



AUBURN UNIVERSITY
COLLEGE OF HUMAN SCIENCES

THIS IS HUMAN DEVELOPMENT AND FAMILY STUDIES.

Degree Handbook



Science for a Quality Life

THIS IS AUBURN.

College of Human Sciences
Office of Academic Affairs
266 Spidle Hall, Auburn, AL 36849
www.humsci.auburn.edu
(334) 844-4790

**THIS IS A COLLEGE WITH A
“STUDENTS FIRST” PHILOSOPHY
AND A GOAL OF PRODUCING
COMPETENT, SOCIALLY
RESPONSIBLE LEADERS
FOR THE 21ST CENTURY.**

-Dean June Henton



Science for a Quality Life

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A Message from Your Associate Dean for Academic Affairs

War Eagle!

On behalf of the College of Human Sciences (CHS), I would like to extend a warm welcome to you and your family as we begin Camp War Eagle 2016. The team of academic advisors and staff in the Office of Academic Affairs is here to guide you throughout your academic journey at Auburn University. During Camp War Eagle, the Office of Academic Affairs staff will introduce you to the programs and resources in the College of Human Sciences and assist you in planning your first semester of classes. Our goal is to familiarize you with the College and ensure that you are registered with a full course schedule in order for you to leave Camp War Eagle feeling comfortable and prepared for beginning classes at Auburn this fall.

Being the parent of a college student myself, I know this is an exciting time for you and your family. The College of Human Sciences faculty and staff are delighted that you have chosen CHS to be your home away from home, and we look forward to assisting you as you take part in the unique opportunities which lie ahead. The College of Human Sciences is a dynamic learning environment with numerous opportunities for students to get involved, develop their leadership abilities, and connect with the broader world around them. With a small faculty-student ratio and fantastic opportunities for studying abroad, service learning, and undergraduate research, CHS students can often be found experiencing learning outside of the classroom. The College of Human Sciences is privileged to offer a permanent campus in Ariccia, Italy, where many Human Sciences students choose to study abroad for a semester to earn the International Minor in Human Sciences. The College also offers numerous other study abroad opportunities which have included South Africa, Ireland, Fiji, New Zealand, Argentina, Peru, Cuba, the United Kingdom, and Jordan, as well as study/travel opportunities to locations such as New York, Napa, and Chicago.

In the College of Human Sciences, you will experience a warm, friendly, supportive environment where you are treated as a valued student. Human Sciences is a place that will help you grow academically and prepare you for challenging and rewarding careers in the global marketplace. Thank you for choosing the College of Human Sciences, and please feel free to contact the Office of Academic Affairs with any academic advising-related questions you may have now or in the future.

Sincerely,



Dr. Susan Hubbard
Associate Dean and Professor
College of Human Sciences
266 Spidle Hall
Auburn, AL 36849
334-844-4790



CHS Mission, Vision, and Belief System

Mission

The mission of the College of Human Sciences is to enhance human well-being in Alabama, the nation, and the world through the integrated study of individuals and families in their near environment. Human Sciences programs educate professionals, generate knowledge, and deliver research-based educational programs to contribute to the quality of life of families and individual consumers and to the economic growth of Alabama business and industry.

Vision

The College of Human Sciences is a *dynamic, challenging learning environment* where students become professionally competent, globally aware, and socially engaged as they develop into 21st century leaders. This academic paradigm that reaches beyond the classroom to open students' minds and broaden world views, differentiates CHS graduates in the global marketplace. It further enables them to positively impact the health and well-being of individuals, families, and consumers in pursuit of a sustainable world. CHS students and faculty will excel locally and internationally, thus elevating the reputation of Auburn University with the College of Human Sciences setting the quality standards by which competing programs are measured.



- Global issues impact the well-being of individuals, families, and communities locally and worldwide.
- Human diversity generates a dynamic force for progress.
- Stewardship of the earth's human and natural resources is the responsibility of each generation.
- Philanthropy is vital to solving social problems and improving quality of life.

- A genuine commitment to service excellence and lifelong learning is the foundation for organizational and professional success.

World-class education is best defined by graduates who are professionally competent, globally aware, and socially engaged.

- Professional integrity and ethical behavior are best promoted by an integrated set of personal and professional values.
- Intellectual discovery and the application of knowledge are strengthened through innovative partnerships.
- Contemporary issues are complex and most effectively addressed by multidisciplinary and transdisciplinary approaches.
- Next generation technologies are critical to the preparation of students for success in the global, knowledge-based economy.
- Twenty-first century learning requires that students and faculty reach beyond the classroom to gain practical experiences, an awareness of emerging trends, and a realistic perspective of their place in a rapidly changing world.

Belief System

The College of Human Sciences is distinguished by a commitment to the integration of the following quality of life premises:

- Quality of life is a function of the relationship between people and their environments.

Major and Career Opportunities

The College of Human Sciences at Auburn University provides a vibrant, engaging environment where the best and the brightest study with outstanding faculty who demonstrate the caring concern so important to the human sciences. The College of Human Sciences is committed to providing world-class education that requires students to reach beyond the classroom to gain practical experiences, an awareness of emerging trends, and a realistic perspective of their place in the world.

In addition, Human Sciences offers you much more:

- Faculty/Academic Advisor Assigned to Every Student
- Highly Qualified Faculty as Teachers and Researchers
- Senior Level Professional Internships
- Outstanding Career Placements
- International Focus Integrated into all Curricula
- Study Tours, Field Trips, and Service or Experiential Learning Opportunities
- Extraordinary Opportunities to Learn From Visiting Lecturers
- International Minor in Human Sciences that students may earn on campus in Arricia, Italy



Our graduates are prepared for exciting, rewarding careers in a global marketplace and are ready to meet the challenges of our changing world.

Majors

- **Apparel Merchandising, Design and Production Management**
 - Apparel Merchandising Option*
 - Apparel Design and Production Management Option*
- **Interior Design**
- **Human Development and Family Studies**
- **Human Development and Family Studies with Early Childhood Education**
- **Nutrition**
 - Dietetics Option*
 - Wellness Option*
 - Nutrition Science Option (Pre-Medical, Pre-Dental, Pre-Physical or Pre-Occupational Therapy)*
- **Hotel and Restaurant Management**
- **Global Studies in Human Sciences**

Minors

- International Minor in Human Sciences
- Philanthropy and Nonprofit Studies Minor
- Human Development and Family Studies Minor
- Hunger Studies Minor

Career Opportunities

SCIENCE

Registered Dietitian Nutritionist (RD/RDN)
Pharmaceutical Sales Representative
Science and Health Journalist
Pre-Health Career Preparation (Pre-Medicine, Pre-Dentistry, Pre-Physical Therapy)
Quality Control Analyst
Product Testing Manager
Food Technologist
Research Lab Associate

BUSINESS

Apparel Buyer
Food and Beverage Manager
Entrepreneur
Hotel Manager
Apparel Engineer/Production Manager
Retail Marketer/Store Manager
Sales/Brand Manager
Public Relations/Media Professional
Global Sourcing Director

DESIGN

Interior Designer
Product Developer
Apparel Designer
Lighting Specialist
Fashion or Interiors Journalist
Fashion Consultant/Stylist
Costumer Curator
Computer-Aided Design Specialist
Color Specialist
Visual Merchandiser

HUMAN RELATIONS

Non-profit Organization Coordinator
Day Care/Preschool Teacher
Child Life Specialist
Child and Family Policy Advocate
Senior Citizen Center Manager
Early Learning Educator
Youth Ministry Program Director
Juvenile Program Associate
Human Resources Specialist

Undecided About Your Major?

Are you undecided about a major? You are not alone. Many students come to Auburn uncertain about their major. In the College of Human Sciences, we will help you select an area of study that is right for you.

If yes...

Then consider...

Do you like scientific experiments?
Are you interested in the medical field?
Do you anticipate attending graduate school?

- Nutrition Science

Do you want to make a contribution to society?
Do you like figuring out why things work the way they do?
Are you interested in wellness and physical fitness?
Do you appreciate the connection between health and nutrition?
Are you interested in attending graduate school?

- Nutrition/Dietetics
- Nutrition Wellness

Do you like working with people?
Do you enjoy travel?
Can you get things done?
Did you serve as an officer of your class?
Do you enjoy making decisions or analyzing tough situations?
Do you wish you could own your own business?
Do you like a challenge?

- Hotel and Restaurant Management
- Apparel Merchandising
- Global Studies in Human Sciences

Do your friends say you have a flair for color or design?
Do you make your own clothes and do ingenious things with patterns?
Are you inclined to redesign or rearrange your living environment?
If something doesn't work for you, do you redesign it so it does?

- Interior Design
- Apparel Design and Production Management

Would you like to find solutions to some of society's more pressing problems, like poverty, access to health care, affordable housing, environmental issues, and the quality of life of children, teens, or elderly people?

- Human Development and Family Studies
- Global Studies in Human Sciences
- Interior Design

Do you enjoy working with people?
Are you interested in influencing public policies that impact the future of children and families?
After your bachelor's degree, do you plan to pursue additional training in counseling, education, or seminary?

- Human Development and Family Studies

Career Center Freshman Checklist

Career Center Freshman Checklist

taking your first steps

1

Set up your Tiger Recruiting Link (TRL) account
jobs.auburn.edu

Attend Internship & Part-Time Job Fair
Fall & Spring Semesters

2

3

Meet w/a career counselor to discuss career plans/goals
Drop by during walk-in hours | auburn.edu/career

Complete the FOCUS assessments to gain insight into career direction
auburn.edu/career/assessments

4

5

Explore "What Can I Do With a Major In...?" resource
auburn.edu/career/students

View Candid Career video informational interviews
auburn.edu/career/students

6

7

Shadow or interview a professional in your career field of interest

Practice interview skills with InterviewStream resource
auburn.edu/career/interviews

8

9

Join social/service clubs & professional/leadership organizations

View the Pathway: Major Guides for your major
auburn.edu/career/pathways

10

11

Connect via social media
[@AUCareer](https://twitter.com/AUCareer)



Auburn University Career Center
303 Martin Hall | 334.844.4744 | auburn.edu/career
To schedule an appointment in an accessible location, please call.
Auburn University is an equal opportunity educational institution/employer.

Tips for Success

Become familiar with the following scheduling aids:

- **Schedule of Courses – online (AU Access)**
- **Curriculum Model**
- **Schedule of Department Courses**
- **Schedule Planning Sheet**
- **University Core Requirements for your Specific Major**
- **Auburn University Bulletin – online (www.auburn.edu/bulletin)**
- **Degree Works**

Please make sure you have an accurate local address, e-mail address, and cell phone number on AU Access. Please update this information as it changes.

You will need to check your Auburn e-mail on a daily basis.

Become familiar with Academic Support Services, the Auburn University Career Center, and other campus resources.

Get to know your Academic Advisor through regular advising appointments.

In order to graduate as projected based on your curriculum model, it is imperative that you complete your major course sequences. Do not drop a prerequisite course without clearing it with your advisor.

Maintain a written record of your progress by filling in your curriculum sheet as you complete courses each semester. Maintain an academic file including curriculum sheet and any other documentation.

Accept responsibility for your academic progress. Be informed and be prepared to take responsibility for your scheduling decisions.

Contact the Academic Affairs office (334/844-4790) if you are out of class due to an extended illness or other problems which prevent you from attending class. If you are unable to contact your instructors, your advisor will assist you.

REMEMBER that you may not drop classes after mid-semester unless there are extenuating circumstances. Only the CHS

Associate Dean for Academic Affairs can determine if you meet that criteria—not your instructor, you or your parents.

Stay in contact with your academic advisor via email or in person.



Who is My Advisor and How Do I Schedule an Appointment?

Who is my advisor?



Kim Parker -
Advises Last Names A-J
266 Spidle Hall
parkeka@auburn.edu
334-844-4790



Katie Lackey -
Advises Last Names K-Z
266 Spidle Hall
lackekm@auburn.edu
334-844-4790

To Schedule an Appointment:

Go to:
<http://www.humsci.auburn.edu/acad/>
and click the link in the middle of the page to “Schedule an advising appointment”.

1. Enter your Global User ID (First part of Auburn email - Example- abc0001)
2. Enter your Password
3. Click “Continue”
4. Click “Make Appointment”
5. Search for available times by selecting a date, start time, and end time
6. Select your advisor’s name
7. Click “Find Appointments”
8. Select the time that is best for you!
9. Select the reason that best describes why you need to meet with your advisor. To select more than one reason, hold down “Control” on your keyboard.
10. Enter your phone number and email address.
11. Confirm your email address by entering it again.

12. Click “Continue”
13. You should be directed to a confirmation screen and also receive a confirmation email from chsadvicing@auburn.edu
14. In the confirmation email, you will find a link to cancel your appointment if needed.

To Cancel an Appointment:

1. Enter your Global User ID (First part of Auburn email Example- abc0001)
2. Enter your Password
3. Click “Continue”
4. Click “View or Cancel Appointments”
5. Select the appointment you wish to cancel
6. Click “OK” to cancel appointment
7. Select “Cancelled by Student”
8. Click “Continue”
9. Click “Log Out”

To schedule an academic advising appointment, visit
www.humsci.auburn.edu/acad and click
“Schedule an Advising Appointment” or call (334) 844-4790.
“Walk-in Wednesdays”: 9-11am and 1-3pm, Spidle 266.

Student Organizations and Selected Honoraries

Students in Human Sciences may enhance their academic program by participating in a variety of student organizations and honoraries. Involvement with peers in these organizations can often help students develop leadership and communication skills, explore professional interests and career opportunities, and meet other students and faculty. Students are encouraged to review the information about student organizations and contact those that interest them.

Student Organizations

American Society of Interior Designers

The American Society of Interior Designers (ASID) Student Chapter/Department of Consumer and Design Sciences is an affiliate of the American Society of Interior Designers, a professional society of interior designers. The primary purpose of this organization is to enlarge students' understanding of the interior design profession and the role they might have with this organization through Allied and Professional membership. All majors in Interior Design are eligible for membership. Activities include student participation in events sponsored by Alabama ASID and National ASID organizations, field trips, design competitions, and other types of pre-professional development activities. Contact the Department Head, Department of Consumer and Design Sciences, for further information. (334) 844-4084

Apparel Merchandising and Design Association

The Apparel Merchandising and Design Association (AMDA) is an organization for students enrolled in the apparel merchandising and design majors within the Department of Consumer and Design Sciences. It has been created to support and encourage the students in their education and future careers within the fashion industry. AMDA helps to connect students with professionals in the industry for internships and jobs. AMDA sponsors an annual Fashion Event including a fashion show and design exhibition. Proceeds from the Fashion Event help to support a peer giving scholarship to support AMDP students. Contact the Department Head, Department of Consumer and Design Sciences, for further information. (334) 844-4084

Auburn University Student Chapter of Club Managers

The Auburn University Student Chapter of Club Managers Association of America (CMAA) was chartered in September 1990. This student chapter is recognized by the Alabama Chapter and national headquarters of CMAA and was the 20th student chapter to be chartered in the U.S. Membership is open to all Hotel and Restaurant Management majors who have an interest in club management or who identify with the standards of club management. Guest speakers, field trips to private clubs, and attendance at the CMAA National Conference are among the activities of this group. Contact the Department Head, Department of Nutrition, Dietetics and Hospitality Management for further information. (334) 844-4261

Human Sciences Student Ambassadors

The Human Sciences Student Ambassadors is a select group of men and women who serve as ambassadors for the College of Human Sciences. The ambassador's major role is to represent the College of Human Sciences and provide information about students, faculty, academic programs, and careers in Human Sciences to prospective students and their families, alumni, and visiting dignitaries. Ambassadors assist at College and University-sponsored events, conduct tours of Human Sciences facilities, correspond with interested students and their families, and meet with advisory councils and the Dean's Development Board. Contact Academic Affairs, College of Human Sciences, for further information. (334) 844-4790

International Interior Design Association

The International Interior Design Association (IIDA) Student Chapter/Department of Consumer and Design Sciences is an affiliate of the International Interior Design Association of Designers, a professional society of interior designers. The primary purpose of this organization is to work toward the advancement of the value of interior design and its practitioners as well as to cultivate leadership within the profession. IIDA seeks to enlarge students' understanding of the interior design profession internationally and the role they might have with this organization through Allied and Professional membership. All majors in Interior Design are eligible for membership. Activities include student participation in events sponsored by Alabama IIDA and National IIDA organizations, field trips, design competitions, and other types of

Student Organizations (continued)

pre-professional development activities. Contact the Department Head, Department of Consumer and Design Sciences, for further information. (334) 844-4084

National Society of Minorities in Hospitality

NSMH, formally known as the National Society of Minorities in Hospitality, is one of the largest student-led organizations in the United States. Founded in 1989, there are currently over 90 Universities and Colleges with an active NSMH chapter. The goals of NSMH are to educate and assist future leaders of the hospitality industry, provide networking opportunities, and promote diversity in hospitality. Contact the Department Head, Department of Nutrition, Dietetics and Hospitality Management, for further information. (334) 844-4261

Student Dietetic Association

The Student Dietetic Association (SDA) is a student organization affiliated with the Academy of Nutrition and Dietetics (AND). The goals are to involve Auburn students in the expansion and communication of nutrition knowledge through projects such as “National Nutrition Month” programs, lectures on current topics in nutrition, and practical yet fun social events. The Student Dietetic Association allows nutrition and food science students as well as students in other curricula to have a greater understanding of nutrition and the professional applications of nutrition in health care. Contact the Department Head, Department of Nutrition, Dietetics and Hospitality Management, for further information. (334) 844-4261

SELECTED HONOR SOCIETIES

Eta Sigma Delta

Eta Sigma Delta is the national scholastic honorary society for Hotel and Restaurant Management majors. Students must be a junior or senior and have an overall grade point average of 3.00 or higher. Membership is by invitation only.

Gamma Sigma Delta

Gamma Sigma Delta is a scholastic honor society for outstanding students in the College of Human Sciences and the College of Agriculture. Graduating seniors or graduate students, who have a 3.00 or above and who are in the top fifteen percent of their class, are eligible for this organization.

Kappa Omicron Nu

Kappa Omicron Nu is the national honor society for outstanding students in human sciences. Students in the upper fifteen percent of the junior class and the upper twenty percent of the senior class with at least a 3.00 grade point average are eligible for invitation to membership. In addition, students must have completed two upper level courses in the major.

Phi Kappa Phi

The Honor Society of Phi Kappa Phi is a national scholastic honor society which recognizes and encourages academic excellence in all disciplines. Students in the top five percent of the graduating class from each college/school are invited into membership each semester.

CHS Scholarships and Awards

The College of Human Sciences is pleased to have a number of scholarships and awards which are available to students. Additional information about scholarship opportunities may be obtained from the Office of the Dean, College of Human Sciences, 266 Spidle Hall, Auburn University, AL 36849-5601, (334) 844-4790.

Deadline for scholarship applications for current Auburn University students is March 1, 2017. Deadline for incoming students is February 10, 2017. Applications are available through AUSOM.

SCHOLARSHIPS

Elizabeth Lauren "Libbie" Ainsworth Endowed Scholarship
Anamerle Arant Memorial Scholarship
Dorothy Dean Arnold Scholarship
Dr. Mary Eileen Barry Scholarship
Carolyn Horn Beck Endowment for Scholarships
Alma S. Bentley Scholarship
Dorothy Ann Johnston Blackburn Endowment for Scholarships
Daisy Bond Alabama Chapter-ASID Endowed Scholarship
Brannen Family WPB Endowed Scholarship
Milton W. Bresler '73 Scholarship in Interior Design
Lee & Bob Cannon Endowment for Scholarship in Nutrition
Joseph S. Bruno Endowed Scholarship for the Joseph S. Bruno Auburn Abroad in Italy Program
The William Carter Company Endowment for Scholarships
Pao Sen Chi Memorial Endowment Fund for Scholarship in Nutrition
Chicken Salad Chick WPB Endowed Scholarship
Eva Richards Christenberry '48 Endowed Scholarship in Nutrition & Dietetics
Al & Dudley Cook Endowment for Scholarships in the Colleges of Business and Human Sciences
College of Human Sciences Faculty Scholarship
Dekalb Office Annual Scholarship
Ethel Woodruff Draper Endowment for Scholarships
Elza Stewart Drummond Endowed Scholarship
Lewis & Annette Eberdt Endowed Scholarship
Element Health, Inc. Scholarship
Jewel Golden Eubanks '33 Endowed Scholarship
Ruth Legg Galbraith Endowed Scholarship

Dana King Gatchell Scholarship
David B. Haggard Endowment for Scholarships
Delta Upsilon Memorial Scholarship
Dothan Area CVB – Miller/Hollis Endowed Scholarship in HRMT
Glenda S. Harris/Alabama Power Foundation Endowed Scholarship
Sandy & Sally Heely Annual Scholarship in HRMT
Richard W. Henton Endowed Scholarship in INDS
The Hotel at Auburn University & Dixon Conference Center Annual Scholarship in the Joseph S. Bruno Auburn Abroad in Italy Program
Dr. Susan & Representative Mike Hubbard Endowed Scholarship
Interior Elements Annual Scholarship
International Beverage Company, Inc./Bunnahabhain Single Malt Scotch Annual Scholarship in HRMT
Dora Hanson James WPB Endowed Scholarship
Johnston Industries Endowment for Scholarship
Joyce & Roger Lethander Endowment for Scholarship
Larson-Peterson WPB Endowed Memorial Scholarship for Consumer and Design Sciences
Don Logan - Southern Progress Endowed Scholarship
Jane Campbell Lorendo & Gene L. Lorendo Scholarship
Arlene Rushing Lowe Fund for Excellence
Belinda Reynolds Michaud Endowment for Scholarships
Norma & Varnell Moore Endowed Scholarship for International Study
Callie Stone Nash WPB Endowed Scholarship
Sallye Roe Nunn Endowed Scholarship
Parthenon Prints/Bay Point Endowed Scholarship
Delana Carol Pickens Memorial Endowed Scholarship
Jeanne M. Priester Endowed Fellowship for Doctoral Study
Adelia Russell Charitable Foundation Endowed Scholarship
Floris Copeland Sheppard Endowment for Scholarship
Pauline Sorrel Soberg Endowed Scholarship
Marion Walker Spidle Scholarship
Margaret Valentine Smith Annual Scholarship
Katherine L. Stanley Endowed Scholarship
Molly Stone Given Endowed Scholarship
Tiger Rags Endowed Scholarship/Graduate Fellowship
Don Woollen Endowed Fund for Excellence
Women's Philanthropy Board Annual Scholarship
Women's Philanthropy Board Endowed Scholarship

(continue to next page)

CHS Scholarships and Awards (continued)

AWARDS

AMDA Peer Giving Award
Dorothy Dean Arnold Award
Cobb DeShazo Award
Interior Design Advisory Board Award
INDS Peer Giving Award
Mary A. Layfield Award
Betty Winn Little Award
President's Award
Gorel Hamilton Sodergren Memorial Award
Student Government Association Outstanding Student Award

NOTE: Some scholarships and awards may require an additional departmental application.

NOTE: To receive consideration for need-based scholarships, students must complete the Free Application for Federal Student Aid (FAFSA)*, available online beginning January 1. The FAFSA should be received by Auburn University by March 1.

*The FAFSA is the only form a student is required to complete to be considered for student assistance from any of the Title IV, HEA programs except for information needed to ensure the student's eligibility for such assistance (e.g., information needed to complete verification or to demonstrate compliance with the student eligibility provisions of the HEA and the regulations). Additional information, if requested, will be listed on the student's Tiger I Financial Aid Requirements page after the student's FAFSA results are received. For additional information, visit auburn.edu/finaid.

Computer Competency Test (COMP 1AA0)

The Computer Competency Test is treated as a regular academic course (COMP1@@0) and you will register using Banner. It is offered in Fall and Spring semesters.

The test, which is taken on-line, consists of fifty multiple-choice questions covering the COMP1000 Personal Computer Applications course material (Windows 2000, MS Office XP, FrontPage2002, Internet Explorer). You will need to schedule the course in the semester prior to the term in which you need to complete COMP 1000.

WHO

Interior Design (INDS) students who have not had COMP 1000 or the old CSE, you must either pass the exam or take the course. Under semester requirements, taking the course is in addition to other requirements.



WHEN

The test, which is taken on-line using MyITLab (<http://www.myitlab.com>), consists of questions covering the COMP1000 Personal Computer Applications course material (Windows 8, MS Office 2013, SharePoint 20103). If COMP1000 is required in your major, either as a formal part of the curriculum or as a prerequisite and you think you may already know this material, you should consider taking the COMP1@@0 Computer Competency Test. If you decide to take the Computer Competency Test, schedule it in the semester prior to the term in which you need to complete COMP1000.

Registration is required to take the Computer Competency Test. You may register for the test through Auburn University's Student Registration System (Banner) either by telephone or by computer as you do for all other classes at Auburn University.

You may take the Computer Competency Test only once. Although you will receive no credit hours, if you pass the test with 70% or higher, you will be exempted from taking COMP1000. The test is graded either Satisfactory or Unsatisfactory and this grade becomes part of your permanent transcript. You can only receive credit

for the course (2 semester hours) if you actually take the course and pass it.

You may register for only one test time (one course section) during the semester. If you find that you cannot take the test on that date, you must drop the course (as you would any other course) before mid-term. If you fail to drop the course, COMP1@@0, and do not take the test on your scheduled date, you will receive a grade of Unsatisfactory which becomes part of your permanent transcript. This means you are not eligible to reschedule the test and will need to take COMP1000. The dates and times of the test are listed in the test section offerings in Banner. For any further questions you may have about COMP1@@0 registration, please contact your academic student advisor.

The tests begin promptly on the hour and are 50 minutes in length. The lab will be closed once the tests begin and no one will be admitted until 50 minutes have passed. You should arrive ten minutes before your registered time and have with you a photo identification card. You will be required to provide your IT User ID and Password, so if you do not have one, you should follow University policies to acquire one prior to the test day.

Before attending the Computer Competency Test, if you haven't yet done so, please establish your Windows Domain password. To establish a password for your Auburn Domain User ID, you will need to access the Auburn University Password Page at: <https://oitapps.auburn.edu/Password/pgPassword.aspx> and follow the very easy included instructions. It will take approximately 15 to 30 minutes for the password change to take effect.

WHERE

All testing will take place in the Shelby Technology Center 2205. Students must attend the time for which they are registered.

Recommended Computer Configuration (minimum 2016-17)

All Human Sciences majors are required to have a laptop computer.

| | |
|------------------|--|
| Processor | Intel core i5 or i7 |
| Memory | 8 GB Recommended |
| Hard Drive | 500 GB (minimum) |
| Optical Drive | DVD/RW |
| Operating System | Windows 10 |
| Office Suite | Microsoft Office 365 is available to all Auburn University students free of cost. |
| Options | <p>Consider purchasing a multi-year (3 year) warranty.</p> <p>Consider choosing an anti-theft option such as Lojack or Computrace by Absolute. Most laptop manufacturers offer an anti-theft option with multi-year subscriptions.</p> <p>Consider purchasing an external hard drive or use cloud storage for back-up (Office 365 provides students with unlimited cloud storage).</p> |

Tip: Auburn students can purchase some software through the Auburn University Bookstore at a substantial educational discount. Check with the Auburn University Bookstore before purchasing a software bundle with your new computer.

All AMDP majors must purchase Adobe Photoshop and Illustrator for their laptops.

Pre-Interior Design majors please note:

It is required that Pre-Interior Design students purchase the MacBook Pro laptop with the minimum standards required by the Interior Design program. These specifications are updated for the incoming Pre-Interior Design class each year.

Business Minor

Business Minor Requirements

The following classes are required for the Business Minor:

- ECON 2020*
- ACCT 2810 (student may substitute ACCT 2110)
- FINC 3810 (student may substitute FINC 3610)
- MNGT 3810 (student may substitute MNGT 3100)
- MKTG 3310

**If a student has completed ECON 2020 as a part of the University Core Curriculum, he/she will be required to complete ECON 2030 for the Business Minor.*

To earn a Business Minor, a student needs to earn a cumulative GPA in the Business Minor courses of 2.0 or higher.

Course Prerequisites: Please note that ACCT 2810/2110 and junior standing are the prerequisites for FINC 3810/3610. This prerequisite is strictly enforced by the Finance Department. In addition, ECON 2020 and junior standing are the prerequisites for MKTG 3310. These prerequisites are strictly enforced the Marketing Department.

TO DECLARE A BUSINESS MINOR, PLEASE VISIT 130 LOWDER.

International Minor in Human Sciences

International Minor in Human Sciences

On/Off Campus Program

Name _____ Student Identification Number 90 _____

E-mail Address _____@auburn.edu

Current Major _____ Anticipated Graduation Date _____

Required Courses (7-16 Hours)

Grade Semester Class (Hours)
Completed

| | | |
|--|--|---|
| | | HUSC 5940 (3-12) Study and Travel in Human Sciences |
| | | Foreign Language (4) |

Elective Course Requirements (2-11 Hours)

Grade Semester Class (Hours)

| | | | |
|-------------------|--|-------------------------|---|
| | | CADS 2000/2003/2007 (3) | Global Consumer Culture |
| | | CADS 3700/3703 (3) | Gender, Wealth and Philanthropy |
| | | CADS 5600 (3) | Global Sourcing in Textiles and Apparel |
| | | HDFS 2000 (3) | Marriage and Family in a Global Context |
| | | HDFS 4680 (3) | Family in a Cross-Cultural Perspective |
| | | HDFS 5300 (3) | Family and Social Policy |
| | | HRMT 5570 (3) | Global Hospitality Management |
| | | NTRI 2000/2003/2007 (3) | Nutrition and Health |
| | | NTRI 4620 (3) | Public Health Nutrition |
| Overall Minor GPA | | | |

Total 18 credit hours

No more than 6 hours may be lower division (2000 and below) classes.

Courses taken as a requirement for the major or University core cannot be counted toward the minor.

No S/U courses can be counted toward the minor.

Students must earn an overall grade average of "C" (2.0) on all courses taken in the minor.

Some of these courses may have prerequisites that must be met.

Once minor courses are completed, please submit form to 266 Spidle Hall.

Human Development and Family Studies Minor

HUMAN DEVELOPMENT AND FAMILY STUDIES MINOR

Name _____ Student Identification Number 90 _____

E-mail Address _____@tigermail.auburn.edu

Current Major _____ Anticipated Graduation Date _____

Required Courses

Grade Semester Completed

| | | | |
|--|--|-----------|--|
| | | HDFS 2000 | Marriage And Family In a Global Context (3) |
| | | HDFS 2010 | Lifespan Human Development in Family Context (3) |

Elective Courses

(Select a minimum of 12 hours from the list below; 9 hours must be at the 3000 level or higher.)

Grade Semester Completed

| | | | |
|--|--|------------|--|
| | | HDFS 2030 | Professional Development and Ethics (3) |
| | | HDFS 3010* | Child Development in the Family (3) Pr. HDFS 2010 or departmental approval |
| | | HDFS 3030* | Adolescent and Adult Development in the Family (3) Pr. HDFS 2010 |
| | | HDFS 3040 | Human Sexuality Over the Family Life Cycle (3) Pr. HDFS 2000 or SOCY 1000 or PSYC 2010 |
| | | HDFS 3060* | Patterns of Family Interaction (3) Pr. HDFS 2000 |
| | | HDFS 3080* | Development of Interpersonal Relationships (3) Pr. HDFS 2000 |
| | | HDFS 3460 | Effective Guidance and Interaction with Young Children (3) Pr. HDFS 3010 |
| | | HDFS 3470 | Learning Experiences for Young Children (3) Pr. HDFS 3460 |
| | | HDFS 3930 | Service Learning in Human Development and Family Studies (1-6) LEC. Pr. Junior Standing. |
| | | HDFS 4500 | Hospitalized Children and Their Families (3). Pr. HDFS 3010 and junior standing in HDFS or departmental approval |
| | | HDFS 4510 | Therapeutic Play (3) Pr. Junior standing |
| | | HDFS 4660 | Resource Management for Individuals, Couples, and Families (3) |
| | | HDFS 4670 | Parent Education (3) Pr. HDFS 2010 |
| | | HDFS 4680* | Family in Cross-Cultural Perspective (3) Pr. HDFS 2000 |
| | | HDFS 4700 | Gender Roles and Close Relationships (3) Pr. HDFS 2000 or SOCY 1000 or PSYC 2010 |
| | | HDFS 4950 | Advanced Seminar (3) |
| | | HDFS 4960 | Special Problems in HDFS (1-3) |
| | | HDFS 4980 | Advanced Undergraduate Research in HDFS (1-5) |
| | | HDFS 5200 | Applied Research and Evaluation Methods (3) |
| | | HDFS 5300 | HDFS and Social Policy (3) |

* Students must have a 2.25 cumulative GPA to enroll in HDFS 3010,3030,3060,3080 and 4680. A "C" grade or better must be earned in each course taken toward the minor and each must be a HDFS course.

Note: Students must earn an overall 2.0 in the minor classes to receive the HDFS minor.

Note: If a student has taken this course to fulfill requirements of the School/College core or the major, it cannot count toward the minor. In this case, the student must select an additional three hour course from the electives above.

Note: No S/U courses can be counted towards the minor.

Online versions of courses are accepted towards minor.

Once minor courses are completed, please submit form to 266 Spidle Hall.

Hunger Studies Minor

Fall 2016

Hunger Studies Minor

Name _____
 E-mail Address _____@auburn.edu
 Anticipated Graduation Date: _____

Student Identification Number 90 _____
 Current Major _____

REQUIRED COURSES

Grade Semester Completed

| | | | |
|--|--|---------------------|---|
| | | HUSC 2000/2003/2007 | Hunger: Causes, Consequences, and Responses (3) |
| | | HUSC 4000 | Hunger Studies Capstone (3) Pr. HUSC 2000/2003/2007 & Junior standing |

ELECTIVE COURSES

Select a minimum of 12 hours from the lists below (at least one class from each list); 9 hours must be at the 3000 level or higher

KNOWLEDGE (MUST SELECT AT LEAST ONE COURSE)

Grade Semester Completed

| | | | |
|--|--|---------------------|---|
| | | AGEC 4300 | Agriculture Policy and Trade (3) |
| | | AGRN 1000 | Crop Science (4) |
| | | ANSC 1000 | Introduction to Animal Sciences (4) |
| | | ANSC 2010 | Animals and Society (3) |
| | | CADS 2700/2703 | Introduction to Nonprofit Organizations (3) |
| | | ENGL 4040 | Public Writing (3) |
| | | FISH 5210 | Principles of Aquaculture (3) |
| | | FORV 5440 | International Forestry (3) |
| | | HORT 2050 | Food for Thought (3) |
| | | NTRI 2000/2003/2007 | Nutrition and Health (3) |
| | | NTRI 3560 | Experimental Study of Foods (4) |
| | | NTRI 4620 | Public Health Nutrition (3) |
| | | NTRI 3750 | Nutrition Education (2) |
| | | POLI 5370 | Nonprofit Management (3) |
| | | RSOC 3190 | Food, Agriculture, & Society (3) |

LEADERSHIP AND ADVOCACY (MUST SELECT AT LEAST ONE COURSE)

Grade Semester Completed

| | | | |
|--|--|-----------|---|
| | | AGRI 3800 | Agricultural Leadership Development (2) |
| | | COMM 3450 | Intercultural Communications (3) |
| | | HDFS 5300 | Family and Social Policy (3) |
| | | PHIL 3100 | Intermediate Ethics (3) |
| | | POLI 2100 | State and Local Government (3) |
| | | RSOC 5640 | Sociology and Community Development (3) |
| | | RSOC 3620 | Community Organization (3) |
| | | RSOC 4410 | Extension Programs and Methods (3) |
| | | RSOC 5610 | Rural Sociology (3) |

GLOBAL CITIZENSHIP (MUST SELECT AT LEAST ONE COURSE)

Grade Semester Completed

| | | | |
|--|--|---------------------|---|
| | | ANTH 3000 | Culture, Marriage, and the Family (3) |
| | | ANTH 3700 | Political Ecology (3) |
| | | CADS 2000/2003/2007 | Global Consumer Culture (3) |
| | | ECON 4300 | International Economics (3) |
| | | GEOG 2010 | Cultural Geography (3) |
| | | GEOG 5350 | Economic Geography (3) |
| | | HDFS 4680 | Family in Cross-Cultural Perspective (3) |
| | | NTRI 3940 | Community Service in Nutrition and Food Science (3) |
| | | POLI 3090 | International Relations (3) |
| | | POLI 3100 | Introduction to World Affairs (3) |
| | | POLI 4700 | Politics of International Economic Relations (3) |
| | | PSYC 3550 | Psychology and Culture (3) |

Overall Minor GPA

NOTE: If a student has taken any course to fulfill requirements of the School/College core or the major core, it cannot count toward the minor.

NOTE: Some of the courses in this minor may have prerequisites that must be met.

NOTE: Students must earn an overall 2.0 in the Minor Classes to receive the Hunger Studies Minor.

NOTE: Select international study abroad experiences and honors seminar courses with a hunger focus **MAY** be substituted for an elective requirement, pending **PRIOR** approval. The approval process begins with the Director of Hunger and Sustainability Initiatives.

NOTE: No S/U courses can be counted towards the minor.

Once minor courses are completed, please submit form to 266 Spidle Hall.

Philanthropy and Nonprofit Studies Minor

PHILANTHROPY AND NONPROFIT STUDIES MINOR

Name _____ Student Identification Number 90 _____

E-mail Address _____@tigermail.auburn.edu

Current Major _____ Anticipated Graduation Date _____

Required Courses

Grade Semester Completed

| | | | |
|--|--|---------------------|---|
| | | CADS 2700/2703 | Introduction to Nonprofit Organizations (3) |
| | | CADS 3700/3703/3707 | Gender, Wealth, and Philanthropy (3) |
| | | CADS 4910 | Practicum in Philanthropy and Nonprofit Organizations (3) |

DISCIPLINARY SUPPORT (Select a minimum of 6 hours from the list below. At least 3 hours must be at the 3000 level or above.)

Grade Semester Completed

| | | | |
|--|--|---------------------------|--|
| | | CADS 2000/2003/2007 | Global Consumer Culture (3) |
| | | CADS 3940 | Study and Travel in Consumer and Design Sciences: Philanthropy and Nonprofit Org. Tour (3) |
| | | HDFS 3930 | Service Learning in HDFS (3) |
| | | HDFS 4500 | Hospitalized Children and Their Families (3) |
| | | HDFS 4670 | Parent Education (3) |
| | | HDFS 4680 | Family in Cross-Cultural Perspective (3) |
| | | HDFS 5300 | Family and Social Policy (3) |
| | | HUSC 2000/2003/2007 | Hunger: Causes, Consequences and Responses (3) |
| | | NTRI 4620 | Public Health Nutrition (3) |
| | | NTRI 3940 | Community Service in Nutrition (3) |
| | | HRMT 5460 | Catering and Event Management (1) |
| | | HRMT 5461 | Catering and Event Management Lab (2) |
| | | ACCT 2810 | Fundamentals in Accounting (3) |
| | | OVERALL MINOR GPA: | |

* If a student has taken this course to fulfill requirements of the School/College core or the major, it cannot count toward the minor. In this case, the student must select an additional three hour course from the electives above.

** Some of these courses may have prerequisites that must be met.

NOTE: Students must earn an overall 2.0 in the Minor Classes to receive the Philanthropy and Nonprofit Studies Minor.

NOTE: No S/U courses can be counted toward the minor.

Once minor courses are completed, please submit form to 266 Spidle Hall.

AP, IB, CLEP Information

Dependent upon the test scores received you may be eligible to receive course credit. The scores should be provided from the testing agency and home report copies are acceptable. Please call (334) 844-2528 to verify what you are eligible to receive.

Note: Auburn University does not accept CLEP credit.

ACT (English) with a score of 30-34 will receive 3 hours credit for ENGL1100 (English Comp I).

ACT (English) with a score of 35-36 will receive 6 hours credit for ENGL1100 & ENGL1120 (English Comp I & II).

SAT (Verbal) with a score of 680-710 will receive 3 hours credit for ENGL1100 (English Comp I).

SAT (Verbal) with a score of 720 and above will receive 6 hours credit for ENGL1100 & ENGL1120 (English Comp I & II).

Advanced Placement Credit Table

| AP TEST | Score on AP Test | | | |
|------------------------|--|--|------------------------------------|-----------|
| | 5 | 4 | 3 | 1-2 |
| American Government | 3 hrs credit for POLI 1090 | 3 hrs credit for POLI 1090 | No Credit | No Credit |
| Art History | 9 hrs credit for ARTS 1710, 1720 & 1730 | 6 hrs credit for ARTS 1710 & 1720 | 3 hrs credit for ARTS 1710 | No Credit |
| Art Studio | 6 hrs credit for ARTS 1110 & 1120 | 3 hrs credit for ARTS 1110 | No Credit | No credit |
| Art General | 6 hrs credit for ARTS 1110 & 1120 | 3 hrs credit for ARTS 1110 | No Credit | No Credit |
| Biology | 8 hrs credit for BIOL 1020 & 1030 | 8 hrs credit for BIOL 1020 & 1030 | 4 hrs credit for BIOL 1020 or 1000 | No Credit |
| Chemistry | 8 hrs credit for CHEM 1030, 1031, 1040 & 1041 | 4 hrs credit for CHEM 1030, & 1031 | No Credit | No Credit |
| Comparative Government | 3 hrs credit for POLI 3120 | 3 hrs credit for POLI 3120 | No Credit | No Credit |
| Computer Science (A) | 3 hrs credit for COMP 1210 | 3 hrs credit for COMP 1210 | No Credit | No Credit |
| Computer Science (AB) | 3 hrs credit for COMP 1210 and 4 hrs credit for 2210 | 3 hrs credit for COMP 1210 and 4 hrs credit for 2210 | No Credit | No Credit |
| Economics (Micro) | 3 hrs credit for ECON 2020 | 3 hrs credit for ECON 2020 | No Credit | No Credit |

AP, IB, CLEP Information (continued)

| AP TEST | Score on AP Test | | | |
|-----------------------------------|--|--|---|-----------|
| Economics (Macro) | 3 hrs credit for ECON 2030 | 3 hrs credit for ECON 2030 | No Credit | No Credit |
| English (Language and Literature) | 6 hrs credit for ENGL 1100 and ENGL 1120 | 3 hrs credit for ENGL 1100 | No Credit | No Credit |
| Environmental Science | 4 hrs SCMH COR2 | 4 hrs SCMH COR2 | No Credit | No Credit |
| Foreign Language | 8 lower division hrs equiv. to 1010 & 1020 | 8 lower division hrs equiv. to 1010 & 1020 | 4 lower division hrs equiv. to 1010 | No Credit |
| Human Geography | 3 hrs credit for GEOG 1010 (Global Geography) or 2010 (Cultural Geography) | 3 hrs credit for GEOG 1010 (Global Geography) or 2010 (Cultural Geography) | No Credit | No Credit |
| American History | 6 hrs credit for HIST 2010 & 2020 | 3 hrs credit for HIST 2010 and exemption from HIST 2020 | No Credit | No Credit |
| European History | 6 hrs credit for HIST 1010 & 1020 | 3 hrs credit for HIST 1010 and exemption from HIST 1020 | No Credit | No Credit |
| World History | 6 hrs credit for HIST 1010 & 1020 | 3 hrs credit for HIST 1010 and exemption from HIST 1020 | No Credit | No Credit |
| Math: Calculus AB | 7 hrs credit for MATH 1130 & 1610 | 7 hrs credit for MATH 1130 & 1610 | 7 hrs credit for MATH 1130 & 1610 | No Credit |
| Math: Calculus BC | 11 hrs credit for MATH 1130, MATH 1610 & 1620 | 11 hrs credit for MATH 1130, MATH 1610 & 1620 | 11 hrs credit for MATH 1130, MATH 1610 & 1620 | No Credit |
| Physics B | 8 hrs credit for PHYS 1500 & 1510 | 4 hrs credit for PHYS 1500 | No Credit | No Credit |
| Physics C Mechanics | 4 hrs credit for PHYS 1600 | 4 hrs credit for PHYS 1600 | No Credit | No Credit |

AP, IB, CLEP Information (continued)

| AP TEST | Score on AP Test | | | |
|-----------------------------------|--|--|----------------------------|-----------|
| Physics C Electricity & Magnetism | May take PHYS 2200. After successfully completing PHYS 2200, the student will receive credit for PHYS 1610 | May take PHYS 2200. After successfully completing PHYS 2200, the student will receive credit for PHYS 1610 | No Credit | No Credit |
| Physics 1 | 4 hrs credit for PHYS 1500 | 4 hrs credit for PHYS 1500 | No Credit | No Credit |
| Physics 2 | 4 hrs credit for PHYS 1510 | 4 hrs credit for PHYS 1510 | No Credit | No Credit |
| Psychology | 3 hrs credit for PSYC 2010 | 3 hrs credit for PSYC 2010 | No Credit | No Credit |
| Statistics | 3 hrs credit for STAT 2510 | 3 hrs credit for STAT 2510 | 3 hrs credit for STAT 2510 | No Credit |

International Baccalaureate Credit Table

| IB Test | Score on IB Test | | | |
|----------------------------|--------------------------------------|---|--------------------------------------|-----------|
| | 7 | 6 | 5 | 1-4 |
| Biology | 8 hrs for BIOL 1020 & 1030 | Students who score 5 or 6 on this test or on an appropriate Subsidiary Level Biology test will be eligible to take the biology proficiency examinations for each of BIOL1020 and 1030. The results of these examinations will determine the amount of credit to be assigned and which courses will be waived. | | No Credit |
| Chemistry (Higher Level) | 8 hrs for CHEM 1030 & 1040 with labs | 8 hrs for CHEM 1030 & 1040 with labs | 8 hrs for CHEM 1030 & 1040 with labs | No Credit |
| Economics (Standard Level) | Credit for ECON 2020 & 2030 | Credit for ECON 2020 & 2030 | No Credit | No Credit |
| Economics (Higher Level) | Credit for ECON 2020 & 2030 | Credit for ECON 2020 & 2030 | Credit for ECON 2020 & 2030 | No Credit |

AP, IB, CLEP Information (continued)

| IB Test | Score on IB Test | | | |
|------------------------------------|--|--|--------------------------------------|---|
| English (A1 Higher Level) | 6 sem. hrs for ENGL 1100 and ENGL 1120 | 3 sem. hrs for ENGL 1100 | 3 sem. hrs for ENGL 1100 | No Credit |
| History (American Higher Level) | 6 hrs credit for HIST 2010 & 2020 | 6 hrs credit for HIST 2010 & 2020 | No Credit | No Credit |
| History (European Higher Level) | 6 hrs credit for HIST 1010 & 1020 | 6 hrs credit for HIST 1010 & 1020 | No Credit | No Credit |
| Mathematics (Higher Level) | 8 hrs credit for MATH 1610 and 1620. | 8 hrs credit for MATH 1610 and 1620. | 8 hrs credit for MATH 1610 and 1620. | Score of 4: 4 hrs credit for MATH 1610. Score of 1-3: No Credit |
| Physics (Higher Level) | 8 hrs credit for PHYS 1500 & 1510 or be allowed to take PHYS 2200. After successfully completing PHYS 2200, student will receive credit for PHYS 1600 and PHYS 1610. | 8 hrs credit for PHYS 1500 & 1510 or be allowed to take PHYS 2200. After successfully completing PHYS 2200, student will receive credit for PHYS 1600 and PHYS 1610. | 4 hrs credit for PHYS 1500 or 1600 | No Credit |

For questions please call 334-844-2528.

CHS Administrative Staff

| STAFF | OFFICE | PHONE |
|--|------------------|----------|
| Dr. June Henton , <i>Dean</i> | 210 Spidle Hall | 844-3790 |
| Dr. Jennifer Kerpelman , <i>Associate Dean/Research</i> | 210 Spidle Hall | 844-3790 |
| Dr. Susan Hubbard* , <i>Associate Dean/Academic Affairs</i> hubbasg@auburn.edu | 266 Spidle Hall | 844-4790 |
| Ms. Katie Lackey* lackekm@auburn.edu <i>Academic Advisor III</i> | 266 Spidle Hall | 844-4790 |
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| Ms. Linda Bruner lrb0018@auburn.edu <i>Student Services Coordinator</i> | 266 Spidle Hall | 844-4790 |
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| Mr. Walter Tolbert tolbewa@auburn.edu <i>Network Manager</i> | 148 Spidle Hall | 844-3788 |
| Dr. Carol Warfield warficl@auburn.edu <i>Department Head, Consumer and Design Sciences</i> | 308 Spidle Hall | 844-1329 |
| Dr. Joe Pittman pittmjf@auburn.edu <i>Department Head, Human Development and Family Studies</i> | 203 Spidle Hall | 844-3242 |
| Dr. Martin O'Neill oneilm1@auburn.edu <i>Department Head, Nutrition, Dietetics and Hospitality Management</i> | 328D Spidle Hall | 844-3264 |
| Dr. Kate Thornton kate.thornton@auburn.edu <i>Director, Global Education</i> | 232 Spidle Hall | 844-3748 |

* For student related issues and questions, please contact Academic Affairs Office at 334-844-4790.

| DEPARTMENTAL SUPPORT STAFF | OFFICE | PHONE |
|--|------------------|----------|
| Ms. Tracie Burton , <i>CADS Office Administrator</i> burtotl@auburn.edu | 308 Spidle Hall | 844-4051 |
| Ms. Dorothy McKinnon , <i>HDFS Office Administrator</i> harrido@auburn.edu | 278C Spidle Hall | 844-3220 |
| Mr. Adam Malone , <i>HDFS Administrative Assistant</i> arm0047@auburn.edu | 203 Spidle Hall | 844-3245 |
| Ms. Tanya Stringer , <i>NDHM Administrative Assistant</i> tds0001@auburn.edu | 328 Spidle Hall | 844-4261 |
| Ms. Sue Ann Fox , <i>Administrative Asst./Italy Program</i> saf0001@auburn.edu | 232 Spidle Hall | 844-3748 |
| Ms. Megan Elliott , <i>Administrative Asst./Italy Program</i> mme0018@auburn.edu | 232 Spidle Hall | 844-3748 |

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width, providing a guide for handwriting or typing. The background is a solid off-white color.

THIS IS HUMAN SCIENCES.

MAJOR- SPECIFIC INFORMATION

Major: Human Development and Family Studies (HDFS)

Department of Human Development and Family Studies

The Human Development and Family Studies (HDFS) undergraduate curriculum is **designed to prepare students for a variety of careers that contribute to the well-being of individuals and families across the life span.** Career directions include, but are not limited to, teaching and administering programs for young children in pre-school or hospital settings, providing care for youth in residential treatment facilities, camps or church programs, implementing supportive services for adult and aging populations, or creating and presenting family life education programs in the community. Students also gain excellent preparation for graduate school.

Majors can select from among five concentration areas:

- **Infancy/Preschool**
- **Child Life**
- **Middle Childhood/Adolescence**
- **Adult Programs, or**
- **Family Life Education**

The capstone course for students is the **senior internship experience where classroom learning and real life come together to enhance professional competence.** The HDFS curriculum draws upon the knowledge of many academic disciplines to promote understanding of current issues for individuals and families in modern society. It is approved by the National Council on Family Relations (NCFR) to offer the Provisional Certified Family Life Education (CFLE) designation. The Department also operates the Auburn University Early Learning Center as well as the Harris Early Learning Center in Birmingham, Alabama. Both programs are accredited by the National Association for the Education of Young Children (NAEYC).

Internship Concentrations

Infancy and Preschool

Internships in the area of Infancy and Preschool involve working directly with or for the benefit of children approximately 6 years of age and younger. Students interested in this area of study will gain knowledge of early childhood development, professional child care, and educational programs for young children as well as skills for working with children who are in the preschool years. Specifically, students will learn how to understand, guide and teach young children, and they will gain



experience to prepare for careers in early childhood settings, such as daycares, preschools, or Head Start classrooms, administration of early childhood programs, daycare licensing, training and consulting. Daycare-based internships must be in programs that are accredited or in the process of accreditation through NAEYC, NAC, NECPA or similar organizations.

Child Life

Internships in the area of Child Life involve working directly with or for the benefit of infants, children, and adolescents with medical needs. Students interested in this area of study gain knowledge of child and adolescent development, family relationships, medical play, and the unique challenges faced by hospitalized children and their families. Completion of this concentration meets the minimum course requirements for national certification as a Child Life Specialist through the Child Life Council (CLC). In order to achieve certification, students will have to complete pre-internship practicum hours, an approved internship under a Certified Child Life Specialist (CCLS) in a hospital-setting and successfully pass the

Major: Human Development and Family Studies (HDFS)

Child Life Professional Certification Examination after graduation. Practicum and internship placements are highly competitive and students must take initiative to be successful. More information on the Child Life profession and certification can be found on the Child Life Council's website at www.childlife.org. Students who are interested in working with medically fragile or special needs children in non-hospital settings and who do not want to earn certification as a Child Life Specialist also



can complete the Child Life concentration to pursue careers with organizations such as Make-a-Wish Foundation, United Cerebral Palsy, Juvenile Diabetes Research Foundation, programs for children with Autism, camps for chronically ill youth and their families, or foundations that support medical care for children.

Middle Childhood and Adolescence

Internships in the area of Middle Childhood and Adolescence involve working directly with or for the benefit of youth ages 7 to 20. Students interested in this area of study will examine the development of youth in a number of different environments, such as the family, school, community, and the larger society. Changes in physical, cognitive, and social development of youth also are studied, along with biological, behavioral and psychological development. Students interested in this concentration prepare for careers in residential treatment programs, teen pregnancy programs, juvenile court, child protective services, church ministry programs, youth camps, cooperative extension/4-H, or parks and recreation activities. Some students also use their internship experience to prepare for graduate school to earn teacher certification in the education field.



Adult Programs

Internships in the area of Adult Programs involve working directly with or for the benefit of the adult population ages 21 and older. Students will learn about changes in development that occur throughout adulthood and how issues related to gender and culture can influence people and their relationships. Students also will be able to gain basic skills in program development. Areas of interest may include parenting, career development, work and family, mental health services, business, or senior programs. The internship experience can help prepare students for a broad range of careers in areas such as adult social services, crisis counseling centers, battered women's shelters, job corps, human resource management, fundraising, substance abuse rehabilitation services and retirement activities.

Family Life Education

Internships in the area of Family Life Education typically involve applying research-based knowledge to create and implement community-based programs that enhance the well-being of individuals and families. Family life education focuses on healthy family functioning within a family systems perspective and provides a primarily preventive approach. Students will learn about human growth and development across the lifespan, interpersonal relationships

and the internal dynamics of families, family resource management, public policy, and program development and evaluation. Students can gain experience and prepare for careers in a variety of settings such as Cooperative Extension, community mental health programs, advocacy organizations and political action groups. Completion of this concentration meets the

course requirements for obtaining provisional certification as a Family Life Educator (FLE) through the National Council on Family Relations (NCFR). More information on family life education and the certification process can be found at <http://www.ncfr.org/cfle-certification>. The Child Life Concentration is for you if you want to pursue a career as a Child Life Specialist (CLS). Typically, a CLS works with children and youth in a hospital setting to normalize the medical experience, minimize stress, and

What Can I Do with a Child Life Concentration?

Traditional

The Child Life Concentration is for you if you want to pursue a career as a Child Life Specialist (CLS). Typically, a CLS works with children and youth in a hospital setting to normalize the medical experience, minimize stress, and promote optimal development.

Requirements for successfully entering the Child Life profession include:

- Becoming a member of the National Child Life Council (www.childlife.org)
- Completion of at least 100 practicum and volunteer hours working with hospitalized children. Practicum hours have to be completed under the supervision of a C.C.L.S.
- Completion of additional volunteer hours/employment with children. Some recommend at least 100 hours of work both with healthy children as well as those in a pediatric health care setting, such as programs for children with autism, camps for medically fragile children, or intervention programs for special needs children.
- Completion of an approved Child Life Internship in a hospital working under a Certified Child Life Specialist. Approved internship placements are determined through a competitive application process. Not all students who apply for an internship are accepted.
- Successfully passing the Child Life Certification Exam after your internship.
- There is tough competition for a limited number of available internships and jobs in the Child Life profession. In order to be competitive, it is important that you maintain a strong GPA and demonstrate a high level of professionalism and initiative.

Non-Traditional

The Child Life Concentration also may be for you if you want to pursue a career working with children or youth who have medical or other special needs, but you do not want to work in a hospital setting. When you complete the Child Life Concentration, you will be prepared to work with children aged birth through adolescence in a variety of alternate settings:

- Preparation for pediatric nursing
- Wish granting programs for critically ill children
- Support services for families of critically ill children
- Foundations that educate and raise money for research on childhood illnesses
- Programs that service children with developmental delays or other special needs, such as autism

If you elect to complete the Child Life concentration for work in a non-traditional setting, you do not have to complete the practicum/volunteer hours required by the Child Life Council, nor do you need to join the national organization or complete an approved Child Life Internship in a hospital setting. You still will need to complete the 12 credit hour HDFS Internship, however, or the Joseph S. Bruno Auburn Abroad in Italy program.



HDFS/HDFE Background Check Requirement



ATTENTION, ALL HDFS and HDFE MAJORS!

Auburn University in compliance with Alabama Law requires all students enrolled as HDFS/HDFE majors to have a background check which includes being fingerprinted immediately upon enrollment.

BACKGROUND CHECK AND DIGITAL FINGERPRINTING INSTRUCTIONS

1. To complete your online background check, go to
<https://www.cogentid.com/al/indexNew.htm>

Click the “DEPARTMENT OF HUMAN RESOURCES” link, and then click “REGISTER ONLINE”

***Make sure you choose *Volunteer Work* for the **Category** box and *Internship* for the **Reason** fingerprint box.

The DHR affiliated requesting agency is Human Development and Family Studies.*** (You should be able to type in “Auburn” and it should pop up for you).

2. After you have completed the online portion, you will receive a confirmation number.
Take that number to the Auburn Cogent ID Station at:

PakMail (in the Kroger Shopping Center)
300 North Dean Road, Suite 5
Auburn, AL 36830

Business Hours:
Monday-Thursday 9:00AM-6:00PM
Friday 9:00AM-5:00PM
Saturday 10:00AM-2:00PM

After you complete your fingerprint scan, you will receive a confirmation ticket. Bring that ticket to:

Adam Malone
203 Spidle Hall
Auburn University, AL 36849

****Please keep a copy of your clearing letter once you receive it in the mail.****

For any other questions, please contact Adam Malone in the Department of Human Development and Family Studies at:
arm0047@auburn.edu
334-844-4151

UPDATED: 09/23/2015

Tentative Semester Course Offerings

DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES FALL 2016/SPRING 2017/SUMMER 2017

| Undergraduate Courses | | Fall | Spring | Summer* |
|-----------------------|---|------|--------|---------|
| HDFS | | | | |
| 1850 | Current Issues in Human Development and Family Studies | | | |
| 2000 | Marriage and Family in a Global Context | X | X | X |
| 2010/2013 | Lifespan Human Development in Family Context | X | X | X |
| 2030 | Professional Development and Ethics | X | X | X |
| 3010/3013 | Child Development in the Family, Pr., HDFS 2010 or departmental approval | X | X | X |
| 3030 | Adolescent and Adult Development in the Family, Pr., HDFS 2010 | X | X | |
| 3040 | Human Sexuality over the Family Life Cycle, Pr., HDFS 2000 or SOCY 1000 or PSYC 2010 | X | X | |
| 3060 | Patterns of Family Interaction, Pr., HDFS 2000 | X | X | X |
| 3080 | Development of Interpersonal Skills, Pr., HDFS 2000 | X | X | X |
| 3380 | Study Abroad Opportunities in Human Sciences | X | X | X |
| 3460 | Effective Guidance and Interaction with Young Children, Pr., HDFS 3010 | X | X | |
| 3470 | Learning Experiences for Young Children, Pr., HDFS 3010 | | X | |
| 3910 | Practicum, Pr., departmental approval | X | X | X |
| 3930 | Service Learning, Pr., departmental approval | X | X | X |
| 3980 | Undergraduate Research and Study | X | X | X |
| 4380 | Study and Travel in Human Development and Family Studies, Pr., core Human Sciences and departmental approval | X | X | X |
| 4500/4503 | Hospitalized Children and Their Families, Pr., Junior standing in HDFS or related field and HDFS 3010 | X | | |
| 4520 | Dying, Death, and Bereavement | | | X |
| 4670 | Parent Education, Pr., HDFS 2010 | X | X | |
| 4680 | Family in Cross-Cultural Perspective, Pr., HDFS 2000 | X | | |
| 4700 | Gender Roles and Close Relationships**, Pr., HDFS 2000 or SOCY 1000 or PSYC 2010 | | X | |
| 4920 | Internship in Human Development and Family Studies, Pr., HDFS major, 2.25 unadjusted GPA in required HDFS courses, including Human Sciences core, departmental approval | X | X | X |
| 4950 | Advanced Seminar, Pr., junior standing in HDFS and departmental approval | X | X | X |
| 4960 | Special Problems in Human Development and Family Studies, Pr., departmental approval | | | |
| 4990 | Undergraduate Research and Study, Pr., departmental approval | X | X | X |
| 4997 | Honors Thesis, Pr., membership in the Honors College; junior standing in HDFS | X | X | X |
| 5200 | Applied Research and Evaluation, Pr., junior standing | X | X | |
| 5300 | HDFS and Social Policy, Pr., junior standing | X | X | |
| 5970 | Special Topics in Human Development and Family Studies, Pr. Junior standing | | | |

* Offered in summer only if funding is available and adequate enrollment is obtained.

** Offered every other year.

Note: Tentative Schedule-Course offerings are subject to resource availability and minimum class enrollments. Please check semester schedule of courses available through Tigeri for course offering information each semester.

HDFS Faculty

THE DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES

203 Spidle Hall (334) 844-4151

www.humsci.auburn.edu/hdfs/

| FACULTY | OFFICE | PHONE |
|--|---|-------------------|
| Dr. Joe Pittman, Dept. Head pittmjf@auburn.edu | 203 Spidle Hall | 844-4151 |
| Dr. Francesca Adler-Baeder adlerfr@auburn.edu | 263 Spidle Hall | 844-3234 |
| Ms. Diana Blackwell reined@auburn.edu dblackwell@harriselc.org | Harris Early Learning Center Birmingham, AL | (205) 252-5050 |
| Mr. Robert Bubb rrb0005@auburn.edu | 206B Spidle Hall | 844-3226 |
| Ms. Emily Cumbie * cumbieh@auburn.edu | AU Early Learning Center | 844-4696 |
| Dr. Adrienne Duke amd0046@auburn.edu | 286 Spidle Hall | 844-4091 |
| Dr. Mona El-Sheikh elshemm@auburn.edu | 260 Spidle Hall | 844-3294 |
| Dr. Stephen Erath sae0001@auburn.edu | 286 Spidle Hall | 844-3236 |
| Dr. Thomas Fuller-Rowell tef0005@auburn.edu | 258 Spidle Hall | 844-3218 |
| Dr. Megan Haselschwerdt mlh0050@auburn.edu | 201 Spidle Hall | 844-4173 |
| Dr. Margaret Keiley keilemk@auburn.edu | Center for Children, Youth & Families (Human Sciences Annex) | 844-2644 |
| Dr. Scott Ketring ketrisa@auburn.edu | Marriage & Family Therapy Center (Glanton House) | 844-4479 |
| Dr. Carol Roberson * roberca@auburn.edu | 206A Spidle Hall | 844-3246 |
| Dr. Robbie Roberts roberr3@auburn.edu robbieroerts@harriselc.org | Harris Early Learning Center Birmingham, AL | (205) 252-5060 |
| Dr. Jamie Sailors * anderja@auburn.edu | 206F Spidle Hall | 844-3217 |
| Dr. Thomas A. Smith smitht8@auburn.edu | Marriage & Family Therapy Center (Glanton House) | 844-4476 |

HDFS Faculty (continued)

| | | |
|---|---|----------------------|
| Dr. Donna Sollie sollidl@auburn.edu | 278A Spidle Hall 311 Mary Martin Hall | 844-3230 844-4392 |
| Dr. Brian Vaughn vaughbe@auburn.edu | Center for Children, Youth & Families (Human Sciences Annex) | 844-3235 |
| Ms. Margaret Vollenweider * willi50@auburn.edu | AU Early Learning Center | 844-5131 |
| Ms. Sharon Wilbanks * shw0005@auburn.edu | AU Early Learning Center | 844-4696 |

*** Indicates Faculty Advisor**

HDFS ePortfolio Roadmap: Introduction

Overview

As an HDFS major, you are required to develop an ePortfolio that identifies your professional goals and incorporates artifacts that showcase your preparedness for accomplishing those goals. Typically, your goals will focus on obtaining an internship, gaining entry into graduate school or attaining a position of employment. Your artifacts will be examples of work that you select from your undergraduate experience to communicate with a professional audience how your college experience relates to your goals. Most likely, you will begin developing your ePortfolio in HDFS 2030 – Professional Development and Ethics and finalize it in HDFS 4920 – Internship in HDFS.

Why an ePortfolio?

The benefits of an ePortfolio include:

- Clarity in understanding yourself, such as who you are, what you want and what you have to offer
- Appreciation of your undergraduate experience as a result of identifying how it relates to your future
- Capacity to organize your thinking about your skills and experience when presenting yourself as a candidate for a desired position
- Ability to create a unified, coherent and professional story about yourself as a professional by identifying how your various undergraduate experiences connect with one another
- Skills in developing a modern presentation of yourself and your qualifications through a professional website that is easily accessible by a professional audience



Developing your Artifacts

To successfully finalize your ePortfolio in HDFS 4920, you will need to plan and collect artifacts beforehand. This Road Map will help you identify opportunities available in your HDFS major classes for developing artifacts for inclusion in your ePortfolio, although all of the artifacts may not be useful for your purposes. You will want to select artifacts based on your personal goals and the professional identity you plan to portray in the ePortfolio.

You will use your artifacts to represent yourself as a member of a professional audience and to provide evidence of who you are, what you know and how you are prepared to accomplish your goals. Reflect upon your experience by answering questions such as:

- *What did you learn and how does it apply to your professional goals?*
- *What does your work show about you to a professional audience?*
- *How did you meet a challenge you encountered?*
- *How did or how could you use the information to solve problems?*
- *What would you do differently in the future based on your experience?*
- *How have you changed as a result of your experience?*

An overview of HDFS major classes with opportunities for developing and collecting artifacts follows. Specific course assignments may vary depending upon the instructor. The general principles outlined, however, apply regardless of the specific assignment you complete. In developing artifacts for your ePortfolio, it will be most helpful if you focus your assignments on topics and areas related to your professional goals whenever possible. For example, if you think your professional goals involve working with young children, complete a developmental assignment on that particular population rather than older adults. Make your course work meaningful and useful to you.

HDFS ePortfolio Roadmap: Coursework Reflection

HDFS 1850 CURRENT ISSUES IN HUMAN DEVELOPMENT AND FAMILY STUDIES

Reflection Paper 1 asks you to research and define HDFS. It could be helpful to inform your audience about your major. Use the *Current Issues Paper* to display your critical thinking skills and your knowledge of a modern day issue that has the potential to impact human development and family relationships.

HDFS 2000 MARRIAGE AND FAMILY IN A GLOBAL CONTEXT

Reflect on how the class expanded your understanding of relationship development, diversity, and factors that influence family well-being. Contextualize your learning by discussing how your classroom experience relates to your career goals and/or influenced your approach to working with children and/or families.

HDFS 2010 LIFESPAN HUMAN DEVELOPMENT IN FAMILY CONTEXT

Use your *Class Project* to demonstrate your ability to collect, present and think critically about a specific stage of human development. Hint: It will benefit you most if you complete your project on a developmental period related to your career goals, e.g. infancy, adolescence, adulthood, older adults.

HDFS 2030 PROFESSIONAL DEVELOPMENT AND ETHICS

In this class, you will begin development of your ePortfolio. Many class assignments will help you in the process and they will be included in the first draft of your ePortfolio.

HDFS 3010 CHILD DEVELOPMENT IN THE FAMILY
HDFS 3010 offers several assignments you can use to demonstrate your ability to apply scientific knowledge to developmentally appropriate practice. Some of these assignments include: classroom *Observation*, the *Film Critique*, *Advice to a Friend* or *After-School/Child Care Activities*.

HDFS 3030 ADOLESCENT AND ADULT DEVELOPMENT IN THE FAMILY

Use your *Daily Insights* to show how classroom lecture influenced your thinking or enhanced your understanding of adolescents. The *Final Paper* is an excellent opportunity to demonstrate your ability to apply scientific knowledge to real life situations involving adolescents.

HDFS 3040 HUMAN SEXUALITY OVER THE FAMILY LIFE CYCLE

You can use the *Reaction Papers*, *Film Critique* or *Literature Review* to demonstrate your learning about sexuality, changes in your personal attitudes and/or ability to apply scholarly information to this intimate aspect of human relationships.

HDFS 3060 PATTERNS OF FAMILY INTERACTION
Reflect on how the class expanded your understanding of family dynamics across the lifespan and strategies for promoting positive relationships within family systems. Contextualize your learning by discussing how your classroom experience relates to your career goals and/or influenced your approach to working with families.

HDFS 3080 DEVELOPMENT OF INTERPERSONAL SKILLS

Reflect on what you learned about your own interpersonal communication style, the relational strengths you possess and how these apply to your performance as a professional. Provide examples of specific skills you learned and how they apply to professional practice.

HDFS 3460 EFFECTIVE GUIDANCE AND INTERACTION WITH YOUNG CHILDREN

Reflect on how the knowledge you gained and the lab hours you completed contributed to your ability to work effectively with young children. Use your *Child Portfolio* to demonstrate your ability to complete a developmental assessment and your *Group Project* to convey your skills in redirecting children's behavior. Your *Final Evaluation* also can be a source of positive feedback on your ability to work effectively with young children.

HDFS 3470 LEARNING EXPERIENCES FOR YOUNG CHILDREN

Reflect on how your lab experience expanded your skills for working with young children. Use the classroom activities you created to convey your ability to implement developmentally appropriate curriculum. Your evaluations also can be a source of positive feedback on your ability to work effectively with young children.

(CONTINUE TO NEXT PAGE)

Coursework Reflection (cont'd)

HDFS 3910 PRACTICUM or HDFS 3930 SERVICE LEARNING IN HUMAN DEVELOPMENT AND FAMILY STUDIES

Discuss your responsibilities and what you learned about yourself, your profession and the population with which you worked. How did you apply classroom learning? What new skills did you gain? How did the experience contribute to your ability to be successful in accomplishing your professional goals?

HDFS 3980 UNDERGRADUATE RESEARCH AND STUDY or HDFS 4980 ADVANCED UNDERGRADUATE RESEARCH IN HUMAN DEVELOPMENT AND FAMILY STUDIES

Use your *Mid-semester Writing Assignment* to talk about the research project you assisted on. Incorporate your *Professional Presentation/Team Discussion* to show your understanding of confidentiality or professionalism. Use your *Final Paper* as a basis to review the tasks you completed, the skills you acquired, connect classroom learning with research and convey what you learned about conducting research. Your *Performance Evaluation* also can be used to reflect upon how you demonstrated a good work ethic and the ability to work effectively as a member of a team.



HDFS 4500 HOSPITALIZED CHILDREN AND THEIR FAMILIES/HDFS 4950 Advanced Seminar in Child Life In HDFS 4500, you can use the *Discussion Question* assignments to demonstrate your understanding of medical play and procedural preparation. In HDFS 4950, you can use your *Project* and *Handout* to demonstrate your understanding of diagnosis and treatment for a specific illness, the coping concerns of children experiencing the illness at various stages of development and your ability to effectively assist children and their families who are experiencing the illness.

HDFS 4670 PARENT EDUCATION

You can highlight your research-based knowledge of parenting relationships through your *Parenting Paper* and your ability to develop and implement educational strategies to address common parenting concerns through

your *Parenting Article* and *Group Presentation*.

HDFS 4680 FAMILY IN CROSS-CULTURAL PERSPECTIVE

Reflect on how the course expanded your understanding of diversity and patterns of relating in families across cultures. Contextualize your learning by discussing how your classroom learning influenced your approach to working with children and/or families. Use your *Literature Review* paper to demonstrate your knowledge of a specific cultural group, preferably related to your career goals.

HDFS 4700 GENDER ROLES AND CLOSE RELATIONSHIPS

Use your *Reaction Papers* and *Literature Review* to demonstrate your knowledge of gender-issues and how they influence child development and family relationships across the life-span. Reflect on how the course influenced your thinking and your approach to working with children and/or families.

HDFS 5200 PROGRAM DEVELOPMENT AND EVALUATION

Your *Program Evaluation Paper* and *Presentation* can highlight your ability to design, implement and evaluate a family life education program that is relevant to children, teens and/or families. Reflect on what you learned in the course about intervention programs and how it relates to your professional goals.

HDFS 5300 FAMILY AND SOCIAL POLICY

Reflect on what you learned in the course about how government legislation and policies affect families in modern day society. The *Local and State Issues Group Project* can highlight your ability to identify and analyze a specific policy and its impact on family life.

STAT 2010 STATISTICS FOR SOCIAL AND BEHAVIORAL SCIENCES

Disclose your ability to collaborate as a member of a team to create a work product. Summarize your *Research Project*, display your *Research Poster* and reflect on what you learned about research and how it applies to your professional goals.

HDFS ePortfolio Roadmap: Other Artifacts

You also can include artifacts from other academic courses, volunteer experience for which you did not register for credit, leadership positions in student organizations, academic lectures, programs or conferences you attended, travel abroad, employment, or any other experience that supports your professional goals and fits with your ePortfolio. The types of artifacts you include in your ePortfolio are limited only by your imagination. Other types of artifacts you may incorporate into your ePortfolio include: photographs of yourself in a professional setting, PowerPoint presentations, Prezis, videos, blog entries, conference presentations, membership in professional organizations, certifications, links to Organizations' websites, etc.

Archiving Your Artifacts

As you work toward completion of your final ePortfolio, you will need to set-up a system for saving and organizing your potential artifacts. Start this process early in your undergraduate career. You can use a hard drive, jump drive, Drop Box, iCloud, Google Drive or any other reliable means of storing your artifacts for later use. Having a back-up storage system can prevent loss of important information. Organizing your artifacts into meaningful categories, or groupings, also can be helpful. For example, you may want to use an organization or grouping system that reflects what you want to demonstrate about yourself and/or one that is consistent with the layout of your ePortfolio.

Selecting Your Artifacts

As mentioned earlier, you probably will not use all of the artifacts you have archived. In selecting your artifacts, consider your professional goals and what you want to demonstrate about yourself. What skills, experience or learning do you want to convey? You also will want to consider your audience. Apply your empathy skills to target what your audience may want to see when evaluating how well you fit with their expectations. Every artifact included in your ePortfolio should be clearly related to your goals.

Keep in mind that your ePortfolio is a work in progress. You will want to add and possibly remove artifacts at various points of development. On-going development of your ePortfolio will minimize the amount of time you have to devote to it during your internship experience.

Contextualizing your Artifacts through Reflection

Remember that artifacts do not stand alone. You will need to apply critical thinking through reflection to provide the reader with context for understanding why you included a particular artifact in the ePortfolio and how it applies to your professional goals. Never leave the audience wondering why you included an artifact in your portfolio.

Critical thinking through reflection provides contextualization for the audience. Reflections are brief introductions that tell the reader why you have included an artifact, why it is important and how it applies to your professional goals. You can use reflection to convey what you know, what you can do, how you approach new situations, solve problems, or embrace opportunities, or who you are as a learner or employee. It also may highlight common themes across your experience and describe for the reader how your experiences tie together. Critical thinking through reflection helps you to tell a coherent, professional story about yourself. It tells your professional audience what you bring to the table.

Other Resources

This road map is designed to help you identify and develop artifacts for your ePortfolio across the HDFS curriculum and encourage reflection on how your experiences prepared you to accomplish your professional goals. There are other resources not included in this road map that will be helpful to you.

Use the ePortfolio project website to see examples of other students' work. You can get ideas for selecting artifacts, website design and critical thinking through reflection. Keep in mind that some examples are better than others. You also will find information on all aspects of ePortfolio design. The website address is <http://wp.auburn.edu/writing/eportfolio-project/>.

Attend ePortfolio workshops offered to students by Auburn University and the ePortfolio project. Visit the Miller Writing Center in RBD Library for help in writing reflections for contextualizing your artifacts and to strengthen other examples of your written work.

Career Pathways Map - Human Development and Family Studies

PATHWAYS | HUMAN DEVELOPMENT & FAMILY STUDIES

Bachelor of Science in Human Development & Family Studies

- Child Life (separate Pathways guide)
- Middle Childhood/Adolescence
- Family Life Education
- Infancy/Preschool
- Adult Programs

COURSE SELECTION

FRESHMAN

- HDFS 2000: Marriage and Family in a Global Context
- HDFS 2010: Lifespan Human Development

SOPHOMORE

- HDFS 2030: Professional Development and Ethics
- HDFS 3010: Child Development in the Family and/or HDFS 3030: Adolescent and Adult Development in the Family (based on chosen concentration)

JUNIOR

- HDFS 3080: Development of Interpersonal Relationships

SENIOR

- HDFS 4920: HDFS Internship

ASK FOR ASSISTANCE

- Meet regularly with your academic advisor and consult them when you have concerns about admission to particular classes or need more information about class requirements.



GAIN EXPERIENCE

- Use LinkedIn (linkedin.com/auburn) to identify past graduates in your major.
- Contact professional in your field of interest to set up informational interviews and shadowing opportunities to gain further understanding of your major in the world of work.



GET INVOLVED

- Follow the College of Human Sciences on Facebook and Twitter
- Spring Semester: Apply for Student Ambassadors

- Utilize AUnvolve (auburn.edu/aunvolve) to identify organizations of interest to attend meetings and enhance your resume



- Volunteer with the population you intend to concentrate your studies.
- Attend HDFS Internship and Professional Day.
- Use Tiger Recruiting Link (TRL) to explore employers actively hiring in your field and search part-time jobs that can add experience to your resume (jobs.auburn.edu).



- Complete a service learning experience. Work with the college to explore/discover opportunities.
- Attend HDFS Internship and Professional Day.
- Complete your required internship. Be sure to coordinate with your advisor to ensure awarding of credit.

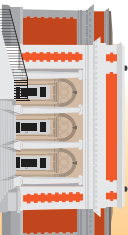
- Apply for undergrad research opportunities
- Volunteer with the Alabama Healthy Relationship Education Initiative
- Participate in the HDFS undergraduate mentoring program
- Apply to be a Peer Advisor
- Kappa Omicron Nu is a national honor society for the human sciences. If invited, join.
- Pursue leadership roles in the student organizations in which you participate.
- Connect with AU alumni and stakeholders to enhance professional opportunities

CAREER PLANNING

AUBURN UNIVERSITY CAREER CENTER

303 MARY MARTIN HALL | AUBURNUNIV/CAREER

The program educates and trains students to enter into a wide variety of helping roles. It is important for students to have an understanding of the population they wish to serve and should look for opportunities regularly. Graduate education will often be necessary to enter many roles. A degree in HDFS is excellent preparation for graduate school.



Mary Martin Hall, home of the Auburn University Career Center

Updated May 26, 2016

MARRIAGE AND FAMILY THERAPIST

MINIMUM EDUCATION: M.S./M.A./M.Ed./Ph.D.

HEADSTART TEACHER

MINIMUM EDUCATION: B.S.

ENTRY LEVEL SALARY RANGE: \$26.4K - \$46.1K

These are just three options out of many that human development & family studies majors pursue. For more career options be sure to check out "What Can I Do With a Major In..." on auburn.edu/career.

YOUTH DIRECTOR

MINIMUM EDUCATION: B.S.

ENTRY LEVEL SALARY RANGE: \$21.3K - \$35.3K

College of Human Sciences | 210 Spidle Hall | 334.844.3790 | humsci.auburn.edu

Career Pathways Map - HDFS Child Life Concentration

PATHWAYS | HUMAN DEVELOPMENT & FAMILY STUDIES - CHILD LIFE CONCENTRATION

Bachelor of Science in Human Development & Family Studies



COLLEGE OF
HUMAN
SCIENCES

ASK FOR ASSISTANCE

GAIN EXPERIENCE

GET INVOLVED

COURSE SELECTION

FRESHMAN

- HDFS 2010: Lifespan and Human Development

SOPHOMORE

- HDFS 3010: Child Development in the Family
- HDFS 2030: Professional Development in Ethics
- HDFS 3030: Adolescent and Adult Development in the Family

JUNIOR

- HDFS 4500: Hospitalized Child, HDFS 4950: Advanced Seminar Child Life
- HDFS 4510: Therapeutic Play

SENIOR

- HDFS 4920: HDFS Internship

- Meet regularly with your academic advisor and consult them when you have concerns about admission to particular classes or need more information about class requirements.

- Review www.childlife.org

- Academic Support provides several free resources to improve performance including Study Partners, Supplemental Instruction and academic coaching. (auburn.edu/academic-support)
- Talk with the HDFS Child Life faculty about practicum and volunteer opportunities.

- Attend mandatory HDFS internship meeting at least 2 semester in advance.
- Complete background check. Visit 203 Spidle Hall.
- Meet with someone in the Career Center to explore career options and receive individualized assistance.

- Ask the Career Center for help in preparing your résumé and cover letter.

- Use LinkedIn (linkedin.com/alumni) to identify past graduates in your major.
- Set up informational interviews and shadowing opportunities to gain further understanding of your major in the world of work.



- Volunteer with well and sick children. You may complete this experience in a medical setting.
- Attend HDFS Internship and Professional Day
- Use Tiger Recruiting Link (TRL) to explore employers actively hiring in your field and search part-time jobs that can add experience to your resume (jobs.auburn.edu).



- Complete a practicum experience (100-150 hours). Work with the college to explore/discover opportunities.
- Attend HDFS Internship and Professional Day
- Complete your required internship. Be sure to coordinate with your advisor to ensure awarding of credit.



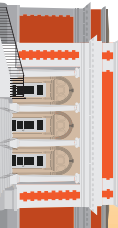
- In the spring apply to be a College of Human Sciences Student Ambassador
- Utilize AUninvolve (auburn.edu/auninvolve) to identify organizations of interest to attend meetings and enhance your resume
- Pursue leadership roles in the student organizations in which you participate.
- Participate in HDFS undergraduate mentoring program.

- Join the Child Life Council



- Kappa Omicron Nu is a national honor society for the human sciences. If invited, join.
- Apply to be a College of Human Sciences Peer Advisor.
- If you have not already done so, be sure to seek out undergraduate research opportunities.

CAREER PLANNING



AUBURN UNIVERSITY CAREER CENTER

303 MARY MARTIN HALL | AUBURN.EDU/CAREER

The program trains specialists in helping children and their families overcome challenging life events. The program provides education in alternative forms of coping, how to provide emotional support, and how to foster child development. Entrance into the field is highly competitive, so applicants will want to take advantage of as many experiential opportunities as possible.

CHILD LIFE SPECIALIST

MINIMUM EDUCATION: B.S.

ENTRY LEVEL SALARY RANGE: \$32.4K - \$49.0K ENTRY LEVEL SALARY RANGE: \$25.0K - \$38.0K ENTRY LEVEL SALARY RANGE: \$31.0K - \$52.3K

These are just three options out of many that Child Life Human Development & Family Studies majors pursue. For more career options be sure to check out "What Can I Do With a Major In..." on auburn.edu/career.

EARLY INTERVENTION SPECIALIST

MINIMUM EDUCATION: B.S.

SCHOOL COUNSELOR

MINIMUM EDUCATION: M.S./M.A./M.Ed.

Mary Martin Hall, home of the Auburn University Career Center
Updated: May 26, 2016

College of Human Sciences | 210 Spidle Hall | 334.844.3790 | humsci.auburn.edu

THIS IS HUMAN SCIENCES.

CURRICULUM