 to 12 hours and can be taken for more credit hours. According to BGSU, students must complete 33.3 contact hours per credit hour of internship.

The table below illustrates the formula to determine how many hours of internship students must have per week in order to achieve the contact hours based on the number of credit hours. Please note that the table below assumes that students will work at their internship site during scheduled university breaks. A student must make arrangements with their site supervisor if they wish to take time off for spring or fall break. Any hours missed due to an approved break or illness must be made up at another time in order to fulfill the contact hour requirements listed below. A student must complete the required contact hours in order to pass the internship course.

Credit Hours	Contact Hours	Hours/Week 16 week semester	Hours/Week 12 week summer
7	233	15	19
8	266	17	22
9	299	19	25
10	333	21	28
11	366	23	31
12	400	25	34

Careers in Human Development & Family Studies

An HDFS degree is very versatile when it comes to employment. HDFS majors typically find employment in human and social service positions working for non-profit organizations, community agencies, state and local governments, education, and healthcare. Data from alumni surveys indicate that over 92% of graduates are employed in their major area and approximately one-third of graduates go on to pursue advanced degrees.

A number of job opportunities are available for HDFS majors. Online job search engines can be used in the job search process. Developing Connections, a bi-annual professional networking event, assists students in learning how to seek out specific employer/agencies for career opportunities and to network in order to enhance chances of securing a job. Talk early and often to those you know. Tell them you are on the job market and describe what you are looking for. Those currently employed often have “insider knowledge” when it comes to who is about to hire or what employers are looking for in applicants.

Community-Based Education/Social Services

Career Possibility	Employers
Certified Family Life Educator	Community organizations, social service agencies, courts, schools, hospitals, prevention programs
Parent Educator	Community organizations, social service organizations, courts, schools
Extension Educator	County extension offices
Program Coordinator/ Community Director	Community organizations, social service agencies, job and family services, schools, hospitals, prevention programs, colleges and universities
Youth Programming Professional	Youth development programs (e.g., YMCA, museums, community theaters), juvenile residential facilities, school systems, 4-H/extension service
Volunteer Coordinator	Non-profit organizations, social service agencies, crisis hotline, victim advocacy
Adoption or Foster Care Specialist	Adoption agencies, foster care programs, children’s services, job & family services
Case Manager or Worker	Profit/nonprofit organizations (e.g., group homes, youth services, senior citizens’ programs, funding organizations, job and family services, adoption/foster care agencies)
Crisis Hotline Coordinator	Crisis hotline services offered independently to community or through local agencies, county-wide collaboratives, public or private coalitions
College Student Academic Advisor/ Mentor	Colleges and universities, community colleges

Family Support/Prevention/Intervention

Career Possibility	Employers
Conflict/Divorce Mediator	Courts, job & family services, law offices, social service agencies, supervised visitation programs
Family Coordinator	Social service agencies, educational institutions, addiction service centers, residential treatment, mental health facilities

Family Wellness

Career Possibility	Employers
Early Intervention Specialist/Service Coordinator	County Board of MR/DD, Educational Service Center, Health Department, Housing Authority
Adult Day Care Professional	Adult day care facilities or intergenerational care facilities
Activities Coordinator	Long-term care facility, adult day facility, continuing care retirement community (CCRC)
Prevention Coordinator	Health departments, schools, other local or state agencies
Residential Treatment Coordinator	Residential treatment facilities
Public Health Program Professional	Health departments, local governments, public health advocacy organizations
Prenatal/Maternity Program Professional	Hospitals, doctors' offices, health departments, job and family services offices
Hospice Worker	Hospice care facilities

Consumer and Family Resources Services

Career Possibility	Employers
Employee Assistance Specialist	Employee assistance programs, social service agencies, profit/non-profit social service organizations
Consumer Affairs Specialist	Consumer protection agencies
Family Financial Specialist	Family financial counseling and planning

Government & Public Policy

Career Possibility	Employers
Children's Services Investigator	County job & family services; State Office
Victim Advocate/Support	Social service agencies, domestic violence shelter, Women's Center
Child/Family Advocacy	Advocacy groups, CASA (Court Appointed Special Advocates), legislative offices, social service agencies, non-profit groups who work toward policy change for children and families (for a variety of welfare causes)
Family Policy Analyst	Universities, independent institutes of research, legislative offices, social service agencies
Military Family Support Professional	Military family support service centers, internet-based family support services, government-supported military family assistance centers

Information retrieved from:

<http://www.ncfr.org/cert/become/careers.asp>

<http://www.bls.gov/oco/> Career Services at The University of Tennessee, Knoxville (2004). Child and family studies: What can I do with this degree

Bachelor of Science in Human Development & Family Studies. This degree program is designed to be completed in 4 years. Changing majors, academic issues, or other unforeseen circumstances may require additional semesters for completion.

BG PERSPECTIVE (BGP) REQUIREMENTS:

Course _____ Credits _____

Must complete at least 1 course in each of the following:

English Composition and Oral Communication

Quantitative Literacy

Must complete at least 2 courses in each of the following:

Humanities and the Arts

Natural Sciences

Social and Behavioral Sciences

Complete total required BGP credit hours by selecting courses from any of the above categories:

UNIVERSITY REQUIREMENTS

Note: Designated courses in the Humanities and the Arts, and the Social and Behavioral Sciences domains may be used to fulfill both a BGP requirement and one of the following university requirements:

Cultural Diversity in the U.S. _____

International Perspective _____

Composition Requirement:

____ GSW 1120 Academic Writing _____

Total BGP Credits: Must be at least 36

COLLEGE REQUIREMENTS

_____ HDFS 3080: Communication Strategies **3 HRS**

_____ HDFS 3080: Communication Strategies 3

CONTENT IN SPECIALTY

_____ HDFS 1930: Life Span Human Development **55 HRS**

_____ HDFS 1060: Families, Communities, & Schools 3

_____ HDFS 2020: Contemporary Marriages & Families 3

_____ HDFS 2080: Family Diversity 3

_____ HDFS 3050: Family Resource Management 3

_____ HDFS 3110: Parenting Processes 3

_____ HDFS 3250: Children & Families Under Stress 3

_____ HDFS 3270: Family Interaction 3

_____ HDFS 3290: Families in Mid-Later Years 3

_____ HDFS 3900: Professional Dev in HDFS 3

_____ HDFS 4070: Research Methods in HDFS 3

_____ HDFS 4100: Child & Family Policy 3

_____ HDFS 4280: Sexuality in HDFS 3

_____ HDFS 4300: Family Life Programming & Eval. 3

Select two of the following:

_____ HDFS 2200: Infancy and Toddlerhood 3

_____ HDFS 2210: Child Development 3

_____ HDFS 2280: Preadol. and Adol. Development 3

_____ HDFS 2290: Adult Development 3

Field Experience

_____ HDFS 4890: Internship 7

A minor is strongly recommended since completion of all HDFS coursework and other requirements results in fewer than the 122 hours required for graduation. See your advisor or the University Catalog for a possible minor: www.bgsu.edu/catalog/areas-of-study/list-of-minors.html.

REMINDERS:

- (1) HDFS 1930 and 2020 also fulfill BG Perspective requirements.
- (2) Meet with your advisor at least once each year to check your progress. Names of advisors and other assistance can be obtained via MyBGSU web page. Click on "My Advisor."
- (3) SENIOR YEAR: You must apply for graduation on-line prior to the term deadline.
- (4) Complete at least 30 hours of coursework at BGSU.

Degree Audit Report (DAR) is available on MyBGSU.
 This is an unofficial record of a student's progress.

Human Development and Family Studies

Suggested Four-Year Course Schedule

First Year = 30

<u>Fall</u>	<u>Spring</u>
<input type="checkbox"/> GSW 1110 or 1100 3-5	<input type="checkbox"/> GSW 1120 3
<input type="checkbox"/> HDFS 1930# (BG P: Social & Behavioral Sciences) 3	<input type="checkbox"/> Quantitative Literacy (Math 1150) 3
<input type="checkbox"/> HDFS 1060 3	<input type="checkbox"/> HDFS 2020# (BG P: Social & Behavioral Sciences) 3
<input type="checkbox"/> BG P: Social & Behavioral Sci or Humanities & Arts 3	<input type="checkbox"/> BG P: Humanities & Arts 3
<input type="checkbox"/> Elective* 3	<input type="checkbox"/> Elective* 3
<u>15</u>	<u>15</u>

Second Year = 30

<u>Fall</u>	<u>Spring</u>
<input type="checkbox"/> HDFS 2200 or 2210 or 2280 or 2290 3	<input type="checkbox"/> HDFS 2200 or 2210 or 2280 or 2290 3
<input type="checkbox"/> HDFS 3080 Communication Strategies 3	<input type="checkbox"/> HDFS 3050 3
<input type="checkbox"/> BG P: Natural Science 3	<input type="checkbox"/> BG P: Natural Science 3
<input type="checkbox"/> Elective or BG P: Humanities & Arts 3	<input type="checkbox"/> Elective* 3
<input type="checkbox"/> Elective* 3	<input type="checkbox"/> Elective (minor/concentration) 3
<u>15</u>	<u>15</u>

Third Year = 32

<u>Fall</u>	<u>Spring</u>
<input type="checkbox"/> HDFS 2080 3	<input type="checkbox"/> HDFS 3110 3
<input type="checkbox"/> HDFS 3250 3	<input type="checkbox"/> HDFS 3270 3
<input type="checkbox"/> HDFS 4280 or HP 3080 3	<input type="checkbox"/> HDFS 3290 3
<input type="checkbox"/> Elective (minor/concentration) 3	<input type="checkbox"/> BG P: International Perspective 3
<input type="checkbox"/> Elective (minor/concentration) 3	<input type="checkbox"/> Elective (minor/concentration) 3
<input type="checkbox"/> Elective* 2	
<u>17</u>	<u>15</u>

Fourth Year = 30

<u>Fall</u>	<u>Spring</u>
<input type="checkbox"/> HDFS 3900** 3	<input type="checkbox"/> HDFS 4890 Internship *** 7-12
<input type="checkbox"/> HDFS 4070 3	<input type="checkbox"/> HDFS 4100 3
<input type="checkbox"/> HDFS 4300 3	<input type="checkbox"/> Elective (minor/concentration) 3
<input type="checkbox"/> Elective (minor/concentration) 3	
<input type="checkbox"/> Elective (minor/concentration) 3	
<input type="checkbox"/> Elective 2	
<u>17</u>	<u>13</u>
Cumulative hours: 122 or more	

BG Perspective course.

* Ideal electives for HDFS majors include Health Promotion courses and HDFS Listening Post.

**HDFS 3900 must be taken the semester immediately prior to the internship. A GPA of 2.25 or higher is required for enrollment.

*** HDFS 4890 is the internship course. 7 credit hours of HDFS 4890 are required for graduation, but students may register for up to 12 credit hours of internship. Each credit hour = 33.3 contact hours. Students enrolled in 7 hours of HDFS 4890 are expected to complete a minimum of 233 field-experience hours (avg. 15 hours/week). A GPA of 2.25 or higher is required to enroll in HDFS 4890.

Declaring the HDFS major later than the sophomore year may delay graduation due to course sequencing. Late-declaring majors should NOT automatically assume that they will graduate in four years.

HDFS courses are typically offered as follows

There may be deviations periodically based on faculty resources. Check with your adviser for updates.

Course*	Hours	Fall	Spring	1st or 2nd*** Summer Session
HDFS 1060 Family, Community & Schools	3	On campus	On campus	
HDFS 1930: Lifespan Development	3	On campus	On campus	Online
HDFS 2020: Marriage & Family	3	On campus	On campus	Online
HDFS 2080 Family Diversity	3	On campus	On campus	Online
HDFS 2200 Infant Development**	3	On campus	On campus	
HDFS 2210: Child Development	3	On campus	On campus	Online
HDFS 2280: Adolescent Development	3	On campus	On campus	Online
HDFS 2290: Adult Development**	3	On campus	On campus	
HDFS 3001: Listening Post	3	On campus	On campus	
HDFS 3050 Family Resource Management	3	On campus	On campus	Online
HDFS 3080: Communication Strategies	3	On campus	On campus	On campus
HDFS 3110: Parenting Processes	3	On campus	On campus	Online
HDFS 3250: Children & Families Under Stress	3	On campus	On campus	Online
HDFS 3270 Family Interaction	3	On campus	On campus	
HDFS 3290: Families in Mid to Later Years	3	On campus	On campus	Online
HDFS 3900: Prof Dev (Pre-internship)	3	On campus	On campus	
HDFS 4070: Research Methods	3	On campus	On campus	Online
HDFS 4100: Child & Family Policy	3	On campus	On campus	Online
HDFS 4300 Program Planning & Evaluation	3	On campus	On campus	
HDFS 4280: Sexuality in HDFS	3	On campus	On campus	Online
HDFS 4890: Internship	7-12	Online	Online	Online

* Course offerings may vary when individual faculty members are on sabbatical. ** Course offered every 2 years.

***Summer courses are based on enrollment.

COURSE DESCRIPTIONS

HDFS 1060 - Families, Communities, and Schools (3). Fall, Spring. Introduction to systems theory, ecological contexts, and interrelations among families, cultures, communities, and schools. Review of employment opportunities in human and educational services. *

HDFS 1930 - Lifespan Human Development (3). Fall, Spring, Summer. Human development theories. Examination of environmental and contextual factors that influence development from birth through the life course, using life-history research, surveys, and questionnaires. May not receive credit for both HDFS 1050 and HDFS 1930. Approved for distance education. *

HDFS 2020 - Contemporary Marriages and Families (3). Fall, Spring, Summer. Analysis of trends in marriage and family relationships in modern society including family processes through the life cycle. Course addresses diversity in the marriage and family experience, the dynamic nature of family systems, and the ways in which families are impacted by the broader social, political, and cultural context. Applicable to the BG Perspective Social & Behavioral Sciences. Approved for distance education. *

HDFS 2080 - Family Diversity (3). Fall, Spring, Summer. Examination of family diversity as related to the intersection of family structure, gender, race, social class, ethnicity, ability, and age with a focus on current research and theory. * Approved for distance education.

HDFS 2200 - Infant and Toddler Development (3). Every other Spring. Growth and development of infants and toddlers from conception to two years. Developmental theories and characteristics. Implications for enhancing development.

HDFS 2210 - Child Development (3). Fall, Spring, Summer. Addresses cognitive, social, emotional, and physical development of children from conception through the middle years. Developmental theory and methodology will be addressed as children growing up in diverse families, communities, and cultural contexts are examined. Approved for distance education.

HDFS 2280 - Preadolescent and Adolescent in Family and Community (3). Fall, Summer. Development and socialization of preadolescents and adolescents. Focus on biological, cognitive, and socio-emotional factors associated with youth competencies and maladjustment within an ecological framework. A review of research relevant to policy, programming, and intervention. Prerequisite: HDFS 1930 or consent of instructor.

HDFS 2290 - Adult Development and Aging (3). Every other Spring. Introduction to current theory and research related to adult development and aging from a family development and life course perspective. Prerequisite: HDFS 1930 or consent of instructor.

HDFS 3001—Listening Post (3). Fall, Spring, Summer on demand. An examination of active listening— learning to listen to self and others. Students learn how to listen and reflect on one’s self in the context of listening. Application of listening skills in direct service capacity.

HDFS 3050 - Family Resource Management (3). Fall, Spring, Summer. Allocation of families' human and non-human resources are explored drawing upon contextual and economic decision-making processes. The impact of economic and financial conditions upon family dynamics is discussed. Prerequisites: HDFS 2020, and sophomore status. Approved for distance education. *



HDFS 3080 – Communication Strategies (3). Fall, Spring, Summer. Instructional techniques, public speaking, materials development, digital technology, interactive learning activities, literature search strategies, software packages, and basic newsletter and website development.

HDFS 3110 - Parenting Processes (3). Fall, Spring, Summer. Theories and processes of parenting with an emphasis on the interpersonal dynamics of parent-child relationships. Prerequisites: HDFS 1930, HDFS 2020, HDFS majors only and junior status. Approved for distance education. *

HDFS 3250 - Children and Families Under Stress (3). Fall, Spring, Summer. Stresses related to children, adolescents, and families throughout the life cycle. Emphasis on theory and research related to family roles and coping strategies. Prerequisites: HDFS 1930, HDFS 2020, HDFS majors only, and sophomore status. Approved for Distance Education. *

HDFS 3270 - Family Interaction (3). Fall, Spring. Interaction processes within family systems and how these are affected by larger social systems. Emphasis on principles and patterns of family communication, theories of family functioning, and family conflict management. Prerequisites: HDFS 1930, HDFS 2020, HDFS majors only, and sophomore status. *

HDFS 3290 - Families in Middle and Later Years (3) . Fall, Spring, Summer on demand. Life course perspective to examine families in the middle and later years, with emphasis on intergenerational family relationships. Identification and critical analysis of factors associated with successful aging within families. Prerequisites: HDFS 1930, HDFS 2020. Approved for distance education.

HDFS 3900 - Professional Development in Human Development and Family Studies (3). Fall, Spring. Using a human development and family life perspective, professional development, ethics, and policy issues will be examined in a seminar format. Course should be taken the semester prior to the internship, HDFS 4890. Prerequisites: HDFS 1930, HDFS 2020, GPA 2.25, junior status. *

HDFS 4070 - Research Methods in Human Development and Family Studies (3). Fall, Spring, Summer. Research methodology: completing a research project on a topic of the student's choice in the area of human development and family studies. Prerequisites: HDFS majors only, junior standing, and completion of quantitative literacy. Approved for distance education.

HDFS 4100 - Child and Family Policy (3). Fall, Spring, Summer. Identification, development, implementation, and evaluation of public, private sector, and social policies that pertain to children and families. Prerequisites: HDFS 1060, HDFS 3250, HDFS majors only or permission of instructor, junior status. Approved for distance education. *

HDFS 4280 – Sexuality in HDFS (3). Fall, Spring. Analysis of sexuality through the lifespan and within the context of family interaction. Focus on process of sexual development and on relationship dynamics. Not open to students with credit for HP 3380. *

HDFS 4300 - Family Life Programming and Evaluation (3). Fall, Spring. Examine principles of family life education in conjunction with ability to plan, implement, and evaluate programs. Collaborate in a team to design a program with self appraisal of professional competence and teamwork skills. Prerequisites: HDFS 1930, HDFS 2020, HDFS majors only. *

HDFS 4890 - Internship (7-12). Fall, Spring, Summer. Internship in a professional environment with corresponding course work focusing on professional development and ethics. Internship placement approved individually. Prerequisites: HDFS 3900, minimum of 24 HDFS content hours, senior standing, 2.25 GPA. Graded S/U.

*Course meets a designated NCFR/CFLE content area. A grade of C or above is required to satisfy CFLE eligibility requirements.

MINORS

As a pathway towards meeting the 122 credit hours needed for graduation, students may, but are not required, to declare a minor. A 'minor' represents commitment to a body of knowledge separate from, but often related to, the student's major or principal area of study. In recognition of this distinction, a minor will include a minimum of 15 hours that cannot be applied toward the student's major or another minor. Declare your minor at the College of Education and Human Development Student Services Office – 102 Education. HDFS majors have demonstrated interest in a wide variety of minors including:

- Gerontology
- Health Promotion
- Psychology
- Sexuality Studies
- Sociology

A complete list of minors can be found at:
<http://www.bgsu.edu/catalog/minors.html>

As an alternative to declaring a minor, some students prefer a cognate area, or a self-selected cluster of courses from various disciplines that focus on a specialized area of interest. Use their elective courses to specialize in an interdisciplinary group of courses referred to as a cognate area. A 'cognate' area is a self-selected clustering of courses that focus on a specialized area of interest. For instance, a student interested in pursuing a career as a child life specialist may wish to include courses such as medical terminology, sign language and create a 'cognate' of specialized courses. Another example would be a student interested in working with empowering youth – courses focusing on juvenile delinquency, drugs/alcohol may be clustered to form a cognate area.

Students should self-market their cognate area on their resume. It is not the same as a minor that is declared and would appear on a student's degree audit. The cognate courses will appear on the transcript, but a 'cognate designation' would not.

Sample resume wording:

B.S. Human Development and Family Studies
Cognate Area: Youth Empowerment (21 Credit hours)

NCFR Content Area	Approved coursework for Abbreviated Application (Grade of C or above is required)
1. Families & Individuals in Societal Contexts	One of the following: HDFS 1060: Families, Communities and Schools OR HDFS 2020: Contemporary Marriages and Families OR HDFS 2080: Family Diversity
2. Internal Dynamics of Families	HDFS 3250: Children and Families under Stress AND HDFS 3270: Family Interaction
3. Human Growth & Dev Across the Life Span	HDFS 1930: Human Development in Families
4. Human Sexuality	HDFS 4280: Human Sexuality
5. Interpersonal Relationships	HDFS 2020: Contemporary Marriages and Families AND HDFS 3250: Children and Families under Stress
6. Family Resource Management	HDFS 3050: Family Resource Management
7. Parent Education & Guidance	HDFS 3110: Parenting Processes
8. Family Law & Public Policy	HDFS 4100: Child and Family Policy
9. Professional Ethics & Practice	HDFS 3900: Professional Development in HDFS
10. Family Life Education Methodology	HDFS 4300: Family Life Programming and Evaluation
Internship/Practicum	HDFS 4890: Internship

FREQUENTLY ASKED QUESTIONS

What is my DARS?

Degree Audit Reporting System (DARS)

Your DARS report is available for viewing on your BGSU account. The DARS report will show the required courses you need for the HDFS major, indicate courses completed, courses in progress, and grades earned. The DARS report is a planning tool to track your time to degree and plan courses to take each semester.

How many courses should I take each semester?

The academic load of a full-time undergraduate student must be at least 12 hours at any time. A full-time student normally should be registered for 15-16 hours per semester. Enrollment for more than 18 hours requires the approval of the student's college office.

Is it a good idea to take as many HDFS courses as I can as early in my college career as possible?

The course numbering system is designed to help you plan your schedule. In general, 1000 level courses should be taken your freshmen year, 2000 level courses should be taken your sophomore year, 3000 level courses should be taken your junior year, and 4000 level courses should be taken your senior year. Students are encouraged to complete their BG Perspective requirements their freshmen and sophomore years.

How many hours do I need to complete to graduate?

Students must complete all of the requirements listed on the HDFS check sheet for the year they entered the major, and they must also earn a minimum of 122 semester hours of credit. At least 30 credit hours must be BGSU courses.

May I substitute courses for those required on the check sheet?

CFLE certification is based on the HDFS curriculum without course substitutions. Students who substitute courses may put their CFLE designation in jeopardy and must submit additional paperwork to NCFR. NCFR determines if the student is still able to obtain CFLE certification.

How does BGSU determine my class status?

Classification of a student as a freshman, sophomore, junior, or senior is determined on the basis of credit hours earned. In an undergraduate degree program a student is classified according to hours earned as follows: freshman, 0-29 hours; sophomore, 30-59 hours; junior, 60-89 hours; senior, 90 or more hours.



When can I register for HDFS 3900 and HDFS 4890?

Both HDFS 3900 and HDFS 4890 require you to have a minimum of a 2.25 overall GPA. Please be advised that this sequence of courses is intended to be a capstone or culminating experience in HDFS. That means the sequence of courses should be taken as close to your expected graduation date and when the bulk of your coursework is completed. Students who have completed most of their coursework and have gained maturity through their college career are attractive to internships sites.

Additionally, interns who have completed most of their coursework prior to enrolling in an internship are more effectively able to apply program content and juggle the demands of interning while completing their remaining college studies. HDFS 3900 Professional Development should be taken the semester immediately prior to when you plan to enroll in HDFS 4890: Internship. HDFS 3900 is the prerequisite for HDFS 4890. Keep in mind that HDFS 3900 is only offered during the fall and spring semesters. If you intend to register for either HDFS 3900 or 4890 you should be familiar with your course and grade progress in the major using the DARS. Additionally, stay in contact with your academic advisor to ensure you are on track to enroll in particular courses and for graduation. If you are intending to enroll in either HDFS 3900 or HDFS 4890 and you have an overall GPA below 2.25, you should plan to meet with your advisor to discuss this situation.

How much studying should I do each week?

BGSU guidelines state the minimum student preparation per credit hour per week is 2 hours (6 hours outside work per week for a 3-credit hour course). Thus, for a 3-hour course, the university expectation is that you will work a minimum of 90 hours outside of class (6 hours/week for 15 weeks) and actively participate 45 hours in-class.

FREQUENTLY ASKED QUESTIONS

Is it necessary to pursue graduate school with this major?

Many HDFS students work in positions that do not require formal education beyond a Bachelor's degree. Other HDFS students choose careers that require additional training in practitioner or research programs. Almost all careers in counseling require additional training at the graduate level. Graduate school is a significant undertaking in terms of time and money. Students considering this option should proceed only if they are certain of their career path and meet the requirements for admissions (typically an overall GPA of 3.0 and GRE scores).

Prior to requesting a letter, students must organize specific information. Collecting and organizing information from your letter writers is just one of several tasks in achieving your professional and graduate school goals. Take this step seriously.

How do I go about getting letters of recommendation from faculty for graduate school or job applications?

Graduate school and job applications typically require letters of recommendation from faculty who know you well. Being an active participant in class and making connections with the instructor and your academic advisor are essential to obtaining strong endorsements. Developing relationships with faculty members take time but they are the foundation for strong letters of recommendation.

Prior to requesting a letter, students must organize specific information. Collecting and organizing information from your letter writers is just one of several tasks in achieving your professional and graduate school goals. Take this step seriously. Materials you should provide to the person who is preparing your letter include:

- a copy of your DARS
- a professional, error-free resume
- a brief statement of why you are pursuing a job or graduate degree in your chosen area
- complete information about who to address letter, mailing address, application deadline, internet link to program, and any other special instructions

For students applying to graduate programs, the website <http://gradschool.about.com/od/askingforletters/ht/howletter.htm> has an excellent article on recommendation letters and how to go about getting them.



Graduate School Mind Map

