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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. 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.

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. Depending on your interest area, your advisor or your advisory committee may require additional coursework. Further, you may be required by your advisor or advisory committee to perform course work over and above the minimum because of your specific research plans or because you lack appropriate background in some areas. All such issues are matters for discussion between you and your advisor.

New graduate students are advised to read this Manual in its entirety and to consult with their advisor or the DGS, if any of the requirements described in it are unclear. Students also should be familiar with University regulations and policies for graduate students as they are described in the Graduate School Bulletin. To benefit from the information in this Manual, you must be prepared to take responsibility for your progress in the program. Do not assume that your advisor or other faculty members will automatically remind you of every step that you need to take. The “Yearly Student Review” will provide feedback about your progress in the program. We welcome you to the Department of Human Development and Family Studies, and we wish you the best of success in your graduate career.

THE GRADUATE COMMITTEE

The Graduate Committee of the Department is responsible for the formation and implementation of policies, procedures, and curriculum changes of the HDFS graduate programs in accordance with the policies set down by the UNCG Graduate School. The Graduate Committee also considers student petitions for course substitutions and the waiving of certain requirements. The HDFS Graduate Committee typically consists of five members, four 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

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 in their programmatic and policies of study.

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 B-K ISED is an applied, professional-degree program focusing on curriculum and instructional planning, behavioral and educational assessment, and educational services for preschool children with and without disabilities. A detailed description of this program can be found in a separate handbook available through the Graduate Secretary.

The Master of Science (non-thesis option) in Family Life/Parent Education is offered jointly with The Department of Family and Consumer Sciences at North Carolina State University. This is an applied program for students who plan to develop, deliver, or evaluate programs for diverse populations of parents and/or families.

The Master of Science (thesis option) 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 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 analyses of peer and parent interactions and experimental tests of children's social and cognitive development 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.

PROGRAM AREAS

Despite our multi-disciplinary emphasis, most HDFS faculty and graduate students focus their teaching and research interests in one of the following general program areas: early childhood care and education, child and adolescent development, intergenerational relationships, adult development and aging, and marriage, family, and other close relationships.

THE GRADUATE CURRICULUM

Post-Baccalaureate Certificate in Early Care and Education Leadership

The departments of Human Development and Family Studies and Specialized Education Services (SES) offer a Post-Baccalaureate Certificate in Early Care and Education Leadership. The certificate program provides students with graduate level training and a credential to pursue careers in leadership positions in early care and education settings including early intervention, Smart Start, resource and referral, and community college instruction. The certificate requires 18 semester hours of course work and 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. The Certificate is also open to graduate students in related fields.

Required Courses

15 s.h.

HDF 633	Advanced Early Childhood Educational Theory and Practices (3)
HDF 636	Leadership and Mentoring Roles in Educating Young Children (3)
HDF 634	Contemporary Issues in Early Childhood Policy (3)
SES 601	Programs and Policies in Early Intervention (3)
SES 605	Diversity and Inclusive Early Care and Education (3)

Electives

3 s.h.

With the approval of the advisor, students choose 3 hours of electives at the 500 or 600 level.

Master of Education: Birth- Kindergarten: Interdisciplinary Studies in Education and Development (B-K ISED)

The Department of HDFS and the Department of Specialized Education Services (SES) jointly offer a Master of Education (non-thesis, Advanced Masters) degree program in "Interdisciplinary Studies in Education and Development in Birth-Kindergarten" (BK-ISED). The BK-ISED program requires a minimum of 39 semester hours of course work beyond the Baccalaureate degree, and prepares graduate students for diverse roles in educational and

community settings. Those who do not have an initial teaching license in B-K will be required to take prerequisite courses to fulfill this requirement. Upon completion of this program of study, students will be eligible for an advanced competency license in birth-kindergarten. Required and elective course requirements are listed below.

<u>Research Requirements</u>		<u>6 s.h.</u>
HDF 650	Theory and Research in Early Childhood (3)	
ERM 604	Methods of Educational Research (3)	
<u>Theory and Practice Requirements</u>		<u>18 s.h.</u>
HDF 636	Leadership and Mentoring Roles in Educating Young Children (3)	
HDF 633	Advanced Early Childhood Educational Theory and Practices (3)	
HDF 631	Families of Individuals with Special Needs (3)	
SES 601	Programs and Policies in Early Intervention (3)	
SES 602	Theory and Practice in Early Intervention (3)	
SES 603	Preschool Disabilities: Assessment and Evaluation (3)	
<u>Practicum</u>		<u>6 s.h.</u>
SES 604	Internship in Early Childhood (6)	
<u>Electives</u> (To be selected from list with approval of advisor)		<u>9 s.h.</u>
HDF 610	Child Development in Cultural Context (3)	
HDF 621	Applied Theories and Principles of Parenting (3)	
HDF 667	Infant Development (3)	
HDF 653	Contemporary Research in Family Studies (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)	
Other courses as approved by advisor.		
TOTAL (minimum)		<u>39 s.h.</u>

Master of Science Programs

The Department of HDFS offers both ‘thesis’ and ‘non-thesis’ Master of Science degree programs. The non-thesis program with a concentration in family life education/parent education, is offered jointly between the Department of Human Development and Family Studies at The University of North Carolina at Greensboro and The Department of Consumer and Family Studies at North Carolina State University. **This program is designed for consumers of research whose jobs, upon graduation, would require the translation and**

application of research findings as a part of their work in agency and extension settings.

This program emphasizes course work and practicum experience in the areas of family education and parent education. In contrast, the **thesis option program prepares graduates for research positions and for advanced research study at the doctoral level.**

Requirements for the MS in Human Development and Family Studies: Concentration in
Family Life and Parent Education

<u>Core Content</u>		<u>6 s.h.</u>
HDF 644	Applications of Theory and Research in Family Studies (3)	
HDF 654	Applications of Theory and Research in Human Development (3)	
 <u>Area of Specialization</u>		 <u>9 s.h.</u>
FCS 522	Family Life Education (3)	
FCS 512	Family and Community Partnerships (3)	
HDF 621	Advanced Theories and Principles of Parenting (3)	
 <u>Applied Research Requirements</u>		 <u>6 s.h.</u>
FCS 510	Program Development and Evaluation OR	
ERM 642	Evaluation of Educational Programs (3)	
ERM 604	Methods of Educational Research (3)	
 <u>Applied Research Internship and Professional Development</u>		 <u>4-7 s.h.</u>
FCS 595	Contemporary Issues in Family Life Education OR	
HDF 695	Professional Seminar in Family Life/Parent Education	
FCS 600	Supervised Professional Experience in Family and Consumer Sciences* OR	
HDF 696	Supervised Professional Experience in Human Development and Family Studies*	

* The number of field project hours will be negotiated between the student and his/her advisor based on student experience and learning needs.

Additional Requirements 6-9 s.h.
Six to nine hours from the following electives will be selected jointly by the student and program advisor and submitted with the program of study.

If 3 hours are taken in HDF 696/FCS 600 Field Project, then 9 hours of electives are required.

FCS 523	Family Relationships over the Life Course
FCS 524	Applied Gerontology
FCS 540	Environmental Influences on the Family
FCS 525	End of Life Issues
FCS 531	Effective Management of Family Resources

FCS 601	Independent Study**
HDF 672	Divorce and Remarriage
HDF 667	Infant Development
HDF 668	Seminar in Adolescence
HDF 675A	Divorce Mediation

** Independent study hours may be taken as an elective but would exceed the necessary hours for degree completion.

TOTAL (minimum) 34 s.h.

Requirements for the MS in Human Development and Family Studies: Thesis Option

Core Knowledge Requirements 14 s.h.

HDF 653	Contemporary Research in Family Studies (3)
HDF 655	Family Theory(3)
HDF 651	Contemporary Research in Human Development (3)
HDF 652	Theories of Human Development (3)
HDF 640	Professional Seminar I (1)
HDF 661	Professional Seminar II (1)

Specialization Requirements 9 s.h.

(These courses are to be selected by the student and advisory committee. All 9 credits must be fulfilled through content courses, and at least 6 of the 9 credits must be fulfilled with HDF courses.)

Statistics and Methodology 9 s.h.

ERM 680	Intermediate Statistical Methods in Education (3)
ERM 681	Design and Analysis of Educational Experiments (3)
HDF 658	Research Methods in HDFS (3)

Research Requirement 6 s.h.

HDF 699	Thesis and oral examination (6)
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TOTAL (minimum) 38 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 MS/Ph.D. track) or a minimum of 48 hours beyond the MS (thesis option) program. Required and elective course work and research 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 are given credit for meeting all UNCG MS degree requirements, and no pre-requisite course work is required. 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 (*).

Core Content 14 s.h.

- *HDF 653 Contemporary Research in Family Studies (3)
- *HDF 655 Family Theory (3)
- *HDF 651 Contemporary Research in Human Development (3)
- *HDF 652 Theories of Human Development (3)
- *HDF 640 Professional Seminar I (1)
- *HDF 661 Professional Seminar II (1)

Professional Development and Teaching Practicum 6 s.h.

- HDF 750 Professional Seminar III (1)
- HDF 700 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 27 s.h.

These elective courses are to be selected by the student in consultation with the advisory committee, and include the 9 s.h. of specialization courses taken in the M.S. program. Thus, students must complete a minimum of 18 additional credit hours to be taken during doctoral study. At least 9 of these doctoral credit hours must be fulfilled through content courses.

Statistics and Methodology 24 s.h.

- *ERM 680 Intermediate Statistical Methods in Education (3)
- *ERM 681 Design and Analysis of Educational Experiments (3)
- *HDF 658 Research Methods in HDFS (3)
- STA 671 Multivariate Analysis (3)
- HDF 712 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)

<u>Research</u>		<u>18 s.h.</u>
*HDF 699	Thesis (6)	
HDF 799	Dissertation (12)	
	TOTAL (minimum)	<u>89 s.h.</u>

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). Each member of the academic community must stand accountable for his or her actions. Typical violations include cheating, plagiarism, misuse of academic resources, falsification, and facilitating academic dishonesty. Plagiarism is of great concern in an academic community like ours. In instructional settings, plagiarism can be defined as occurring when a person knowingly "...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 web site: www.academicintegrity.org/.

Substituting Previous Courses for MS or PhD Requirements. Preliminary evaluations of requests for substitutions by incoming students are completed by the DGS and approved by the graduate committee. If you have taken graduate courses in another department or at another university that you wish to substitute for some of the Department's M.S. or Ph.D. requirements, you must first have these requested substitutions approved by your advisor. Following this approval, a written request (with an approval signature from your advisor) is sent to the DGS, including copies of course syllabi, required textbooks, and any other materials that describe the content of the courses. The materials you provide will be examined by the Graduate Committee 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 your transcript according to the university's policy for "transfer credit", and you 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. If the

substituted courses were counted toward an earlier-received degree, the advisory committee will determine which additional courses must be taken to meet the minimum number of semester hours required for the degree program.

Areas of Specialization. The M.S. (thesis option) and Ph.D. programs require that some elective course work be taken within an Area of Specialization decided by the student and the advisor. At the Master's level, the Area of Specialization can be broadly defined. Examples are Adult Development and Aging, Early Childhood Education, Adolescent Development, 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 Lifecourse, Men in Families, and Intervention and Prevention Strategies with Families.

Advisory/Examination Committees. Advisory committees are required for MS (thesis option) and Ph.D. students. Early in your program, you will need to request (to the Graduate School) appointment of a faculty committee to advise you on your program of study, and/or to examine your theoretical and research knowledge (e.g., the Preliminary Examination of Doctoral Course Work), or research progress (i.e., your proposal or defense of a thesis or a dissertation). The Chair of each committee must be a member of the graduate faculty of the Department of Human Development and Family Studies. The chair of a Master's student committee can be either an Associate or a Full Member of the Graduate Faculty (see listings in the UNCG Graduate Bulletin). The chair of a doctoral committee must be a Full Member of the Graduate Faculty.

The selection of your chair and advisory committee should be completed by the middle of your second semester (for doctoral students a plan of study should be approved by the completion of 18 s.h. of work toward the degree). It is best to identify your chair first and then consult with him or her about selections for your committee. Next, arrange meetings with prospective committee members to discuss your research interests and plans and to determine their willingness to serve on the committee. Once you have determined your committee, you must distribute the appropriate form (for the appointment of a committee) to the committee members for their signatures. The form can be obtained from the Graduate Secretary. The completed form used for an MS 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 is then forwarded by the Graduate Secretary for approval by the Department Chair, and 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 make-up. Such changes may be necessary because faculty leave the university, because your research focus changes, or because scheduling conflicts make the original committee structure unworkable. It is inadvisable to change a committee between the approval of a thesis or dissertation proposal and completion of the research, because the new member may wish to recommend changes that delay completion of

the degree.

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 a practitioner or research career in the field of 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 MS/PhD students who are admitted directly to the doctoral program upon completion of the baccalaureate. In this case, the time limit is **ten** years.

Continuous Enrollment. The Graduate School requires that your pursuit of a graduate degree be continuous from the time of entry through the completion of all required course work including the thesis (HDF699) and dissertation (HDF799). The policy (see the section on "Leaves of Absence," below) states that normally you should be enrolled each fall and spring semester during the academic year or one semester during the academic year in combination with Summer Session pursuing course work that has been approved for your program of study. If you have already enrolled in the maximum number of 699/799 hours but have not fully completed the requirements of the thesis or dissertation, you must enroll in thesis/dissertation extension courses (HDF801/802 for 1-3 credit hours) each semester, including the semester you graduate. 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 step out of 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 application fee) through the Graduate School, after first receiving the endorsement of the DGS. When an absence of longer than one term 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 DGS, who will forward the request to The Graduate School with the Department's recommendation. The HDFS Graduate Secretary has request forms. All requests for leaves of absence will be considered on a case-by-case basis in The Graduate School. Under normal circumstances, time devoted to a leave of absence will count toward the authorized time limit for completion of degree requirements ("the clock will continue to tick"). Students with special circumstances should consult with the DGS to

discuss options available for revising the time frame needed to complete their plan of study.

Grading Policy. Content courses that you take 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 "very good" or "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" is considered a failure. 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 a "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 term 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 term in which the course was taken. An "I" not removed within this time limit automatically becomes an "F."

For completion of a graduate degree program, an overall average of "B" is required. No more than 6 credit hours of "C" may be applied toward the minimum hours required of the master's degree. Grades in all courses applied toward the doctorate must be "B" or better, and additional hours must be taken for any hours earned with a grade of "C," excluding any required prerequisite course.

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 you must have established legal residence ("domicile") in North Carolina and maintained that legal residence for at least 12 months before you 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 you provide them that your intent is to make North Carolina your permanent dwelling place. Rather than a single action, it is a cluster of events that must produce a preponderance of circumstantial evidence suggesting your intent 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 are: Do you have a current North Carolina Drivers License? Is your vehicle registered in North Carolina? Are you registered to vote in North Carolina? Where and when did you last vote? Where do you keep your personal property? Have you filed

a North Carolina Income Tax return indicating that you were a resident during the last tax year? Do **you** own real estate in North Carolina? Do you participate in or volunteer for community activities away from the campus? Where did you live before enrolling in an institution of higher learning? Are you financially independent of your parents? This is not a complete list, but it should give you an indication of the types of factors that will be considered in determining your residency status. Thus, to qualify for in-state tuition for a given term, you must prove the following: (1) that you established your bona fide domicile in North Carolina 12 months before the beginning of the term in which you are seeking in-state residency status through (a) being physically present in the State, (b) performing acts that support your intent to make North Carolina your permanent residence, and (c) performing acts that support the contention that you are not in North Carolina solely to attend a college or university program; and (2) that you have maintained your domicile in North Carolina for at least 12 continuous months.

Initial residency determinations are made by the admitting office. To file for re-classification, you need to obtain and complete the Residence-and-Tuition Status Application. If you believe your answers to the questions do not give an accurate picture of your situation, attach additional written explanations. If the classifier determines that you are not a resident for tuition purposes, you have the right to appeal that decision to the Campus Residence Appeals Committee. Consult the DGS for assistance in preparing your documents.

Master of Education and Master of Science (Non-Thesis) Programs

Advisor Assignments. Students in the M.Ed. (B-K ISED) Program and the MS (non-thesis) Family Life/Parent Education Program are assigned an advisor at the time they are admitted to the program.

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). 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. Plan of Study forms are available from the HDFS Graduate Secretary.

Master of Science (Thesis) Program

Advisor Assignments. MS (thesis) students are assigned an advisor at the time they are admitted to the program.

Selecting Your (MS-Thesis) Advisory Committee. The first committee you will form is

your Thesis Advisory Committee. Since your advisor typically assists you in planning your program of study, the primary purpose of the advisory committee is to evaluate your thesis proposal and your defense of the thesis. The committee consists of at least three faculty members, two of whom, including the chair, must be from HDFS. This committee should be identified by the end of your second semester. A "Graduate Committee Appointment" form (for master's committees) can be obtained from the Graduate Secretary and that must be signed by the committee members and returned to the Graduate Secretary for the DGS' signature. Copies will be made for your advisor and for the department files.

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 DGS. 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. Plan of Study forms are available from the Graduate Secretary.

Master's Thesis Proposal and Defense. As soon as you and your advisor have formed preliminary plans for a Master's research project, you should prepare a proposal for approval by your advisory committee. The committee will meet with you 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. The committee may approve the research as proposed or may ask for revisions or another writing, in which case another proposal meeting would be called. When you have completed data collection and/or data analysis for your project, it must be written as a thesis and submitted to your 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. At such time, the student arranges a suitable time and place for the meeting. The student schedules the meeting for a date at least two weeks after delivering the thesis manuscript to the committee. 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 Secretary.

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.

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 term in which the degree will be granted. If you decide not to participate in graduation ceremonies, you still must apply for graduation in order to be awarded the degree.

<u>Recommended Timeline for Master’s degree Students in Human Development and Family Studies.</u>	
<u>Action</u>	<u>Time</u>
Selection of major MS advisor	By March 15 of the first year of study
Develop and file an HDFS Plan of Study	By the end of second semester
Selection of advisory committee (3 members, one is major advisor)	By the end of second semester
Majority of course work Completed	End of the third semester
Thesis proposal presented	During year two (variable)
Distribution of thesis to committee members	During the fourth semester (no later than two weeks prior to defense meeting)
Thesis defense meeting	During the fourth semester
Applying for graduation	By the end of the first week of the semester in which the degree is to be granted

Doctor of Philosophy Program

Students Continuing in the M.S./Ph.D. Track. If you were admitted to the graduate program in the MS/PhD track, you 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 is contingent on making good progress throughout the master's program.

Completing the Thesis as an MS/PhD Student. Once MS/PhD 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 699 or HDF 801) until the thesis has been successfully defended. This circumstance may preclude assistantship funding, since assistantship support requires full-time enrollment in the graduate program.

Students not completing their theses 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. Under exceptional circumstances, the student may appeal this decision to the graduate committee. To obtain an exception, students must make formal written appeal to the Graduate Committee with the written support of their advisor, and the Graduate Committee will make the final decision regarding continuation.

Evaluations of students by the entire faculty will occur during each academic year, and students will receive written feedback regarding their progress. Also, during the summer before the start of the third year of study, students 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. Careful planning is the responsibility of the student.

Prerequisite Courses for Entering Ph.D. Students. If you earned your master's degree from another HDFS department in the last 7 years and your program included an empirical (data-based) thesis requirement, you will not be required to take the current M.S. core requirements. We assume that you possess the basic core knowledge that is needed. This assumption, however, does not preclude you from updating your knowledge if your committee requires you to do so; they may recommend core courses in addition to the minimum course requirements for the Ph.D. degree or as part of the course requirements.

If you earned a master's degree from a related field (e.g., psychology, counseling, sociology, social work), the DGS, in consultation with the Graduate Committee, will do a preliminary evaluation of your transcripts to determine any prerequisite requirements you will be

expected to fulfill prior to beginning the doctoral program of study and, when possible, in advance of your enrollment.

If you entered with a master's degree from an unrelated field, you 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. Students entering the HDFS doctoral program without an empirical master's thesis must complete a "thesis-equivalence project" (TEP) as a prerequisite requirement for doctoral study.

A thesis-equivalent project requires the student's registration for 6 semester-hour credits of HDF 701 (Minor Research), and is usually done under the supervision of the student's graduate advisor. It 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 most often an article-length report of the rationale, literature background, design, results, and conclusions of the study. The faculty supervisor determines when the TEP requirement has been successfully completed.

The TEP must be completed within 12 months of entering the PhD program. Should the student fail to complete the TEP during the 12-month 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 may preclude further assistantship funding, since assistantship support requires full-time enrollment in the graduate program.

Devoting some or most of the first year of study to our M.S. core courses means that although you have been admitted to the doctoral program of study and will be studying toward the doctoral degree, you 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 the courses during your first year or by requesting that previously-taken courses be substituted for ours. The latter process requires that you send a letter to the DGS indicating the substitution requests. 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 Your Ph.D. Advisory/Dissertation Committee. New students entering the PhD program are assigned a temporary advisor by the DGS. During the first year of doctoral course work, the advisor helps the student select courses that are either required by the program, or in the case of electives, are likely to be central enough to a plan of study and probable specialization area to be agreeable to all subsequently chosen committee members. By the end of one full year of study (no later than completion of 18 s.h. of course work), the student must select an advisory/dissertation committee consisting of a minimum of four faculty members, including the advisor. The selection of committee members should be a joint decision between student and

advisor, and the composition of the committee must be acceptable to the student and to all committee members. At least two members of the committee (including the advisor) must be Full members of the Graduate Faculty, and no more than one Adjunct faculty member can be appointed. The majority of the committee must be HDFS faculty. If the student selects more than four committee members, the voting majority must be represented by tenure-track faculty within the department. Committee members should be chosen on the basis of their expertise relative to the student's area of specialization and dissertation research. High-expertise faculty are in a better position both to assist the student and to examine the student's competence and progress. Faculty members are not required to supervise dissertation research outside of their area of expertise.

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 Graduate Secretary and obtains the consenting committee members' signatures. The form is then returned to the Graduate Secretary who will make copies and forward it to the DGS, the Department Chair, and Dean of the Graduate School for their signatures. A formal letter of appointment to each committee member is sent by the Dean of the Graduate School. The committee may or may not remain intact throughout the student's program of study. Changes in committee members (including the advisor) are possible when prospective advisors or committee members consent to serve. 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 department.

Filing a Plan of Study. After completing no more than 18 semester hours of doctoral-study requirements, you must file a "Plan of Study" with the Dean of the Graduate School. Delaying this "Plan of Study" until late in your program places your committee members in the difficult position of being asked to approve a program of study to which they had limited input. Students also are placed at risk, as the committee may recommend that you take additional course work when you assumed you were close to completing all requirements. The "Plan" includes all of the courses you have taken or plan to take in meeting the requirements for the Ph.D. degree and the expected dates of their completion. The "Plan of Study" form can be obtained from the Graduate Secretary.

The review and approval of your proposed plan of study always requires a formal meeting that is typically the first meeting you have with your advisory committee. The meeting should be attended by you, your advisor, and all other committee members assembled together. This allows a sharing of information that cannot occur through meetings with individual faculty. The meeting should be used to discuss the strengths and weaknesses of your background education, as well as your research interests and future goals, and then to evaluate the appropriateness of your proposed plan of study in direct relation to these factors. Depending on

your background experiences, your strengths and weaknesses, and your 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 your area of specialization is broadly conceived, if you need prerequisite course work, or if you have shown some difficulty in mastering one or more subject-matters, tools, or research areas.

Approval of the plan of study requires the committee members' signatures on a final copy of the form. The completed form is taken to the Graduate Secretary who forwards it for approval by the DGS, the Department Chair, and the Dean of the Graduate School.

The Teaching Practicum. The Teaching Practicum (HDF 700 and HDF 765) is a two-course sequence taken for a combined minimum of 5 s.h. Students usually complete the sequence during the second year of doctoral study. The sequence is required to ensure that doctoral students have some supervised teaching experience prior to leaving their graduate program. The requirement can be waived by the DGS if the student has had previous college teaching experience and provides evidence of teaching competence. Usually, the student takes HDF 700 for 2 s.h. with a faculty member (sometimes the advisor) 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 degree.. The purpose is to expose the student to course content and instructional methods prior to enrolling in HDF765 where the student serves as a co-instructor. Ideally, the HDF 700 and HDF 765 Teaching Practicum assignments will be in the same course.

Typically students taking HDF 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 HDF 700 or HDF 765 must be submitted in writing (or by email) to the DGS no later than the last day of early registration during the semester preceding that in which enrollment is requested. In HDF 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.

Taking the Preliminary ("Prelim") Doctoral Examination. The purpose of the prelim is to examine students in advanced specialization areas. The exam can be taken when you have (a) satisfied the M.S. requirements, (b) completed a minimum of 3/4 of the doctoral course work contained in the program of study and (c) completed the research skill requirements (the statistics

and methods courses).

The prelims consist of both a written and an oral exam. Both the written and oral exams must be completed during the first 10 weeks of either the fall or spring semester. There will be no exceptions. The written exam is scheduled and prepared by the committee chairperson who asks advisory committee members to assist by submitting questions in areas relevant to your program and specialization areas. The questions may cover any phase of your course work (e.g., statistics, design, methods, content knowledge) in the doctoral program, or any subject logically related and basic to your 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 committee.

Questions for the written exam can be of one or two types. "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. "Take-home" questions typically allow you to work from 1 to 2.5 days on a question, using whatever external resources you are able or permitted to locate. The written exam may be composed of all "closed-book" questions, a combination of "take-home" and "closed-book" questions, or all "take-home" questions. The decision regarding the type of questions or combination of types is made by the faculty. Faculty members may obtain the student's input. The testing period may not extend beyond 7 continuous days.

Your advisor will confer with the committee members to decide the format (closed-book, take-home, or a combination) of the written questions, and then will request each committee member to submit questions. The advisor is responsible for compiling the exam and distributing it to faculty committee members for approval before the exam is administered. Committee members who submit closed-book questions are typically asked to design questions that allow for approximately 4 hours of response time. Students who receive all closed-book questions write 4 hours per day over 4 successive weekdays -- often Thursday and Friday of one week and Monday and Tuesday of the next. Students who receive closed-book questions from 3 committee members and a take-home question from a 4th committee member write 4 hours per day for the first 3 days (i.e., Thursday, Friday and Monday) on the closed-book questions. Upon handing in the last closed-book question at mid-day Monday, the student will receive the take-home question and must return the answer by 5:00 p.m. on Wednesday. Students who receive closed-book questions from 2 committee members and take-home questions from 2 committee members write 4 hours per day for the first 2 days (i.e., Thursday and Friday). Upon handing in the second closed-book question at mid-day Friday, the student will receive the first take-home question which must be handed in before 12:00 p.m. on Monday. At this time, the student will receive the second take-home question that must be handed in by 5:00 p.m. Wednesday. For students whose testing format consists of all take-home exams, the student will have 7 consecutive days over which to complete their responses to the 4 questions.

Once the student has completed their responses, he or she then has 5 days to review and edit the responses. The focus of these revisions is on correcting grammar/spelling, citations, and other forms of detail. No re-working of the organization or content is allowed. If you have any

specific concerns regarding what is permitted, consult your advisor. The student's written responses to all questions are duplicated, and read and evaluated by all committee members.

The Graduate Secretary is responsible for administrative aspects of the Prelim testing only. Specifically, the Graduate Secretary locates and reserves Prelim testing space, distributes exam questions, and collects initial and edited responses. Several weeks prior to the exam, you should notify the Graduate Secretary of the written exam dates and ask for a location to write. Prelim space is scarce, so please make your request as early as possible. Make arrangements with the Graduate Secretary to obtain a clean word-processing disk. The questions for each day's written exam are given to the Graduate Secretary by the advisor and then are given to you by the Graduate Secretary. Upon completing each day's questions, return your written responses to the Graduate Secretary to have that day's questions/answers copied for the department's initial record. If the exam has been hand-written, type the exam after completing all questions and provide the Graduate Secretary with a final copy that matches the initial copy exactly. The reviewed and edited responses should be given to the Graduate Secretary who will distribute them to the committee members.

The final, word-processed answers to all questions should be given to the advisory committee at least two weeks before the oral exam. The oral exam should be scheduled within one month of the written exam. The oral exam typically lasts approximately 2 hours. Most questions focus on your responses to questions asked on the written exam, but some may focus on other areas that the committee believes to be appropriate in evaluating your competence. The complete advisory/dissertation 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 you do 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 passes both the written and oral exams, the advisor must notify the Graduate Secretary who will, in turn, complete the appropriate form to notify the Graduate School.

The Dissertation Proposal Meeting. Before applying for candidacy, you and your advisor will schedule a meeting of the entire committee to review and approve your dissertation proposal. 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. 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 outcomes of the research regardless of how unattractive they may be. This protects the student from additional, after-the-fact requirements, unless, of course, the project was not conducted competently.

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 to consult with your dissertation advisor regarding the format of the proposal and to work closely with your

committee members in the preparation of the proposal. It is in your 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. While this requires more time and effort on the front end, it eliminates the burden of writing the early chapters at a later time when the data have been collected and you are most interested in focusing on the findings and their significance.

Your committee's primary function at the proposal 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 you develop major aspects of the project from scratch. This is for you to work out with your advisor beforehand. Therefore, your advisor should not schedule a 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 before presenting the work to the committee. Following the approval of the proposal, have the committee members sign the approval form obtained from the Graduate Secretary; she will forward it for signatures by the DGS, the Department Chair, and the Dean of the Graduate School.

Filing for Admission to Ph.D. Candidacy. When you have completed all required course work, passed the preliminary written and oral exams, and submitted a dissertation research proposal that has been approved by the advisor and advisory/dissertation committee, you may make formal application in the Graduate School for admission to candidacy for the doctoral degree.

Writing and Defending the Ph.D. Dissertation. As the dissertation is being written, your advisor is the main person who will give you feedback, although you may approach any of your committee members with a request that they read sections or chapters. Your advisor may be willing to give you feedback on each chapter, but regardless of how much feedback is given on individual chapters, the most important feedback will come when the dissertation is complete. At this stage several re-writes may still be necessary, and you should allow sufficient time for this to occur prior to a preferred deadline for defending. Typically, the advisor decides when the written dissertation is sufficiently acceptable and defensible, before giving the go-ahead to call a meeting of the entire committee. The advisor's decision on this may exceed the student's preferred timetable, but this is the advisor's responsibility.

Recommended Timeline for Ph.D. Students in HDFS

<u>Action</u>	<u>Time</u>
Selection of permanent advisor	By March 15, during the second semester
Selection of advisory committee	By the end of the second semester

Plan of study approved	By the end of the second semester
Written and oral Prelim exams taken	During the fourth semester
Dissertation proposal presented	During the fifth semester
Distribution of dissertation to committee AND announcement of dissertation defense to UNCG Graduate School	No later than two weeks prior to oral defense meeting
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 renovations. 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 forthcoming. Committee members should have the dissertation document for review no less than two weeks ahead of the meeting. Should there be major committee concerns about the dissertation prior to the meeting time, committee members will approach your advisor in advance of the meeting to decide how to proceed.

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 dissertation defense during this period when faculty are not required to make themselves available to students. Careful planning is the responsibility of the student.

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. (Departmental policies and procedures for ensuring that this new UNCG policy is met are currently under discussion.)

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 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.

FINANCIAL SUPPORT

The Department attempts to provide support for all eligible students through their program of study. Typically, departmental financial support is limited to two years for Master's only students, three years for Ph.D. only students, and five years for M.S./Ph.D. track students from the semester the student first enrolls in the program of study. The support is intended to (a) assist you in meeting the expenses of graduate study without having to find employment outside of the University, and (b) 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.

Departmental Assistantships. Initial offers of support are made to the best qualified applicants to the graduate program at the same time, or shortly after, an offer of admission is extended. If you are not offered support at the time of admission, you may be offered support later, as it becomes available. In addition to an assistantship, out-of-state students may be granted an out-of-state tuition waiver (or money in lieu of the waiver) which pays the out-of-state portion of tuition costs only. Tuition waivers are in limited supply. If you are NOT already a North Carolina resident, we urge you 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 DGS can provide information on how to proceed with this process.

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 meet the instructional needs of the department and to prepare students for academic careers.** Service assignments are made by the Department Chair and the DGS before the beginning of each year. The service obligation of a Teaching Assistant (TA) will vary somewhat with the size and format of the course that you are teaching and whether you have previous experience teaching the course. The responsibilities of a Research Assistant (RA) call for the student to work on faculty or faculty-student 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. Assistantship work-weeks begin the first week of classes each semester and end the last week of classes just prior to Reading Day and exam week. Hourly assignments can vary from week to week depending on project timetables, the needs of faculty, and the needs of students. As much as possible, your assignment will be made by mutual agreement with you and your supervisor, but you must remember that these assignments are an obligation. If you fail to meet (or refuse to carry out) the responsibilities of your assigned duties, you may lose your assistantship. If you believe that you are being asked to perform excessive or inappropriate work as a graduate assistant, you should discuss this with your supervisor. If you cannot resolve the problem, you should discuss it with the 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 and funding continues to be available, typically the student receives continuing financial support. Students who fail to maintain a B average do not qualify for continued financial support.

The stipend payments attached to graduate assistantships are paid in 4 monthly installments each semester. In the Fall, the first paycheck does not arrive until the last working day of September. The other Fall checks arrive at the end of October, November, and December. In the Spring, paychecks arrive on the last working day of January, February, March, and April.

Fellowships and Scholarships

In addition to Departmental assistantships (which have a service requirement), 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. Included among these awards are Greensboro Scholar Awards, Excellence Fund Fellowships, Charles A. Hayes Fellowships, and Adelaide Fortune Holderness Fellowships. Brief descriptions of these fellowships are shown below. 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 your selected faculty member at the beginning of each Fall semester to contract a mutually agreeable plan of collaborative participation for the year.

Graduate School Fellowships and Scholarships

Hayes and Excellence Fund Fellowships

Nominees must be doctoral students newly admitted for the Fall semester. Each program may nominate up to four individuals for these awards. Recipients must enroll full-time.

Selections are made on the basis of objective evidence of exceptional academic qualifications presented by the nominating departments.

Alumni Fellowship

Criteria are the same as the Hayes and Excellence Fellows. Each program may nominate up to two individuals for this award.

Weil Fellowships

Nominees must be UNCG alumni and newly admitted to graduate school at UNCG. They should demonstrate exceptional academic achievement. Recipients must be enrolled full-time.

White Fellowship

Nominees must have completed a minimum of twelve credit hours toward a doctoral degree in either Human Development and Family Studies or Curriculum and Instruction with a concentration in early childhood education. Recipients may also hold an assistantship. Each program may nominate one individual for this award.

Lyon Fellowship

Nominees may be newly admitted or continuing students in any program including the performing and visual arts.

Greensboro Graduate Scholarships

Nominees must possess outstanding academic records. Departments must recommend these students for a regular graduate, research, or teaching assistantship and, in the case of out of state students, allocate an out-of-state tuition remission waiver. Departments are permitted to nominate up to 30% (or 2 students, whichever is greater) of their new students for the upcoming academic year. Awards range from \$2,000 for students in master's programs to \$3,000 for students in doctoral programs. Students may retain their scholarship for up to 2 years in master's programs and 3 years in doctoral programs, assuming good academic performance.

UNC Campus Scholarships

Scholarships are intended to increase campus diversity. Recipients must be North Carolina residents who demonstrate financial need and are enrolled full-time in a doctoral program. Students need to complete the FAFSA no later than mid-February preceding Fall admission. Students may be nominated for three years.

The School of Human Environmental Sciences and the Department of HDFS also offer a number of fellowship and scholarship awards each year to students in the School. Of these, HDFS graduate students have received the following awards over the past few years: the Naomi G. Albanese Doctoral Fellowship, the Mary Elizabeth Keister Fellowship, the Dr. Richard Klemer Memorial Fund Award, the Rebecca McCulloch Smith Scholarship, and the Dr. Josie Nancy White Fellowship. The amounts of the awards vary from year to year with the growth of

the endowment but typically range from \$100 to \$1,000. Some are based largely on need; some on merit only. Some of these awards are open to all HDFS graduate students and the awards are decided by the HDFS faculty. Others are available only for graduate students who apply for them. In the latter regard, applications are available to students in all departments in the School at the end of November of each year through the HES Associate Dean's Office. They must be returned in December (look for the exact dates as posted). These deadlines are well advertised. The fellowships and scholarships are announced at the School's Honors Convocation held the first week of April each year.

Summer Assistantship Support

Each spring semester, the Graduate School asks Deans and Department Chairs to nominate deserving students for summer assistantships. The Department Chair and/or DGS will announce the availability and criteria for the assistantships and confer with faculty and students before making their requests to the Dean of the Graduate School.

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). You 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. Your advisor or DGS may know about others. 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 Office of Research Services. If the application process requires a formal proposal for your research, the proposal may need to be approved by the HDFS and University review committees for use of human subjects research.

SPECIAL EVENTS

Research Forums

Research Forums 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. At the beginning of each semester, the Research Forum Committee schedules the speakers and sets the dates. Everyone is invited to bring lunch and participate in the discussion. These sessions are typically scheduled on Fridays from 11:50 am until 12:50 pm in Telelearning Classroom: Stone 186. It is highly recommended that students make every attempt to attend.

Southeastern Symposium on Child and Family Development (Quint-State Conference).

This annual event provides graduate students an opportunity to present their work to

other graduate students and faculty from comparable Human Development and Family Studies Departments in a five-state Southeastern region. Participating universities are Auburn University, the University of Georgia, the University of North Carolina at Greensboro, the University of Tennessee (at Knoxville), and Virginia Tech. The Conference is typically held in the spring, begins on Thursday evening, ends at mid-day Saturday, and is held at a different participating university each year.

Carolina Consortium on Human Development

The Carolina Consortium on Human Development was established in 1987 to promote the interdisciplinary study of developmental science. Its participating members include faculty and students from the University of North Carolina at Chapel Hill, the University of North Carolina at Greensboro, Duke University, North Carolina State University, Wake Forest University, and Meredith College. The two-fold goals of the Consortium are (1) the conduct of training at the predoctoral and postdoctoral levels in developmental science, and (2) the operation of the Center for Developmental Science which is designed to promote discussion and research collaboration among faculty and students on issues of developmental analysis and longitudinal study. The Consortium and Center for Developmental Science offer predoctoral and postdoctoral fellowships, and weekly colloquia usually hosted by the Chapel Hill campus. All faculty and graduate students from the participating institutions are welcome to attend the colloquia. Visit their website (www.cds.edu) for information on their scheduled events.

FACILITIES AND SERVICES FOR TEACHING, RESEARCH, AND SERVICE

The School of Human Environmental Sciences provides a Research Statistician to assist graduate students and faculty with data-processing and management and statistical consultation. This assistance includes instrument development, testing, data coding, data entry, and general instruction concerning computer operating systems, file development, documentation, and statistical analysis. Students should contact the statistician early in the process of thesis and dissertation research to receive the most benefit from the available services.

Research Facilities

The Behavioral Research Facility (BRF) was completed in Fall 2005, as part of the recent renovation of 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.

The Family Research Center (FRC) is housed in 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 FRC projects. The FRC 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/ Stone Building (Rm 152A). The HDFS Department has two observation/coding rooms 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. This facility also is used to train family mediators.

Seminar Rooms in Stone Building. A small seminar room, #139, containing a table and seating for 8 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 in the Department Office. Copies of theses and dissertations are located here. A larger seminar room, #246, containing a table and seating for 15 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 term. 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.

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 PC's and Macs, is available for use by UNCG students, faculty, and staff.

Teaching and Learning Center (TLC). The primary focus of the TLC 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 in room 134 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://www.uncg.edu/tlc> or call 334-5078.

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 on the World Wide Web 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).

Each student on campus may activate a Unix account for electronic communications programming. Graduate students conducting research will find both SAS and SPSS available under the Windows operating system and also on Unix. 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 1713 Humanities Hall and Research Administration Bldg., 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. If you have written a proposal to obtain external support for a research (perhaps your dissertation research), service, or creative project, you should begin and end the proposal development process at the OSP. They may also be helpful in suggesting funding sources for graduate student research.

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 limited to students who are presenting papers. Students should complete an HDF 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 page 39 or from the Graduate Secretary. Sometimes faculty members have funds associated with their research grants that can be used to support your travel.

School (HES) Funds

Each year, the Associate Dean of HES 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 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, location, dates, and anticipated expenses.

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 HES). 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 information: <http://www.edu/student.groups/gsa>.

The completed application forms must be submitted to the GSA Finance Committee in 259 Elliot. All awards are on a first-come/first-served basis.

How to Receive your Travel Award

When traveling on university business, you should always fill out a TRV-1 form 10 days to 2 weeks before the travel date to ensure that you will be reimbursed for expenses in a timely manner. (Unfortunately, funds are not available in advance of the trip.) These forms can be obtained from the UNCG Accounting Services website, http://fsv.uncg.edu/accounting/accounting_acctforms.html. Fill out the top section of the form and obtain the Department Chair's signature BEFORE your trip. After your trip, bring original receipts, itemized where possible, to the HDF office as soon as possible. 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 Graduate Secretary within one week so that we may process your paperwork in time to send it to GSA. Receipts for meals are not necessary because travelers will be reimbursed for meals at an established per diem rate. Currently, the rate is \$7.50 for breakfast, \$9.75 for lunch, and \$16.75/\$19 for dinner, depending on whether the traveler is in-state or out-of-state.

When you turn in your TRV-1 form and receipts to the Graduate Secretary, please include any emails or other written confirmation you have of HDF, HES, or GSA travel awards. List all expenses at 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 you have been promised, instead of the total actual cost of your trip. Those who have awarded you travel funds will decide which expenses to apply the awards to, based on the documentation you submit. The Graduate Secretary will check your documentation for accuracy, obtain the Department Chair's signature at the bottom of the TRV-1 form, place a copy of the packet in your student file, and forward the packet to the appropriate department.

GRADUATE FORMS

Plan of study forms, master's committee appointment forms, and doctoral preliminary comprehensive examination results forms must be requested from the HDFS Graduate Secretary.

Other graduate forms are available for graduate students on the website at <http://www.uncg.edu/grs/current/forms.html>. It is the student's responsibility to obtain and complete the forms at the appropriate times.

These forms are as follows:

General Forms

Application for Graduation

Approval to take courses to transfer into UNC Greensboro

Leave of Absence

Thesis and Dissertation Guide

Status Change Form

Declare or Change Concentration

Change Master's Degree within the same area

Results of Oral Examination in Defense of Thesis/Dissertation

Graduate Assistantship Acceptance Form

W-4 (Federal) Tax Form and NC-4 (State) Tax Form

Forms for Doctoral Students

Recommendation for Doctoral Advisory/Dissertation Committee Appointment

Recommendation for Doctoral Advisory/Dissertation Committee Revision

Doctoral Plan of Study Revision

Dissertation Topic Approval

Application for Admission to Candidacy

Final Oral Examination Schedule

Results of Oral Examination in Defense of Thesis/Dissertation

GRADUATE FACULTY

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

Professor

Research Interests: Marital conflict, marital relations, parenting, adolescent well-being, family foster care.

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

Professor

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

CASSIDY, DEBORAH J. (Ph.D., University of Illinois)

Professor

Research Interests: Child care quality; early childhood professional development; developmentally appropriate practices.

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

Associate Professor

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)

Assistant 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 Director of Graduate Studies

Research Interests: Family diversity; family relationships and children's well-being; parent-child interaction; self-concept development.

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

Associate 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)

Associate Professor

Research Interests: Marriage, friendship, work & family in dual-earner couples, mid-life parenting and 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)

Associate Professor

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

LAPARO, KAREN (Ph.D., University of New Orleans)

Assistant Professor

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

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

Assistant Professor

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

MORGAN, MARY Y. (Ph.D., University of Missouri-Columbia)

Associate Professor

Research Interests: Women's everyday lived experiences using feminist research approaches and exploring ethnic and social diversity.

O'BRIEN, MARION (Ph.D., University of Kansas)

Professor and Director of Family Research Center

Research Interests: Child care, school environments, and children's development; parenting and children's socioemotional development; infant-toddler behavior & development.

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

Professor and Chair

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

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

Assistant Professor

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: Well being and health over the life course in Asia and the US; ethnicity, culture and health among elderly persons worldwide; socioeconomic development and gender bias; gender and violence in Asia and the US

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.

Human Development and Family Studies
Departmental Travel Funds Request Form

APPLICANT INFORMATION

Name: _____

E-mail address: _____

Are you, yourself, presenting (circle one)? YES NO

Title of paper/poster: _____

Authored by: _____

CONFERENCE INFORMATION

Name of conference: _____

Location: _____

Dates: _____

ESTIMATED EXPENSES (Note: All expenses are subject to UCG travel policies.)

Registration fee: _____

Transportation: _____

Lodging: _____

Meals: _____

Total: _____

FUNDING HISTORY AND REQUESTS FROM OTHER SOURCES

Graduate Student Association YES NO Amount if known

Human Environmental Sciences YES NO Amount if known _____

Other _____ Amount if known _____

Have you previously had HDFS travel funding during the current academic year:
YES NO

APPROVAL

Department Chair Approval: _____ Date:

Amount awarded: _____