

HUMAN DEVELOPMENT AND FAMILY STUDIES MAJOR (B.S.)

<https://chhs.unh.edu/hdfs/bs-human-development-and-family-studies>

Description

The mission of the Department of Human Development and Family Studies is to support the well-being of individuals and families through research, teaching, and service. The department is committed to acknowledging and supporting diversity, to providing an educational environment that stresses excellence and innovation, and to developing exemplary programs serving both students and the larger community.

The bachelor of science degree in human development and family studies has three concentrations. Each specialization has entry-level criteria and specific course requirements. All require close consultation with a faculty advisor.

- Child Development/Early Childhood Education Teaching Preparation
- Family Support/Provisional Certified Family Life Educator
- Lifespan Development

The department offers two optional year-long internships, which students can apply for during their junior year. The child development concentration offers students an early childhood teacher preparation internship, and the family support and lifespan concentrations offer the family internship, which is required for Certified Family Life Educators (CFLE).

Requirements

Major Requirements

Core courses required of each human development and family studies concentrations are:

Code	Title	Credits
HDFS 525	Human Development	4
HDFS 545	Intimate Relationships and Families	4
Select a minimum of 36 Human Development and Family Studies credits, with 8 or more credits at the 700 level required		36
Select a senior capstone experience ¹		2
Select 20 credits of supporting coursework in consultation with adviser ²		20
Select an undergraduate statistics course		4
Total Credits		70

¹ Each human development and family studies concentration has a capstone experience incorporated into the program.

² Supporting courses must be 500 level or above.

Candidates for a degree must satisfy all of the University Discovery requirements in addition to satisfying the requirements of their human development and family studies concentration.

Concentrations:

Family Support/Provisional CFLE Concentration (p. 1)
Lifespan Development Concentration (p. 2)
Child Development Concentration (p. 2)

Family Support/Provisional CFLE Concentration

This concentration is intended for students interested in working with children, adolescents, adults, and families. Students in the family support concentration develop knowledge and skills to prepare them to provide individual and family support, direct services, and family life education and programs.

Family Internship

In the family internship (HDFS 782 Family Internship), students will apply knowledge gained from their academic studies in a supervised environment. The internship involves a commitment of sixteen hours per week for two semesters, plus a 2-credit seminar (HDFS 792 Family Internship Seminar), which meets every other week for a full academic year. Some internship sites may require additional applications or a criminal background check before placement is finalized. Arrangements for criminal background checks are the responsibility of the student and the requesting organization, not the Department of Human Development and Family Studies. Students apply for the internship during the spring semester of their junior year. Internship applicants must have completed 20 credits of departmental coursework prior to their senior year. Internship courses (HDFS 782 Family Internship/HDFS 792 Family Internship Seminar) count toward the 20 credits required in supporting courses

Certified Family Life Educator

Students in the family support concentration who are accepted to the family internship are encouraged to apply for provisional status as a Certified Family Life Educator (CFLE). Family life educators work in a variety of settings including social services, health services, child care, family support, youth programs, parent education, junior and senior high schools, and universities and colleges. The CFLE certification provides an individual with expertise in a broad range of issues that constitute family life education and increases their professional credibility by validating their education and experience. The National Council on Family Relations (NCFR) has approved the Department of Human Development and Family Studies' family support program as meeting the standards and criteria required for CFLE certification. Students may apply to NCFR for provisional CFLE designation upon completion of required coursework. (See marked courses in the table below.) Upon meeting additional requirements listed on the NCFR website, students can apply for full certification after graduation.

Requirements for the Family Support Concentration

Code	Title	Credits
HDFS 525	Human Development ¹	4
HDFS 545	Intimate Relationships and Families ¹	4
HDFS 641	Parenting Across the Life Span	4
HDFS 746	Human Sexuality ¹	4
HDFS 757	Race, Class, Gender, and Families (capstone) ¹	4
HDFS 760	Family Programs and Policies ¹	4
HDFS 794	Families and the Law ¹	4
or HDFS 776	Children, Adolescents and the Law	

Select one of the following statistics courses:		4
PSYC 402	Statistics in Psychology	
SOC 502	Statistics	
HHS #540	Statistics for Health and Human Service Professionals	
Select one course from each of the following groups:		8
Group I:		
HDFS 623	Developmental Perspectives on Infancy and Early Childhood	
HDFS 624	Developmental Perspectives on Adolescence and Early Adulthood	
HDFS 625	Adult Development and Aging	
Group II:		
HDFS 553	Personal and Family Finance for Family Life Professionals	
HDFS 586	Families at Risk	
Total Credits		40

¹ Required for provisional CFLE certification.

Supporting Courses

Supporting courses are intended to provide an individualized component of the HDFS curriculum. Because HDFS is interdisciplinary, this allows students to explore related areas that contribute to their academic and professional goals. Therefore, supporting courses may be any course that meets all the following criteria:

1. 500-level or above
2. Relates to the study of individuals or families
3. Eight HDFS credits may also be used as supporting courses as long they are not required for the student's concentration
4. Contributes to the student's goals and/or academic interests
5. Approved by an HDFS adviser

Courses that meet these criteria are non-required HDFS, psychology, sociology, social work, women's studies, education, and communication sciences and disorders.

Lifespan Development Concentration

This concentration is intended for students with a broad interest in working with families. The lifespan development concentration provides knowledge about specific life stages of individuals within the context of family systems with a focus on system dynamics, diverse family systems, gender, and cultural differences. This plan of study is designed particularly for those expecting to attend graduate school and those who desire a general background in lifespan development and family dynamics.

Requirements for the Lifespan Development Concentration

Code	Title	Credits
HDFS 525	Human Development	4
HDFS 545	Intimate Relationships and Families	4
HDFS 623	Developmental Perspectives on Infancy and Early Childhood	4
HDFS 624	Developmental Perspectives on Adolescence and Early Adulthood	4

HDFS 625	Adult Development and Aging	4
HDFS 641	Parenting Across the Life Span	4
HDFS 746	Human Sexuality	4
HDFS 757	Race, Class, Gender, and Families (Capstone)	4
HDFS 794	Families and the Law ¹	4
or HDFS 776	Children, Adolescents and the Law	
Select one of the following statistics courses:		4
PSYC 402	Statistics in Psychology	
SOC 502	Statistics	
HHS #540	Statistics for Health and Human Service Professionals	
Total Credits		40

¹ Required for provisional CFLE certification.

Supporting Courses—Lifespan Development

Supporting courses are intended to provide an individualized component of the HDFS curriculum. Because HDFS is interdisciplinary, this allows students to explore related areas that contribute to their academic and professional goals. Therefore, supporting courses may be any course that meets all the following criteria:

1. 500-level or above
2. Relates to the study of individuals or families
3. Eight HDFS credits may also be used as supporting courses as long they are not required for the student's concentration.
4. Contributes to the student's goals and/or academic interests
5. Approved by an HDFS adviser

Courses that meet these criteria are non-required HDFS, psychology, sociology, social work, women's studies, education, and communication sciences and disorders.

Child Development Concentration

This concentration is intended for students who have a broad interest in working with children ranging in age from birth to age eight. The child development concentration has four major foci: child development, teaching methodology and curriculum development, developmentally appropriate learning environments for young children, and home-school-community relations.

Requirements for the Child Development Concentration

Code	Title	Credits
HDFS 525	Human Development	4
HDFS 545	Intimate Relationships and Families	4
HDFS 623	Developmental Perspectives on Infancy and Early Childhood	4
HDFS 635	Teaching and Learning in Early Childhood Settings	4
HDFS 709	Child Development Internship	4
HDFS 734	Curriculum for Young Children	4
HDFS 743	Families, Schools, and Community	4
HDFS 771	Observation and Assessment of Young Children	4
Select one additional HDFS Course 500 or above		4
Select one of the following statistics courses:		4
PSYC 402	Statistics in Psychology	
SOC 502	Statistics	

HHS #540 Statistics for Health and Human Service
Professionals

Total Credits 40

Supporting Courses—Child Development

Supporting courses are intended to provide an individualized component of the HDFS curriculum. Because HDFS is interdisciplinary, this allows students to explore related areas that contribute to their academic and professional goals. Therefore, supporting courses may be any course that meets all the following criteria:

1. 500-level or above
2. Relates to the study of individuals or families
3. Eight (8) HDFS credits may also be used as supporting courses as long they are not required for the student's concentration.
4. Contributes to the student's goals and/or academic interests
5. Approved by an HDFS adviser

Courses that meet these criteria are non-required HDFS, psychology, sociology, social work, women's studies, education, and communication sciences and disorders.

Child Development: Prekindergarten—Third Grade Teacher Preparation Program

The Early Childhood Education P-3 Teacher Preparation (P-3) program prepares students for a career in teaching young children. Course work for this program is designed to maximize in-classroom mentorship and to provide a broad range of exposure across the prekindergarten to 3rd-grade levels. This competitive program within the child development specialization in the Human Development and Family Studies Department is approved by the New Hampshire State Board of Education.

Requirements and instructions for the application process for this program are detailed below. Students who wish to be considered for the P-3 Program must indicate their interest at the time of application to the major so that an appropriate plan of study can be arranged.

Application Requirements

Juniors in the child development concentration who have maintained a minimum overall GPA of 3.2, and a departmental GPA of 3.2 are eligible to apply. Please note that this is a competitive program with limited enrollment. Those accepted into the program must maintain this level of achievement throughout the program. Students must be prepared to have their own transportation for off-campus placements as needed.

Applications are available through the department website <http://chhs.unh.edu/hdfs/undergraduate-forms> and are due by March 1st of each year. Completed applications will be reviewed by the child development faculty. Admission decisions will be made by mid-March. Provisional admission may be given to those who have not yet taken and passed the Praxis Core Academic Skills for Educators test (or who have not received approval from the New Hampshire Department of Education for a Praxis Core Waiver Request) at the time of application in mid-February. Final admission will be given pending the submission of a passing Praxis core test score (or approved waiver) by the last day of final exams at the end of the junior year.

A Note about Obtaining State Teacher Certification

For detailed information about the State of New Hampshire Department of Education Certification requirements, please visit <http://education.nh.gov/certification/documents/edtestinginfo.pdf>.

Although students may graduate from UNH with a bachelor's degree in Human Development and Family Studies, without the required set of passing test scores, and having completed the P-3 coursework along with all student teaching requirements, they will not be eligible to apply for the New Hampshire State Teaching Certification. This is a state of New Hampshire requirement; not a condition for graduation from UNH. In order to fulfill a teaching contract with a public school district, a prospective teacher must be certified by the state in which he/she is to be employed.

In addition to the Praxis core, all P-3 teacher program candidates are expected to take the Praxis II for Education of Young Children (5024) and the New Hampshire Foundations of Reading test prior to graduation.

Prekindergarten to 3rd grade (P-3) Internship Course Descriptions

P-3 Internship Course HDFS 785 Seminar for Student Teachers is a fall semester seminar-based course intended to prepare students, as teacher candidates, for the student teaching experience in the spring semester. This course emphasizes students' continued development as learners, researchers, and collaborators. Discussions and projects focus on the ways in which these three roles are developed within the classroom and school community. Students meet as a cohort in weekly/bi-weekly seminars on campus. Students should expect to spend a minimum of five hours per week in their assigned classroom (60+ hours). Other expectations for this course include, but not limited to, preparing a resume observing at other sites, attending professional conferences, starting a professional portfolio to document their achievement of professional teaching standards, completing additional assignments and readings.

HDFS 786 Seminar for Student Teachers and HDFS 788 Student Teaching Young Children provide the student teaching experience in the spring semester of the senior year. Students should expect to spend a minimum of twenty-five hours per week (a minimum of 325+ hours total) in their assigned classrooms, gradually assuming increasing teaching responsibilities, culminating in the assumption of two to three lead-teaching weeks. Additional hours outside of actual classroom/program operation hours are expected for meeting and planning with cooperating teachers, preparing for teaching, and attending parent conferences and other school functions, as well as attending professional conferences. Seminars provide continued opportunity for reflection on students' development as teacher candidates, reflecting on classroom practices, identifying teaching strengths and weaknesses, and planning their first professional appointment as teachers of young learners. Students should be prepared to meet weekly after school hours, and to complete and present their professional portfolio to faculty and related professionals in the field.

Code	Title	Credits
Requirements for Child Development Concentration P-3 Program		
HDFS 525	Human Development	4
HDFS 545	Intimate Relationships and Families	4
HDFS 623	Developmental Perspectives on Infancy and Early Childhood	4

HDFS 635	Teaching and Learning in Early Childhood Settings (56 classroom hours)	4
HDFS 709	Child Development Internship (140 classroom hours)	4
HDFS 734	Curriculum for Young Children	4
HDFS 743	Families, Schools, and Community	4
HDFS 771	Observation and Assessment of Young Children	4
HDFS 785	Seminar for Student Teachers (- Fall Semester)	2
HDFS 786	Seminar for Student Teachers (- Spring Semester)	2
HDFS 788	Student Teaching Young Children (- Spring Semester)	8
Select one of the following statistics courses:		4
PSYC 402	Statistics in Psychology	
SOC 502	Statistics	
HHS #540	Statistics for Health and Human Service Professionals	
Additional Requirements for the P-3 Program		
EDUC 500	Exploring Teaching	4
MATH 601	Exploring Mathematics for Teachers I	4
EDUC 741	Exploring Mathematics with Young Children	4
EDUC 706	Introduction to Reading in the Elementary School	4
EDUC 760	Introduction to Young Children with Special Needs	4
	or EDUC 751A Educating Exceptional Learners: Elementary	
EDUC 703M	Teaching Elementary Social Studies	4
EDUC 703F	Teaching Elementary School Science	4
Total Credits		76