

Graduate Manual

M.S. & Ph.D Programs

2018-2019



UNC
GREENSBORO

Human Development
and Family Studies

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INTRODUCTION

This Manual has been prepared to provide information about the policies, procedures, and degree requirements of graduate programs in the Department of Human Development and Family Studies (HDFS) at UNCG. It is designed for HDFS graduate students and their advisors. The information provided here adds to that already covered in the Graduate School Bulletin. It is the responsibility of the Director of Graduate Studies (DGS) to keep the manual current. After consultation with your academic advisor and the UNCG Graduate Bulletin, any questions about its contents should be directed to the DGS and copied to the Graduate Program Administrative Assistant.

The HDFS Graduate Manual reviews some of the information that can be found in greater detail in the Graduate School Bulletin. We have limited much of the manual's coverage to the expectations, guidelines, and requirements that are held specifically for graduate students in the Department of HDFS. The course work and research requirements and expectations described represent the minimum requirements agreed on by the faculty as a whole. Please use the substitution/waiver procedures described on page 11 to make requests that deviate from program requirements. Depending on students' interests, advisors or thesis/dissertation committees may require additional coursework. Further, students may be required to perform course work over and above the minimum because of specific research plans or because appropriate background in some areas is lacking. All such issues are matters for discussion among students, their advisors, and the DGS.

Graduate students are advised to read this manual in its entirety and to familiarize themselves with University regulations and policies ((Graduate School Bulletin). Students are responsible for making progress in their plans of study and the Annual Student Review will provide students with feedback about their progress in the program.

THE GRADUATE COMMITTEE

The Graduate Committee of the Department is responsible for making recommendations to the faculty regarding the formation of policies, procedures, and curriculum changes affecting the HDFS graduate programs in accordance with the policies established by the UNCG Graduate School. The DGS and Graduate Committee also are responsible for implementing these policies and procedures. The Graduate Committee considers student petitions for course substitutions and the waiving of certain requirements (these waivers are then submitted to the UNCG Graduate School for final decision). The HDFS Graduate Committee typically consists of six members, five graduate faculty members and one graduate student. The graduate student member participates in all deliberations that do not involve confidential student matters.

THE GRADUATE STUDENT/FACULTY LIAISON COMMITTEE (FSL)

This committee is composed of 10-12 graduate students (2 students from each represented cohort), the DGS, and one additional graduate faculty member. The purpose of the committee is to provide a vehicle for graduate students and faculty to discuss directly and on a regular basis issues that may enhance or inhibit the well-being and progress of graduate students.

THE DEPARTMENT'S MULTIDISCIPLINARY MISSION

The Department of HDFS offers graduate degree programs leading to the Master of Education, Master of Science, and Doctor of Philosophy degrees. As indicated below, the Master of Education in BKISED is an online, interdepartmental, applied professional-degree program focusing on curriculum and instructional planning, behavioral and educational assessment, and educational services for young children with and without disabilities. A detailed description of all the BK Graduate programs can be found in a separate handbook available through the Graduate Program Administrative Assistant.

The Master of Science and Doctor of Philosophy programs focus less on issues of an applied nature and more on the development of theory and research knowledge. These programs of study are multidisciplinary, calling for a synthesis of knowledge from the social, biological, and behavioral sciences and for an examination of the influence of social context and policy on individual and family behavior and development. Graduate course work focuses on the contributions of family, peer, school, and other cultural contexts to the social, emotional, and cognitive development of children, adolescents, and adults; the changing nature of the family constellation; local and national policies affecting families; and issues related to the elderly. Doctoral students have considerable flexibility in tailoring their areas of specialization to special interests and career goals that also reflect the interests and areas of expertise of the faculty. Faculty research interests range from micro-analytic examinations of peer and parent interactions, to experimental tests of children's social and cognitive development, to community engaged approaches to studying the well-being of young children, families, and older adults, to applied studies of early childhood classroom process, to national surveys and the secondary analysis of existing child and family datasets. Within these general areas of concentration, students focus upon more specific topics of study.

Mission of Master of Education in BKISED

The Department of HDFS (School of Health and Human Sciences) and the Department of Specialized Education Services (SES) in the School of Education jointly offer the Master of Education degree program in Interdisciplinary Studies in Education and Development in Birth to Kindergarten (BKISED).

The BKISED program prepares teachers, administrators, and service providers to serve, teach, and work with young children with and without disabilities in partnership with families and communities.

The learning goals of the M.Ed. program include: (1) identifying and describing key concepts of child development and summarizing the contextual influences of families and communities on the developing child; (2) defending how and why professionals design and implement an integrated curriculum across developmental domains that support learning experiences in a variety of early childhood settings for young diverse children with and without disabilities; (3) summarizing and critiquing the variety of teaching methods and materials professionals use to promote individual development, meaningful learning, and social competence; (4) identifying, comparing, and contrasting screening and assessment concepts and practices used to understand and meet the needs of diverse children with and without disabilities and their families; (5) describing how and why professionals work with families and other professionals to support diverse children's learning and development and to improve programs and practices; and (6) demonstrating competency in effective oral communication skills by successfully defending knowledge of early childhood development and education practices for diverse children with and without disabilities.

Mission of Master of Science in HDFS

The M.S. program in HDFS serves to enhance the lives of people internationally, nationally, and locally by producing service providers and educators who are trained to translate and apply new information about how children, youth, adults, and families develop in their many and diverse contexts, particularly their family, child care, school, community, and work relationships/settings. Aligning with UNCG's Strategic Plan, the HDFS M.S. program provides an inclusive learning community fostering intellectual inquiry to prepare students for meaningful lives and engaged citizenship, to engage in collaborative scholarship to enhance the quality of life across the lifespan, and to provide intercultural and international experiences and perspectives in learning. HDFS M.S. students' programs of study are multidisciplinary and tailored to help students identify specialized interests and career goals in human development, family studies, early childhood care and education, sociocultural context, close relationships, marriage, and marital transitions. The learning goals of the M.S. program include: (1) acquiring a comprehensive understanding of major theoretical perspectives in family studies and human development; (2) critically analyzing research articles; (3) applying essential aspects of research methods and statistics; (4) documenting emerging expertise in a specific substantive area; and (5) demonstrating strong oral and written communication skills.

Mission of Doctor of Philosophy in HDFS

The Ph.D. program in HDFS serves to enhance the lives of people internationally, nationally, and locally by producing scholars who are trained to discover, translate, and implement new information about how children, youth, and families develop in their many and diverse contexts, particularly their family, child care, school, community, and work relationships/settings. Aligning with UNCG's Strategic Plan, the HDFS Ph.D. program provides an inclusive learning community fostering intellectual inquiry to prepare students for meaningful lives and engaged citizenship, to engage in collaborative scholarship and creative activity to enhance the quality of life across the lifespan, and to provide intercultural and international experiences and perspectives into learning. HDFS Ph.D. students' programs of study are multidisciplinary and tailored to students' specialized interests and career goals in human development, family studies, early care and education, and/or sociocultural context. The learning goals for the Ph.D. program include: (1) the advanced use of theory; (2) the advanced application of research methods skills; (3) demonstration of technical and integrative writing skills; (4) demonstration of effective college teaching skills; and (5) the ability to analyze, integrate, and critically evaluate theoretical and empirical literature in students' area of content specialization.

PROGRAM AREAS

Despite our multidisciplinary emphasis, most HDFS faculty and graduate students focus their teaching and research interests in one of the following general program areas: early childhood development, care and education; child and adolescent development; sociocultural context; and close relationships, marriage, and marital transitions.

GRADUATE PROGRAMS

Leadership in Early Care and Education Post-Baccalaureate Certificate (jointly with the Department of Specialized Education Services), (18)

Leadership in Infant and Toddler Learning Post-Baccalaureate Certificate (jointly with the Department of Specialized Education Services), (19)

Birth-Kindergarten (BK) Post-Baccalaureate Initial Licensure Certificate (jointly with the Department of Specialized Education Services), (20)

Master of Education (MEd) in Birth-Kindergarten Interdisciplinary Studies in Education and Development (Early Childhood Leadership and Advanced Teaching Licensure or Early

Childhood Leadership and Program Administration) jointly with the Department of Specialized Education Services, (37)

Master of Science (MS) in Human Development and Family Studies, (40)

Doctor of Philosophy (PhD) in Human Development and Family Studies, (51)

Doctoral Minor in Human Development and Family Studies, (12)

THE GRADUATE CURRICULUM

Post-Baccalaureate Certificate in Leadership in Infant and Toddler Learning

The online Post-Baccalaureate Certificate in Leadership in Infant and Toddler Learning requires 19 credit hours and is offered jointly by the Department of Human Development and Family Studies and the Department of Specialized Education Services. The program is designed to provide students with graduate level training and a credential to pursue careers in leadership positions in early care and education settings focusing on infants and toddlers, including early intervention, Smart Start, resource and referral, and community college instruction. The certificate is available to students with a bachelor's or master's degree who do not plan to pursue a degree program or for students who are pursuing a master's degree in Human Development and Family Studies or Specialized Education Services. If pursuing a master's degree simultaneously, students must meet all requirements for admission to The Graduate School, Human Development and Family Studies, and Specialized Education Services.

Required Courses

19 s.h.

HDF/SES 607 Infant-Toddler Learning in Inclusive Settings

HDF 636 Leadership & Mentoring in Educating Young Children (3)

HDF 650 Theory and Research in Early Childhood Development (3)

SES 601 Introduction to Inclusive Birth-Kindergarten Services (3)

SES 602 Inclusive Family-Centered Practices in Early Childhood

SES 603 Screening/Assessment in Inclusive Early Childhood Services

Birth-Kindergarten (BK) Post-Baccalaureate Initial Licensure Certificate (BKILP)

The online BK Post-Baccalaureate Initial Licensure Certificate provides training for students with a bachelor's degree seeking an initial NC Birth-Kindergarten teaching license. This certificate program requires 20 semester hours and is offered jointly by HDFS and SES. The program is designed to provide students with graduate level training and an initial teaching license in BK. Students also have an option for transitioning from this program into the M.Ed. program in which they may be eligible for an advanced license in BK. Course work from the plan of study for the Post-Baccalaureate Initial Licensure Certificate may be applied to the M.Ed. in Birth to Kindergarten: Interdisciplinary Studies in Education and Development (BKISED) provided the student meets all admission requirements of The Graduate School, the Department

of Human Development and Family Studies and the Department of Specialized Education Services. This is a synchronous, online program.

Certificate Requirements

BK Initial Licensure Required Courses (20 hours)

SES 601 Introduction to Inclusive Birth – Kindergarten Services (3)

HDF/SES 607 Infant-Toddler Learning in Inclusive Settings (4)

HDF/SES 606 Preschool-Kindergarten Learning in Inclusive Settings (4)

SES 603 Screening/Assessment in Inclusive Early Childhood Services (3)

SES 649C Practicum in Special Education (Student Teaching for 10 weeks) (4-6)

As required by law for certificate programs in which students are eligible for financial aid, we provide information regarding gainful employment at:

http://www.uncg.edu/hdf/gainful_employ.html.

Master of Education (MEd) in Birth-Kindergarten Interdisciplinary Studies in Education and Development

Coursework

The synchronous online Master of Education (M.Ed.) program in Birth through Kindergarten: Interdisciplinary Studies in Education and Development (BKISED) prepares students to assume leadership roles in diverse settings (both education and community-based) that develop and implement programming for young children with and without disabilities, ages birth to five, and their families. The degree consists of a minimum of 37 semester hours of graduate course work beyond the Bachelor's degree. Additional academic work may need to be completed by students without foundational skills or content knowledge in early childhood. Prerequisite credits may not be applied toward the M.Ed. degree unless they are Birth-Kindergarten Initial Licensure Program (BK:ILP) courses (see Birth-Kindergarten: Initial Licensure Program in the graduate bulletin). Prerequisite requirements must be satisfied as early as possible in the program. The BK Graduate Program Committee approves any transfer credit.

Two concentrations are offered: (1) Early Childhood Leadership & Advanced Teaching Licensure and (2) Early Childhood Leadership & Program Administration.

The concentration in Early Childhood Leadership & Advanced Teaching Licensure is designed for students with a Standard Professional I or initial license seeking education in early childhood leadership and an advanced teaching license. Those with an initial license in another field of education must satisfy prerequisite requirements and complete eight (8) weeks of student teaching (which adds 6 credit hours to the program). Students are eligible for the "M" advanced license in BK upon successful completion of the program.

The concentration in Early Childhood Leadership & Program Administration equips teachers, directors/administrators, technical assistance providers, and other professionals working closely with early childhood educators to be leaders in the field. It includes advanced training in a variety of areas, including personnel development and support, financial management, early childhood systems and policy, leadership and mentoring, child and program assessment, and curriculum within the context of family-centered practices to work effectively with diverse children and families in inclusive settings.

Required and elective course requirements are listed below.

Research Requirements 6 s.h.

HDF 650 Theory and Research in Early Childhood (3) ERM 604 Methods of Educational Research (3)

Theory and Practice Requirements 15 s.h.

SES 601 Introduction to Inclusive Birth-Kindergarten Services (3)

SES 602 Inclusive Family-Centered Practices in Early Childhood (3)

SES 603 Screening/Assessment in Inclusive Early Childhood Services (3)

HDF 636 Leadership & Mentoring in Educating Young Children (3) HDF 633
Advanced Curriculum in Early Childhood Education (3)

Practicum 6 s.h.

SES 604 Internship in Inclusive Early Childhood (6)

Professional Portfolio (Capstone Experience)

The final portfolio is the culminating experience. It includes two components: 1) a written document that includes a series of reflective essays and 2) oral defense, discussing the content of the essays and rationale for the use of documents. This portfolio will demonstrate the mastery of skills and knowledge in the program competency areas. It is submitted on TaskStream by the student and evaluated by a team of two faculty and one practicing professional. If the portfolio and presentation do not meet departmental standards, one revision is allowed. The final portfolio is required of all students graduating from the BK:ISED program.

Early Childhood Leadership & Advanced Teaching Licensure Concentration

In addition to the Core Courses, the Leadership & Advanced Licensure Concentration requires:

Course work related to Theory and Practice (4)

HDF 606/SES 606 Preschool-Kindergarten Learning in Inclusive Settings (4)

Electives (To be selected from list with approval of advisor) 6 s.h.

HDF 730 Child Development in Cultural Context (3)

HDF 720 Applied Theories and Principles of Parenting (3)

HDF 634 Contemporary Issues in Early Childhood Policy (3)

HDF 653 Contemporary Research in Family Studies (3)

HDF 713 Social and Emotional Development (3)

HDF 714 Intellectual Development in Young Children (3)

HDF 715 Infant Development (3)

SES 605 Diversity and Inclusive Early Care and Education (3)

SES 608 Seminar in Early Childhood (3)

SES 647 Consultation in Education: Theory, Research, Practices (3)

SES 657 Introduction to Behavior Disorders (3)

SES 662 Assistive Technology for Inclusive Education (3) HDF

SES 543 Inclusion of Individuals with Special Needs (3)

HDF/SES 607 Infant-Toddler Learning in Inclusive Settings (4)

SES 643 Issues in Educating Individuals with Special Needs (3)

Other courses as approved by advisor.

TOTAL (minimum) 37 s.h.

Early Childhood Leadership & Program Administration Concentration

In addition to the Core Courses, the Leadership & Program Administration Concentration requires:

Course work related to Theory and Practice (4)

HDF 602 Special Topics in Human Development and Family Studies (2-4)

Required Electives (6)

HDF 634 Contemporary Issues in Early Childhood Policy (3)

SES 605 Diversity and Inclusive Early Care and Education (3)

Master of Science Course Work

The Department of HDFS offers a Master of Science degree program that prepares graduates for research positions and for advanced research study at the doctoral level. This program requires a minimum of 40 semester credit hours. It is a thesis-based degree program and is designed to serve as a strong foundation for doctoral studies in HDFS.

Core Knowledge Requirements

19 s.h.

HDF 640 Professional Seminar I (1)

HDF 651 Contemporary Research in Human Development (3)

HDF 652 Theories of Human Development (3)

HDF 653 Contemporary Research in Family Studies (3)

HDF 655 Family Theory (3)

HDF 656 Race, Class, and Culture (3)

HDF 661 Professional Seminar II (1)

HDF 745 College Teaching in Human Development and Family Studies I (2)

Specialization Requirements

6 s.h.

These courses are to be selected jointly by the student and faculty advisory committee. All 6 credits must be fulfilled through content courses (i.e., not independent study courses), and at least 3 of the 6 credits must be fulfilled with HDFS courses. Please note that research methods and statistics cannot count as area of specialization courses for the M.S. degree.

Statistics and Methodology	9 s.h.
ERM 680 Intermediate Statistical Analysis (3)	
ERM 681 Design and Analysis of Educational Experiments (3)	
HDF 658/HHS 625 Research Methods in HDFS or HHS (3)	

Note: Students are allowed to take the HHS 650 course on multiple regression (4 credits) as a standard substitution for either one of the two statistics courses.

Research Requirement	6 s.h.
HDF 699 Thesis and oral examination (6)	
TOTAL (minimum)	40 s.h.

Doctor of Philosophy Course Work

The Ph.D. Degree program requires a minimum of 89 s.h. beyond the Baccalaureate degree (i.e., for students entering our program in the M.S./Ph.D. track) or a minimum of 51 hours beyond the M.S. degree (i.e., for students entering our Ph.D. only degree program). Required and elective course work and research experiences are listed below. Entering doctoral students who have completed a master's degree program at another institution in an HDFS department that included a thesis requirement typically are given credit for meeting several of the UNCG M.S. degree requirements. Students who completed a master's degree in a department other than HDFS must fulfill (or have comparable substitutions for) all of the requirements indicated by an asterisk (*). Prerequisite coursework is determined by the DGS, in consultation with members of the Graduate Committee and the student's academic advisor.

M.S. Core Content required as Prerequisites for the Ph.D. (not counted as doctoral program hours)

- *HDF 640 Professional Seminar I (1)
- *HDF 651 Contemporary Research in Human Development (3)
- *HDF 652 Theories of Human Development (3)
- *HDF 653 Contemporary Research in Family Studies (3)

- *HDF 655 Family Theory (3)
- *HDF 656 Race, Class, and Culture (3)
- *HDF 658 Research Methods in HDFS (3) [or HHS 625]
- *HDF 661 Professional Seminar II (1)
- *ERM 680 Intermediate Statistical Analysis (3)
- *ERM 681 Design and Analysis of Educational Experiments (3)
- *HDF 699 Thesis (6)

Professional Development and Teaching Practicum 6 s.h.

- HDF 750 Professional Seminar III (1)
- HDF 745 College Teaching Practicum I in HDFS (2)
- HDF 765 College Teaching Practicum II in HDFS (3)

All doctoral students will complete a two-semester teaching practicum supervised by a faculty member. Practicum I calls for the student to assist a faculty member in a designated course with limited teaching responsibilities; this course allows 2 s.h. per enrollment and can be repeated. Practicum II (3 s.h.) calls for the student and faculty member to serve as co-instructors of a course at the 200-, 300-, or 400-level.

Area of Specialization 18s.h.

At a general level, most students identify with a departmental “niche” that helps shape their professional identity: Early Care and Education, Development, Family Studies, or Sociocultural Context. This identification helps the student and her or his advisory committee select courses for the area of specialization. The Ph.D. program requires the completion of 18 hours of elective course work (selected jointly by the student and the faculty advisory committee) beyond the minimum of 9 hours of specialization course work taken for the M.S. Of the 18 hours to be taken for the Ph.D., 9 hours must be fulfilled through structured electives. One course in each of the following three target areas is required: Development Area (HDF 713, HDF 714, HDF 715, HDF 716), Family Studies Area (HDF 722, HDF 727, HDF 723, HDF 726, HDF 721), and Sociocultural Context Area (HDF 730, HDF 634, HDF 731). The listed courses in parentheses are the possible choices (i.e., not just examples). The particular target area for specific offerings of HDF 602 and HDF 711 is determined at the department level (not by individual students, advisors, or thesis/dissertation committees).

Statistics and Methodology	15 s.h.
STA 671 or ERM 682 Multivariate Analysis (3)	
HDF 756 Advanced Research Design in Human Development and Family Studies (3)	
One additional content course in statistical analysis (3)	
One additional content course in research methodology (3)	
One additional content course in either statistical analysis or research methodology (3)	

Please see your advisor for method and statistics course options.

<u>Research</u>	12 s.h.
HDF 799 Dissertation (12)	
 TOTAL (minimum)	 51 s.h.

Requests for course substitutions or exemptions should be approved first by the student's academic advisor, and then submitted in writing to the DGS, via the Graduate Studies Secretary. The request will be reviewed and voted upon by the Graduate Committee within a month (see below for details). All substitution requests and forms must be submitted to the Graduate Committee (via Dr. Coard) by April 15th for a given academic year. These types of requests are not processed during the summer semester.

GRADUATE REGULATIONS, POLICIES, AND PROCEDURES

General Information for Newly Admitted Students

The Academic Integrity Policy

Academic integrity is fundamental to a successful academic community. UNCG is a member of the Center for Academic Integrity and subscribes to the fundamental values of academic integrity (honesty, trust, fairness, respect, and responsibility). Typical academic integrity violations include cheating, plagiarism, misuse of academic resources, falsification, and facilitating academic dishonesty. In instructional settings, plagiarism can be defined as occurring when a person "...uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its source [The Council of Writing Program Administrators (<http://www.wpacouncil.org>)]. The CWPA also refers to plagiarism as blurring the lines between one's own ideas and those borrowed from another source. Students and faculty

should be familiar with all aspects of the Academic Integrity Policy. Information related to UNCG's Academic Integrity Policy can be found at the following website:
<http://sa.uncg.edu/dean/academic-integrity>

Course Load Guidelines

Students often inquire about how much time a given course should take during the week. Although graduate education often is more time intensive, the UNCG Undergraduate Bulletin states that students should plan to devote between 2-3 hours outside of class for each hour in class.

Substituting Previous Courses for M.S. or Ph.D. Requirements

Preliminary evaluations of requests for substitutions by incoming students are completed by the DGS (with input from the Graduate Committee members and the student's faculty advisor). If students have taken graduate courses in another department or at another university that they wish to substitute for some of the Department's M.S. or Ph.D. requirements, they must first have these requested substitutions approved by their advisor. Following this approval, a written request (with an approval signature from the advisor) is sent to the DGS (via the Graduate Program Administrative Assistant), including copies of course syllabi, citation of required textbooks, and any other materials that describe the content of the courses. The written request should briefly state the substitution or exemption request and provide a brief rationale for the request. The materials provided will be examined to decide whether the courses are acceptable for substitution. If acceptable, and if they were not already counted toward the requirements of an earlier-received degree, they can be entered on the student's transcript according to the university's policy for "transfer credit," and the student will not have to take additional (elective) courses in their place. However, be aware that the 7-year time period for completion of Ph.D. work holds for transfer courses as well as courses taken at UNCG. Practically, this means that the transferred course starts the 7-year completion time clock for the doctoral degree. If the substituted courses were counted toward an earlier-received degree, the Graduate Committee will determine which additional courses must be taken to meet the minimum number of semester hours required for the degree program. The UNCG Graduate School does not waive the minimum number of credit hours for a degree program.

Areas of Specialization

The M.S. and Ph.D. programs require that some elective coursework be taken within an area of specialization chosen by the student and the advisor. At the Master's level, the area of specialization can be broadly defined. Examples include Adult Development, Early Childhood Education, Adolescent Development, and Marital and Family Relations. At the doctoral level, the area of specialization is more focused. Examples of Ph.D. areas of specialization are Families

in Transitions, Instructional Theory in Early Childhood Education, Support Networks for the Elderly, the Development of Academic Achievement Dispositions in Children, Parenting across the Life Course, Men in Families, and Intervention and Prevention Strategies with Families. Within the doctoral program, students choose one course within family studies, one course within development, and one course within sociocultural context. The remaining 9 credit hours are free electives that help define the specialization area of expertise.

Advisory/Examination Committees

Advisory committees are required for M.S. and Ph.D. students. These committees (e.g., thesis or dissertation committees) are comprised of the student's primary advisor (the chair) and other faculty members selected in consultation with the chair. Students are advised that many faculty are on 9-month contracts and may be unavailable for advisory committee work outside of their contract period. The committee provides guidance and approval for the plan of study, evaluates students' theoretical and research knowledge through preliminary examinations and/or thesis and dissertation documents and defenses. The Chair of each committee must be a member of the graduate faculty of the Department of Human Development and Family Studies. Members of the UNCG Graduate Faculty are listed in the Graduate Bulletin. Members with an E behind their name are able to chair doctoral advisory committees. For the listing, please see: <http://uncg.smartcatalogiq.com/en/2015-2016/Graduate-Bulletin/Graduate-Faculty>.

The selection of a student's chair and advisory committee should be completed by the middle of the second semester. A plan of study should be approved before you have completed 18 s.h. of work toward the degree (so by April of Year 1). It is best to identify/confirm a chair first and then for students to consult with their chair about selections for the advisory committee. Next, students should arrange meetings with prospective committee members to discuss their research interests and plans, and to determine their willingness to serve on the committee. Once the advisory committee has been determined, the committee appointment form must be completed and signed. The form can be obtained from the HDFS Graduate Program Administrative Assistant. The completed form used for an M.S. student's committee goes directly into the student's file in the HDFS Office and is not required to go to the Graduate School for approval. For doctoral students, the appropriate form must be signed by the DGS and it is then forwarded by the Graduate Program Administrative Assistant for approval by the Dean of the Graduate School.

Changes in appointed doctoral committees can be made by filing the appropriate form with the DGS, who must approve any change in the committee composition.

Annual Review of Progress

The Department's graduate faculty members meet during the Spring semester of each year to review the progress of all HDFS graduate students. The review is intended both to acknowledge good student progress and to identify students who may need additional mentoring from instructors and faculty advisors or who may not be sufficiently prepared or suited for

graduate programs in Human Development and Family Studies. The results of the review are summarized in a letter sent to each student near the end of the Spring semester.

Time Limits

The master's curriculum, including the thesis, must be completed within five academic years from the date the first courses carrying graduate degree credit applicable to the student's program are begun. All requirements for the doctorate, including the dissertation, must be completed within seven academic years from the date of the first enrollment for study following admission to the doctoral program. The seven-year time limit does not apply to M.S./Ph.D. students who are admitted directly to the doctoral program upon completion of the baccalaureate. In this case, the time limit is ten years. In cases when students transfer hours for credit from other institutions, the start of program date starts with those course dates.

Continuous Enrollment

The Graduate School requires that the pursuit of a graduate degree be continuous from the time of entry through the completion of all required course work including the thesis (HDF 699) and dissertation (HDF 799). The policy (see the section on "Leaves of Absence," below) states that normally students should be enrolled each fall and spring semester during the academic year or one semester during the academic year in combination with the summer session pursuing course work that has been approved for the program of study. If a student has already enrolled in the maximum number of 699/799 hours but has not fully completed the requirements of the thesis or dissertation, the student must enroll in thesis/dissertation extension courses (HDF 801/802 for 1-3 credit hours) each semester, including the graduation semester. Students who move out of North Carolina and do not complete their degree within 1 year of the move must enroll in these extension courses as an out-of-state student.

Leaves of Absence

Graduate students are free to take a leave of absence from the University for one semester in a calendar year (fall, spring, or summer) and maintain continuing student status. Students absent for more than the one semester without an approved leave of absence (described below) must apply for readmission (and pay an application fee) through the Graduate School, after first receiving the endorsement of the DGS. When an absence of longer than one semester is needed, students may apply for a leave of absence. Leaves of absence may be granted for a variety of reasons including extracurricular educational activities, illness, and other personal circumstances. Students should submit requests for a leave of absence in writing to the HDFS DGS (via the Graduate Program Administrative Assistant), who will forward the request to The Graduate School with the Department's recommendation. All requests for leaves of absence will be considered on a case-by-case basis in the Graduate School. Typically, time devoted to a leave of

absence will count toward the authorized time limit for completion of degree requirements. Students with special circumstances should consult with the HDFS DGS to discuss options available for revising the time frame needed to complete their plan of study.

Grading Policy

Content courses are graded on a scale of A, A-, B+, B, B-, C+, C, F/WF. The grade of "A" is awarded for "superior" performance, and the grade of "B" is awarded for "good" performance. A grade of C indicates that one's performance has been weak and submarginal relative to the expectations for graduate students. Any grade below a C (e.g., C-) at the master's level or below a B (e.g., B-) at the doctoral level is considered a failure. These courses (C- or lower for the M.S. and B- or lower for the Ph.D.) will not count on the Plan of Study for that degree program. Students who are working on their thesis or dissertation research receive "I" (incomplete) grades for their enrollment in 699/799 until they complete the research. Upon completion, the "I" reverts to an "S" (satisfactory) or a "U" (unsatisfactory). The grade of "I" also is given in content courses where the student is unable, for reasons beyond the student's control, to complete course requirements by the end of the semester in which the course was offered. The "I" is removed by completion of the deferred requirements within six months from the last day of examinations in the semester in which the course was taken. An "I" not removed within this time limit automatically becomes an "F."

For the master's degree, no more than six semester hours of credit evaluated as C+ (2.3) and/or C (2.0) (or lower) can be applied toward the minimum hours required for the degree. In addition, an overall average of "B" is required for the cumulative GPA. For the doctoral degree, the doctoral plan of study cannot include a course in which the grade was evaluated as a B- (2.7) or less. All courses applied toward the doctoral degree must be B (3.0) or better, and additional hours must be taken for any hours earned with a grade of B- (2.7) or less. Please see the UNCG Graduate Bulletin for additional details.

Establishing In-State Residency for Tuition Purposes

Residency for tuition purposes is defined by state statute. In order to qualify as a resident of North Carolina for tuition purposes, one must have established legal residence ("domicile") in North Carolina and maintained that legal residence for at least 12 months before one can apply for classification as a North Carolina resident. In addition to this 12-month physical presence requirement, there are numerous other factors that must be considered in determining whether or not an individual is a resident for tuition purposes.

Domicile is a legal term defined as a place where a person intends to remain and live permanently, and the place a person intends to return to after any absence. Permanency is the key. Thus, a person who lives in a place for a temporary purpose (e.g., for a vacation or to attend college) and who intends to live elsewhere when that purpose is accomplished, is not considered to be a legal resident for tuition purposes. In order to obtain an in-state residency status for

tuition purposes, University administrators must be able to conclude from the information provided to them that the student's intent is to make North Carolina his or her permanent dwelling place. Rather than a single action, it is a cluster of events that must produce a preponderance of circumstantial evidence suggesting one's intent is to remain here permanently. In other words, have you done the kinds of things that a permanent resident would do, or have you been acting like a temporary visitor? Each case has its own set of facts, and there is no set checklist of items that will guarantee that you will be classified as a resident for tuition purposes. However, some important questions that are likely to be asked of students are: Does one have a current North Carolina Driver's License? Is one's vehicle registered in North Carolina? Is one registered to vote in North Carolina? Where and when did the student last vote? Where is one's personal property kept? Has one filed a North Carolina Income Tax return indicating that one was a resident during the last tax year? Does one own real estate in North Carolina? This is not a complete list, but it should give an indication of the types of factors that will be considered in determining a student's residency status. Thus, to qualify for in-state tuition for a given semester, the following must be proved: (1) that the person established a bona fide domicile in North Carolina 12 months before the beginning of the semester in which the student is seeking in-state residency status through (a) being physically present in the State, (b) performing acts that support an intent to make North Carolina one's permanent residence, and (c) performing acts that support the contention that one is not in North Carolina solely to attend a college or university program; and (2) that the student has maintained a domicile in North Carolina for at least 12 continuous months.

Initial residency determinations are made by the university-level admitting office (not the department). To file for re-classification, students should obtain and complete the Residence-and- Tuition Status Application. If the classifier determines nonresident status, students have the right to appeal that decision to the Campus Residence Appeals Committee. Consult the HDFS DGS for assistance in preparing the appeal documents.

UNCG Definition of Full-time Status

Full-time status refers to the number of semester hours that a student is registered for during any given semester. Over the course of a student's program of study, full-time status can change and thus should be revisited each semester. Full-time status can vary depending on if students are international, have an assistantship, or for certain scholarships and fellowships. Note that full-time status does not apply during the summer period.

The UNCG standard definition of full-time status is 9 or more semester hours. Domestic students are allowed to register for 6 semester hours when they have an assistantship, and in some circumstances, for only 3 semester hours of 799 during their last semester of the program when they are a doctoral candidate (when these hours are on the approved POS). International students should always confer with International Programs when desiring to register for fewer than 9 semester hours as their status may impact their visa. Typically, when international students have an assistantship that relates to the academic degree program, they are allowed to

register for only 6 semester hours. As with domestic students, in some circumstances, international students might be allowed to register for only 3 semester hours of 799 during their last semester of the program when they are a doctoral candidate and the hours are documented on the POS. This eligibility should be confirmed in writing in order to maintain proper visa status.

Master of Education Program

Advisor Assignments

Students in the M.Ed. (BK ISED) are assigned an advisor at the time they are admitted to the program. Given that the assignment to HDFS or SES is random, the academic advisor may be in either department.

Filing a Plan of Study

A Plan of Study is an outline of courses and capstone experiences that the student will engage in during the graduate program. It must be signed by the student, the advisor, and the Department's Director of Graduate Study. The Graduate School requires students enrolled in all master's degree programs to file a Plan of Study at the earliest practical time following admission to The Graduate School (but no later than 50% of the program's completion) with the goal being approval acquired by the end of your first year of coursework. If there are revisions to the Plan of Study, a revised Plan of Study must be filed in the Graduate School at the time the student applies for graduation.

Master of Science Program

Advisor Assignments

M.S. students are assigned an advisor at the time they are admitted to the program. This assignment has been based on the faculty mentor who agreed to work with you while admission decisions were made. Our intention is to provide a strong mentoring and support structure. If this advising relationship does not prove to be a good fit, the student and advisor should discuss the lack of fit and then consult with the HDFS DGS about a change in advisor.

Selecting the M.S. Advisory Committee

The purpose of the M.S. Advisory Committee is to provide feedback on student plans of study, the thesis proposal, and to evaluate the student's written thesis and oral defense. The committee consists of at least three faculty members and should be selected in the first year of study in consultation with the student's advisor. For these committees two of the faculty must be in HDFS.

Filing the M.S. Plan of Study

A Plan of Study is an outline of courses and capstone experiences that the student will engage in during the graduate program. It must be signed by the student, the advisor, and the HDFS DGS. Optionally, students may meet with their advisory committee to discuss the Plan of Study to get feedback on courses and other degree plans. The Graduate School requires students enrolled in all master's degree programs to file both a 'preliminary' Plan of Study at the earliest practical time following admission to The Graduate School (but no later than 50% of the program's completion) and a 'final' Plan of Study at the time the student applies for graduation.

Master's Thesis Proposal and Defense

As soon as preliminary plans for a Master's research project have been formed, students should prepare a proposal for approval by the thesis advisory committee. The committee will meet with the student to discuss the merits of the proposal and to suggest changes when advisable. The proposal meeting is intended to be constructive and advisory rather than evaluative, and frequently leads to important improvements in the research project. As such, HDFS faculty call this the "thesis proposal meeting" rather than the "thesis proposal defense." The thesis committee may approve the research as proposed or may ask for revisions or another writing, in which case another proposal meeting would be called. The thesis project typically needs to be reviewed by the UNCG IRB before any data are collected. When data collection and/or data analysis have been completed, the information must be written as a thesis and submitted to the thesis committee for approval. The advisor works closely with the student until satisfied that the written document is sufficiently complete for a meeting of the entire committee. The defense meeting needs to be completed no later than two weeks prior to UNCG's commencement day for that semester and should be scheduled so that it does not interfere with the student's class schedule. Students are strongly encouraged to schedule these meetings far in advance because of the difficulty of coordinating multiple schedules. The thesis manuscript should be distributed to committee members at least 10 business days in advance of the meeting to allow sufficient time for review.

Most faculty are not on appointment during the summer months, and this time is dedicated to the completion of a number of other professional responsibilities. As such, faculty are not expected to work with students during the summer months unless such an agreement has been discussed and agreed upon in advance. Further, students should not schedule their thesis defense during this period when faculty are not required to make themselves available to students and colleagues.

In the great majority of cases, the master's defense meeting will result in a number of suggested or required revisions in the document. In addition to the stylistic preferences of your advisor and committee members, the UNCG Graduate School has some Guidelines for the preparation of the thesis that can be obtained from our Graduate Program Administrative Assistant. At this current time, students must defend their thesis research successfully by the Graduate School deadline in order to participate in the university-level graduation ceremony.

Students who successfully defend anytime during the term may participate in the HDFS graduation ceremony.

Filing the Thesis in the Graduate School

The thesis must conform to rules outlined in the “Guide for Preparation of Theses and Dissertations.” The guide can be printed from The Graduate School’s website or paper copies can be obtained from the office at no cost. The process for submitting the thesis to The Graduate School has two components: submitting the approval copy and submitting the final copy/copies. Be sure to note the specific instructions and deadline dates affiliated with each step. These dates are available in the Calendar of Events.

Students must file the thesis electronically via the online submission system available on The Graduate School’s website. The approved electronic submission must conform to the format requirements stated in the guide and must be uploaded by the deadline date as specified in the Calendar of Events. Publication of the thesis by UMI Dissertation Publishing/ProQuest Information and Learning is required by The Graduate School. The candidate must pay associated publishing and microfilming fees.

Applying for Graduation

All students expecting to graduate must file an application for a degree and pay the graduation fee in the Graduate School by the end of the first week of classes of the semester in which the degree will be granted. If the student decides not to participate in graduation ceremonies, he or she still must apply for graduation in order to be awarded the degree.

Recommended Timeline for M.S. Students

Action	Time
Confirm Major M/S/ Advisor	By December 10 th of the first year of study
Selection of Advisory Committee (3 members, one is major advisor)	By March 15 th of the first year
File an HDFS Plan of Study	By April 15 th of First Year
Majority of Course Work Completed	End of the Third Semester
Thesis Proposal Presented	By the end of third semester (meeting completed no later than 2 weeks prior to commencement).
Applying for Graduation	By end of the first week of the semester in which the degree is to be granted
Distribution of Thesis to Committee Members	Fourth Semester (no later than 10 business days prior to defense meeting)
Thesis Defense	During the Fourth Semester (meeting completed no later than 2 weeks prior to commencement)

Doctor of Philosophy ProgramStudents Continuing in the M.S./Ph.D. Track

Students admitted to the graduate program in the M.S./Ph.D. track do not have to reapply for doctoral study after finishing the master's course work, including the thesis requirement. However, approval to begin satisfying doctoral requirements (including doctoral coursework) is contingent upon making good progress throughout the master's program.

Completing the Thesis as a M.S./Ph.D. Student

Once M.S./Ph.D. students have completed all course work to be counted toward the master's program of study and are enrolled for thesis (HDF 699) credit, they may not enroll in more than 10 semester hours of doctoral course work (course work to be counted toward the doctoral program) until the thesis is successfully defended. Should the student fail to successfully defend the thesis after completing the requirements of the 10 semester hours of doctoral courses, s/he will be permitted to enroll in thesis-continuation credit only (i.e., HDF 801) until the thesis has been successfully defended. This circumstance typically precludes assistantship funding because assistantship support requires full-time enrollment in the graduate program (a minimum of 6 credit hours), and because there may not be enough evidence of satisfactory program progress.

Students not completing their thesis by the end of three years will be permitted to complete the Master of Science program but will not be permitted to continue in the Ph.D. program. The student may appeal this decision to the HDFS Graduate Committee after obtaining written support from their advisor.

During the summer before the start of the third year of study, any students who have not completed the thesis will receive a letter reminding them about the three- year deadline and the removal of funding and discontinuation of enrollment, if the thesis is not completed by the end of the next academic year.

Prerequisite Courses for Entering Ph.D. Students

If a student has earned a master's degree from a related field or department (e.g., psychology, counseling, sociology, social work), the DGS, in consultation with the Graduate Committee and the assigned advisor, will do a preliminary evaluation of transcripts to determine any prerequisite requirements that will need to be fulfilled prior to beginning the doctoral program of study. Students entering the doctoral program with a master's degree from an unrelated field are expected to complete all of the requirements for the M.S. degree as designated in the Bulletin prior to beginning work on doctoral program requirements.

Thesis Equivalence Project

Students entering the HDFS doctoral program without an empirical master's thesis must complete a "thesis-equivalence project" (TEP) as a prerequisite for doctoral study. A thesis-equivalent project requires the student's registration for 6 semester- hour credits of HDFS 701 (Minor Research) and is usually done under the supervision of the student's graduate advisor. The 6 hours do not count toward the minimum 51 credit hours required for the Ph.D. The TEP is required to ensure that students understand the research process and have acquired the skills needed to conduct empirical research during their doctoral-level study and research responsibilities. The project is to be designed as a study involving the collection and/or analysis of data bearing on one or more research questions in the field of Human Development and Family Studies. The product is an article-length report of the rationale, literature background, design, results, and conclusions of the study. The TEP must be completed by December of the student's second year. Successful completion of the TEP involved (1) advisor's certification that the work is completed, (2) submission of the TEP form to the HDFS Graduate Program Administrative Assistant (signed by advisor). Should the student fail to complete the TEP during this period, s/he will be permitted to enroll only for TEP-continuation course work from that point forward (e.g., HDF 701; HDF 803) until the TEP has been successfully completed. This circumstance typically will preclude further assistantship funding because assistantship support requires full-time enrollment in the graduate program and timely progress through the degree program.

Devoting some or most of the first year of study to our M.S. core courses means that although the student has been admitted to the doctoral program of study and will be studying toward the doctoral degree, he or she will not be fully "on-track" as a doctoral student until the M.S. requirements are satisfied. Satisfying the HDFS master's core requirements can be accomplished either by taking courses during the first year or by requesting that previously-taken courses be substituted for ours. The latter process requires that the student send a letter to the DGS indicating the substitution requests (please see above for additional details). The letter must have an approval signature from the advisor and include supporting information (e.g., a syllabus) related to the content and texts used in the previously-taken courses.

Selecting the Ph.D. Advisory/Dissertation Committee

New students entering the Ph.D. program are assigned an advisor by the DGS. This assignment has been based on the faculty mentor who agreed to work with the student while admission decisions were made. Our intention is to provide a strong mentoring and support structure. If this advising relationship does not prove to be a good fit, the student and advisor should discuss the lack of fit and then consult with the HDFS DGS about a change in advisor. During the first year of doctoral coursework, the advisor helps the student select courses that will fulfill program requirements. By the end of one year of study (no later than completion of 18 s.h. of course work), the student must select an advisory/dissertation committee. These committees consist of the advisor and three additional faculty members. A majority of committee members must be from the HDFS department and at least two must be full members of the graduate faculty. Students should seek approval from the DGS prior to adding adjunct faculty as committee members. Adjunct faculty committee members should be chosen on the basis of their expertise relative to the student's area of specialization and dissertation research).

Gaining initial consent from committee members is usually done by discussion of the student's research interests and career plans with prospective members. After these discussions, the student should determine each faculty member's willingness to serve as a member of the dissertation committee. Once consent has been given informally, the student obtains the appropriate form from the HDFS Graduate Program Administrative Assistant and obtains the consenting committee members' signatures. The form is then returned to the Graduate Program Administrative Assistant who will make copies and forward it to the HDFS DGS, the Department Chair, and Dean of the Graduate School for their signatures. Our expectation is that doctoral students will have this form submitted to the UNCG Graduate School by April 15th.

The committee may or may not remain intact throughout the student's program of study. When the advisor and student agree that a change or changes are necessary in committee composition or even in who will serve as the advisor, students should feel free to discuss their wishes openly with the faculty involved in the change within a supportive atmosphere and without fear of penalty. A form for changing the composition of the advisory committee is available from the HDFS Graduate Program Administrative Assistant.

Filing a Plan of Study

The doctoral plan of study includes a list of all completed and proposed courses that will meet the requirements for the Ph.D. degree. In addition, expected dates for when requirements will be met are included (e.g., preliminary exams, dissertation defense). After completing no more than 18 semester hours of doctoral study requirements, the student must file a Plan of Study with the Graduate School. Submitting the plan of study in the first program year is advised to avoid problems. For example, committee members may be asked to approve a program of study to which they had limited input and may ask for additional coursework.

The review and approval of the Plan of Study requires a formal meeting with the full doctoral advisory committee. The meeting should be used to discuss the strengths and weaknesses of the student's background education, as well as research interests and future goals, and then to evaluate the appropriateness of the proposed plan of study in direct relation to these factors. Depending on the student's background experiences, strengths and weaknesses, and the preferred area(s) of specialization, the committee may decide to require more than the minimum number of semester hours. This would be particularly appropriate if the area of specialization is broadly conceived, if the student needs prerequisite course work, or if the student has shown some difficulty in mastering one or more subject-matters, tools, or research areas. Plan of study approval forms are signed by all members of the doctoral advisory committee. As with other advisory committee meetings, Plan of Study meetings should be scheduled to take place no later than two weeks prior to UNCG's commencement day.

The Teaching Practicum

The Teaching Practicum (HDFS 745 and HDFS 765) is a two-course sequence taken for a combined minimum of 5 s.h. The sequence is required to ensure that doctoral students have some supervised teaching experience prior to leaving their graduate program. The requirement (but not the required hours) can be waived by the HDFS DGS if the student has had previous college teaching experience and provides evidence of teaching competence. Please consult with the DGS about needed written information after gaining prior approval from the student's Advisor. Usually, the student takes HDFS 745 for 2 s.h. with a faculty member who is teaching a 200 or 300--level course during the desired semester. Here the student is required to attend all lectures and assist in the administration of the course; the student may have an opportunity to present materials, but this is not the focus of this first-level experience. Students can enroll in this course no more than three times, and only 2 s.h. will be counted toward the Ph.D. degree. The purpose is to expose the student to course content and instructional methods prior to enrolling in HDFS 765 where the student serves as a co-instructor.

Typically, students taking HDFS 765 complete this teaching practicum experience by co-teaching with a faculty member who is teaching a 200- or 300- level course. Students are encouraged to work with their advisor and committee members to determine what level and type of course best matches their long-term career plans. Students may co-teach a 400-level course if their advisor and committee are in agreement that the course is appropriate given their previous

teaching experiences and their career plans. A request to enroll in HDFS 745 or HDFS 765 must be submitted in writing (or by email) when the e-mail is distributed in which there is a call for enrollment requests for the next semester. In HDFS 765, the student takes increasing responsibility for class lectures as the semester progresses and participates in the process of student evaluation and class management. Ongoing feedback is provided from the supervising faculty after each lecture and plans are developed for improving teaching skills and strategies. During the last 5 or 6 weeks of the semester, the student may be teaching once or more a week. HDFS 745 and HDFS 765 are offered only Fall and Spring semesters (not in the summer).

Taking the Preliminary Doctoral Examination

The purpose of the preliminary doctoral exam is to examine students in advanced specialization areas. The exam can be taken when a student has:

- (1) satisfied all M.S. requirements;
- (2) completed at least 4 of 6 of the doctoral specialization courses; and
- (3) completed at least 4 of 5 doctoral methods and statistics courses.

Most students take Prelims the Spring semester of their next-to-last year of study. The prelims consist of both a written and an oral exam. Both the written and oral exams must be completed no later than two weeks before the UNCG commencement for that semester. Prelims may not be taken during the summer.

The written exam is scheduled and prepared by the committee chairperson who asks doctoral advisory committee members to assist by submitting questions in areas relevant to the student's program and specialization areas. The questions may cover any phase of the student's course work (e.g., statistics, design, methods, content knowledge) in the doctoral program, or any subject logically related to the student's major areas of study. Students may have input on the content areas for the exam. However, final decisions regarding exam content are made by the faculty members on the doctoral advisory committee. Faculty and students are discouraged from sharing questions and/or answers from previous exams with students.

Students need to notify the HDFS Graduate Program Administrative Assistant (who then informs the HDFS DGS) that they plan to take prelims the semester before the exam is planned. The student must complete the Prelim Application form (available from the HDFS Graduate Program Administrative Assistant) in which the intended exam term is noted, the readiness requirements are documented, and the Advisor has given her or his approval that the student is ready to sit for the exam in the intended semester. This is a departmental form and is not sent to the UNCG Graduate School. The DGS will confirm to the student and advisor that the readiness

requirements have been met and to the HDFS Graduate Program Administrative Assistant that the student will be taking Prelims the next semester.

Questions for the written exam can be of one or three types: 1) “Take-home” questions typically allow the student to work from 1 to 2.5 days on a question, using whatever external resources the student is able or permitted to locate; 2) “Closed-book” questions require an immediate response to a question without prior knowledge of the question and without the opportunity to use external resources to respond to the question; and 3) A combination of ‘take-home’ and ‘closed-book’ questions. The decision regarding the type of questions or ‘combination’ of types is made by the student’s doctoral advisory committee. The student’s doctoral advisory committee may obtain the student’s input. Once the student’s advisor has conferred with the committee members to decide the format of the written questions, he/she will ask each committee member to submit questions. The advisor is responsible for compiling the written exam questions, distributing the exam to doctoral advisory committee members for approval before submitting the exam to the Graduate Administrative Assistant who will administer questions to the student. Questions will be administered to the student via email (copied to the Director of Graduate Studies). Note: The “closed book” option has not been used in recent years and is, therefore, not discussed below. If a student and/or her or his advisor is interested in adopting this approach, please talk to the Director of Graduate Studies regarding the student’s options.

“Take-home” Questions

For students whose testing format consists of all take-home questions, they have nine (9) consecutive days over which to complete (write and edit) their responses to the 4 questions (1 question written by each committee member). These nine days may be used in any way that students desire to both write and edit their responses. For example, a student may choose to write her or his responses to the questions for seven (7) days and then to edit these responses for the two (2) remaining days. As an example of the scheduling of the exam, a student who was emailed his/her four (4) questions on Monday at 9am will be required to submit final responses (that have been both written and edited) no later than 9am Wednesday of the following week. No weekend deadlines of final responses are permitted. Therefore, questions are administered to students on a Monday, Tuesday or Wednesday only. However, students may choose to submit their responses at any time and on any day within the nine-day period prior to the deadline, including weekends.

The student's written responses to all questions are distributed via e-mail (or by hard copy if requested), read, and evaluated by all committee members. As such, it is important for students to realize they are NOT writing for any one committee member when creating their responses. They are writing for the entire committee. Hence, every committee member will read and evaluate responses to all of the questions.

Students have the option of having five faculty members on their doctoral advisory committee. However, to be equitable with students who have four faculty members on their committee, these students will still only have 4 questions on their prelim exam.

The HDFS Graduate Program Administrative Assistant is responsible for the administrative aspects of the Prelim testing. Specifically, the Graduate Program Administrative Assistant distributes exam questions, collects responses, and e-mails the responses to committee members. At least 3 weeks prior to the exam, the student should notify the HDFS Graduate Program Administrative Assistant of the exam dates. The exam starting and ending times are exactly nine days apart to ensure fairness across students (i.e., taking extra time can invalidate the exam).

The HDFS Graduate Program Administrative Assistant should email the final responses to exam questions to the advisor and doctoral advisory committee at least two business weeks (i.e., 10 business days) before the scheduled oral exam. Further, the oral exam should be scheduled within one (1) month of the receipt of the written exam questions and should not interfere with the student's class schedule. As with other forms of program progress that involve the student's doctoral advisory committee, exams should be defended no later than two weeks prior to UNCG's commencement day for that semester. Students are strongly encouraged to schedule these meetings far in advance because of the difficulty of coordinating multiple schedules.

The oral exam lasts approximately 2 hours. Most questions focus on the student's responses to questions asked on the written exam, but some may focus on other areas that the committee believes to be appropriate in evaluating the student's competence. The complete doctoral advisory committee must participate in the prelim oral examination and unanimous approval on both the written and oral portions of the exam is required for a pass. Approval may be conditional, however, upon the satisfactory completion of additional work as may be required by the committee. If a student does not pass the prelims, at least one semester must elapse before a re-examination is permitted. No more than one re-examination is allowed. When the student completes both the written and oral exams, the advisor must notify the HDFS Graduate Program Administrative Assistant of the exam outcomes, who will, in turn, complete the appropriate form to notify the Graduate School (copied to the HDFS DGS).

The Dissertation Proposal Defense Meeting

Before applying to the UNCG Graduate School for candidacy, the student and advisor will schedule a meeting of the entire committee to review and approve the student's dissertation proposal. The purpose of this defense is for the student to address questions and concerns that committee members have regarding the proposed study. Different from the M.S. proposal meeting, this is a defense where the student should be prepared to answer questions and defend their proposed study. Only in the most exceptional cases should data-gathering begin before this meeting, and even in these cases, the committee as a whole should provide consent. The dissertation project also typically needs to be reviewed by the UNCG IRB before any data are

collected. An approved dissertation proposal is considered a contract between the student and the committee. That is, once the committee approves the rationale, questions, proposed methods, and proposed analyses, the committee must accept the outcome of the research. This protects the student from additional, after-the-fact requirements, unless, of course, the project was not conducted competently. If the committee composition changes after the dissertation proposal has been approved, the new committee member should feel free to request a new proposal defense meeting.

It follows that the proposal needs to be sufficiently detailed and extensive for the committee members to make an informed decision to approve. It is important for students to consult with dissertation advisors regarding the format of the proposal and to work closely with doctoral committee members in the preparation of the proposal. It is in the student's best interest to submit full-length Introductory, Theory/Review of Literature, and Methods chapters for the proposal meeting, with an additional section on proposed analyses.

Before continuing with a description of the formal dissertation proposal, it is important to note that many dissertation advisors and advisory committees like to have a meeting before the proposal is defended to approve the dissertation topic and general approach. Often students prepare a 2 to 3-page summary of their intentions. This meeting is not a defense and often is useful to prevent the formulation of a full dissertation proposal that may not be well received by one or more faculty members.

The student's doctoral advisory committee's primary function at the dissertation proposal defense meeting is to evaluate the merits and feasibility of the proposed research. The committee also serves to provide conceptual and technical assistance on selected, limited aspects of the research, but not to help the student develop major aspects of the project from scratch. This is for the student and advisor to work out beforehand. Therefore, the advisor should not schedule a dissertation proposal defense meeting until s/he is satisfied that the project is a good one, and that the written document is sufficiently clear and detailed for the committee to make a decision. This may entail several re-writes of each chapter by the student before presenting the work to the committee. As with other forms of program progress that involve the student's doctoral advisory committee, proposal meetings should be completed no later than two weeks prior to UNCG's commencement for that semester.

UNCG Adverse Weather Policy and Defense Meetings

Any prelim, thesis, or dissertation defense meetings scheduled during a time that the University has enacted the UNCG adverse weather policy (e.g. conditional 1, Condition 2, etc) are to be rescheduled for another date. Thus, any student who had a defense meeting scheduled should be in contact with her/his advisor to begin the process of rescheduling the meeting. Exceptions will be provided for students who cannot reschedule their meeting within the time frames specified in the Graduate Manual.

Filing for Admission to Ph.D. Candidacy

When students have completed all required coursework, passed the preliminary written and oral exams, and submitted a dissertation research proposal that has been approved by the advisor and advisory/dissertation committee, they should make formal application in the UNCG Graduate School for admission to candidacy for the doctoral degree.

Writing and Defending the Ph.D. Dissertation

As the dissertation is being written, the advisor is the main person who will give the student feedback, although students may approach any committee members with a request that she or he read sections or chapters (recognizing that many faculty are not required to work during the summer months). The advisor provides feedback on each chapter, but regardless of how much feedback is given on individual chapters, the most important feedback will come when the dissertation draft is complete. At this stage several re-writes may still be necessary, and students should allow sufficient time for this to occur prior to a preferred deadline for the oral defense. Typically, the advisor decides when the written dissertation is sufficiently acceptable and defensible, before giving permission to schedule a meeting of the entire committee. The advisor's decision on this may be later than the student's preferred timetable, but readiness approval is the advisor's responsibility.

Recommended Timeline for Ph.D. Students

<u>Action</u>	<u>Time</u>
Confirmation of Advisor	By December 10 th , During the First Semester
Selection of Advisory Committee	By March 15 th of Second Semester
Plan of Study Submitted	Within Completion of 18 Semester Hours (By April 15 th)
Written and Oral Prelim Exams Taken	During the Fourth Semester
Dissertation Proposal Defended	During the Fifth Semester (Meeting Completed No Later than 2 Weeks Prior to Commencement)
Apply for Admission to Candidacy	After Successful Completion of Exams and Dissertation Proposal Defense
Apply to Graduate	The First Week of the Graduating Semester
Distribution of Dissertation to Committee	No Later Than Two Weeks (10 Business Days) Prior to Oral Defense Meeting and Announcement of Dissertation Defense to UNCG Graduate School
Dissertation Oral Defense Meeting	During the Sixth Semester
Dissertation Acceptance Form Signed by Committee	After Revisions Have Been Made to Dissertation

As with the proposal, the final dissertation should not, in the advisor's mind, need major foreseeable revisions. On the other hand, the student should understand that what feels like a final copy is still a draft and that revisions will almost certainly be required by committee members. Committee members should have the dissertation document for review no less than two business weeks ahead of the meeting (i.e., 10 business days). Should there be major committee concerns about the dissertation prior to the defense meeting, committee members will approach the student's advisor in advance of the meeting to decide how to proceed.

As noted earlier, most faculty are not obligated to work during the summer months. Thus, students should not schedule their dissertation defense during this period when faculty are not required to make themselves available to students. Careful planning is the responsibility of the student. As noted earlier, it is important to have this defense completed no later than two weeks prior to UNCG's commencement.

Two weeks prior to the oral examination (defense) of the dissertation, the student must file with the Graduate School a completed "Final Oral Examination Schedule" form. Graduate School policy is that all dissertation examinations are open to all members of the University community who wish to attend. The completion of the form allows the Graduate School to publish the dissertation title, date, time, and location of the oral examination at least two weeks prior to the examination period. Also, please make sure you provide a copy of this form to the HDFS Graduate Program Administrative Assistant at least two weeks before the defense.

Filing the Dissertation in the Graduate School

The process for submitting the dissertation to The Graduate School has two components: submitting the signed approval copy and submitting the final copy/copies. Be sure to note the specific instructions and deadline dates affiliated with each step. These dates are available in the Calendar of Events.

The approval copy and the final copy must be submitted electronically via the online submission system available on The UNCG Graduate School's website. In final form, the dissertation must comply with the rules prescribed in the "Guide for the Preparation of Theses and Dissertations." The approved electronic submission must be uploaded by the deadline date as specified in the Calendar of Events. Publication of the dissertation by UMI Dissertation Publishing/ProQuest Information and Learning is required by The Graduate School. The candidate must pay associated publishing and microfilming fees.

Doctoral Minors

The UNCG Graduate School allows doctoral students to earn a minor in a department outside of their home unit. The minors have been established by departments and approved by the university graduate curriculum body (see the Graduate School Bulletin). Many doctoral students earn a minor in Educational Research Methodology. This minor requires 15 semester

hours in ERM. If your Plan of Study indicates that you intend to earn a minor, then the Department Chair in the department providing the minor “signs off” on the minor completion when the student applies to graduate.

HDFS also offers a doctoral minor but our doctoral students are not eligible to earn this, of course, because HDFS is the home unit for the Ph.D. This does mean, however, that our HDFS graduate courses are enriched by enrollment from doctoral students in other departments.

Exit Interview

Upon departure from the program (whether as a result of graduation or a premature dismissal/withdrawal) students are encouraged to participate in an exit interview with the Department Chair. Such an interview is considered important in assisting the department to obtain information to improve student retention, increase student enrollment and provide faculty with information on how students perceived course content, instruction, departmental climate, services and safety.

FINANCIAL SUPPORT

HDFS attempts to provide financial support for eligible M.S., M.S./Ph.D., and Ph.D. students throughout their program of study. Departmental financial support is limited to two years for M.S. only students, three years for Ph.D. only students, and five years for M.S./Ph.D. students from the semester the student first enrolls in the given degree program. Students admitted to the

Ph.D. program with a requirement to complete a Thesis Equivalence Project (TEP) are eligible for four years of funding. Part-time students are not eligible for assistantships. The support is intended to (a) assist students in meeting the expenses of graduate study without having to find employment outside of the University, (b) provide students with skills and experiences in conducting high-quality, state-of-the-art research, and (c) provide assistance to faculty in meeting their research and teaching responsibilities. Most support comes from departmental research Assistantships, but other sources of support are available. Continuing financial support is contingent upon adequate student progress and adequate state funding.

Mentoring and RA Assignment Policy

It is in the best interests of graduate students to be mentored by, and fulfill their RA responsibilities with, faculty member(s) who are conducting research in the same area(s) as the student’s research interests or where there is a clear theoretical or methodological shared interest. Ideally this means that a student would be assigned to his or her advisor for his or her RA position, or to another faculty member with whom the student and advisor share common

research interests/projects. Students typically fulfill their RA obligations by engaging in research-related activities for 20 hours per week. This model maximizes the amount of time students spend on research activities related to their own interests, creates greater opportunities for student publications, capitalizes on the investment of faculty members' time in training students, and facilitates faculty research.

The department recognizes that sometimes students' interests change and/or that they may not ultimately be a good match with the advising faculty member. The department also recognizes that individual faculty members may occasionally attract more highly qualified students than they can work with as RAs. In such cases, students may be mentored by one faculty member while fulfilling their RA responsibilities with a different faculty member.

Departmental Assistantships

If a student is not offered support at the time of admission, support may be offered later, as it becomes available. In addition to an assistantship, out-of-state students may be granted an out-of-state tuition waiver, which pays the out-of-state portion of tuition costs only. In-state tuition waivers also may be awarded to students. Tuition waivers are in limited supply. Students who are NOT already a North Carolina resident are urged to seek residency as soon as possible so as to reduce the demand on the limited number of tuition waivers available (see earlier statement on "Establishing In-State Residency for Tuition Purposes"). The HDFS DGS can provide information on how to proceed with this process. Tuition waivers cannot be awarded to students who do not have an assistantship.

The service required by a departmental assistantship may be either teaching, research, or administrative assistance, or some combination of these. Doctoral students who are nearing the completion of their program may be assigned teaching assistantships to help prepare them for academic careers. Service assistantship assignments are made by the Department Chair and the DGS before the beginning of each academic year. The service obligation of a Teaching Assistant (TA) will vary somewhat with the size and format of the course that the student is teaching and whether the student has previous experience teaching the course. The responsibilities of a Research Assistant (RA) call for the student to work on research projects under the supervision of one or more faculty members in the Department. Research Assistantships typically range from quarter-time appointments (an average of not more than 10 hours of work per week) to half-time appointments (an average of not more than 20 hours of work per week).

When a student accepts a half-time appointment, UNCG and the Department require that s/he is not employed elsewhere. Assistantships begin the week prior to the start of classes each semester and end the last day of exam week. However, work schedules can vary from week-to-week depending on project timetables, the needs of faculty, and the needs of students. As much as possible, the detail of the assignment will be made by mutual agreement between the student and the supervisor, but it is important that students remember that these assignments are one of his or her primary obligations. If a student fails to meet (or refuse to carry out) the responsibilities of assigned duties, the assistantship may be revoked. If a student believes she or

he is being asked to perform excessive or inappropriate work as a graduate assistant, this concern should be discussed with the supervisor. If the problem cannot be resolved, the student should discuss this with the HDFS DGS and/or the Department Chair.

The annual review process serves as the basis for reappointment to an assistantship the following year. There is no absolute guarantee that students' support will remain the same from year-to-year; however, if the student has performed well, including maintaining a GPA of at least 3.0, and funding continues to be available, typically the student receives continuing financial support. Students who fail to maintain a 3.0 GPA do not qualify for continued financial support.

Fellowships and Scholarships

In addition to Departmental assistantships, UNCG has non-service fellowships and scholarships that are awarded by the Graduate School to exceptionally qualified students who meet the particular requirements of the award. All eligible students are considered for these nominations. Students who have been granted non-service university fellowships are able to select an HDFS faculty member of their choice to work with, and do not have the required service responsibilities that Research Assistantship students have. However, the Department believes that, if fellowship students are to progress most successfully through their graduate programs, they also should align themselves closely with the research program(s) of one or more HDFS faculty members. This should be accomplished by meeting with the selected faculty member at the beginning of each Fall semester to contract a mutually agreeable plan of collaborative participation for the year. Some of the fellowships or scholarships are processed via faculty nomination (e.g., university-level scholarships) and others are processed via student application (e.g., HHS scholarships). Please see the HDFS Graduate Program Administrative Assistant for information about specific Fellowships and Scholarships.

Summer Assistantship Support

When funding is adequate, each spring semester the Graduate School asks Deans and Department Chairs to nominate deserving students for summer assistantships. The Department Chair and/or HDFS DGS will announce the availability and criteria for the summer assistantships.

External Grants

Some private foundations and government funding agencies make grants available to support graduate student research and dissertation progress (e.g., the Spencer Foundation, American Psychological Association, American Educational Research Association, National Science Foundation, National Institute of Mental Health). Students are strongly encouraged to explore these types of funding opportunities by inquiring at the Office of Research Services (described at a later point in this Handbook) and by looking for announcements in newsletters of

professional organizations, as well as those that may be posted near the HDFS office area. Faculty advisors or the DGS may know about other possibilities. They can assist in identifying possible sources of external support and in the preparation of the proposal. Formal proposals for research must be routed through the HHS Office of Research. If the application process requires a formal proposal for your research, the proposal may need to be approved by the student's advisor and the University's Institutional Review Board.

SPECIAL EVENTS

Research Forums (Colloquia)

Research Forums (Colloquia) are held throughout the year as opportunities for graduate students and faculty to present and discuss current research projects in an open and informal format (monthly). At the beginning of each semester, the Research Forum Committee schedules the speakers and sets the dates. Lunch and snacks are typically provided. These sessions are typically scheduled on several Fridays from 12 until 1 pm in the Telelearning Classroom: Stone 186. Attendance is highly encouraged for everyone and is required for students who are registered for professional seminar credit.

FACILITIES AND SERVICES FOR TEACHING, RESEARCH, AND SERVICE

Research Facilities

Behavioral Research Facility

The Behavioral Research Facility (BRF) was completed in Fall 2005, as part of the renovation of the Stone Building. The BRF includes a Survey and marketing facility (176 sq. ft.) containing 7 workstations for transcriptions and coding of telephone interview and video data and high-speed scanning equipment. The BRF also houses nearly 400 sq. ft. of paired video/observation/interview rooms furnished with remote camera control and recording technology for observational research.

HDFS also has research space across campus that is a 9-room facility renovated in 2001 for use in observational and interview research with children and families. The facility provides office space for administrative staff, faculty, graduate students, and research teams, and includes a reception/waiting room, a conference room for meetings and training, and an observational suite consisting of a comfortable room for family visits and an equipment room for video and audio taping. The family room is wired for high-quality sound microphones. The observational suite is equipped with video cameras designed for recording lab sessions through a one-way mirror. The equipment room provides space for data storage and a computer dedicated to data analysis of HDFS externally funded projects. This facility is equipped with a copier, fax machine, and 6 computers available for data entry and analysis, transcribing, coding of DVD-recorded observation sessions, and writing. All computers are networked to the university's

mainframe system which is continually updated to provide the most current word processing, data management and data analysis software.

Departmental Facilities and Service

Child Care Education Program

The Child Care Education Program enrolls approximately 80 children in preschool and infant-toddler programs in three separate facilities on campus. All classrooms are "inclusive," serving children with and without disabilities. The program is designed to provide high quality early childhood care and education, provide observational experience and teacher-training opportunities for students, and serve as a site for student and faculty research.

Family Observation Labs in the Stone Building

The HDFS Department has two observation/coding rooms (Stone 152A) surrounding a testing room on the ground floor of Stone Building. The testing room can be divided into two smaller rooms via a folding partition. Two overhead cameras are positioned on the ceiling of the testing room, affording either split-screen video analyses or separate but simultaneous video recording of events in the separate rooms.

Seminar Rooms in Stone Building

A small seminar room, #139, containing a table and seating for 6 people is located on the ground floor of Stone Building. In addition to its use for students to write their prelim exams, the room can be used for meetings by signing up electronically via the HDFS Graduate Program Administrative Assistant. A larger seminar room, Stone 246, containing a table and seating for up to 18 people is located on the second floor of Stone Building.

University Facilities and Services

Jackson Library

The Walter Clinton Jackson Library serves both instructional and research needs of the University. The collection includes over 2.7 million items (books, journals, documents, microtexts, and maps). Jackson Library subscribes to 5,100 newspapers, periodicals, and other serials. Individual assistance is available during library hours, and orientation tours as well as class instruction are scheduled throughout the year.

The Library provides access to 120 online full-text and bibliographic databases and the Internet vastly expands the information resources available to students and faculty. The Library's Home Page on the World Wide Web is at: <http://library.uncg.edu/> and is an excellent starting point for learning about all Library services and resources. Materials in Special Collections and University Archives can also enrich graduate students. Materials may be borrowed by presenting a validated UNCG ID card. The regular borrowing period is three weeks, and materials may be renewed unless they have been requested by another user. Materials may be renewed online by accessing your library account. UNCG graduate students writing theses and dissertations may borrow material until the end of the current semester. Fines are set by the library for overdue or lost materials, and borrowing privileges are blocked when the amount owed is \$150 or more. In addition, materials are available at no charge to graduate students through inter-library loan. This service can be accessed through JACLIN Plus, the online system of Jackson Library.

Remote access to JACLIN is available to search for materials and to request Interlibrary Loan materials.

Card-operated photocopiers are available in the Library. Group study rooms are available in the Tower and may be reserved at the Circulation Desk. Group study rooms may also be reserved for computer use. Study carrels and lockers are available at no charge to graduate students.

Center for Information Technology and Instruction

The Center for Information Technology and Instruction of Jackson Library is a computer facility lab on the main floor of the Library, near the Circulation Desk. The primary purpose of this lab is to provide information and instruction for access to electronic information including Internet and multimedia materials. In addition, the Computing and Information System's SuperLab, an open computer lab with 90 PCs and Macs, is available for use by UNCG students, faculty, and staff.

Faculty Teaching and Learning Commons (FTLC)

The primary focus of the FTLC is the support of faculty in their efforts to enhance the University's instructional programs. The TLC provides instructional development activities, instructional materials, equipment, test and data scanning services, and consultation in instructional development and in the use of instructional technology. The University Teaching and Learning Center is housed in the McIver Building. Main offices are located on the first floor, and the video library is housed in the basement. The video library is most easily accessed from the north entrance doors. Student and faculty assistance is provided through three divisions and the Office of the Director.

Creative Services provides production of audio, video, graphic, and photographic materials. Staff will consult with faculty concerning desktop publishing and multimedia production and presentation. Media Services provides services related to the purchase and circulation of instructional videotapes and equipment, optical mark scanning for test scoring and data collection, and the sale of selected instructional supplies. Limited loans of instructional equipment and videotapes are available to students with written permission on departmental letterhead. An entertainment collection of more than 7,000 feature videotapes is available for free loan to students with proper ID. The Office of the Director assists faculty in enhancing teaching skills, improving courses, and resolving instructional problems. The office sponsors seminars, workshops, and teleconferences and offers individual consultation. The office also administers several grants including the Instructional Development Fund, the Faculty Instructional Development Minigrants, and the John and Mary Hamil Fund for Innovation in Undergraduate Education. For further information, go to: <http://ftlc.uncg.edu/> or call 334- 5068.

UNCG Graduate School

The Graduate School provides many useful and exciting opportunities for enhancing scholarship. These programs include Preparing Future Faculty, Preparing Future Professionals, Research Development Programs, and several writing support programs. These and additional opportunities are detailed on its website and often require application several months prior to program participation. The Graduate School also offers an opportunity to share research in the Spring Expo.

The Office of Intercultural Engagement. This office offers many engaging multicultural experiences and resources for all UNCG students. This is an important resource for HDFS students. Opportunities and resources can be identified by frequently visiting their webpage <http://oma.uncg.edu/>.

Instructional and Research Computing Center (IRC)

Instructional and Research Computing, a department of Computing and Information Systems, offers support for student and faculty computing at UNCG. IRC operates 20 computer labs with an approximate total of 500 computers, all of which are fully networked, allowing students access to an abundance of software and full internet access. IRC maintains a home page at <http://its.uncg.edu/>. Printing services are available in each lab. Different labs maintain different operating hours; 24-hour access is available during peak periods. One such lab is located in the Stone Building (Rm. 128).

Graduate students conducting research will find both SAS and SPSS available under the Windows operating system. IRC staff members are available for consulting in both of these statistical packages. In addition, the Student Consulting Center, located in the SuperLab of

Jackson Library, is available to answer general consulting questions. IRC conducts free workshops on various topics each Spring and Fall semester, including Word, Excel, PowerPoint, E-mail, the World Wide Web, SAS, and SPSS. IRC offers a wide variety of documentation, available on-line on their home page.

Office of Sponsored Programs

The Office of Sponsored Programs (OSP), located in 2702 Moore Humanities and Research Administration Building, provides the campus with many important services for our research mission. These services include holding workshops on topics related to grant-writing and the management of funded research projects, announcing monies that are available from private foundations and state and federal agencies to support research service or creative projects, and providing the application materials needed to write research proposals to some agencies and foundations. All research proposals for external funding (that is, funding to be received from outside the university) must be routed through OSP.

FUNDING FOR RESEARCH AND TRAVEL

Departmental (HDFS) Funds

Subject to the availability of funds, the Department may provide support for graduate student travel, and can reserve one or more UNCG vans for graduate student travel to professional conferences or events. Travel funds are usually, but not always, limited to students who are presenting papers and are typically limited to \$250 per year. Students should complete an HDFS Department Travel Fund Request Form and submit to the Department Chair well in advance of the travel dates. A sample form can be obtained from the HDFS Graduate Program Administrative Assistant. Sometimes faculty members have funds associated with their research grants that can be used to support student travel.

School (HHS) Funds

When funding permits, the HHS Associate Dean for Graduate Programs announces the availability of small 'travel grants' (up to \$150) for graduate students in the School. Travel grants are usually limited to students who are presenting papers. The application is located in the Office of the Associate Dean for Research. The application requires that a letter of application to be sent to the Department Chair for review. Once reviewed, the letter is forwarded by the Department Chair to the Associate Dean for approval. On research grants, include information concerning your planned use of funds, the total cost of the research project, and a proposed budget. On travel grants, describe the professional meeting, whether you are presenting a paper

or a poster at the meeting, location, dates, and anticipated expenses. Some of these HHS opportunities require concurrent HDFS applications for funding.

Graduate Student Association (GSA) Funds

The GSA represents the interests of graduate students on campus. Each department that grants graduate degrees, including HDFS, has representatives. The GSA ensures that graduate students have a voice in all aspects of university life. The GSA also sponsors some activities of interest to graduate students and provides funds for some professional activities (in addition to those that you may have received for the same activities through the Department of HDFS or the School of HHS). Typically, Professional Development Funds are available for students who either present original work at professional conferences or attend professional development events but do not present work (up to \$200 per award). Students can receive up to 2 awards per year. Application forms are available at the GSA office in the Elliot Center or online; summer funding is also available.

In addition, GSA has application forms for Thesis/Dissertation Funds awards to help offset the cost of completing a thesis or dissertation for currently enrolled UNCG students. Type A funding is a competitive grant of up to \$300. Type B funding is a non-competitive award of up to \$100. Students cannot receive both types of awards in the same academic year. Consult the GSA website for additional <https://sites.google.com/a/uncg.edu/gsa/>.

The completed application forms must be submitted to the GSA Finance Committee in 222U Elliot University Center

How to Receive a Travel Award

When traveling on university business, a TRV-1 form should be submitted 10 days prior to travel. These forms can be obtained from the UNCG Accounting Services website, <https://acb.uncg.edu/accounting-forms/>. Fill out the top section of the form and obtain the Department Chair's signature BEFORE your trip.

After a trip, original receipts, itemized where possible, should be submitted to the HDFS Business Officer within 5 business days. These may include emailed flight confirmations, bus tickets, copies of registration forms, etc. For GSA awards, receipts must be sent to the GSA office within two weeks of your return; therefore, they must be turned in to the HDFS Business Officer within 5 business days so that we may process the paperwork in time to send it to GSA. Unless a student has GSA reimbursement, receipts for meals are not necessary because travelers will be reimbursed for meals at an established per diem rate. The current per diem rates are listed in the travel manual found here: https://sys.uncg.edu/wp-content/uploads/2018/05/Travel-Manual_Rev_3-18_FINAL_REV_3.pdf

When the TRV-1 form and receipts are submitted to the HDFS Business Officer, any emails or other written confirmation of HDFS, HHS, or GSA travel awards should be included. All expenses should be listed with their actual amounts on the TRV-1 form. If costs exceed award amounts, under “Total expenses to be reimbursed,” record the total amount of the awards that have been promised, instead of the total actual cost of the trip. Those who have awarded a student travel funds will decide which expenses to apply the awards to, based on the documentation submitted. The HDFS Business Officer will check the documentation for accuracy, obtain the Department Chair’s signature at the bottom of the TRV-1 form, place a copy of the packet in the student file, and forward the packet to the appropriate department to facilitate the reimbursement process.

GRADUATE FORMS

Plan of study forms, master’s committee appointment forms, application to sit for doctoral prelim exams, and doctoral preliminary comprehensive examination results forms must be requested from the HDFS Graduate Program Administrative Assistant. Other graduate forms are available for graduate students on the website at <http://grs.uncg.edu/forms/>. It is the student’s responsibility to obtain and complete the forms at the appropriate times.

These forms are as follows:

MS

Form	Due	Notes
Master’s Plan of Study	By the end of first year	Make absolutely sure to fill out every line, including the grades you received and when courses were taken.
Master’s Thesis Committee Appointment Form	First 18 s.h.	Masters students will fill these out and keep them on file with the department
Thesis Committee Form	First 18 s.h.	Masters students will fill these out and keep them on file with the department
Results of Oral Examination in Defense of Thesis	On defense date	Make sure to have your advisor sign it even though there’s no place for a signature
Final Plan of Study (Final)	Semester that you graduate	Make absolutely sure to fill out every line, including the grades you received and when courses were taken.

PhD

Form	Due	Notes
Ph.D. Plan of Study	First 18 s.h. of doctoral studies	Make absolutely sure to fill out every line, including the grades you received and when courses were taken.
Dissertation Committee Form	First 18 s.h. of doctoral studies	PhD students will fill these out and keep them on file with the department
Dissertation Topic Approval Page	Well into your Ph.D. program	Consult your advisor
Application for Doctoral Preliminary Exam	Semester prior to taking exam	Attach transcript
Prelim Form	On day of oral prelim exam	Make sure to have your advisor sign it even though there's no place for a signature
Admission to Doctoral Candidacy	Post coursework, prelim, and diss topic form	Submit <u>ONLY</u> when you finish coursework, pass prelims, and have submitted a dissertation topic approval form
Results of Oral Examination in Defense of Dissertation	Date of defense	Make sure to have your advisor sign it even though there's no place for a signature
Ph.D. Plan of Study (Final)	Semester you graduate	Make absolutely sure to fill out every line, including the grades you received and when courses were taken

Funding/Travel Forms

Form	Due	Notes
HDF Travel Form (request for funding)	Once a year as needed	Submit in advance. Intended for those presenting papers. Up to \$250 per year
HHS Travel Form (request for funding)	Once a year as needed	Submit in advance, awards of up to \$150 per year
GSA Travel Form (request for funding)	Up to twice a year	Submit in advance. Up to \$300 twice a year
TRV-1 Travel Form	As needed.	This is the form used to reimburse student for travel out of ANY fund. Must be submitted in advance for Dept. Chair approval, then submitted after the trip for reimbursement.

Note: Please turn all forms in to the Graduate Program Administrative Assistant, who will then obtain the necessary administrator and faculty signatures. He will make sure they are forwarded to the Graduate School. If you're not sure whether a form is needed or how to fill it out, please ask! You can also refer to the HDFS Graduate Manual for information on all of these. Thanks!

GRADUATE FACULTY

ANASTOPOULOS, ARTHUR (Ph.D., Purdue University)

Professor and Director of UNCG ADHD Clinic

Research Interests: Child and adolescent psychopathology, assessment and treatment of attention-deficit hyperactivity disorder (ADHD).

BOIT, RACHEL (Ed.D, University of Massachusetts at Amherst)

Assistant Professor

Research Interests: Early literacy development among children in low income communities; parental involvement especially as it pertains to children's literacy and school success; home-school partnerships; teacher-child relationships in cross-cultural contexts.

BUEHLER, CHERYL (Ph.D., University of Minnesota)

Professor

Research Interests: Marital conflict, marital relations, parenting, adolescent well-being, adolescents' close friendships and romantic relationships, maternal employment, risk and resilience in families.

CALKINS, SUSAN (Ph.D., University of Maryland)

Professor

Research Interests: Social and emotional development, self-regulation; developmental psychopathology developmental psychophysiology.

COFFMAN, JENNIFER (Ph.D., UNC Chapel Hill)

Associate Professor

Research Interests: Factors in home and school contexts that support the development of children's cognitive and affective functioning, including memory, mathematics, gratitude and academic achievement.

COARD, STEPHANIE IRBY (Ph.D., Columbia University)

Associate Professor and Director of Graduate Studies

Research Interests: Socio-cultural influences on child mental health; racial/ethnic socialization processes, racial/ethnic identity development; culturally relevant approaches to intervention development, implementation and evaluation.

CROSBY, DANIELLE (Ph.D., University of Texas-Austin)

Associate Professor

Research Interests: Effects of welfare and employment policies on young children in low-income families; negotiation of work/family demands in single-mother, ethnic minority, and immigrant families; relation of child care experiences to early school success; young children's conceptions of economic inequality.

DEMO, DAVID H. (Ph.D., Cornell University)

Professor and Interim Dean for HHS

Research Interests: Family transitions, family relationships, and children's well-being; family diversity; parent-child interaction.

FINE, MARK A. (Ph.D., Ohio State University)

Professor

Research Interests: effects of family transitions on family members; early childhood development; family structure; divorce; early intervention; effects of alternative reproductive technologies on family members.

FLETCHER, ANNE C. (Ph.D., Temple University)

Professor

Research Interests: Parental and peer influences on adolescent adjustment; parent and adolescent social integration; social network closure.

HELMS, HEATHER (Ph.D., Pennsylvania State University)

Professor

Research Interests: Marital quality including the links between marital and family processes, work and family relationships, friendship and marriage, and sociocultural context and marital relationships.

HESTENES, LINDA L. (Ph.D., Purdue University)

Associate Professor

Research Interests: Quality of early childhood settings; outdoor environments; teacher-child interactions; inclusive classrooms.

HUNTER, ANDREA (Ph.D., Cornell University)

Professor

Research Interests: Family diversity; intergenerational and multigenerational family systems; cultural strategies in black families; gender construction and ideology; race, gender, and social change.

LA PARO, KAREN (Ph.D., University of New Orleans)

Professor

Research Interests: Child care quality, early elementary classroom quality, inclusive classrooms, early intervention, and teacher-child relationships, teacher education, professional development.

LEERKES, ESTHER (Ph.D., University of Vermont)

Professor

Research Interests: Precursors of maternal sensitivity, parent-child interaction, early social-emotional development, emotional processes within the family system.

PERLMAN, DAN (Ph.D., Claremont Graduate University)

Professor

Research Interests: Intimate relationships and friendships including initiation, maintenance, and termination; the dark side of relationships; loneliness.

RICHARDSON, BRIDGET L. (Ph.D., The University of Michigan)

Assistant Professor

Research Interests: Parental racial socialization practices and implications for African American youth's racial identity development, psychological well-being, and academic motivation; racial discrimination experiences and coping; resilience; positive youth development.

SCOTT-LITTLE, CATHERINE (Ph.D., University of Maryland)

Professor and Interim Department Chair

Research Interests: Early childhood standards and assessment systems, school readiness, and after-school programs.

SHREENIWAS, SUDHA (Ph.D., University of Michigan)

Associate Professor

Research Interests: Wellbeing and health over the life course in Asia and the U.S.; ethnicity, culture and health among elderly persons worldwide; socioeconomic development and gender bias; gender and violence in Asia and the U.S.

SMITH LEE, JOCELYN (Ph.D., University of Maryland, College Park)

Assistant Professor

Research Interests: Violence, traumatic loss, and healing among Black boys, men, and families; Black fathering relationships; Homicide bereavement; Community-engaged research; Trauma and grief informed care.

SUPPLE, ANDREW J. (Ph.D., University of Wisconsin-Madison)

Associate Professor

Research Interests: Youth and adolescent development; parent-child relationships; cultural variations; research methods & program evaluation.

TUDGE JONATHAN (Ph.D., Cornell University)

Professor

Research Interests: Ecological and socio-cultural theory; children's development in ethnic, social, and cross-cultural contexts; links between home, preschool, and school.