

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

Contact Information

School of Education

soe.unc.edu (<http://soe.unc.edu>)

Peabody Hall, CB# 3500
(919) 966-1346

Fouad Abd-El-Khalick, Dean

Kathleen Brown, Interim Associate Dean for Academic Affairs and Director of Graduate Studies
BrownK@email.unc.edu

Jill Hamm, Interim Associate Dean for Research and Faculty Development
Jill.Hamm@unc.edu

Anne Bryan, Assistant Dean for Student Affairs
abryan2@email.unc.edu

Diana Lys, Assistant Dean for Educator Preparation and Accreditation
lys@unc.edu

Vacant, Assistant Dean for Finance and Operations

Leslie Deslis, Assistant Dean for Development
leslie@unc.edu

Vacant, Assistant Director of Student Affairs

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/archives/2017-2018/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. (<http://catalog.unc.edu/archives/2017-2018/undergraduate/programs-study/human-development-family-studies-baed>)

Minor

- Education Minor (<http://catalog.unc.edu/archives/2017-2018/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/archives/2017-2018/undergraduate/general-education-curriculum-degree-requirements/#degree requirementstext>).

Core Requirements

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 408	Research Methods in Human Development (must be taken prior to EDUC 583)	3
Three EDUC courses chosen from:		9
EDUC/SPHS 400	Autism in Our Communities: An Interdisciplinary Perspective	
EDUC 504	Learning in the Modern World	
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 529	Education in American Society	
EDUC 533	Social Justice in Education	
EDUC 567	Children's Literature in Elementary and Middle Schools	
EDUC 583	Planning the Internship Experience (must be taken in the semester immediately preceding the internship semester)	3
EDUC 593	Internship/Student Teaching [†]	9
EDUC XXX (TBD)	Internship Project [†]	3

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.