HUMAN DEVELOPMENT AND FAMILY STUDIES MAJOR, B.A.ED.

The mission of the human development and family studies (HDFS) program 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. HDFS prepares students for careers and graduate programs in fields such as education, public health, occupational therapy, speech-language pathology, social work, health services, leadership and nonprofit management, counseling services, and more. The HDFS program offers two optional concentrations: Child and Family Health and Family Life Education. The program also offers the courses needed for the Certified Family Life Educator Credential (CFLE). For more information, please visit the School of Education website (http://soe.unc.edu/hdfs/).

Admission to the human development and family studies major is required and offered every semester. Admission is based on, but not limited to, a 2.5 grade point average, good academic standing, expressed interest in the helping professions, and space available. For more information, please visit the School of Education website (http://soe.unc.edu/hdfs/).

Newly admitted students should expect to be enrolled in the HDFS program for a minimum of three full-time semesters in order to meet program course sequencing and milestones. Students interested in studying abroad should meet the SOE director of advising to discuss a timeline upon as admission to the program.

Admitted students must earn a grade of C or better for each course counting to fulfill a degree requirement within the HDFS major. If a student earns a grade of C- or lower in a course, it will not satisfy a degree requirement within the HDFS major. The student will need to repeat that course or an equivalent. If a course is repeated, the student can only count the credit hours once when calculating the number of credit hours toward degree.

In the event that a student fails the internship or is dismissed for violating the School of Education, site placement, or the University Code of Ethics, students are subject to the requirements in place when they are admitted to the School of Education, site placement, or the University Code of Ethics, social work, health services, leadership and nonprofit management, counseling services, and more. The HDFS program offers two optional concentrations: Child and Family Health and Family Life Education. The program also offers the courses needed for the Certified Family Life Educator Credential (CFLE). For more information, please visit the School of Education website (http://soe.unc.edu/hdfs/).

In addition to the program requirements, students must

- attain a final cumulative GPA of at least 2.0
- complete a minimum of 45 academic credit hours earned from UNC-Chapel Hill courses
- take at least half of their major course requirements (course and credit hours) at UNC-Chapel Hill
- earn a C or better in all courses for the HDFS major (core and additional requirements).

For more information, please consult the degree requirements section of the catalog (http://catalog.unc.edu/undergraduate/degree-requirements/).

Human Development and Family Studies, B.A.Ed.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 181</td>
<td>Introduction to Human Development and Family Studies F</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 401</td>
<td>Childhood Development: Prenatal Birth to Age 12</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 501</td>
<td>Adolescent and Adulthood Development: A Cross-Cultural</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 403</td>
<td>Individuals, Families, and Communities in Diverse Contexts</td>
<td>3</td>
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<tr>
<td>EDUC 405</td>
<td>Parenting and Family Life Education</td>
<td>3</td>
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<tr>
<td>EDUC 408</td>
<td>Research Methods in Human Development (must be taken prior to EDUC 583)</td>
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<tr>
<td>EDUC 583</td>
<td>Career and Professional Development 1</td>
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<td>EDUC 698</td>
<td>Internship in Human Development and Family Studies 2</td>
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<tr>
<td>Diversity/equity focus course (select one):</td>
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<tr>
<td>EDUC 375</td>
<td>Identity and Sexuality</td>
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<td>EDUC 410</td>
<td>Families and Communities in Diverse Contexts for Youth</td>
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<tr>
<td>EDUC 415</td>
<td>Schooling of Immigrant Children</td>
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<tr>
<td>EDUC 4611</td>
<td>Exploring Social Determinants of Health Across Populations</td>
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</tr>
<tr>
<td>EDUC 508</td>
<td>Equity, Leadership, and You</td>
<td></td>
</tr>
<tr>
<td>EDUC 510</td>
<td>Latinx Experience in Education</td>
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</tr>
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</table>

Student Learning Outcomes

Upon completion of the human development and family studies program, students should be able to:

- (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.
Family Life Education Concentration

Select four (4) courses from the following list:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 325</td>
<td>Introduction to Counseling and Coaching</td>
<td></td>
</tr>
<tr>
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<td>EDUC 480</td>
<td>Resource Management for Individuals and Families</td>
<td></td>
</tr>
<tr>
<td>EDUC 605</td>
<td>Family Systems and Policy</td>
<td></td>
</tr>
<tr>
<td>EDUC 611</td>
<td>Black Families in Social and Contemporary Contexts</td>
<td></td>
</tr>
<tr>
<td>AAAD 341</td>
<td>Law and Society</td>
<td></td>
</tr>
<tr>
<td>COMM 224</td>
<td>Introduction to Gender and Communication</td>
<td></td>
</tr>
<tr>
<td>COMM 318</td>
<td>Cultural Diversity</td>
<td></td>
</tr>
<tr>
<td>COMM 422</td>
<td>Family Communication</td>
<td></td>
</tr>
<tr>
<td>PSYC 465</td>
<td>Poverty and Development</td>
<td></td>
</tr>
<tr>
<td>PSYC 467</td>
<td>The Development of Black Children</td>
<td></td>
</tr>
<tr>
<td>PSYC 471</td>
<td>The Study of Adolescent Issues and Development</td>
<td></td>
</tr>
<tr>
<td>PSYC 517</td>
<td>Addiction</td>
<td></td>
</tr>
<tr>
<td>SOCI 130</td>
<td>Family and Society</td>
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</tr>
<tr>
<td>SOCI 425</td>
<td>Family and Society, Junior/Senior Section</td>
<td></td>
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<tr>
<td>SOCI 431</td>
<td>Aging</td>
<td></td>
</tr>
<tr>
<td>SOCI 468</td>
<td>United States Poverty and Public Policy</td>
<td></td>
</tr>
<tr>
<td>SOWO 530</td>
<td>Foundations of Social Welfare and Social Work</td>
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</tbody>
</table>

Total Hours: 12

Additional Requirements

Select from the following 3 options: 3,4

| Four courses from the Family Life Education concentration (see list below) | Hours: 12 |
| Four courses from the Child and Family Health concentration (see list below) | |
| Four courses from the concentration lists or the elective list (see lists below) | |

Total Hours: 48

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1. FY-Launch class sections may be available. A FY-Launch section fulfills the same requirements as a standard section of that course, but also fulfills the FY-SEMINAR/FY- LAUNCH First-Year Foundations requirement. Students can search for FY-Launch sections in ConnectCarolina using the FY-LAUNCH attribute.

2. 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. Students should consider summer internships where feasible to meet program milestones.

3. During the internship semester, it is preferred that students only take one class with the internship. However, students will be allowed to enroll in up to six credit hours in addition to the required nine credit hour internship course, for a maximum of 15 hours. Students will not be allowed to register for 18 hours. The internship site must be approved by the HDFS program in the semester preceding the internship.

4. At least 6 of the 12 hours taken to satisfy a concentration must be completed at the University of North Carolina at Chapel Hill.

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Family Life Education Concentration

Select four (4) courses from the following list:

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<tr>
<td>AAAD 341</td>
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<tr>
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<tr>
<td>SOCI 468</td>
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<tr>
<td>SOWO 530</td>
<td>Foundations of Social Welfare and Social Work</td>
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</table>

Total Hours: 12

Child and Family Health Concentration

Select four (4) courses from the following list:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDUC 375</td>
<td>Identity and Sexuality</td>
<td></td>
</tr>
<tr>
<td>EDUC 400</td>
<td>Autism in Our Communities: An Interdisciplinary Perspective</td>
<td></td>
</tr>
<tr>
<td>EDUC 461I</td>
<td>Exploring Social Determinants of Health Across Populations</td>
<td></td>
</tr>
<tr>
<td>EDUC 470</td>
<td>Therapeutic Value of Play</td>
<td></td>
</tr>
<tr>
<td>EDUC 475</td>
<td>Child and Family Health</td>
<td></td>
</tr>
<tr>
<td>EDUC 528</td>
<td>Exceptionality Across the Life Span</td>
<td></td>
</tr>
<tr>
<td>EDUC 630</td>
<td>Advanced Research Design and Methods in Human Development and Family Studies</td>
<td></td>
</tr>
<tr>
<td>EDUC 689</td>
<td>Foundations of Special Education</td>
<td></td>
</tr>
<tr>
<td>BIOL 252 &amp; 252L</td>
<td>Fundamentals of Human Anatomy and Physiology</td>
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</tr>
<tr>
<td>EXSS 211</td>
<td>Adapted Physical Education</td>
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1. Students may not receive credit for both SOCI 130 and SOCI 425.
<table>
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<tbody>
<tr>
<td>HPM 571</td>
<td>Health and Human Rights</td>
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<tr>
<td>LING 101</td>
<td>Introduction to Language (^H)</td>
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<tr>
<td>LING 200</td>
<td>Phonology</td>
</tr>
<tr>
<td>NURS 685I</td>
<td>Care of the Dying and Bereaved throughout the Life Span (^1)</td>
</tr>
<tr>
<td>NUTR 240</td>
<td>Introduction to Human Nutrition</td>
</tr>
<tr>
<td>PLCY 570</td>
<td>Health and Human Rights</td>
</tr>
<tr>
<td>PSYC 210</td>
<td>Statistical Principles of Psychological Research (^H)</td>
</tr>
<tr>
<td>PSYC 220</td>
<td>Biopsychology (^H)</td>
</tr>
<tr>
<td>PSYC 245</td>
<td>Psychopathology (^H)</td>
</tr>
<tr>
<td>PSYC 517</td>
<td>Addiction</td>
</tr>
<tr>
<td>SOCI 172</td>
<td>Introduction to Population Health in the United States</td>
</tr>
<tr>
<td>SOCI 422</td>
<td>Sociology of Mental Health and Illness</td>
</tr>
<tr>
<td>SOCI 431</td>
<td>Aging</td>
</tr>
<tr>
<td>SOCI 469</td>
<td>Health and Society</td>
</tr>
<tr>
<td>SOWO 856</td>
<td>Care of the Dying and Bereaved (^1)</td>
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<tr>
<td>SPHS 520</td>
<td>Human Communication Across the Lifespan</td>
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<tr>
<td>SPHS 521</td>
<td>Human Communication Across the Lifespan (EE)</td>
</tr>
<tr>
<td>SPHS 582</td>
<td>Introductory Audiology I</td>
</tr>
<tr>
<td>SPHS 583</td>
<td>Introduction to Clinical Practice in Speech-Language Pathology and Audiology</td>
</tr>
</tbody>
</table>

Total Hours: 12

\(^H\) Honors version available. An honors course fulfills the same requirements as the nonhonors version of that course. Enrollment and GPA restrictions may apply.

\(^1\) Students may not use credit for both NURS 685I and SOWO 856 to count toward the concentration.

Students may request additional health-related courses.

**Electives Course List (for students who are not choosing a concentration)**

Select four (4) courses from the following list: 12

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>AAAD 130</td>
<td>Introduction to African American and Diaspora Studies</td>
</tr>
<tr>
<td>AAAD 341</td>
<td>Law and Society</td>
</tr>
<tr>
<td>AAAD/WGST 386</td>
<td>Comparative Studies in Culture, Gender, and Global Forces</td>
</tr>
<tr>
<td>ANTH 226</td>
<td>The Peoples of Africa</td>
</tr>
<tr>
<td>ANTH/WGST 277</td>
<td>Gender and Culture</td>
</tr>
<tr>
<td>ANTH 318</td>
<td>Human Growth and Development</td>
</tr>
<tr>
<td>ANTH 380</td>
<td>Anthropological Perspectives on Cultural Diversity</td>
</tr>
<tr>
<td>BIOL 252 &amp; 252L</td>
<td>Fundamentals of Human Anatomy and Physiology and Fundamentals of Human Anatomy and Physiology Laboratory (^H)</td>
</tr>
<tr>
<td>COMM 224</td>
<td>Introduction to Gender and Communication (^H)</td>
</tr>
<tr>
<td>COMM 318</td>
<td>Cultural Diversity</td>
</tr>
<tr>
<td>COMM 422</td>
<td>Family Communication (^H)</td>
</tr>
<tr>
<td>COMM 576</td>
<td>Making and Manipulating &quot;Race&quot; in the United States</td>
</tr>
<tr>
<td>ENGL 284</td>
<td>Reading Children's Literature</td>
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<td>EDUC 325</td>
<td>Introduction to Counseling and Coaching</td>
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<tr>
<td>EDUC 349</td>
<td>Adulting</td>
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<td>EDUC 375</td>
<td>Identity and Sexuality</td>
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<tr>
<td>EDUC 400</td>
<td>Autism in Our Communities: An Interdisciplinary Perspective</td>
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<tr>
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<td>Families and Communities in Diverse Contexts for Youth</td>
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<td>EDUC 475</td>
<td>Child and Family Health</td>
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<td>EDUC 480</td>
<td>Resource Management for Individuals and Families</td>
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<td>Helping Youth Thrive in K-12 Schools</td>
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<td>Schools, Cultures, and Communities I: Youth</td>
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<td>EDUC 522</td>
<td>Schools, Cultures, and Communities II: Schools</td>
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<td>EDUC 524</td>
<td>Learning on the Edge: Theories of Experiential Education</td>
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<tr>
<td>EDUC 527</td>
<td>Screen Education: Representations of Education in Popular Culture</td>
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<td>EDUC 528</td>
<td>Exceptionality Across the Life Span</td>
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<td>EDUC 529</td>
<td>Education in American Society</td>
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<tr>
<td>EDUC 532</td>
<td>Human Development and Learning</td>
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<td>EDUC 567</td>
<td>Children's Literature in Elementary and Middle Schools</td>
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<td>EDUC 572</td>
<td>Psychology of Creativity</td>
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<tr>
<td>EDUC 605</td>
<td>Family Systems and Policy</td>
</tr>
<tr>
<td>EDUC 611</td>
<td>Black Families in Social and Contemporary Contexts</td>
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<td>EDUC 630</td>
<td>Advanced Research Design and Methods in Human Development and Family Studies</td>
</tr>
<tr>
<td>EDUC 689</td>
<td>Foundations of Special Education</td>
</tr>
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<td>ENGL 291</td>
<td>Picture Books</td>
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<td>EXSS 211</td>
<td>Adapted Physical Education</td>
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<td>Health and Human Rights</td>
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<td>INLS 534</td>
<td>Youth and Technology in Libraries</td>
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<td>LING 101</td>
<td>Introduction to Language (^H)</td>
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<td>LING 200</td>
<td>Phonology</td>
</tr>
<tr>
<td>LING 203</td>
<td>Language Acquisition and Development</td>
</tr>
<tr>
<td>LTAM 291</td>
<td>The Latino Experience in the United States</td>
</tr>
<tr>
<td>NSCI 222</td>
<td>Learning (^H)</td>
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<tr>
<td>NUTR 240</td>
<td>Introduction to Human Nutrition</td>
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<td>PLCY 530</td>
<td>Educational Problems and Policy Solutions (^H)</td>
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<td>Health and Human Rights</td>
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<tr>
<td>PSYC 210</td>
<td>Statistical Principles of Psychological Research</td>
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<td>Biopsychology</td>
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<tr>
<td>PSYC 245</td>
<td>Psychopathology</td>
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<td>Child Development</td>
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<td>PSYC 260</td>
<td>Social Psychology</td>
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<td>PSYC 465</td>
<td>Poverty and Development</td>
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<td>PSYC 467</td>
<td>The Development of Black Children</td>
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<tr>
<td>PSYC 468</td>
<td>Family as a Context for Development</td>
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<tr>
<td>PSYC 471</td>
<td>The Study of Adolescent Issues and Development</td>
</tr>
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<td>PSYC 512</td>
<td>Popularity, Friendship, and Peer Relations</td>
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<tr>
<td>PSYC 517</td>
<td>Addiction</td>
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<td>SOCI 122</td>
<td>Race and Ethnicity</td>
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<td>SOCI 124</td>
<td>Sex and Gender in Society</td>
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<td>Family and Society</td>
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<td>Aging</td>
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<tr>
<td>SOCI 444</td>
<td>Race, Class, and Gender</td>
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<tr>
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<td>United States Poverty and Public Policy</td>
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<td>Introductory Audiology I</td>
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</tbody>
</table>
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|             | Language Pathology and Audiology                  |
| WGST 101    | Introduction to Women’s Studies                  |

**Total Hours**: 12

**H**: Honors version available. An honors course fulfills the same requirements as the nonhonors version of that course. Enrollment and GPA restrictions may apply.

### Department Programs
#### Major
- Human Development and Family Studies Major, B.A.Ed. (p. 1)
- Human and Organizational Leadership Development Major, B.A. (http://catalog.unc.edu/undergraduate/programs-study/human-org-leadership-ba/)

#### Minor
- Education Minor (http://catalog.unc.edu/undergraduate/programs-study/education-minor/)

### Special Opportunities in Education
#### Honors in the School of Education
During the fall semester of the senior year, an honors student in the School of Education participates in the first of a two-course sequence. This first course is an honors thesis class to begin the thesis preparation and writing process. During the spring semester of the senior year (likely the HOLD internship semester), the student takes the second course in the honors class sequence. Across the two courses the student completes an honors thesis. In the spring semester there is an oral examination to defend the thesis. The program is limited to students with a minimum cumulative grade point average of 3.3 at the start of the fall semester of the senior year. That is, students who wish to undertake a senior honors thesis project must have a cumulative GPA of 3.3 or higher in order to begin the project, and must maintain a cumulative GPA of 3.3 or higher through graduation.

### Contact Information
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