



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



Human Development and Family Studies

School of Education

2021-2022

Program Manual

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



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INTRODUCTION

This manual is designed to clarify the special requirements and expectations of the Human Development and Family Studies program. Information from many sources has been gathered here to guide you in following the academic procedures and regulations relevant to this degree program. This manual is a supplement to the Undergraduate Catalog and students will be held accountable for all information, policies, procedures, and regulations listed in the Bulletin as well as outlined here.

Although University faculty and staff are available for assistance, you are ultimately responsible for knowing and fulfilling your requirements. With this basic information in hand, you and your advisor should be able to work together effectively as you progress through your undergraduate program and being your career as a helping professional.



HDFS UNDERGRADUATE PROGRAM

Human Development and Family Studies (HDFS) is a pre-professional major for undergraduate students interested in careers that will improve the lives of children and families across the variety of contexts and cultures in which families live, learn and work. These careers are called "Helping Professions" and might include education, public health, social work, health services, counseling services, and more. HDFS students graduate with a unique set of skills and experiences that make them highly sought-after candidates for graduate and licensure programs. A Helping Profession is one that nurtures the growth of or addresses the challenges to a person's physical, psychological, intellectual, emotional or spiritual well-being.

Mission Statement of HDFS

The mission of the Human Development and Family Studies program at the University of North Carolina, Chapel Hill is to promote the well-being of children, youth and families, in diverse developmental and societal contexts through evidence-based teaching, service, leadership, advocacy, research, and innovation.

General Competencies Developed by HDFS Majors

- Subject matter Expertise
- Family Diversity
- Communication Skills
- Writing and research skills
- Leadership and interpersonal skills
- Co-curricular involvement and service learning
- Preparedness for graduate school and entry level employment

Program Outcomes:

- Apply theories and knowledge about lifespan human development from many perspectives—psychological, sociological, educational, and cultural.
- Demonstrate awareness of professional behaviors and ethical considerations needed to serve children, youth, and families.
- Assess individual and family experiences from diverse cultural backgrounds and perspectives, such as race, ethnicity, sexual identities, ability, socioeconomic status, immigrant status, and urban versus rural settings.
- Develop resources and initiatives using appropriate strategies and technologies to support the well-being of children, families, schools, and communities through presentations, research, and service learning.



MESSAGE FROM PROGRAM DIRECTOR



Dr. Helyne Frederick

Welcome to Carolina’s Human Development and Family Studies Program, where we are undertaking evidence-based teaching, practice, and research to improve the lives of children, youth, and families. We take an interdisciplinary approach to our curriculum. You will have the opportunity to complete classes from HDFS, education (policy, innovation, and leadership), sociology, psychology, allied health, social work etc. The degree prepares graduates to work in human service agencies serving children, youth and adults responding to the needs of an increasingly diverse society. The HDFS field is an organized effort to provide family members with information, skills, experiences, or resources intended to strengthen, improve or enrich their family experience.

We hope you will explore opportunities outside of the classroom-internships, including undergraduate research, study abroad, service learning, and the many other opportunities available to students at Carolina.

Dr. Helyne Frederick
HDFS Program Director

HDFS has a team of faculty ready to assist you. Below are some of the full-time faculty who teach your core and elective classes.

You can learn more about the HDFS faculty here:

<https://ed.unc.edu/academics/programs/human-development-and-family-studies/people/>

HDFS Faculty	Contact
Dr. Harriet Able	hable@email.unc.edu
Dr. Jennifer Diliberto	jdil@email.unc.edu
Dr. Dorothy Espelage	espelage@unc.edu
Dr. Sandra Evarrs	evarrs@email.unc.edu
Dr. Helyne Frederick	helyne@email.unc.edu
Dr. Kara Hume	kara.hume@unc.edu



Dr. Carol Jordan	cwjordan@email.unc.edu
Dr. Steve Knotek	sknotek@email.unc.edu
Dr. Kathryn Leech	leechk@unc.edu
Dr. Dana Griffin	dcgriffi@email.unc.edu
Dr. Emily Halpin	emily.halpin@unc.edu
Dr. Lewis Hatcher	lewis.hatcher@unc.edu
Dr. Marissa Marracini	mmarracc@email.unc.edu
Dr. Robert Martinez	rrmartin@email.unc.edu
Dr. Roger Mills-Koonce	mills-koonce@unc.edu
Dr. Dana Riger	driger@unc.edu
Dr. Yuliana Rodriguez	yuliana@unc.edu
Dr. Rune Simeonsson	rjsimeon@email.unc.edu
Dr. Meghan Walter	walterm@email.unc.edu

HDFS CURRICULUM

Major Requirements

In addition to the program requirements listed below, students must also

- Attain a final cumulative GPA of at least 2.0 (as per UNC Chapel Hill policy)
- Complete a minimum of 45 academic credit hours earned from UNC–Chapel Hill courses
- Take at least half of their major course requirements (courses and credit hours) at UNC–Chapel Hill

For more information, please consult the [degree requirements section of the catalog](#).

Students admitted Fall 2018

18 credit hours in required HDFS classes

9 credit hours in EDUC elective classes

9 credit hours in non-EDUC classes related to a helping profession



12 credit hours for Internship (semester-long internship during senior year)

- EDUC 698: Internship in HDFS (9hrs)

[See full HDFS Course Catalog for Fall 2018 Students](#)

Students admitted Fall 2019

18 credit hours in required HDFS classes

6 credit hours in EDUC (Diversity and Leadership) classes

12 credit hours of concentration or major elective courses related to a helping profession

9 credit hours for Internship (semester-long internship during senior year)

- EDUC 698: Internship in HDFS (9hrs)

[See full HDFS Course Catalog for Fall 2019 Students](#)

Course Sequencing, Internship and Required Grades

- Students **must** take EDUC 408 prior to enrolling in EDUC 583.
- Students must see the SOE Director of Advising for permission to enroll. EDUC 583 **must** be taken in the semester immediately preceding the internship semester.
- During the internship semester, students can only take up to three credit hours in addition to the required nine credit hour internship course. **Exceptions must be approved by the program prior to the start of the internship semester.**
- The internship site **must** be approved by the HDFS program in the semester preceding the internship. An application must be filled out by the stated due date.
- At least 6 of the 12 hours taken to satisfy a concentration must be completed at the University of North Carolina at Chapel Hill. Students in either concentration may elect to complete courses in the other concentration but can only declare one concentration. For example, a student in the Child and Family Health CFH concentration may complete courses in the FLE concentration as part of their general major electives.
- Students must earn a grade of C (2.0) or better for each professional course (EDUC) in the School of Education. All courses counting to satisfy HDFS degree requirements must be completed with a grade of C (2.0) or higher.



CHOOSING HDFS ELECTIVE COURSES

Students have a broad array of courses to choose from in the School of Education as well as across campus. Many graduate programs and institutions require specific course work, GPA, etc. for admittance or acceptance into their programs. Although the HDFS program does not guarantee acceptance into advanced degree programs or job opportunities, we will make recommendations to help you prepare. Students are encouraged to speak with professionals in the desired field to learn more about their specific requirements. The information below is to serve as a guide to navigate future career opportunities.

Whenever feasible, students should consider a minor that can complement their HDFS degree.

Recommended Minors at UNC





Cognitive Science	African Studies
Neuroscience	African American and Diaspora Studies
Business Minor	Linguistics
Media and Journalism	Women and Gender Studies
Education	Sexuality studies
Biology	Latino Studies
Chemistry	Social and Economic Justice Minor
Speech and Hearing Sciences (SPHS)	Public Policy
Exercise and Sport Science	

Note: Students should select minors that are in line with their career goals. Students are not required to complete a minor. Keep in mind that when courses are required for both majors and minors, it may result in a student having to complete additional courses.







RECOMMENDED COURSES BASED ON CAREER AND PROFESSIONAL INTERESTS

The HDFS Undergraduate Faculty have devised several clusters of electives in particular areas related to child, human, and health services. **Please remember these are only suggestions, not requirements.** They are meant to serve as a guide. Students should contact graduate programs for information regarding prerequisites for graduate admissions. Please note that these clusters are informal concentrations and will not appear on a student's transcript. Please also note that courses listed below may not be taught every term or every year, and some may require a declared major in order to enroll.

 <p>Social Work, Counseling, Mental Health <u>Suggested elective courses</u> COMM 422: Family Communication PSYC 245: Abnormal Psychology PSYC 260: Social Psychology PSYC 465: Poverty and Development SOC 124: Sex and Gender in Society EDUC 405: Parenting and Family Life Education EDUC: 401: Child Development SOWO 530: Social Welfare Policy PSYC 517 Addiction PSYC 465: Poverty and Development SOC 425: Family and Society EDUC 325: Intro to Counseling EDUC 375: Identity and Sexuality</p>	 <p>Allied Health Speech Language Pathology /Audiology/ Occupational Therapy <u>Suggested elective courses</u> COMM 422: Family Communication PSYC 245: Abnormal Psychology PSYC 465: Poverty and Development SOC 469: Health and Society BIOL 252 & 252L: Human Anatomy and Physiology PSYC 250: Child Development LING 101: Introduction to Language SPHS 583: Introduction to Clinical Practice in Speech-Language Pathology and Audiology SPHS 582: Introductory Audiology I EXSS 211: Adapted Physical Education LING 200: Phonology HPM 571: Health and Human Rights EDUC 475: Child and Family Health EDUC 461: Social Determinants of Health</p>
 <p>Public and Allied Health/ Child Life <u>Suggested elective courses</u> SOC 469: Health and Society BIOL 252 & 252L: Human Anatomy and Physiology PSYC 250: Child Development PSYC 468: Family as a Context for Development SOC 130/425: Family and Society</p>	 <p>Education and Teaching <u>Suggested elective courses</u> EDUC 509: Helping Youth Thrive in K-12 Schools EDUC 521: Schools, Cultures, and Communities I: Youth EDUC 522: Schools, Cultures, and Communities II: Schools EDUC 524: Learning on the Edge: Theories of Experiential Education EDUC 525: Human Abilities and Online</p>



<p>SOC 422: Sociology of Health and Mental Illness SOCI 124: Sex and Gender in Society NUTR 240: Introduction to Human Nutrition HPM 571: Health and Human Rights</p>	<p>Learning EDUC 526: Ethics and Education: From Global Problems</p>
<p> Nonprofit and Leadership <u>Suggested elective courses</u> EDUC 505: Leadership in Educational/Nonprofit Settings EDUC 508: Equity, Leadership, and You EDUC 405: Parenting and Family Life Education</p>	<p> Disability and Special Education <u>Suggested elective courses</u> EDUC 400: Autism in Communities EDUC 528: Exceptionality Across the Lifespan EDUC 689: Foundations of Special Education LING 101: Introduction to Language Ling 200: Phonology</p>
<p> Law and Public Policy <u>Suggested elective courses</u> EDUC 506: Politics, Policy Making, and America’s Schools SOWO 530: Foundations of Social Welfare and Social Work SOCI 470: Human Rights SOCI 468: United States Poverty and Public Policy AAAD 341: Law and Society</p>	<p> Diversity /Multiculturalism/Immigration <u>Suggested elective courses</u> EDUC 510: Mexican/Chicana Experience EDUC 533: Social Justice in Education Comm 318: Cultural Diversity</p>

RESPONSIBILITIES OF THE STUDENT

This is your degree. You are ultimately responsible for knowing and fulfilling current academic requirements for your degree, including cumulative hours toward graduation, selection of appropriate courses, achieving minimum grade point averages, etc. While your advisor and the School of Education Office of Student Affairs and HDFS program director make every effort to provide both written information and personal assistance with your academic concerns, you must take an active part in planning your program and taking care of your academic responsibilities. With this concept in mind, here are a few helpful hints for keeping up with the business of being a student.

1. Carefully read all information issued to you upon your admission to the School of Education. Attempt to understand the expectations of the HDFS program, academic procedures, and your individual program of study. If you have additional questions, please feel free to ask an individual in the Office of Student Affairs for clarification.
2. You are responsible for completing the program outlined for you upon admission to the School of Education. Deviations from the standard program that are not authorized in



writing by your advisor, your program coordinator, the Assistant Dean of Student Affairs, or the Associate Dean for Academic Affairs will not be honored toward graduation.

3. Keep up with news concerning program changes and required activities as conveyed through campus publications, email, class announcements, and regular mailings from the Office of Student Affairs.
4. Meet with your advisor at least once a semester, particularly before registration, to ensure that you are following the correct sequence of courses and fulfilling other program requirements. Make special arrangements to see your advisor at other times when questions or problems arise.
5. Before meeting with your advisor, outline your questions. Note any areas of confusion about requirements, and procedures. Bring your worksheet to the meeting so that you can make notes at the suggestion of your advisor.
6. Remember that advisors and the staff in the Office of Student Affairs have many responsibilities in addition to advising. Plan ahead and make appointments if possible so that the proper attention can be devoted to your questions and concerns.
7. Do not rely on the advice of other students! They might be following different degree requirements or may have been advised differently due to special circumstances of which you are unaware.
8. Considering the large number of students who are enrolled in the HDFS program, it is important to follow the deadlines established for registration, dropping and adding courses and applying for graduation.
9. In order for the Office of Student Affairs to maintain up-to-date records, you should contact your advisor or the appropriate official in 103 Peabody in any of the following situations: (1) change in major or second major (2) cancellation of registration (3) enrollment at other universities or in correspondence courses (4) anticipated breaks in enrollment (5) change in plans for internship (6) intention to graduate.



ADMISSIONS

Current UNC undergraduate students who have completed 12 credits or more at UNC and have at least a 2.5 cumulative GPA, can be considered for admission to the HDFS major.

Admission to the [Human Development and Family Studies major](#) is offered every semester. The application period will open on the first day of classes in the fall and spring semesters and will be open for approximately one month. Admission is based on, but not limited to, a 2.5 cumulative grade point average, good academic standing, expressed interest in the helping professions, and space available. For more information regarding application materials, procedures and deadlines please visit the [School of Education Web site](#).

External Transfer Student Admission: Students can also be admitted directly to the HDFS program as external transfer students to UNC from other institutions of higher education. These students are held to all [University Transfer Admission](#) requirements and should indicate HDFS as their program of study on the Common Application when applying to UNC.



STUDENT RESOURCES & SUPPORT IN THE SCHOOL OF EDUCATION

There are many resources available to students. Please refer to the information below to determine the first point of contact for various needs.

HDFS Advising

The Director of Advising in the School of Education provides academic advising support for:

- Discussing all academic advising needs, course selection, registration, timeline to degree completion, major and minor add/drops, withdrawals
- Providing information on major courses, concentrations and second major and/or minor selection
- Understanding University, School of Education and HDFS program policies and procedures
- Identifying opportunities and events for personal development and student engagement
- Providing information on campus resources for students, and when needed, assisting them in plugging in to those resources

Faculty Advising

HDFS Faculty provide general program advising and career and professional development as it relates to:

- Helping students explore major concentrations, major course selection, internship options and career interests
- Connecting students with others (faculty, students, alumni, professionals) based on his/her interests and needs
- Helping with professional development needs: reviewing resumes, cover letters, personal statements, preparing for interviews
- Supervision of the internship
 - Reviewing and approving internship plans
 - Supporting students, as needed, throughout the internship experience
 - Reviewing the results of internship evaluations with students

Location

Director of Advising and the Office of Student Affairs: Peabody 103

HDFS Faculty and HDFS Program Coordinator: Peabody 301

Contact Us

Available Support	Resource	Contact Information
Academic Advising and Support: review of degree requirements; graduation audits; course and degree planning, academic and program forms, interpretation of academic policy	Audrey Fulton , <i>Director of Advising</i>	abfulton@email.unc.edu
	Anne Bryan , <i>Assistant Dean of Student Affairs</i>	abryan2@email.unc.edu
Recruitment	Patricia “Trish” Harris , <i>Director of Recruitment</i>	patricia.harris@unc.edu



General program information	Tammy Siler , <i>Program Administrative Support Specialist.</i>	tsiler1@email.unc.edu
Admissions Information	April Plumley , <i>Coordinator of Admissions</i>	april.plumley@unc.edu
Course Registration: drop/add forms, overload forms	Lisa Johnson , <i>SOE Registrar</i>	lisajohnson@unc.edu
Program-Specific Support & Resources: major course selection, student handbook, academic and professional mentorship	Helyne Frederick , <i>Clinical Associate Professor</i>	helyne@email.unc.edu
	Audrey Fulton , <i>Director of Advising</i>	abfulton@email.unc.edu
SOE Honors Thesis	Roger Mills-Koonce <i>Associate Professor</i>	mills-koonce@unc.edu
Internship opportunities and placements	Helyne Frederick , <i>Clinical Associate Professor</i>	helyne@email.unc.edu
	Emily Halpin <i>Clinical Assistant Professor</i>	emily.halpin@unc.edu
Career Services: jobs opportunities and postings, professional development resources,	HDFS Faculty	

Additional Student Resources

Undergraduate Research	Database of Research Opportunities Search https://our.unc.edu/opportunities-and-courses/find-a-research-opportunity/	The UNC-CH Office for Undergraduate Research has a searchable database for students to find research opportunities by major, availability, and position type.
	MURAP https://murap.unc.edu/	The Moore Undergraduate Research Apprentice Program is a graduate level research opportunity for exceptional undergraduate students.
Advising	Academic Advising Program https://advising.unc.edu/	This is the entry site for the University's Academic Advising Program that can direct you to appointments, forms, and other general education general College information.
Counseling Services	Counseling and Psychological Services http://cssac.unc.edu/cssac	The CAPS staff is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services.



Career Services	University Career Services https://careers.unc.edu/students/resources	The University Career Services is a wonderful resource that can help with interview practice, finding jobs (both during and after college).
Pre-Graduate School Advising	Pre-Professional and Pre-Graduate Advising https://careers.unc.edu/students/pre-professional-pre-graduate-advising	This is a resource within University Career Services that is dedicated to helping students who are interested in continuing their education.
Service Learning	Carolina Center for Public Service https://ccps.unc.edu/for-students/	CCPS offers many resources for service learning from information to courses and funding, including the APPLES service-learning program.
Service Opportunities	Chapel Hill-Carrboro Service-Learning Opportunities http://www.chccs.k12.nc.us/academics/service-learning/service-learning-opportunities/youth	This site compiles many opportunities for service with youth in the Chapel Hill-Carrboro area.
Study Skills	Thrive http://soe.unc.edu/thrive/	This site offers many resources for study skills and habits.
Academic Support	Center for Student Success and Academic Counseling http://cssac.unc.edu/cssac	SSAC is dedicated to promoting academic excellence to assist students in achieving their academic goals while enrolled at Carolina. Its constituent programs (Learning Center, Peer Mentoring, Summer Bridge, Men of Color Engagement and Writing Center) provide support for students in developing the skills and strategies needed to achieve academic success.

BUILDING YOUR CREDENTIALS

At Carolina, you are provided with many opportunities to be successful on campus and in a competitive job market. Whether you decide to work in the human services field immediately after graduation or whether you decide to pursue graduate studies, there are things you can do during your time in the HDFS program to make yourself a competitive job or graduate school applicant. Graduate school committees and employers appreciate students not only with a high GPA but with experience with research, working with diverse populations, and leadership skills. HDFS Undergraduates will have opportunities to engage in service-learning, internships, and/or research, providing real-world experiences as part of their degree program. Below are some ways to get involved and prepare yourself for the life beyond HDFS at Carolina.



Experience

Honors & Innovation Options

- Students have the opportunity to participate in the SOE Honors program and to write a honors thesis in their senior year. Interested students should contact Dr. Helyne Frederick and visit the [HDFS website](#) for information about applying to the program.
- Students have the opportunity to connect scholarship and service by engaging with the [Carolina Center for Public Service](#) in efforts and programs that are responsive to the concerns of the state and contribute to the common good.

Undergraduate Research

- Volunteer, paid and research opportunities are available across campus.
- For more information on how to get involved in undergraduate research please speak to one of the HDFS faculty
- Visit the [Office of Undergraduate Research](#)

Student Organizations

- **The Carolina Student Council on Family Relations (CSCFR)** is a registered student led organization that does community service, fundraising, and plans events for area children, youth, and families. Participation in CSCFR offers a place to network, participate in governance, and engage in community volunteering. For more information please contact helyne@email.unc.edu
- **The School of Education Undergraduate Advisory Council (UAC)** is made up of 1-2 students from each of the School of Educations “program areas:” Human Development and Family Studies, UNC BEST, Music Education, Pre-MAT and Education Minor. The group seeks to foster community among SOE undergraduate students by providing engagement and professional development opportunities. Students interested in learning more about this group and its events should contact Program Advisor, Audrey Fulton. abfulton@email.unc.edu

Study Abroad/Study Away

- Studying for one week, one semester or an entire year in another country will change your life. Programs are available on all continents and throughout the year. For more information visit: <https://studyabroad.unc.edu/>. Please contact Ms. Audrey Fulton, (abfulton@email.unc.edu) for information specific to planning an abroad experience as a School of Education student.

Professional Organizations

- Conference travel and presentations offer opportunities for growth outside of the classroom. Through these experiences you are able to network with other professionals and programs, continue your professional develop, and add value to your resume.
- Consider joining a professional association. Often professional associations offer student rates for their membership, taking advantage of these rates while in school allows you to: (a) participate in the organization, (b) keep up-to-date on research and presentations, and



(c) promote on your resume. Check out these professional organizations related to the Human Development and Family Studies field:

- [National Council on Family Relations](#)
- [Society for Research in Child Development](#)
- [National Association for the Education of Young Children](#)
- [North Carolina Association for the Education of Young Children](#)
- [Society for Research in Child Development](#)
- [American Associate for Marriage and Family Therapy](#)

For more information about building your credentials and getting involved in your interest area, please schedule an appointment with HDFS faculty.

Career- What Can I Do With A Degree In HDFS?

- Explore the resources offered by [Carolina Career Services](#).
- Browse current job posting at the [NCFR Jobs Center](#).



ACADEMIC POLICIES AND PROCEDURES

Academic excellence is both expected and required in the School of Education. The following information should be given careful attention. The regulations listed here will automatically supersede requirements listed in the Undergraduate Catalog when there are discrepancies.

Registration

The Office of the University Registrar is responsible for posting the academic calendars for the regular semester, including registration dates and procedures, drop/add deadlines, and the semester exam calendar (<http://registrar.unc.edu/AcademicCalendar/index.htm>). An online directory of classes, viewed via Connect Carolina, is available to show courses that are open, closed, and cancelled. Students are encouraged to meet with the SOE Director of Advising at least one time per semester to discuss course registration and academic planning.

Drop/Add

During the first five days of classes, students can drop and add courses online using the Connect Carolina website. After the first five days of classes, the addition of a course to a student's schedule requires permission of the course instructor or the department concerned. Students must obtain a registration drop/add form from Office of Student Affairs and obtain all required signatures. Deans will approve only those registrations or course additions that have first been approved by the instructor. The form must be submitted to the Registrar's Office on the day of issuance. Students are responsible for ensuring that their schedules do not drop below the minimum 12 academic hours required for full-time registration.

After the eighth week of classes, students must petition to drop courses through the Office of Student Affairs. The petition must include a statement from the student, a statement from the course instructor and any pertinent documentation (e.g., statements from employers, physicians, etc.) that provides compelling support for the petition. If the petition is based on extenuating medical or psychological concerns the student should visit Counseling and Psychological Services and seek a medical withdrawal. The student must submit the completed form and accompanying documentation to the School of Education Appeals Committee in care of the Office of Student Affairs. Because submission of a petition does not assure that the request will be granted, students must continue to attend classes until informed of the committee's decision. If a course drop is approved, the registration/drop/add form is processed through the Registrar's Office. All drops approved by the committees appear with the notation of W (withdrawn without penalty) unless an exception is made, and the dean's office lists "no W" on the registration/drop/add form.

Course Substitutions

Course substitutions are not guaranteed in the HDFS program. Students are expected to follow the program of study associated with the relative requirement term. We do understand that from time to time, extenuating circumstances lead to deviation from the proposed schedule. Requests for exceptions should be submitted to the HDFS program director following the procedures outlined below.

Procedures:



- Step 1: Student meet with HDFS Program Director or Director of Advising to discuss reasons for the request and will receive and then submit a completed course substitution request form with rationale and documentation (syllabus, transcript, assignments etc.).
- Step 2: The program director will sign indicating acceptance or denial of the request and forward the results to the Director of Advising
- Step 3: The Director of Advising will notify the student via email of the status of the request and if approved update the student's Tar Heel Tracker accordingly.
- Step 4: Completed forms with all signatures are retained in the student's file

Course loads

Students are encouraged to take a minimum of 15 academic each semester, excluding physical activity courses, to meet the minimum hours required for graduation in the School of Education. The School of Education requires students to maintain full-time status while enrolled in our program. The minimum load per semester to maintain full-time status is 12 academic credit hours. If a student wishes to carry an underload of less than 12 academic credit hours, the student must petition the Director of Advising to gain the necessary permission as a course underload may affect academic eligibility. While waiting for a response, the student should enroll in the required 12 academic credit hours. If the underload is approved, students can drop the necessary courses to reach the credit load approved.

Students who wish to register for more than the maximum 18 hours allowed by the University should consult the Director of Academic Advising regarding a request for a credit hour overload. Requests to carry an overload of more than 18 credit hours are awarded on an individual basis at the beginning of the semester requested.

Graduation

Students in the School of Education must file an application to graduate by the deadlines posted by the University Registrar. School of Education students will receive reminders regarding these deadlines via email and classroom updates. Graduation applications can be accessed through Connect Carolina. Information regarding graduation can be found on the Student Affairs Graduation website: http://soe.unc.edu/services/student_affairs/graduation/.

To qualify for an undergraduate degree in the School of Education, a student must successfully complete at least 120 academic semester hours as well as satisfy all General Education and HDFS program academic requirements. The Student must maintain a cumulative GPA of at least a 2.0 and must earn a grade of C or better in each course counting toward the HFDS major.

Honors program

The Honors Program in the School of Education is for exceptional junior and senior Education majors who wish to be part of a rigorous seminar and original research program. The program is limited in enrollment and open on a space-available basis to students with a minimum grade point average of 3.3. In the Spring semester of their junior year, eligible students are sent invitations to join the program. During the Fall semester of the senior year, an honors student in the School of Education participates in the honors seminar. During the fall and spring semester of the senior year, the student prepares an honors thesis on which there is an oral examination.

Attendance Policy



1. Regular class attendance is a student obligation. Students are responsible for all of their work, including assessments, tests, and written work, and for all class meetings.

2. Per Resolution 2018-1 (On Amending the Policy on University Approved Absences) passed by the UNC Faculty Council: No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

- Authorized University activities. The following link provides information about obtaining approvals for authorized university activities. <https://odos.unc.edu/student-support/class-absences/request-university-approved-absences> and <https://odos.unc.edu/student-support/class-absences-final-exam-rescheduling>
- Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service (ARS) and/or the Equal Opportunity and Compliance Office (EOC)
- Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

3. Students are expected to report approved absences in a timely manner (prior to the absence) and work closely with the instructor to complete missed work. Making up missed work due to an approved absence is a student responsibility. Students should talk to the instructor/professor or send an email to the instructor (prior to the absence) explaining the reason for your absence and providing the necessary documentation to support the approval.

Here are some examples of unexcused absences. This list is to be used as a guide and unexcused absences extend beyond the examples below.

- Traffic problems-to include buses being late, or slow traffic etc.
- Work schedule-either for employment on or off campus
- Extracurricular activities not covered under university approved absences above
- Interviewing for jobs, graduate school, internships, etc.
- Scheduled flights during class time
- Early departure for Spring Break and other university holidays
- Family events such as weddings, baby showers etc
- Making-up exams with ARS. Please schedule outside of class time for your other courses.

Your instructor will provide information about policies for Unexcused Absences.

Policy on Prohibited Harassment and Discrimination

The University is committed to providing a safe, diverse, and equitable environment to all members of the Carolina community. The University's [Policy on Prohibited Harassment and Discrimination](#) prohibits discrimination or harassment on the basis of an individual's race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression. Appendix B of this Policy provides specific information for students who believe that they have been discriminated against or harassed on the basis of one or more of these protected classifications.



Students who want additional information regarding the University's process for investigating allegations of discrimination or harassment should contact the Equal Opportunity/ADA Office for assistance:

Equal Opportunity/ADA Office
The University of North Carolina at Chapel Hill
100 E. Franklin Street, Unit 110
Campus Box 9160
Chapel Hill, North Carolina 27599
Telephone: (919) 966-3576
Fax: (919) 962-2562
Email: equalopportunity@unc.edu

Any administrator or supervisor, including a department chair, associate dean or other administrator, who receives a student's complaint about prohibited harassment or discrimination must notify the Equal Opportunity/ADA Office within five (5) calendar days of receiving the complaint. If a student raises a claim of prohibited harassment or discrimination during an academic appeal, an investigation of the student's claim must be performed under the direction of the Equal Opportunity/ADA Office. The school or department must await the results of the harassment or discrimination investigation before deciding the student's academic appeal.

Grade Appeals

A grade appeal must be made no later than the last day of classes for the next succeeding fall or spring semester

Grade Appeals Correcting a Clerical or Arithmetical Error An instructor who has reported an incorrect grade for a student because of an error in calculating the grade or in transposing or entering it incorrectly on the electronic Grade Roster in ConnectCarolina, may change the grade to one of the other letter grades, provided this change is made no later than the last day of classes of the next succeeding fall or spring semester. Such a change must be reported to the University Registrar's Office on an Official Report of Grade Change Form. This report must contain a statement to the effect that the grade change is due to clerical, arithmetical or transposition error and must contain the written approval of the department chair concerned, and, for Graduate Students, the approval from the Assistant Dean for Student Affairs.

Grade Appeals for Undergraduate and Post Baccalaureate Professional Students

Any student who protests a course grade shall first attempt to resolve this disagreement with the instructor concerned. (An instructor may change a permanent grade only when a clerical or arithmetical error is involved, see paragraph a. above.) Failing to reach a satisfactory resolution, the student may appeal the grade in accordance with the SOE procedure outlined below.

Any student who wishes to appeal a final grade, should first schedule a conference with the instructor involved. If the conference ends in disagreement, the student may choose to file a written appeal to the Director of Advising in the School of Education. No appeal may be made after the last day of classes of the following regular semester. The appeal will be referred to the School of Education Appeals Committee and the chairperson of the department or program involved. No change of grade will be made except as a result of the Appeals Committee's decision, which is final. Students will be notified in writing of



the Board's decision. If appropriate the chair will report such decision to change the grade to the Registrar's Office.

Continuous Enrollment and Readmission

Students who do not maintain continuous enrollment in the University must apply for readmission to UNC through the Office of Undergraduate Admissions

http://www.admissions.unc.edu/Apply/Readmission_Students/default.html.

In order to be readmitted to the School of Education, students must have previously earned acceptance into the School and left in good standing.

Honor System

For more than one hundred years, the University has had a system of self-discipline based on the Honor Code and the Campus Code. [The Honor Code](#) forbids students to lie, cheat, or steal in their academic work or when acting in an official capacity on behalf of the University. The Campus Code charges students to conduct themselves in a manner which does not impair the welfare or the educational opportunities of others in the University community.

The Honor Code is found in the Instrument of Student Judicial Governance. The Honor Code lies at the heart of the culture of the Carolina community, and it addresses not only academic dishonesty but also issues including, but not limited to, student conduct affecting persons and property both on and off the Carolina campus.

Student Files and Records

In keeping with Federal regulations concerning the inspection and review of education records, the School of Education files on graduate and undergraduate students (located in the Office of Student Affairs) are available for review by faculty and staff that have been determined to have legitimate educational interests. The rights of students to examine their own records and the rights of others who are not faculty, staff or authorized students to examine student records are governed by detailed and complex Federal regulations under the Family Educational Rights and Privacy Act (FERPA).