HUMAN DEVELOPMENT AND FAMILY STUDIES, B.A.ED.

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Human Development and Family Studies (HDFS) is a pre-professional major for undergraduate students interested in careers that will improve the lives of children and families across the variety of contexts and cultures in which families live, learn, and work. These careers are called “helping professions” and might include education, public health, social work, health services, business services, counseling services, and more. This program results in a bachelor of arts degree in education.

The HDFS program does not result in teaching licensure but may be used to apply to a teaching license program at the postbaccalaureate or graduate level.

Admission (http://catalog.unc.edu/undergraduate/schools-college/education/#admissiontext) to the program is required. Students can apply as soon as they have the required 2.75 grade point average. Admitted students are required to maintain a 3.0 grade point average in the courses for the HDFS major.

Students are subject to the requirements in place when they are admitted to the School of Education; consequently, the requirements for approved programs described in this catalog particularly apply to students admitted to the school during the 2017–2018 academic year.

Department Programs

Major

• Human Development and Family Studies, B.A.Ed. (p. 1)

Minor

• Education Minor (http://catalog.unc.edu/undergraduate/programs-study/education-minor)

Student Learning Outcomes

Upon completion of the human development and family studies program, students should be able to:

• Plan, implement, and assess instruction based on pedagogy appropriate to the content and grade level
• Demonstrate the requisite instructional skills to be successful beginning teachers
• Demonstrate leadership and collaboration through synthesis of school-based data and formulation of a school reform project

Requirements

In addition to the program requirements listed below, students must

• attain a final cumulative GPA of at least 2.0
• complete a minimum of 45 academic credit hours earned from UNC-Chapel Hill courses
• take at least half of their major course requirements (courses and credit hours) at UNC-Chapel Hill
• earn a minimum of 18 hours of C or better in the major core requirements (some majors require 21 hours).

For more information, please consult the degree requirements section of the catalog (http://catalog.unc.edu/undergraduate/education-curriculum-degree-requirements/#degreerequirementstext).

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 181</td>
<td>Introduction to Human Development and Family Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 401</td>
<td>Introduction to Early Childhood Development: Birth to Eight</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 532</td>
<td>Introduction to Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 403</td>
<td>Families, Schools, and Community Services</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 410</td>
<td>Promotive Youth Services in Community and School Environments</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 408</td>
<td>Research Methods in Human Development (must be taken prior to EDUC 583)</td>
<td>3</td>
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</tbody>
</table>

Three EDUC courses chosen from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDUC/SPHS 400</td>
<td>Autism in Our Communities: An Interdisciplinary Perspective</td>
</tr>
<tr>
<td>EDUC 504</td>
<td>Learning in the Modern World</td>
</tr>
<tr>
<td>EDUC 505</td>
<td>Leadership in Educational/Nonprofit Settings</td>
</tr>
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<td>EDUC 506</td>
<td>Politics, Policymaking, and America’s Schools</td>
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<tr>
<td>EDUC 508</td>
<td>Equity, Leadership, and You</td>
</tr>
<tr>
<td>EDUC 509</td>
<td>Helping Youth Thrive in K-12 Schools</td>
</tr>
<tr>
<td>EDUC 510</td>
<td>Mexican American and Chicana/o Experience in Education</td>
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<tr>
<td>EDUC 511</td>
<td>Politics of Reading</td>
</tr>
<tr>
<td>EDUC 521</td>
<td>Schools, Cultures, and Communities I: Youth</td>
</tr>
<tr>
<td>EDUC 522</td>
<td>Schools, Cultures, and Communities II: Schools</td>
</tr>
<tr>
<td>EDUC 524</td>
<td>Learning on the Edge: Theories of Experiential Education</td>
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<tr>
<td>EDUC 525</td>
<td>Human Abilities and Online Learning</td>
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<td>Course</td>
<td>Title</td>
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<tr>
<td>EDUC 526</td>
<td>Ethics and Education: From Global Problems to Classroom Dilemmas</td>
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<tr>
<td>EDUC 527</td>
<td>Screen Education: Representations of Education in Popular Culture</td>
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<tr>
<td>EDUC 529</td>
<td>Education in American Society</td>
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<tr>
<td>EDUC 533</td>
<td>Social Justice in Education</td>
</tr>
<tr>
<td>EDUC 567</td>
<td>Children's Literature in Elementary and Middle Schools</td>
</tr>
<tr>
<td>EDUC 583</td>
<td>Planning the Internship Experience (must be taken in the semester immediately preceding the internship semester)</td>
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<tr>
<td>EDUC 593</td>
<td>Internship/Student Teaching †</td>
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<tr>
<td>EDUC XXX (TBD)</td>
<td>Internship Project †</td>
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</tbody>
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### Additional Requirements

Three additional courses chosen from the following list: 9

- AAAD 130 Introduction to African American and Diaspora Studies
- AAAD 231 African American History since 1865
- AAAD 341 Law and Society
- AAAD/WGST 386 Comparative Studies in Culture, Gender, and Global Forces
- ANTH/WGST 277 Gender and Culture
- ANTH 226 The Peoples of Africa
- ANTH 318 Human Growth and Development
- ANTH 380 Anthropological Perspectives on Cultural Diversity
- ANTH 439 Political Ecology
- ANTH 629 Language Minority Students: Issues for Practitioners
- COMM 224 Introduction to Gender and Communication \(^H\)
- COMM 318 Cultural Diversity
- COMM 422 Family Communication \(^H\)
- COMM 576 Making and Manipulating "Race" in the United States
- ENGL 284 Reading Children's Literature
- ENGL 291 The Illustrated Book: History of Illustration in Children's Texts
- EXSS 211 Adapted Physical Education
- HIST 367 North Carolina History since 1865
- INLS 534 Youth and Technology in Libraries
- LTAM 291 The Latino Experience in the United States
- LING 101 Introduction to Language \(^H\)
- LING 200 Phonology
- LING 203 Language Acquisition and Development
- MATH 307 Revisiting Real Numbers and Algebra
- NUTR 240 Introduction to Human Nutrition
- PLCY 530 Educational Problems and Policy Solutions \(^H\)
- PSYC 210 Statistical Principles of Psychological Research \(^H\)
- PSYC 222 Learning \(^H\)
- PSYC 245 Abnormal Psychology \(^H\)
- PSYC 250 Child Development \(^H\)
- PSYC 260 Social Psychology \(^H\)
- PSYC 465 Poverty and Development
- PSYC 467 The Development of Black Children
- PSYC 468 Family as a Context for Development
- PSYC 471 The Study of Adolescent Issues and Development
- PSYC 507 Autism
- PSYC 512 Popularity, Friendship, and Peer Relations
- SOCI 122 Race and Ethnic Relations
- SOCI 130 Family and Society
- SOCI 423 Sociology of Education, Experiential Education
- SOCI 425 Family and Society, Junior/Senior Section
- SOCI 426 Sociology of Education
- SOCI 444 Race, Class, and Gender
- SOCI 470 Human Rights
- SOWO 401 Managing the Effects of Disasters on Families and Children
- WGST 101 Introduction to Women's Studies

**Total Hours: 45**

\(^H\) Honors version available. An honors course fulfills the same requirements as the nonhonors version of that course. Enrollment and GPA restrictions may apply.

† EDUC 593 and the Internship Project course must be taken in the same semester. No other college-level classes can be taken during the internship semester.

### Special Opportunities in Education

#### Honors in Education

During the spring semester of the junior year, an honors student in education participates in the honors seminar. During the fall semester of the senior year, the student prepares an honors thesis, on which there is an oral examination. The program is limited in enrollment and open on a space-available basis to students with a minimum cumulative grade point average of 3.3.