HUMAN DEVELOPMENT AND FAMILY SCIENCE MAJOR, B.A.ED.

The mission of the human development and family science (HDFS) program is to promote the well-being of children, youth, and families, in diverse developmental and societal contexts through evidence-based teaching, service, leadership, advocacy, research, and innovation. HDFS prepares students for careers and graduate programs in fields such as education, public health, occupational therapy, speech-language pathology, social work, health services, leadership and nonprofit management, counseling services, and more. The HDFS program offers two optional concentrations: Child and Family Health and Family Life Education. The program also offers the courses needed for the Certified Family Life Educator Credential (CFLE). For more information, please visit the School of Education website (https://ed.unc.edu/academics/programs/human-development-and-family-science/cfle/).

Admission to the human development and family science 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 website (https://ed.unc.edu/academics/programs/human-development-and-family-science/).

Newly admitted students should expect to be enrolled in the HDFS program for a minimum of three full-time semesters in order to meet program course sequencing and milestones. Students interested in studying abroad should meet the SOE director of undergraduate advising and student engagement to discuss a timeline upon as admission to the program.

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, communication and relationship skills, work ethic, and ethical considerations needed to serve individuals, children, and families.

- (Family Dynamics and Diversity) Assess individual and family experiences and dynamics are shaped by diverse cultural backgrounds and perspectives, such as race, ethnicity, sexual identities, ability, socioeconomic status, immigrant status, and urban versus rural settings.
- (Applied Learning – Verbal and Written Applications) Demonstrate the ability to develop resources and initiatives and deliver services using appropriate strategies and technologies to support the well-being of children, families, schools, and communities through presentations, research, and service learning.
- (Research and Evidence-Based Approaches) Understand and apply research to inform education, prevention, intervention, and/or policy efforts related to children and families in diverse contexts.

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 (https://catalog.unc.edu/undergraduate/degree-requirements/).

Human Development and Family Science, B.A.Ed.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDUC 181</td>
<td>Introduction to Human Development and Family Science F</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 401</td>
<td>Childhood Development: Prenatal Birth to Age 12</td>
<td>3</td>
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<tr>
<td>EDUC 501</td>
<td>Adolescent and Adulthood Development: A Cross-Cultural</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 403</td>
<td>Individuals, Families, and Communities in Diverse Contexts</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 405</td>
<td>Parenting and Family Life Education</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>
</tr>
<tr>
<td>EDUC 583</td>
<td>Career and Professional Development 1</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 698</td>
<td>Internship in Human Development and Family Science</td>
<td>9</td>
</tr>
</tbody>
</table>

Diversity/equity focus course (select one):

- EDUC 375 | Identity and Sexuality
- EDUC 410 | Families and Communities in Diverse Contexts for Youth
- EDUC 415 | Schooling of Immigrant Children
- EDUC 461I | Exploring Social Determinants of Health Across Populations
- EDUC 508 | Equity, Leadership, and You
EDUC 510  
Human Development and Family Science Major, B.A.Ed.

EDUC 512  
Latinx Experience in Education

EDUC 526  
Critical Examination of Racism and Education: African American Case Example

EDUC 528  
Ethics and Education: From Global Problems to Classroom Dilemmas

EDUC 533  
Exceptionality Across the Life Span

EDUC 575  
Social Justice in Education

EDUC 611  
Nurturing Latinx Identity Formation

Leadership requirement (select one):

EDUC 309  
Foundations of Leadership F

EDUC 316  
Advanced Leadership Development Seminar

EDUC 357  
Organizational and Community Development

EDUC 480  
Resource Management for Individuals and Families

EDUC 505  
Leadership in Educational/Nonprofit Settings

EDUC 506  
Politics, Policymaking, and America's Schools

EDUC 508  
Equity, Leadership, and You

EDUC 517  
Educational Partnership Through Program Evaluation

Select four (4) courses from the following list: 12

EDUC 325  
Introduction to Counseling and Coaching

EDUC 375  
Identity and Sexuality

EDUC 410  
Families and Communities in Diverse Contexts for Youth

EDUC 480  
Resource Management for Individuals and Families

EDUC 605  
Family Systems and Policy

EDUC 611  
Black Families in Social and Contemporary Contexts

AAAD 341  
Law and Society

COMM 224  
Introduction to Gender and Communication H

COMM 318  
Cultural Diversity

COMM 422  
Family Communication H

PSYC 465  
The Development of Black Children

PSYC 471  
The Study of Adolescent Issues and Development

PSYC 517  
Addiction

SOCI 130  
Family and Society

SOCI 425  
Family and Society, Junior/Senior Section

SOCI 431  
Aging

SOCI 468  
United States Poverty and Public Policy

SOWO 530  
Social Welfare Systems and Policies

Total Hours  12

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

1  Students may not receive credit for both SOCI 130 and SOCI 425.

EDUC 508  
Exceptionality Across the Life Span

EDUC 630  
Advanced Research Design and Methods in Human Development and Family Studies

EDUC 689  
Foundations of Special Education

Example, a student in the CFH concentration may complete courses in the FLE concentration as part of their general major electives.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BIOL 252 &amp; 252L</td>
<td>Fundamentals of Human Anatomy and Physiology and Fundamentals of Human Anatomy and Physiology Laboratory</td>
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</table>
Human Development and Family Science Major, B.A.Ed.

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>NSCI 222</td>
<td>Learning</td>
</tr>
<tr>
<td>NUTR 240</td>
<td>Introduction to Human Nutrition</td>
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<tr>
<td>PLCY 530</td>
<td>Educational Problems and Policy Solutions H</td>
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<tr>
<td>PLCY 570</td>
<td>Health and Human Rights</td>
</tr>
<tr>
<td>PSYC 210</td>
<td>Statistical Principles of Psychological Research</td>
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<tr>
<td>PSYC 220</td>
<td>Biopsychology H</td>
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<tr>
<td>PSYC 245</td>
<td>Psychopathology H</td>
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<tr>
<td>PSYC 250</td>
<td>Child Development H</td>
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<tr>
<td>PSYC 260</td>
<td>Social Psychology H</td>
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<tr>
<td>PSYC 465</td>
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<tr>
<td>PSYC 467</td>
<td>The Development of Black Children</td>
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<tr>
<td>PSYC 468</td>
<td>Family as a Context for Development</td>
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<td>PSYC 471</td>
<td>The Study of Adolescent Issues and Development</td>
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<tr>
<td>PSYC 512</td>
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<tr>
<td>PSYC 517</td>
<td>Addiction</td>
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<tr>
<td>SOCI 122</td>
<td>Race and Ethnicity</td>
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<td>SOCI 124</td>
<td>Sex and Gender in Society</td>
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<tr>
<td>SOCI 130</td>
<td>Family and Society</td>
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<tr>
<td>SOCI 172</td>
<td>Introduction to Population Health in the United States</td>
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<tr>
<td>SOCI 422</td>
<td>Sociology of Mental Health and Illness</td>
</tr>
<tr>
<td>SOCI 423</td>
<td>Sociology of Education, Experiential Education</td>
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<tr>
<td>SOCI 425</td>
<td>Family and Society, Junior/Senior Section</td>
</tr>
<tr>
<td>SOCI 426</td>
<td>Sociology of Education</td>
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<td>SOCI 431</td>
<td>Aging</td>
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<td>SOCI 444</td>
<td>Race, Class, and Gender</td>
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<td>SOWO 530</td>
<td>Social Welfare Systems and Policies</td>
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<td>SPHS 520</td>
<td>Human Communication Across the Lifespan</td>
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<td>SPHS 521</td>
<td>Human Communication Across the Lifespan (EE)</td>
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<tr>
<td>SPHS 582</td>
<td>Introductory Audiology I</td>
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<tr>
<td>SPHS 583</td>
<td>Introduction to Clinical Practice in Speech-Language Pathology and Audiology</td>
</tr>
<tr>
<td>WGST 101</td>
<td>Introduction to Women’s and Gender Studies H</td>
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</tbody>
</table>

Total Hours: 12

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

Special Opportunities in Education

Honors in the School of Education

During the fall semester of the senior 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 spring semester of the senior year the student takes the second course in the honors class sequence. Across the two courses the student completes an honors thesis. In the spring 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 fall semester of the senior 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 3.3 or higher through graduation.

Department Programs

Major

- Human Development and Family Science Major, B.A.Ed. (p. 1)

Minor

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

Contact Information

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