

# Bachelor of Arts in Education & Human Development



# ***Proposal committee members***

Norma Boakes, EDUC\*

Patrick Burns, Career Services

Jordan Corson, EDUC

Betsy Erbaugh, SOCY/ANTH\* & WGSS minor

Christine Gayda, PSYC & gerontology minor

Priti Haria, EDUC

Maya Lewis, SOWK\*

Joe'l Ludovich, COMM\*

Erin O'Hanlon, Journalism/Media (prior- Service Learning)

Kerri Sowers, HLTH & Disability Studies minor

Richard Trama, Academic Advising

Connie Tang, PSYC

Kaite Yang, PSYC & Childhood Studies minor

*\*program chair*

*“Human Development is concerned with the entire life span of human beings... a multi-disciplinary major encompassing fields such as psychology, philosophy, sociology, social work, biology, and education.”*

(Princeton Review)



Human development professionals provide direct support & intervention at all stages of life from early childhood to successful aging populations including all ability levels

## Education & Human Development (EDHD) focus

- Address jobs in fields with high demand based on shifting societal needs & population
- Provide broader study in field of human development versus specific licensed/credentialed pathways
- Builds strong foundation and understanding through inter- and multidisciplinary structure with field-based experiences
- Offer graduates immediate access to entry-level positions in high demand fields
- Buildable in nature with ability to explore and refine and/or expand later within studies or upon graduation

# Justification of Need

- Established demand for on-ground degree through Gray Data (p.5)
- Analysis of varied fields of study from US Bureau of Labor Statistics with potential median pay (\$42,000-\$74,000 p.6)
- Measured perceived need through university-wide survey with 39.6% rate and 89% of respondents indicating interest in broader study in human development (Appendix B)
- Aligns with findings from Childhood Studies minor 5 year review recommending consideration for a major in childhood studies based on demand (Appendix H)
- Links to anecdotal evidence of student with interest in education who do not earn teacher certification but maintain interest in human-services related areas (Appendix L)
- Builds on existing interest in related minors with 495 students in the past 3 years earning minors (Appendix M)

## Letters of Support (Appendix C)

- External letters offer support for degree including offers to provide service opportunities, partnership, and possible cohorts in degree
  - Atlantic Cape Community College
  - Boys & Girls Club of Atlantic City
  - Cape May County Special Services School District
  - Helping Hands Family (autism organization)
- Internal letters from Deans of SOE, HLTH, and SOBL

Figure 2. Disciplines & Career Path Analysis (p.4)

<b>Psychology</b> (42.0101)	<b>Social Work</b> (44.0701)	<b>Education</b> (13.1206)	<b>Human Development</b> (19.0701)
<ul style="list-style-type: none"><li>• Human Services</li><li>• Research</li><li>• <b>Education</b></li><li>• Human Resources</li><li>• Business and Industry</li></ul>	<ul style="list-style-type: none"><li>• Public Welfare</li><li>• School Social Work</li><li>• Criminal Justice/Corrections</li><li>• Clinical Administration</li><li>• Healthcare</li><li>• Occupational</li><li>• Community Organization</li><li>• Gerontology</li><li>• Child Welfare</li><li>• Developmental Disabilities</li><li>• Research</li><li>• <b>Education</b></li><li>• International Social Work</li></ul>	<ul style="list-style-type: none"><li>• K-12</li><li>• Higher Education</li><li>• Adult and Continuing Education</li><li>• Business and Communication</li><li>• Government</li><li>• Non-profit</li></ul>	<ul style="list-style-type: none"><li>• Social Services</li><li>• Criminal Justice/Corrections</li><li>• Child Welfare</li><li>• Alcohol and Substance Abuse</li><li>• Developmental Services</li><li>• Gerontology</li><li>• Healthcare</li><li>• Administration</li><li>• Business and Industry</li><li>• <b>Education</b></li></ul>

Appendix E-  
Career Path  
Analysis  
(p.33)

Human services	Public welfare agencies	Federal/state/local government	Private social service agencies
	Religious affiliated organizations	Rehabilitation centers	Non-profit associations
	Family policy specialist	Human resources position	Non-formal education roles (ie. museums, zoos, exhibits)
	Library technicians & assistants		
Childhood studies	Daycare centers	Private schools	Educational specialist/para in PK-12
	Recreation centers/programs	Health clubs	Independent care services
	Youth programs director	Childcare management	Adoption specialist
	Charter schools	Teaching fellow programs	After school and/or summer programs
	Children's geographer	Child Life Specialist	
Disabilities studies	Independent living centers	Disabilities resource offices	Community agencies
	State & regional disability advocacy organizations	Non-profit sector with service for disabilities	Assistant behavior specialist
Adult Care/Gerontology	Adult care centers	Rehabilitation centers	Long-term care & planning services
	Senior citizen centers	Nursing homes	Healthcare providers
	Adult education (e.g., ESL & adult language instruction)	Social services	Housing specialist



# Competition (Tables 2-3 on p.6-7 & Appendix D)

4 state institutions offer related BA

- **Montclair-** BA in Family Science & Human Development, Families, Children & School Setting *with certification* (19.07)
- **Ramapo-** BA with concentration in Labor, Work & Organization (30.00)
- **Rutgers New Brunswick-** BA in Interdisciplinary with minor & concentration (30.99)
- **William Paterson-** BA in Interdisciplinary (Ethnic) Studies (05.02)

Surround states offering similar programs in same CIP (19)

- Cornell University, NY
- Penn State University, NY
- Syracuse University, NY
- University of Delaware, DE

## Program Resources (p.9-10)

- Faculty & staff
  - In year 1, proposed one tenure eligible faculty (with human development expertise) and two NTTPs until demand established
  - In year 2, if demand, add an additional tenure eligible faculty and maintain two NTTPs
  - One full-time professional staff
- Location & delivery
  - School of Education with coordination through EDHD Committee (Appendix K p.40)
- Materials & resources
  - Existing supports sufficient to meet degree needs

# Degree structure (p.10-14 & Appendix K)

- **Program and cognate courses (64 credits)**
  - **Major-** study in two areas below with at least three courses at the 3000/4000 level
    - EDHD Core (40 credits)- set of core courses to provide a foundation in human development
    - EDHD experiential courses (8 credits)- set of courses with a required service component to ensure opportunities to connect theory with practice in the student's field of interest
  - **Cognate (16 credits)-** defined as the area of interest, listed below, with two courses required and two elective options from a defined list
    - Childhood studies
    - Disabilities studies
    - Adult learner/gerontology
- **General Studies Courses (32 credits)-** Coursework is open-enrollment but general studies areas could be matched to the area of specialty to further strengthen preparation and interdisciplinary connections.
- **ASD Courses (32 credits)**

<b>EDHD Core Courses in Major</b>	<b>Credits</b>
PSYC 1100 Intro to Psychology	4
SOCY 1100 Intro to Sociology	4
<b>EDHD 1XXX Intro to Human Development</b> Overview of the psychological, biological, familial, and cultural factors related to human development across the lifespan. Course also reviews professional ethics, public policy, and exploration of career options. Students will further begin the required portfolio to track progress in degree, career interests, and prepare for capstone course at end of studies.	4
Developmental Psychology (PSYC 3322, 3323, or EDUC 2231)	4
Social Science Psychology (PSYC 2211, 2301, or 3302)	4
SOCY/ANTH 3681 Social theory	4
SOWK 1103 Human Behavior	4
SOWK 2504 Race, Ethnicity & Diversity	4
<b>EDHD 3XXX Research Methods</b> An introduction to the techniques of research in the study of human development. Students develop skills in reading and understanding empirical research, specifically methodology, assessment, evaluation, and statistical issues. As part of the course, students identify their targeted career path and propose a related capstone project.	4
<b>EDHD 4XXX Capstone course</b> Students conduct an action research project in the field aligned with their area of specialty and career path based on work done in Research Methods. The project will include producing a summary report and performing an oral presentation of findings.	4

Courses in *red font* are new offerings for EDHD with broader focus on human development across the age span and various populations.

Experiential courses	Credits
<p><b>EDUC 2XXX Field experience in Human Development*</b></p> <p>This is a service-learning course with a placement in a human development setting aligned with a student's area of interest and career targeted. A minimum of 80 hours of service is completed with specific assignments and activities to build an understanding of the profession and professional responsibilities within that profession.</p>	4
<p>One 3000/4000 level service-learning course*</p> <ul style="list-style-type: none"> <li>- GERO 3900 Gerontology Internship</li> <li>- PSYC 3900 Field Placement Psyc</li> <li>- PSYC 3904 Field Placement in Childhood Studies</li> <li>- SOCY 3604 Gen Social Work Practicum</li> <li>- SOWK 3905 Practicum Fieldwork</li> <li>- EDUC 3100 &amp; 3101 CEXP &amp; CPI in Education</li> <li>- <b>EDHD 3XXX Working with Children</b></li> </ul> <p>This is a service-learning course with a placement in a setting working with children birth to age 18. A minimum of 80 hours of service is completed with a series of projects supporting various aspects of child development (physical, social, emotional, and/or academic).</p>	4
<p>*Student may use other related service course not listed with permission of preceptor</p>	

Table 7 p.13

		Area of Interest*		
		Childhood Studies	Disability Studies	Adult Learner/Gerontology
Required		EDUC 2241 Inclusive Learning HLTH 2115 Language Development	ANTH 2410 Stigma ANTH 3325 Gender, Sexuality & the Body	GERO/SOCY 2292 Aging & the Family GERO 1100 Intro to Gerontology
	Choose 2	COMM 3306 Media, Culture & Society EDUC 1141, 1151, 1161, 1171 Praxis-aligned HLTH 3115 Speech & Lang Development INTC 2610 Instructional Tech for Teachers LITT 2108 Children's Literature MGMT 2110 Intro to Management MGMT 3175 Small Business Management PSYC 3380 Motivation PSYC 3391 Educational Psychology PSYC 3705 Research on Child & Adol PSYC 3324 Psychology of Learning SOCY 2210 Sociology & Family Law SOCY 2235 Sociology of Education SOCY 2290 Schools & Society SOCY 2640 Sexuality & Society SOWK 1101 Intro to Social Work	COMM 2115 Language Acquisition COMM 2119 Intro to Comm Disorders COMM 3306 Media, Culture & Society COMM 3306 Race, Gender & Media EDUC 2241 Inclusive Learning in Education ECON 1120 Economics of Social Welfare ECON 2104 Health Care Economics HLTH 2501 Ethics & Teamwork in Healthcare HLTH 3310 Nutrition & Int/Dev Disabilities LANG 1210 American Sign Language I LANG 1211 American Sign Language II PUBH 3225 Health Insurance SOCY 2210 Sociology & Family Law SOWK 3101 Social Welfare Policy SOWK 3102 Research Methods in Social Work SOWK 3650 Topics in Social Welfare	ECON 1120 Economics of Social Welfare ECON 2104 Health Care Economics ECON/GERO 2282 Economics for All Ages GERO 2017 Aging & Health GSS 2404 Aging & the Law HLTH 2501 Ethics & Teamwork in Healthcare MGMT 2110 Intro to Management MGMT 3175 Small Business Management PHIL 1101 Intro to Philosophy PHIL 1203 Critical Thinking PHIL 2112 Ethics: Theory & Practice PHIL 2409 Death PSYC 3322 Lifespan Development (if not in core) PSYC 3754 Research on Aging SOWK 3101 Social Welfare Policy SOWK 3102 Research Methods in Social Work SOWK 3650 Topics in Social Welfare
*Students may earn one or more minors in conjunction with study based on their area of interest.				

Areas of Interest allow students to specialize in one or more specific age group(s)/population(s). Two courses are required to provide foundational understanding related to each age group/population along with two electives to further build towards a student's possible career path within their area of interest. Additional courses may be considered based on students' career path and would require approval by the assigned preceptor and program chair. **Students may also earn one or more minors as part of their study.**

# Evaluation & Degree management

- A set of learning objectives with assessments are built into degree to monitor student performance & evaluate program effectiveness (p.15-16)
  - Work aligned with service learning experiences
  - Action research conducted within area of interest
  - Career development and professionalism focus
- A committee and advisory board is established to manage inter- and multidisciplinary nature of degree structure (Appendix K, p.42)
  - EDHD Standing Committee including blend of programs & student services
  - EDHD Subcommittee for each of the areas of interest
  - Advisory board with blend of EDHD faculty, admin & external stakeholders