

**Proposal for New Undergraduate Major
Human Development and Family Studies (HDFS)
School of Education (A.B. Ed)**

Rationale for an Undergraduate HDFS Major

The proposed major in Human Development and Family Studies (HDFS) is a reconceptualization of the Child Development and Family Studies (CDFS) undergraduate major in the School of Education that previously led to a teaching licensure for birth through kindergarten educators. The new focus will be an expansion of CDFS to include human development more broadly, i.e. birth through adolescence and early adulthood. We will be using many of our existing undergraduate courses. However, this degree will be more general and *will not* lead to teacher licensure unless a student wishes to enter an MAT program for that purpose. Many of the classes to be taught are already developed and have been taught by our faculty for years. These classes will be changed slightly to meet the demands of the broader scope of the major (See class list on pages 7-9 for tentative faculty committed to developing and teaching the core classes and suggested electives). Thus, this major will not require new faculty in the School of Education to teach these classes.

Around the United States, Human Development and Family Studies programs have experienced tremendous growth as more and more undergraduate students search for a major that offers them applied experience in a helping professional while grounding them in the research and evidence based practices that can lead to becoming the most skilled professionals. There are now more than 100 universities offering this kind of major. As examples of other programs that have been successful, we have chosen three to describe as a way to demonstrate the need for such a program at the University of North Carolina at Chapel Hill and to describe the benefit to the university of training skilled professionals that can build a better future for many North Carolina citizens. All of these programs around the United States provide students with a research base that is interdisciplinary and puts research into practice in almost every class. In addition, all these programs require an intensive internship program that places students in a human services agency/hospital/school for one semester. This advanced undergraduate internship experience enhances student skill and ability for job placement or graduate study after graduation. Most of these programs also require a research paper or project associated with the internship experience that is developed as a joint project between the agency/hospital/school and the student. The project helps the student profit more from the internship experience as well as contributing valuable information or evaluation for the human services offered in the agency/hospital/school.

The Pennsylvania State University has been rated the # 1 Human Development and Family Studies Program in the country. This program serves over 800 majors who can specialize in

early childhood, adulthood, or aging. Although the basic science majors at Penn State remain strong (anthropology, sociology, and psychology), Human Development and Family Studies emerged over 30 years ago as new colleges at Penn State began serving students who wanted to put their theoretical and research background into practice as applied practitioners in the helping professions such as human resources, social work, physical therapy, counseling, community outreach, hospital services, and the like. Students take classes from faculty members who have been trained in a variety of disciplines such as history, psychology, education, etc. and who bring that perspective to the multidisciplinary study of Human Development in context. These students are highly desired in graduate programs in human services professions or in more traditional psychology or sociology departments. Over half of the HDFS undergraduate majors at Penn State are offered a job in the agency where they were placed for their internship. These internships are often in the home town of the student (most of whom live in Pennsylvania) so the student can live at home for that one semester. It also has allowed students to bring their expertise back home to many small towns all over Pennsylvania after they graduate from Penn State.

These Human Development and Family Studies programs are found in a variety of colleges at universities but many are in Colleges of Education. At the University of Delaware, Human Development and Family Studies is found in the College of Education and Human Development with nearly 500 majors that can specialize in early childhood or human services. Their early childhood program, like the one proposed here, focuses on the integration of children with disabilities into schools and communities. This kind of experience can lead to later teacher certification as well as to work in agencies serving families who have a child with a disability. This program has been rated #30 in the country, yet it is highly competitive and attracts many students because of the high rate of placement in human services professions after graduation and also opportunities to attend graduate school in a variety of professions.

The University of North Carolina at Greensboro offers a degree in Human Development and Family Studies within the School of Health and Human Sciences. This program has difficulty serving the number of students who are interested and has limited enrollment to about 400 majors. Students can specialize in Early Care and Education, Birth through Kindergarten Teacher Licensure, or Child, Youth, and Family Development. The UNC-G program is ranked 7th in the nation among Human Development and Family Studies Programs. It has been extremely successful in working closely with other majors, especially with the School of Education at UNC Greensboro.

There are many students who come to UNC Chapel Hill to pursue a career in the “helping professions” aimed at benefiting children and families. These students may not be sure which profession or major to choose at UNC-CH but are looking for a major that would introduce them to applied issues related to children and families as well as professions serving children and

families. In informal and formal advising, students have expressed interest in a major such as HDFS when they are unsure if they want to actually pursue teaching as a profession during their undergraduate years. The approval of this major would allow these students to proceed on to our MAT (Masters of Arts in Teaching) or other master's professional degrees as well as proceed directly into a career in the helping professions. HDFS would give these students a theoretical and research base in child and adolescent development in the contexts of families, schools, neighborhoods, and communities with real life service learning opportunities to explore professions they may want to pursue after graduation, including education.

HDFS is needed for many students who are now first year students or who will enter next year and want to pursue our newly revised and approved School of Education Masters of Arts in Teaching (MAT) which will begin in the Summer of 2017. Currently, there are approximately 65 undergraduate first year students who want to pursue the MAT and thus the HDFS major would be appropriate and desirable for them. Thus, this major could be a pipeline for the MAT as well as other graduate programs in the School of Education and other departments on campus and elsewhere.

HDFS is in line with the strategic plan of the School of Education for preparing professionals, including educators, who are focused on social justice for the most vulnerable children and families in North Carolina and elsewhere. HDFS can enhance the current education minor since students could major in HDFS but also enroll in some classes in the minor that would count toward the major.

Faculty with expertise in child and adolescent development who now teach in our early childhood, elementary and middle grades programs, will teach these development classes for the last time in our undergraduate teacher preparation programs in the 2015-2016 academic year. Many of these classes can be transferred to the HDFS major in the 2016-2017 academic year with minor adjustments to make the classes broader in scope and appropriate to the foundational skills in the helping professions. Because most of the classes will have a real life service component experience with families or community services (e.g., schools, hospitals, social service agencies), many of the classes may be designated by the university as "service learning" classes.

The internship experience in the student's senior year is a capstone experience that allows students to work full time for one semester in a human services agency, school or hospital or with a faculty member in the School of Education who is conducting an applied project in a community setting. This capstone experience also allows the student to do a research project in that setting in collaboration with the agency where the student is placed and overseen by School of Education faculty.

Goals and Focus of the HDFS Major

The School of Education proposes to offer an undergraduate major called Human Development and Family Studies (HDFS). This major is a pre-professional major for students who want preparation for 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 might include education, public health, social work, health services, and business services with a focus on the social justice and equity issues that are the foundational goals of the School of Education. Students would receive foundational classes in human development and families in context that are grounded in applied settings. Students would become well prepared to work in a human service agency, school, hospital, etc. with diverse children and adolescents and their families.

HDFS in interdisciplinary: The development of children, adolescents and their families are best understood from a broad interdisciplinary perspective. Faculty will help students to integrate knowledge about child development and families from many perspectives--- psychological, sociological, economic, medical, educational, cultural and biological. Students will be well prepared to understand children from different perspectives and will have experience with students from diverse cultural, economic, language, and racial backgrounds.

HDFS examines development in context. Rather than focusing on laboratory studies of child development and families, faculty in the School of Education will teach students about how children and adolescents develop and change in the settings in which they live and participate, such as the setting of the family, school, community, and workplace. We look at the interaction of person and context—that is how individuals navigate the contexts in which they live and how those contexts vary by race, ethnicity, SES and urban versus rural settings. There is a particular focus on how prevention and intervention programs and services that value equity for all children and families can facilitate children’s development and prevent future problems for children and youth. Students will gain knowledge about the contexts in which children develop so as professionals they will have a better understanding of the settings and services that can promote children’s optimal development.

HDFS focuses on development from birth to young adulthood: Students need to know how children and youth develop from birth as well as how families are formed and how parenting changes as children develop. It is also important to understand how contexts change with development and how resources in families and communities can be harnessed to continually support changes in children and families across the different age periods. Student knowledge of how children and families develop over time and how the needs of children and their families change over time is especially crucial in understanding the services and programs that may be most important to provide for children and families.

HDFS provides hands-on experience: Students combine classroom learning experiences with hands-on experience with real children and their families, schools, and communities. Classroom assignments will integrate theory with practice in service learning and other classroom assignments, such as shadowing a professional at their workplace. A capstone experience will allow students a full time internship for one semester in which they can gain valuable real life experience in a job they might want to pursue as a career. This might also include working with faculty on research projects that demonstrate prevention science programs to promote development of children and families and are situated in communities in North Carolina.

Possible Career Paths for HDFS Majors

Business (e.g., human resources, fundraising, labor relations, resource managers, public relations, entrepreneurship in fields like education and medicine)

Social Work, Counseling and Psychology (e.g., social work, school counseling, family counseling, school psychology, and clinical psychology)

Teaching and Education (e.g., preschool, AmeriCorps, Peace Corp, Teach for America, MAT in education, lateral entry for a teaching license in education, and special education)

Research Positions (e.g., research assistant for social science research project, project manager)

Health Services (e.g., speech pathology, health administration, physical or occupational therapy, health education, public health, nursing, physician's assistant, child life programs in hospitals and disability services)

Medicine (e.g., premed preparation for Pediatrics, Family Medicine or Developmental Pediatrics)

Graduate Study (e.g., psychology, sociology, social work, public health, medicine, business, economics, human development and family studies and other areas of education)

HDFS Course of Study

Total hours of coursework to complete an undergraduate degree at UNC = 120 hours

Total hours of coursework in the HDFS = 13 classes (45 hours) across two or three years

Students would be entering HDFS ideally at the end of their first year but could enter as late as the fall of their junior year.

We anticipate at least 25 – 50 majors in the fall of 2016 (if approved).

First year/Sophomore year: Students initially enroll in an introductory class in *Human Development and Family Studies* that gives an overview of the major and the professions that might be possible from this major. Basic classes in either early child development or adolescent development will be required before advanced classes. Advanced classes will be offered in the biology and psychology of child and adolescent development, including families and contexts for children's development. Included would also be basic classes in deviation from normal development in behavioral disorders, school failure, disability, mental health, and drug and alcohol problems.

Junior year: Classes in HDFS that give a more in depth approach to development in the contexts of families, schools and communities are offered with an emphasis on programs that promote optimal development of children and families and prevent long term problems. Many students will shadow professionals, like teachers, clinicians, and policy makers based in schools or families and/or family services communities. Students may also want to participate in research studies with faculty in HDFS. In the spring of their junior year, students will enroll in *Planning the Internship Experience* to plan for their senior year internship experience in an applied setting.

Senior year: In their senior year, students will participate in the one semester internship in a career related area, supervised by faculty in conjunction with professionals in agencies or one semester working with a faculty in real life service learning or research project setting. Students are able to locate this internship in their home town in North Carolina or another area in North Carolina. Students write an in depth research paper, a case study or evaluation of the internship setting as one of the requirements for successful completion of the internship.

Proposed Curriculum

4 required classes (12 credit hours) in HDFS

3 other HDFS or Ed minor or approved EDUC classes (at least 9 credit hours)

3 classes outside the School of Education related to a profession (at least 9 credit hours)

3 classes for the internship (15 credit hours)

13 classes (45 credit hours) in total for the major

4 Required classes (12 hours) and sequence¹

- 1. Introduction to Human Development and Family Studies* (EDUC 181:** This is a new course to be developed and taught by Drs. *Harriet Able, Steve Knotek, and Lynne Vernon-Feagans*). This is the introductory class that exposes students to the theory, research, and professions in Human Development from birth to early adulthood. (This course is required and might be taken as a first year student but should be taken in the *first semester* a student enters the major. This class is currently scheduled to be offered in the spring of 2016 to recruit students into the major. *This class will likely need to be offered more than once a year*).

- 2. Introduction to Early Childhood Development (0 to 8). (EDUC 401:** This class is currently offered and will be taught by Drs. *Claire Baker and Dr. Rebecca New*). This class introduces in more depth the development of children from birth to eight years of age (This course is required before taking advanced classes in early childhood. This would be taken in the *first or second semester* a student enters the major).

OR

Introduction to Middle Childhood, Adolescence and Young Adulthood (9 to 21) (EDUC 411: This class is currently offered and will be taught by Drs. *Jill Hamm and Judith Meece*). This class is an introduction to development from middle childhood, adolescence and young adulthood. (This course is required before taking advanced classes in any area related to this age group and would be taken in the *first or second semester* a student enters the major).

- 3. Families, Schools and Community Services for Young Children* (EDUC 403:** This course is currently offered but will have a broader focus and will be taught by Drs. *Harriet Boone and Sharon Palsha*). This course is an exploration of careers in education, disability services, social work, counseling, health services, business, education, etc. as well as the services these careers offer to children and families.

¹ Please note that some of these courses are being renumbered, in the process of minor revisions or new. They have been or will soon be submitted to CRAS and therefore may not have completed the approval process to date.

OR

Promotive Youth Services in Community and School Settings (EDUC 410): This is a new course that will be developed and taught by Drs. *Dana Griffin and Steve Knotek*). This course is an exploration of the research and theory about programs that promote youth development and prevent youth problems in the central contexts where youth function (i.e., home, school, outside of school activities, sports, peer networks, etc.). Career options (e.g., social work, law enforcement, teaching, and community outreach work) will also be explored in real life work settings.

- 4. Research Methods for Human Development and Family Studies in Diverse Contexts and Program (EDUC 408):** This is a new course developed and taught by Drs. *Claire Baker and Jill Hamm*). This class introduces students to the research methods used in human development research and will be used as the basis for developing a research project during the internship. (This course is required to be taken before the internship sequence of 15 hours).

*Courses will apply for designation as Service Learning classes

3 other HDFS or Ed minor classes or approved EDUC classes

Classes approved for the Education Minor are listed in the Appendix A

Classes proposed by not yet developed to supplement the required classes:

- Effective Parenting Strategies for Children and Youth (*Dr. Claire Baker*)
- Poverty and Inequality in Human Development (*Drs. Claire Baker and Lynne Vernon-Feagans*)

3 classes outside the School of Education related to a profession

Approved classes outside the School of Education taken by students in the current CDFS major are listed in Appendix B and approved classes outside the School of Education taken by students in the current minor in Education are listed in Appendix A.

3 classes (15 credit hours) Required Internship Experience (These classes will be developed by Drs. *Sharon Palsha, Lynne Vernon-Feagans, and Judith Meece* and oversight will be directed by Dr. *Sharon Palsha*). Students will not be allowed to

enroll in any other class during the semester in which they enroll in the 12 hour internship experience.

Internship planning class = 3 hours (spring of junior year)

Internship experience = 9 hours (fall or spring of senior year)

Internship project = 3 hours (fall or spring of senior year)

Total Internship Credit = 15 hours

Planning the Internship Experience (3 hours). The internship experience begins with a class in the spring of the junior year where faculty help each individual student find an appropriate placement. The student is responsible for contacting the agency and getting all appropriate clearances for participation in the agency. For example, state or federal agencies, (e.g., hospitals, clinics, etc.) will require students to have liability insurance and background checks. The internship planning might also include participating with a faculty member in the School of Education who has an applied research project with children, families or schools. The supervising professional in the agency along with responsible faculty at the university will sign an agreement for the work that the student will accomplish in their formal internship during the senior year. The internship faculty supervisor at UNC will be in contact with each supervising professional to work out the details of the agreement between the agency and UNC. (We have several templates approved by legal counsel for this kind of agreement given that many of our programs require these sorts of internships). As part of the planning for the internship, the students will write a proposal for a project to be completed during the internship semester that will be the culmination of their undergraduate experience. This written proposal will be approved by the agency and by the faculty in charge of the planning class for the internship. (See below for details).

The Internship Experience (9 hours). The formal internship experience can take place almost anywhere in North Carolina (including the students' home town), out of state, or on a research project with faculty in the School of Education. Although this internship is much less intensive than supervising student teaching, it gives students real life experience in a professional setting. The supervising faculty member will email students each week to check on their progress and will have skype meetings with the supervising professional and the student at least twice during the semester to monitor progress and resolve any problems.

Internship Project (3 hours). As part of the internship experience, the students will complete a project in conjunction with the agency's needs that results in a written completed project. This project could be a case study, an evaluation of services (using an existing or newly developed

questionnaire or instrument) or interviewing clients as examples. The proposal for this project will have already been approved in the spring of their junior year in the Planning Internship class.

Admission to HDFS

Application to HDFS: Students may apply to be an HDFS major in the spring of their first year (if approved) but we will accept students as late as the fall of their junior year. The application will resemble the simple application that is used for the minor with the addition of a 2.75 GPA requirement at entry. A 3.0 average GPA throughout the entire HDFS program will also be required. (See sample application on page 21 of this proposal). Applications will be reviewed at the beginning of the fall and spring semesters. Students will be admitted at those times to the major with the expectation that they will begin coursework the following semester.

School of Education HDFS Oversight Committee

The HDFS major was developed in conjunction with the Applied Developmental Science and Special Education Ph.D. Strand in the School of Education. This Ph.D. program will oversee the implementation and staffing of the major in consultation with and oversight by Dr. Deborah Eaker-Rich, Senior Associate Dean and Chief Academic Officer. The planning and steering committee consists of:

Harriet Able

Dana Griffin

Judith Meece

Rebecca New

Lynne Vernon-Feagans, Chair

Appendix A

List of Possible School of Education Electives

Below is a list of approved courses offered by the School of Education as well as the College of Arts and Sciences that may count toward the Minor in Education.²

School of Education Courses Approved for the Minor

EDUC 504: What we can learn ... Educational Psychology & Learning Sciences (3)

Prerequisite: None. Through committed involvement and careful thought, students will develop an understanding of current educational emphases and controversies, and what the research and scholarship in the fields of education and cognition can contribute to our understanding of these phenomena. By the end of the course, students will have created current, research-supported reports and video suitable for distribution to educators and others interested in fostering student learning.

EDUC 505: Leadership in Educational/Nonprofit Setting (3) Prerequisite: None. This course introduces students to a research-based, highly practical understanding of leadership frames/styles as well as that of a practicing educational/nonprofit leader. Students will learn strategies to address leadership styles to which they may be exposed in educational/ nonprofit organizations. Emphasizes continued student engagement with various leadership models and principles.

EDUC 506: Politics, Policymaking and America's Schools (3) Prerequisite: None. This course provides students with the opportunity to practice critical consumerism in the policy context. Through extensive case study and conversations with policy actors, students will learn the stages model of policy making and understand conflicting values that play out in policy decisions.

EDUC 507: (Pending approval): Language in Education (3) Prerequisite: None. This course explores the nature of language in education from applied linguistics and sociocultural perspectives and with special attention to language diversity in schools. Students will explore language issues and topics in education ranging from language as an abstract system, second language acquisition, linguistic variation, communicative competence and biliteracy, as well as socio-historical issues of language as an instrument of cultural identity and power and language education policy. The goal of the course is to equip educators, policy-makers, and community leaders and workers with sound theory and foundational social justice oriented practices to work in and with culturally and linguistically diverse communities and education settings.

² There will other possible elective courses approved from the School of Education on a case by case basis depending on student needs and career goals.

EDUC 508: Cultural Competence, Leadership and You (3) This course was developed to confront and address questions of global cultural competence and self-critique. Culturally competent leaders work to understand their own biases and patterns of discrimination.

EDUC 509: Helping Youth Thrive in K-12 Schools (3) Prerequisite: None. Students will gain a critical lens on the deficit focus in education and have the disposition towards, scientific knowledge of, and opportunity to rehearse strengths-oriented approaches in education research, policy and practice. The course will bridge contemporary literature on positive psychology (e.g. hope, optimism), developmental assets, resiliency, cultural competence, flow, school readiness, school engagement/ connectedness in schools and positive youth development. These literatures include academic competence and learning, but have broader impact toward optimal development (e.g., college access, social development, wellness, extracurricular activities, career exploration and planning). Students will learn about K-12 school experiences, interviews and/or observations of strengths-based practice by school and related educational professionals. The course will include a self-awareness and examination of student's own interests and life experiences in K-12 education, including assets and protective factors that were useful. The course will culminate in a project of a strengths-oriented research, policy or practice brief and/or potential career direction plan that centers on how they may impact improve K-12 education.

EDUC 510: Mexican American/Chican@ Experience in Education (3) Prerequisite: None. This course examines the political, cultural, and historical dimensions of the Mexican American/Chican@ experience in education. We will explore various geopolitical sites of contestation, resistance, and immigration, including ongoing struggles in the southwestern U.S. and the new Latin@ diaspora. A critical exploration of K-12 schools, higher education, and various social initiatives intended to address inequities in education for Mexican Americans/Chican@s will also be a key focus of this class.

EDUC 511: The Politics of Reading (3) Prerequisite: None. This course will help students develop an understanding of how ideological and theoretical models of literacy have informed reading curriculum and instruction and how the political landscape of reading supports growth for some students and fosters inequities amongst others. Students will learn about major historical political events in reading (i.e. The Reading Wars, No Child Left Behind).

EDUC 521: Schools, Cultures, and Communities I (3) Fall: Explores current issues dealing with schools and the cultures and communities they encompass.

EDUC 522: Schools, Cultures and Communities II (3) Spring. : Prerequisite: None. Reintroduces students to schools and to extend this to consider the contexts – the communities, national society [and perhaps in the future a global environment] of which schools and classrooms and their participants are a part. This introduction includes a personal reconsideration of the contexts of schooling experience but also of those contexts and experiences of others, especially those different. Also, these contexts not only include present life but importantly point to their historical and philosophical, ideological development.

EDUC 525: (Pending approval): Human Abilities and Learning Online (3) Prerequisite: None.

EDUC 526: Ethics and Education: From Global Problems to Classroom Dilemmas (3).

Prerequisite: None. Among the topics examined are ethical implications of democratic schooling for a democratic society, educators as moral agents, and education as an institution with incumbent responsibilities. Students explore the explicit and implied ethics of education and schooling as they relate to policy makers, educators, and citizens concerned about social justice.

EDUC 528: (Pending approval): Exceptionality across the Lifespan (3). Prerequisite: None.

Professionals in psychology, counseling, education, health care, human services, and business have a critical role in enhancing the lives of exceptional individuals and their families. Without understanding the diversity within exceptionalities and the methods for supporting individuals with exceptionality, positive outcomes may be compromise. In this course, methods for supporting exceptional individuals across the age span will be provided. Resources for supporting families, including parenting skills, from birth through adulthood will be described. Support systems will be contextualized within educational-based settings (e.g., preK-12 schools, libraries, museums, camps, higher education), the workplace (business, health care), and recreation (sports, social organizations). Throughout the course, fostering individual's skills for self-advocacy and self-determination are highlighted.

EDUC 533: Social Justice in Education (3). Spring Only. Prerequisite: None. Initiates discussions of race and culture in schools by exploring history, identity and sociocultural issues in academic achievement. Examines social construction of communication within students' families, social groups and communities.

The following College of Arts and Sciences courses have been approved to count toward the Minor in Education:

COMM 318: Cultural Diversity (3) Prerequisite: None. Introduction to basic paradigms of thinking about cultural difference, encouraging students to examine how these paradigms shape how we think, act, and imagine ourselves/others as members of diverse cultures.

ENGL 291: Children's Picture Books: Texts and Illustrations (3) Prerequisite: None. An investigation of children's picture books within the context of illustrated texts in Britain and America.

GLBL 280: Intercultural Education in K-12 Classrooms (3) Prerequisite: None. In this service-learning course students investigate global education and intercultural communication while volunteering 30 hours in a kindergarten through grade 12 classroom or global education organization. Students draw on international and intercultural experiences and course content to create multimedia global education resources for kindergarten through grade 12 teachers and students.

HIST 367: North Carolina History since 1865 (3) Prerequisite: None. The history of North Carolina from the end of the Civil War to the present. Important topics include Reconstruction, agrarian protests, disfranchisement and segregation, industrialization and workers' experience, the civil rights movement, and 20th-century politics.

PLCY 530: Educational Problems and Policy Solutions (3) Prerequisite: None. A critical review of current debates and policy solutions in education. Topics analyzed through three of the most commonly used evaluative criteria in policy analysis: equity, efficiency, and effectiveness. Topics covered include equality of educational opportunity, racial segregation, the black-white test score gap, school choice, and the use of student and teacher incentives to promote increased performance. Lecture, case studies, discussion.

PSYC 250: Child Development (3) Prerequisite: PSYC 101. Study of the development of social and intellectual behavior in normal children and the processes that underlie this development. Emphasis is typically on theory and research.

PSYC 471: The Study of Adolescent Development Issues and Development (3) Prerequisites: PSYC 101, 210 and 250. The developmental period of adolescence is studied from a multidisciplinary perspective. The course will distinguish among early, middle and late adolescence and will cover several theoretical perspectives.

SOCI 130: Family and Society (3) Prerequisite: None. Comparative analysis of kinship systems and family relations. Courtship, marriage, and parent-child relations viewed within a life-cycle framework. Students may not receive credit for both this course and SOCI 425.

SOCI 423: Sociology of Education, Experiential Education (3) Prerequisite: None. An overview of theory and research on education and schooling, with an emphasis on inequalities in educational opportunities, education as a social institution, and the changing context of schools and schooling. Substantial field work for experiential education.

SOCI 425: Family and Society, Junior/Senior Section (3) Prerequisite: None. A special version of SOCI 130 (see above) for juniors, seniors, and beginning graduate students. Students may not receive credit for both this course and SOCI 130.

SOCI 426: Sociology of Education (3) Prerequisite: None. An overview of theory and research on education and schooling with an emphasis on inequalities in educational opportunities, education as a social institution, and the changing context of schools and schooling. Students may not receive credit for both SOCI 423 and SOCI 426.

Appendix B

Courses approved to be used by CDFS and now could be used for HDFS students to fulfill their course requirements outside the School of Education³

The HDFS program is an interdisciplinary program that requires their students to take courses related to working with young children and their families in other departments on campus. Students in the CDFS program are required to take fifteen hours of these specialized classes. These classes are designed to educate students to access and coordinate with interagency community-based resources for children/adolescents and their families and to give students the knowledge and skills to work with children/adolescents who grow up in diverse environments, and/or children/adolescents who might have specialized health care or developmental needs. Below is a list of classes that can fulfill the 15 hour specialized class requirement.

AAAD 130 - Introduction to African American and Diaspora Studies (3). The course tracks the contours of life, societies, cultures, and history in the Atlantic African Diaspora from origins in Atlantic Africa to the present. Emphasis on forces that have created African American and African Diaspora peoples in North America, South America, and the Caribbean.

AAAD 231 - African American History Since 1865 (3). Special emphasis on post-emancipation developments.

AAAD 341 - Law and Society (3). This course explores the intersection of law and societal developments drawing from the disciplines of history, political science, anthropology, feminist legal studies, and constitutional law. The themes of the course will vary depending on the training, research interests, and geographical concentration of the faculty teaching the course.

AAAD/WMST 386 (3). Prerequisites, AAAD 101 and 130. Examines participatory development theory and practice in Africa and the United States in the context of other intervention strategies and with special attention to culture and gender.

ANTH 226 - The Peoples of Africa (3). Introductory ethnographic survey emphasizing 1) diversity of kinship systems, economies, polities, religious beliefs, etc.; 2) transformations during the colonial era; and 3) political and economic challenges of independent nations. Lectures, films, recitation.

ANTH 277 (WMST 277) - Gender and Culture (3). Examines what it means to be male, female, and other gendered categories in different societies. Focus on institutions, groups, and individuals that both shape and challenge how gender is understood, organized, and enacted.

³ These courses have previously been approved and taken by students in the CDFS major to fulfill major/elective requirements. We are requesting that these same courses be approved for the HDFS major.

ANTH 318 - Human Growth and Development (3). Comparative study of human growth and development from conception through adulthood. Special emphasis on evolutionary, biocultural, ecological, and social factors that influence growth.

ANTH 380 - Anthropological Perspectives on Cultural Diversity (3). Introduction to new theories of cultural difference that include power, discourses, and identity (e.g., race, ethnicity, gender) emphasizing ethnographic and other anthropological approaches. Encourages students to examine how ideas of difference shape how we act, think, and imagine as members of diverse cultures.

ANTH – 439 - Political Ecology (3). Examines environmental degradation, hunger, and poverty through the lens of power relationships, particularly inequality, political and economic disenfranchisement, and discrimination. Discussion of global case studies, with a Latin American focus.

ANTH 440 - Gender and Culture (WMST 440) (3). Cross-cultural comparison of gender roles through the life of a person, comparison to students' own experiences. Discussion of changing sex and gender roles through history in different cultures.

ANTH 629 - Language Minority Students: Issues for Practitioners (EDUC 629) (3). Permission of the instructor. Explores issues of culture and language associated with teaching English as a second language.

COMM 224 - Introduction to Gender and Communication (WMST 224) (3). Examines multiple relationships among gender, communication and culture. Explores how communication creates gender and shapes relationships and how communication reflects, sustains, and alters cultural views of gender.

COMM 422 - Family Communication (3). Prerequisite, COMM 120. Permission of the instructor for nonmajors. Analysis and exploration of personal experiences, family systems theory, and communication theory to describe, evaluate, and improve family communication patterns.

COMM 576 - Making and Manipulating “Race” in the United States (3). This course will examine how the trope of “race” is rhetorically invented and performed in United States cultural politics.

COMM 617 - Introduction to Communication Disorders (3). Explores the etiology, epidemiology, assessment, and educational implications of speech and language disorders.

EDUC 441 - Education in American Society (3). A reflective examination of beliefs and attitudes associated with 1) the historical, philosophical, sociological, political, and economic forces affecting education and schooling in the United States; 2) the structure and function of the school system; and 3) current issues and trends in American schooling and education.

EDUC 515 - The Arts as Integrative Teaching (2). Restricted to students admitted to the elementary education program or the child development and family studies program. Explores integration of the arts in the curriculum.

EDUC 531 - Effective Teaching: First Steps (2). Characteristics of effective teachers, classroom management, instructional methods, instructional planning and presentation, monitoring and assessing student behavior and learning, differentiating instruction, yearly plans and pacing guides.

EDUC 560 - Second Language Teaching (2). Methods of teaching a second language, how people learn foreign languages, planning instruction, getting students to communicate, using and adapting foreign language textbooks, and developing lessons.

EDUC 561 - Designing Second Language Tasks (2). Students examine instruction as effective mechanism for classroom management, choosing and redesigning tasks and projects to engage students in active learning. Assessment of student understanding investigated as necessary for development of effective instruction.

EDUC 562 - Improving Second Language Instruction (2). Students will consider national standards frameworks as organizing principles for instructional strategies. They will develop skills by use of culturally authentic materials, performance based assessment, and units and lessons promoting successful language learning.

EDUC 567 – Children’s Literature in Elementary and Middle School (3). Explores literature in contexts of interdisciplinary elementary and middle school curricula and the interests and needs of children and young adolescents. Topics include reader response theory, censorship, Internet resources, school resources and methods.

EDMX 716 -Teaching and Differentiation (3). Prerequisites, enrollment in the M.Ed. for experienced teachers program. Enhances teachers’ understanding of how to differentiate instruction. Using a case-based approach, teachers examine the areas of human development, special education and inclusion, cultural diversity, linguistic diversity, cognitive styles and multiple intelligences as frames through which to consider creative environments to promote students’ classroom success.

EDUC 629 - Language Minority Students: Issues for Practitioners (ANTH 629) (3). Permission of the instructor. Explores issues of culture and language associated with teaching English as a second language.

EDMX 782 - Behavioral Support Techniques (3). Emphasizes effective behavior management and applied behavior analysis techniques for intervening in the environments of exceptional children to increase learning

ENGL 284 - Reading Children’s Literature (3). An overview of the tradition of children’s literature, considering the ways those books point to our basic assumptions about meaning, culture, self, society, gender, economics.

ENG 290 - Children's Picture Books: Texts and Illustration (3). An investigation of children's picture books within the context of illustrated texts in Britain and America.

EXSS 210 - Physical Education for the Elementary School—Kindergarten through Sixth Grade (3). This course deals with methods and materials of physical education in school levels kindergarten through the sixth grade.

EXSS 211 - Adapted Physical Education (3). This course is a study of problems related to body mechanics and the needs of the physically handicapped student.

INLS 534 - Issues for Children and Technology (3). This course will encourage students to explore the array of technologies available to children and adolescents, the issues surrounding their use, the role of care givers, and potential impacts on development.

INTS 364 - Introduction to Latina/o Studies (3). Introduction to the major questions within Latina/o studies in terms of transnationalism, transculturation, ethnicity, race, class, gender, sexuality, systems of value, and aesthetics

LTAM 291 - The Latino Experience in the United States (3). This is a reading and discussion seminar that will introduce students to topics in the history of Latinos in the United States from the 19th century to the present.

LING 101 - Introduction to Language (3). Introduction to the formal analysis of human language, including sounds, words, sentences, and language meaning, plus child language acquisition, language change over time, social attitudes toward language, and similarities and differences among languages. Other topics may include writing systems, animal communication, and language analysis by computers.

LING 200 - Phonology (3). Prerequisite, LING 101. Description and analysis of sound patterns from languages around the world. Introduction to formal phonological models, written argumentation, and hypothesis testing.

LING 203 - Language Acquisition and Development (3). Prerequisite, LING 101. Provides an introduction to first-language acquisition, focusing on the acquisition of phonology, morphology, syntax, and semantics, as well as on the social context of language acquisition and issues of atypical language development.

MATH 307 - Revisiting Real Numbers and Algebra (3). Central to teaching precollege mathematics is the need for an in-depth understanding of real numbers and algebra. This course explores this content, emphasizing problem solving and mathematical reasoning.

NUTR 240 - Introduction to Human Nutrition (3). Human nutrition and relationship to health and disease processes. Presented as an integrated body of knowledge derived from several disciplines. Functions and sources of human's food. The relevance of nutrition to individual well-being, social welfare and economic development.

PSYC 210 - Statistical Principles of Psychological Research (3). Consideration of the methodological principles underlying psychological research, descriptive and inferential techniques, and the manner by which they may be employed to design psychological experiments and analyze behavioral data.

PSYC 222 - Learning (3). Prerequisite, PSYC 101. Topics in conditioning, verbal learning, memory, and problem solving.

PSYC 245 - Abnormal Psychology (3). Prerequisite, PSYC 101. Major forms of behavior disorders in children and adults, with an emphasis on description, causation, and treatment.

PSYC 250 - Child Development (3). Prerequisite, PSYC 101. Study of the development of social and intellectual behavior in normal children and the processes that underlie this development. Emphasis is typically on theory and research.

PSYC 260 - Social Psychology (3). Introductory survey of experimental social psychology covering attitudes, interpersonal processes, and small groups.

PSYC 465 - Poverty and Development (3). Prerequisites, PSYC 101 and 250. Poverty is one of the most consistent and influential risk factors for problematic development. This course focuses on the scientific study of how poverty affects development across the human life span.

PSYC 467 - The Development of Black Children (3). Prerequisites, PSYC 101 and 250. PSYC 210 or 215 recommended. A survey of the literature on the development of black children. Topics include peer and social relations, self-esteem, identity development, cognitive development, school achievement, parenting, family management, and neighborhood influences.

PSYC 468 - Family as a Context for Development (3). Prerequisites, PSYC 101 and 250, and 210 or 215. Explores how the family influences children's development. Topics include genetics, family structure (e.g., single parents, working mothers, divorce, number of siblings), discipline, parental values and beliefs, ethnic diversity.

PSYC 507 - Autism. Prerequisites: PSYC 250 and PSYC 245. This service-learning course will study autism through coursework and through working with individuals with autism in supervised community placements. Topics include an historical perspective on autism, issues in classification and diagnosis, current etiological theories, assessing and understanding patterns of functioning (emphasizing social, communication, and cognitive skills), developmental and lifespan issues, family concerns, service provision, and intervention approaches.

PSYC 512 - Popularity, Friendship, and Peer Relations (3). Prerequisite, PSYC 101. This course will review literature regarding peer relations among children and adolescents, including peer acceptance/rejection, popularity, bases of friendship selection, peer crowds, romantic relationships, and theories of peer influence.

SOCI 122 - Race and Ethnic Relations (3). Examination of domination and subordination in general and in specific institutional areas (e.g., economy, polity) along racial and ethnic lines. Causes of changes in the levels of inequality and stratification are also studied.

SOCI 380 - Social Theory and Cultural Diversity (3). Introduction to basic paradigms of thinking about cultural difference (race, gender, nationality, religion, etc.), encouraging students to examine how those paradigms shape how we act, think, and imagine as members of diverse cultures.

SOCI 423 - Sociology of Education, Experiential Education (3). An overview of theory and research on education and schooling, with an emphasis on inequalities in educational opportunities, education as a social institution, and the changing context of schools and schooling. Substantial field work for experiential education.

SOCI 426 - Sociology of Education (3). An overview of theory and research on education and schooling, with an emphasis on inequalities in educational opportunities, education as a social institution, and the changing context of schools and schooling.

SOCI 444 - Race, Class, and Gender (WMST 444) (3). Conceptualizations of gender, race, and class and how, separately and in combination, they are interpreted by the wider society. Emphasis on how black and working-class women make sense of their experiences at work and within the family.

SOCI 490 - Human Rights (3). Human rights are inherent in the advance of peace, security, prosperity, and social equity. They are shared by the global community, yet require local embedding.

SOWO 401 - Managing the Effects of Disasters on Families and Children (3). Designed to examine the effects that disasters have on children, their families, and on communities, this course gives students an understanding of how to deal with survivors' reactions to trauma and how to decrease the chances of long-term damage when disaster strikes.

WMST 101 - Introduction to Women's Studies (3). An interdisciplinary exploration of the intersections of gender, race, class, and sexuality in American society and internationally. Topics include work; sexuality; gender relations, and images of women in literature, art, and science; and the history of feminist movements. Course readings are drawn from the humanities and the social sciences.

Application for Human Development and Family Studies School of Education

Please complete the form below to apply to HDFS. (**Save this document application as your full name with your PID number**). HDFS applications will be reviewed in September and February of each year.

Accepted applicants will be notified through email from Lynne Vernon-Feagans (lynnevf@email.unc.edu). Email any questions to Ms. Kara GrawOzburn at kara@unc.edu. The major takes four to six semesters to complete so the best time to apply is the spring of the first year or the fall of the sophomore year.

First Name_____Middle Initial____Last Name_____

PID_____

Email Address at UNC_____

Current year at UNC (circle one) first year sophomore junior

GPA (needs to be at least 2.75)._____

Expected Graduation_____

Describe your interest in HDFS in one page or less and attach to this application.