Something to think about:

How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant of the weak and the strong—because someday you will have been all of these. —

George Washington Carver
# Table of Contents

About this Handbook .......................... 3  
Vision and Mission for the HD FS Department at Fayette .......................... 3  

WHAT IS HD FS? .................................. 4  
  Why a degree in HD FS? What Career Opportunities Are Available? ........ 4  
  A Sampling of Prospective Job Titles for Graduates ..................... 5  
  What do HD FS Students Learn? .................................. 5  
  University-wide HDFS Program Objectives .......................... 7  
  HDFS at Fayette Program Goals .................................. 8  
  QOMA Evaluation Rubric .................................. 9  
  Student and Employer Feedback .................................. 10  

IMPORTANT INFORMATION FOR HD FS STUDENTS .......................... 11  
  Advising Resources .................................. 11  
    Academic Advising .................................. 11  
  Degree Audits .................................. 11  
    eLion .................................. 11  
  Online Resources .................................. 12  
    ANGEL .................................. 12  
    Penn State University Libraries .......................... 12  
    Online Reference Shelf: Style Manuals and Reference Guides ........ 12  
    Forwarding Your E-mail .................................. 12  

HD FS FACULTY .................................. 13  
HD FS Faculty Comments and Expectations .......................... 15  

ACADEMICS .................................. 16  
  Academic Integrity .................................. 17  
    University Statement of Academic Integrity .......................... 17  
    Plagiarism .................................. 17  
    APA Style .................................. 18  
    The Penn State Principles .................................. 19  
  Student Responsibilities .................................. 20  
    General .................................. 20  
    Classroom Conduct .................................. 20  
    Note-Taking/Study Skills .................................. 21  
    Time Management Strategies .................................. 22  
    The Right Start to College .................................. 24  
  Academic Coursework .................................. 26  
    Descriptions of all HD FS Courses .......................... 26  
    Areas of Interest .................................. 26  
    Advising FAQ .................................. 27  
  Degree Lists .................................. 29  
    Information to consider for Associate or Bachelor’s Degrees ........ 29  
    Course Prerequisites .................................. 29  
    Associate in Science, Adult Development and Aging Service Option .... 30
About This Handbook

Congratulations on choosing a major in Human Development and Family Studies (HD FS)! This handbook will acquaint you with the major and its possibilities. It will also guide you through your experience as an HD FS major at **Penn State Fayette, The Eberly Campus**.

The following Web sites will direct you to Penn State Fayette’s home page and the HD FS links for reference and information concerning the campus and all information relative to your chosen major.

[http://www.fe.psu.edu](http://www.fe.psu.edu) (Penn State Fayette home page)

**Vision and Mission for**

**HD FS Department at Fayette**

**Mission:** Training human service professionals to improve the quality of life for people and families in their communities.

**Vision:** At the Human Development and Family Studies program at Penn State Fayette, the faculty strives to help students develop critical thinking skills, personal skills, and academic skills necessary for professional and personal success. We teach an understanding of the whole person over the life span in different contexts and cultures, while appreciating the interconnectedness of the human experience. Learning is accomplished through student-centered cooperative activities, faculty-student interaction, service learning, internships, and research projects. Our graduates are prepared to find careers as active, dynamic, and versatile human service professionals ready to use the skills acquired through fulfillment of degree requirements. Graduates will be able to employ their skills to provide leadership and to be agents of change in their communities, while continuing to learn throughout their life span.
WHAT IS HD FS?

Human Development and Family Studies (HD FS) prepares students for careers in human service professions working with individuals and families. An HD FS degree provides an excellent foundation for either graduate school or for advanced professional training, including working in the social, behavioral, and health sciences, clinical and counseling psychology, social work, law, business, medicine, dentistry, and the allied health professions.

This major is distinctive in its view of the whole person and the entire human life span from infancy to old age. Courses emphasize biological, psychological, social/cultural, and economic bases. A scientific approach is used in understanding development, change, and individual differences among individuals and families over time and in different contexts and cultures. The HD FS program at Penn State Fayette features many opportunities for learning, including service learning, research experiences with faculty, and an outstanding internship program.

WHY A DEGREE IN HD FS? WHAT CAREER OPPORTUNITIES ARE AVAILABLE?

The nation’s elderly population is growing rapidly, families are changing in ways previously unknown, and our knowledge of child development is greater than ever before. Because of these trends, the demand for HD FS graduates is strong. According to the Occupational Outlook Handbook published by the U.S. Department of Labor, social and human service assistants is one of the thirty fastest-growing occupations for the years 2006-2016. Also on this list are marriage and family therapists, mental health counselors, mental health and substance abuse social workers, substance abuse and behavioral disorder counselors, and home health aides. The HD FS degree helps to prepare individuals for these employment opportunities and many more.


U.S. Department of Labor   Pennsylvania State Civil Service
http://www.dol.gov/           http://www.scs.state.pa.us/

The Pennsylvania State Civil Service Web site is a very good site to learn about salaries, search jobs and careers, and find job opportunities. You can also find out about times and dates of state civil service exams, and how to make an appointment to take the exam. Lastly, you can learn where employment opportunities are most readily available in the local and surrounding areas.
A SAMPLING OF PROSPECTIVE JOB TITLES FOR GRADUATES

Family Planning Counselor       Hospice Counselor
Supervisor, Shelter for the Homeless     Substance Abuse Counselor
Health Program Specialist     Preschool Teacher
Group Supervisor (preschool)     Child Life Therapist (hospital)
   (also called Play Therapist)
Director of Social Services      Counselor
Administrative Assistant       Social Worker
Assistant Executive Director     University Admissions Counselor
Community Health Educator       Intake Interviewer
Assistant Manager of Employee Relations   Social Security Benefit Authorizer
Case Manager     Police Officer
Marketing/Program Manager       Psychiatric Aide
Manager of Customer Services    Psychiatric Social Worker
Mental Health Therapist        Health Policy Analyst
Activities Specialist for Nursing Home    Adult Day Care Coordinator
Family Counselor              Travel Consultant
Clinic Coordinator for Autistic Children    Personnel Representative
Field Placement Personnel Specialist    Outreach Specialist
Staff Associate               Day Care Director
Project Manager for Social Services   Legislative Assistant
Senior Underwriter for Insurance Corporation    Treatment Team Coordinator
Medical Social Worker        Pediatric Social Worker
Job Placement Specialist     Fiscal Assistant for State Senate
Crisis Intervention Counselor     Health Program Specialist
Patient Services Coordinator     Fundraiser
Oncology Social Worker        Employment Manager
Hospital Relations Coordinator      Health Program Specialist
Alcoholism Therapist              Employment Manager

WHAT DO HD FS STUDENTS LEARN?

As an HD FS student you will learn about research and theory that help us understand human development across the life span and how individuals are affected by the family, the workplace, the community, and the larger culture. Along with a solid background in basic knowledge about the development of individuals and families, you will also study problems such as child and spouse abuse, drug addiction, and divorce. These will be examined carefully and you will learn how human service professionals approach possible ways to help deal with these issues. Intervention, communication, program planning and evaluation skills will provide you the expertise to work with individuals, families, and organizations. You will learn about the moral, ethical, and legal issues faced by human service professionals. Critical thinking skills will also be developed as you progress through the major. Our graduates tell us that the major in HD FS has prepared them well for the workplace and for graduate school.
HDFS graphic created by K. Meehan (Brandywine campus), with permission:
UNIVERSITY-WIDE PROGRAM OBJECTIVES IN HDFS ACROSS PENN STATE

By graduation, HDFS graduates at each of Penn State’s campuses, including University Park, will:

1. Demonstrate an understanding of the complexity of individual and family development across the life span in diverse contexts and changing environments.

2. Demonstrate the ability to evaluate and apply research and theory to practice, and Policy.

3. Be able to analyze processes, policies, and contextual factors that affect the delivery of human services to individuals and families.

4. Demonstrate professional, ethical, and culturally sensitive standards of conduct.

5. Demonstrate knowledge and competence in helping, leadership, and administrative skills for human services.

Thus, in your years of HDFS, you have the opportunity to learn:

- Research skills
- Critical thinking
- Oral and written communication skills
- Group process skills
- Program planning skills
- Intervention skills
- Content and application
- Evaluation skills
- Professional ethics
- Importance of diversity
- Management/supervision skills
- Grant writing/grant proposal writing
- Leadership skills

What HDFS Students should know upon entering the program:

Typing/word processing skills
  • Creating headers, page breaks
  • Indents, spacing, spell-check, etc.
  • Changing margins, centering, underlining, etc.
  • How to write complete sentences with appropriate paragraphs
  • How to speak and use appropriate language
  • How to email attachments as WORD documents

Understand the ramifications of plagiarism:
  • What is plagiarism?
  • What happens if a student is caught plagiarizing?
In addition, what should HDFS graduates be able to do after graduating from Penn State Fayette, the Eberly Campus with a degree in HDFS?

Abilities

Exhibit self-confidence when interacting with others
Effectively speak in public and present information orally
Present written information effectively and professionally (writing skills)
Use language that shows appropriate appreciation of diversity (of multiple contexts: race/eth., age, sex, cultural, etc.)
Evaluate information from various sources and make judgments as to their quality
Make informed decisions about issues related to their coursework
Think critically about the material/content learned and connect it with previously learned information
Apply theories and skills to real world situations
Critically and accurately evaluate their own performance (feedback to self)
Synthesize information from various sources to create new understanding

Skills

Locate and obtain professional, peer-reviewed journal articles on topics related to HDFS
Use APA style in written materials
Paraphrase correctly and cite the source of information
Accurately summarize materials
Write clear understandable sentences and paragraphs
Write well (organization, clarity, grammar, use of topic sentences, transition sentences, etc.)
Apply knowledge new situations and circumstances
Read and understand charts and graphs
HOW WILL MY WORK BE EVALUATED IN HDFS?

HDFS faculty at Fayette use a common grading rubric:

<table>
<thead>
<tr>
<th>Q</th>
<th>Quality of Information: Information used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• is relevant to topic/issue and important for understanding them;</td>
</tr>
<tr>
<td></td>
<td>• is of sufficient length and depth/quality for the level of the course;</td>
</tr>
<tr>
<td></td>
<td>• is presented in a logical manner and supports the ideas being promoted; and</td>
</tr>
<tr>
<td></td>
<td>• shows evidence of deep processing, synthesis, analysis, and critical reflection.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>O</th>
<th>Organization: Information used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• is clearly organized with ideas leading logically to one another;</td>
</tr>
<tr>
<td></td>
<td>• has clear transitions between ideas;</td>
</tr>
<tr>
<td></td>
<td>• unnecessary repetition is avoided;</td>
</tr>
<tr>
<td></td>
<td>• is appropriate in its content to the work being presented; and</td>
</tr>
<tr>
<td></td>
<td>• contains an introduction clearly identifying the issue(s) addressed and their importance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M</th>
<th>Mechanics: Writing style</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• is well-written, without grammatical, spelling, punctuation, or writing errors;</td>
</tr>
<tr>
<td></td>
<td>• avoids incomplete and run-on sentences;</td>
</tr>
<tr>
<td></td>
<td>• includes appropriate paragraphs (each having a clear idea and purpose); and</td>
</tr>
<tr>
<td></td>
<td>• is of appropriate length and presentation (font, margins, etc.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>APA Style: The document turned in</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• uses correct APA style as appropriate/required;</td>
</tr>
<tr>
<td></td>
<td>• contains no plagiarism – ideas are paraphrased well or quoted correctly (if allowed) – See the University’s statement on Academic Integrity on every HDFS syllabus; and</td>
</tr>
<tr>
<td></td>
<td>• cites the sources in APA style and includes a reference page if required.</td>
</tr>
</tbody>
</table>

**TOTAL POSSIBLE POINTS**
STUDENT AND EMPLOYER FEEDBACK

Here are some examples of what students have said concerning their HD FS education at Penn State Fayette, as well as what employers who have hired Penn State Fayette HD FS graduates say about them.

_In HD FS, you apply what you learn in class to your career and to your life. Students don’t waste a minute of class time; each lesson is valuable and useful, and the teaching at Fayette is top notch. I have a great deal of respect for the faculty, but it goes beyond even respect; there is a bond between the HD FS professors and the students._

Valarie Washington, bachelor’s degree in HD FS
Graduated 2007 from California University of Pennsylvania with master’s degree

_Penn State students are highly motivated. Graduates are well prepared, and they have advanced with Fayette County ARC in several areas. It is a pleasure working with them._

Neil Dinan, head program specialist
Fayette County Association for Retarded Citizens

_I have hired three Penn State Fayette HD FS graduates and I will call Penn State Fayette when I am looking for a new employee._

Patrick Tressler, associate degree in HD FS
Faith Learning Center, owner

_The HDFS program has taught me a lot of things. It teaches you to think outside the box! You will learn who you are, and it will prepare you for life and your career._

Donald Morgan, bachelor’s degree in HD FS, 2013
Advocate
ADVISING RESOURCES

Academic Advising

Every degree and provisional student is assigned a faculty adviser by the Advising Office. Your adviser’s main purpose is to help you identify and achieve your academic and career goals. Your adviser can assist you in scheduling courses, help in understanding and meeting degree requirements, and understand opportunities and University regulations. To find out who your advisor is, print out your degree audit (see below).

In addition to being assigned a faculty advisor, there is a group advising session for HD FS majors near the end of each semester. You may also use the services of a professional adviser (Ms. Devon White, Academic Advising Manger, duw23@psu.edu) in the Division of Undergraduate Studies (DUS).

The Advising Office is in the Student Success Center, upper level of Williams Bldg.
Phone: 724-430-4123 (Steven Wilt, Adviser 1)
Hours: Mon.-Fri., 8:00 a.m. to 5:00 p.m. and by appointment

Degree Audits

The University uses a computerized degree audit system to keep track of your program progress. The General Year and Program Year will dictate the policies and requirements for your undergraduate degree. The General Year is the year you entered Penn State as a degree candidate. The Program Year is the year you entered the HD FS major. Your degree audit reflects the particular requirements you need to follow to earn your degree. See your adviser if you have any questions. Degree audits can be accessed online through https://elion.psu.edu/

Degree audits also tell you what classes you have already taken, the grades you have earned for those classes, what classes you need to take in order to fulfill your degree/major requirements, and other information concerning your progress at Penn State. It is advisable to print out a degree audit and have it with you when you have an appointment with your adviser, especially when meeting with your adviser concerning requirements for your major, class changes, classes you need to take, and all other academic inquiries.

eLion (This will change to LionPath in 2016, stay tuned for changes…)

eLion provides secure real-time access to academic and financial records in the University’s administrative database. You can access your eLion account by going to https://elion.psu.edu/ and entering your userid and password. Simply log into your account and all information and links are located on the left side of the screen in blue lettering.

Use your eLion account at Penn State to access your adviser information. Log into your eLion account and click on Adviser Information to locate your adviser. All of the information you will
need is located in this section, including your adviser’s name, office, telephone number and e-mail address. The link for you to click in order to prepare for a meeting with your adviser is located under Advising Preparation. It is located under your adviser information link. All you need to do is fill out the sections included so your adviser will be prepared in advance and know why you want to meet with him/her.

**ONLINE RESOURCES**

*ANGEL (This will change to Canvas in 2016, stay tuned for changes…)*

Penn State’s course management system (called ANGEL) enables faculty to use the Web to communicate with students. Class materials, grades, class e-mails, important information needed or updates for classes, as well as attendance and progress in classes can be shared via ANGEL. Your professors will let you know if you will be using ANGEL for their course. Access your ANGEL account by logging into the ANGEL system at https://cms.psu.edu/

Contact Ms. Cheryl Tkacs, cft10@psu.edu, if you have questions about ANGEL or Canvas.

**Penn State University Libraries**

The University Libraries’ Web site can be accessed at http://www.libraries.psu.edu/psul.htmlcan. The University Libraries offers many research and information resources including the CAT online library catalog, hundreds of subject databases including many geared towards psychology, sociology, family studies, social work, and other topics pertinent to HDFS, and online reference resources. In addition the library web site can be used to access course reserves, information on your library account, library policies, interlibrary loan services, search capabilities such as Multisearch, and a real-time online reference chat service called ASK. All of these services can be accessed remotely off campus by entering your ID and password. Information for the Fayette library including our hours, staff, and the extent of the campus library collection can be found at http://www.libraries.psu.edu/psul/fayette.html.

**Online Reference Shelf: Style Manuals and Reference Guides**

HD FS courses require the use of The American Psychological Association (APA) editorial style of writing that many of the social and behavioral sciences have adopted to present written material in the field. You will learn how to use this style in your coursework. For information about APA style, visit http://owl.english.purdue.edu/owl/resource/560/01/ or http://writing.wisc.edu/Handbook/DocAPA.html

**Forwarding Your E-mail**

As a Penn State student you will have a Penn State e-mail account. If you have another favorite e-mail account that you use, you can forward your Penn State e-mail to that address. You can change your mail-forwarding address by simply going to https://www.work.psu.edu/ on the Web. Select “Change your e-mail forwarding address.” Enter your Penn State Access Account userid and password, and then enter the e-mail address you want to have your mail forwarded to when prompted to do so.

www.fe.psu.edu/Academics/Degrees/21451.htm?cn21  

*HD FS Handbook*  

12
The HD FS faculty has a strong commitment to research and teaching. The program is multidisciplinary and faculty are recognized for leadership in scientific research, as well as leadership within the community.

**Elaine S. Barry**, B.S., B.S., M.A., Ph.D. (University of Houston)
Associate Professor of Human Development and Family Studies
Office: 206T Eberly Building
Phone: 724-430-4284
E-mail: esb12@psu.edu
Office hours: Posted on the office door or on the list outside the advising office each semester.

Elaine Barry is an associate professor of Human Development and Family Studies. She joined the faculty in 2001 with a specialization in the cognitive development of children. Her current research interests include understanding the learning and memory processes of children, especially the development of implicit and explicit forms of memory, co-sleeping as an ontogenetic adaptation, and children’s social and cognitive independence. A long-term goal is to facilitate applications of these knowledge areas to the fields of childcare and education. Dr. Barry is also interested in the relationship of implicit memory to depression and the role of implicit memory in understanding the structure of the mind.

Dr. Barry has published her work in psychological and child-care journals and presented her work at national conferences. On campus Dr. Barry has received recognition as Penn Stater of the Quarter, as a Scholarly Excellence Award winner, and has received two teaching awards, one from University of Houston and one from Penn State Fayette. Some of the courses Dr. Barry teaches are Infant and Child Development, Adolescent Development, Advanced Child Development, Developmental Transition to Adulthood, Lifespan Development, Adult-Child Relations, Introductory Psychology, and Cognitive Psychology. She received her Ph.D. in Developmental Psychology from the University of Houston, and is a member of several national organizations and associations relating to children’s cognitive and psychological development where she regularly presents her research. In addition, she is a member of the Board of Directors of the Private Industry Council of Westmoreland/Fayette Counties.

**Jo Ann Jankoski**, B.S.W., M.S., M.S.W., Ed.D. (Duquesne University)
Assistant Professor of Human Development and Family Studies
Office: 206R Eberly Building
Phone: 724-430-4277
E-mail: jxj17@psu.edu
Office hours: Posted on the office door or on the list outside the advising office each semester.

Jo Ann Jankoski holds a doctorate from Duquesne University in counselor education and supervision and two master’s degrees: an M.S.W. from West Virginia University and an M.S. in community agency counseling from California University of Pennsylvania. Currently, she is assistant professor in the Human Development and Family Studies program at Penn State.
Fayette. She has a successful private practice in which she specializes in individual, couple, and family therapy, particularly in trauma-related areas.

Dr. Jankoski has more than twenty-five years in public mental health, during which time she has held a variety of positions within the field. For the last eight years, she has served as a trainer for the Pennsylvania Child Welfare Competency-Based Training and Certification Program. Dr. Jankoski’s research interests include vicarious trauma, poverty, diversity, and rural mental health.

**Gina Jones, B.S., M.P.A., M.S.W. (University of Pittsburgh)**  
Instructor/Career Services Coordinator  
Office: Student Success Center / Williams Building  
Phone: 724-430-4127  
E-mail: gmj117@psu.edu  
Office Hours: Posted on the office door or on the list outside the advising office each semester.

Ms. Gina Jones is a full-time instructor and coordinator of the Career Services at Penn State Fayette, The Eberly Campus. Ms. Jones specializes in career development, multicultural education and leadership skill building courses. In addition to her teaching and administrative duties, Gina also coordinated the Coal and Coke Heritage Music Festival for four consecutive years at the campus. In 2002, Gina earned her undergraduate degree in Human Development and Family Studies at Penn State Fayette. Four years later, she graduated from the University of Pittsburgh, where she earned a Master's degree in Public Administration and a Master's degree in Social Work. While at the University, she was awarded the prestigious K. Leory Irvis Fellowship.

In 2001, Ms. Jones co-organized People Encouraging A Community Effort, a non-profit community task force dedicated to encouraging, promoting, and inspiring the citizens of Uniontown. Through speaking tours, mediation programs, summer rallies, voter registrations, and scholarships, P.E.A.C.E. motivated citizens to challenge personal prejudices and cultural boundaries for ideal social change.

Although P.E.A.C.E. formally ended its services in 2007, Ms. Jones continued to advocate for social change as an active board member of the Fayette County Drug and Alcohol Board of Directors, the California University of Pennsylvania School of Social Work Board of Advisors, Pennsylvania Gang Investigator’s Association, Penn State Fayette’s Coalition for Equity, Pittsburgh Council on the Arts Grant Review Committee, Three Rivers Community Foundation Regional Planning Committee, Uniontown’s Weed and Seed Advisory Council, the Uniontown YMCA Board of Directors, United Way Impact Fund Committee, and the Women and Girls Foundation.

Gina is also a founding member of the East End Concerned Citizens Group, Fayette Young Professionals Network, MyOWN Campaign (Co-Chair), and Making A Change (MAC) after-school program.

Ms. Jones was previously honored as one of Pittsburgh’s top 40 Under 40 young professionals for 2011 and the Fayette County Chamber of Commerce 2011 Herman Buck Award Recipient.
In 2012, she was selected as a member of the Rotary Group Study Exchange program from Pennsylvania to Norway and received the 2012 Community Service Award from the Fayette County NAACP. In November of that year, Gina began writing for the Herald Standard. She has a featured commentary in the Sunday edition of the newspaper.

In February of 2013, Ms. Jones continued her education and became a certified professional coach, speaker, and trainer with the John Maxwell Team. In May of the same year, Ms. Jones became a certified Career Development Facilitator Instructor registered with NCDA and CCE.

A few months later, Gina received the Spirit of Internationalization Award at the International Women’s Day Global Day of Celebration event at Penn State University in University Park, Pa. And most recently she received the 2013 Teaching and Advising Excellence Awards and the 2014 Public Service Excellence Award for her service as an instructor at Penn State Fayette.

Gina is dedicated servant of God, who serves the community as an advocate, educator, and leader. Her enthusiastic spirit and motivated heart for positive change is contagious.

Senior Instructor of Human Development and Family Studies
Office: 206Q Eberly Building
Phone: 724-430-4286
E-mail: jvr3@psu.edu

John Rapano is the Program Coordinator for Human Development and Family Studies at Penn State Fayette. He holds a Ph.D. from Indiana University of Pennsylvania in the Administration and Leadership Studies in Human Services program. His current research interests include participatory research in human service collaboration, the wellness of human service workers, applied gerontology, and human relationships in other cultures.

Dr. Rapano currently is involved in a variety of roles in community development, service learning, and aging. He is the Chair of the Fayette County Community Health Improvement Partnership, and serves on the Board of Directors of the Fayette County Human Service Council, the Southwestern PA Area Agency on Aging, Interfaith Volunteer Caregivers of Fayette, and the Center in the Woods.

**HD FS FACULTY COMMENTS AND EXPECTATIONS**

HD FS graduates are employed in many important roles and organizations in Fayette County, and they have helped to raise the standard and quality of human services in the area. Our graduates bring skills into the workplace that they acquired from our program, and as a result, it is imperative to maintain the highest standards in the classroom. Our students enter the program with the desire to help others, and we expect them to examine their values and develop their social consciousness as they proceed through the program.
We expect that students majoring in HD FS (either the associate or baccalaureate programs) are committed to learning, becoming critical thinkers, volunteering, and developing a sense of integrity and professionalism. In addition, we encourage students to be supportive of one another and work together collaboratively to reach educational goals in a cooperative environment. We work to highlight diversity as we celebrate the differences among students, faculty, and those we serve.

IMPORTANT RELEASE OF INFORMATION STATEMENT:

As faculty, we firmly believe that an important part of our job is to monitor student progress. Therefore, we meet with each other each semester to discuss student progress. We may share information about students that is relevant to student academic progress or success in the program. No information will be shared with anyone outside of the HD FS faculty. Personal student information that is not relevant to academic progress will not be shared.
ACADEMIC INTEGRITY

University Statement of Academic Integrity

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University’s Code of Conduct states that all students should act with personal integrity, respect other students’ dignity, rights, and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

HD FS students are expected to exhibit the highest level of academic and professional integrity. Examples of academic dishonesty include, but are not limited to: cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Plagiarism

Plagiarism is the act of stating or implying that another person’s work is your own. You commit plagiarism if you:

- Submit a paper to be graded or reviewed that you have not written on your own
- Copy answers or text from another classmate and submit it as your own
- Quote or paraphrase from another paper without crediting the original author
- Copy sentences or parts of sentences exactly without using quotes and citing the original author
- Use data without crediting the original source
- Propose another author’s idea as if it were your own
- Fabricate references or use incorrect references
- Submit someone else’s presentation, program, spreadsheet, or other file with only minor alterations

This is not a definitive list. Any action which misleadingly implies someone else’s work is your own can constitute plagiarism.

Penn State’s policy on Academic Integrity and Honesty concerning plagiarism is located at http://www.psu.edu/ufs/policies/47-00.html#49-20

For another good source on plagiarism, see http://owl.english.purdue.edu/owl/resource/589/01/.
**APA Style**

Writing in HDFS is typically done using APA style. You will learn APA style as you move through the HDFS program.

For a preview, or for a reminder, see this tutorial from the APA site:


**The Penn State Principles**

The Pennsylvania State University is a community dedicated to personal and academic excellence. The Penn State Principles embody the values that our students, faculty, staff, administration, and alumni possess. It is understood that members of the Penn State community agree to abide by the Principles to ensure that Penn State is a thriving environment for living and learning. By endorsing these common principles, members of the community contribute to the traditions and scholarly heritage left by those who preceded them and promise to leave Penn State a better place for those who follow.

The Penn State Principles are posted in most classrooms on campus or are available at www.psu.edu/ur/2001/principles.html and appear on the next page:
Principles

The Pennsylvania State University is a community dedicated to personal and academic excellence. The Penn State Principles were developed to embody the values that we hope our students, faculty, staff, administration, and alumni possess. At the same time, the University is strongly committed to freedom of expression. Consequently, these Principles do not constitute University policy and are not intended to interfere in any way with an individual’s academic or personal freedoms. We hope, however, that individuals will voluntarily endorse these common principles, thereby contributing to the traditions and scholarly heritage left by those who preceded them, and will thus leave Penn State a better place for those who follow.

I will respect the dignity of all individuals within the Penn State community.

The University is committed to creating and maintaining an educational environment that respects the right of all individuals to participate fully in the community. Actions motivated by hate, prejudice, or intolerance violate this principle. I will not engage in any behaviors that compromise or demean the dignity of individuals or groups, including intimidation, stalking, harassment, discrimination, taunting, ridiculing, insulting, or acts of violence. I will demonstrate respect for others by striving to learn from differences between people, ideas, and opinions and by avoiding behaviors that inhibit the ability of other community members to feel safe or welcome as they pursue their academic goals.

I will practice academic integrity.

Academic integrity is a basic guiding principle for all academic activity at Penn State University, allowing the pursuit of scholarly activity in an open, honest, and responsible manner. In accordance with the University Code of Conduct, I will practice integrity in regard to all academic assignments. I will not engage in or tolerate acts of falsification, misrepresentation or deception because such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work competed by others.

I will demonstrate social and personal responsibility.

The University is a community that promotes learning; any behaviors that are inconsistent with that goal are unacceptable. Irresponsible behaviors, including alcohol or drug abuse and the use of violence against people or property undermine the educational climate by threatening the physical and mental health of members of the community. I will exercise personal responsibility for my actions and I will make sure that my actions do not interfere with the academic and social environment of the University. I will maintain a high standard of behavior by adhering to the Code of Conduct and respecting the rights of others.

I will be responsible for my own academic progress and agree to comply with all University policies.

The University allows students to identify and achieve their academic goals by providing the information needed to plan the chosen program of study and the necessary educational opportunities, but students assume final responsibility for course scheduling, program planning, and the successful completion of graduation requirements. I will be responsible for seeking the academic and career information needed to meet my educational goals by becoming knowledgeable about the relevant policies, procedures, and rules of the University and academic program, by consulting and meeting with my adviser, and by successfully completing all of the requirements for graduation.
STUDENT RESPONSIBILITIES

General

Students are responsible for doing the following things each semester:

1. Checking their Penn State e-mail for messages from faculty or staff (see p. 8 of this handbook for instructions on how to forward your Penn State e-mail to your favored e-mail account);
2. Using ANGEL in courses for which it is required;
3. Reading and understanding the syllabus for each class (or getting clarification from the instructor);
4. Notifying their instructors regarding absences and/or work to be turned in;
5. Seeing their adviser regularly each semester for academic advising and scheduling; and
6. Meeting all published Penn State deadlines such as registration, drop/add, applying for graduation, etc.

Classroom Conduct

1. Students are responsible for attending all classes, taking notes, obtaining material provided by the instructor, taking tests, and completing assignments as scheduled by the instructor.
   - Requests for taking exams or submitting assignments after the due dates require documentation of events such as illness, family emergency, or a University-sanctioned activity.
   - Conflicts with the dates on which examinations or assignments are scheduled must be discussed with the instructor prior to the date of the exam or assignment.
2. Students are responsible for keeping track of changes in the course syllabus made by the instructor throughout the semester.
3. Students are responsible for monitoring their grades.
4. Students must contact the instructor as soon as possible if they anticipate missing multiple classes due to events such as chronic illnesses, travel related to team sports, or other university activities. The instructor will determine the minimal attendance and participation required in order to meet course responsibilities.
5. If extra credit assignments are offered, they must be offered to all students and should not be used to boost the grade of an individual student.
6. Behaviors that disrupt other students’ learning are not acceptable (including but not limited to: arriving consistently late for class, cell phone use, reading non-course related material, or social conversation during class), and will be addressed by the instructor.
Note-taking/Study Skills

Before Class:
• Read or survey the material that will be covered in the upcoming lecture.
• Read over your notes from the previous class.
• Look at the course outline to see where you’ve been, where you’re going, and how it all fits together.
• Meet with your instructor to clarify concepts from the last lecture if necessary.
• Get the notes from any class session you missed.

During Class:
• Date and title each set of notes and keep notes from different classes separate.
• Sit where you can hear and see clearly without distractions.
• Don’t crowd your notes! Leave blanks to fill in missed items and to expand your notes later on.
• Ask your instructor or classmate to help you fill in the gaps if you think you missed one or two important points.
• Stay involved in the class and ask questions. Volunteer for demonstrations. Join in class discussions.
• Take too many notes, rather than not enough. You can always omit unnecessary information later.
• Think to yourself, “Why is this important?” Especially ask, “How does this relate?” when considering examples or assignments.
• Focus on what point the professor is on, rather than scrambling to write down the whole overhead without listening to what the professor is saying.
• Write down notes in your own words when possible and think about what the professor is saying. However, definitions of technical terms should be recorded exactly as given.
• Use abbreviations and symbols to save time. Make sure you understand your abbreviations!
• Take notes in different colors to highlight important points.
• Use underlining or symbols, such as an asterisk or star, to identify points your instructor emphasizes.
• Keep alert for and highlight points your instructor emphasizes by means of verbal cues. Watch for lists such as “the following five steps” or “the four major causes” and for summaries signaled by words such as “consequently” or “therefore.”
• Add examples your professor provides in order to clarify abstract ideas and to jog your memory when studying later.
• Make eye contact with the lecturer.
• Don’t be a clock-watcher. Instructors do not always pace themselves accurately and may cram half of the lecture into the last 15 minutes.
• Learn as much as you can in class because this will better help you understand and complete outside assignments. For example, if your instructor pauses during lecture, use that time to review the notes you’ve taken so far.
• Meet a conscientious and success-oriented student in each class at the beginning of every semester and share notes.
• For more information, visit http://www.ulc.psu.edu/studyskills/note_taking.html.
Time-Management Strategies

*This list from [http://student-learning.tcd.ie/postgraduate/topics/self-management/time/](http://student-learning.tcd.ie/postgraduate/topics/self-management/time/)

Time-Management Strategies

- Time-management is a vital skill, one that will be necessary in your chosen career as well as in university. People have different time clocks and what works for one student might not work for you.
- The following are some time-management strategies that you may want to incorporate into your time-management routine. Test them out to see what works and what doesn’t work for you. It might be a good idea to start by monitoring and reflecting on how you currently use your time.

First, some basic strategies:

1. **Prioritise!** You probably have a lot of things to do, so assess how important and how urgent the tasks are; then make sure high priority tasks get done first and are not put off on a regular basis. Avoid time wasters!
2. **Be specific!** Make the task as specific as possible - we tend to follow through then, especially if we write it down. For example, instead of telling yourself “I’ll do some statistics this week,” try “I’ll do 3 descriptive statistics problems Tuesday at 7pm.”
3. **Small bite-size pieces!** It’s easy to feel overwhelmed, so try breaking tasks down into smaller sub-tasks. Once you’ve started it’s easier to keep going.
4. **Use all available time!** This is an especially good strategy if you are pressed for time. You don’t necessarily need a block of time in order to study. Students often have time between classes, travel time, etc. There are lots of study tasks that can be accomplished in short periods, such as reviewing main points of a reading or a lecture.
5. **Structure the environment!** Find a place, preferably one you can use regularly and with limited distractions. Make sure you have all the essentials so you have no excuses.
6. **Establish a routine!** We are creatures of habit. If you always study at a certain time or day then it will be easier to get into concentration mode. Also, it is better to study briefly and regularly.
7. Use time management and scheduling tools.
Scheduling Tools and Tips:

1. Create a **master** schedule that indicates on a term or year basis when holidays, exams, reports, essays etc. are due. Post it in a prominent spot!

2. Create a **weekly** schedule.
   - At a regular time, e.g. Sunday evening, plan your week taking into account your master schedule and your study goals for that week (See handout on Goal Setting for details on how to make goals).
   - Mark out commitments such as classes, labs, work, sport, meals, etc.
   - Make a list of your study tasks - be specific and prioritise.
   - Schedule into available time slots these study tasks.
   - Consider the **purpose** of the study task - if it’s working on an essay, more time will be needed therefore schedule a block of time. If the purpose is for review, say to scan a text then make use of the odd half hours available.
   - Schedule tasks that may require maximum concentration during your “peak” or periods of maximum alertness – this varies from person to person.
   - Allot times for relaxation, exercise, etc. and be sure to include a “Cease study” time that allows time to unwind before sleep (and it gives you something to look forward to!).
   - Monitor and Evaluate: review what has been accomplished at the end of a day and decide if the schedule needs to be changed the next day.

3. Some students work better off a detailed daily **To Do List**. Again, at a regular time (for example last thing at night or first thing in the morning) plan your day taking into account your master schedule and the study goals for the week.

4. When you have finished a study task, cross it off your timetable or list.

5. Avoid too much detail - a schedule has to remain flexible or it becomes a dinosaur! Everyone has different needs; perhaps start with just organising study tasks for certain classes. Or only list your priorities.

6. Schedule in rewards, for example your favourite TV programme after doing a task you were dreading.
The Right Start to College

by Don Fraser, Durham College

The basis for the motivation to persist comes from providing students with an educational and career vision, relationship building and success skills. It comes from creating a positive, professional program culture that mirrors the professionalism our students will be expected to display in their careers. It comes from making the connection between our students’ academic subjects and their eventual career. It comes from showing them the importance of developing good work habits and success skills that will carry them through college and throughout their professional careers. It comes from connecting them with their faculty and classmates so they develop a support system that they can count on to help them through to graduation. It comes from helping them develop a strong motivational base that helps them decide that their program of studies is worth staying in school.

We can help students see the value of developing study skills by presenting these skills as high-performance workplace habits. College success and self-management skills are the foundation for workplace skills, so we’re really preparing our students for a lifelong career journey when we help them develop these essential skills. Students often perceive that they do their schoolwork “for the college” and “to get good grades”, rather than for their own long-term benefit. Changing that perception helps students see the relevance of their studies and motivates them to be successful. There’s a huge difference between doing schoolwork to meet college requirements and approaching college as professional development for career success and future employment.

To see what I mean, take a look at the chart at the bottom of the page.

Fundamental to student motivation and retention is creating a vision that students can believe in and own. When we provide them with information that shows them where their education is leading them, why their courses are relevant to their long-term career goal, and paint them a clear picture of career possibilities and opportunities, they will be ready to take their work habits to the next level to ensure they are successful in attaining their career vision. Students need to be able to answer, “Why am I doing this?” so that the curriculum and program have value at any given time. Giving students updates on the job market, competency profile, alumni success stories, and how the curriculum fits in will continue to solidify their confidence.

A career vs. a job—the difference

We can help students see the value of developing study skills by presenting these skills as high-performance workplace habits.

To motivate students toward making the jump from their current work habits to high-performance work habits, we must help them create a clear vision of where their education is leading them and what they’re working toward; in that context, we make a distinction between a career and a job. Generally, we define a career as a high-performance job that requires postsecondary schooling and has the potential for advancement and a good economic salary. The preparation for a career requires a long-term commitment and strategy; students can go out right now and get a job, but they need to understand that it takes a considerable investment to develop a career.

continued on page 13
Doing Work to Meet College Requirements vs Doing Work to Develop Career Skills and Success

- Just another course
- The parts, the what
- Content driven
- Course outline
- Narrow focus
- Academic content
- 2.0
- Grades
- External motivation
- Workload
- Fear of failure
- Professional in training
- The whole, the why
- Career vision driven
- Skill profile competency
- Big picture
- My future
- Pride, passion
- Me Inc.
- Internal motivation
- Commitment, professional
- Confidence

Retention continued from page 12

Once students can see the benefit of developing high-performance skills, they should go through a seven-step process:

**Seven Step Process**

1. Review past academic performance.
2. Explore limiting beliefs.
3. Identify positive and negative motivators.
4. Identify high-performance techniques and systems.
5. Create new patterns and habits.
7. Adopt a lifelong approach to academic and career success.

Remind your students that success takes time—anywhere from 12 months to four years in an educational setting to develop entry level professional skills. Tell your students that it takes 2,000 hours of repetition/learning to reach a solid level of accomplishment in any given field. To illustrate this, the 2,000-hour figure is the equivalent of an intensive 12-month college program or a two-year associate degree program, and is also the minimum number of hours of on-the-job work experience required to complete an apprenticeship program. At this point students are motivated to persist, and realize that while success won’t happen overnight, in the long run, their efforts will be worth the investment.

Don Fraser has been a professor at Durham College in Ontario for the past 30 years. He has published the national bestseller Making Your Mark which has sold over one million copies. For more information, contact Don at (877) 492-6845 or (905) 985-9980, email donfraser@makingyourmark.com or visit the website at makingyourmark.com.

CCA's THE LINK  Summer 2007  (Reprinted with Permission)  www.career.org
ACADEMIC COURSEWORK

Description of All HD FS Courses

Use the Web site link below to access the Blue Book of all HD FS courses, the description of all courses, as well as prerequisites for each course. For some courses, a more detailed description may be available, accessible by clicking on the course number. All course descriptions are updated periodically. Course descriptions can be found at: http://bulletins.psu.edu/undergrad/courses/H/HD%20FS/

Areas of Interest

You may want to have a special emphasis in an area related to your career goals. This can be accomplished by choosing courses that will fulfill various requirements for the degree (e.g., 400-level supporting, other selections, within the college but outside the major) to provide this emphasis.

The following areas of interest identify some, but not all, of the possibilities. You should discuss your interests with your adviser and always check course prerequisites.

- Administration of Justice
- American Studies
- Early Childhood Care and Education
- Education
- Psychology
- Sociology

Advising

As mentioned in the earlier section, it is important to get advised every semester. Your advisor is listed on your degree audit.

The following section lists some common questions students have about advising and the coursework required for the HDFS degree.
HDFS Group Advising: Frequently Asked Questions

1. Why do I have to take certain courses in order to get my degree?

Each major at Penn State has been created to ensure that students have particular knowledge and skills prior to graduating with their chosen degree. Courses are designed and faculty members are chosen to impart that knowledge and teach those skills to students.

2. What do course numbers indicate – why are some at the 100-level, while others are at the 400-level and so on?

Course numbers typically indicate the term standing at which the course is expected to be taught. For example, 100-level and 200-level courses are generally freshman and sophomore level courses. Courses at the 300-level should be taken by sophomores and/or juniors, and 400-level courses should be taken by juniors and/or seniors. Upper-level students can always take lower-level courses, but lower-level students should not take upper-level courses unless they talk to their adviser because of prerequisites.

3. What are course prerequisites and why do some courses have them?

Freshman-level courses and introductory courses normally do not have prerequisites because they are often the first courses in the discipline that students take. They lay the foundation for higher-level, more advanced courses that come later in the curriculum. Course prerequisites ensure that students are prepared for the course material by having already taken previous courses that provide necessary (“pre-requisite”) information.

4. My major is HDFS. Why do I have to take science and math and arts and stuff?

One estimate suggests that only about 20% of career options require specific types of diplomas. That means that 80% “depend on certain intellectual skills that can be gained in various disciplines, along with a wide range of knowledge about the world in general.” Virtually all types of employees must be able to “think analytically, communicate effectively, and understand cultural differences.” “General Education provides all Penn State students with broad knowledge. It provides experience in the various epistemologies we employ to understand our world, our society, and ourselves.”

Therefore, Penn State requires all students to study:
- how to write and speak better (9 credits of Writing and Speaking);
- how to become adept in quantitative analysis (6 credits of Quantification);
- about the nature of the physical universe (9 credits of Natural Sciences);
- the nature of human societies (6 credits of Social and Behavioral Sciences);
- the expressions of human nature (6 credits of Humanities);
- the nature of the arts we have devised to express the truth and beauty of human experience (6 credits of Arts);
- the methods for achieving physical health and well-being (3 credits of Health and Physical Activity); and
- one course identified as a United States cultures course (US) and one course identified as Intercultural and International Competence (IL) in which students learn more about the cultures within our society and within the world community and thereby gain a greater understanding of the people with whom we inhabit this world.
A summary of the purpose of General Education courses in the curriculum: All information in these pages was summarized or quoted from pp. 26-27 of the Penn State Adviser by John Moore.

- **Writing / Speaking**
  - Courses: English, Communications
  - Expressing oneself and understanding others, imparting information, speech

- **Quantification**
  - Courses: Math, Statistics, Computer Science, etc.
  - Critically examining information; Understanding and using numbers

- **Natural Science**
  - Courses: Biology, Chemistry, Physics, Astronomy, Geoscience, Meteorology, etc.
  - Studying the physical world; Asking why and how does it work as it does?

- **Social and Behavioral Sciences**
  - Courses: Human Development, Psychology, Sociology, Political Science, Criminal Justice, etc.
  - Studying humans and their behavior; Understanding, modifying, and improving relationships

- **Humanities**
  - Courses: History, Philosophy, Literature, Religion, Languages, etc.
  - Studying humans' spiritual, intellectual, emotional responses to the world; Exploring the human experience

- **Arts**
  - Courses: Art, Music, Theater, Creative Writing, etc.
  - Studying human interpretations and expressions of their experience

- **Health and Physical Activity**
  - Courses: Kinesiology, Nutrition, Health
  - Studying the physical body and its uses, health, limitations, etc.
DEGREE LISTS

To see all information concerning bachelor’s and associate degrees in HD FS, go to http://www.fayette.psu.edu/Academics/Degrees/21451.htm?cn215.

Information to Consider for Associate or Bachelor’s Degrees

- It is strongly recommended that students take ENGL 15 before CAS 100.
- Students need a Writing Across the Curriculum requirement (satisfied by HD FS 315Y and/or HD FS 312W).
- At least one Intercultural Competence (Cultural Diversity) requirement (satisfied by HD FS 315Y) is required.
- Minimum 2.0 cumulative GPA is required for graduation.
- Courses marked with ^ require a C or better to count toward the requirements.
- The Degree Lists appearing herein are for reference and informational purposes only. Students must always see their adviser, as changes could be made at any time to the degree requirements. These documents are not contracts and are not intended to replace the degree audit.

Course Prerequisites

Some courses at Penn State have prerequisites which must be taken before enrollment in the course. Here are the pertinent Penn State Policies:

34-60 Prerequisites and Concurrent Courses
Prerequisites are approximations of the necessary specific or general academic knowledge, background, or semester classification required to succeed academically in a specific course. Concurrent courses are courses required to be taken in the same semester. The course instructor has the right to limit the students in the course to those who have the stated prerequisites. If this limitation is exercised, it must occur before the end of the course add period.

C-5: Lack of Prerequisites, Concurrent Courses, or Course Duplication

Faculty, or others designated by the academic unit in which their courses are offered, should review class enrollment lists at their earliest convenience to identify students who should be dis-enrolled and to alert the unit's associate dean or the dean's designated staff member that dis-enrollment steps must be implemented.

A student may be dis-enrolled from a course for which he or she has not completed the listed prerequisites, or has not registered for a course that must be taken concurrently, or has previously taken the course for credit and completed it with a grade of C or higher.

A student must immediately be notified in writing by the academic unit in which the course resides that she or he is being dis-enrolled, preferably with sufficient time for the student to enroll in an alternate course. Dis-enrollment must take place during the regular drop/add period of the semester.
**Associate in Science, Adult Development and Aging Services Option**

The degree of Associate in Science in HD FS, Adult Development and Aging Services option will be awarded upon completion of the following:

<table>
<thead>
<tr>
<th>Credits</th>
<th>General Education Requirements (22 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>English 15</td>
</tr>
<tr>
<td>3</td>
<td>Communication Arts &amp; Sciences (CAS) 100</td>
</tr>
<tr>
<td>4</td>
<td>Statistics 200^ or EdPsy 101 (3 credits) or Stat 100, see your adviser</td>
</tr>
<tr>
<td>3</td>
<td>Biological Sciences 4 or Biology 55 or Biology 141</td>
</tr>
<tr>
<td>3</td>
<td>Arts ___________________</td>
</tr>
<tr>
<td>3</td>
<td>Humanities ___________________</td>
</tr>
<tr>
<td>3</td>
<td>Psychology 100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Major Requirements (12 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>HD FS 129  Introduction to HD FS^</td>
</tr>
<tr>
<td>3</td>
<td>HD FS 301  Ethics^</td>
</tr>
<tr>
<td>3</td>
<td>HD FS 315Y  Family Development^</td>
</tr>
<tr>
<td></td>
<td>(satisfies Cultural Diversity and Writing Across the Curriculum requirements)</td>
</tr>
<tr>
<td>6</td>
<td>HD FS 395  Practicum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Electives (0-9 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9</td>
<td>Additional 0-9 credits chosen from any field</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Option Requirements for Adult Development and Aging (21 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>HD FS 249  Adult Development &amp; Aging</td>
</tr>
<tr>
<td>3</td>
<td>HD FS 311  Interventions^</td>
</tr>
</tbody>
</table>

| 15      | Additional selections in consultation with Adviser.  ^ in HD FS courses |
|         | Also recommended: Use upper-level HD FS courses if you will be continuing on to get your bachelor’s degree in HD FS. |

**Additional Information**

At least 18 of the last 30 credits must have been earned at Penn State.
At least 30 credits must be earned in the last 5 years.
Minimum of 60 credits required for graduation (It is the student’s responsibility to check that the required minimum number of credits has been met).

A link to our Recommended Academic Plans in HD FS is also provided for the associate degree (ADA option) at [http://www.fayette.psu.edu/Documents/Academics/2FSCC_ADA.pdf?cn21](http://www.fayette.psu.edu/Documents/Academics/2FSCC_ADA.pdf?cn21).
**Associate in Science, Children, Youth and Family Service Option**

The degree of Associate in Science in HD FS, Children, Youth and Family Service option will be awarded upon completion of the following:

<table>
<thead>
<tr>
<th>Credits</th>
<th>General Education Requirements (22 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>English 15</td>
</tr>
<tr>
<td>3</td>
<td>Communication Arts &amp; Sciences (CAS) 100</td>
</tr>
<tr>
<td>4</td>
<td>Statistics 200^ or EdPsy 101 (3 credits) or Stat 100, see your adviser</td>
</tr>
<tr>
<td>3</td>
<td>Biological Sciences 4 or Biology 55 or Biology 141</td>
</tr>
<tr>
<td>3</td>
<td>Arts</td>
</tr>
<tr>
<td>3</td>
<td>Humanities</td>
</tr>
<tr>
<td>3</td>
<td>Psychology 100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Major Requirements (12 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>HD FS 129  Introduction to HD FS^</td>
</tr>
<tr>
<td>3</td>
<td>HD FS 301  Ethics^</td>
</tr>
<tr>
<td>3</td>
<td>HD FS 315Y  Family Development^</td>
</tr>
<tr>
<td></td>
<td>(satisfies Cultural Diversity and Writing Across the Curriculum requirements)</td>
</tr>
<tr>
<td>6</td>
<td>HD FS 395  Practicum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Electives (0-9 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9</td>
<td>Additional 0-9 credits chosen from any field</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Option Requirements for Children, Youth, &amp; Family (24 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>HD FS 229  Infant and Child Development</td>
</tr>
<tr>
<td>3</td>
<td>HD FS 239  Adolescent Development</td>
</tr>
<tr>
<td>3</td>
<td>HD FS 311  Interventions^</td>
</tr>
<tr>
<td>15</td>
<td>Additional selections in consultation with Adviser.  ^in HD FS courses Recommended: HD FS 312W, Nutr. 251. Also recommended: Use upper level HD FS courses if you will be continuing on to get your bachelor’s degree in HD FS.</td>
</tr>
</tbody>
</table>

**Additional Information**

At least 18 of the last 30 credits must have been earned at Penn State.
At least 30 credits must be earned in the last 5 years.
Minimum of 60 credits required for graduation (It is the student’s responsibility to check that the required minimum number of credits has been met).

A link to our Recommended Academic Plans in HD FS is also provided for the associate degree (CYF option) at http://www.fayette.psu.edu/Documents/Academics/2FSCC_CYF.pdf?cn21.
**Bachelor of Science, Lifespan Human Services Option**

The degree of Bachelor of Science in HD FS, Lifespan Human Services option, will be awarded upon completion of the following:

### Credits

<table>
<thead>
<tr>
<th></th>
<th>General Education Requirements (47 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>English 15 or 30</td>
</tr>
<tr>
<td>3</td>
<td>Communication Arts &amp; Sciences (CAS) 100</td>
</tr>
<tr>
<td>3</td>
<td>English 202</td>
</tr>
<tr>
<td>3</td>
<td>Quantification credits, any area (typically Math 17 or Math 21)</td>
</tr>
<tr>
<td>4</td>
<td>Statistics 200^ or EdPsy 101 (3 credits)</td>
</tr>
<tr>
<td>9</td>
<td>Natural Sciences</td>
</tr>
<tr>
<td>6</td>
<td>Arts</td>
</tr>
<tr>
<td>6</td>
<td>Humanities</td>
</tr>
<tr>
<td>6</td>
<td>Social Sciences (not HDFS - Psych 100 recommended)</td>
</tr>
<tr>
<td>3</td>
<td>Health Sciences and Physical Education</td>
</tr>
<tr>
<td>1</td>
<td>First Year Seminar (usually linked with one of these courses for 3+1) *see advisor</td>
</tr>
</tbody>
</table>

### Credits

<table>
<thead>
<tr>
<th></th>
<th>Major Requirements (24 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>HD FS 129  Introduction to HDFS^</td>
</tr>
<tr>
<td>3</td>
<td>HD FS 301  Ethics^</td>
</tr>
<tr>
<td>3</td>
<td>HD FS 311  Interventions^</td>
</tr>
<tr>
<td>3</td>
<td>HD FS 312W  Empirical Inquiry (Research Methods)^</td>
</tr>
<tr>
<td></td>
<td>(satisfies Writing Across the Curriculum requirement)</td>
</tr>
<tr>
<td>3</td>
<td>HD FS 315Y  Family Development^</td>
</tr>
<tr>
<td></td>
<td>(satisfies Cultural Diversity and Writing Across the Curriculum requirements)</td>
</tr>
<tr>
<td>3</td>
<td>HD FS 418  Family Relationships^</td>
</tr>
<tr>
<td>6</td>
<td>Additional 6 credits, chosen from HD FS 229, 239, 249^</td>
</tr>
</tbody>
</table>

### Credits

<table>
<thead>
<tr>
<th></th>
<th>Electives and US Course (6-8 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5</td>
<td>Electives to total a minimum of 120 credits for graduation</td>
</tr>
<tr>
<td>3</td>
<td>Must have 3 additional credits in a US course (cannot double count)</td>
</tr>
</tbody>
</table>

### Credits

<table>
<thead>
<tr>
<th></th>
<th>Option Requirements for Lifespan Human Services (18 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>HD FS 411  Helping^</td>
</tr>
<tr>
<td>3</td>
<td>HD FS 414  Resolving Family Problems^</td>
</tr>
<tr>
<td>3</td>
<td>HD FS 455  Program Development &amp; Administration^</td>
</tr>
</tbody>
</table>

|   | 3 | Additional 3 credits, chosen from HD FS 428, 429, 433, 445^ |
|   | (make sure to check prerequisites for these courses) |

<p>|   | 6 | Additional 6 credits in 300- or 400-level HD FS courses^ |
|   | (*recommendation: 302A and one of 429/433/445) |</p>
<table>
<thead>
<tr>
<th>Credits</th>
<th>Internship Sequence (Group Project/Experience) (13-15 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>HD FS 401  Project Planning, Implementation, and Evaluation</td>
</tr>
<tr>
<td>4</td>
<td>HD FS 402  Human Services Seminar</td>
</tr>
<tr>
<td>6-8</td>
<td>HD FS 495C  Professional Practicum in Human Services (Internship)</td>
</tr>
<tr>
<td></td>
<td>(*402 and 495C must be taken concurrently in the same semester)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Supporting Courses (12 credits) [(^{in \text{HDFS courses}})</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Additional 6 credits in 400-level courses</td>
</tr>
<tr>
<td></td>
<td>(see Adviser for list of courses that support competency in the option)</td>
</tr>
<tr>
<td>6</td>
<td>Additional 6 credits of other supporting courses</td>
</tr>
<tr>
<td></td>
<td>(see Adviser for list of courses that support competency in the option)</td>
</tr>
</tbody>
</table>

**Additional Information**

*Consider a minor, because many minors will satisfy these requirements, plus Gen Eds.*

Need an additional Intercultural Competence Requirement (IL; can double count anywhere)

At least 36 of the last 60 credits must have been earned at Penn State.
At least 60 credits must be earned in the last 5 years. \(^{in \text{HD FS courses}}\)
Minimum of 120 credits required for graduation (It is the student’s responsibility to check that the required minimum number of credits has been met).

A link to our Recommended Academic Plans in HD FS is also provided for the bachelor’s degree (LSHS option) at [https://rap.psu.edu/recommended-academic-plan-human-development-and-family-studies-life-span-human-services-option](https://rap.psu.edu/recommended-academic-plan-human-development-and-family-studies-life-span-human-services-option). MAKE SURE TO SEE YOUR ADVISOR, as this RAP does not accurately represent when all of the HDFS classes are actually offered - some
OPTIONAL MINORS FOR HD FS MAJORS

Process for Adding a Minor

1. In consultation with your adviser, explore your possibilities.
2. Select and complete the required courses.
3. Complete an Admission to Minor form (forms are located in the Division of Undergraduate Studies office, Williams Bldg.) anytime after you have achieved at least 5th semester standing classification, but no later than the 10th day of the semester in which you plan to graduate.
4. Have the form signed by the person in charge of the minor.
5. Return the signed form to the Division of Undergraduate Studies office (Wms. Bldg.).
6. The completed/signed form will be sent to the appropriate office at University Park.
7. Once approved, the minor will appear on your official transcript.

Minors are available at Fayette for limited areas, see your Advisor for more information. The most popular minors for HDFS majors at Fayette are Business, Criminal Justice, English, and Psychology.

Business (BSBCC)
Students must take Acctg 211 (4) or Acctg 201 (3) and 202 (3), Econ 2 (3), Mgmt 301 (3), Mktg 301 (3) for 13-14 credits, and then select 3-4 credits from BA 243 (4), B log 301 (3), Fin 301 (3), IB 303 (3), MS & IS 200 (4), Stat 200 (4), and then select 6 credits at the 400 level in consultation with the minor adviser (total requirements for the minor: 22-23 credits).
C or higher grade required in each course

Advisor: Mr. Bill Gardner, Phone: 724-430-4245, E-mail: wsg3@psu.edu

Criminal Justice (CJ)
Students must take CrimJ 100 and CrimJ 210, 220, and 230, as well as 6 credits of 400-level Crim J courses. Total credits for minor: 18 credits, C or higher grade is required in each course.

Advisor: Dr. Judith Sturges, Phone: 724-430-4263, E-mail: jes45@psu.edu

English (ENGCC)
Students must select 18 credits from courses offered. At least 6 credits must be from 400-493 level and 6 credits from 200-289 level. General Education Writing/Speaking skills courses (Engl 4, 15, 202, etc.) do not satisfy minor requirement. C or higher grade required in each course.

Advisor: Dr. Gib Prettyman, Phone: 724-430-4250, E-mail: cgp3@psu.edu

Psychology (PSYCC)
Students earning the HDFS degree who want to minor in Psychology must take Psy 002 (3) and select additional courses (at least 6 credits must be at the 400 level) in Psychology for a total of 18 credits. Various 400 level electives are offered on a regular basis. C or higher grade required in each course.

Advisor: Dr. John Rapano, Phone: 724-430-4286, E-mail: jvr3@psu.edu

www.fe.psu.edu/Academics/Degrees/21451.htm?cn21  HD FS Handbook  34
The Internship Program is designed to assist you in gaining professional experience and in establishing a professional identity in the human service field to enhance your appeal to potential employers. An internship is your opportunity to gain work experience and to be a professional in a setting of your choice.

**ASSOCIATE DEGREE**

**HD FS 395: Internship**

HD FS 395 consists of 6 credits taken during the last semester of the associate degree. It is comprised of 240 hours working in an agency. Prerequisite: prior approval of proposed internship site by instructor.

**BACHELOR DEGREE**

The internship sequence consists of three courses. These courses are:

**HD FS 490: Introduction to Internship Experience**

HD FS 490 is the first in the series of internship courses and must be taken at least one semester before your internship. HD FS 490 is offered in the fall semester ONLY. The primary goal of this 2-credit course is to prepare you for a successful undergraduate internship in your professional area of interest. In this course you will develop your resume, learn job search techniques, research prospective internship sites, and develop and complete an internship agreement. This document is an agreement between you, a suitable internship agency or organization, and the University (the link to this document is found below). You must complete HD FS 490 with a minimum grade of C and have the instructor’s approval before you can continue with the internship program.

You must take the introductory course HD FS 490 before you enroll in your internship. No exceptions are made in this sequence.

**HD FS 495A: Internship: Advanced Experience**

Prerequisite: HD FS 495A is always taken concurrently with HD FS 495B. This 9-credit course involves working 480 hours in the internship site chosen by the student in HD FS 490 (360 hours if the student has completed HD FS 395).

**HD FS 495B: Internship: Advanced Project**

HD FS 495B is taken the semester following HD FS 490 (its prerequisite) and concurrently with HD FS 495A. This 3-credit course focuses on presentations and discussion of contemporary human issues by students and visiting professionals.
HOW DO I FIND AN INTERNSHIP?

Even though HD FS 395 and HD FS 490 help you with the details of making arrangements for your internship, it is important to be thinking about the internship prior to HD FS 395 or HD FS 490. If possible, try to volunteer at an agency before your internship or try to get a summer job in a related field. Then you will be ready to ask yourself the following questions:

- What kinds of people or families do I want to help?
- What kinds of problems am I interested in resolving?
- What type of agency or organization do I want to work for during my internship?
- What kind of professional experience do I want?
- How will this internship experience fit into my short-term and long-term plans after I earn my degree?
- Do I want to do my internship in a particular geographical area?

It is possible to choose internship agencies or organizations from among those previously used by the department or you may identify new sites. Students are strongly encouraged to choose an internship site from the list of Approved Sites as provided by the HD FS Department. Although most students will complete their internships in agencies within Pennsylvania and surrounding states, you may request approval for completing your internship anywhere within the United States. Under special circumstances, the HD FS Department may also approve internship sites abroad.

The internship is one full semester spent working as a professional. Even though you will spend one semester away from the University, you will be expected to enroll as a full-time student and pay full tuition. The internship is one of the most valuable experiences you will have as part of your education at Penn State. Approach it seriously and think of it as an exciting time in your education. Remember, many students get their first job offer from their internship site or make contacts there for possible future employment.

All internship sites must be approved and professional liability insurance is recommended for internships. Be advised that if your internship involves working with children, you are required to have an Act 33/34 Clearance completed and FBI/Fingerprint Clearances before your internship begins. Act 33/34 Clearances (Pennsylvania Child Abuse History Clearance and Request for Criminal Record Check) are renewable once yearly at a cost of $10.00 payable by the student. To learn more about the clearance requirements and to complete an Act 33/34 Clearance or FBI Fingerprint Clearance, visit the Career Services Office or go to: http://www.dpw.state.pa.us/PubsFormsReports/FormsApplications/ or http://www.teaching.state.pa.us/teaching/cwp/view.asp?a=13&Q=32413 or http://www.pa.cogentid.com (FBI/Fingerprint Clearance).

For more information, contact:

Ms. Gina Jones                  Phone: 724-430-4127
Student Success Center            E-mail: gmj117@psu.edu
Williams Building
SCHOLARSHIPS AND AWARDS

Penn State awards a number of scholarships each year and there are grants, loans, and work-study programs for those who qualify. Information on University-wide scholarships and other forms of financial aid is available on the Office of Student Aid Web site or from the Office of Student Aid in the Williams Building.

For information and scholarship criteria, see http://www.fayette.psu.edu/Academics/scholarships.htm?cn21B.

You can access all Penn State Fayette’s scholarship and links by going to http://www.fayette.psu.edu/Academics/16523.htm?cn21B.

You can search for additional scholarships at the following Web sites:
FastWeb: http://www1.fastweb.com/index.ptml
ExPan: http://apps.collegeboard.com/cbsearch_ss/welcome.jsp
Wired Scholar: http://www.collegeanswer.com/index.jsp

Office of Student Aid contact information (110C Eberly Building):
Rick Van Buren, coordinator
Phone: 724-430-4132
E-mail: rav13@psu.edu

VOLUNTEER!

The job market is so competitive that it is important for you to gain experience by volunteering. All volunteer experience can be used on your resume. Future employers will view your volunteer experiences as valuable work experience, which may put you ahead of another applicant who does not have any experience. Ultimately, volunteering can be a way to give service to others while adding to your record of experience.

Many volunteer opportunities are available in this area. Look into programs on your own, or for some ideas and suggestions, you can talk to one of the HD FS faculty members. There are many, many opportunities out there to do good for others in the community, not to mention what it will do for you! Just a few examples in this area are:

- Meals on Wheels
- Hospitals
- Nursing/Personal Care Homes
- Big Brothers/Big Sisters
- Senior Centers
- Rendu Services
- After School Program
- Local Animal Shelters
- Food Banks
- Community Action
- After School Programs
- Childcare facilities
- Homeless Shelters/Soup Kitchens
- St. Vincent de Paul
- Salvation Army
- Mental Health Association
- Red Cross
- Interfaith Volunteer Caregivers
- Habitat for Humanity

www.fe.psu.edu/Academics/Degrees/21451.htm?cn21
The list could go on and on. Volunteers are needed desperately in many different areas so consider becoming a volunteer in your area. Not only will you be helping others, you will also be helping yourself—and you will feel good! See the HDFS website for a list of agencies currently open to our students.

**Directory of Fayette County Resources**

A directory of resources available in Fayette County is good to know in the human development field. You should be willing and able to provide this information to anyone who asks for a referral or anyone who may need the services that these resources offer. Each county has an organizations and agencies listing. To view Fayette County listings, visit www.fayettehumanservicecouncil.org.

**HD FS BULLETIN BOARD**

The HD FS faculty has placed a bulletin board for all HD FS students next to Dr. Jankoski’s office (206R) in the Eberly Building. Check the board often so that you can keep up with the latest news, program announcements, recent job postings, training and volunteer opportunities, articles that have been in the newspaper pertaining to HD FS faculty and students, internship information, and any other information that may relate to HD FS.

**COUNSELING SERVICES**

Short-term, confidential personal counseling services, including consultation and referral, are available at no charge to students enrolled at Penn State Fayette. Students, faculty, and staff are encouraged to refer and/or consult with the professional counselors regarding students who demonstrate unusual or problematic behavior. Health and counseling services provides group and individual counseling, crisis intervention, and psychological evaluations for students, as well as prevention and consultation services for the University community. Health and counseling services can help students resolve personal concerns that may interfere with their academic progress, social development, and satisfaction at Penn State. Some of the more common concerns include difficulty with friends, family members, depression and anxiety, sexual identity, lack of motivation or difficulty relaxing, concentrating or studying, eating disorders, sexual assault and sexual abuse recovery, and uncertainties about personal values and beliefs. Counselors are also available to assist students in making difficult decisions, resolving relationship issues, dealing with academic pressures, coping with feelings of depression and anxiety, and other personal concerns.

Stop by to schedule an appointment or contact Student Affairs for more information. Confidentiality in individual and group therapy is strictly respected.

Cindy Artis, Counselor, ans14@psu.edu
122 Williams Building
Phone: 724-430-4122
HEALTH SERVICES

A registered nurse with the support and consultation of a physician staffs the Campus Health Office. Available services include health screenings, wellness screenings, wellness programs, free over-the-counter medicines for minor illness/injury, first aid/emergency care, and community agency referrals. Health Service also coordinates the University’s Prematriculation Immunization Requirement (PRI).

Jennifer Anto, campus nurse, jla40@psu.edu
104A Williams Building
Hours: Mon.-Fri., 9:00 a.m. to 4:00 p.m.
Phone: 724-430-4137

THE LEARNING CENTER

Day, evening, and weekend appointments are available. The Learning Center offers tutoring and other academic assistance to all Penn State Fayette students. Tutoring is conducted in a professional, confidential setting and—best of all—the service is FREE.

The Learning Center will try to provide tutors for all subjects, especially English and math, and will make every effort to accommodate your needs. Students can make appointments by stopping by the Learning Center or they can submit a request online at https://eberly.mywconline.com/

Mary Inks Budinsky, Coordinator, The Learning Center
Located in the Williams Building
Hours:
Phone: 724-430-4119
E-mail: tlcfayette@psu.edu

CAREER SERVICES AND INTERNSHIPS

The Career Services Office is the career services and internship center at Penn State Fayette. It offers a number of programs and services to assist students in their career planning, including individual career counseling that can help students explore careers related to various majors and issues related to career planning. Throughout each semester, workshops are offered on resume preparation, interview skills, mock interviewing, and more.

The Career Services Office posts job vacancies on a job board in the center and on the online job search Web site. Another valuable service provided is on-campus recruiting, which offers students the opportunity to discuss job openings with a variety of employers from business, industry and government.

To learn more about Career Services, visit fayettesuccess@psu.edu

Career Services Office, Gina Jones, Coordinator  E-mail: fayettesuccess@psu.edu
Williams Building, Success Center  Phone: 724-430-4123 / 4127
Hours: Mon.-Fri., 8:00 a.m. to 5:00 p.m. and by appointment.
STUDENT CLUBS AND ORGANIZATIONS

Extracurricular activities are a vital part in the educational and developmental process. Penn State Fayette encourages and supports involvement of students in hopes of broadening and enriching their college experience. In addition, students will expand their interests and activities. For more information about clubs and organizations, and to explore any and all clubs that you can join or may be interested in, visit the Student Activities Office, Room 11 Williams Building, or log on to the Web site below for a complete listing:
http://www.fayette.psu.edu/StudentLife/ClubsAndOrganizations/clubs.htm?cn252.

Clubs/Organizations Contact Information

Chad A. Long, Manager of Student Affairs
Student Activities Office, lower level Williams Building
Phone: 724-430-4248
E-mail: cal167@psu.edu

Human Development and Family Studies Association (HDFSA)

The Human Development and Family Studies Association promotes and pursues academic interest in HD FS by means of field trips, lectures, and seminars while providing a forum of discussion among students enrolled in the HD FS program. The HDFSA now has an online forum, so all HDFSA members can keep in touch, keep up-to-date, and keep tabs on activities. All meetings and activities are listed on the web site, and members can participate in live chats, post questions, receive vital information, meeting information, planned activities, and post questions for leaders and other members. You are invited to join the HDFSA. Although many members are HD FS majors, AOJ, LAS, PSY, and EDU majors are also welcome. Simply log into your Web account on ANGEL and look under Groups. Click on the HDFSA link and everything you need is right at your fingertips. To log into ANGEL, either log onto your Web Mail account and click on ANGEL or go directly to the ANGEL Web site at http://cms.psu.edu.
GRADUATE SCHOOL

If you are thinking of attending graduate school, you will want to talk to your faculty adviser and do some initial research into program possibilities. Your faculty adviser is a great resource person who can answer questions about what programs are available and where. The library is another good resource. You might want to look at Peterson’s Guide, which lists graduate schools, and/or the Gourman Report, which rates graduate schools and professional programs. The Web site for Peterson’s is http://www.petersons.com.

You can also search the following Web sites for more information:
http://www.gradschools.com and
http://www.usnews.com (go to education, and then click on graduate school).

HD FS graduates can pursue many kinds of graduate programs. Some students decide to go on to research programs in human development while others apply to law school, clinical or counseling psychology, social work, medical school, and others. Competition for graduate school programs can be intense and excellent grades are essential!

Most graduate school programs require undergraduate students to have at least a 3.0 average. If you plan to attend graduate school, keep those grades high. In addition, get to know one or a few faculty members as well. Volunteer to help on their research, enroll in several of their classes, get involved. Good letters of recommendation from faculty are crucial for entrance into most graduate programs.

You can often finance graduate school by applying for teaching and research assistantships, fellowships, and scholarships. The graduate admission process starts about one year before you plan to begin your graduate studies. Some graduate programs require the Graduate Record Exam (GRE), and other specialized tests such as the Miller Analogies Test (MAT), and the Law School Aptitude Test (LSAT). It is important to learn early about what is needed in the application process. Some of the required entrance tests, such as the GRE, are given only at certain times of the year. Once again, it is important to begin thinking of this process early and to also have continued contact with your faculty adviser and/or your academic adviser.
RECOMMENDATION LETTERS

Letters of recommendation are important for applying for jobs or graduate school. Prospective employers or admissions personnel take them very seriously. Therefore, it is in your best interest to spend some time determining not only who can write you a letter, but who can write you a strong letter of recommendation.

The person who can write a strong letter of recommendation for you is likely:

- Someone with whom you have worked at a job related to the one you are seeking.
- A professor with whom you have had several classes that you have done well in (and ideally be somehow related to the position which you seek).
- An internship site supervisor who had positive feedback for your work at his/her site.
- Someone with whom you did work study.
- A professor with whom you did research or some other intense coursework.

Some Etiquette

1. Always ask the person for permission to list them as a reference. That alerts him/her to the fact that you are in the application process and that s/he may receive a phone call or correspondence about you. It also gives the person the option of declining if s/he feels s/he couldn’t write a letter that would be in your best interest.

2. Try to give the recommender some information about the job or type of degree you are seeking. When the recommender can discuss your specific interests and abilities as they relate to the prospective position it makes for a much stronger letter. Ask the recommender if there is any other information s/he needs in order to write a strong letter of recommendation (a copy of your admission essay, for example).

3. If there is a statement that allows you to waive your right to see the letter, you should sign it. This allows your letter to be taken more seriously by those who are receiving it because it is viewed as more honest and objective. Of course, whoever is writing the letter always has the option to send you a copy if they wish, but we don’t routinely do that.

4. Make sure you give the recommender as much time as possible to respond. Most graduate schools and some employers provide forms to be completed by the recommender. This and/or any other materials should be provided to the recommender with plenty of time to complete and submit the form.

5. Organize any materials you have for your recommender, and make sure the deadline is clearly stated. It is usually a good idea to apply to more than one place, and so you may have more than one set of materials. Make sure the materials are clearly organized so the right materials go to the right place. For example, use separate manila envelopes for each set of materials.

6. HD FS faculty at Fayette will only send letters of recommendation to the individual or institution making the request. In rare circumstances a sealed letter may be given to the student to send in with the rest of his/her materials.
Finally:
Some students are reluctant to ask faculty for recommendations because they don’t want to “bother” them or faculty seem busy. Most faculty (and all HD FS faculty at Fayette) are happy to write letters of recommendation for capable students they have known. It is not an imposition, but is part of the faculty member’s responsibility as well as an excellent opportunity to help good students reach their goals after graduation.

Request for Letter of Recommendation Form

On the next page is a form used by students and faculty at Penn State to request/provide letters of recommendation. According to FERPA, student GPAs or information about grades cannot be provided by faculty without the student’s written permission. The attached form can be used to grant (or not) this permission.
Request for Letter of Recommendation
The Pennsylvania State University

This form may be used by a student to authorize release of non-directory information from his/her education record for purposes of a letter of recommendation, application to an educational institution, etc. For each request, this form should be completed and presented to the individual making the recommendation.

I hereby authorize _____________________________________________________________
Name of Professor or Other University Official or Organization

To:  □ write a letter of recommendation
      □ complete evaluation form (attached)
      □ other (specify) _________________________________________________________

Send to: Name, Employer or Educational Institution: __________________________________
          Street 1: __________________________________
          Street 2: __________________________________
          City/State/Zip: ________________________________

Recipient requires the evaluation by: _______________________________________________

For the purpose of:  □ employment
                      □ admission to an educational institution
                      □ application for scholarship or honorary award
                      □ other (specify) ____________________________________________

I consent to the release of any information from my education record (e.g. grades, GPA) that is deemed appropriate for purposes of the recommendation or evaluation.

Further, I hereby:  □ waive  □ do not waive  my right to see the recommendation at any time in the future.

Student Name: ________________________________  PSU ID: ______________________
              (Print Name)  ________________________________

Student Signature: ________________________________  Date: ______________________

For Office Use Only

Is a disciplinary review required?  □ Yes  □ No
## WHAT EMPLOYERS WANT


<table>
<thead>
<tr>
<th>Attribute</th>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to work in a team</td>
<td>79.8%</td>
</tr>
<tr>
<td>Leadership</td>
<td>77.2%</td>
</tr>
<tr>
<td>Communication skills (written)</td>
<td>75.6%</td>
</tr>
<tr>
<td>Problem-solving skill</td>
<td>74.1%</td>
</tr>
<tr>
<td>Strong work ethic</td>
<td>73.1%</td>
</tr>
<tr>
<td>Analytical/quantitative skills</td>
<td>72.0%</td>
</tr>
<tr>
<td>Communication skills (verbal)</td>
<td>67.4%</td>
</tr>
<tr>
<td>Initiative</td>
<td>65.3%</td>
</tr>
<tr>
<td>Technical skills</td>
<td>61.1%</td>
</tr>
<tr>
<td>Detail-oriented</td>
<td>57.5%</td>
</tr>
<tr>
<td>Flexibility/adaptability</td>
<td>56.0%</td>
</tr>
<tr>
<td>Computer skills</td>
<td>55.4%</td>
</tr>
<tr>
<td>Interpersonal skills (relates well to others)</td>
<td>54.9%</td>
</tr>
<tr>
<td>Organizational ability</td>
<td>50.8%</td>
</tr>
<tr>
<td>Strategic planning skill</td>
<td>29.0%</td>
</tr>
<tr>
<td>Friendly/outgoing personality</td>
<td>29.0%</td>
</tr>
<tr>
<td>Creativity</td>
<td>22.3%</td>
</tr>
<tr>
<td>Entrepreneurial skills/risk-taker</td>
<td>21.8%</td>
</tr>
<tr>
<td>Tactfulness</td>
<td>21.2%</td>
</tr>
</tbody>
</table>
## Figure 37: Influence of attributes

<table>
<thead>
<tr>
<th>Attribute</th>
<th>2012 average influence rating*</th>
<th>2011 average influence rating*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>3.9</td>
<td>4.1</td>
</tr>
<tr>
<td>Has held leadership position</td>
<td>3.9</td>
<td>4.1</td>
</tr>
<tr>
<td>Has been involved in extracurricular activities (clubs, sports, student government, etc.)</td>
<td>3.7</td>
<td>3.8</td>
</tr>
<tr>
<td>High GPA (3.0 or above)</td>
<td>3.6</td>
<td>3.8</td>
</tr>
<tr>
<td>Has done volunteer work</td>
<td>3.1</td>
<td>3.2</td>
</tr>
<tr>
<td>School attended</td>
<td>3.0</td>
<td>3.2</td>
</tr>
</tbody>
</table>

*5-point scale, where 1=No influence at all, 2=Not much influence, 3=Somewhat of an influence, 4=Very much influence, and 5=Extreme influence

## Figure 38: Employers’ hiring preferences relative to experience, by percent of respondents

<table>
<thead>
<tr>
<th>Hiring preference</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>I prefer to hire candidates with relevant work experience</td>
<td>73.7%</td>
<td>72.4%</td>
<td>76.6%</td>
</tr>
<tr>
<td>I prefer to hire candidates with any type of work experience (doesn’t matter if it’s relevant or not, just some type of experience)</td>
<td>17.5%</td>
<td>17.6%</td>
<td>15.9%</td>
</tr>
<tr>
<td>Work experience doesn’t typically factor into my decision when hiring a new college graduate</td>
<td>4.1%</td>
<td>5.3%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Other</td>
<td>4.6%</td>
<td>4.7%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

Reprinted from Job Outlook 2012, with permission of the National Association of Colleges and Employers, copyright holder.
Are Today's Grads Unprofessional?
October 23, 2009

Today's college graduates do not exhibit as much professionalism as their employers expect of them, according to a new study from York College of Pennsylvania.

As part of the small liberal arts college’s effort to rebrand itself as a place where “professionalism” is cultivated, its newly created Center for Professional Excellence commissioned a survey of more than 500 human resources professionals and business leaders to gauge not only what they think “professionalism” means but also how well the recent college graduates they have hired exhibit it.

The results of the survey, released Friday, suggest that colleges need to change how they prepare their students for the working world, particularly by reinforcing soft skills like honoring workplace etiquette and having a positive demeanor.

The survey indicates that “there is a widely held sentiment that not all college graduates are displaying professionalism upon entering the work force.” More than 37 percent of the respondents reported that “less than half of [the recent graduates they have hired] exhibit professionalism in their first year.” The average employer indicated that slightly more than 51 percent of his or her recent hires exhibit “professionalism.”

In clarifying what exactly this means, about 88 percent of the respondents “think of professionalism as being related to a person rather than the position.” To that end, the traits or behaviors mentioned most by the respondents as being characteristic of professional employees were “personal interaction skills, including courtesy and respect”; “the ability to communicate, which includes listening skills”; “a work ethic which includes being motivated and working on a task until it is complete”; and “appearance.”

Similarly, the traits or behaviors most associated by the respondents with “unprofessionalism” included “appearance, which includes attire, tattoos, and piercings”; “poor communication skills including poor grammar”; “poor work ethic”; and “poor attitude.”

To further define the gap between employer expectations and student realities, the study asked respondents “to rate traits according to both their importance when considering a person for a position requiring professionalism and the extent to which they are present in first year college educated employees.” Upon analysis of these on a matrix, the study notes that the quality most prevalent in new college graduates -- “concern about opportunities for advancement” -- matters the least to employers.

Among the traits or behaviors employers value most, and that they believe are most deficient in the recent graduates they have hired, include “accepts personal responsibility for decision and actions,” “is able to act independently,” and “has a clear sense of direction and purpose.” The study notes that colleges need to put a particular focus on imparting these traits to their students.

Still, there is some indication that not everyone surveyed believes the “professionalism” of their recent graduate hires has significantly declined in recent years. More than 53 percent of the respondents reported the percentage of those exhibiting “professionalism” has remained the same over the past five years. Nearly a third, however, indicate that it has taken a nosedive in recent years. The most popular reasons for this grim outlook include “an increased sense of entitlement,” “new cultural values,” and “a changed work ethic.”

David Polk, the professor of behavioral science at York whose research group conducted this survey, said he was unsure how much the responses indicated some sort of “generational phenomenon,” acknowledging the age-old disappointment adults throughout history have often expressed in the younger generation. He noted with
disappointment that the survey failed to ask the ages of those responding. Still, he noted that, generally, those responding were significantly older than the recent graduates they were asked to assess.

“One of the things you’ve got to ask yourself is, are we just a bunch of dinosaurs looking at young people saying, ‘What I’m seeing here is inappropriate,’ ” mused Polk, who made sure to note he was 61. “Are the changes in attitude here generational or are they lifestyle changes? Will you people eventually take on conservative professionalism or have things just changed? We’ll have to do more studies to find out. For instance, the freewheeling baby boomers of the 1960s are the ones who filled out our survey today. We can be sure which it is with just this one study.”

Polk’s students, who have been discussing his research findings in class, are of two minds about what employers are saying about their generation. On one hand, Polk said he has students balk at the notion that certain tattoos or piercings might make them seem “unprofessional.” Conversely, he said nearly all of them admit to having a greater sense of “entitlement.” While Polk said that most students did not think of this as being problematic, he expressed some concern in this attitude.

“We tell our children, ‘You’re all worth something,’ and ‘None of you are losers.’ ” Polk said. “I’ve asked my class, ‘Do you really think you’re all winners in everything?’ I mean, you’ve got to be mediocre in something. This attitude that everyone’s going to play on the team and that everyone is going to be recognized for something is out there. It’s great that people have positive self-esteem, but I can’t help but think that we live in Lake Wobegon [the fictional town of A Prairie Home Companion fame], where every student is ‘above average.’ ”

Despite this, Polk offered a number of suggestions about what colleges can do in the classroom to improve the “professionalism” of their graduates.

“I think if you can get professors to buy into the concept, which is critical, then professors can serve as role models,” Polk said. “For instance, the last thing I would do is wear blue jeans to class. I think that’s unprofessional and not something I’d wear in a position of presumed authority. … Also, some professors will say, ‘Just call me by my first name.’ There’s no way I think that’s proper behavior in my classroom. It creates this wonderfully false impression that professors are less authority figures than they are friends.”

Professors can lead by example in other ways, too, Polk continued.

“Let’s just ignore parents for a second, and let’s call students out on improper behavior in the classroom,” Polk said. “You’ll probably notice from the study, a lot of what people are talking about here is soft skills like attitude, demeanor and respect. As a professor, most of us see our jobs as conveying knowledge and making sure our students comprehend it. I’m not sure how many would respond that it is also their job to help a student develop good behavior. There’s this moral authority that some professors get uncomfortable with. For this to work successfully, when a professor calls out a student’s behavior, the administration should be there to back them up immediately and say, ‘Your behavior is wrong.’ ”

In the meantime, York’s Center for Professional Excellence has gotten in on the act. It will host a number of seminars throughout the academic year with employers talking about expectations of their employees and other workplace issues. Polk said he would like students to be required to attend a certain number of these seminars throughout their college careers. Additionally, he noted he could see the potential for York to create something akin to a general education course focusing on “professionalism.”

“If we can truly embrace this thing, it’ll be a major challenge,” said Polk of York’s effort to rebrand itself. “I can just see me going to faculty and saying to them, ‘Your blue jeans are inappropriate,’ and them telling me where I can go.”

— David Moltz
SECRETARY’S COMMISSION ON ACHIEVING NECESSARY SKILLS (SCANS): FINAL REPORT AVAILABLE

What Work Requires of Schools is the title of the initial SCANS report. This 61 page report defines the five competencies and three-part foundation that constitute the SCANS skills. Single copies are available for $31.50, plus $4 for handling from National Technical Information Service (NTIS), Technology Administration, U.S. Department of Commerce, Springfield, VA 22161, 1-800-553-6847. NTIS Order Number: PB92-146711INZ. This product may also be ordered by fax at (703) 321-8547, or by e-mail at orders@ntis.fedworld.gov

The SCANS Skills and Competencies: an Overview

The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the skills our young people need to succeed in the world of work. The Commission's fundamental purpose is to encourage a high-performance economy characterized by high-skill, high-wage employment.

The primary objective is to help teachers understand how curriculum and instruction must change to enable students to develop those high performance skills needed to succeed in the high performance workplace.

SCANS has focused on one important aspect of schooling: what they called "learning a living" system. In 1991, they issued their initial report, What Work Requires of Schools. As outlined in that report, a high-performance workplace requires workers who have a solid foundation in the basic literacy and computational skills, in the thinking skills necessary to put knowledge to work, and in the personal qualities that make workers dedicated and trustworthy.

High-performance workplaces also require other competencies: the ability to manage resources, to work amicably and productively with others, to acquire and use information, to master complex systems, and to work with a variety of technologies.

This document outlines both these "fundamental skills" and "workplace competencies"

A Three-Part Foundation

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- A. Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B. Writing--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- C. Arithmetic/Mathematics--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- D. Listening--receives, interprets, and responds to verbal messages and other cues
- E. Speaking--organizes ideas and communicates orally
Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- A. Creative Thinking--generates new ideas
- B. Decision Making--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C. Problem Solving--recognizes problems and devises and implements plan of action
- D. Seeing Things in the Mind's Eye--organizes, and processes symbols, pictures, graphs, objects, and other information
- E. Knowing How to Learn--uses efficient learning techniques to acquire and apply new knowledge and skills
- F. Reasoning--discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

- A. Responsibility--exerts a high level of effort and perseveres towards goal attainment
- B. Self-Esteem--believes in own self-worth and maintains a positive view of self
- C. Sociability--demonstrates understanding, friendliness, adaptability, empathy, and
- D. Self-Management--assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- E. Integrity/Honesty--chooses ethical courses of action

Five Workplace Competencies

Resources:

Identifies, organizes, plans, and allocates resources

- A. Time--Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- B. Money--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C. Material and Facilities--Acquires, stores, allocates, and uses materials or space efficiently
- D. Human Resources--Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal:

Works with others

- A. Participates as Member of a Team--contributes to group effort
- B. Teaches Others New Skills
- C. Serves Clients/Customers--works to satisfy customers' expectations
- D. Exercises Leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. Negotiates--works toward agreements involving exchange of resources, resolves divergent interests
- F. Works with Diversity--works well with men and women from diverse backgrounds
Information:

Acquires and uses information

- **A. Acquires and Evaluates Information**
- **B. Organizes and Maintains Information**
- **C. Interprets and Communicates Information**
- **D. Uses Computers to Process Information**

Systems:

Understands complex inter-relationships

- **A. Understands Systems**—knows how social, organizational, and technological systems work and operates effectively with them
- **B. Monitors and Corrects Performance**—distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions
- **C. Improves or Designs Systems**—suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology:

Works with a variety of technologies

- **A. Selects Technology**—chooses procedures, tools or equipment including computers and related technologies
- **B. Applies Technology to Task**—Understands overall intent and proper procedures for setup and operation of equipment
- **C. Maintains and Troubleshoots Equipment**—Prevents, identifies, or solves problems with equipment, including computers and other technologies

Glossary of Terms

**Basic Skills**

**Reading:** Locates, understands, and interprets written information in prose and documents—including manuals, graphs, and schedules—to perform tasks; learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications; infers or locates the meaning of unknown or technical vocabulary; and judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.

**Writing:** Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts; uses language, style, organization, and format appropriate to the subject matter, purpose, and audience. Includes supporting documentation and attends to level of detail; checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.
**Arithmetic:** Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator; and uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.

**Mathematics:** Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.

**Listening:** Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend; to learn; to critically evaluate; to appreciate; or to support the speaker.

**Speaking:** Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion, and group presentations; selects an appropriate medium for conveying a message; uses verbal languages and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion; speaks clearly and communicates message; understands and responds to listener feedback; and asks questions when needed.

**Thinking Skills**

**Creative Thinking:** Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.

**Decision Making:** Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives.

**Problem Solving:** Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be), identifies possible reasons for the discrepancy, and devises and implements a plan of action to resolve it. Evaluates and monitors progress, and revises plan as indicated by findings.

**Seeing Things in the Mind's Eye:** Organizes and processes symbols, pictures, graphs, objects or other information; for example, see a building from blueprint, a system's operation from schematics, the flow of work activities from narrative descriptions, or the taste of food from reading a recipe.

**Knowing How to Learn:** Recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations. Involves being aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (note taking or clustering items that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

**Reasoning:** Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem. For example, uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or written text; applies rules and principles to a new situation, or determines which conclusions are correct when given a set of facts and a set of conclusions.
Personal Qualities

Responsibility: Exerts a high level of effort and perseverance towards goal attainment. Works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well, and displaying a high level concentration even when assigned an unpleasant task. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

Self-Esteem: Believes in own self-worth and maintains a positive view of self; demonstrates knowledge of own skills and abilities; is aware of impact on others; and knows own emotional capacity and needs and how to address them.

Sociability: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

Self-Management: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and nondefensively; is a "self-starter."

Integrity/Honesty: Can be trusted. Recognizes when faced with making a decision or exhibiting behavior that may break with commonly-held personal or societal values; understands the impact of violating these beliefs and codes on an organizations, self, and others; and chooses an ethical course of action.

IMPORTANT RELEASE OF INFORMATION STATEMENT (copied from p. 15):

As faculty, we firmly believe that an important part of our job is to monitor student progress. Therefore, we meet with each other each semester to discuss student progress. We may share information about students that is relevant to student academic progress or success in the program. No information will be shared with anyone outside of the HD FS faculty. Personal student information that is not relevant to academic progress will not be shared.

Place Your Initials Here to indicate that you have read this statement: ________________

Penn State Fayette, The Eberly Campus
Department of Human Development and Family Studies

Student Acknowledgement

As an HDFS Student at Penn State Fayette, The Eberly Campus, I acknowledge receipt of this Handbook and its contents, and I understand the Important Release of Information Statement (above).

Signed: ____________________________ Date: ______________

Student Name: ____________________________ Student ID#: ______________
Shakespeare said:

“All the world’s a stage,
And all the men and women merely players;
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages. At first the infant,
Mewling and puking in the nurse’s arms;
And then the whining school-boy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress’ eyebrow. Then a soldier,
Full of strange oaths, and bearded like the pard,
Jealous in honour, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon’s mouth. And then the justice,
In fair round belly with good capon lin’d,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slipper’d pantaloon,
With spectacles on nose and pouch on side;
His youthful hose, well sav’d, a world too wide
For his shrunk shank; and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion;
Sans teeth, sans eyes, sans taste, sans everything.”

— Jaques (Act II, Scene VII, lines 139-166)

… and at the end of the poem *Ulysses*,
Alfred, Lord Tennyson said:

Death closes all: but something ere the end,
Some work of noble note, may yet be done,
Not unbecoming men that strove with Gods.
The lights begin to twinkle from the rocks:
The long day wanes: the slow moon climbs:
the deep
Moans round with many voices. Come, my friends,

’T is not too late to seek a newer world.
Push off, and sitting well in order smite
The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die.
It may be that the gulfs will wash us down:
It may be we shall touch the Happy Isles,
And see the great Achilles, whom we knew.
Tho’ much is taken, much abides; and tho’
We are not now that strength which in old days
Moved earth and heaven, that which we are,
we are;
One equal temper of heroic hearts,
Made weak by time and fate, but strong in will
To strive, to seek, to find, and not to yield.

- Alfred Lord Tennyson
Department of Human Development and Family Studies
Penn State Fayette, The Eberly Campus
2201 University Drive
Lemont Furnace, Pennsylvania 15456

This publication is available in alternative media on request.

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination and harassment against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, gender identity, or veteran status. Discrimination or harassment against faculty, staff, or students will not be tolerated at The Pennsylvania State University. Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Director, The Pennsylvania State University, 328 Boucke Building, University Park, PA 16802-5901; Tel 814-865-4700/V, 814-863-1150/TTY. U.Ed. FEO 10-017