The Family and Human Services (FHS) major prepares professionals to meet the challenges of working with children, adults, families and communities. Families and communities are critical contexts where personal growth and development occur. The Family and Human Services major emphasizes this broad context by preparing professionals for roles that assist children, youth, adults, and families with life-long learning, support, and services in community, school, and other settings. The FHS major prepares students to work with diverse individuals and families through a variety of roles and organizations.

Through course work, supervision, and field experiences, FHS students build a foundation in professional communication and collaboration, social policy for children and families, and creative approaches to solving problems and making effective decisions. As part of this early preparation, the FHS major helps students understand what such common but ambiguous terms as “family” and “social system” actually mean in today’s cultures. More advanced preparation and skill development focuses on specialized areas important to working with diverse individuals, families, and human service agencies.

CAREER OPPORTUNITIES

Graduates of the FHS major typically are employed in a variety of community services and governmental agencies or pursue graduate work in related disciplines. FHS graduates have been employed in the following professional settings, as well as others:

- Agency Management and Leadership
- Case Management
- Child Abuse Prevention
- Child Protection
- Disability/Accessibility Services
- Drug and Alcohol Treatment/Intervention
- Early Intervention
- Family Support
- Mental Health Support/Intervention
- Parole and Probation
- Recreation
- Social Welfare
- Special Education
- Youth Services

FHS graduates have engaged in graduate work in the following areas, as well as others:

- Counseling and Psychology
- Early Intervention
- Family and Human Services
- Family Therapy
- Public Health
- Public Policy
- Social Work
- Special Education
- Teacher Education

Please refer to the FHS-ECE website for information on the Early Childhood Emphasis option in the FHS major:
https://education.uoregon.edu/family-and-human-services/fhs-early-childhood-emphasis

FHS Information and Advising Handout

Revised June 2015
FHS Information and Advising
PROGRAM CHARACTERISTICS

Philosophy
The Family and Human Services major emphasizes the ways in which social services and education are interrelated. The major focuses on developing a seamless system of community care for children and families.

Cohort Model
The student cohort is typically diverse on a number of dimensions including race, ethnicity, gender and gender identity, national origin, age, religion, relationship status, disability, veteran status, sexual orientation, and other considerations not directly and substantively related to students’ effective academic performance. Students are admitted as a group and proceed through the major in a prescribed sequence. This means that the cohort takes the same courses together at the same time in sequence in the two years following admission to the major.

We use the cohort model for three reasons. First, individuals in social agencies and schools are increasingly being asked to work as team members. The cohort model emphasizes this collaborative approach. Second, the cohort model provides a strong social support system for students as they move through the program. Third, the cohort provides a strong professional network for students as they pursue employment and advanced study following graduation.

Advising
Each enrolled University of Oregon student is assigned an official advisor upon entry into a program. All admitted FHS majors must meet with the Academic Advisor on a regular basis. The purpose of the advising sessions is to discuss academic and career goals, to review academic progress, and to plan classes for the following term. Transfer students are encouraged to meet with their advisor early to work out the specific details of their transition to University of Oregon.

Pre-FHS Advisor Christi Boyter: 541-346-2476, cboyter@uoregon.edu, 351 HEDCO
FHS Advisor Randy Martin: 541-346-1583, rmartin@uoregon.edu, 364 HEDCO

International Study and Service Experiences
Students may study abroad or engage in international service and learning prior to admission to the FHS program. Once in the FHS program, the best time for international experiences is during the summer between the first (FHS junior) and second (FHS senior) years of the program. Some students may be able to study abroad or engage in international service and learning experiences during one or two terms in their second year in FHS. Any international experience can extend the student’s graduation beyond the typical 5-6 terms it takes to complete the FHS major. The university and FHS offer a variety of international experiences, including faculty-led trips and alternative break-style experiences. Students should discuss these options with their FHS advisor.

COURSEWORK
The Family and Human Services (FHS) major requires coursework in five categories: 1) Bachelor’s degree requirements, 2) FHS pre-admit core coursework, 3) Admitted FHS major coursework, 4) Field studies and professional issues and practices coursework, and 5) FHS prevention sequence coursework. We also offer a variety of optional topical workshops and classes.

Bachelor’s Degree Requirements
Bachelor’s degree requirements are usually completed by the end of the sophomore year and serve as the liberal arts prerequisites to sound professional study and practice. Consult the University of Oregon Undergraduate and Graduate Catalog for all requirements, including Bachelor of Arts or Bachelor of Science, Bachelor of Education, group, multicultural, total number of credits needed to graduate, number of upper-division credits, etc.: http://uocatalog.uoregon.edu/
Pre-Admit Core Courses
The pre-admit core courses are typically taken in the freshman and sophomore years. These courses equip students with a working knowledge about current issues and problems in human services, society and education; foundations in the field and profession of human services; diversity in human services; and foundations in education (optional). Almost all 300 and 400 level courses are restricted to majors. Transfer students are encouraged to take these pre-admit courses prior to applying to the program through the dual-enrollment or Community Education programs. If this is not possible, course equivalency exceptions may be granted.

Admitted Major Professional Coursework
FHS students build a professional foundation through coursework and field experiences working with diverse populations; child and adolescent development; healthy families; professional communication and collaboration; policy and organizational issues in human services; intervention strategies for children, youth, adults, and families; professional ethics; and research and evaluation of the profession and practices in human services.

Field Studies, Professional Issues, and Supervision Coursework
Professional issues and field studies in FHS include professional issues and practices courses, supervision, and field-centered experiences. Majors enroll in several field study placements across their two years in the program (typically three placements during their junior year and one during their senior year). In addition, majors formulate, propose, and present a senior project at the end of their senior year.

Prevention Sequence Coursework
These courses build a foundation in prevention and intervention issues in human services. FHS students are required to take 7-8 credits of prevention coursework. Two FHS courses cover topics related to prevention of youth violence (FHS 482/582) and prevention of interpersonal violence (FHS 483/583). Students must take at least one of these 4-credit FHS courses. The remaining credits may come from a combination of courses offered by other programs such as SAPP and CPSY. Please discuss your options with your advisor.

For More Information:

CALL OUR OFFICE:
(541) 346-2143

VISIT OUR WEBSITE:
http://education.uoregon.edu/program/family-and-human-services

WRITE US:
Family and Human Services Program
College of Education
5251 University of Oregon
Eugene, OR 97403-5251

STOP BY OUR OFFICE:
341 HEDCO (1655 Alder St.)

FIND US ON FACEBOOK:
https://www.facebook.com/UOFHS
ADMISSIONS

Students are admitted to the College of Education’s Family and Human Services major on a competitive basis. The major has restricted enrollment; therefore, not all students who meet the minimum requirements are admitted. Transfer students should talk with an advisor in the FHS or Student Academic Services Offices about the transfer process.

<table>
<thead>
<tr>
<th>Program</th>
<th>Applications are available</th>
<th>Applications are due</th>
<th>Admission begins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family and Human Services</td>
<td>Mid October in 341 HEDCO</td>
<td>January 15, 2016</td>
<td>Fall 2016</td>
</tr>
</tbody>
</table>

All applicants of the Family and Human Services Program must:

1. Complete 50-55 quarter credits by the time of application with a cumulative GPA of 2.5 and demonstrate satisfactory progress toward completion of general university requirements to include the following:

   - WR 121 College Composition I (or equivalent) 4 credits
   - WR 122 or 123 College Composition II or III (or equivalent) 4 credits
   - Group I: Arts & Letters 8 credits of the required 16
   - Group II: Social Science 8 credits of the required 16
   - Group III: Science 8 credits of the required 16

2. Demonstrate competence in FHS pre-admit core courses. It is advantageous to have all three pre-admit core courses done by the time the application is due. Not all applicants may be able to meet this condition. Applicants can be admitted without having the pre-admit core courses complete. Ultimately, the missing pre-admit core course(s) will be completed during the student’s time in the program. The courses must be taken graded and passed with a minimum GPA of 2.75. Please note that pass/no pass credit is not allowed in the courses used for this major. These 12 credits will be counted as part of the required 50-55 quarter credits indicated above.

   - FHS 213 Child/Family Issues and Problems* 4 credits
   - FHS 215 Exploring Family and Human Services* 4 credits
   - FHS 216 Diversity in Human Services* 4 credits

* These courses are requirements of the FHS major and all FHS students must complete all 3.

Note for transfer students: Some transfer students may enroll at UO through dual-enrollment procedures: http://admissions.uoregon.edu/freshmen/dualenrollment or through the UO Community Education program: http://cep.uoregon.edu/. If this is not possible, course equivalency exceptions may be granted for transfer students. For questions about course equivalencies for the pre-admit courses, required in-program courses or exceptions to admissions requirements, contact Randy Martin, FHS advisor, 541-346-1583, rmartin@uoregon.edu.

3. Demonstrate potential as evidenced by two letters of recommendation. One letter must be an academic reference from a college/university instructor or graduate teaching fellow (GTF). One letter must be a character reference from an employer or supervisor who can address your skills and potential for future work in human services. We will not accept letters from friends or family members. We recommend that the applicant has letters sent to his/her home and includes them unopened with the application.

4. Complete the College of Education FHS major application. The application can be found on our website, http://education.uoregon.edu/program/family-and-human-services, or in the FHS office, 341 HEDCO.
5. Supply official transcripts of all college/university work, including the University of Oregon. Applicants must make requests to other institutions early so that they will receive copies of official transcripts long before the January application deadline – we will not have access to official transcripts submitted to the University Admissions Office. It is best to order UO transcripts in December so they include Fall grades. It is always a good idea for the applicant to order 2-3 copies for him/herself so he/she has them on hand for future needs. We recommend that the applicant has transcripts sent to his/her home and includes them unopened with the application.

6. Also considered in the selection process are qualities that reflect an individual's ability to make unusually strong contributions to the field of human service. Such qualities include unique work or service experience, leadership potential, demonstrated ability to work with diverse populations, and maturity. Because enrollment in the FHS major is limited, not all students who meet minimum admission standards will be accepted.

7. Applicants advanced past the written file review are invited for a group interview. Interviews are approximately 55 minutes in length and are typically conducted by two faculty members or other staff. The purpose of the interview is to:
   • assess applicants’ communication skills (listening and verbal communication);
   • provide students with an opportunity to demonstrate strengths in a different way from the written file;
   • assess satisfactory matches between the applicants and the program;
   • provide students with an opportunity to meet faculty and staff and ask questions.

The following areas are among the topics applicants may be asked to discuss during the interview:
   • personal qualities, skills and experiences;
   • populations with whom they are interested in working;
   • significant educational or social issues;
   • how the major will prepare them for their career goal;
   • scenarios dealing with ethical behavior, group collaboration, and self help and resource development;
   • issues, perspectives and practices in the areas of diversity and multiculturalism.

After the applications are received and interviews are completed, the FHS admissions committee reviews this material and selects the incoming group of FHS majors.

Students who apply in January 2016 will be notified by email about their admission status in April 2016.

There are no exceptions or extensions to the application deadline.

Please note: Those accepted will be required to pass a FBI background check and a University of Oregon conduct check (where applicable) in order to be fully admitted into the FHS program.
## Important Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Office Location</th>
<th>E-mail Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS Co-Director</td>
<td></td>
<td><a href="mailto:kerewsky@uoregon.edu">kerewsky@uoregon.edu</a></td>
<td>346-2429</td>
</tr>
<tr>
<td>FHS Co-Director &amp; FHS-ECE Coordinator</td>
<td></td>
<td><a href="mailto:kmoxley@uoregon.edu">kmoxley@uoregon.edu</a></td>
<td>346-5143</td>
</tr>
<tr>
<td>FHS Assistant Director &amp; Field Placement Coordinator</td>
<td></td>
<td><a href="mailto:kewarren@uoregon.edu">kewarren@uoregon.edu</a></td>
<td>346-1570</td>
</tr>
<tr>
<td>FHS Academic Advisor</td>
<td></td>
<td><a href="mailto:rmartin@uoregon.edu">rmartin@uoregon.edu</a></td>
<td>346-1583</td>
</tr>
<tr>
<td>Pre-FHS &amp; FHS-ECE Academic Advisor</td>
<td></td>
<td><a href="mailto:cboytar@uoregon.edu">cboytar@uoregon.edu</a></td>
<td>346-2476</td>
</tr>
<tr>
<td>FHS Student Services Coordinator</td>
<td></td>
<td><a href="mailto:kristinh@uoregon.edu">kristinh@uoregon.edu</a></td>
<td>346-2143</td>
</tr>
<tr>
<td>Service-Learning Program Director</td>
<td></td>
<td><a href="mailto:servicelearning@uoregon.edu">servicelearning@uoregon.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:deannacb@uoregon.edu">deannacb@uoregon.edu</a></td>
<td>346-8285</td>
</tr>
</tbody>
</table>
# Family and Human Services Program Course Requirements

**Effective Fall 2015**

## Family and Human Services Pre-Admit Core Courses
- FHS 213 Child/Family Issues and Problems * 4 credits
- FHS 215 Exploring Family and Human Services** 4 credits
- FHS 216 Diversity in Human Services* 4 credits

**12 credits total**

## Family and Human Services Professional Courses (Admitted Majors Only)
- FHS 327 Organizational Issues in Human Services 4 credits
- FHS 328 Family Systems: Research and Theory 4 credits
- FHS 329 Youth Psychopathology in Context 4 credits
- FHS 330 Individual/Group Interventions I 4 credits
- FHS 331 Individual/Group Interventions II 3 credits
- FHS 420 Research in Human Services 4 credits

**23 credits total**

## Field Studies and Professional Practice Coursework (Admitted Majors Only)
- FHS 406/406/406 Field Studies Beginning I/II/III *** 9 credits
- FHS 407 Jr./Sr. Supervision Issues**** 5 credits
- FHS 491/492/493 Jr. Professional Practices 9 credits
- FHS 406/406 Field Studies Advanced I/II *** 8 credits
- FHS 494/495 Sr. Professional Practices 6 credits

**37 credits total**

## Senior Project Coursework (Admitted Majors Only)
- FHS 496 Sr. Project Proposal 1 credit
- FHS 497 Senior Project 2 credits

**3 credits total**

## Prevention Sequence Coursework (2 of 3 required)
- FHS 482 Prevention of Youth Violence 4 credits
- FHS 483 Prevention of Interpersonal Violence 4 credits
- 3-4 credits of SAPP, CPSY or other relevant coursework

**7-8 credits total**

## OPTIONAL COURSES: Topical Workshops, Experimental & Online Early Childhood Education (ECE) Courses
- FHS 408 Workshops: Varied topics***** 1-4 credits each
- FHS 410 Experimental Courses: Varied topics***** 1-4 credits each
- FHS 430 Foundations in ECE & Human Services 3 credits, Fall
- FHS 320 Instructional Methods in ECE I (Best practices in ECE) 1 credits, Fall
- FHS 410 Inclusive Environments in ECE I (IDEA laws & policy) 2 credits, Fall
- FHS 410 Curriculum in ECE & Human Services 3 credits, Winter
- FHS 410 Instructional Methods in ECE II (Language & Literacy) 1 credit, Winter
- FHS 410 Inclusive Environments in ECE II (Strategies for inclusion) 2 credits, Winter
- FHS 410 Assessment in ECE & Human Services 3 credits, Spring
- FHS 410 Instructional Methods in ECE III (Math & Social/Emotional Strategies) 1 credit, Spring

**82-83 total credits in Major**

### NOTES:
- * FHS 213 and/or FHS 216 must be taken by Summer 2017 by those who did not take them prior to admission to the FHS program.
- **FHS 215 must be taken Fall 2016 by all new admits who did not take it prior to admission to the FHS program. These students will then hold off taking FHS 328 until Summer or Fall 2017. See Randy Martin (Advisor) for details.
- ***Participation in supervised activities in public and private human services agencies and organizations. There are three junior field study experiences, typically at three different agencies, and two terms of senior placement at the same agency.
- ****FHS 407 is a one credit Supervision Issues course which is a co-requisite to FHS 406.
- *****FHS 408s and 410s are variable credit, topical courses (not currently required for majors unless counted towards prevention sequence).
# FHS Major Year at a Glance for Fall 2016 Admits

**For the 2018 Graduating Cohort**

<table>
<thead>
<tr>
<th>Fall 2016</th>
<th>Winter 2017</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 328 (04)</td>
<td>FHS 331 (03)</td>
<td>FHS 216 and/or FHS 329 (04)</td>
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<tr>
<td>FHS 330 (04)</td>
<td>FHS 406 (03)</td>
<td>FHS 213 (04)***</td>
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<tr>
<td>FHS 406 (03)</td>
<td>FHS 407 (01)**</td>
<td>FHS 406 (03)</td>
</tr>
<tr>
<td>FHS 407 (01)**</td>
<td>FHS 420 (04)</td>
<td>FHS 407 (01)**</td>
</tr>
<tr>
<td>FHS 491 (03)</td>
<td>FHS 492 (03)</td>
<td>FHS 493 (03)</td>
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<tr>
<td>FHS 215 (04)*</td>
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</table>

<table>
<thead>
<tr>
<th>Fall 2017</th>
<th>Winter 2018</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 327 (04)</td>
<td>FHS 406 (03)</td>
<td>FHS 406 (02)</td>
</tr>
<tr>
<td>FHS 406 (03)</td>
<td>FHS 407 (01)**</td>
<td>FHS 407 (01)**</td>
</tr>
<tr>
<td>FHS 407 (01)**</td>
<td>FHS 482 (04)</td>
<td>FHS 483 (04)</td>
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<tr>
<td>FHS 494 (03)</td>
<td>FHS 495 (03)</td>
<td>FHS 497 (02)*****</td>
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<tr>
<td>FHS 496 (01)****</td>
<td>FHS 496 (01)**** or 497 (02)****</td>
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**NOTES:**

*FHS 215 will be taken Fall 2016 by all new admits who have not completed it prior to admission to the FHS program. These students will then hold off taking FHS 328 until Summer or Fall 2017. See Randy Martin (Advisor) for details.  
**FHS 407 is a one credit Supervision Issues course which is a co-requisite to FHS 406.  
*** FHS 216, and/or FHS 213 will be taken by all who have not taken them prior to Spring 2017.  
****FHS 496 only needs to be taken once, prior to the term when the student presents his/her Senior Project.  
*****FHS 497 only needs to be taken once, in the term the student actually presents his/her Senior Project.