Bachelor of Arts in Education & Human Development

CIP Code: 19.0701 Human Development & Related Services

Proposal Coordinator:
Norma J Boakes, Ed.D.
Professor of Education & Teacher Education Program Chair
School of Education

Proposal Committee:

Name	Credentials	Title	School/Office	Signature
Patrick Burns	MS, CCC	Assistant Director of Career Services	Career Services	
Jordan Corson	Ed.D.	Assistant Prof of Education	SOE	
Betsy Erbaugh	Ph.D.	Associate Professor of Sociology, SOCY/ANTH Program Chair, WGSS Minor Coordinator	SOBL	
Christine Gayda	Ph.D.	Associate Prof of Psychology & Gerontology Minor Coordinator	SOBL	
Priti Haria	Ph.D.	Associate Prof of Education	SOE	
Maya Lewis	Ph.D.	Associate Prof of Social Work & Chair of Social Work	SOWK	
Joe'l Ludovich	MFA	Assoc Prof of Comm & Comm Program Chair	ARHU	
Erin O'Hanlon-Keys	MA	NTTP/Journalism/Media Services	ARHU	
Kerri Sowers	PT, DPT, Ph.D.	Associate Prof of Health Science & Disabilities Studies Minor Coordinator	HLTH	
Richard Trama	Ed.D.	Assistant Director of Academic Advising	Academic Advising	
Connie Tang	Ph.D.	Prof of Psychology	SOBL	
Kaite Yang	Ph.D.	Associate Prof of Psychology & Childhood Studies Minor	SOBL	

Submitted on February 2, 2023

Revised as of March 16, 2023 after Feedback from Academic Programs & Planning Committee

Contents

Introduction 1

Evidence of Program Need, Demand, and Competition 2

Justification of Need 2

New Jersey Gray Associates Data & Labor Market Demand 4

Competition with programs within the Region 6

Students 8

Primary student target populations 8

Equity, accessibility & affordability considerations 8

Program Resources 8

Faculty Contributors & Qualifications 8

Faculty & Staff Needs 9

Program Location & Delivery 10

Necessary Materials & Resources 10

Degree Structure 10

Academic Objectives 10

Alignment with University Strategic Plan & Mission 11

Recruitment plan 12

Program overview 12

Curriculum with course descriptions 12

Areas of Interest 13

Evaluation and Learning Outcomes Evaluation Plan 15

Student learning outcomes 15

Program Assessment and Evaluation 15

Appendix A: Teacher Education Program- Alumni & Employer Survey data summary 17

Appendix B: Stockton Student Interest Survey 20

Appendix C: Letters of Support 22

External Letters of Support 22

Internal Letters of Support 26

Appendix D: Gray Associates Data and Competing Program Descriptions 30

Appendix E: Career path analysis 33

Appendix G: Stockton University Course Demand Analysis for EDHD required courses 35

Appendix H: Childhood Studies Minor Consultant Report 36

Appendix I: Projected budget 37
Appendix J: Vision, Mission & Goals of EDHD 39
Appendix K: Learning Objectives Crosswalk with ELOs, Standing Committee, and Coursework 40
BA in EDHD- Degree Map 46
Appendix L: Education Interest Analysis 48
Appendix M: Comparative Data on Majors and Minors 53

Introduction

As summarized in the Princeton Review of college majors, "…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." [1] Human Development professionals provide direct support and interventions at all stages of the life span, from early childhood to successful aging populations, including individuals of all ability levels. These direct services are often broader than the highly specialized licensed professional services of counselors, social workers, teachers, or allied health therapists, fields that are increasingly trending towards narrower foci, creating the need for broadly prepared, entry-level Human Development professionals. These professionals include educational specialists, coordinators, or owners/operators of early childhood care centers; activity directors or co-facilitators in youth services, non-profit organizations, or special needs agencies, before-or after- school programs, community centers, or retirement or respite care facilities.

Jobs in these fields are in high demand with a projected growth of 12% this year equating to about 55,900 openings over the next decade.[2] Much of this growth is attributed to a larger share of working parents, coinciding with an increase in diagnoses of special developmental needs, and with advancing age among the large baby boomer population. Additionally, in a post-COVID period, demand has increased for support services both in and outside of schools, accompanying a growing need for mental and social services to promote education, wellbeing, and health.[3] Many of these careers are entry-level friendly, immediately accessible to individuals holding a postsecondary degree.

In keeping with Stockton University's longstanding commitment to inter- and multidisciplinary programs, we have the components in place to offer a program that national leaders like Cornell University have conceptualized as a strong foundation for undergraduate students to pursue these careers. The aspirational Cornell program optimizes alignment with a variety of its own interdisciplinary minors[4]. Importantly, bachelor's degree recipients are well-positioned not only for entry-level careers, but also for pursuing additional specializations that increasingly require graduate degrees.

Currently, Stockton University students must select from several specialized *undergraduate* pathways that lead to specific licensed/credentialed professions. For instance, students can study to become a PK-12 licensed teacher through the Teacher Education Program, a social worker through the Social Work Program, or a licensed practitioner in any of the allied Health programs. However, students who seek to work more generally with children in any non-profit or health-promoting association, to own/run a daycare, to provide firsthand assistance to individuals of all abilities, to work directly with a successfully aging population, and/or to work at the local/regional/state human services organization have no suitably broad program to prepare for these roles. Students often spend several semesters coming to understand the specific intricacies of each current program

[1] Human Development. (n.d.). *The Princeton Review.* https://www.princetonreview.com/college-majors/136/human-development

[2] US Bureau of Labor Statistics (2022). *Social and human services assistants*. Occupational Outlook Handbook. https://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm#:~:text=in%20May%202021.-,Job%20Outlook,on%20average%2C%20over%20the%20decade

[3] Organization for Economic Co-operation and Development (2021, May 12). *Supporting young people's mental health through the COVID-19 crisis*. Policy Responses. https://www.oecd.org/coronavirus/policy-responses/supporting-young-people-s-mental-health-through-the-covid-19-crisis-84e143e5/

[4] Human Development Major Career Tree. *Cornell University.* *https://www.human.cornell.edu/sites/default/files/HD/undergraduate/HD_MajorCareerTree%20FA18.pdf*

before realizing broader interests and career paths. Likewise, they often elect more specialized paths that may not be the most suitable fit due to lack of more flexible offerings.

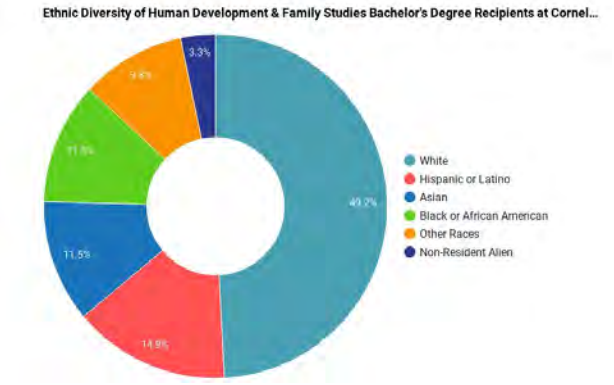
The proposed degree in Education and Human Development offers students a way to develop themselves academically and professionally for any of these roles. The degree path is intentionally designed to be multidisciplinary, providing students with more viable direct services career paths in various human development roles. Students will be able to explore specialized areas by earning one or more of Stockton's interdisciplinary minors, and if desired, will also be well-prepared to pursue certification or licensure, or may opt to pursue further study at the graduate level.

The Bachelor of Education and Human Development (EDHD) will require core courses that blend foundational and theoretical knowledge in psychology, sociology, education, and social work for students to understand the stages of human development and the needs of individuals, groups, and communities within a variety of human learning environments. Students will then take a series of courses in one or more areas of interest specifically aligned with their career goals by selecting a Childhood Studies, Disability Studies, or adult/Gerontology Studies option. Interwoven throughout all coursework is required experiential learning through field-based placements and/or paid internships, ensuring all students get first-hand, practical experiences in the setting(s) relevant to their area(s) of specialty, in connection with interdisciplinary theoretical and practice frameworks.

Evidence of Program Need, Demand, and Competition

Justification of Need

The EDHD concept originally stemmed from needs of students who expressed interest in working with children in a variety of educational settings, beyond licensure, such as day care centers, before- and after-school programs, special services, and community centers. The School of Education began a discussion (see Appendix A) that led to larger conversations among other academic programs and schools that encounter similar challenges in advising incoming and current students, finding students had broader interests than those represented in the degree paths currently offered. Recognizing a concept for a degree was forming, a proposal committee was created, leading to a degree concept that covers a full range of human development ages and needs. Faculty leaders in relevant schools (Education, Health Sciences, Social and Behavioral Sciences) first met in Spring 2022 representing degree programs (psychology, social work, sociology, public health), minors (Childhood Studies, Disabilities Studies, Gerontology) and key staff (Academic Advising, Career Education, Service Learning).



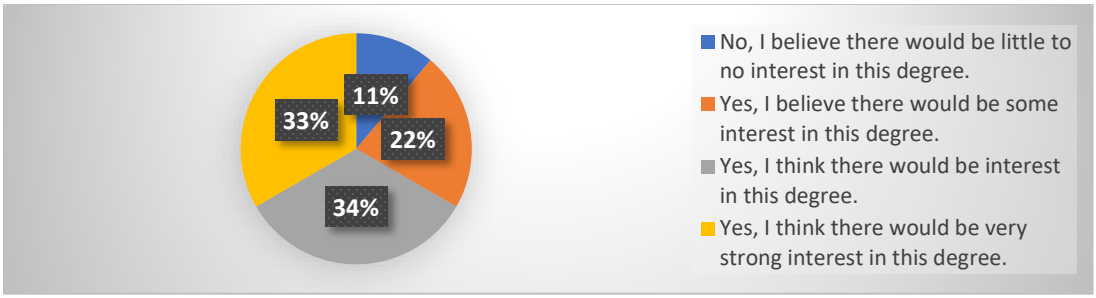
The group confirmed that a degree focusing generally on human development would be beneficial to two university strategic enrollment goals: to better retain our current students, and to attract new students.

As Stockton University increasingly seeks to serve a more inclusive student body, for example, we can look to the success that aspirant Cornell University has

achieved with 50.8% diversity among its bachelor's degree recipients in this field.[5]

To measure perceived need directly, a Fall 2022 survey of 1827 current Stockton undergraduates enrolled in a variety of majors with interests, concentrations or minors in Childhood Studies, Education, Gerontology, Holistic health, Sociology, and/or Victimology yielded 723 responses (39.6% response rate). Ethnicity of respondents was much like Cornell's diverse population with 38% non-white students including 16% Hispanic or Latino and 11% Black or African American. Overall, 89% of respondents expressed some to strong interest in this possible program. (See Appendix B for full report.) Within qualitative response received, 27 students responded with comments like "Please do this," "Seems very useful and worth having," "I wish can work towards this now," and "I would have loved to major in this, it would've fit my interests perfectly and I think many incoming students would benefit from this option." The strongest student interest aligned with students currently in Liberal Studies, Psychology and Health Sciences and minors in Childhood Studies, Disability Studies, and Gerontology.

Figure 1. EDHD Interest Survey of Current Stockton University Students



In addition, the 2020 Periodic Program Review of the Childhood Studies minor reported more than 200 students earning the minor. The external reviewer's comments include a direct suggestion to consider a major in Childhood Studies. The reviewer notes there is "considerable interest" and that the field is a "legitimate intellectual discipline." (See Appendix H: Childhood Studies Minor Studies Consultant Report.) A model Rutgers University program cited provides students with "marketable skills and qualifications for working with young people." In keeping with New Jersey Academic Issues Committee Standard 3 (Duplication with Comparable Programs) our proposal recognizes, however, that Stockton's enrollments are smaller and less specialized than Rutgers, so we determined that the broader field of Human Development is better suited to our student body and employers in this region of southeastern New Jersey.

In consultation with Career Services, the proposal committee reviewed disciplines at Stockton University to determine how human development would fit in with existing degree areas. Figure 2 illustrates how the additional, broader discipline of human development would work with existing related disciplines offered at Stockton including psychology, social work, and education.

[5] Human Development and Family Studies at Cornell University. (n.d.) https://www.collegefactual.com/colleges/cornell-university/academic-life/academic-majors/family-consumer-human-sciences/human-development-family-studies/#diversity

Figure 2. Disciplines and Career Path analysis

Potential career paths based on the major illustrate that while there are common career paths among degree options, human development provides a broader focus encompassing many of the other areas. The common strand of education supports housing the degree within the School of Education.

The proposal committee reviewed initial anecdotal evidence (see Appendix L). In these cases, students started in a teacher certification degree path but did not complete it. Data reviewed confirms sustained interest in human services-related pathways with many graduating in related majors (HLSC, NURS, PSYC, & SOWK) and minors (childhood studies & disability studies). In the case of students earning a LIBA GENS, students identified interest in teaching certification after BA completion through the state's alternate route structure. While Stockton's School of General Studies has been handling these students, the BA in Education and Human Development will be designed as intentionally to prepare this cohort of students, whereas the Liberal Studies degree was not.

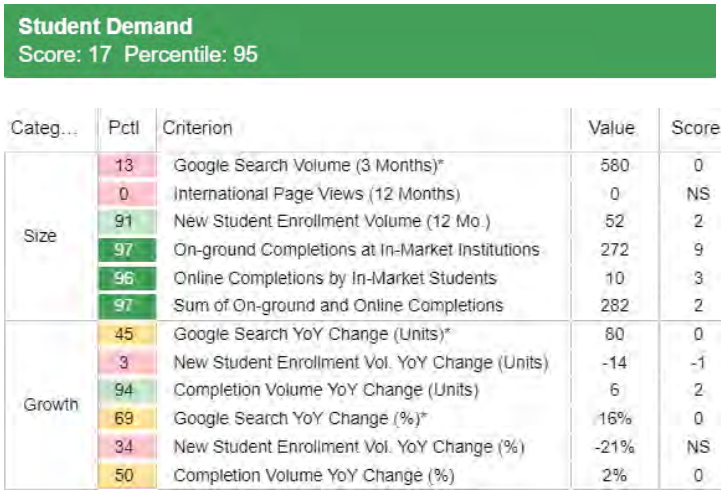
To gauge the feasibility of stackable minors for the BA in EDHD, the proposal committee also reviewed institution-wide data on all minors relevant to the proposed degree. Over the past three years, 495 students have earned minors in childhood studies, disability studies, and gerontology. The most frequent majors paired with these minors included health sciences, liberal studies, psychology, and social work. (See Appendix M for the full analysis.) Stacking these minors with existing majors, noting that many of these students change majors, confirms the survey results about the valuable role that a broader major in the EDHD would play at Stockton.

Dean Keenan of Education, Dean Levy of Social and Behavioral Science, and Dean Arnold of Health Sciences are all supportive of the proposed degree (Appendix C: Letters of Support). They agree that the design of the EDHD would not compete with, but instead would provide more options to new and current students who are broadly interested in human development settings (e.g., hospitals, schools, non-profit sector, public relations, human resources, etc.). All three deans agree with the faculty work group for this proposal that the new degree should be housed in the School of Education, where the faculty and staff have successful collaborative relationships with counterparts in the two larger schools.

New Jersey Gray Associates Data & Labor Market Demand

As depicted below in Figure 3 from the proprietary Gray Data collection, student demand in New Jersey is strong for an on-ground (in-person) bachelor's degree program in Human Development. (See Appendix D for full report).

Figure 3. Student Demand for CIP 19.070 Human Development by Gray Associates



Student Demand
Score: 17 Percentile: 95

Categ...	Pctl	Criterion	Value	Score
Size	13	Google Search Volume (3 Months)*	580	0
	0	International Page Views (12 Months)	0	NS
	91	New Student Enrollment Volume (12 Mo.)	52	2
	97	On-ground Completions at In-Market Institutions	272	9
	96	Online Completions by In-Market Students	10	3
	97	Sum of On-ground and Online Completions	282	2
Growth	45	Google Search YoY Change (Units)*	80	0
	3	New Student Enrollment Vol. YoY Change (Units)	-14	-1
	94	Completion Volume YoY Change (Units)	6	2
	69	Google Search YoY Change (%)*	16%	0
	34	New Student Enrollment Vol. YoY Change (%)	-21%	NS
	50	Completion Volume YoY Change (%)	2%	0

.

According to the U.S. Bureau of Labor Statistics, many careers in human development face unfilled positions while need and median pay remains strong.[6] Careers in early childhood care and education are among the fastest growing fields, with 15% growth over the next 10 years during ongoing preschool expansion. To pursue such careers, people will often need a bachelor's degree but not certification.

Table 1. Analysis of Fields with median pay & expected growth in Human Development

Field	Description	Required degree/training	Median pay	Expected growth
Adult Basic and Secondary Education and ESL Teachers	Instruct adults in skills such as reading and speaking English or high school equivalency.	Bachelor's degree	$59,720	5%
Career and Technical Education Teachers	Instruct in technical and vocational subjects: auto repair, healthcare, culinary…	Bachelor's degree	$61,160	2%
Teacher Assistants	Provide students additional attention and instruction.	Some college, no degree*	$29,360*	5%
Preschool and Childcare Center Directors	Supervise and lead staffs, design programs, oversee activities, prepare budgets.	Bachelor's degree	$47,310	8%
Community and Social Service Specialists	Work in local government, family services, advocacy associations.	Bachelor's degree	$47,390	9%
Social and Community Service Manager	Coordinate and supervise programs and organizations for public well-being.	Bachelor's degree	$74,000	12%
Social and Human Service Assistants	Provide client services in psychology, rehabilitation, and social work fields.	How to Become One	$37,610	12%

*Atlantic, Cape May, Ocean, Cumberland, and Burlington County schools offer $42,000 for BA grads.

[6] US Bureau of Labor Statistics (2022). *Social and human services assistants*. Occupational Outlook Handbook. https://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm#:~:text=in%20May%202021.-,Job%20Outlook,on%20average%2C%20over%20the%20decade

While New Jersey employs nearly half a million people in educational services, less than 100,000 are PK-12 public school teachers. Thus, the majority are other positions going unfilled in our region of the state.[7] The New Jersey Department of Labor and Workforce Development also projects that the state will need another 100,000 people working in education and education-related health services over the next 10 years. [8] These data also suggest that education as an overall sector will have nearly 30,000 open positions by the year 2030. Careers such as early childhood education are projected to continue facing high needs, with nearly 2,000 positions already open. Social service and community specialists' positions focusing on life-long learning and support are also growing at a brisk rate (9%) with industries including local/state government and social advocacy associations. [9] All told, the projections suggest a need to prepare a diverse group of students for direct educational service careers along the educational life span.

Importantly, Appendix E illustrates how the proposed BA in EDHD makes early, field-based exploration of these careers more feasible and immediate than the university's currently offered, highly regulated, junior-senior year Social Work and Teacher Education undergraduate programs.

In addition, the proposed EDHD paves pathways to careers poised to provide more specific human development activities, interventions, and therapies along the life span, including but not limited to PK-12 teaching. New Jersey employs thousands of private, charter school, and Alternate Route teachers with a bachelor's degree. [10]

Human Development degree completers are also well-positioned to advance into graduate fields that continue to hone their skills and interests while engaged in their early careers[11]. Graduates may seek graduate level study in Human Development, move towards credentialed paths such as a master's in social work, or even build on their foundations in areas such as public policy. The broader perspective provided from an interdisciplinary & multidisciplinary degree such as this would serve as a strong building block for future specializations based on a student's specific interests.

Competition with programs within the Region

New Jersey universities and colleges in Table 2 offer degree or programs[12] related to, but markedly different from our proposal in Education and Human Development. Where the larger universities are focused on specific approaches or geographic locations, the Stockton proposal emphasizes different approaches that showcase our interdisciplinary minor programs in our specific region of the state. Details about each program with the 19.07 CIP code are included in Appendix D.

---

[7] New Jersey Data Center (2016). *New Jersey Industry Cluster Characteristics*.

[8] New Jersey Department of Labor and Workforce Development (n.d.). *Industry and Occupational Employment Projections.* Labor Market Information. https://www.nj.gov/labor/labormarketinformation/employment-wages/industry-occupational-projections/index.shtml

[9] US Bureau of Labor Statistics (2021, May). *Occupational Employment and Wages.* Occupational Employment and Wage Statistics. https://www.bls.gov/oes/current/oes211099.htm

[10] National Association of Independent Schools (2020). *Facts at a Glance 2020-2021*. Data Analysis for School Leadership. https://www.nais.org/getmedia/99fade99-152c-4c53-a046-1f68bb059597/Facts-at-a-Glance-2020-2021-(NJAIS).pdf

[11] Jordan, E (2020). No, Seriously. What Specific Jobs Should I Look For?. Blog post. https://www.hdfscareers.com/single-post/2020/03/09/no-seriously-what-specific-jobs-should-i-look-for-my-spring-break-blog-post

[12] New Jersey Office of the Secretary of Higher Education (2020). *Inventory of Degree Programs Offered by New Jersey Institutions of Higher Education.* https://www.state.nj.us/highereducation/documents/pdf/Program_Inventory/CIPSORT_CIP.pdf

Table 1- Education & Human Development (EDHD) Degrees or Minors at NJ Peer Institutions

Peer Institutions	**Housed in**	**Education and Human Development or Human Development and Family Studies**
Fairleigh Dickinson University	School of Education	MAT Degree focused on P-3 certification (19.07)
Georgian Court University	School of Arts & Sciences	Pre-bachelor's Certificate of Achievement (19.07)
Kean University		No Degree or Minor
Monmouth University		No Degree or Minor
Montclair University (Montclair, NJ, located 113 miles from Stockton)	College of Education & Human Services	BA Degree in Family Science & Human Development, Families, Children & School Setting ***with certification*** (19.07)
Ramapo College of NJ	School of Social Science & Human Services	BA w/Concentration in Labor, Work, Organization (30.00)
Rider University		No Degree or Minor
Rowan University	College of Humanities & Social Sciences	Pre-associates Certificates of Achievement (19.07)
Rutgers University – New Brunswick	School of Arts & Sciences	BA in Interdisciplinary w/Minor and Concentration (30.99)
Saint Elizabeth's University	College of Professional Studies	Pre-bachelor's Certificate of Achievement (19.07)
Seton Hall University		No Degree or Minor
The College of NJ		No Degree or Minor
William Paterson	College of Arts, Humanities & Social Sciences	BA Degree in Interdisciplinary (Ethnic) Studies (05.02)
Atlantic, Essex, Morris, Sussex Counties		Pre-associates Certificates of Achievement (19.07)

Table 2- Undergraduate Education & Human Development Degrees at Surrounding States

Aspirant and Peer Institutions	**Education and Human Development or Human Development and Family Studies**
Cornell University, NY	Degree (CIP 19)
Penn State University, PA	Degree (CIP 19)
Saint Joseph's University, PA	No Degree or Minor
Syracuse University, NY	Degree and Minor (CIP 19)
Temple University, PA	No Degree or Minor
University of Delaware, DE	Degree (CIP 19)
Villanova University, PA	No Degree or Minor
West Chester University, PA	No Degree or Minor
Widener University, PA	No Degree or Minor

Students

Primary student target populations

This degree primarily targets undergraduate students with an interest in human development-related career paths, spanning from early childhood to the advanced age, including special needs populations as shown in Table 1 and detailed in Appendix E.

To ensure that students in our region of southeastern New Jersey are well-prepared to meet regional employer's needs, the proposed EDHD includes built-in service-learning and/or paid internship components in human service agencies in Atlantic, Cape May, Burlington, Ocean, and Cumberland counties. The School of Education already has multiple, rich partnerships in place, and is well-positioned to collaborate with the other Schools to add more settings who serve clients along the life span.

Equity, accessibility & affordability considerations

Current Stockton University undergraduates who seek human development careers must select from specialized degree paths including some that require certification or licensure. They may spend eight or more semesters of tuition navigating the complexity of highly regulated programs, only to find they seek a more general path. Along the way, costly exams, mandatory unpaid internships, and external agency fees could all raise debt. By contrast, students who select the BA in EDHD will benefit from a more streamlined choice of readily available curricular pathways that are far more conducive to exploration, allow for field-based experience, are not restricted by accredited program requirements, and that do not require costly fees.

The degree proposed is designed to be "buildable" in nature (as illustrated in Appendix E). Students can explore general interest in working with people at all ages and build a foundational understanding of human development without having to commit to a single discipline. During the first and second year of study would be able to shift into human development related areas (SOWK, PSYC, SOCY, etc.) if they find it is more well-suited to their interests or can continue focus through designated areas of interest. The degree is also purposely designed so a graduate could move into advanced study either in a related discipline or continue in the field of human development.

The School of Education (SOE) has already been approached by two county special services districts who provide human development services to clients with moderate to severe disabilities spanning ages 3 to 21. (See Appendix C.) These employers offer full-time, paid (approximately $42,000 base, with additional pension and health care) benefit positions for students who would be most likely to pursue this degree program. One of these already employs a cadre of Associates-level staff who are specifically seeking the knowledge that this degree will offer. The School of Education will continue seeking similar employers and positions in collaboration with colleagues in the Schools of Health Sciences and Social and Behavioral Sciences as well as with the Career Education Office, making the degree highly accessible and affordable to students. The degree also paves the way to affordable, accessible online and evening graduate level study for completers in entry-level, paid positions, some of which offer tuition assistance.

Program Resources

Faculty Contributors & Qualifications

Many current Stockton faculty can contribute to the BA in EDHD, maximizing available seats in current courses, most prominently Psychology (PSYC), Sociology (SOCY), Social Work (SOWK), and Education (EDUC). Additionally, the proposal committee created several new EDHD required courses in human development. These will further involve program faculty of Education (EDUC), Health Sciences (HLTH), Anthropology (ANTH), Sociology (SOCY)

and Gerontology/Social Work (GERO/SOWK) as needed and/or available to contribute. (See Appendices F, G, and K.)

Faculty & Staff Needs

While partially supported by existing programs and faculty, a demand analysis of course offerings required in the BA in EDHD (Appendix G), shows need for three new faculty lines after limited seats are filled in many core courses. The proposed EDHD will generate new enrollments sufficient to require one tenure eligible and two NTTPs, one of which is proposed as a Clinical Specialist to coordinate field experiences. We will need one appropriately credentialed faculty member to offer five EDHD specific courses, ranging from 1000-4000 level, field-based courses, and senior level capstone. This proposal for additional faculty also considers the need for an individual qualified to serve as Program Chair.

Thus, one new hire should be a tenure-eligible candidate with a terminal degree in the field of Human Development. The proposal committee recommends a tenure track line; administration proposes a 13-O as student demand grows. That position could then be adjusted to, and/or augmented by, another full-time tenure track line commensurate with demand for the major. Areas of doctoral expertise sought span the fields of education, psychology, sociology, social work, and/or human development with preference childhood studies, since student demand is already highest in the needs survey (Appendix C), the Childhood Studies Minor, and the external program review (Appendix H).

Two non-tenure track professional lines are also needed for year one and beyond: one for additional sections of courses with high demand on seats, and one to support field-based degree components as a clinical specialist. Appendix I includes the budget and clinical responsibilities summarized in Table 4.

In the case of all hires, the process will be done collaboratively with members of the EDHD Standing Committee (see Appendix K for details). For NTTPs, a hiring committee will be comprised, minimally, of representatives from all associated programs including PSYC, SOCY, and SOWK. Considerations of any hires must include any preexisting programmatic requirements for instructors specific to the home program (ie. accreditation-specific instructor qualifications).

Table 3- Faculty coverage by academic year

Year	Position	Anticipated load
Year 1	XIIIO Faculty (PSYC/SOCY expertise targeted)	Program Chair (Tier to be determined by MOA) Teach EDHD XXXX (1 fall, 1 spring) Teach core courses in PSYC/SOCY/EDUC (1 fall, 1 spring) based on expertise Participate in recruitment & preceptorial advising
	NTTP (practical work experience in human services and/or work in EDUC/PSYC/SOCY/SOWK)	Teach PSYC/SOCY/EDHD/EDUC first-year core courses, based on experience Teach field experience or area of interest course based on expertise Participate in recruitment & preceptorial advising
	NTTP (practical work in human services and/or work in EDUC/PSYC/SOCY/SOWK)	Support field-based experiences including placement, visitation, monitoring and program assessment Teach as available, based on expertise and need Participate in recruitment & preceptorial advising
Year 2 and beyond	Tenure-track faculty 1 (or transition from XIIIO)	Continue as Program Chair Adjust load to include 3000/4000 level EDHD research methods and capstone course to support transfers

		Participate in recruitment & preceptorial advising
	Based on enrollment, add another Tenure-track faculty (Area of interest and/or core areas PSYC/SOCY/SOWK/EDHD	Teach EDHD 1XX (2 fall, 1 spring), Experiential Option courses based on demand or expertise Teach 1 G course per academic year Participate in recruitment & preceptorial advising
	2 NTTPs continue (practical work in human services and/or work in PSYC/SOCY/SOWK) and the Clinical Specialist adjusts responsibilities based on enrollment needs	Teach PSYC/SOCY/EDUC/EDHD courses or area of interest courses based on expertise or demand Teach a first-year seminar (G or degree-specific) Support field-based experiences, including placement, visitation, monitoring, and assessment Participate in recruitment & preceptorial advising

An additional consideration is the need for professional staff to support the management of tasks related to degree offerings, maintaining records, and communication. Based on the initial review by Stockton Faculty Senate's Academic Program & Planning committee, the proposal committee supports adding at least one full-time professional staff to support the degree housed within the School of Education.

Program Location & Delivery

The proposed degree maintains a strong focus on serving developmental needs across an individual's educational needs and lifespan. Accordingly, the high interest in childhood age studies (Appendix B) and among regional employers, the School of Education (SOE) will house this program. The School of Education is already adept at coordinating with 14 concentrations housed in various programs in all the liberal arts schools. SOE faculty and staff look forward to expanding our collaborations with Social and Behavioral Science, and to welcoming Health Sciences (See Appendix C for deans' letters of support).

Current facilities on Stockton campuses are sufficient, with no need for specialized space. If the proposal is approved, the Program Chair will work with SOE administration to prepare and launch the degree in accordance with Stockton University Procedure 2040. The SOE will use student enrollment data to plan courses between school staff/administration and the university schedule of assessments.

Necessary Materials & Resources

The proposed degree does not require significant materials or resources beyond those already available at the university, particularly after a recent library-led review of under-used holdings. The library maintains sufficient research materials including extensive online databases. Our current information technology structure including computer labs can meet any new needs. Existing Stockton classrooms, including SOE dedicated teaching and learning spaces, have enough capacity to meet EDHD needs.

The projected budget in Appendix I includes a Program Chair in alignment with the local MOA and junior faculty funding commensurate with the School of Education and university levels.

Degree Structure

Academic Objectives

The BA in EDHD curriculum uses both multidisciplinary and interdisciplinary approaches to explore the human development process with a blend of traditional coursework and field-based experiences. A study of developmental theories through the social sciences and education provides a framework for considering and addressing direct client needs in the field. Students select one or more minors to further refine their experiences and preparation, relevant to their personal and career goals.

Objectives include students' ability to demonstrate:

- Knowledge of theories, models and principles related to social, emotional, cognitive, and physical development across the human life span
- Apply professional ethics/values, knowledge, and awareness to the professional setting
- The ability to select, evaluate and utilize information to inform decision-making and generate ideas to solve real world issues
- Application of human development knowledge and skills in the professional setting including goal setting, documenting, and reflecting on field experience
- An understanding of how social categories such as gender, race, ethnicity, sexuality, class, age and ability- and the intersection of these identities relate to diverse experiences across the life span

Alignment with University Strategic Plan & Mission

The EDHD program including its design, organization and implementation will be aligned with three of the six themes of Stockton University's Strategic Plan. [13]

Table 4- EDHD alignment to Stockton's University Strategic Plan

Area of Focus	EDHD Alignment
Inclusive Student Success	- Links to enhancement of disabilities support and awareness - Provides collaborative opportunities including community engagement with university external partners in human services - Incorporates high-impact practice that promote students' engagement in the community and career-specific experiences through an experiential learning component
Diversity & Inclusion	- Promotes students' awareness and work with diverse populations, including the special needs and advanced age populations in a variety of socio-demographic settings
Teaching & Learning	- Co-curricular, multidisciplinary collaboration among instructors/faculty/staff and students - Degree responds directly to emerging interest in human development and careers in human services fields

The Mission, Vision, and Values of the EDHD align to those of the University (see Appendix J). Stockton is committed to the development of engaged citizens through our liberal arts education with a focus on adapting to change in an ever-changing environment. This degree aligns directly by providing students with an opportunity to engage in human services making a direct positive impact with individuals through their life span. Direct field-based experiences and study through a blend of disciplines will produce engaged graduates with the knowledge and practical skills to make a difference in others' lives.

Stockton University faculty are currently updating the Essential Learning Outcomes (ELOs) that serve as a guide for all students, including those that focus heavily on the development of real-world, practical skills.[14] The BA in EDHD is well aligned with many of the current ELOs, and its faculty can align updates when those are finalized. (See Appendix K for a full crosswalk of current ELOs with degree objectives.)

[13] Stockton University (n.d.) Strategic Plan 2025- Choosing Our Path. Strategic Plan. Strategic Plan 2025 - Choosing Our Path - Strategic Plan | Stockton University

[14] Stockton University (n.d.). Mission and Vision. Essential Learning Outcomes. https://stockton.edu/elo/index.html

Recruitment plan

Recruitment for the BA in EDHD will target new and transfer students from two-year institutions and current employers such as the schools for special services (Appendix C). Stockton University Enrollment Management (Admissions), Academic Advising, Career Education and Development, and University Relations & Marketing will collaborate to develop a full plan. The Deans of Education and General Studies have already met with the Vice President of Enrollment Management, and with prospective employers about the possibility of one or more employer-supported dedicated cohorts if this proposal is approved.

The School Dean and Program Chair will meet with University Relations and Marketing to develop materials aimed at potential student populations. These will include a dedicated webpage on Stockton University, a brochure, curriculum worksheet, faculty listing, career options, and field-based experiences. Additionally, existing mechanisms such as the Common App will be open for potential students to apply. EDHD dedicated faculty and administrators will attend recruitment events held regularly on Stockton campuses.

Program overview

The degree focuses on the study of human development and educating individuals throughout one's lifespan. A student would complete a core set of courses then select an area of interest to further specialize their study based on the career path within human services they intend to target. Breakdown is based on the Stockton university curricular structure as follows:

- 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 (ie. GEN 1128 Perspective of Childhood if targeting working with children) to further strengthen preparation and interdisciplinary connections. Students could also earn multiple minors, based on their areas of interest.
- ASD Courses (32 credits)

Curriculum with course descriptions

EDHD core courses serve as the heart of the degree and are purposefully interdisciplinary blending studies in various disciplines within the social sciences (PSYC, SOCY, & SOWK) relevant to human development. Three new courses in the core are proposed to provide a multidisciplinary overview of the field of human development (EDHD XXXX) and a final action research project to demonstrate program completer competency (EDHD 3XXX & EDUC 4XXX). Descriptions of all new courses are shown in red.

Table 5- EDHD Core Courses in Major

EDHD Core Courses in Major	**Credits**
PSYC 1100 Intro to Psychology	4
SOCY 1100 Intro to Sociology	4

EDHD 1XXX Intro to Human Development 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
EDHD 3XXX Research Methods 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
EDHD 4XXX Capstone course 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

Experiential courses ensure that students have relevant hands-on experiences in the field(s) of their choice. Students must complete at least 8 credits with a minimum of 160 total hours in a professional setting. One course may be any level (1000-4000) while the other must be upper level (3000/4000).

Table 6- EDHD Experiential courses

Experiential courses	Credits
EDUC 2XXX Field experience in Human Development* 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.	4
One 3000/4000 level service-learning course* - GERO 3900 Gerontology Internship - PSYC 3900 Field Placement Psyc - PSYC 3904 Field Placement in Childhood Studies - SOCY 3604 Gen Social Work Practicum - SOWK 3905 Practicum Fieldwork - EDUC 3100 & 3101 CEXP & CPI in Education - EDHD 3XXX Working with Children 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).	4
*Student may use other related service course not listed with permission of preceptor	

Areas 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. The descriptions below are used to determine elective options. 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.**

Table 7- EDHD Areas of Interest

	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.			

Evaluation and Learning Outcomes Evaluation Plan

Student learning outcomes

The proposed clinical NTTP mentioned earlier will track student learning in collaboration with program faculty through objectives aligned with the degree. Key assessments will monitor student performance with supports/actions taken to meet expectations. The table below outlines core learning objectives and key degree program assessments to track and monitor student performance.

Table 8- Learning Objectives & Key Assessment of EDHD

Learning Objective	Key Assessments of Student Learning
Knowledge of theories, models and principles related to social, emotional, cognitive, and physical development across the life span	-EDHD Core Courses GPA (2.5 or higher) -EDHD 1XXX Intro to Human Development- Career research and reflection paper -End of program student exit survey
Apply professional ethics/values, knowledge, and awareness to the professional setting	-Service-learning requirements (EDHD 2XXX & 3000/4000 level)- Service learning paper detailing experiences and connecting these experiences to courses taken -Professional performance, disposition and behavior assessment completed for all service-learning requirements by professional in field representative of human development service/entity/organization placement
The ability to select, evaluate and utilize information to inform decision-making and generate ideas to solve real world issues	-EDUC 3XXX Research Methods- capstone proposal with literature review -EDUC 4XXX Capstone- written summary of action research project and oral presentation -End of program student exit survey
Application of human development knowledge and skills in the professional setting including goal setting, documenting, and reflecting on field experience	-Service-learning requirements (EDHD 2XXX & 3000/4000 level)- Service learning paper detailing experiences and connecting these experiences to courses taken -Professional performance, disposition and behavior assessment completed for all service-learning requirements by professional in field representative of human development service/entity/organization placement
An understanding of how social categories such as gender, race, ethnicity, sexuality, class, age, and ability- and the intersection of these identities relate to diverse experiences across the life span	-SOCY 2504 Race, Diversity & Equity- Position paper on considerations of topics of race, diversity, and equity for the professional setting relevant to the area of interest studied. -End of program student exit survey

Program Assessment and Evaluation

As noted above, student performance will be tracked through a series of assessments done at designated times within the four years of study. To facilitate this process, a designated NTTP will share a portfolio system with an EDHD Standing Committee comprised of program faculty with support from designated professional staff and an

advisory board (see Appendix K). A Blackboard course shell will be used to gather and review student assessments. Data gathered via surveys including experiential course performance assessment, exit surveys and data from the advisory board will be gathered and reviewed using the Qualtrics system. The table below details the process planned to track student progress in the degree.

Table 9- EDHD assessment tools breakdown by academic year

Year	Assessment	Review/action	Archival/tracking
Year 1	Career research & reflection paper	Review by instructor & approval by 1 other faculty member	Submission & scoring in portfolio housed in Blackboard EDHD course site
Year 1	Area of interest designation	Review by preceptor & program chair	Submission & scoring in portfolio housed in Blackboard EDHD course site
Year 2-Fall	Race, Diversity & Equity Position paper	Review by instructor & approval by 1 other program faculty	Submission & scoring in portfolio housed in Blackboard EDHD course site
Year 2-Spring	Experiential course performance assessment	Data collected from external party reviewed by placement specialist & by program faculty preceptor	Submission & review via Qualtrics survey system
Year 3	Experiential course performance assessment	Data collected from external party reviewed by placement specialist & by program faculty preceptor	Submission & review via Qualtrics survey system
Year 4-Fall	Capstone proposal with literature review	Review by instructor & approval by 1 other program faculty	Submission & scoring in portfolio housed in Blackboard EDHD course site
Year 4-Spring	Research project & oral presentation	Review by capstone instructor & 2 others (Advisory board or program faculty)	Submission & scoring in portfolio housed in Blackboard EDHD course site with advisory board via Qualtrics
	Exit survey	Data to EDHD advisory board & program faculty for annual review	Submission & review via Qualtrics system

Appendix A: Teacher Education Program- Alumni & Employer Survey data summary

The Office of Academic Advising recently reviewed a snapshot of students interested in early childhood or elementary certification (LIBA ECED & ELEM) who have changed majors to a more General Liberal Studies path.

Data retrieved between 8 November 2021 and 30 September 2022 indicated that 85 students shifted from Liberal Studies teacher certification degree paths (LIBA ELEM & ECED) to a general liberal studies LIBA (ARHU, GENE, or SOBL, etc.)[15] after spending hundreds of dollars in fees for multiple attempts at rigid state-mandated requirements. In many of these cases, students maintained an interest in study related to children and continued to earn a minor in Childhood Studies and/or Disabilities Studies. The proposed EDHD would provide a much more appropriate preparation for those students work with children in non-licensure roles.

To further explore need for Education and Human Development degree completers, the School of Education consulted with recent alumni and area PK-12 school employers through the Stockton Teacher Education Advisory Board (STEAB) and bi-annual employer survey to gauge demand. STEAB members (six school districts; seven members) were strongly in favor of the degree concept, noting their challenges in filling many non-licensure roles in the school system and charter/private schools. Further, eight administrators from the Stockton Teacher Education Program employer survey, representing seven PK-12 school districts, felt the degree was needed, specifically noting roles such as support office professionals, educational specialists, technology assistants, and behavior support roles as high-demand positions. In addition, 15 of 23 graduates responding to a recent Stockton Teacher Education Program Alumni survey (2020 to 2022) offered endorsement for the degree concept.

TEDU PROGRAM ALUMNI SURVEY excerpt (as of 11/13/22)

Q24 - New Degree Concept- The School of Education is exploring the creation of a new bachelor's degree in Education and Human Development. This degree would support students interested in the field of human services ranging from youth through advanced age populations. Core courses blend foundational theoretical knowledge in psychology, sociology, education and social work to under the needs of individuals, groups and communities. Students would be able to further specialize by selecting a track of interest that includes childhood studies, disabilities studies, and adult/gerontology. The degree is practical in nature with a strong liberal arts emphasis to support students who wish to work in settings such as daycares, non-licensure positions in PK12 schools, and other human service areas. Based on your experience as a university graduate and on your knowledge of education and other human services, would you endorse such a degree path?

Min	Max	Mean	SD	Variance	Count
4.00	8.00	5.48	1.89	3.55	23

Answer	%	Count
Yes, I would endorse it.	60.87%	14
No, I would not endorse it.	4.35%	1
I'm not sure if I would endorse it.	0.00%	0

[15] R. Trama (personal communication, September 30, 2022)

I don't have enough experience to make a judgment.	34.78%	8
Total	100%	23

TEDU Employer Survey Excerpt (as of 11/13/2022)

Q1 - What was your position in school year 2020-21?

Answer	%	Count
Principal/CSA	65.38%	17
Assistant Principal	15.38%	4
Supervisor	15.38%	4
Instructional coach	0.00%	0
Other	3.85%	1
Total	100%	26

Q4 - What school level(s) do you work in? Check all that apply.

Answer	%	Count
Early Childhood (PreK-3)	23.81%	10
Elementary (K-6)	33.33%	14
Middle (5-6-7-8)	19.05%	8
Secondary/High School	23.81%	10
Total	100%	42

Q24 - New Degree Concept - The School of Education is exploring the creation of a new bachelor's degree in Education and Human Development at Stockton University. This degree would support students interested in the field of human services ranging from youth through advance age populations. Core courses blend foundational theoretical knowledge in psychology, sociology, education and social work to under the needs of individuals, groups and communities. Students would be able to further specialize by selecting a track of interest that includes childhood studies, disabilities studies (including behavioral assistance), or adult/gerontology. The degree is practical in nature with a strong liberal arts emphasis to support students who wish to work in settings such as daycares, non-certificated positions in PK12 schools, and other human service areas. Based on your experience, do you see a need for such a degree?

DRAFT

Minimum	Maximum	Mean	Std Deviation	Variance	Count
1.00	3.00	2.59	0.58	0.33	22

Answer	%	Count
Yes, it's very needed.	4.55%	1
Yes, it's needed.	31.82%	7
I'm not sure.	63.64%	14
No, it's not really needed.	0.00%	0
Total	100%	22

Q25 - Please describe any non-certificated positions in your school setting that might be well suited for a graduate with the bachelor's degree described above.

support staff, front office, tech assistant. Sub
Instructional Aide
I checked "Not Sure" and I usually have a strong opinion on most topics. We have difficulty filling non-certified positions. I think the degree would be great for schools allow non-certified staff to have knowledge of human development but I am not sure there will be a demand as jobs are plentiful
Not many positions are non-certificated, so I'm not sure that they would qualify for these positions. However if there were positions that included behavioral supports or counseling, this could be helpful.

Q26 - Please feel free to offer any other feedback or comments regarding the concept for a Bachelor of Arts in Education and Human Development in the space provided below.

Please feel free to offer any other feedback or comments regarding the concept for a Bachelor of Arts in Education and Human Development in the space provided below.
This would be a great dual major to address the changing needs of our student populations.
It's important to consider the idea of development and how it affects education and academics.

DRAFT

Appendix B: Stockton Student Interest Survey

To determine possible interest in the degree, current Stockton students were surveyed during the Fall 2022 semester. Students in the following majors & minors were targeted:

- Majors and all concentrations within it
    - Bachelor of Science in Health Science
    - Communications
    - Liberal Studies
    - Psychology
    - Sociology
    - Social Work
- ANY majors with these minors:
    - Childhood studies
    - Disabilities studies
    - Holocaust & genocide studies
    - Integrative health
    - Gerontology
    - Victimology & victim services

A total of 723 responses (39.6% response rate) were received as of January 2023 based on a total of 1827 students surveyed. The Qualtrics survey content provided a brief overview of the degree concept and asked respondents to rate their level of interest in such a degree. Below is a summary of data gathered.

	Amer Indian or Alaskan Native	**Asian**	**Black or African American**	**Caucasian or White**	**Hispanic or Latino**	**More Than 1 Race**	**Non Resident Alien**	**Unknown or Not Specified**	**Grand Total**
F	1	39	67	349	89	14	1	2	562
M		17	16	97	25	4	2		161
Total	**1**	**56**	**83**	**446**	**114**	**18**	**3**	**2**	**723**
% by Ethnicity	14%	8%	11%	62%	16%	2%	0%	0%	

Responses	**Total (%) by response**
No, I believe there would be little to no interest in this degree.	36 (5%)
Yes, I believe there would be some interest in this degree.	101 (14%)
Yes, I think there would be interest in this degree.	251 (35%)
Yes, I think there would be very strong interest in this degree.	335 (46%)
Total	**723**

DRAFT

Data below breaks down responses that are specific to the field of human services with a high frequency of responses.

Responses	BSNS	COMM	CRIM	HLSC	LIBA	NRS4	PSYC	SOWK
No, I believe there would be little to no interest in this degree.	4		4	6	2	2	1	3
Yes, I believe there would be some interest in this degree.	13	3	4	11	7		8	6
Yes, I think there would be interest in this degree.	19	6	15	30	21	13	25	18
Yes, I think there would be very strong interest in this degree.	14	10	28	39	63	11	61	17
Total	**46**	**18**	**47**	**86**	**87**	**23**	**95**	**44**

Additional data below reflects students in related minors.

Responses (truncated)	Childhood studies	Disability Studies	Gerontology	Holocaust & Genocide Studies	Neurology	Victimology
Little to no interest					1	
Some interest		2		1		1
Interest	12	7	1	2	3	7
Strong interest	37	18	2	5	9	11
Total	**49**	**27**	**3**	**8**	**13**	**19**

Students were also given a chance to comment or ask questions about the degree. Below is a count of responses by topic and highlights of common themes among responses received.

Category	Number of responses in category	Topic/focus of comment(s)
Career specific comment/questions	15	Kind of jobs, practical nature, ability for post-graduate study
Curriculum	17	Course requirements, alignment with existing programs
Interest/support	27	
Logistics of degree	15	Length of study, how to adjust/shift current study
Wage/Career	2	
Other	4	
Unrelated	3	

DRAFT

Appendix C: Letters of Support

External Letters of Support

January 30, 2023

To: Norma Boakes, Stockton University, Program Chair, Teacher Education Department
Fr: Michael Bolicki, Atlantic Cape Community College, Professor of Social Sciences
Re: Requested evaluation of proposed degree at Stockton University

Greetings Norma,

Thank you for the information about the proposed B.A. Degree in Education and Human Development and the invitation to review it. The concept for this degree is timely and would be of benefit to the students for personal and career options, as stated in your introductory note.

While I am not familiar with the curriculum of each course, Stockton University's webpage provided information. Here are my reflections about the degree program:

1. The need for the degree is substantiated with nationally-based projected labor statistics.

2. The required *Experiential Options* and *Service Learning* components actively engage the student in the chosen specialty.

3. Multi-cultural education (*Race, Ethnicity and Diversity*, SOWK 2504) is included within the core courses.

4. There are a number of private day care centers for young children as well as centers for adults which provide services for those populations. The proposed Childhood Studies and Adult Learner/Gerontology programs include an option for the student to exercise their entrepreneurship or interest to join an existing employer. These would be addressed through *Introduction to Management* (MGMT 2110) and Small Business Management (MGMT 3175).

5. Within the Areas of Study, education about nutritional needs is addressed in Disabilities Studies with the course titled *Nutrition and Intellectual/Disabilities* (HLTH 3310). From professional experience, the benefits of nutrition for the neurodiverse learner could benefit the student, a content area which I have found important in my teaching experience.

6. The proposed degree would link to Atlantic Cape Community College through our Human Service Certificated Program and the Education program of studies. Social Science Department Chair Beth Sanders-Rabinowitz would have more detailed information.

In summary, the proposed B.A. Degree in Education and Human Development would provide an opportunity for students gifted with the compassion for service to others.

BOYS & GIRLS CLUBS OF ATLANTIC CITY

Our Mission

To provide the resources for the develpment of young people, from all backgrounds, to realize their full potential as responsible, caring adults.

February 14, 2023

Dr. Elizabeth Pollock
Chair of Academic Programs and Planning Committee
Stockton University Faculty Senate

Letter of Support for Proposed Bachelor of Arts, Education and Human Development (EDHD)

Dear Dr. Pollock,

As Chief Executive Officer of the Boys. & Girls Club of Atlantic City (BGCAC) for the past three years, I am delighted to write this letter of support for the proposed Bachelor of Arts in Education and Human Development (EDHD) degree. The Stockton University Schools of Education and Social and Behavioral Sciences have been partners with BGCAC for many years, and we look forward to the potential that this proposed new degree offers for future professionals in human development careers. Specifically, BGCAC strongly supports this proposal for undergraduate students interested in careers that strengthen human development in any of our locations, which will benefit from expanding our current placement arrangements with the university to add these students.

The Stockton School of Social and Behavioral Sciences has been providing varying degrees of placement and on-site internship opportunities that mutually benefit ACBGC and the Social Work degree programs. More generally, the proposed new program will expand the number of prospective interns who can be placed in our facilities, providing more hands-on support in the human development of Atlantic City youth who enjoy our programs. In addition, we foresee great potential for career opportunities for BA in EDHD degree completers at agencies like our own, in keeping with Stockton University's role as an anchor institution in Atlantic City.

For these reasons, our team at the BGCAC supports the proposed Bachelor of Arts in Education and Human Development at Stockton University.

Sincerely,

Stephanie Lutz-Koch, CEO
Chief Executive Officer
Boys & Girls Club of Atlantic City

21st CCLC Program at the Boys & Girls Club of Atlantic City

This project was funded in its entirety Under Title IV, Part B of the Every Student Succeeds Act (ESSA), Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant funds through a grant agreement with the New Jersey Department of Education.

Cape May County
SPECIAL SERVICES SCHOOL DISTRICT
4 Moore Road, DN 704, Cape May Court House, NJ 08210 (609) 465-2720 Fax (609) 465-8220

Jamie P. Moscony
Superintendent

Thomas A. Baruffi, Ed.D.
Interim Assistant Superintendent

Kathleen M. Allen
Business Administrator

Jonathan Price
Related Services Director

Valerie Bowers
High School Director

Nicholas Bailey
Ocean Academy Director

January 18, 2023

Dr. Elizabeth Pollock
Chair of Academic Programs and Planning Committee
Stockton University Faculty Senate

RE: Letter of Support for Proposed Bachelor of Arts, Education and Human Development (EDHD)

Dear Dr. Pollock:

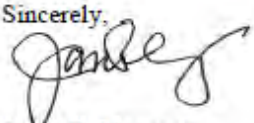
Please accept this letter expressing support from the Cape May County Special Services School District for the proposed Bachelor of Arts in Education and Human Development (EDHD) degree. The Stockton University School of Education has been a partner to our district for many years, and we are very excited about the possibilities for this proposed new pathway. Specifically, our district strongly supports this proposal for undergraduate students interested in careers that strengthen human development experiences in our educational setting for students with special abilities aged 2-21.

As the teacher shortage continues to grow in our region, we are employing teams of paraprofessionals, aides, and teaching assistants, many of whom already hold some college credits. We are currently exploring the possibility of sponsoring a cohort to complete their bachelor's degree if the proposed EDHD concentration in Disability Studies is approved over the next academic year.

In addition, the potential for those who earn this proposed bachelor's degree to complete the Board-Certified Assistant Behavior Analyst (BCaBA) requirements is an especially appealing aspect to us at the School for Special Services.

Finally, we are also very interested in hosting service-learning placements for your students who enroll in the program and wish to gain firsthand experience working with our specialized population of learners.

Sincerely,



Jamie P. Moscony
Superintendent

Helping Hands Family
We Make Autism Services Personal

February 3rd , 2023

Norma Boakes
Program Chair for the Teacher Education Program
Professor of Education
Stockton University
101 Vera King Farris Dr.
Galloway, NJ 08205-9441

Dear Norma Boakes,

I am writing in support of the proposed Bachelor of Arts in Education & Human Development program at Stockton University. Helping Hands Family provides Applied Behavior Analysis (ABA) Therapy to children 18 months to 18 years old with autism spectrum disorder (ASD). We find that students from programs like the one being proposed are most attracted to careers in the ABA therapy field and working with children with autism. As it is a growing field and becoming a high demand industry Helping Hands Family is in support of any additional program that would educate students interested in human services as it would directly impact our field. Many other universities we currently work closely with offer similar programs relating to family studies and human development. We have hired quite a few students from those types of programs here at Helping Hands Family with plans to hire more in the future.

Sincerely,

C. Andrus

Carissa Andrus
University Liaison
carissa@hhfamily.com
215-346-6622

School of Education
Claudine Keenan, *Dean*
P: 609.652.4688 • **F:** 609.626.5528

101 Vera King Farris Drive
Galloway NJ 08205
stockton.edu

To: Dr. Elizabeth Pollock, Chair of Academic Programs and Planning Committee

From: Claudine Keenan

Date: December 12, 2022

Re: Support for Proposed Bachelor of Arts, Education and Human Development (EDHD)

Please accept this memo as my strong support for the proposed Bachelor of Arts in Education and Human Development (EDHD) being presented by the School of Education. This new multi- and inter-disciplinary degree will benefit future and current undergraduate students who are interested in careers that strengthen human development experiences. Many students wish to strengthen human development and education in a variety of settings that span daycare centers, group homes, community centers, assisted living facilities, public agencies and non-profit organizations.

The School of Education is developing this degree for several reasons. First, as the teacher shortage continues to worsen nationwide, many people in human development-related careers are leaving their fields to seek teacher certification, creating new vacancies in non-school human development settings. From early childhood daycare centers to assisted living facilities and many agencies that serve youth to adults, the demand for more human development professionals continues to grow across our region.

Second, many New Jersey residents who seek undergraduate degree completion prior to applying for an Alternate Route to the teaching profession are also excellent candidates for a program in Education and Human Development; in fact, several schools for special services have contacted us, specifically seeking candidates for well-paying jobs that begin with their high needs for one:one human development professionals, and eventually lead to full certification. Third, consistently strong interest in the Childhood Studies minor has provided a basis for the recent Periodic Program Review consultant to recommend that the University consider proposing a full degree in human development for the early childhood population. While this concentration is likely to be the largest student choice, Stockton University has also maintained a steady interest among undergraduate students in disability studies throughout the lifespan, as well as high interest and strong community partnerships in gerontology and lifelong educational development of older adults.

The faculty work group who developed this proposal include those who have held leadership positions as Chairs and Coordinators of related majors, minors and concentrations. Their collaborative efforts have generated a strong proposal with clear objectives, navigable curricular pathways, and a mission-based fidelity to Stockton's interdisciplinary tradition.

DRAFT

STOCKTON UNIVERSITY

School of Health Sciences

P: 609.652.4501 • F: 609.652.4858

101 Vera King Farris Drive | Galloway NJ 08205-9441
stockton.edu

To: Dr. Elizabeth Pollock, Chair of Academic Programs and Planning Committee

From: Brent L. Arnold, PhD, ATC, FNATA

Date: January 30, 2023

Re: Support for Proposed Bachelor of Arts, Education and Human Development (EDHD)

This memo is offered in support for the proposed Bachelor of Arts in Education and Human Development (EDHD) being presented by the School of Education. This new degree will benefit future and current undergraduate students who are interested in careers that strengthen human development.

The School of Education is developing this degree to meet the demand for more human development professionals in our region. With a worsening national teacher shortage, many professionals in human development are leaving that field for teaching, thus, creating a demand for more human development professionals.

Undergraduate degree completers who apply for an Alternate Route to the teaching profession are excellent candidates for this program in Education and Human Development. According to the School of Education, several special services schools have reached out to Stockton seeking candidates for well-paying human development jobs. Also, there is consistently strong interest in Stockton's Childhood Studies minor which has provided the basis for proposing a full degree in human development for the early childhood population. While this concentration is likely to be the largest student choice, Stockton University has also maintained a steady interest among undergraduate students in disability studies throughout the lifespan, as well as high interest and strong community partnerships in gerontology and lifelong educational development of older adults.

The faculty work group developing this proposal includes those who have held leadership positions as Chairs and Coordinators of related majors, minors and concentrations. Their collaborative efforts have generated a strong proposal with clear objectives, navigable curricular pathways, and a mission-based fidelity to Stockton's interdisciplinary tradition.

I am happy to support this proposal.

DRAFT

STOCKTON UNIVERSITY

School of Social and Behavioral Sciences
P: 609.652.4512 • F: 609.626.5559

101 Vera King Farris Drive | Galloway NJ 08205 9411
stockton.edu

To: Dr. Elizabeth Pollock, Chair of Academic Programs and Planning Committee

From: Marissa Levy

Date: January 30, 2023

Re: Letter of Support for Proposed Bachelor of Arts, Education and Human Development (EDHD)

Please accept this letter as my endorsement of the Bachelor of Arts in Education and Human Development (EDHD) proposal being presented by the School of Education. I support this new interdisciplinary degree for undergraduate students interested in careers that strengthen human development experiences in a variety of educational settings that span daycare centers, group homes, community centers, assisted living facilities, public agencies and non-profit organizations.

However, my support is conditional. The proposal outlines the need to hire three full-time faculty lines to support program needs. The request is to hire one of these three lines in a tenure-eligible IIIXo position with a terminal degree in the field of human development to support foundational courses, field experience courses, and senior level research-based study. Two non-tenure-track professional lines (NTTP: PSYC/SOCY/SOWK) are planned to cover first-year level courses with high demand on seats. This seems reasonable. However, there is one strong condition and an area of concern.

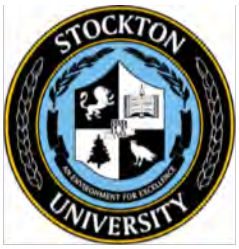
First, these foundational courses (Intro to Psychology and Intro to Sociology) and other program courses (PSYC Developmental Psychology, PSYC Social Psychology, SOCY/ANTH Social Theory, SOWK Human Behavior in the Social Environment, and SOWK Race, Ethnicity and Diversity) are all program courses within the School of Social and Behavioral Sciences. It is imperative that program faculty sit on search committees and have some curricular oversight or input on course sections that are listed within their programs. Furthermore, the social work courses are part of an accredited program's curriculum. Any faculty teaching those courses must use a program-approved master syllabus and teach the same content as any other social work faculty member.

Second, SOWK1103: Human Behavior in the Social Environment and SOWK2504: Race, Ethnicity and Diversity are social work classes that require areas of specialization. We currently struggle to offer enough sections of these required courses now, just to satisfy our current Social Work students. The proposal asks for a tenure-track line with an area of expertise in psychology, sociology, social work **or** education and human development and an NTTP line with an area of expertise in psychology, sociology, **or** social work. Should these two searches produce faculty in areas of expertise other than social work, we would not be able to support the needed seats for the EDHD students.

In conclusion, I find this proposal worth considering and I see many reasons to move forward to the next stage. However, my support is conditional: program faculty must be part of hiring, mentoring, and curricular decision-making processes **and** at least one of the three faculty lines must prioritize a qualified faculty member in the area of social work.

Stockton University Atlantic City
Brian K. Jackson, MBA
Chief Operating Officer, Atlantic City Campus

P: 609.652.4900
E: Brian.Jackson@stockton.edu



Stockton-John F. Scarpa Academic Center

3711 Atlantic Avenue
Atlantic City, NJ 08401

stockton.edu/acgateway

February 9, 2023

Dr. Norma Boakes
Chair, BA in Education & Human Development Proposal Committee
Program Chair, Teacher Education Program
School of Education

Dear Dr. Boakes and members of the Proposal Committee:

I am pleased to provide this letter of endorsement in support of the development of the Bachelor of Arts Degree in Education and Human Development.

Upon review of the program proposal, I believe that there are significant opportunities within the greater Atlantic City area which align with the proposed degree offering. In my experience as COO of the Atlantic City campus, I find that there are many opportunities to develop internships, externships, and other experiential options for students seeking a degree such as this.

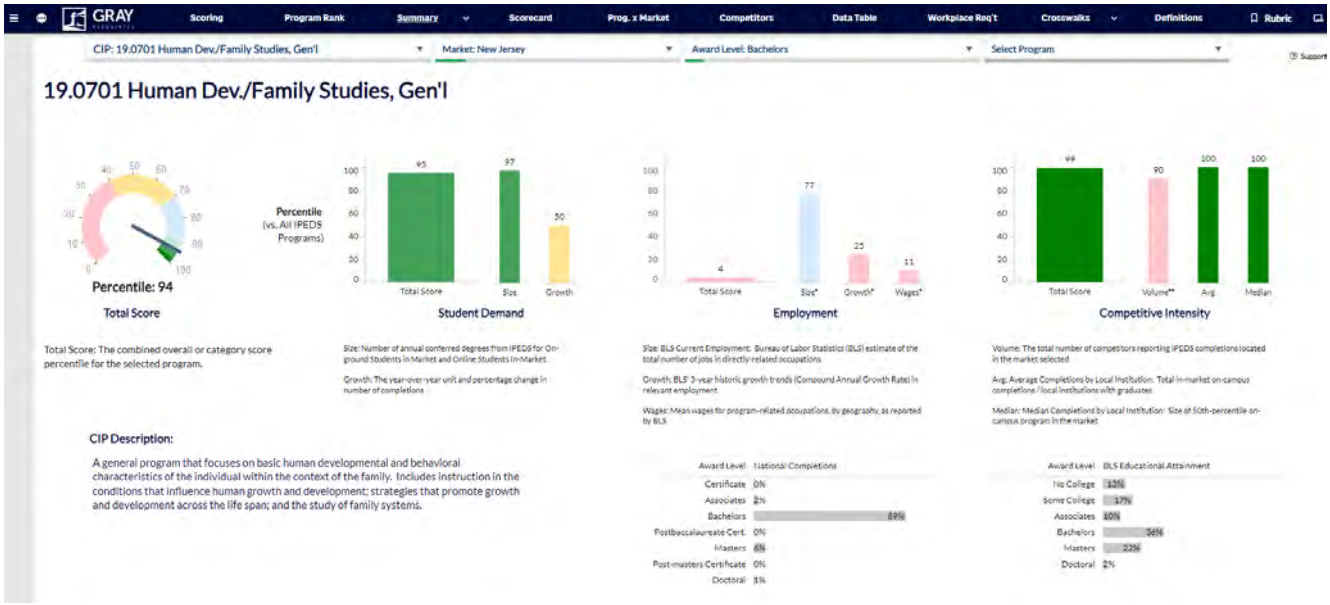
The field of human services is fairly significant within the greater Atlantic City region, with jobs often going unfilled due to a lack of credentialed individuals living in this area to fill the positions. Moreover, in a city which counts 10,000 youth among its population, the complicated challenges of addressing homelessness, mental illness, and an aging population attracted to the southern region of the State, I believe this proposed degree program lends itself to filling that void with educated, prepared, and dedicated Stockton graduates.

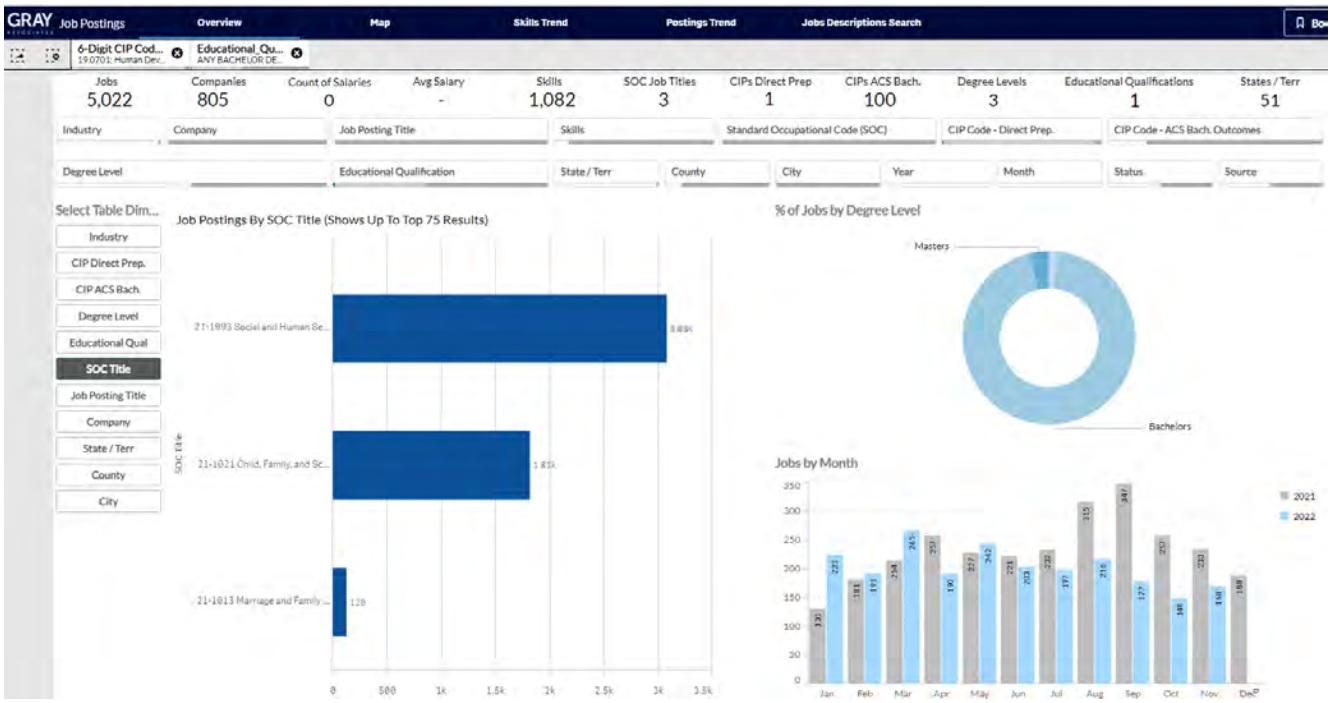
Sincerely,

Brian K. Jackson

Chief Operating Officer, Atlantic City Campus

Appendix D: Gray Associates Data and Competing Program Descriptions





Montclair State University (Montclair, NJ) offers the Bachelor of Arts degree in Family Sciences and Human Development (FSHD) with two concentrations: the first concentration focuses on children, families, and school settings, along with a teaching track. The second concentration is in Family Services. Additionally, FSHD offers two minors (i.e., Family science & human development and Gerontology) and an advance degree in FSHD (weblink: https://www.montclair.edu/academics/family-science-and-human-development/). Montclair also lists the M.A. and the Ph.D. in CIP 19.07 on its inventory. Separated geographically from Montclair State University,

the Stockton University 19.07 CIP proposal requires recurring service-learning placements in schools, agencies, and organizations specifically located in southeastern New Jersey.

Rutgers University (Camden, NJ) offers a Bachelor of Arts degree in Childhood Studies. This multidisciplinary major is housed in College of Humanities and Social Sciences and includes three unique concentration areas: direct care/direct services, administration, and criminal justice. In addition, students engage in field internships. (weblink: https://chss.rowan.edu/departments/sociology/acad/humanservices/). Rutgers reports recipients of these degrees in its CIP 30.99 inventory.

Fairleigh Dickinson University (Teaneck, NJ): offers a sharply focused Master of Arts in Teaching (MAT) degree in Early Childhood (P-3) Teaching that carries New Jersey Department of Education approval as an approved pathway to teacher certification. The program is listed as CIP 19.07 on the inventory, but its clear focus on the certification pathway at the graduate level is markedly different than the proposed Stockton BA in EDHD program. (weblink: https://www.fdu.edu/program/mat-teaching-early-childhood-p-3/)

Other related Programs in New Jersey (NJ):

Rutgers University (New Brunswick, NJ) offers a minor in Human Development at undergraduate level within psychology program and concentration in Human Development and learning across the life span within the Learning, Cognition, Instruction, and Development (LCID) program. This degree is available in Graduate School of Education. The graduate doctoral program is 72 credits (weblink: https://gse.rutgers.edu/degree/phd-lcid-specialization-in-human-development/) Rutgers reports recipients of these degrees in its CIP 30.99 inventory.

William Paterson University (Wayne, NJ) offers a Bachelor of Arts degree in an interdisciplinary and multidisciplinary Disability Studies (DS) with courses ranging from Anthropology, Sociology, Philosophy, Psychology, Public Health, Disability Studies, to Kinesiology Major includes 36 credits (weblink: https://www.wpunj.edu/coe/departments/SE-PC-DS/degrees-offered/) WPU lists this program as CIP 0502.

Ramapo College of NJ (Mahwah, NJ) offers a concentration in Labor, Work, and Organizations within the multi-disciplinary (CIP 30.00) Social Science major. The concentration includes courses on historical and socio-economic aspects of the labor process, work organizations, and the relationship between work and other aspects of life. In addition, the students will understand the role of human resources, education, and complete internships (weblink: https://www.ramapo.edu/majors-minors/majors/labor-work-organizations/).

Rutgers University (Camden, NJ) offers the aforementioned Bachelor of Arts degree in Childhood Studies in interdisciplinary contexts (CIP 30.99). The 36 credits in childhood studies include coursework in the following content areas: childhood in global and intercultural contexts; childhood and social institutions; methods in childhood studies; additional approved courses from a wide range of programs such as psychology, sociology, English, history, criminal justice.

Surrounding States (NCES IPEDS Completions by Two-Digit CIP Code):

Cornell University (Ithaca, NY) offers a Bachelor of Science in Human Development and Family Sciences for careers in in medicine, law, business, child and family advocacy, social work and education, research or to become a professor of Human Development, Sociology, Psychology, or Neuroscience. The Cornell College of Human Ecology houses two undergraduate majors: Human Development and Psychology. (Weblink: https://psychology.cornell.edu/-human-development-major-)

Temple University (Philadelphia, PA) offers a Bachelor of Science degree in Human Development and Community Engagement. The coursework for this interdisciplinary degree includes courses in communication, curriculum design, human development, urban communities, with concentration options in applied behavior analysis, community education, human services, and non-profit management and social entrepreneurship. In addition, students complete a yearlong practicum and internships. (Weblink: https://bulletin.temple.edu/undergraduate/education/human-development-community-engagement/bs-human-development-community-engagement/)

University of Delaware (Newark, DE) offers a Bachelor of Science degree in Human Development and Family Sciences for a career in childhood education, family studies, or human services. The coursework includes courses from various programs such as social work, public policy, psychology, education, etc. In addition, 400 hours fieldwork and in-built international winter internships to South Africa, Barbados, or Greece to practice human services in authentic settings (Weblink: https://www.hdfs.udel.edu/human-services/)

The Pennsylvania State University (Penn State, Brandywine, PA) offers a Bachelor of Science degree in Human Development and Family Sciences with the focus on human social, emotional and behavioral aspects, advocacy, and social policies and programs. The coursework includes a wide range of courses across human life span, families, and community development along with fieldwork and internships. (Weblink: https://bulletins.psu.edu/undergraduate/colleges/health-human-development/human-development-family-studies-bs/)

Appendix E: Career path analysis

The EDHD proposal committee reviewed and prepared a sample listing of potential career paths utilizing Career Services materials and online resources. Below is a breakdown by major area to illustrate the flexibility of the degree based on a student's area of interest.

While Social Work or Education students could pursue the career pathways below, each of those undergraduate programs has its own regulatory licensure structure in the junior and senior years that makes early, broad exploration less possible.

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

Sources referenced:

- CareerOneStop- https://www.careeronestop.org/
- Cleveland Clinic- https://my.clevelandclinic.org/health/articles/22651-child-life-specialist
- Idealist- https://www.idealist.org/en/careers/resources (non-profit positions)
- National Association for Human Services- https://www.nationalhumanservices.org/for-students
- Occupational Outlook Handbook- Figure
- O*Net OnLine- https://www.onetonline.org/
- Oxford Bibliography- https://www.oxfordbibliographies.com/display/document/obo-9780199791231/obo-9780199791231-0080.xml

Appendix F: Qualified Faculty, Instructors, and Staff

Tenured faculty hold terminal degrees; adjuncts and staff hold masters (doctoral in some cases)

Course name and number	**Current as of Fall 2022** **TF- tenure-line faculty** **AF- adjunct; ST - staff**
PSYC 1100 Intro to Psychology	Elizabeth Shobe (TF) Keith Williams (TF)
SOCY 1100 Intro to Sociology	Heather Swenson Brilla (ST) Shawn Donaldson (TF)
PSYC Development (3323, 3322, 2201)	Helena Girgis (TF) Christine Ferri (TF) Steffen Wilson (AF) Karen Rose (AF) Christine Gayda-Chelder (TF) William Altman (AF) John Bulevich (TF) Keith Williams (TF) Nordia Anna Kay Scott (TF)
PSYC Social Science (2211, 2301, 3302)	Courtney Dougherty (AF) Joseph Davidow (AF) Colleen Kase (TF) Jessica Jablonski (AF)
SOCY/ANTH 3681 Social Theory	Nazia Kazi (TF)
SOWK 1103 Human Behavior	Sunny Mathew (TF) Theodore Alter (TF)
EDUC 2241 Inclusive Learning	Michael McKnight (AF) Chelsea Tracy-Bronson (TF) Beverlee Masters (AF) Shelly Meyers (TF, Emerita)
HLTH 2115 Language Development	Lauren Ashleigh Fitzpatrick (AF)
ANTH 2410 Stigma	Laurie Greene (TF)
ANTH 3325 Gender, Sexuality & the Body	Laurie Greene (TF)
GERO/SOCY 2292 Aging & the Family	Gina Maguire (ST)
GERO 1100 Intro to Gerontology	Jennifer Tartaro (AF)

Appendix G: Stockton University Course Demand Analysis for EDHD required courses

Data below is based on Fall 2022 enrollment. All courses listed are identified as required either as part of the EDHD core or within one of the areas of interest. Based on current demand with existing majors, additional seats would be needed to support the degree proposed. Demand would be higher for EDHD core courses in comparison to areas of interest that would depend on student selections.

	Course name & number	**# of sections offered**	**Actual/Cap by section**
EDHD Core Courses	PSYC 1100 Intro to Psychology	3 sections	99/100, 97/100, 96/100
	SOCY 1100 Intro to Sociology	2 sections	35/35, 35/35
	PSYC Development (3323, 3322, 2201)	3323- 3 sections 3322- 4 sections 2201- no sections	3323- 70/69, 35/34, 35/37 3322- 35/35, 35/35, 35/37, 35/35
	PSYC Social Science (2211, 2301, 3302)	2211- 3 sections 2301-1 section 3302- 1 section	2211- 35/35, 35/35, 35/34 2301- 35/34 3302- 40/42
	SOCY/ANTH 3681 Social Theory	1 section	12/12
	SOWK 1103 Human Behavior	2 sections	29/36, 32/35
	SOWK 2504 Race, Ethnicity & Diversity	4 sections	35/36, 35/34, 35/35, 35/34
Childhood	EDUC 2241 Inclusive Learning	5 sections	35/37, 31/35, 32/35, 37/35, 32/35
	HLTH 2115 Language Development	1 section	35/35
Disability	ANTH 2410 Stigma	(Spring 22' no fall) 1 section	9/20
	ANTH 3325 Gender, Sexuality & the Body	(Spring 22' no fall) 1 section	17/25
Gero/Adult	GERO/SOCY 2292 Aging & the Family	1 section	9/10
	GERO 1100 Intro to Gerontology	1 section	34/35

Appendix H: Childhood Studies Minor Consultant Report

Below is an excerpt from recommendations made on the consultant report submitted to Dean Levy on February 20, 2020 in regard to the Childhood Studies minor.

"Finally, I think that a major in childhood studies could be considered. The fact that you have 200 minors, and probably could have more, suggests considerable interest. Childhood Studies is a legitimate intellectual discipline, with international conferences, professional journals, textbooks, and so on. It could serve as the intellectual home for those who want to be elementary school teachers, youth workers, and so on.

However, in my opinion, expanding to a major makes sense only if it makes full use of cross-listed courses from other departments and orients hiring. As we discussed, the childhood studies major at Rutgers relied heavily on courses in other disciplines: developmental psychology, sociology of the family, history of childhood, and so on. There were a few courses specific to the major (senior seminars, introduction to childhood studies), but mostly the major opened opportunities for colleagues in other departments to offer classes touching on childhood on a more frequent basis knowing that these classes would be also filled by childhood studies majors.

I have some appreciation for the difficulty of offering this kind of major. Colleagues in other departments may not want students from another major in their classes, they may be uncooperative when it comes to scheduling classes, and so on. But, a genuinely interdisciplinary major can be a way to meet student interest without distorting hiring.

At Rutgers, we tweaked the hiring; for example, when hiring for a sociologist, the dean would suggest that a scholar of the family might be preferred. Over the course of several years, we managed to hire someone in religion interested in children, and similarly in history, anthropology, and psychology. I would not recommend hiring many people to form a childhood studies department (we have done this at Rutgers, but only because we need these people to fill dissertation committees). I don't recommend hiring a large childhood studies department because the field is genuinely interdisciplinary, so it ought to be able to be offered by members of a variety of disciplines. Moreover, it's hard to forecast the long term future of childhood studies; it's possible that childhood studies might not be attractive to Stockton students in 20 years. if you create a large department, you're creating a mini-institution that will resist adapting to new intellectual currents.

One downside of offering this kind of major is that it is inevitably kind of loose, and will require accommodations from other departments and from the administration. The coordinator for such a program has to be resilient, persistent, and opportunistic, seeking and getting favors about courses and schedules. Some of your colleagues seem interested in taking on this challenge.

One benefit from this kind of major is that you may make more students happy. Really, childhood studies is just as defensible as is psychology or sociology as a major, and if students would rather take childhood studies, why not let them? Moreover, it's probably better for most students than a self-defined major. On the other hand, Stockton doesn't need a childhood studies major; you probably don't lose students to Rutgers right now because you lack this program. Still, it's good to provide students with what they want while at the same time ensuring a course of study that promotes the skills that Stockton values. Childhood Studies could do that.

A second benefit could be opening new discussions among faculty members. When I met with groups of your faculty, I sensed that they enjoyed talking with each other about issues related to children, and that the discussions can be richer than they might be within a discipline" (p.2-3).

Appendix I: Projected budget

If approved in time for "internal transfer" for students on leave from licensure-intensive programs, and for an incoming cohort based at the county Schools for Special Services, the Fall 2023 "soft launch" is likely to enroll between 23-33 new undergraduates. In addition, the degree will bring back many Education students who have stopped out, continuing to attempt licensure exams. The vast majority of these students will have already earned 60 or more credits, so they will need some of the specialized and service-learning/field-based courses that first year.

As described in the proposal, three lines will be needed to chair, place, precept, track, assess, and teach these students, including one XIII-O (with potential for Tenure Track in Year 2, commensurate with enrollment demand) and two NTTPs, one of whom would be a Clinical Specialist. These three faculty salaries, (budgeted with fringe, start-up expenses to equip offices and provide for professional development), will be sufficient to manage this workload, with additional adjunct and/or overload (also budgeted below) for courses contributed from other Schools and Programs, as described earlier.

Gross tuition and fees for a range of students between 23-33 demonstrate break-even through surplus, based on the number of students who return to enroll and new transfers (some already committed from partners as indicated in Letters of Support from Schools for Special Services):

FY24	Revenue	Expenses	Net Position
23 students	$349,324	$347,303	$ 2,021 +
29 students	$440,452	$347,303	$ 93,149 +
33 students	$501,204	$347,303	$153,901 +

During FY24, the Admissions office will be able to attract new students that exceed these "soft launch" students, more than meeting the university's expenses for additional tenure track faculty to be searched in FY24 and beyond for subsequent academic years.

The list of non-instructional, clinical responsibilities for the Clinical Specialist NTTP includes:

- General messaging/contact with students in major in collaboration with the Program Chair and the home school (School of Education)
- Arranging and supporting external partnerships in human services to support areas of interest aligned with EDHD. If area of interest aligns with existing programs, he/she will work collaboratively with the other office to support student needs for field-based experiences.
- Tracking of all required field-based experiential learning in alignment with degree requirements. For all EDHD field-based courses, the arrangement of and confirmation of placements is completed by this individual. In the case where other programs are involved (e.g., another program's field-based work is used), he/she will work collaboratively with other campus staff to verify field-based experiences meet degree requirements and to arrange evaluation of performance.
- Launching and gathering data for all field-based professional experiences through field placements and any required surveys (ie. Exit Survey) using Qualtrics
- Tracking student progress in the degree including monitoring preceptor assignments and submission of key assessment requirements for program evaluation, in collaboration with other program faculty

- Creating and monitoring program reports on enrollments to assist the Chair in preparing/arranging future courses needed for the degree. This work will include articulation with other Schools and Programs to ensure that appropriate offerings are arranged to match demand for coursework
- Managing contact with external partners including advisory board members in support of program functions

Appendix J: Vision, Mission & Goals of EDHD

Vision

To prepare students to be reflective, ethical practitioners with the knowledge and skills to be leaders in the field of human development.

Mission

The mission is to produce graduates with the capacity to provide high quality support/services to individuals through caring, ethical, and well-informed practices supported by their theoretical and foundational knowledge within the field of human development.

Goals

- Provide learning experiences aligned with human development while supporting students' proficiency in writing, communication, collaboration, and research.
- Prepare students to be reflective practitioners, skilled within their area of interest related to their ultimate career path within human services.
- Provide field-based learning experiences to develop career competencies including technical skills, professionalism, leadership, and application of research-informed practices.
- Increase the number of graduates obtaining careers in human services spanning from children through adult populations.

Appendix K: Learning Objectives Crosswalk with ELOs, Standing Committee, and Coursework

ELOS	EDHD Learning Objectives				
	Knowledge of theories, models and principles related to social, emotional, cognitive, and physical development across the life span	Apply professional ethics/values, knowledge, and awareness to the professional setting	The ability to select, evaluate and utilize information to inform decision-making and generate ideas to solve real world issues	Application of human development knowledge and skills in the professional setting including goal setting, documenting, and reflecting on field experience	An understanding of how social categories such as gender, race, ethnicity, sexuality, class, age, and ability- and the intersection of these identities relate to diverse experiences across the life span
Adapting to change				x	x
Communication skills		x			
Creativity & Innovation			x		
Critical Thinking				x	
Ethical Reasoning		x			
Global Awareness					x
Information Literacy and Research Skills			x		
Program Competence	x				
Quantitative Reasoning			x		

Core courses in EDHD	EDHD Core in Major (must take all)											Area of interest (2 in one category by color)					
Learning objectives alignment by coverage Key: Introduce (I) Reinforce (R) Master (M)	PSYC 1100 Intro to Psychology	SOCY 1100 Intro to Sociology	EDHD 1XXX Intro to Human Development	PSYC Development	PSYC Social Science	SOCY/ANTH 3681 Social Theory	SOWK 1103 Human Behavior in Social Envir	SOWK 2504 Race, Ethnicity, & Diversity	EDHD 3XXX Research Methods	EDHD 4XXX EDHD Capstone	EDHD Experiential options (2 courses/8 credits)	EDUC 2241 Inclusive Learning	HLTH 2115 Language Development	ANTH 2410 Stigma	ANTH 3325 Imaging the Body	GERO 1100 Intro to Gerontology	GERO/SOCY 2292 Aging & the Family
Knowledge of theories, models and principles related to social, emotional, cognitive, and physical development across the life span	I	I	I							M		I	R	R	R	I	R
Apply professional ethics/values, knowledge, and awareness to the professional setting							I			M	I/R						
The ability to select, evaluate and utilize information to inform decision-making and generate ideas to solve real world issues				I	I	R			R	M		I	R	I	R	I	R
Application of human development knowledge and skills in the professional setting including goal setting, documenting, and reflecting on field experience							I			M	I/R						
An understanding of how social categories such as gender, race, ethnicity, sexuality, class, age, and ability- and the intersection of these identities relate to diverse experiences across the life span			I		I	R	R	M				I		I	R	I	R

EDHD Committees & Advisory Board makeup

EDHD Standing Committee	Program Chair (lead) PSYC faculty (teaching in program) EDUC (teaching in program) SOWK (teaching in program) School of Health Science representative School of Arts & Humanities representative School of Business representative Career Services representative Service-Learning representative Advisory board member (external community representative)
EDHD Childhood Studies Sub-Committee	4 active instructors in minor representing at least 3 program areas
EDHD Disabilities Studies Sub-Committee	4 active instructors in minor representing at least 3 program areas
EDHD Adult/Gerontology Sub-Committee	4 active instructors in minor representing at least 3 program areas
EDHD Advisory Board (2 year term for non-Stockton parties)	Program Chair (lead) Dean/Assistant Dean of Education EDHD Committee liaison (one member beyond Chair) 2 faculty actively teaching in degree 4-6 external parties with links to each of the areas of interest (*should host students as part of field-based requirements or otherwise maintain partnerships with Stockton University)

As part of evaluation work completed, the EDHD Standing Committee will ensure that each of the following steps/actions is taken in support of a quality degree program:

- Monitoring and review of program recruitment and retention efforts
- Evaluation of program objectives using ongoing assessments practices as listed in Table 2. Aggregate student assessment data that reviews student knowledge, skills and professional readiness will be gathered and discussed. This data will further include ratings of student performance by external parties hosting students for field-based experiences.
- Use of program data analysis to support and inform any necessary program modifications and/or improvements identified as part of the annual program report and five-year program review process aligned with university procedures.
- Evaluation of faculty instructing within the major through the IDEA survey system with oversight aligned with university policies and procedures.

BA in Education & Human Development (EDHD) Curriculum Worksheet

BA in Education & Human Development (EDHD)

Draft as of 3/9/2023

Fall 202X-Spring 202X

MAJOR- *Study must include at least 3 courses at the 3000/4000 level*

EDHD Core (40 credits)		EDHD Experiential Options (8 credits)	
PSYC 1100 Intro to Psychology	4	Service learning- any non-G 1000-4000 level (80 hr min)	4
SOCY 1100 Intro to Sociology	4	EDHD 2XXX Field experience in Human Development	
EDHD 1XXX Intro to Human Development	4		
PSYC Development (PSYC 3323, 3323 or EDUC 2231)	4	Service learning- 3000/4000 (1 from below- 100 hr min)	4
PSYC Social Science (PSYC 2211, 2301, 3302, 3322)	4	GERO 3900 Gero Internship	
SOCY/ANTH 3681 Social Theory	4	PSYC 3900 Field Placement Psyc	
SOWK 1103 Human Behavior	4	PSYC 3904 Field Placement in Childhood	
SOWK 2504 Race, Ethnicity & Diversity	4	SOWK 3604 Gen Soc Wrk Prc	
EDHD 3XXX Research Methods	4	EDUC 3100 & 3101 CEXP & CPI in Educ	
EDHD 4XXX Capstone course (Service w/portfolio*)	4	EDHD 3XXX Working with children	
Total	40		
		or related service course with permission by preceptor	

Areas of Interest* (16 credits)- *Select one area of interest from those below. Two courses are required and two are electives from those provided.*

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

*Students may earn one or more minors in conjunction with study based on their area of interest.

GENERAL STUDIES REQUIREMENTS				48 CREDITS
G courses: (32 total credits)				
Courses that align with area of specialty are encouraged. Contact preceptor for guidance.				
GEN	4		GNM	4
GIS	4		GNM	4
GAH	4		GSS	4
GAH	4		GSS	4
AT SOME DISTANCE Elective: (32 total credits) *Courses unrelated to your major*				
	4			4
	4			4
	4			4
	4			4
GENERAL STUDIES OUTCOME REQUIREMENTS: *These course attributes should be completed within the 128 credits needed to graduate.*				
(A) Arts			(V) Values/Ethics	
(H) Historical consciousness			(I) International/Multicultural	

GENERAL STUDIES WRITING REQUIREMENT: (4 courses) *Two W1 courses may be in transfer. W2 courses must be at Stockton.*			
W1	W1/W2	W1/W2	W1/W2 at 3000 level
GENERAL STUDIES QUANTITATIVE REASONING REQUIREMENT: (3 courses)			
Q1	Q2	Q1 or Q2	
RACE AND RACISM REQUIREMENT: (2 courses)			
R1	R1/R2		

New courses anticipated w/short description	
EDHD 1XXX Intro to Human Development	Overview of the psychological, biological, familial, and cultural factors related to human development across the lifespan. 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.
EDHD 2XXX Field Experience in Human Development	This is a service learning course with a placement in a human development setting aligned with a student's area of interest and targeted career. 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.
EDHD 3XXX Research Methods	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.
EDHD 4XXX Capstone course (Service w/portfolio*)	Students conduct an action research project in the field aligned with their area of specialty based on work done in Research Methods. The project will include producing a summary report and performing an oral presentation of findings.

EDHD 3XXX Working with children	This is a service learning course with a placement in a setting working with children birth to age 18. A minimum of 100 hours of service is completed with a series of projects supporting various aspects of child development (physical, social, emotional, and/or academic).

BA in EDHD- Degree Map

This is a **suggested** plan of study for completion of this degree program. The **goal** of a Degree Map is to ensure that students graduate with no greater than 128 credits and in four years.

- All students should speak with their preceptor about their academic programs. Students are advised to reference their Degree Works for information about their program's At-Some-Distance and Cognate courses.
- Transfer students may not need to take all courses in the plan; they should consult with an academic advisor.

FIRST YEAR – FALL SEMESTER	
PSYC 1100 Intro to Psychology	**4 credits**
EDHD 1XXX Intro to Human Development	**4 credits**
FRST- FY Seminar	**4 credits**
FRST or G-course (W1)	**4 credits**
Total Course Load as of First Year Fall Semester	**16 credits**

FIRST YEAR – SPRING SEMESTER	
SOCY 1100 Intro to Sociology	**4 credits**
SOWK 1103 Human Behavior in Social Environment	**4 credits**
FRST or G-course (Q1)	**4 credits**
ASD	**4 credits**
First Year Credit Total Overall	**32 credits**

SECOND YEAR – FALL SEMESTER	
SOWK 2504 Race, Ethnicity & Diversity (I & R)	**4 credits**
PSYC Development (PSYC 3323, 3323 or EDUC 2231)	**4 credits**
Area of interest- course 1 required	**4 credits**
G-course (can be selected from one or more of the minors)	**4 credits**
Total Course Load as of Second Year Fall Semester	**48 credits**

SECOND YEAR – SPRING SEMESTER	
Experiential course 1	**4 credits**
Area of interest- course 2 required	**4 credits**
ASD	**4 credits**
G-course (can be selected from one or more of the minors)	**4 credits**
Second Year Credit Total Overall	**64 credits**

THIRD YEAR – FALL SEMESTER	
Area of interest- course 3 electives	**4 credits**
PSYC Social Science (PSYC 2211, 2301, 3302)	**4 credits**
G-course (can be selected from one or more of the minors)	**4 credits**
ASD	**4 credits**
Total Course Load as of Third Year Fall Semester	**80 credits**

THIRD YEAR – SPRING SEMESTER	
Experiential course 2	**4 credits**
G-course (can be selected from one or more of the minors)	**4 credits**
ASD	**4 credits**
ASD	**4 credits**
Third Year Credit Total Overall	**96 credits**

FOURTH YEAR – FALL SEMESTER	
EDHD 3XXX Research Methods (Q2)	**4 credits**
Area of interest- course 4 elective	**4 credits**
G-course (can be selected from one or more of the minors)	**4 credits**
ASD	**4 credits**
Total Course Load as of Fourth Year Fall Semester	**112 credits**

FOURTH YEAR – SPRING SEMESTER	
EDHD 4XXX Capstone course	**4 credits**
G-course (can be selected from one or more of the minors)	**4 credits**
ASD	**4 credits**
ASD	**4 credits**
Fourth Year Credit Total Overall	**128 credits**

Program Specific Notes

- Red courses indicate a performance and/or program requirement that must meet program expectations to move forward in program.
- Experiential courses require application for field placement in advance of semester taken. Failure to do so will likely delay degree completion.
- Student must plan for all attributes and designations including A, H, V, I, W1/W2, Q1/Q2, R1, R1/R2 within elective areas of interest, G, or ASD courses.
- Students may select a concentration that is based on the Childhood Studies, the Disability Studies, or the Gerontology Minor, **and may also add multiple Minors to their pathways, if desired.**

Appendix L: Education Interest Analysis

Education interest tracking & analysis using SOE data

The School of Education regularly tracks student enrollment and retention data. At the time of admission, students fill out a survey indicating if they have an interest in education. Files from Fall 2022 through Spring 2023 were pulled and analyzed for students who initially identified interest in education but graduated with a degree beyond education-specific, certification degree paths. A total of 116 students were found in this subset with a high percentage of students (28%) electing a BA in LIBA with a GENS concentration. The table below presents data on the average GPA, the count of students taking Praxis Core (an indicator of interest in teacher certification), and average Praxis Core scores by section (cut score noted with averages below cut score in red). At least 57 students had a direct interest in working with children based on Praxis Core attempts.

Degree completed	Count of Major	AvgCredits_Earned	Avg_GPA	Count of Core	AvgCore_Reading (156)	AvgCore_Writing (162)	AvgCore_Math (150)
0	1	36	3.89				
AFST	1	92	3.17				
ARTS	1	148	2.78	1	142	144	100
BIOL	4	106	2.97	2	154	153	151
BSNS	6	97	3.50	1	122	146	126
COMM	9	92	3.09	2	183	152	185
CRIM	1	42	4.00				
CSCI	1	64					
ENVL	1	144	3.68				
HIST	7	111	3.37	3	172	163	171
HLSC	2	92	3.30				

LCST	2	87	3.99				
LIBA	33	114	3.28	26	164	161	156
LITT	7	130	3.31	5	173	169	160
MATH	2	129	2.91	1	196	176	198
NMAT	2	128	3.56	1	154	148	154
NRS4	1	142	2.90				
POLS	2	115	3.30	2	182	162	158
PSYC	27	105	3.22	12	163	164	154
SOWK	6	67	3.00	1	128	150	126
Grand Total	**116**	**106**	**3.26**	**57**	**164**	**161**	**156**

To further track interest in working in broader human development areas, the minors earned by the same population was reviewed and presented in the table below. Childhood studies and disability studies made up 57% of all minors earned.

Major	Count by major	Minor														
		AFST	ASTU	BIOL	BSNS	CHEM	CHST	DANC	DIST	GLST	HGST	HIST	HOLH	SPAN	WRTG	Total minors
0	1															
AFST	1						1									1
ARTS	1		1													1
BIOL	4					1			1							2
BSNS	6															
COMM	9		1												2	3
CRIM	1															
CSCI	1															
ENVL	1			1												1

HIST	7						1		1					2		4
HLSC	2				1		1									2
LCST	2															
LIBA	33						9	1	3			1		1		15
LITT	7	1								1	2					4
MATH	2															
NMAT	2															
NRS4	1															
POLS	2															
PSYC	27		1		1		2		3				1			8
SOWK	6						2		1							3
Total	**116**	**1**	**3**	**1**	**2**	**1**	**16**	**1**	**9**	**1**	**2**	**1**	**1**	**3**	**2**	**44**

Data was further analyzed to review the initial and current major. Of the 116 students, 31% elected majors in human services including health science, nursing, psychology and social work (36).

		Count by current major																			
Initial major	**Count by initial major**	**0**	**AFST**	**ARTS**	**BIOL**	**BSNS**	**COMM**	**CRIM**	**CSCI**	**ENVL**	**HIST**	**HLSC**	**LCST**	**LIBA**	**LITT**	**MATH**	**NMAT**	**NRS4**	**POLS**	**PSYC**	**SOWK**	**Grand Total**
0	5													1					1	3		5
ARTS	4						1							2	1							4
BIOL	1																1					1
BSNS	1										1											1
CRIM	2																			2		2
CSIS	1											1										1

ENSC	1									1												1
EXSC	1													1								1
HIST	3													1						2		3
HLSC	3													2	1							3
LCST	2						2															2
LIBA	25		1		1	5	4													9	5	25
LITT	4			1			1													1	1	4
MARS	1																			1		1
MATH	3						1							1			1					3
NMAT	8	1									2			1	1			1		2		8
PHYS	2								1							1						2
PSYC	2					1								1								2
SOCY	1																			1		1
Undeclared					3			1			4	1	2	23	4	1			1	6		46
Grand Total	**70**	**1**	**1**	**1**	**4**	**6**	**9**	**1**	**1**	**1**	**7**	**2**	**2**	**33**	**7**	**2**	**2**	**1**	**2**	**27**	**6**	**116**

LIBA education degree path analysis

Initial investigation for interest in study with children included consultation with the Center for Academic Advising. Rich Trama, Assistant Director of Academic Advising and advisor for the LIBA General (GENS) degree, reported 85 LIBA transitions between November 2021 and September 2022[16]. Within this cohort, at least 38-40 students were identified initially selecting an education-specific degree path and expressing interest in working with children. After feedback from the Faculty Senate APP committee, the proposal committee requested a recent, detailed list of students to review in more depth. A list of students from summer to fall 2022 was provided and is presented in the table below. During that time, a total of 37 students transitioned to a LIBA GENS with all but one student doing so from an education-specific concentration in one of several majors. In review of notations in Degreeworks, many students continued to express interest in working with children and often sought post-BA study through the state's alternate route certification path. This subset of students would benefit from the degree proposed offering direct experience working with children and young populations through broader venues with the potential to build upon the degree for advanced study and possible certification through the alternate route.

[16] Trama, R. (personal communication, September 30, 2022).

		Concentration								Total
Original major		**ECED**	**EDSC**	**EDUC**	**EDVA**	**ELEM**	**MGMT**	**SOBL**	*Unknown*	
ARTV	1				1					1
BSNS	1						1			1
COMM	1									
CRIM	1									
HIST	1			1						1
HTMS	1									
LIBA	34	6				25		1		32
LITT	1		1							1
MARS	1									
PSYC	1	1								1
Unknown	3									
Grand Total	**46**	**7**	**1**	**1**	**1**	**25**	**1**	**1**	**9**	**37**

Appendix M: Comparative Data on Majors and Minors

Major Degree with Minors Analysis for FY20-22

Data below illustrates all minors awarded by major for fiscal years 2020-2022. Majors with a high rate of minors related to areas of interest as part of the BA in EDHD degree (childhood studies, disability studies, and gerontology) include Health Science (HLSC), Liberal Studies (LIBA), Psychology (PSYC) and Social Work (SOCW).

Major	Minor	FY20	FY21	FY22	Grand Total
ARTS	CHST	2	2	1	5
	DIST	1			1
ARTS Total		**12**	**7**	**5**	**24**
BIOL	CHST	2	1		3
	DIST	1	1	2	4
BIOL Total		**37**	**55**	**48**	**140**
BSNS	CHST	1	1		2
	DIST		1		1
BSNS Total		**36**	**55**	**43**	**134**
COMM	DIST			1	1
COMM Total		**35**	**29**	**33**	**97**
CRIM	CHST	3	2	2	7
	DIST			1	1
CRIM Total		**42**	**59**	**36**	**137**
ENVL	CHST	1			1
ENVL Total		**16**	**21**	**7**	**44**
EXSC	DIST		1	1	2
	GERY			1	1

EXSC Total		**1**	**6**	**8**	**15**
HIST	CHST	1	1	1	3
	DIST		1	1	2
HIST Total		**11**	**8**	**10**	**29**
HLSC	CHST	28	25	26	79
	DIST	16	25	24	65
	GERY	6	8	1	15
HLSC Total		**140**	**155**	**156**	**451**
HTMS	DIST			1	1
HTMS Total		**2**	**2**	**10**	**14**
LCST	CHST	1	1	1	3
LCST Total		**3**	**8**	**6**	**17**
Major	**Minor**	**FY20**	**FY21**	**FY22**	**Grand Total**
LIBA	CHST	23	33	37	93
	DIST	5	7	11	23
	GERY	1		1	2
LIBA Total		**47**	**50**	**60**	**157**
LITT	CHST			3	3
	DIST	3	3	4	10
LITT Total		**30**	**20**	**34**	**84**
MARS	CHST	1			1
MARS Total		**9**	**4**	**4**	**17**
MATH	CHST			3	3
MATH Total		**6**	**8**	**11**	**25**
NRS4	CHST	3	3	6	12
NRS4 Total		**14**	**14**	**23**	**51**
PHIL	CHST		1		1
PHIL Total		**3**	**2**	**2**	**7**
POLS	CHST	1			1

POLS Total		**15**	**11**	**18**	**44**
PSYC	CHST	25	26	29	80
	DIST	6	3	2	11
	GERY	2	2	3	7
PSYC Total		**64**	**74**	**75**	**213**
PUBH	GERY		1	1	2
PUBH Total		**11**	**13**	**15**	**39**
SOCY	CHST			2	2
SOCY Total		**9**	**6**	**9**	**24**
SOWK	CHST	9	8	13	30
	DIST	1	3	2	6
	GERY	2	6	3	11
SOWK Total		**23**	**24**	**27**	**74**
TEDU	CHST	1	1	1	3
TEDU Total		**1**	**2**	**4**	**7**
**Total represents all minors earned in major including CHST, DIST & GERY.*					

Frequency by minor

CHST total	329
DIST total	128
GERY total	38