Human Development and Family Science (HDF) Professional Course Grade Benchmarks, and
Pre-Requisites for HDF 200 Level Courses
(**Policy in Effect Beginning with Incoming Students Under 2022 2023 Catalog Year**)

This document has been developed to inform HDF Majors about the course benchmarks for
HDF professional courses, and the pre-requisites for HDF 200 level courses. We also offer
information about the expected timing and sequence for completion of the program's 200 level
professional courses.

There are 15 credits of upper level HDF Professional Courses required:

- 3 Approved 3 credit HDF 200 level seminar courses
- 6 credits HDF 290: 2 3 credit semesters of the HDF Senior Capstone Internship course

NOTE: HDF 290 is a variable credit course but HDF Majors are required to take the first three
credits in the Fall of senior year and the second three credits in the Spring of senior year.
Students may at times be allowed to take additional credits of this course.

I.   HDF Professional Courses: Benchmarks

Students are required to earn a grade of "C" or higher in all HDF Professional Courses. This
includes courses at the introductory, intermediate, and advanced levels.

II.   Seminar Courses

A. Program Benchmarks and Course Pre-Requisites[1]

- Junior standing
- All pre-requisite courses successfully completed with a final grade of "C" or higher
    o HDF 001, HDF 5, HDF 65, HDF 060, HDF 161, HDF 189
- Successful completion of the HDF Program's Research Methods General Education
  requirement

B. When to Expect/Plan to Take These Seminars

Upper level seminar courses may be taken by HDF majors beginning first semester of Junior
year provided all pre-requisite courses have been completed and benchmarks have been met.

- If a student in Junior year is eligible, we advise taking one seminar course during the fall
  or spring of Junior year, and one each in the fall and spring of Senior year. Students may
  also complete additional seminar courses if they wish, and if space allows.

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[1] While students may be able to register for a 200-level seminar, students not meeting the pre-requisites and
benchmarks specified above will be disenrolled from the course.

- If a student needs to wait until Senior year to begin the upper level seminar courses, we recommend the student enroll in one seminar in the fall, and the other two in the spring. This provides the student the opportunity to learn the expectations of seminar courses and also to have a lighter 200-level load while enrolled in the first semester of the Internship course.

III.   HDF 290 6 Credit Capstone Internship Course for Majors

The HDF Program Faculty are committed to ensuring that the student and the sponsoring internship site have a positive experience working together, and that student learning is placed at the center of the experience (at least for 2/3 of the time in the field even while the student's work meets some organizational needs (no more than 1/3 of the student's time is to be spent in activities that solely meet organizational needs and are not also learning and professional development opportunities).

The HDF Program Faculty also are committed to ensuring that students enroll in HDF 290 prepared to take on the academic challenges of the course where both HDF knowledge and the HDF and college skills introduced and developed in prior courses are called upon and further extended.

For these reasons, the following pre-requisites and benchmarks must be met before permission will be given to a student to enroll in HDF 290 for the first three credits. Additional benchmarks must be met for the student to remain enrolled in the first three credit course.

A. <u>Course Pre-Requisites and Program Benchmarks</u>

- Senior Standing
- All pre-requisite courses successfully completed with a final grade of "C" or higher
    o   HDF 001, HDF 5, HDF 65, HDF 060, HDF 101, HDF 141, HDF 161, HDF 189
- Successful completion of the HDF Program's Research Methods General Education requirement
- Be in good academic standing.
- Have an overall GPA of 2.0 or higher and an HDF specific GPA of 2.5 or higher.
- Have no prior UVM Code of Conduct violations nor pending conduct cases.
- Have a record of completing work in a timely manner and responsibly following through on commitments (e.g., keeping appointments with faculty, participating appropriately in peer group work assigned in classes) in prior courses, a record that is predictive of success in HDF 290, and of being a responsible intern.
- Attend an informational session or make alternative arrangements with the Instructor of Record to learn about the course requirements and expectations.

Provided the above pre-requisites and benchmarks are met, the HDF Program Faculty will grant permission for the student to enroll in the course, and the Instructor of Record will complete the necessary overrides.

B. Cases Where Pre-requisites and Benchmarks are Not Fully Met

Students may submit an explanatory note to Program Faculty and make a request for an override despite not having met all the pre-requisites and benchmarks. Program Faculty will review the student's note and overall situation and determine the most appropriate course of action.

C. Maintaining Enrollment

Once students receive permission to enroll in HDF 290, there are additional steps students must take and deadlines they must meet to maintain enrollment for the first three credits of the course. These are:

- Secure an appropriate and approved internship with an appropriate and approved supervisor by the end of the first week of classes in the first semester of the internship course.
- Begin regular internship hours no later than the end of the second week of classes.
- Complete an acceptable contract documenting service and learning goals that is approved of and signed by the student, the Internship Supervisor, and the Instructor of Record, no later than the end of the third week of the semester.
- Remain in good standing as an intern and be allowed to complete the internship as originally planned. This refers to not losing an internship placement because of issues that arise that are primarily the fault of the intern (e.g., not showing up; inappropriate behavior, etc.).

D. When to Expect and Plan to Take HDF 290

HDF Majors are required to take HDF 290 for six credits total, and to do this by taking the first three credits in the Fall of senior year, and the second three credits in the Spring of senior year.

While the course # is the same (HDF 290), each semester is a different course, and the Fall semester serves as the basis for the Spring semester.

Successful completion of the first three credits of HDF 290 is a pre-requisite for enrollment in the second three credits of HDF 290.

- EXCEPTIONS TO THE TWO-SEMESTER CAPSTONE COURSE SEQUENCE: The HDF Program Faculty rarely grant exceptions to this two-semester capstone course sequence. Please plan accordingly. If you wish to request an exception, please review the document, "Internship Alternative Completion Permission Policy."

Students are expected to remain at the same placement for both semesters.

- EXCEPTIONS TO STAYING IN THE SAME PLACEMENT ACROSS BOTH SEMESTERS: At times extenuating circumstances warrant a change in placement, at times from one semester to another and more infrequently, during one semester. Such extenuating circumstances include, for example, if a supervisor leaves and there is no one else at the placement site able or appropriate to take on the student intern, if the internship is not providing sufficient learning and development opportunities, or if the placement is problematic for other reasons beyond the student's control. Such circumstances should be brought to the HDF 290 course instructor's attention, along with any requests for a change in placement, as soon as possible. Every effort will be made to work with the student to find an alternative placement so that the course may be successfully completed. Some additional work (background reading, for example) may be required if the new placement is in a substantially different area in terms of the population a student is working with and/or in terms of the developmental challenge or social issue the student's organization works to address.