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, 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 to the human development and family studies major is required and offered every semester. Admission is based on, but not limited to, a 2.5 grade point average, good academic standing, expressed interest in the helping professions, and space available. For more information, please visit the School of Education Web site (http://soe.unc.edu/hdfs).

Admitted students must earn a grade of C or better for each course counting to fulfill a degree requirement within the HDFS major. If a student earns a grade of C- or lower in a course, it will not satisfy a degree requirement within the HDFS major. The student will need to repeat that course or an equivalent. If a course is repeated, the student can only count the credit hours once when calculating the number of credit hours toward degree.

In the event that a student fails the internship or is dismissed for violating the School of Education, site placement, or the University Code of Ethics, they will be referred to the School of Education Appeals Committee.

If a student intends to declare a major in HDFS and has already declared (or intends to declare) a minor in education, only six credit hours can double count for the education minor and 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 2018–2019 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:

• Apply theories and knowledge about lifespan human development from many perspectives—psychological, sociological, educational, and cultural
• Demonstrate awareness of professional behaviors and ethical considerations needed to serve children, youth, and families
• Assess individual and family experiences from diverse cultural backgrounds and perspectives, such as race, ethnicity, sexual identities, ability, socioeconomic status, immigrant status, and urban versus rural settings
• Demonstrate the ability to develop resources and initiatives using appropriate strategies and technologies to support the well-being of children, families, schools, and communities through presentations, research, and service learning

Requirements

In addition to the program requirements, 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 (course and credit hours) at UNC–Chapel Hill
• earn a C or better in all courses for the HDFS major (core and additional requirements).

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

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<th>Code</th>
<th>Title</th>
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<tr>
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<td>Core Requirements</td>
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EDUC 181  Introduction to Human Development and Family Studies  3
EDUC 401  Introduction to Early Childhood Development: Birth to Eight  3
or EDUC 532  Introduction to Development and Learning
EDUC 403  Families, Schools, and Community Services  3
or EDUC 410  Promotive Youth Services in Community and School Environments
EDUC 405  Parenting and Family Life Education  3
EDUC 408  Research Methods in Human Development (must be taken prior to EDUC 583)  3
EDUC 583  Planning the Internship Experience †  3
EDUC 698  Internship in Human Development and Family Studies ‡  9

Three EDUC courses chosen from:
EDUC/SPHS 400  Autism in Our Communities: An Interdisciplinary Perspective
EDUC 505  Leadership in Educational/Nonprofit Settings
EDUC 506  Politics, Policymaking, and America's Schools
EDUC 508  Equity, Leadership, and You
EDUC 509  Helping Youth Thrive in K-12 Schools
EDUC 510  Mexican American and Chicana/o Experience in Education
EDUC 511  Politics of Reading
EDUC 521  Schools, Cultures, and Communities I: Youth
EDUC 522  Schools, Cultures, and Communities II: Schools
EDUC 524  Learning on the Edge: Theories of Experiential Education
EDUC 525  Human Abilities and Online Learning
EDUC 526  Ethics and Education: From Global Problems to Classroom Dilemmas
EDUC 527  Screen Education: Representations of Education in Popular Culture
EDUC 528  Exceptionality Across the Life Span
EDUC 529  Education in American Society
EDUC 533  Social Justice in Education
EDUC 567  Children's Literature in Elementary and Middle Schools
EDUC 689  Foundations of Special Education

Additional Requirements
Three additional courses chosen from the following list:
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 226  The Peoples of Africa
ANTH/WGST 277  Gender and Culture
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
BIOL 252 & 252L  Fundamentals of Human Anatomy and Physiology Laboratory
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
HPM 571  Health and Human Rights
INLS 534  Youth and Technology in Libraries
LING 101  Introduction to Language H
LING 200  Phonology
LING 203  Language Acquisition and Development
LTAM 291  The Latino Experience in the United States
MATH 307  Revisiting Real Numbers and Algebra
NUTR 240  Introduction to Human Nutrition
PLCY 530  Educational Problems and Policy Solutions H
PLCY 570  Health and Human Rights
PSYC 210  Statistical Principles of Psychological Research H
PSYC 220  Biopsychology 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 512  Popularity, Friendship, and Peer Relations
PSYC 517  Addiction
SOCI 122  Race and Ethnic Relations
SOCI 124  Sex and Gender in Society
SOCI 130  Family and Society
SOCI 422  Sociology of Mental Health and Illness
SOCI 423  Sociology of Education, Experiential Education
SOCI 425  Family and Society, Junior/Senior Section
SOCI 426  Sociology of Education
SOCI 431  Aging
SOCI 444  Race, Class, and Gender
SOCI 468  United States Poverty and Public Policy
SOCI 469  Health and Society
SOCI 470  Human Rights
SOWO 530  Foundations of Social Welfare and Social Work
SPHS 582  Introductory Audiology I
SPHS 583  Introduction to Clinical Practice in Speech-Language Pathology and Audiology
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.

†  • Must take EDUC 408 prior to enrolling in EDUC 583. Students must see the SOE Director of Advising for permission to enroll.
  • Must be taken in the semester immediately preceding the internship semester.

‡  • During the internship semester, students can only take up to three credit hours in addition to the required nine credit hour internship course. Exceptions must be approved by the program prior to the start of the internship semester.
  • The internship site must be approved by the HDFS program in the semester preceding the internship. An application must be filled out by the stated due date.

Special Opportunities in Education

Honors in the School of Education

During the spring semester of the junior year, an honors student in the School of Education participates in the first of a two-course sequence. This first course is an honors thesis class to begin the thesis preparation and writing process. During the fall semester of the senior year (the non-HDFS internship semester), the student takes the second course in the honors class sequence. Across the two courses the student completes an honors thesis. In the fall semester there is an oral examination to defend the thesis. The program is limited to students with a minimum cumulative grade point average of 3.3 at the start of the spring semester of the junior year. That is, students who wish to undertake a senior honors thesis project must have a cumulative GPA of 3.3 or higher in order to begin the project, and must maintain a cumulative GPA of 3.300 or higher through graduation.