



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Human Development and Family Science



Human Development and Family Science

School of Education



2025-2026

Program Handbook

Program Director, Helyne Frederick, Ph.D., CFLE

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



TABLE OF CONTENTS

<u>INTRODUCTION</u>	3
<u>HDFS UNDERGRADUATE PROGRAM</u>	4
<u>MESSAGE FROM PROGRAM DIRECTOR</u>	5
<u>HDFS FACULTY</u>	6
<u>HDFS CURRICULUM</u>	7-10
<u>HDFS ELECTIVE COURSES</u>	11
<u>RECOMMENDED COURSES BASED ON CAREER AND PROFESSIONAL INTERESTS</u>	12-13
<u>RESPONSIBILITIES OF THE STUDENT</u>	14
<u>ADMISSIONS</u>	15
<u>STUDENT RESOURCES & SUPPORT IN THE SCHOOL OF EDUCATION</u>	16-18
<u>BUILDING YOUR CREDENTIALS</u>	19-20
<u>ACADEMIC POLICIES AND PROCEDURES</u>	21-26
<u>Transfer Credits</u>	21
<u>Registration</u>	21
<u>Drop/Add</u>	21
<u>Course Substitutions</u>	22
<u>Course Loads</u>	22
<u>Graduation</u>	23
<u>Honors Thesis Program</u>	23
<u>Attendance Policy</u>	23
<u>Policy on Prohibited Harassment and Discrimination</u>	24
<u>Grade Appeals</u>	25
<u>Continuous Enrollment and Readmission</u>	25
<u>Honor System</u>	26
<u>Student Files and Records</u>	26



INTRODUCTION

This manual is designed to clarify the specific requirements and expectations of the Human Development and Family Science 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 and outlined here.

Although University faculty and staff are available for assistance, you are 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 begin your career as a helping professional.

Statement on Diversity, Equity, Inclusion, and Belonging

The HDFS program values the perspectives of individuals from all backgrounds reflecting the diversity of our students. We broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, physical and learning ability etc. We are committed to supporting all students within our program. We welcome all students to the HDFS program. We are committed to promoting diversity in all its forms and providing students and faculty with opportunities to develop and practice ethical and culturally inclusive practices, research, and service.



HDFS UNDERGRADUATE PROGRAM

Human Development and Family Science (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 Science (HDFS) 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:

- (Theories and Human Development) Demonstrate the ability to understand and apply theories about human development and family relations in the physical, intellectual, cultural, and socioemotional domains.
- (Career/Ethical) Demonstrate both understanding and practical applications of professional behaviors that reflect knowledge about communication and relationship skills, work ethic, and ethical considerations needed to serve individuals, children, and families.
- (Family Dynamics and Diversity) Assess individual and family experiences and dynamics are shaped by diverse cultural backgrounds and perspectives, such as race, ethnicity, sexual identities, ability, socioeconomic status, immigrant status, and urban versus rural settings.
- (Applied Learning — Verbal and Written Applications) Demonstrate the ability to develop resources and initiatives and deliver services using appropriate strategies and technologies to support the well-being of children, families, schools, and communities through presentations, research, and service learning.
- (Research and Evidence-Based Approaches) Understand and apply research to inform education, prevention, intervention, and/or policy efforts related to children and families in diverse contexts.



MESSAGE FROM PROGRAM DIRECTOR



Dr. Helyne Frederick

Welcome to Carolina's Human Development and Family Science 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, studying abroad, service learning, and the many other opportunities available to students at Carolina.

Dr. Helyne Frederick
HDFS Program Director



HDFS FACULTY

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-science/people/>

HDFS Faculty	Contact
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. Emily Halpin	emily.halpin@unc.edu
Dr. Lewis Hatcher	lewis.hatcher@unc.edu
Dr. Annemarie Hindman	ahindman@unc.edu
Dr. Kara Hume	kara.hume@unc.edu
Dr. Todd Jensen	jensen@unc.edu
Dr. Steve Knotek	sknotek@email.unc.edu
Dr. Kathryn Leech	leechk@unc.edu
Dr. Marissa Marracini	mmarracc@email.unc.edu
Dr. Roger Mills-Koonce	mills-koonce@unc.edu
Dr. Dana Riger	driger@unc.edu
Dr. Yuliana Rodriguez	yuliana@unc.edu
Dr. R. Keith Sawyer	rksawyer@ad.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)
- Earn a C or better in all courses for the HDFS major (core and additional requirements)
- Complete a minimum of 48 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 prior to Fall 2022

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 2022 and later

21 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)

<https://catalog.unc.edu/undergraduate/programs-study/human-development-family-studies-baed/#requirementstext>



Course Sequencing, Internship and Required Grades

- Students **must** take EDUC 408 or an approved substitute prior to enrolling in EDUC 583. For example, by obtaining a B or higher in PSYC 270 or SOCI 251.
- 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. Students must receive permission from SOE Undergraduate Advising for permission to enroll. Information regarding enrollment is sent out via email prior to registration. Email SOEAdvising@unc.edu for any questions about enrollment in EDUC 583.
- During the internship semester, students can only take up to six credit hours in addition to the required nine credit hour internship course. One course is recommended to help manage the load. **Exceptions must be approved by the program before the internship semester starts.**
- 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.

CFLE Certification and HDFS

The Human Development & Family Science undergraduate program at University of North Carolina at Chapel Hill has been reviewed by the National Council on Family Relations. It has been recognized as an NCFR CFLE-approved program offering coursework covering the content required for the Certified Family Life Educator (CFLE) designation. Graduates of NCFR CFLE-approved programs qualify to apply for the CFLE designation via the CFLE-approved program process. Because your curriculum has been approved by NCFR, HDFS graduates now qualify to complete the CFLE-approved program application. To qualify, students must have completed the specified course or courses under each of the 10 Family Life Education content areas, plus an internship.

Frequently Asked Questions:

1. What is Family Life Education?

Family Life Education is the practice of equipping and empowering family members to develop knowledge and skills that enhance well-being and strengthen interpersonal relationships through an educational, preventive, and strengths-based approach (NCFR).

Read more here: <https://www.ncfr.org/cfle-certification/what-family-life-education>



2. **Where do CFLE's work? How do I become certified?**

Students and UNC-Chapel Hill should complete the courses outlined below.

<https://www.ncfr.org/cfle-certification/become-certified>

3. **When should I apply?**

Students should start the process in the final semester. Your application is complete after your final academic transcript is received.

4. **What does it cost?**

NCFR updates the fee structure each year. Please use this link for more information.

<https://www.ncfr.org/cfle-certification/become-certified>

5. **Who can help me with questions at UNC?**

Please see Dr. Helyne Frederick about applying for provisional certification.

Core Courses (Required and offered in Fall and Spring)

EDUC 181: Introduction to Human Development and Family Science

EDUC 403: Individuals, Families, and Communities in Diverse Context

EDUC 405: Parenting and Family Life Education

EDUC 401: Child Development Birth to 12

EDUC 501: Adolescent and Adult Development

EDUC 583: Career and Professional Development

EDUC 698: Internship in Human Development and Family Science

Leadership Requirement (Fall only)

EDUC 480: Resource Management for Individuals and Families (restricted to majors)

Diversity Requirement (Offered in Fall, Spring, and Summer)

EDUC 375: Identity and Sexuality

Concentration and General Electives

EDUC 325: Introduction to Counseling and Coaching (Fall/Spring)

EDUC 605: Family Systems (Spring only)

EDUC 480 and 375 are also part of the CFLE concentration

Child Life Certification and HDFS

The HDFS program is not an approved CL program. However, to the extent practical, the program supports students in their application process. Only the CL council has the final say on courses that meet the requirements.

EDUC 401, 532, 470, 408 have been successfully used by previous students to meet some of the requirements. Other courses that might be helpful are: EDUC 403 and EDUC 605, as well as NURS 685. All such courses must be approved by the CL council. The HDFS program and other campus areas may offer courses with CL-related content sometimes but there is not a guarantee



that the CL council will approve. Even if a course was approved previously by the council, each student **MUST** obtain approval on their own. **Courses taken at UNC Santa Barbara's continuing Education will not transfer for course credit at UNC.**

The HDFS program and the School of Education do not have a relationship or agreement with the Child Life Council.

Child Life Internship and Practicum

Students are expected to complete a 600-hour internship with an approved Child Life hospital program. Students must work closely with the HDFS program director to plan the best timing for completing this requirement. The SOE cannot guarantee that students will receive an approved Child Life internship. If a student applies and receives an offer for a Child Life internship, the program will allow this internship to be counted as EDUC 698. Students must complete EDUC 583 and other prerequisites for approval to be granted. It is not advisable to take any classes with the Child Life internship given that students will serve at the hospital for 40 hours per week.

Students may also choose to compete for a Child Life practicum. Most hospitals require students to be registered for course credit to complete the practicum. Students should work directly with the program director to receive approval for an independent study and to discuss liability insurance for this effort. Approval to receive course credit is at the discretion of the SOE and the HDFS program. The program considers students' course load, travel time, and progress in the major to determine whether an independent study will be approved.

Delaying Graduation

Please note that the university and the SOE will not approve students for a 9th semester to complete a CL internship. Some students delay graduation to the summer of their senior year to complete the internship. This is appropriate and will be supported if students provide documentation of the approved internship. In some cases, students may complete two internships for HDFS depending on the time. Please discuss your situation with the HDFS program director and the director of advising.

Dr. Frederick is the liaison for the CL program and the HDFS program. If you have questions about the internship and supports available, please email helyne@email.unc.edu

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 guides future career opportunities.



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

Recommended Minors at UNC

Business Administration Minor

Media and Journalism

Education

Biology

Chemistry

Conflict Management

Speech and Hearing Sciences (SPHS)

Exercise and Sport Science

African Studies

African American and Diaspora Studies

Linguistics

Women's and Gender Studies

Sexuality Studies

Latina/o Studies

Social and Economic Justice (SEJI)

Public Policy

Data 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.





You can access a full list of minors from the link below:

<https://catalog.unc.edu/undergraduate/programs-study/>







RECOMMENDED COURSES BASED ON CAREER AND PROFESSIONAL INTERESTS

The HDFS Undergraduate Faculty has 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 year, and some may require a declared major to enroll.

 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 SOCI 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 SOCI 425: Family and Society EDUC 325: Intro to Counseling EDUC 375: Identity and Sexuality EDUC 605: Family Systems and Policy	 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 SOCI 469: Health and Society BIOL 252 & 252L: Human Anatomy and Physiology PSYC 250: Child Development LING 101: Introduction to Language SPHS 510: Introduction to Communication Science and Disorders 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
 Public and Allied Health/ Child Life <u>Suggested elective courses</u> SOCI 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 SOC 422: Sociology of Health and Mental Illness SOCI 124: Sex and Gender in Society NUTR 240: Introduction to Human Nutrition	 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 Learning EDUC 526: Ethics and Education: From Global Problems



HPM 571: Health and Human Rights	EDUC 615: Schools and Community Collaboration
 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	 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
 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 EDUC 605: Family Systems and Policy	 Diversity <u>/Multiculturalism/Immigration</u> <u>Suggested elective courses</u> EDUC 510: Mexican/Chicana Experience EDUC 533: Social Justice in Education COMM 318: Cultural Diversity EDUC 375: Identity and Sexuality EDUC 415: Schooling and Immigrant Children



RESPONSIBILITIES OF THE STUDENT

This is your degree. You are 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 more questions, 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 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.
6. Remember that advisors and the staff in the Office of Student Affairs have many responsibilities in addition to advising. Students are encouraged to plan 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 extraordinary circumstances of which you are unaware.
8. Considering the considerable 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. For the Office of Student Affairs to maintain up-to-date records, you should contact your advisor or the appropriate official in Peabody 1028 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. **Additionally, students with transfer credits from a community college or university may also apply to the program in their first semester at UNC.**

Admission to the [Human Development and Family Science 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.

Accepting the HDFS Major

Students who are accepted must accept their offer of admission in ConnectCarolina to officially declare the HDFS major. We encourage students to accept or deny admissions with 14 days of notification. Early acceptance allows you to enroll in courses that are reserved for HDFS majors only. If a student plans to double major, they should work closely with SOE Undergraduate Advising to transition between the two programs to facilitate registration in courses.

Students should avoid switching between two majors in order to facilitate registration. If a student accepts the HDFS major and requests to drop the major, they will be expected to reapply to the major upon returning. The Director of Advising will provide support to students who reach out in a timely manner to make plans for completing the required courses. Students may choose to delay acceptance to facilitate their secondary major; however, there is no guarantee that seats will be available in HDFS courses if students accept after the registration period begins.



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.

SOE Advising

The SOE Undergraduate Advising Team provides academic advising support for:

- Discussing all academic advising needs, course selection, registration, timeline to degree completion, major and minor add/drops, and 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 their interests and needs
- Helping with professional development needs: reviewing resumes, cover letters, personal statements, and 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 1028

HDFS Faculty and Program Director: Peabody 3010 E



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, and interpretation of academic policy	Sarah Rowe , <i>Director of Advising</i>	sarahrowe@unc.edu
	Monique Rochon , <i>Academic Advisor</i>	monique.rochon@unc.edu
Recruitment and Admissions	Dr. Christopher Lambert , <i>Director of Recruitment</i>	clamber@unc.edu
General program information	Cody Loy , <i>Program Support Specialist.</i>	codyloy@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 Professor</i>	helyne@email.unc.edu
	Sarah Rowe , <i>Director of Advising</i>	sarahrowe@unc.edu
	Monique Rochon , <i>Undergraduate Advisor</i>	monique.rochon@unc.edu
SOE Honors Theses	Yuliana Rodriguez , <i>Clinical Associate Professor</i>	yuliana@unc.edu
Internship opportunities and placements	Helyne Frederick , <i>Clinical Professor</i>	helyne@email.unc.edu
	Emily Halpin , <i>Clinical Assistant Professor</i>	emily.halpin@unc.edu
Career Services: jobs opportunities and postings, and 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 College of Arts and Sciences' Academic Advising Program that can direct you to appointments, forms, and other general education general College information.
	SOE Advising LinkTree https://linktr.ee/soe advising	
Counseling Services	Counseling and Psychological Services https://caps.unc.edu/	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/Hub	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).
	UNC Career Hub https://careerhub.unc.edu/	
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 dedicated to helping students interested in continuing their education.
	Pre-health Advising https://hpa.unc.edu	
Service Learning	Carolina Center for Public Service https://ccps.unc.edu/	CCPS offers many resources for service learning from information to courses and funding, including the APPLS service-learning program.
Service Opportunities	Chapel Hill-Carrboro Service-Learning Opportunities https://www.chccs.org/academics/career-and-technical-education/cte/work-based-learning	This site compiles many opportunities for service with youth in the Chapel Hill-Carrboro area.



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 jobseeker or graduate school applicant. Graduate school committees and employers appreciate students not only with a high GPA but with experience with research and working with diverse populations, as well as 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 an 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.
- Students who exhibit excellence in the pursuit of interprofessional education may be recognized by the [Interprofessional Education and Practice Distinguished Scholars Program](#) (IPEP DS). This program challenges participants to cooperate, coordinate, and collaborate in order to transform the future of health and human services.

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 students from each of the School of Education's "program areas:" Human Development and Family Studies, UNC BEST, Music Education, Pre-MAT, and the 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, Monique Rochon monique.rochon@unc.edu.

- **Kappa Delta Pi (KDP)** is an international honor society in education dedicated to fostering excellence, integrity, expertise, diversity, equity, and empathy among educators worldwide. Established to recognize outstanding educators and promote the highest standards in academics, the Pi Theta chapter fosters a culture of scholarship, leadership, and service among its members. Through collaborative initiatives, professional development opportunities, and community engagement, the Pi Theta chapter at UNC-Chapel Hill strives to inspire its members to make a positive impact on society through their dedication to educational excellence and service to others. Applicants may apply to join Kappa Delta Pi at any time throughout the year and is open to both undergraduates and graduate students. To learn more about applying to Kappa Delta Pi, [click here](#). For information and questions about the Pi Theta chapter, or to apply, please contact Program Advisor, Monique Rochon monique.rochon@unc.edu.
- **Striving Toward Education Prosperity (STEP)** brings nearly 1,000 Title 1 North Carolinian elementary and middle school students to UNC's campus each spring. During each school's visit, STEP provides students with volunteer-led campus tours, introductions to campus affinity groups, and personable information regarding the higher education experience. For more information, [click here](#).

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 the Director of Advising or the HDFS program director 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 can network with other professionals and programs, continue your professional development, 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. The school follows the general guidelines from the College of Arts and Sciences for most academic practices. For information about time to graduation and academic standing, please review the information on the link below.

<https://catalog.unc.edu/policies-procedures/academic-standing/>

Transfer Credits

The School of Education follows the guidelines for transfer credit provided by the undergraduate admissions office. The university will not approve courses completed for continuing education at other universities. The list of courses that will transfer directly from community colleges and other UNC systems colleges can be found on the transfer credit page below. Students should consult with the Director of Advising and the HDFS program coordinator about courses that are not preapproved by the university. Please review the transfer credit page for rules about course transfer.

<https://admissions.unc.edu/transfer-credit/>

<https://admissions.unc.edu/transfer-credit/credit-rules/>

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 ConnectCarolina, 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 ConnectCarolina website. After the first five days of classes, the addition of a course to a student's schedule requires permission of the course instructor and/or the department concerned. Students must have written consent from the program. Deans will approve only registrations or course additions first 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 understand that sometimes, 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 and faculty will review the request, indicating acceptance or denial of the request, then forward the results to the Director of Advising. It can take up to 30 days for a course substitution request to be approved.
- 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 at least 15 academic hours 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 or an SOE academic advisor regarding a request for a credit hour overload. Requests to carry an overload of over 18 credit hours are awarded individually at the beginning of the semester requested.



Graduation

Students in the School of Education must apply 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 ConnectCarolina. 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 complete at least 120 academic semester hours and 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 Thesis Program

The Honors program/thesis offers you the opportunity to sharpen your skills of analysis, synthesis, and research. It also provides a means for outstanding students to graduate from the University and the School of Education with honors. This may be particularly attractive and advantageous if you are interested in graduate and/or professional schools. Students find this research and writing experience rewarding and stimulating and particularly beneficial to their future career and professional goals. Click on the link below for more information.

<https://ed.unc.edu/academics/programs/human-development-and-family-science/honors-program/>

Attendance Policy

1. Regular class attendance is a student obligation. Students are responsible for all 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://dos.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, including buses being late, slow traffic, etc.
- Work schedule, for employment on or off campus
- Extracurricular activities not covered under university approved absences above
- Interviewing for jobs, graduate school, internships, etc. [consult with faculty for support]
- Scheduled flights during class time
- Early departure for Spring Break and other university holidays
- Personal events
- Make-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 and harassment based on 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 they have been discriminated against or harassed based on 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 and Compliance Office for assistance:

Equal Opportunity and Compliance Office
The University of North Carolina at Chapel Hill
214 W. Cameron Ave
Campus Box 9160
Chapel Hill, North Carolina 27599
Telephone: (919) 966-3576
Email: eoc@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 and Compliance 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 and Compliance 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 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 because 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 a 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.

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 behave in a way that does not impair the welfare or 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 Carolina community's culture, and it addresses academic dishonesty and issues including student conduct affecting persons and property 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).