

# HUMAN DEVELOPMENT AND FAMILY STUDIES, B.S. (CAPITAL)

**Begin Campus:** Any Penn State Campus

**End Campus:** Harrisburg

## Program Description

This major is a multidisciplinary program that examines the development of individuals and families across the life span. It enables students to prepare for professional, managerial, or scientific roles in health and human services professions, in public and nonprofit agencies, and in business and industry, as well as for advanced professional or graduate study. Students obtain a broad background in individual and family development across the life span. Courses emphasize biological, psychological, social/cultural, and economic aspects of development. Through coursework and undergraduate internships or research projects, students develop skills relevant to career objectives, such as counseling, human assessment, program planning and evaluation, and research.

Two options are available within the major:

1. Life Span Human Services option
2. Life Span Developmental Science option.

The introductory paragraph to each of the options includes a brief list of career opportunities. More extensive descriptions of career opportunities in both public and private sectors are available for the program.

### Life Span Human Services Option

*Available at the following campuses: Altoona, Brandywine, DuBois, Fayette, Harrisburg, Mont Alto, Scranton, Shenango, University Park, World Campus, York*

This option focuses on the acquisition and application of scientific knowledge about development and family functioning across the life span for the purposes of enhancing personal and family development. Courses emphasize:

1. understanding the biological, psychological, and social development across the life span, and the structuring and functioning of families;
2. understanding basic theoretical and methodological issues; and
3. the development of applied skills in intervention and evaluation, prevention, and in the formulation of social policy.

An approved field experience in a setting that serves children, youth, adults, or the aged is required for this option. Typical employment settings include preschools, daycare centers, hospital programs for children, youth, and families, institutional and community mental health programs for individuals and families, programs for abused or neglected children and adolescents, women's resource centers, human resources programs, employee assistance programs, nursing homes, area agencies on aging and other community settings for older adults, and public welfare and family service agencies. Typical postgraduate pursuits of students completing this option include graduate study in human development, family studies, psychology, or sociology, or advanced professional training in psychology, law, behavioral health, counseling or social work.

### Life Span Developmental Science Option

*Available at the following campuses: Altoona, Brandywine, DuBois, Fayette, Mont Alto, Scranton, Shenango, University Park, York*

This option focuses on the understanding of contemporary methodological approaches to the acquisition of scientific knowledge about individual development over the life span and about family development. This option provides preparation for advanced training in careers in developmental or family research, teaching at a college or university, or for professional careers that require graduate training. Courses within this option emphasize a thorough understanding of the theory and methods of developmental and family theory and research. An approved, multi-semester research practicum is an integral component of this option. Typical postgraduate pursuits of students completing this option include graduate study in human development, family studies, psychology, or sociology, or advanced professional training in psychology, law, behavioral health, social work, or in other programs related to services for individuals and families.

## What is Human Development and Family Studies?

Penn State's Human Development and Family Studies program is designed to help you learn about the intricacies of individual and family development across the lifespan and the foundations of working in a wide range of human services with many different groups of people. We will support you as you learn about promoting healthy development, identifying and managing real-life problems, and intervening when appropriate. Through HDFS's interdisciplinary approach, you will explore the biological, psychological, and the sociological facets of life in order to help others live healthy, successful lives. With coursework on child and adolescent development, adult development and aging, family studies, and approaches to interventions and helping, you will learn how individuals progress and change from birth to old age; how families and communities influence these processes; and how to apply this knowledge in order to develop, implement, and evaluate interventions designed to improve people's lives.

### You Might Like This Program If...

- You have always been curious about human behavior and family relationships, and how people relate to one another.
- You are passionate about pursuing a career in which you develop, implement or evaluate interventions designed to improve the lives of individuals and families.
- You plan to pursue one of the many careers in which an understanding of individual and family development across the lifespan would be useful (e.g., counseling, education, health professions, business, policy/advocacy).

## Entrance to Major

In order to be eligible for entrance to this major, a student must:

1. attain at least a C (2.00) cumulative grade-point average for all courses taken at the University; and
2. have at least third-semester classification (<https://www.registrar.psu.edu/enrollment/semester-classification.cfm>).

READ SENATE POLICY 37-30: ENTRANCE TO AND CHANGES IN MAJOR PROGRAMS OF STUDY (<https://senate.psu.edu/policies-and-rules-for-undergraduate-students/37-00-entrance-to-a-college-or-major/>)

## Degree Requirements

For the Bachelor of Science degree in Human Development and Family Studies, a minimum of 120 credits is required:

Requirement	Credits
General Education	45
Electives	3-5
Requirements for the Major	73-76

**3-4 of the 45 credits for General Education are included in the Requirements for the Major. This includes 3-4 credits of General Education GQ courses.**

Per Senate Policy 83.80.5, the college dean or campus chancellor and program faculty may require up to 24 credits of coursework in the major to be taken at the location or in the college or program where the degree is earned. HDFS requires students to complete 24 credits for the major through courses taken at University Park. Courses taken at other Penn State campuses may not be counted toward this 24 credit minimum. For more information, check the Suggested Academic Plan for this major.

### Requirements for the Major

To graduate, a student enrolled in the major must earn a grade of C or better in each course designated by the major as a C-required course, as specified by Senate Policy 82-44 (<https://senate.psu.edu/policies-and-rules-for-undergraduate-students/82-00-and-83-00-degree-requirements/#82-44>).

### Common Requirements for the Major (All Options)

Code	Title	Credits
<b>Prescribed Courses</b>		
<i>Prescribed Courses: Require a grade of C or better</i>		
HDFS 129	Introduction to Human Development and Family Studies	3
HDFS 301	Values and Ethics in Health and Human Development Professions	3
HDFS 311	Human Development and Family Studies Interventions	3
HDFS 312W	Empirical Inquiry in Human Development	3
HDFS 315	Family Development <sup>1</sup>	3
HDFS 418	Family Relationships	3
<b>Additional Courses</b>		
<i>Additional Courses: Require a grade of C or better</i>		
STAT 200	Elementary Statistics	3-4
or EDPSY 101	Analysis and Interpretation of Statistical Data in Education	
Select 6 credits of the following:		6
HDFS 229	Infant and Child Development	
HDFS 239	Adolescent Development	
HDFS 249N	Adult Development and Aging	
Select 3 credits of United States Cultures <sup>2</sup>		3
<b>Requirements for the Option</b>		
Select an option		43-45

<sup>1</sup> This course fulfills the University's United States Cultures requirement.

<sup>2</sup> This course is in addition to the 6 credits of United States Cultures and International Cultures.

### Requirements for the Option

#### Life Span Human Services Option (43-45 credits)

**Available at the following campuses: Altoona, Brandywine, DuBois, Fayette, Harrisburg, Mont Alto, Scranton, Shenango, University Park, World Campus, York**

Code	Title	Credits
<b>Prescribed Courses</b>		
<i>Prescribed Courses: Require a grade of C or better</i>		
HDFS 411	The Helping Relationship	3
HDFS 414	Resolving Human Development and Family Problems	3
HDFS 455	Development and Administration of Human Services Programs	3

#### Additional Courses

*Additional Courses: Require a grade of C or better*

Select 3 credits of the following:		3
HDFS 428	Infant Development	
HDFS 429	Advanced Child Development	
HDFS 433	Developmental Transition to Adulthood	
HDFS 445	Development Throughout Adulthood	
Select 6 credits from 300- or 400-level HDFS courses		6
Select 13-15 credits in one of the following:		13-15
Approved field practice in a human service setting:		
HDFS 490	Professional Development and Preparation for Internship Experience	
HDFS 495A	Internship: Advanced Experience	
HDFS 495B	Internship: Advanced Project	
Approved group project or field practice in human service setting:		
HDFS 401	Project Planning, Implementation, and Evaluation in the Human Services	
HDFS 402	Human Services Seminar	
HDFS 495C	Professional Practicum in Human Services	

#### Supporting Courses and Related Areas

Select 12 credits (minimum of 6 credits at the 400 level) in consultation with adviser from University-wide offerings that develop competency in the option (a grade of C or better is required in any HDFS course taken to satisfy this requirement)

#### Life Span Developmental Science Option (45 credits)

**Available at the following campuses: Altoona, Brandywine, DuBois, Fayette, Mont Alto, Scranton, Shenango, University Park, York**

Code	Title	Credits
<b>Prescribed Courses</b>		
<i>Prescribed Courses: Require a grade of C or better</i>		
HDFS 494	Research Project	6
or HDFS 494H Senior Honors Thesis		
<b>Additional Courses</b>		
<i>Additional Courses: Require a grade of C or better</i>		
Select 6 credits of the following:		6
HDFS 428	Infant Development	
HDFS 429	Advanced Child Development	

HDFS 433	Developmental Transition to Adulthood	
HDFS 445	Development Throughout Adulthood	
Select 15 credits (minimum of 9 credits at the 400-level) from HDFS courses		15

#### Supporting Courses and Related Areas

Select 18 credits (minimum of 9 credits at the 400 level) in consultation with adviser from University-wide offerings that develop competency in option (a grade of C or better is required in any HDFS course taken to satisfy this requirement)		18
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## General Education

Connecting career and curiosity, the General Education curriculum provides the opportunity for students to acquire transferable skills necessary to be successful in the future and to thrive while living in interconnected contexts. General Education aids students in developing intellectual curiosity, a strengthened ability to think, and a deeper sense of aesthetic appreciation. These are requirements for all baccalaureate students and are often partially incorporated into the requirements of a program. For additional information, see the General Education Requirements (<https://bulletins.psu.edu/undergraduate/general-education/baccalaureate-degree-general-education-program/>) section of the Bulletin and consult your academic adviser.

The keystone symbol appears next to the title of any course that is designated as a General Education course. Program requirements may also satisfy General Education requirements and vary for each program.

### Foundations (grade of C or better is required and Inter-Domain courses do not meet this requirement.)

- **Quantification (GQ):** 6 credits
- **Writing and Speaking (GWS):** 9 credits

### Breadth in the Knowledge Domains (Inter-Domain courses do not meet this requirement.)

- **Arts (GA):** 3 credits
- **Health and Wellness (GHW):** 3 credits
- **Humanities (GH):** 3 credits
- **Social and Behavioral Sciences (GS):** 3 credits
- **Natural Sciences (GN):** 3 credits

### Integrative Studies

- **Inter-Domain Courses (Inter-Domain):** 6 credits

### Exploration

- **GN,** may be completed with Inter-Domain courses: 3 credits
- **GA, GH, GN, GS, Inter-Domain courses.** This may include 3 credits of World Language course work beyond the 12th credit level or the requirements for the student's degree program, whichever is higher: 6 credits

## University Degree Requirements

### First Year Engagement

All students enrolled in a college or the Division of Undergraduate Studies at University Park, and the World Campus are required to take 1 to 3 credits of the First-Year Seminar, as specified by their college First-Year Engagement Plan.

Other Penn State colleges and campuses may require the First-Year Seminar; colleges and campuses that do not require a First-Year Seminar provide students with a first-year engagement experience.

First-year baccalaureate students entering Penn State should consult their academic adviser for these requirements.

### Cultures Requirement

6 credits are required and may satisfy other requirements

- United States Cultures: 3 credits
- International Cultures: 3 credits

### Writing Across the Curriculum

3 credits required from the college of graduation and likely prescribed as part of major requirements.

### Total Minimum Credits

A minimum of 120 degree credits must be earned for a baccalaureate degree. The requirements for some programs may exceed 120 credits. Students should consult with their college or department adviser for information on specific credit requirements.

### Quality of Work

Candidates must complete the degree requirements for their major and earn at least a 2.00 grade-point average for all courses completed within their degree program.

### Limitations on Source and Time for Credit Acquisition

The college dean or campus chancellor and program faculty may require up to 24 credits of course work in the major to be taken at the location or in the college or program where the degree is earned. Credit used toward degree programs may need to be earned from a particular source or within time constraints (see Senate Policy 83-80 (<https://senate.psu.edu/policies-and-rules-for-undergraduate-students/82-00-and-83-00-degree-requirements/#83-80>)). For more information, check the Suggested Academic Plan for your intended program.

## Program Learning Objectives

- **Understanding Development:** HDFS student will be able to demonstrate an understanding of the complexity of individual and family development across the life span in diverse contexts and changing environments.
  - Summarize, critique, and apply theories and concepts related to individual and family development from a multi-disciplinary, life-cycle perspective;
  - Articulate how biology, psychology, and history influence diversity in individuals, and in family structures and functions in a social/cultural context.
- **Evaluate and Apply:** HDFS student will be able to demonstrate the ability to evaluate and apply theory and research to practice and policy.
  - Demonstrate an understanding of the contribution of original research in human development;
  - Integrate and apply the findings of empirical research within a theoretical framework to human development;
  - Explain the strengths and weaknesses of various research methods in assessing human behavior;
  - Apply research skills in order to better understand in the use of research in agency practice;
  - Explain the process of planning and conducting research, including the role of the IRB;
  - Demonstrate skills to analyze and interpret data;
  - Apply theories to identify and resolve problems.

- **Analyze:** HDFS students will demonstrate the ability to analyze processes, policies, and contextual factors that affect the delivery of human services to individuals and families.
  - Demonstrate knowledge of history and policies for ethical conduct in the delivery of human services;
  - Examine environmental factors shaping individual and family interventions (such as political, social, economic, cultural, and technological);
  - Demonstrate an understanding of community-based programs and services;
  - Understand and articulate individual and family needs and roles of human service organizations in fulfilling those needs;
  - Demonstrate knowledge of HIPAA regulations;
  - Develop a working knowledge of and ability to evaluate community-based programs and services.
- **Ethics and Cultural Sensitivity:** HDFS students will demonstrate professional ethical and culturally sensitive standards of conduct.
  - Articulate understanding of theories, skills, and competencies of an effective helper;
  - Demonstrate knowledge of the main ethical, legal, clinical, professional and personal issues and challenges involved in the helping professions;
  - Demonstrate knowledge of informed consent for working with diverse groups of clients;
  - Understand and apply ethical decision making models;
  - Understanding how personal values and experiences influence one's ability to make professional decisions;
  - Recognize stereotypical and prejudicial language and attitudes and their impact on the helping relationship.
- **Knowledge and Competence:** HDFS students will demonstrate knowledge and competence in helping, leadership, and administrative skills for human services.
  - Demonstrate knowledge about human resources in management and how to apply appropriate practices;
  - Demonstrate professional written, oral, and technology-based communication skills;
  - Demonstrate clinical and/or administrative abilities human service professionals must utilize in their practice with clients. Skill areas to be focused upon include assessment, referral, intervention, and administrative skills;
  - Identify the different organizational needs of public, private-for-profits, and private-not-for-profit agencies;
  - Translation of content knowledge to practical settings.

## Academic Advising

The objectives of the university's academic advising program are to help advisees identify and achieve their academic goals, to promote their intellectual discovery, and to encourage students to take advantage of both in-and out-of class educational opportunities in order that they become self-directed learners and decision makers.

Both advisers and advisees share responsibility for making the advising relationship succeed. By encouraging their advisees to become engaged in their education, to meet their educational goals, and to develop the habit of learning, advisers assume a significant educational role. The advisee's unit of enrollment will provide each advisee with a primary academic adviser, the information needed to plan the chosen program of study, and referrals to other specialized resources.

READ SENATE POLICY 32-00: ADVISING POLICY (<https://senate.psu.edu/policies-and-rules-for-undergraduate-students/32-00-advising-policy/>)

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## Suggested Academic Plan

The suggested academic plan(s) listed on this page are the plan(s) that are in effect during the 2023-24 academic year. To access previous years' suggested academic plans, please visit the archive (<https://bulletins.psu.edu/undergraduate/archive/>) to view the appropriate Undergraduate Bulletin edition (*Note: the archive only contains suggested academic plans beginning with the 2018-19 edition of the Undergraduate Bulletin*).

## Human Development and Family Studies, B.S. at Harrisburg Campus

The course series listed below provides **only one** of the many possible ways to move through this curriculum. The University may make changes in policies, procedures, educational offerings, and requirements at any time. This plan should be used in conjunction with your degree audit (accessible in LionPATH as either an **Academic Requirements** or **What If** report). Please consult with a Penn State academic adviser on a regular basis to develop and refine an academic plan that is appropriate for you.

### First Year

Fall	Credits Spring	Credits
HDFS 129*	3 General Education Course	3
ENGL 15, 15S, 30T, or ESL 15 <sup>‡</sup>	3 General Education Course	3
General Education Course	3 General Education Course	3
General Education Course	3 CAS 100A or 100S <sup>‡</sup>	3

Quantification	3 STAT 200, PSYCH 200, or EDPSY 101 (GQ) <sup>*†</sup>	4
	<b>15</b>	<b>16</b>

### Second Year

Fall	Credits Spring	Credits
HDFS 229, 239, or 249N (GS) <sup>*</sup>	3 HDFS 229, 239, or 249N <sup>*</sup>	3
General Education Course	3 HDFS 301 <sup>*</sup>	3
HDFS - Cultures Requirement (US)	3 HDFS 315 (US) <sup>*</sup>	3
Supporting Course <sup>*#</sup>	3 ENGL 202A (GWS) <sup>‡</sup>	3
General Education Course	3 General Education Course	3
	General Education Course (GHW)	1.5
	<b>15</b>	<b>16.5</b>

### Third Year

Fall	Credits Spring	Credits
HDFS 311 <sup>*</sup>	3 HDFS 428, 429, 433, or 445 <sup>*</sup>	3
HDFS 312W <sup>*</sup>	3 HDFS 414 <sup>*</sup>	3
HDFS 300-400 level course (HDFS 395 recommended) <sup>*</sup>	3 HDFS 455 <sup>*</sup>	3
Supporting course <sup>*#</sup>	3 HDFS 300-400 level course	3
General Education Course	3 Supporting course 400-level <sup>*</sup>	3
	<b>15</b>	<b>15</b>

### Fourth Year

Fall	Credits Spring	Credits
HDFS 401 <sup>*2</sup>	3 HDFS 402 <sup>*</sup>	4
HDFS 411 <sup>*</sup>	3 HDFS 495C <sup>*</sup>	8
HDFS 418 <sup>*1</sup>	3	
Supporting course 400-level <sup>*</sup>	3	
Elective	3	
	<b>15</b>	<b>12</b>

### Total Credits 119.5

\* Course requires a grade of C or better for the major

‡ Course requires a grade of C or better for General Education

# Course is an Entrance to Major requirement

† Course satisfies General Education and degree requirement

<sup>1</sup> HDFS 418 - Honors students take HDFS 300H and 310M (an honors writing intensive course).

<sup>2</sup> HDFS 401 - Enroll in HDFS 401 only if HDFS 402 and HDFS 495C will be taken.

### University Requirements and General Education Notes:

US and IL are abbreviations used to designate courses that satisfy Cultural Diversity Requirements (United States and International Cultures).

W, M, X, and Y are the suffixes at the end of a course number used to designate courses that satisfy University Writing Across the Curriculum requirement.

General Education includes Foundations (GWS and GQ), Knowledge Domains (GHW, GN, GA, GH, GS) and Integrative Studies (Inter-domain)

requirements. N or Q (Honors) is the suffix at the end of a course number used to help identify an Inter-domain course, but the inter-domain attribute is used to fill audit requirements. Foundations courses (GWS and GQ) require a grade of 'C' or better.

### Advising Notes

- GWS, GQ, GA, GH, GS, GN and GHW are codes used to identify General Education requirements.
- US, IL, and US;IL are codes used to designate courses that satisfy University United States/International Cultures requirements. All students are required to take one IL and one US course before graduation. A course designated as US;IL may be used as a US or an IL, not both.
- W suffix signifies the course satisfies the University Writing Across the Curriculum requirement.

### Program Notes

Students must complete a 3-credit course in "United States Cultures (US)" and a 3-credit course in "International Cultures (IL)."

## Career Paths

The demand for HDFS graduates is strong because the HDFS major provides students with a valuable foundation for understanding important social trends: The population of older people is growing, and the number of trained persons who can provide help and assistance to them falls far short of the need; Social problems such as child abuse and drug and alcohol problems affect many individuals and families; Young adults face many social and economic pressures that can lead to problems in work and relationships.

### Careers

Many HDFS graduates go directly to the workplace based on their understanding of people, their knowledge of group dynamics, and their skills in training and in program development and evaluation. Many positions are in human services and health care settings while others are in business and industry, including:

- Assisted living, adult day services and nursing homes
- Day-care centers and preschools
- Drug and alcohol treatment centers and hospitals
- Child and domestic abuse centers and runaway shelters
- Human resources or marketing departments of large companies
- Development/fundraising for educational or nonprofit organizations

MORE INFORMATION ABOUT POTENTIAL CAREER OPTIONS FOR GRADUATES OF THE HUMAN DEVELOPMENT AND FAMILY STUDIES PROGRAM (<https://hhd.psu.edu/undergraduate/internships-and-career-opportunities/career-areas-major/careers-human-development-and/>)

### Opportunities for Graduate Studies

The HDFS major is also excellent preparation for graduate school in the social, behavioral, and health sciences. In recent years, our majors have pursued graduate studies in:

- Counseling (e.g., school counseling, counseling psychology)
- Social work Health professions (e.g., nursing, occupational therapy, medicine)
- Psychology and Human Development & Family Studies
- Elementary and Secondary Education Law and Business

MORE INFORMATION ABOUT OPPORTUNITIES FOR GRADUATE STUDIES (<https://hhd.psu.edu/hdfs/human-development-and-family-studies-graduate-program/>)

## Contact

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<https://harrisburg.psu.edu/behavioral-sciences-education/human-development-family-studies-bs> (<https://harrisburg.psu.edu/behavioral-sciences-education/human-development-family-studies-bs/>)

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<https://www.worldcampus.psu.edu/degrees-and-certificates/penn-state-online-human-development-and-family-studies-bachelor-of-science-degree> (<https://www.worldcampus.psu.edu/degrees-and-certificates/penn-state-online-human-development-and-family-studies-bachelor-of-science-degree/>)

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