



Humanities and
Social Sciences

APPLICATION FOR ADMISSION

Interdisciplinary Self-Design Major, Bachelor of Arts (B.A.)
Major/Curriculum Code: 16IDSBA-16IDSSD
Interdisciplinary Studies (IDS), College of Humanities and Social Sciences
North Carolina State University, Raleigh, NC 27695-7107

Mark ("X") if applying to *change* your major to IDS Self-Design B.A.

Mark ("X") if applying to *add* IDS Self-Design B.A. as an additional major.

Printed name of Student: _____

Student ID Number: _____ Phone number: _____

Email address: _____

Present curriculum: BA Psychology- General Concentration Class: 2024

Proposed title of IDS concentration: Child Health and Development

Signature of Student: _____ Date: _____

Printed name of Faculty Sponsor: _____

Sponsor's department: Psychology

Sponsor's campus address: _____ Box #: _____

Sponsor's phone: _____ Email: _____

Signature of Sponsor: _____ Date: _____

Sponsor's responsibilities are listed on the IDS Self-Design FAQ webpage #11:
<https://ids.chass.ncsu.edu/studies/selfdesign/FAQ.php>

Mark ("X") if the student applicant is in one of these dual-degree programs

Thomas Jefferson Scholars

Benjamin Franklin Scholars

Alexander Hamilton Scholars

Required application materials

- A completed application form.
- A description of your concentration. Explain how you became interested in the concentration and why you want to incorporate courses from different disciplines.
- A list of courses in your concentration. Include course numbers, titles, catalog descriptions.
- A list of learning outcomes with identification of the courses you will take to help you achieve the outcomes. Courses representing different disciplines will confirm the interdisciplinary approach to your learning.
- A semester-by-semester plan showing how you expect to complete all of the courses required for your Interdisciplinary Studies Self-Design degree.
- A copy of your degree audit.
- A copy of your unofficial transcript.

CONCENTRATION TITLE Child Health and Development**I. MAJOR CONCENTRATION – DEPARTMENTAL REQUIREMENTS (27 credit hours and IDS 490*)**

Number	Course Title	Hours	Grade**
A. Foundation Courses (9 hours)			
BIO 240	Principles of Human Anatomy & Physiology [A]	4	_____
BIO 245	Principles of Human Anatomy & Physiology [B]	4	_____
NTR 301	Introduction to Human Nutrition	3	_____
B. Concentration Elective Courses (12 hours)			
EDP 304	Educational Psychology	3	_____
PSY 470	Abnormal Psychology	3	_____
EDP 370	Applied Child Development	3	_____
SW 312	Multicultural Social Work	3	_____
C. Concentration Advanced Elective Courses (400-level or higher, 6 hours)			
PSY 475	Child Psychology	3	_____
PSY 431	Health Psychology	3	_____
D. IDS 490	Interdisciplinary Methods and Issues (Capstone)	3	_____

* In addition to IDS 490, 27 hours of courses with no more than 15 credit hours from a single discipline required (C- or better in each course). No more than 12 transfer hours allowed. Nine hours of foundation courses and at least six hours at the 400-level or higher required. At least 5 courses must be from the humanities and social sciences, including economics courses, courses on the General Education Program (GEP) Humanities and Social Sciences lists, with at least 3 courses offered by the College of Humanities & Social Sciences (H&SS). Proposals will be reviewed by a faculty sponsor and approved by the Self-Design committee.

**If you are currently enrolled in the course, put IP (In Progress) in this column. If you have not taken or are not taking the course now, leave this line blank.

II. COLLEGE OF HUMANITIES AND SOCIAL SCIENCES ("H&SS") REQUIREMENTS

Students are responsible for selecting courses required by the College of Humanities and Social Sciences. Courses should be carefully selected to meet each of the requirements listed below. While the major concentration courses listed above cannot be changed without written approval, you can make changes to the college and university required courses below as long as they meet the requirements. Please also keep in mind that the Committee's approval of your major does not constitute approval of your selection of courses to meet the College of Humanities and Social Sciences or General Education Program (GEP) requirements.

For more information see [Key Points](#), scroll to the Student Resources section. Also, on your online degree audit click on "Reqmnt Details" links to verify approved courses for each category.

Please put a course number on every line below. If you are now taking the course, put "IP" in the "Grade" column. If you have not yet taken the course, leave a blank in the grade column.

A. Humanities and Social Sciences* (37 hours)	Course	Hours	Grade
ENG 101: Academic Writing and Research	ENG 101	4	IP
History I	HI 207	3	
History II	US History II	3	CR
Literature I	ENG 255	3	
Literature II	ENG 232	3	
Philosophy	PHI 221	3	
Arts & Letters	MUS 180	3	A+
Social Sciences: 9 credit hours from three different areas (anthropology, economics, political science, psychology, sociology, or multidisciplinary)	ANT 252	3	
	PS 201	3	
	SOC 202	3	A-
Additional Social Science (any area)	SOC 206	3	IP
Foreign Language: Credit at the 201 level	FL 201 (ASL)	3	IP

B. Free Electives (optional to list specific courses here; limit of 12 credit hours of S/U; may include courses for academic minors or other majors; approximately 30 hours required in order to reach 120 total degree hours required for this major)

Course number	Course title	Hours	Grade
CLA 115	Medical Terminology	3	S*
FL 101	Elementary Language I: American Sign Language	3	TA
FL 102	Elementary Language II: American Sign Language	3	TA
PSY 340	Ergonomics	3	
PSY 430	Biological Psychology	3	
PSY 420	Cognitive Processes	3	

PSY 311	Social Psychology	3	IP
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

III. GEP REQUIREMENTS* (NCSU General Education Program, 23 hours)

	Course	Hours	Grade
GEP Mathematical Sciences (6 units)	MA 114	3	_____
See <u>Key Points*</u> for possible extra math credits	ST 311	3	_____
GEP Natural Sciences (7 units)	BIO 181	4	_____
At least one science course with a lab required	BIO 183	4	CR
GEP Health & Exercise Studies (2 units)	HESF 109	1	TB
At least one 100-level fitness course required	HESS 230	1	S*
GEP Additional Breadth MSNSE (3 units)	MEA 100	4	_____
GEP Interdisciplinary Perspectives (5 units)	ES 200	3	_____
Possible waiver(s) if taken as a major/dept req	IPGE 195	2	CR
GEP US Diversity (0 units) [verify requirement met]	SOC 202	3	A-
Must be taken if not met elsewhere in degree	_____	_____	_____
GEP Global Knowledge (0 units) [verify req met]	HI 207	3	_____
Must be taken if not met elsewhere in degree	_____	_____	_____
Foreign Language Proficiency (0 units) [verify req met]	FLF 100	_____	PF
See <u>Key Points*</u> for more information	_____	_____	_____

*Key Points Curriculum Guide: scroll down to "Student Resources." Also, on your online degree audit, click "Rqmnt Details" links to verify approved courses for each category.

REQUIRED TOTAL DEGREE CREDIT HOURS 120.00 units/credit hours

IV. APPROVAL

 Signature of IDS Self-Design Program Coordinator & Academic Advisor Date

Additional information can be obtained from the student’s MyPack online degree audit, NCSU Registration & Records [Degree Requirements](#) (choose Humanities & Social Sciences and scroll to Interdisciplinary Studies (16IDSBA) - Self Design), and the [IDS B.A. Self-Design Semester-by-Semester Plan](#), which provides more details for this major with its footnotes.

BIO 240: Principles of Human Anatomy & Physiology [A]: Nervous, Skeletal, Muscular, & Digestive Systems (4 cr)

BIO 240 provides an introduction to the anatomy and physiology of the nervous, skeletal, muscular, and digestive systems. Fundamental principles addressed throughout the course include [1] maintenance and regulation of homeostasis, [2] communication and control processes throughout the body, [3] integration and interdependence across organ systems, [4] structure-function relationships, and [5] anatomical and physiological adaptation. Together, BIO 240 and BIO 245 provide a strong foundation in human anatomy and physiology [through both lecture and lab] for students preparing for a variety of health-related professions.

BIO 245: Principles of Human Anatomy & Physiology [B]: Endocrine, Cardiovascular, Respiratory & Renal Systems (4 cr)

BIO 245 provides an introduction to the anatomy and physiology of the endocrine, cardiovascular, respiratory, and renal systems. Fundamental principles addressed throughout the course include [1] maintenance and regulation of homeostasis, [2] communication and control processes throughout the body, [3] integration and interdependence across organ systems, [4] structure-function relationships, and [5] anatomical and physiological adaptation. Together, BIO 240 and BIO 245 provide a strong foundation in human anatomy and physiology [through both lecture and lab] for students preparing for a variety of health-related professions.

NTR 301: Introduction to Human Nutrition (3 cr)

Functions, dietary sources, digestion and absorption, deficiencies and excesses of essential nutrients in humans; dietary guidelines; food labels; the study of diet-disease relationships; the role of diet in heart disease, diabetes, hypertension, osteoporosis; energy balance and weight control; dietary supplement regulation; diet and athletic performance.

EDP 304: Educational Psychology (3 cr)

Psychological principles applied to education, including cognitive and personality development, individual differences, learning and behavior theory, cognitive strategies for learning and remembering, critical thinking and problem-solving strategies, student motivation, classroom management techniques, components of teacher effectiveness, measurement and student evaluation procedures, characteristics of exceptional children, mainstreaming in the classroom, and multicultural education.

EDP 370: Applied Child Development (3 cr)

Students will explore how biological, cognitive, and social/emotional development affects children's learning and behavior. The course will focus on applying important theories and current findings in development to issues in education such as lesson planning, curriculum design, behavior management, motivation, an appropriate assessment. Students will also apply knowledge of development to issues such as creating actively engaging individuated experiences to deal with gifted students, students with diverse ethnic or cultural backgrounds, and students with exceptionalities or disabilities.

PSY 470: Abnormal Psychology (3 cr)

Common psychological disorders of children and adults. Historical and theoretical perspectives on abnormal behavior; issues of assessment and classification, etiology, symptoms, and treatment of disorders.

PSY 475: Child Psychology (3 cr)

Theories, methods, and phenomena of child psychology and application of this information to the enhancement of child development. Multiple aspects of development, including physical, cognitive/intellectual, and social/emotional development, from conception to adolescence. Emphasis on recent research findings in developmental psychology.

PSY 431: Health Psychology (3 cr)

Introduction to health psychology. This course provides an overview of the field of health psychology, which is concerned with how behavior and psychological states influence physical health [i.e., how people stay healthy, why people become ill, and how people respond to illness]. Application of psychological theory and research methods to such topics as: pain, stress and coping, helplessness and control, reactivity to stress, the effectiveness of behavioral interventions in health, illness prevention, health maintenance, recovery from injury and chronic pain, adjustment to chronic illness, treatment compliance.

SW 312: Multicultural Social Work (3 cr)

Course prepares students to work with diverse groups of people locally and globally defined by gender, ethnicity, race, national origin, sexual orientation, income, physical and mental ability, age and religion. Emphasis is placed on defining and developing skills for culturally competent social work generalist practice with these populations through students' self-examination, experiential learning, and critical reading of class material. This course helps students develop competencies in critical self-reflection, multicultural values and ethics, knowledge, awareness and skills in a variety of ways so that they can work against manifestations of social injustice. Students are expected to provide their own transportation as needed.

A child's health and development is like a jigsaw puzzle; each piece is equally important, and if you leave out one, the final picture doesn't look complete. A child cannot thrive if only one or two aspects of health and development are concentrated on and the other factors are ignored - it takes a holistic and interdisciplinary approach. Too often, people focus on only a few superficial aspects of health and development and completely overlook the rest. While being able to count to thirty at the age of five is a great accomplishment, there is more to look for in a child's development and wellbeing. Being able to identify and support every aspect of a child's health and development is crucial for facilitating the ability for the child to thrive; and it takes an interdisciplinary approach to do so.

Health and development for a child combine many varieties of disciplines including physical, cognitive, social, and emotional development with multiple external factors like sociocultural influences, nutrition, and education that find a delicate balance to interact and create the core of a child's being. I didn't realize the multiple factors that influenced a child's health and development until I started working at a preschool in high school. Like others, I was naïve when it came to a child's development, but I quickly found out how many factors went into a child's development. I went from thinking I was going to teach the children colors and the ABC's, to creating unique emergent curriculum that focused on multiple aspects of development to help the children grow holistically. From that realization, I became very involved in learning about child health and development through my employer's education institution, and I actively tried to apply my newfound knowledge in my work.

When deciding what to major in at NC State, I chose Psychology because I enjoyed the subject from a few courses I took in high school, and I thought it would be applicable for my future goals. I was happy with my Psychology degree, but I faced the issue of needing to add a major to be able to stay at NC State for four years to max out my educational opportunities. When looking into

majors, I was never content with adding a single discipline major. I looked in multiple different colleges for majors; everything from Biology, to Sociology, to Philosophy, but no major excited me. Within my search for majors, I found the Interdisciplinary Studies Self-Design major, and I immediately thought of the many degrees I could create. I knew I wanted to create something that focuses on children since I found a strong interest in learning about child development, so I began to look into faculty at NC State that would support my desires. From there, I reached out to Dr. [redacted] after seeing her background in child development, and we talked about the possibilities for my degree and worked out a plan we were both excited about.

My proposed self-design major is a concentration in "Child Health and Development," featuring multiple different disciplines that influence a child's health and development. The degree will feature courses from Biology, Nutrition, Psychology, Educational Psychology, and Social Work to create a cohesive course of study with the main focus on child health and development. This new degree will supplement my current Psychology degree by bringing in more diversity to my Psychology courses relating to health and development and by giving a pediatric focus to my studies. I also have two minors planned, one in Biology, and one in Health, Medicine, and Human Values, which will also supplement my new degree by providing more of a medical focus to prepare me for my future educational goals. This coursework will not only prove beneficial in my current work as a preschool teacher, but also provide a strong foundation for my future goals to study and become an Occupational Therapist.

- After the completion of this degree, the student will be able to identify how biological, cognitive, and social-emotional development affects a child's ability to thrive in their development and health and describe techniques to support children through steps of their overall development.
 - **EDP 304: Educational Psychology-** This course will provide me with the background knowledge of how all aspects of development influence the ability for a child to thrive in their overall health and development. This course will teach me how different psychological principles can be applied to best support a child in their health and development.
 - **EDP 370: Applied Child Development-** This course will teach me to recognize of how different aspects of development impact a child's ability to learn and behave. This course will teach me how to create individualized plans to support individual children in their health and development.
 - **PSY 475: Child Psychology-** This course will teach me the psychology behind different aspects of child development and teach me how to enhance a child's development.

- After the completion of this degree, the student will be able demonstrate how external social factors impact a child's health and development.
 - **SW 312: Multicultural Social Work-** This course will provide me with the skills to participate in culturally competent work and support people with many diverse backgrounds. This course will teach me how to best facilitate a child's development and health by supporting and encouraging their cultural difference, and by recognizing and working against social injustices that influence a child's ability to thrive in their health and development.

- After the completion of this degree, the student will be able analyze the impact of a child's psychological state on their ability to thrive in their health and development.
 - **PSY 470: Abnormal Psychology-** This course will provide me with the background knowledge of common psychological disorders that disrupt human life. This course will teach me the impact of psychological disorders on a child's ability to develop on the typical scale and timeline, and the impact on a child's health and wellbeing.
 - **PSY 431: Health Psychology-** This course will provide with the background knowledge of how behavioral and psychological states influence a person's physical and mental health. This course will teach me the impact of sickness, injury, stress, pain on a child's health and development, and cover methods of behavior interventions, illness prevention, and adjustment to health problems to aid in a child's ability to thrive in their development.

- After the completion of this degree, the student will be able analyze the role of nutrition on a child's health.
 - **NTR 301: Introduction to Human Nutrition-** This course will provide the basic foundational knowledge of human nutrition and will teach me the role nutrition plays in human health, and how poor nutrition can negatively impact a human's health and development.

- After the completion of this degree, the student will be able analyze bodily functions and structures and their abilities to support a child's health and development.
 - **BIO 240: Principles of Human Anatomy and Physiology [A]**- This course will provide the basic foundational knowledge of human anatomy and physiology and will teach me the ways that different bodily systems collaborate to support human life, health, and development. This specific anatomy course will focus on the nervous, skeletal, muscular, and digestive systems.
 - **BIO 245: Principles of Human Anatomy and Physiology [B]**- This course will provide the basic foundational knowledge of human anatomy and physiology and will teach me the ways that different bodily systems collaborate to support human life, health, and development. This specific anatomy course will focus on the endocrine, cardiovascular, respiratory, and renal systems.

SEMESTER-BY-SEMESTER CURRICULUM DISPLAY

DEGREE TITLE: **Interdisciplinary Studies: Self-Design Construct**

CONCENTRATION TITLE: **“Child Health and Development”**

(Courses highlighted in yellow are within the IDS major concentration)

FRESHMAN YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
ES 200: Climate Change and Sustainability	3	ANS 105: Introduction to Companion Animal Science	3
HESS 230: Pilates and Core Training	1	ENG 101: Academic Writing and Research	4
MA 114: Introduction to Finite Mathematics with Applications	3	PSY 311: Social Psychology	3
MUS 180: Introduction to Musical Experiences	3	SOC 206: Social Deviance	3
PSY 230: Introduction to Psychological Research	3	ASL 211: Intermediate ASL (taken at Wilson Community College)	3
SOC 202: Principles of Sociology	3		
	<i>Total: 16</i>		<i>Total: 16</i>
SOPHOMORE YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
EDP 370: Applied Child Development	3	ANT 252: Cultural Anthropology	3
ENG 232: Literature & Medicine	3	EDP 304: Educational Psychology	3
PSY 376: Developmental Psychology	3	ENG 255: Beyond Britain	3
PS 201: American Politics & Government	3	PSY 340: Ergonomics	3
ST 311: Introduction to Statistics	3	PHI 22: Contemporary Moral Issues	3
	<i>Total: 15</i>		<i>Total: 15</i>
JUNIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
BIO 240: Principles of Human Anatomy & Physiology [A]	4	BIO 245: Principles of Human Anatomy & Physiology [B]	4
HI 207: Ancient Mediterranean World	3	PSY 475: Child Psychology	3
PSY 470: Abnormal Psychology	3	PSY 499: Individual Study in Psychology	3
REL 473: Religion, Gender, and Reproductive Technology	3	NTR 301: Introduction to Human Nutrition	3
	<i>Total: 13</i>		<i>Total: 13</i>
SENIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
BIO 315: General Parasitology	3	IDS 490: Interdisciplinary Studies Capstone	3
SW 312: Multicultural Social Work	3	PSY 430: Biological Psychology	3
PSY 431: Health Psychology	3	PSY 420: Cognitive Process	3
STS 325: Bio-Medical Ethics	3	SOC 381: Sociology of Medicine	3
	<i>Total: 12</i>		<i>Total: 12</i>
Minimum Credit Hours Required for Graduation*: 120			