

## **Human Development and Family Studies (HDFS) with Two Concentrations**

### **Goals and Rationale**

The mission of the Human Development and Family Studies (HDFS) program within the School of Education (SOE) 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.

The HDFS program proposes two concentrations: (1) **Child and Family Health (CFH)** and (2) **Family Life Education (FLE)**. These two concentrations will help students develop skills and knowledge relevant to their professional interest and therefore more effectively pursue education and career opportunities in health and human services. However, HDFS students will not be required to declare a concentration; it is an option for those students who wish to do so. The goal of the Child and Family Health concentration is to expose students to social science approaches to health and health care (i.e., mental and physical). Students will examine the variety of ways in which children's health, healing, and health care are defined, perceived, and enacted. Also, students will study and consider how access to health and health care are distributed, within and across populations.

The goal of the Family Life Education concentration is to teach and foster skills to enable individuals and families to function optimally and improve their mental and social well-being. Family Life Education is preventative in nature and provides education and helping skills for children, youth, and families in informal settings.

Consistent with HDFS programs across the country, the option to declare a concentration will be more appealing to the diverse undergraduate student population at UNC-CH because it will help them develop the knowledge, skills, and experiences necessary to pursue a career in the field of their choice. Also, these concentrations will enhance the interdisciplinary nature of the program allowing HDFS to form partnerships with other Schools and Departments to provide a quality curriculum. Concentrations will also enhance recruitment and aid advising of undergraduate students within the HDFS major.

### **Evidence of Demand for Concentration**

Data collected throughout the academic year from our introductory course, Introduction to HDFS (EDUC 181), as well as current HDFS student responses indicate strong interest in graduate schools and careers in social and family services, as well as health and nonprofit agencies. Due to the interdisciplinary nature of the major, students requested more foci and direction regarding how to tailor their program of study to position them for post-graduate opportunities and careers. In the past year, efforts were made to orient students to the major including informal conversations about how this two-year-old program at UNC could better prepare students for graduate school and careers in human services. Feedback from HDFS majors, evaluation data from EDUC 181 (a course open to non-majors), and data from current internship placement sites indicate that more than 40% of our majors and students interested in HDFS hope to enter the health profession. Students expressed interest in career fields such as teacher education at the graduate level and social and human services professions.

Among the first HDFS cohort (2016-2018) one-third completed internships in a health setting. The proposed concentration of Child and Family Health will provide content knowledge, experiential education in courses, and practical skills development that will prepare students for

health-related internships. Students also interned at the Children's Hospital at UNC, as a Child Life intern, Duke Hospital School, the newborn critical care unit at UNC, Women's Information Center at UNC, Developmental Therapy Associates for Occupational Therapy, and Speech Language Pathology. By including health and science related courses as part of a families and health concentration, students are better prepared and qualified to apply for health professions as they complete their HDFS degrees. We also added courses such as Identity and Sexuality and Family Resource Management to meet the standards for the Family Life Education concentration.

### **Restrictions**

The concentration options are only for HDFS majors. Nonmajors are welcome to enroll in any HDFS course including those comprising the concentrations, if seats are available.

### **Student Advising Strategy for Planning and Completing the Concentration**

HDFS faculty advisors, as well as the School of Education academic advisor and registrar, will assist students with declaring an HDFS concentration, if they desire. Information about concentrations will be available in the HDFS student handbook as well as on the program's webpage. Informational sessions will be held each semester to discuss options in the major.

### **Alignment with UNC and SOE Strategic Plan**

The proposed concentrations are congruent with the SOE strategic plan. The HDFS program promotes community engagement that will help the school tackle persistent and emerging local, state, and national challenges such as immigration, health, poverty reduction, capacity building for youth, families, and communities (Strategic Goal 3). Our students design projects and programs within their internship that are often implemented by the organizations after the internship ends. For example, students have created resources to help young women who are victims of human trafficking.

Concentrations will also strengthen our recruitment efforts (Strategic Goal 4). Many HDFS students have expressed interest in the proposed concentrations as a way to enhance and personalize their experience in the major while also better preparing them for postgraduate programs and careers. The proposed concentrations will foster collaborations across the three intellectual areas within the SOE and provide faculty with more opportunities to teach in their areas of expertise (Strategic Goal 5). Faculty across the SOE are already involved in teaching core and elective courses. School Counseling and School Psychology faculty are eager to share courses and create the new courses that the program will need over time. Partnerships with Allied Health, Nursing, UNC Children's hospital, Frank Porter Graham Child Development Institute, and Social Work will enable us to offer specialized courses (e.g., Child Life, social welfare policy, health) will also nurture a productive community between the SOE and other units on campus.

Finally, a robust HDFS program is one of the Targeted Outcomes in the SOE's Strategic Plan, and these proposed concentrations will "reflect cutting-edge scholarship in education and human development."

### **Relationship to other Majors/Minors**

The Child and Family Health concentration within HDFS is different from the Medical Anthropology concentration and the Health and Society Minor (Sociology Department) because the courses were intentionally selected to help students gain a broad understanding of health

issues and where feasible complete the prerequisites for admissions into graduate programs in allied health professions. The CFH concentration will provide courses dedicated to examining health issues affecting young children, youth, couples, and families. The HDFS program will use existing health-related courses in sociology, biology, and allied health and will add three courses to address areas that are not emphasized in existing courses. A new course, **Child and Family Health** will blend HDFS, health psychology, and public health models to better study child and family health. Another course, **Therapeutic Play** will focus on play as a form of therapy and engagement for sick children. Another feature is the inclusion of courses related to disabilities and autism. Within the CFH concentration students may select four courses related to a specific area in the health profession. These courses will likely appeal to nonmajors interested in children and family health and as feasible, nonmajors will be allowed to enroll in the course.

### **Delivery Methods, Credit Hours, Expected Enrollment**

Classes will be offered during the typical hours for undergraduate courses at UNC. Specialized courses and graduate courses shared with HDFS may be offered in online, face to face, or hybrid formats. All courses will continue to provide opportunities for experiential learning, new content knowledge acquisition, and practical application practice, as appropriate to the course content. We anticipate a cumulative HDFS program enrollment of 180 students in Fall 2018. This HDFS program enrollment is 80% higher than Fall 2017. We hope to admit 100-120 students per year. In five years, we expect to have 300-plus students. There are three admissions deadlines: October, February, and June. The School of Education hosts open houses and advising sessions for interested students. The application process includes completing a personal statement of interest in the major and a questionnaire that includes volunteer and related work experiences. Students apply through SLATE. The faculty reviews applications and offer admissions to students.

### **Intellectual and Disciplinary Basis/Student Societal Demand/Career Pathways**

The majority of HDFS majors across the country have concentrations. Only very small programs do not have concentrations. Universities tend to have two to six concentrations (see appendix with sample HDFS programs with concentrations). Our concentrations are similar to concentrations used at Colorado State University and George Mason University. The National Council on Family Relations highlights health services as a career path for HDFS majors. Many of our students are selecting internship placements in hospital and health departments. One third of our most recent graduating class pursued a health career path upon graduation in May, including medical school, occupational therapy graduate programs, speech pathology graduate programs, and nursing, as well as jobs in health care and hospital settings.

We continue to see interest in and requests for health-related courses such as the ones proposed in the concentration. Most HDFS programs across the country, including programs in North Carolina, meet the requirement for the Certified Family Life Educator credential: North Carolina State, East Carolina, and UNC Greensboro are all certified. The Family Life Education concentration will enable students within that option to become certified upon graduation. In sum, the two concentrations will make UNC's program commensurate with many other HDFS programs across the country.

The **Child and Family Health** concentration will provide students with knowledge about a variety of health issues and professions. Students will complete courses in allied health, sociology of health, child development, biology and related programs. Students will learn about emotional, mental, and physical health issues affecting children and families. Students can pursue graduate programs in the allied health professions, child life, medical family therapy,

rehabilitation counseling, occupational therapy, audiology, public health, speech language pathology and other health related fields. By offering this concentration, we will develop partnerships with local health service agencies and assist in creating a workforce to combat the critical and chronic health issues in childhood and beyond. With an increased focus on inter-professional education at UNC and the United States, HDFS will be in a great position to collaborate with health sciences to provide quality services to families in North Carolina and the US. These allied health and related fields are among the most sought after by our current students. By including health- and science-related courses as part of a Child and Family Health concentration, students are better prepared and qualified to apply for entry level positions in service and graduate study. A recent report by researchers from Harvard indicated that approximately 50% of medical school applicants studied the traditional biological and physical sciences (US News and World Report, 2017, p. 1). The article cited Michelle Grundy, director of the health professions advising office for undergraduates at Vanderbilt university, who indicated that two of the school's most popular majors for premed students were interdisciplinary with majors such as: neuroscience and health and society, where those majors have premed requirements. The growing trend is for students to balance training in premedical courses with humanities and social science courses (US News and World Report, 2017, p. 1).

The second concentration, focused on **Family Life Education**, allows students to consider broad societal issues — economics, poverty, domestic violence, adult care, work-family issues, parenting, sexuality, gender and more — within the context of the family. The goal of family life education is to teach and foster skills to enable individuals and families to function optimally, via prevention and education. With increases in substance abuse, STDs, persistence of domestic violence, and other family stressors (CDC, 2017), students in HDFS will acquire basic skills in coaching and educating families to engage in prevention efforts. The Family Life Education concentration will prepare students for working with children, youth, parents, and families in settings such as mental health facilities (entry level), adult care facilities, social service agencies, and home visiting programs for infant/toddler programs across the country, domestic violence and homeless shelters, and social services agencies. Students may also pursue graduate programs in marriage and family therapy, counseling, early childhood intervention, and related fields. The National Council on Family Relations offers the Certified Family Life Educator (CFLE) Credential and has ten content areas related to working with family life programs. Together with the HDFS core, courses in the FLE concentration will meet the requirement for certification upon graduation. Three new courses will be added to meet the content area standards for the National Council on Family Relations. The courses are: Identity and Sexuality which will put emphasis on schools, Family Resource Management, and Introduction to Counseling and Coaching. These courses will provide students with the skills to engage in prevention education for schools, families, and communities.

In conclusion, by offering the above concentrations, the HDFS program should be able to attract more students and provide them with skills for careers in the human service professions and/or with prerequisites for graduate study in related fields. These concentrations will enhance the interdisciplinary nature of the program allowing us to form partnerships with other Schools and Departments in providing a quality curriculum for our HDFS majors in the School of Education.

### **Policies Related to the HDFS Concentrations**

\* The 12 hours taken for a concentration must be exclusively in the concentration and not double-counted as part of the HDFS core. Courses in the concentration can be counted as part of the general education curriculum and a minor consistent with existing university policies for obtaining double credit.

- \* At least 6 of the 12 hours taken to satisfy a concentration must be completed at the University of North Carolina, Chapel Hill.
- \* All courses taken in the HDFS program, including concentrations, must be taken for a regular letter grade and may not be taken as Pass/Fail.
- \* Students in either concentration may elect to complete courses in the other concentration but can only declare one concentration. For example, a student in the CFH concentration may complete courses in the FLE concentration as part of their general electives.
- \* Students may choose a minor among the available minors on campus. Students are given a wide variety of courses to choose from. No more than **two courses** may overlap between a student's concentration and minor. Students pursuing minors should be especially mindful of this rule.

## References

Centers for Disease Control and Prevention (2017a). Marriage and divorce. Retrieved from: <https://www.cdc.gov/nchs/fastats/marriage-divorce.htm>

Centers for Disease Control and Prevention (2017b). Violence prevention. Retrieved from: <https://www.cdc.gov/violenceprevention/intimatepartnerviolence/riskprotectivefactors.html>

U.S News and World Report (2017). Top undergrad majors at the best medical schools  
Retrieved from: <https://www.usnews.com/education/best-graduate-schools/top-medical-schools/articles/2017-03-20/top-undergrad-majors-at-the-best-medical-schools>

## **Concentrations in the Human Development and Family Studies major**

- **New concentration in Child and Family Health**
- **New concentration in Family Life Education**

The Program Sub-committee (a sub-committee of the College's Administrative Boards) reviewed the proposal on October 29, 2018. This subcommittee was formed this year to review and provide feedback on program proposals (majors, minors) before being reviewed by the full Administrative Boards. This subcommittee includes faculty members from Biology, Economics, Religious Studies, English and Comparative Literature, along with the Assistant Registrar for Curriculum, an Academic Advisor, and myself.

**Thank you for your careful review of our proposal and helpful feedback. We have provided responses to each point, below.**

Several items came up during the discussion.

In general it would help to provide more information about how these new concentrations align with the SOE strategic plan and how the SOE is in the best position to offer these programs. The proposal references that it's "congruent with the SOE strategic plan", but it might be helpful to provide clear connections.

- **The proposed concentrations are congruent with the SOE strategic plan. The HDFS program promotes community engagement that will help the school tackle persistent and emerging local, state, and national challenges such as immigration, health, poverty reduction, capacity building for youth, families, and communities (Strategic Goal 3). Our students design projects and programs within their internship that are often implemented by the organizations after the internship ends. For example, students have created resources to help young women who are victims of human trafficking.**
- **Concentrations will also strengthen our recruitment efforts (Strategic Goal 4). Many HDFS students have expressed interest in the proposed concentrations as a way to enhance and personalize their experience in the major while also better preparing them for postgraduate programs and careers.**
- **The proposed concentrations will foster collaborations across the three intellectual areas within the SOE and provide faculty with more opportunities to teach in their areas of expertise (Strategic Goal 5). Faculty across the SOE are already involved in teaching core and elective courses in HDFS. School Counseling and School Psychology faculty are eager to share courses and create the new courses that the program will need over time. Partnerships with Allied Health, Nursing, UNC Children's hospital, Frank Porter Graham Child Development Institute, and Social Work will enable us to offer specialized courses (e.g., Child Life, social welfare policy, health) and will nurture a productive community between the SOE and other units on campus.**

- **Finally, a robust HDFS program is one of the Targeted Outcomes in the SOE's Strategic Plan, and these proposed concentrations will "reflect cutting-edge scholarship in education and human development."**

Some departments have chosen to take an intermediate step of creating "informal" concentrations (focus areas) before establishing formalized concentrations. This gives departments a better understanding of course demand. For example, the Department of Geography provides students with course lists based on different areas of focus:

<http://catalog.unc.edu/undergraduate/programs-study/geography-major-ba/#requirements-text>.

Essentially, these course lists are used as advising tools to help students select courses that will prepare them for professional and/or graduate work after Carolina. Students do NOT "declare" the focus area and it doesn't appear on the student's transcript. Economics, Mathematics, and Political Science also do this. You might consider trying this for a year or two before creating permanent concentrations.

- **We certainly appreciate this option to try out the concentrations. However, concentrations are the norm among our peers across the nation. The majority of HDFS programs across the country have concentrations attached to the major. Only very small programs do not have concentrations. Universities tend to have two to six concentrations (see appendix with sample HDFS programs with concentrations). Our concentrations are similar to concentrations used at Colorado State University and George Mason University. The National Council on Family Relations highlights health services as a career path for HDFS majors. Many of our students are selecting internship placements in hospital and health departments. One third of our most recent graduating class pursued a health career path, including medical school, occupational therapy graduate programs, speech pathology graduate programs, and nursing, as well as jobs in health care and hospital settings. We continue to see interest in and requests for health-related courses such as the ones proposed in the concentration. Therefore, we feel it important to establish formal concentrations now, given they meet student demand and career goals.**
- **Most HDFS programs across the country, including programs in North Carolina, meet the requirement for the Certified Family Life Educator credential: North Carolina State, East Carolina, and UNC Greensboro are all certified. The Family Life Education concentration will enable students within that option to become certified upon graduation.**
- **In sum, the two concentrations will make UNC's program commensurate with many other HDFS programs across the country.**

One challenge with creating formalized concentrations is that the School will need to pay close attention when building the class schedule each semester to make sure enough seats/sections are being offered in each concentration so that students can progress through the curriculum.

- **We have carefully considered this challenge and have provided students with a wide selection of courses to choose from. We will monitor to ensure that students will have a sufficient suite of course options available to them. Our Associate Dean for Academic Affairs has been carefully monitoring course enrollments, admissions, and projections for future semesters, and is committed to ensuring adequate progress to degree for all HDFS majors.**

Under the restrictions heading, it states that the concentrations are only for HDFS majors, but then later states that “nonmajors will be allowed to enroll in the course.” You might want to clarify this because it seems like a contradiction.

- **Nonmajors can enroll in the HDFS courses if seats are available. This was the intent of the statement, and it has been clarified in the attached revised proposal.**

In the section describing **Delivery Methods, Credit Hours, Expected Enrollment**, it states that the program consists of 120 credits, including **27 core classes**. This must be a typo because 27 classes would =81 credit hours. It should probably read 27 core hours, right?

- **You are correct. The text should have read 27 core hours. We have corrected this.**

The concentration lists include courses outside of EDUC. Are all of these courses previously approved as electives in the current HDFS major, or have some been added for the new concentrations? If the later, you will need letters of support from those department chairs. (My guess is that all of these courses currently appear on the electives list for the HDFS major, but I wanted to double check.)

- **We have obtained permission for courses added.**

If a student selects the **Family Life Education** concentration but then wants to **change** to the **Child and Family Health** concentration, what will this process look like? Will they lose any credits in the process? Put differently, are there any courses that fulfill a requirement in the Family Life Education concentration that DO NOT fulfill a requirement in the Child and Family Health concentration?

- **We do have some overlap in the courses comprising each concentration as well as some courses that are specific to each concentration. However, as appropriate, we will consider course substitutions. Courses such as anatomy and physiology will clearly not fit with FLE.**

The proposal indicates approx. 100 applications per year. What is the application process? Will there be multiple deadlines each year (e.g., fall deadline, spring deadline, summer deadline)?

- **There are three deadlines: October, February, and June. The School of Education hosts open houses and advising sessions for interested students. The application process includes completing a personal statement of interest in the major and a questionnaire that includes volunteer and related work experiences. Students apply through SLATE. The faculty reviews applications and offer admissions to students.**



## Proposed HDFS Program of Study Beginning 2019-2020

### Required Core Courses

Course #	Course Title	Credit Hours	Revisions
EDUC 181	Introduction to Human Development and Family Studies	3	
EDUC 532	Introduction to Human Development and Learning	3	Change name to <b>Human Development and Learning</b>
EDUC 403  OR  EDUC 410	Families, Schools, and Community  Promotive Youth Services	3	Change Name to <b>Families and Communities in Diverse contexts for Children</b>       <b>Change name to Families and Communities in Diverse contexts for Youth</b>
EDUC 408	Research Methods in Human Development	3	
EDUC 405	Parenting and Family Life Education	3	
EDUC 583	Internship Planning Experience	3	Change course name to <b>Career and Professional Development in HDFS</b>
EDUC 698	Internship in HDFS	9	
TOTAL		<b>27</b>	

## **EDUC Course Requirement (Program CHANGE)**

**(6 credits Total)**

**Students may choose one of the following for their diversity/equity focus:**

- EDUC 526: Ethics and Education: From Global Problems to Classroom Dilemmas
- EDUC 533: Social Justice in Education
- EDUC XXX: Identity and Sexuality (New course)
- EDUC 508: Equity, Leadership, and you
- EDUC 510: Mexican American Experience in Education

**Students may choose one of the following for the Leadership requirement:**

- EDUC 505: Leadership in Educational/Nonprofit Setting
- EDUC 508: Cultural Competence, Leadership and You
- EDUC 506: Politics, Policymaking, and America's Schools
- EDUC 508: Equity, Leadership, and you
- EDUC XXX: Individual and Family Resource Management (New Course)
- EDUC XXX: Education Partnership Through Program Evaluation (New EDUC-Minor Pending Approval)

### **Choose 4 courses in the concentration (12 hours)**

#### **Family Life Education**

<b>Course #</b>	<b>Course Title</b>
<b>EDUC XXX New Course</b>	Introduction to Counseling and Coaching
<b>EDUC XXX New Course</b>	Identity and Sexuality
<b>EDUC XXX New Course</b>	Individual and Family Resource Management.
<b>COMM 422</b>	Family Communication
<b>COMM 318</b>	Cultural Diversity
<b>SOWO 530</b>	Social Welfare policy
<b>SOCI 425</b>	Family and Society
<b>*EDUC 403</b>	Families, Schools, and Communities
<b>*EDUC 410</b>	Promotive Youth Services

<b>EDUC 401</b>	Child Development: Birth to Age Twelve
<b>SOCI 431</b>	Aging
<b>SOCI 468</b>	United States Poverty and Public Policy
<b>PSYC 517</b>	Addiction
<b>PSYC 471</b>	The Study of Adolescent Issues
<b>PSYC 465</b>	Poverty and Development
<b>PSYC 467</b>	The Development of Black Children

\* If a student takes both of these courses, one will count as core and the other as part of the concentration.

## **Choose 4 courses in the concentration (12 hours)**

### **Child and Family Health**

<b>Course #</b>	<b>Course Title</b>
<b>EDUC XXX</b>	Therapeutic Value of Play
<b>EDUC XXX</b>	Child and Family Health
<b>EDUC XXX</b>	Identity and Sexuality
<b>EDUC 400</b>	Autism in the Community
<b>NUTR 240</b>	Introduction to Human Nutrition
<b>EDUC 528</b>	Exceptionality across the Life Span
<b>EDUC 689</b>	Foundations in Special Education
<b>PSYC 245</b>	Abnormal Psychology
<b>PSYC 220</b>	Biopsychology
<b>PSYC 210</b>	Statistical Principles of Psychology Research
<b>PSYC 517</b>	Addictions
<b>SOCI 422</b>	Sociology of Health and Mental Illness
<b>SOCI 469</b>	Health and Society
<b>SOCI 431</b>	Aging

<b>SPHS 583</b>	Introduction to Clinical Practice in Speech-Language Pathology and Audiology
<b>SPHS 582</b>	Introductory Audiology I
<b>EXSS 211</b>	Adapted Physical Education
<b>LING 101</b>	Introduction to Language
<b>LING 200</b>	Phonology
<b>HPM 571</b>	Health and Human Rights
<b>BIO 252</b>	Human Anatomy and Physiology
<b>BIO 252L</b>	Human Anatomy and Physiology Lab

\*Students may request additional health related courses

**Choose any four courses. Courses can be a combination of  
EDUC and Non-EDUC courses**

**GENERAL ELECTIVES FOR STUDENTS WHO ARE NOT CHOOSING  
A CONCENTRATION**

<b>Course #</b>	<b>Course Title</b>
<b>AAAD 130</b>	Introduction to African American and Diaspora Studies
<b>AAAD 341</b>	Law and Society
<b>AAAD/WGST 386</b>	Comparative Studies in Culture, Gender, and Global Forces
<b>ANTH 226</b>	The Peoples of Africa
<b>ANTH/WGST 277</b>	Gender and Culture
<b>ANTH 318</b>	Human Growth and Development
<b>ANTH 380</b>	Anthropological Perspectives on Cultural Diversity
<b>BIOL 252 &amp; 252L</b>	Fundamentals of Human Anatomy and Physiology and Fundamentals of Human Anatomy and Physiology Laboratory

<b>COMM 224</b>	Introduction to Gender and Communication H
<b>COMM 318</b>	Cultural Diversity
<b>COMM 422</b>	Family Communication H
<b>COMM 576</b>	Making and Manipulating "Race" in the United States
<b>ENGL 284</b>	Reading Children's Literature
<b>EDUC 527</b>	Screen Education
<b>EDUC 524</b>	Learning on the Edge
<b>EDUC 509</b>	Helping Youth Thrive in K-12 Schools
<b>EDUC 521</b>	Schools Cultures and Communities 1
<b>EDUC 522</b>	Schools Cultures and Communities II
<b>EDUC XXX</b>	Therapeutic Value of Play
<b>EDUC XXX</b>	Child and Family Health
<b>EDUC XXX</b>	Identity and Sexuality
<b>EDUC 400</b>	Autism in the Community
<b>EDUC XXX</b>	Individual and Family Resource Management
<b>EDUC 528</b>	Exceptionality across the Life Span
<b>EDUC 689</b>	Foundations in Special Education
<b>EDUC 567</b>	Children's Literature in Elementary and Middle Schools
<b>ENGL 291</b>	The Illustrated Book: History of Illustration in Children's Texts
<b>EXSS 211</b>	Adapted Physical Education
<b>HPM 571</b>	Health and Human Rights
<b>INLS 534</b>	Youth and Technology in Libraries
<b>LING 101</b>	Introduction to Language H
<b>LING 200</b>	Phonology
<b>LING 203</b>	Language Acquisition and Development
<b>LTAM 291</b>	The Latino Experience in the United States
<b>NUTR 240</b>	Introduction to Human Nutrition

<b>PLCY 530</b>	Educational Problems and Policy Solutions H
<b>PLCY 570</b>	Health and Human Rights
<b>PSYC 210</b>	Statistical Principles of Psychological Research H
<b>PSYC 220</b>	Biopsychology H
<b>PSYC 222</b>	Learning H
<b>PSYC 245</b>	Abnormal Psychology H
<b>PSYC 250</b>	Child Development H
<b>PSYC 260</b>	Social Psychology H
<b>PSYC 465</b>	Poverty and Development
<b>PSYC 467</b>	The Development of Black Children
<b>PSYC 468</b>	Family as a Context for Development
<b>PSYC 471</b>	The Study of Adolescent Issues and Development
<b>PSYC 512</b>	Popularity, Friendship, and Peer Relations
<b>PSYC 517</b>	Addiction
<b>SOCI 122</b>	Race and Ethnic Relations
<b>SOCI 124</b>	Sex and Gender in Society
<b>SOCI 130</b>	Family and Society
<b>SOCI 422</b>	Sociology of Mental Health and Illness
<b>SOCI 423</b>	Sociology of Education, Experiential Education
<b>SOCI 425</b>	Family and Society, Junior/Senior Section
<b>SOCI 426</b>	Sociology of Education
<b>SOCI 431</b>	Aging
<b>SOCI 444</b>	Race, Class, and Gender
<b>SOCI 468</b>	United States Poverty and Public Policy
<b>SOCI 469</b>	Health and Society
<b>SOCI 470</b>	Human Rights
<b>SOWO 530</b>	Foundations of Social Welfare and Social Work

<b>SPHS 582</b>	Introductory Audiology I
<b>SPHS 583</b>	Introduction to Clinical Practice in Speech-Language Pathology and Audiology
<b>WGST 101</b>	Introduction to Women's Studies



THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

**SCHOOL OF EDUCATION**

# **Strategic Plan 2018-2022**

## **Goals, Strategies, & Outcomes**

# *Introduction*

The School of Education at the University of North Carolina at Chapel Hill is a community of highly collaborative researchers, practitioners, students, and staff. Along with our engaged alumni, we aim to break down barriers, lift up individuals, and empower communities to rise and thrive.

In short, we have been and continue to be dedicated to realizing the transformative power of education.

Our pursuit of preeminence as an engaged, research-intensive organization is focused on achieving equity in educational access and outcomes for all learners in a diverse and just society.

We pursue innovative, research-based solutions to the most pressing problems of educational theory, practice, programs, and policy in North Carolina, the nation, and beyond.

We empower educators and scholars to lead; to think creatively, act with passion, and strive for excellence and equity for all.

Toward those ends, we welcome and actively seek productive partnerships across disciplinary and institutional boundaries, working closely with all stakeholders within and beyond formal institutions of education.

We are keenly aware of our rapidly changing landscape, which features disruptive forces and trends, both positive and negative. We face seemingly irreversible decreases in state investments in P-20 institutions of public education, and slow to flat growth in federal investments in basic and applied research. These changes have mandated new, fundamentally different funding models for institutions of higher education—models that could compromise the financial viability of

academic units absent systemic adjustments.

Among positive forces and trends, we see an increasingly diverse society and a healthy emphasis on creativity, innovation, and entrepreneurship. Global skills and habits of mind are key 21st century educational outcomes in the midst of sweeping technological advancement. These trends will inevitably change the very nature of how we design, deliver, enact, and gauge success in teaching and learning within educational institutions.

Combined, these positive and negative forces require major and measured changes in how we conduct and support our work. We will not merely react to these challenges. We intend to reimagine our School of Education. We will thrive, further empower our collaborative community, deepen our impact, ensure our viability and sustainability, and continue to make strides toward realizing our goals. This plan is the first stage toward repositioning the UNC School of Education to stand strong and deliver on its promise for decades to come.

## ***Five Goals***

UNC's School of Education has evaluated the current landscape among our aspirational peers, especially those who have been working toward achieving equity in educational access and outcomes for all.

The School has also taken a hard look at its current position and capacity, including strengths and opportunities. We have explored ways to foster collaboration to advance knowledge through research; amplify and sustain meaningful impact; and empower innovative educators, professionals, and scholars to lead in their respective careers and institutions.

The following strategic goals are non-hierarchical and intended to work collectively. These goals are critical to the realization of the school's Strategic Plan, which spans 2018-2022.

**Goal 1.** Lead in research, teaching, and public engagement to earn our position as one of the nation's preeminent schools of education.

**Goal 2.** Reimagine and transform the preparation of educators, professionals, and scholars for the 21st century in both formal and informal learning settings and institutions.

**Goal 3.** Identify and cultivate core, distinctive initiatives to tackle persistent and emerging local, state, and national public challenges.

**Goal 4.** Achieve financial stability and sustainability to ensure substantial and lasting impact.

**Goal 5.** Foster shared understanding and commitment to the School's stated goals, and nurture a community that promotes the well-being, professional growth, and productivity among faculty, staff, and students.

# *Five Strategies*

Our focus on five specific strategies will create competitive advantage, drive success through times of uncertainty, and motivate the School's key constituencies and stakeholders to collaborate to achieve our shared goals.

Implementing these strategies entails purposeful financial investment and the development of organizational, intellectual, and cultural resources. The following strategies work synergistically to achieve our goals:

**Structural Reorganization:** Reorganize and focus the School's structure along three distinctive intellectual areas\* (see Appendix A):

**Culture, Curriculum & Teacher Education (CCATE)**

**Educational Policy, Organization & Leadership (EPOL)**

**Learning, Development & Psychological Sciences (LDPS)**

The reorganization should ensure these areas are intellectually generative, financially sustainable, and nationally prominent.

**Focused Initiatives:** Expand faculty expertise, bolster research, build partnerships, and enhance fundraising, especially in the following school-wide initiatives: Education data sciences; equity; experiential education; improvement at scale; innovation, technology, and entrepreneurship; and whole education.

**Hub and Catalyst:** Position the School as the hub and leader for major discussions and initiatives on the future of education in North Carolina.

**Innovation and Outreach:** Provide leadership for the UNC Chapel Hill campus on educational and pedagogical innovation at the college, graduate, and professional levels, as well as outreach to B-12 and informal education settings.

**Equity and Access:** Build partnerships, and secure and utilize resources that improve access to high-quality learning opportunities and equitable educational outcomes for all diverse student populations and workforces in North Carolina and beyond.

\* Program area titles subject to change

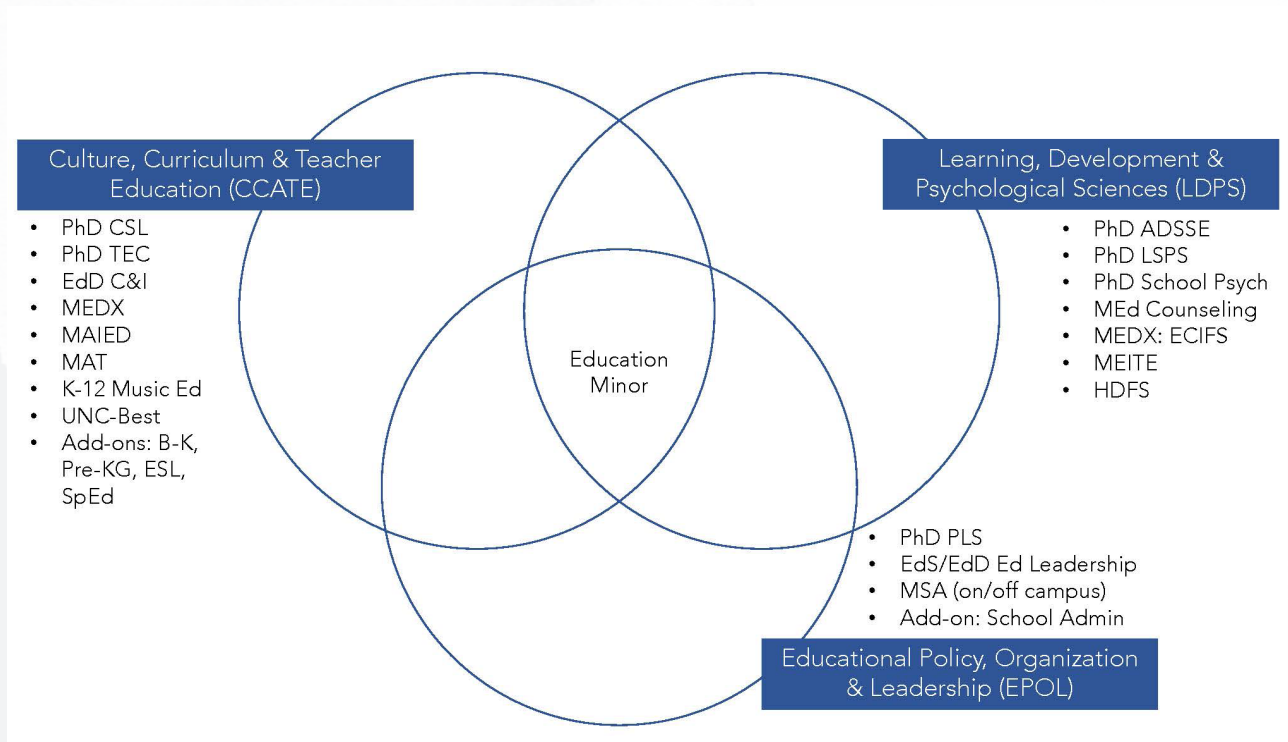
# *Targeted Outcomes*

The dean's office is charged with initiating efforts and monitoring progress to ensure the implementation of the vision and goals outlined above. The proposed timeline is January 2018 through June 2022 for the following measures of our effectiveness.

- **A top-20 ranking** among graduate schools of education according to US News & World Report.
- **New and revised curricula** to reflect cutting-edge scholarship in education and human development and Carolina's new learning imperative.
- **Competitive career placement** for ninety percent of our graduates in their fields of choice.
- **Recognition as a national/global leader** in research and development in the areas of education data sciences; equity; experiential education; improvement at scale; innovation, technology, and entrepreneurship; and whole education.
- **Sustainability** built upon successful stewardship of expenses, and growth in instructional, development, and grant revenues.
- **High satisfaction** (85% or more) among faculty, staff, and students in their work and learning environment, with progress toward professional goals, and an overall sense of wellbeing.

# Appendix A

## Structural Reorganization -- Three Program Areas\*



**\*Program area titles subject to change**

# ***Framework for Structural Reorganization***

- The School is organized into three program areas, each with several programs as outlined in Appendix A.
- Faculty members have primary affiliations with a program area, and can have secondary and tertiary affiliations in the other program area(s) as needed and appropriate for purposes of serving the research, teaching, and service mission of the School. Faculty are expected and encouraged to collaborate across programs and program areas.
- The program area restructuring does not eliminate the Faculty Executive Committee (FEC), which will continue to serve as the organizing structure for faculty governance in the School.
- The three proposed program areas replace the current GURP and PLP divisions effective January 1, 2018.
  - The Spring 2018 semester will serve as a transition semester from GURP and PLP to the three new program areas.
  - Jeff Greene, Division Chair of GURP, and Suzanne Gullede, Division Chair of PLP, will provide support to the three program area chairs during the transition Spring 2018 semester.
- The work of each program area is coordinated by a Program Area Chair, who:
  - Is appointed by the dean.
  - Oversees the whole program area: Provides leadership and fosters positive intellectual collaboration, as well as oversees admissions and ensures viability of the program area and programs.
  - Coordinates one doctoral program (strongly preferred).
  - Receives two course releases per academic year (one course release if he/she does not coordinate a doctoral program).
  - Sits on FEC as representative of their program area (the three Program Area Chairs sit on FEC to replace the GURP and PLP division chairs who sat on FEC).
  - Does not hold personnel responsibilities (appointment and annual review of faculty and/or staff performance, etc.).
- The work of each program is coordinated by a Program Coordinator, who:
  - Is appointed by the dean in consultation with the respective Program Area Chair.
  - Receives one course release per academic year.
  - Does not hold personnel responsibilities (appointment and annual review of faculty and/or staff performance, etc.).

UNIVERSITY HDFS UNDERGRAD	CONCENTRATIONS
GEORGE MASON	<ul style="list-style-type: none"> <li>• Child Development, Education, and Services</li> <li>• Adolescent Development and Services</li> <li>• Adult Development and Aging</li> <li>• Family Health and Well-Being</li> <li>• Family Research, Policy, and Advocacy</li> <li>• HDFS Minor</li> </ul>
COLORADO STATE	<ul style="list-style-type: none"> <li>• Early Childhood Professions</li> <li>• HDFS</li> <li>• Pre-Health Professions</li> <li>• Prevention and Intervention Sciences</li> <li>• Leadership and Entrepreneurial Professions</li> </ul>
TUFTS	<ul style="list-style-type: none"> <li>• Child and Family Health</li> <li>• Child and Family Policy</li> <li>• Children, Arts, Technology, and Media</li> <li>• Language and Literacy</li> <li>• Atypical development</li> <li>• Early Childhood Education</li> <li>• Developmental Science</li> </ul>
WISCONSIN-MADISON	<ul style="list-style-type: none"> <li>• Human Development from infancy through old age</li> <li>• Couples and Family relationships</li> <li>• Research methods</li> <li>• Policymaking</li> <li>• Parent-child relations</li> <li>• Family Health and Well-being</li> <li>• Parent Education and support</li> <li>• Ethnic and cultural diversity in families</li> </ul>
KENT STATE	<ul style="list-style-type: none"> <li>• Family Life Education</li> <li>• Nurse Home Management for Individuals and Families</li> <li>• Child and Youth Development</li> <li>• Gerontology</li> <li>• Human Services</li> </ul>
PURDUE	<ul style="list-style-type: none"> <li>• Child development</li> <li>• Family and Community Health</li> </ul>
AUBURN	<ul style="list-style-type: none"> <li>• Infancy and Preschool</li> <li>• Child Life Health</li> <li>• Adult programs</li> <li>• Family Life Education</li> </ul>

COLORADO	<ul style="list-style-type: none"> <li>• Early Childhood Professions</li> <li>• HDFS</li> <li>• Pre-Health Professions</li> <li>• Prevention and Intervention Sciences</li> <li>• Leadership and Entrepreneurial Professions</li> </ul>
EAST CAROLINA	<ul style="list-style-type: none"> <li>• Child Development</li> <li>• Family Science</li> </ul>
UNCG	<ul style="list-style-type: none"> <li>• Early Care and Education</li> <li>• Birth through Kindergarten Teacher Licensure</li> <li>• Child, Youth and Family Development</li> </ul>
IOWA STATE	<ul style="list-style-type: none"> <li>• Child, Adult, and Family services</li> <li>• Early Childhood Education</li> <li>• Early Childcare Education and Programming</li> <li>• Family and Consumer Sciences Education and Studies</li> <li>• Financial Counseling and Planning</li> </ul>
DELAWARE	<ul style="list-style-type: none"> <li>• Administration and Family Policy</li> <li>• Clinical Services</li> <li>• Early Childhood Development</li> <li>• Community Based Social Entrepreneurship</li> <li>• Family and Consumer Sciences Education</li> </ul>
ILLINOIS	<ul style="list-style-type: none"> <li>• Child and Adolescent</li> <li>• Family Studies</li> </ul>
MICHIGAN	<ul style="list-style-type: none"> <li>• Child Development</li> <li>• Early Care and Education</li> </ul>