

Human Development
and
Family Science Department

Graduate Student Manual

College of Human Development and Education
North Dakota State University

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WELCOME

Welcome to the Human Development and Family Science graduate program! We're glad you are here and we look forward to our time with you. We are each committed to working with you and helping you develop your plans and reach your goals throughout the program. Please do not hesitate to seek out specific help from any of us, particularly those faculty members you work most closely with in your program option. We wish you success in your pursuit of increased knowledge and understanding of this exciting field.

PURPOSE OF THIS GRADUATE MANUAL

This manual is intended to assist you with completing a variety of important tasks during the graduate school experience in order to help you succeed as effectively and efficiently as possible. It is in your interest to read it carefully at the beginning of your program and to talk with your program coordinator or major professor about any unclear points. Please consult this manual often throughout your program; it will be a vital source of help to you.

This manual is not meant to displace or in any way void the Graduate School Bulletin. All NDSU graduate students are held to the basic requirements and regulations of the Graduate School as designated in the bulletin. The purpose of this manual is to provide information for graduate students about the policies, procedures, and degree requirements related to graduate study in the Department of Human Development and Family Science at North Dakota State University. This manual is updated regularly, but may be superseded by HDFS faculty decisions or changes in University policy. The information presented in this manual is based on the policies and procedures of the following three entities: (1) North Dakota State University Graduate School, (2) Human Development and Family Science Graduate Committee, and (3) faculty in each program option area. We would appreciate receiving your input and suggestions for future editions of this manual.

PROGRAM DESCRIPTIONS

The Department of Human Development and Family Science offers graduate study leading to the Master of Science degree. Students specialize in one of five program options: human development and family science, couple and family therapy, family financial planning, gerontology, or youth development. Special departmental facilities include the Family Therapy Center and the Center for Child Development. Opportunities exist for research relating to children and families in normative and clinical populations and contexts. Students work closely with a faculty member to develop individualized research and subject matter programs to meet their interests.

The Human Development and Family Science option is a two year M.S. program requiring the completion of 37 to 40 credits. The curriculum is designed to provide students with a comprehensive and integrated advanced study of child and family development and dynamics. The program emphasizes interaction throughout the life span in a broad environmental context.

The Couple and Family Therapy option is a three-year M.S. program accredited by COAMFTE involving intensive course work and on-campus practicum the first two years, and thesis work and an off-campus practicum the third year. 62 credits are required.

Family Financial Planning is a collaborative, inter-institutional program offered by web-based distance education. The option requires 42 credits of coursework and requires practicum, practicum and a Master's paper, or a Master's thesis. Students can complete the program in two to three years. Family Financial Planning is an emerging area with job opportunities in areas related to investments, insurance, taxation, retirement and estate planning.

The Gerontology option is a collaborative, inter-institutional program offered by web-based distance education. The Gerontology option requires 30 to 33 credits of coursework and a thesis or Master's paper for a total of 36 credits. The program can be completed in two to three years. Growth of the aging population will result in an increased demand for professionals with knowledge and expertise in aging. For students not needing a full Master's degree, a **Graduate Certificate in Gerontology** is also available, with 21 credits of coursework required.

Youth Development is a collaborative, inter-institutional program offered by web-based distance education. The program requires 37 credits, including a Master's paper or thesis. Students can complete the program in two to three years. Youth development is an emerging professional field. It has a positive orientation, meaning its focus is on promoting the positive development of youth, and it is an applied field, with professionals who put developmental research and theory into practice in structuring and implementing programs and services for adolescents.

RESEARCH AND INSTRUCTIONAL FACILITIES

Center for Child Development. The Center for Child Development provides an early childhood program that is accredited by the National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children. Through a laboratory program, the Center provides research opportunities for NDSU students and faculty interested in young children. The Center has a capacity of 38 children ranging in age from 6 months to 5 years, and each room of the center is observable from an observation booth equipped with one-way glass and an audio system.

Family Therapy Center. The Family Therapy Center at the NDSU Stop-N-Go Center provides direct team supervision and training for HDFS family therapy students, community professionals and psychiatric residents from the University of North Dakota Medical School. The Center has capacities for videotaping sessions and behind the mirror observation of live therapy. It also provides a research resource for NDSU students and faculty interested in marriage and family therapy or marital/family interaction.

Video Observation Lab. The department maintains a lab equipped with a one-way mirror and state of the art video equipment for observational research. We utilize Noldus The Observer software for the collection, analysis, and presentation of observational data.

Graduate Center. The Graduate Center at the corner of 12th Avenue and 12th Street includes four rooms with desk space and computers for several graduate research assistants in the HDFS department. Students working on a faculty-sponsored research project will receive first priority to claim a personal desk and will be granted 24-hour access to the building.

Online survey hosting service. The department maintains a subscription to Survey Monkey, an online survey hosting service. Students can use this service to host an online web-based survey.

Group Decision Center. The GDC is a technology laboratory that provides GroupSystems software enabling anonymous discussion among small groups of participants. Students can use the GDC to conduct anonymous focus group interviews or to host an online web-based survey. Transcripts of all discussions are automatically generated.

Center for Writers. The Center for Writers serves the NDSU community by providing free writing assistance to students, faculty, and staff in all departments at all levels in the following ways: by providing a supportive environment where writers and readers work efficiently one-on-one or in small groups; by helping students improve their strategies for writing proficiently and independently; by training writing tutors to become effective readers of and responders to texts from various disciplines; by helping faculty develop and refine writing assignments and assess student writing effectively and efficiently; by helping faculty and staff with questions about their own writing.

Libraries. As a member of the Tri-College University, the NDSU Libraries share resources with Moorhead State University and Concordia College. NDSU library cards are valid at all NDSU, MSU, and Concordia libraries. The Interlibrary Loan Service and Document Delivery Service provide access to books, articles, and other materials not available at the NDSU

libraries. The on-line catalog interfaces with other on-line catalogs in North Dakota, Minnesota, the remainder of the United States, and Canada. The NDSU libraries also possess multiple databases accessible on-line. The Libraries offer a variety of library instruction services including: tours and orientation; course-related instruction in specific subject areas; and demonstrations of special services and information formats such as searching on-line and CD-ROM databases. Library subject specialists, including a Social Sciences librarian, are also available by appointment to provide in-depth assistance in locating and using various print and electronic information resources.

Information Technology Services. Information Technology Services (ITS) provides instructional, research, and administrative computing resources and communications infrastructure support for the University. ITS provides clusters of computers, UNIX workstations, printers, documentation, and software in half a dozen locations around campus (including in the Family Life Center and EML Hall). ITS staff offers non credit seminars on topics such as end-user computing, text and statistical processing, and microcomputers. Statistical consultants are also available to assist in analyzing research data. ITS is also the host of the North Dakota Interactive Video Network (IVN) which allows users at locations around the state to participate in classes and seminars via interactive video technology.

IMPORTANT OFFICES AND PHONE NUMBERS

Center for Child Development	231-8281
Human Development and Family Science Department	
Department Head: Jim Deal	231-7568
Graduate Coordinator: Joel Hektner.....	231-8269
Secretary: Theresa Anderson	231-8268
Couple and Family Therapy Center	231-8534
Customer Account Services (Business Office)	231-7320
Financial Aid Office.....	231-7533
Graduate Center	
Room 102	231-8905
Room 104	231-8907
Room 108	231-9713
Room 111	231-8873
Room 112	231-8904
Graduate School	231-7033
Registrar	231-7981

GRADUATE STUDENT RESPONSIBILITIES

Graduate school differs from your undergraduate experience. You will need to take on more responsibility and initiative than you did in college in order to successfully complete the Master of Science program. You will need to plan your program, attend classes, complete an independent project, and leave sufficient time for reading, writing, and thinking.

More specifically, it is your responsibility to know what classes you need, take these classes when offered, meet with your major professor, know when deadlines are, and know what forms need to be completed and when to hand them in. It is not your major professor's responsibility that you complete your thesis—it is yours. Everyone in the department supports you and wants you to succeed; however, it is your responsibility to be prepared for classes and examinations. Time and motivation are needed to fulfill the demands of your classes, assistantship, and thesis project. In order to be successful in your graduate work, you will need to outline your goals and work towards them.

In this manual you will find an outline of major steps and a timeline. Remember, it is your responsibility to notify the appropriate offices and faculty members that all these steps have been completed. Therefore, it will be your task to find out what you need to do (and by when) to complete the steps.

When you have questions or concerns, there are a number of people you can talk to. Your first contact should be your advisor. You may also wish to speak to the department graduate coordinator (Joel Hektner) or the department head (Jim Deal). In some cases, you may also be referred to a staff member at the Graduate School.

PROGRAM REQUIREMENTS

Human Development and Family Science Option

HDFS 701	Graduate Orientation Seminar	1
HDFS 703	Research Methods	3
HDFS 790	Seminar: Special Topics in Research Methods	3
HDFS 781	Family Systems	3
HDFS 782	Advanced Human Development: Birth through Childhood	3
HDFS 783	Dynamics of Parent-Child Relations	3
HDFS 784	Advanced Human Development: Adolescence through Early Adulthood	3
HDFS 785	Family Theories	3

HDFS Thesis Option

9 additional credits to be approved by advisor and committee. 9
 At least six of these are to be numbered 793 or below (i.e. not practicum,
 field experience, thesis, or paper credits). Elective courses can come
 from within HDFS or from other departments related to HDFS
 (see list on p. 15).

HDFS 798 Master's Thesis 6

Total **37 credits**

HDFS Paper Option

15 additional credits to be approved by advisor and committee. 15
 At least 12 of these are to be numbered 793 or below (i.e. not practicum,
 field experience, thesis, or paper credits). Elective courses can come
 from within HDFS or from other departments related to HDFS
 (see list on p. 15).

HDFS 797 Master's Paper 3

Total **40 credits**

Human Development and Family Science Option

Suggested Plan of Study

Even Year Cohort

Odd Year Cohort

Fall (Year 1)

HDFS 701	Grad Orientation	(1)
HDFS 781	Family Systems	(3)
HDFS 782	Adv. Hum. Dev. I.	(3)
	Elective	(3)

Fall (Year 1)

HDFS 701	Grad Orientation	(1)
HDFS 783	Parent-Child	(3)
HDFS 785	Family Theories	(3)
	Elective	(3)

Spring (Year 1)

HDFS 703	Research Methods	(3)
	Elective	(3)
	Elective	(3)

Spring (Year 1)

HDFS 703	Research Methods	(3)
HDFS 784	Adv. Hum. Dev. II	(3)
	Elective	(3)

Fall (Year 2)

HDFS 790	Seminar: Special Topics in Research Methods	(3)
HDFS 783	Parent-Child	(3)
HDFS 785	Family Theories	(3)

Fall (Year 2)

HDFS 790	Seminar: Special Topics in Research Methods	(3)
HDFS 781	Family Systems	(3)
HDFS 782	Adv. Hum. Dev. 1	(3)

Spring (Year 2)

HDFS 784	Adv. Hum. Dev. II	(3)
	Thesis or Elective	(3)
	Thesis or Paper	(3)

Spring (Year 2)

	Elective	(3)
	Thesis or Elective	(3)
	Thesis or Paper	(3)

*If Paper option is selected, an additional 3 elective credits are required (not shown in this plan).

PROGRAM REQUIREMENTS

Couple & Family Therapy Option

HDFS 701	Graduate Orientation	1
HDFS 703	Research Methods	3
HDFS 773	Foundations of Couple & Family Therapy I	3
HDFS 774	Foundations of Couple & Family Therapy II	3
HDFS 775	Clinical Applications in Couple & Family Therapy I	3
HDFS 776	Clinical Applications in Couple & Family Therapy II	3
HDFS 777	Diagnosis & Assessment in Couple & Family Therapy	3
HDFS 790	Special Topics in Clinical Applications	3
HDFS 780	Ethics & Professional Issues in Couple & Family Therapy	3

Select two courses from

▪ HDFS 782	Advanced Human Development – Birth through Childhood	3
▪ HDFS 783	Dynamics of Parent-Child Relations	3
▪ HDFS 784	Advanced Human Development – Adolescence through Early Adulthood	3
▪ HDFS 786	Advanced Human Development – Middle through Late Adulthood	3
HDFS 785	Family Theories	3
HDFS 790	Seminar: Special Topics in Research Methods	3
HDFS 794	Practicum	19

CFT Thesis Option

HDFS 798	Master’s Thesis	6
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Total **62 credits**

CFT Paper Option

HDFS 797	Master’s Paper	3
Elective		3

Total **62 credits**

Couple & Family Therapy Option

Suggested Plan of Study

Even Year Cohort

Fall (Year 1)

HDFS 701	Grad Orientation	(1)
HDFS 773	Foundations I	(3)
HDFS 780	Ethics	(3)
<i>HDFS 782</i>	<i>Adv. Human Dev. I</i>	(3)
HDFS 794	Practicum	(1)

Spring (Year 1)

HDFS 703	Research Methods	(3)
HDFS 775	Clinical Apps. I	(3)
HDFS 777	Diagnosis	(3)
HDFS 794	Practicum	(3)

Summer (Year 1)

HDFS 794	Practicum	(3)
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Fall (Year 2)

HDFS 774	Foundations II	(3)
HDFS 785	Family Theories	(3)
<i>HDFS 783</i>	<i>Parent-Child Relations</i>	(3)
HDFS 790	Special Topics in Research Methods	(3)
HDFS 794	Practicum	(3)

Spring (Year 2)

HDFS 776	Clinical Apps. II	(3)
<i>HDFS 784 or HDFS 786</i>		(3)
HDFS 790	Special Topics Clinical	(3)
HDFS 794	Practicum	(3)
	Thesis or Paper	(3)

Summer (Year 2)

HDFS 794	Practicum	(3)
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Fall (Year 3)

HDFS 794	Practicum	(3)
	Thesis or Elective	(3)

Odd Year Cohort

Fall (Year 1)

HDFS 701	Grad Orientation	(1)
HDFS 773	Foundations I	(3)
HDFS 774	Foundations II	(3)
<i>HDFS 783</i>	<i>Parent-Child Relations</i>	(3)
HDFS 785	Family Theories	(3)
HDFS 794	Practicum	(1)

Spring (Year 1)

HDFS 703	Research Methods	(3)
HDFS 776	Clinical Apps. II	(3)
<i>HDFS 784 or HDFS 786</i>		(3)
HDFS 790	Special Topics Clinical	(3)
HDFS 794	Practicum	(3)

Summer (Year 1)

HDFS 794	Practicum	(3)
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Fall (Year 2)

HDFS 780	Ethics	(3)
<i>HDFS 782</i>	<i>Adv. Human Dev I</i>	(3)
HDFS 790	Special Topics in Research Methods	(3)
HDFS 794	Practicum	(3)

Spring (Year 2)

HDFS 775	Clinical Apps. I	(3)
HDFS 777	Diagnosis	(3)
HDFS 794	Practicum	(3)
	Thesis or Paper	(3)

Summer (Year 2)

HDFS 794	Practicum	(3)
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Fall (Year 3)

HDFS 794	Practicum	(3)
	Thesis or Elective	(3)

Note: Only 2 of the courses listed in *italics* need to be taken.

PROGRAM REQUIREMENTS

Family Financial Planning Option

Family Financial Planning (FFP) has been registered by the Certified Financial Planner Board of Standards. CFP® and Certified Financial Planner® are federally registered service marks of the Certified Financial Planner® Board of Standards, Inc. They are granted by the CFP® Board to those persons who have fulfilled a comprehensive educational requirement, passed the CFP® Certification Examination, satisfied a work experience requirement, and agreed to abide by the CFP® Board code of ethical conduct. This program consists of 42 semester credit hours.

HDFS 781	Family Systems	3
HDFS 764	Family Economics	3
HDFS 677	Financial Counseling	3
HDFS 770	Fundamentals of Family Financial Planning	3
HDFS 771	Investing for the Family's Future	3
HDFS 765	Insurance Planning for Families	3
HDFS 766	Estate Planning for Families	3
HDFS 768	Housing/Real Estate	3
HDFS 762	Retirement Planning, Employee Benefits And the Family	3
HDFS 767	Professional Practices in Family Financial Planning	3
HDFS 763	Personal Income Taxation	3
HDFS 769	Financial Planning - Case Studies	3
FFP Practicum Option		
HDFS 794	Practicum	6
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Total		42 credits
FFP Paper and Practicum Option		
HDFS 794	Practicum	3
HDFS 797	Paper	3
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Total		42 credits
FFP Thesis Option		
HDFS 798	Thesis	6
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Total		42 credits

Note: The courses in Insurance, Investment, Personal Taxation, Estate Planning, Retirement and Employee Benefits, and Real Estate and Housing will satisfy the education requirements for students who wish to sit for the Certified Financial Planner exam.

Karen Murie at the Office of Continuing Education at NDSU can assist students with registration and fee payment. E-mail her at: Karen.Murie@ndsu.edu

Family Financial Planning Option

Suggested Plan of Study

Fall (Year 1)

HDFS 770 Fundamentals of FFP	3
HDFS 781 Family Systems	3

Spring (Year 1)

HDFS 677 Financial Counseling	3
HDFS 765 Insurance Planning for Families	3

Summer (Year 1)

HDFS 764 Family Economics	3
HDFS 768 Housing/Real Estate	3

Fall (Year 2)

HDFS 771 Investing for the Family's Future	3
HDFS 763 Personal Income Taxation	3

Spring (Year 2)

HDFS 766 Estate Planning for Families	3
HDFS 767 Professional Practices in FFP	3

Summer (Year 2)

HDFS 762 Retirement Planning, Employee Benefits and the Family	3
HDFS 769 Financial Planning - Case Studies	3

Fall (Year 3)

Practicum and/or Paper or Thesis	6
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*This schedule can be compressed (shortened) by taking three or four courses each term, or lengthened by taking only one course each term.

PROGRAM REQUIREMENTS

Gerontology Option

HDFS 660	Adult Development and Aging	3
HDFS 682	Family Dynamics of Aging	3
HDFS 722	Applied Research in Gerontology	3
HDFS 760	Aging Policy	3
HDFS 790	Graduate Seminar – Perspectives in Gerontology	3
HDFS 790	Graduate Seminar – Professional Seminar in Gerontology	3
ADFH 790	Aging and the Environment	3
HNES 652	Nutrition, Health and Aging	3

Gerontology Thesis Option

6 additional credits to be approved by advisor and committee	6
HDFS 798 Master’s Thesis	6

Total **36 credits**

Gerontology Paper Option

9 additional credits to be approved by advisor and committee	9
HDFS 797 Master’s Paper	3

Total **36 credits**

Graduate Certificate in Gerontology (21 credits)

HDFS 790	Seminar – Perspectives in Gerontology
HDFS 660	Adult Development and Aging
HDFS 722	Applied Research in Gerontology
HNES 652	Nutrition, Health, and Aging
HDFS 790	Seminar – Professional Seminar in Gerontology

Select two additional courses from:

- HDFS 760 Aging Policy
 - HDFS 682 Family Dynamics of Aging
 - ADFH 790 Aging and the Environment
- Or from electives approved by your committee.

Gerontology Option

Suggested Plan of Study

Even Year Cohort

Odd Year Cohort

Fall (Year 1)

HDFS 760 Aging Policy (3)
 HDFS 790 Perspectives (3)
 Elective (3)

Fall (Year 1)

HNES 652 Nutrition (3)
 HDFS 790 Perspectives (3)
 Elective (3)

Spring (Year 1)

HDFS 682 Family Dynamics (3)
 HDFS 660 Adult Dev. & Aging (3)
 Elective (3)

Spring (Year 1)

ADFH 690 Environment (3)
 HDFS 660 Adult Dev. & Aging (3)
 HDFS 722 Applied Research (3)

Summer (Year 1)

HDFS 790 Professional Seminar (3)

Summer (Year 1)

HDFS 790 Professional Seminar (3)

Fall (Year 2)

HNES 652 Nutrition (3)
 Thesis or Elective (3)
 Thesis or Paper (3)

Fall (Year 2)

HDFS 760 Aging Policy (3)
 Elective (3)
 Thesis or Elective (3)

Spring (Year 2)

ADFH 690 Environment (3)
 HDFS 722 Applied Research (3)

Spring (Year 2)

HDFS 682 Family Dynamics (3)
 Thesis or Paper (3)

PROGRAM REQUIREMENTS

Youth Development Option

HDFS 710	Foundations of Youth Development	1
HDFS 711	Youth Development	3
HDFS 712	Community Youth Development	3
HDFS 713	Adolescents and their families	3
HDFS 714	Contemporary Youth Issues*	3
HDFS 715	Youth in Cultural Contexts	3
HDFS 716	Youth Professionals as Consumers of Research	3
HDFS 717	Program Design, Evaluation, and Implementation	3
HDFS 718	Administration and Program Management	3
HDFS 719	Youth Policy	3

*This course may be taken more than once, as long as the topic areas are different each time.

Youth Development Thesis Option

3 additional credits to be approved by advisor and committee; may include HDFS 796, Practicum	3
HDFS 798 Master's Thesis	6

Total **37 credits**

Youth Development Paper Option

6 additional credits to be approved by advisor and committee; may include HDFS 796, Practicum	6
HDFS 797 Master's Paper	3

Total **37 credits**

Youth Development Option

Course Rotation Schedule

Fall 2009

HDFS 710 Foundations
HDFS 713 Adolescents
HDFS 712 Community
HDFS 718 Administration
HDFS 716 Research
HDFS 719 Policy

Spring 2010

HDFS 710 Foundations
HDFS 712 Community
HDFS 715 Cultural
HDFS 717 Program Design
HDFS 719 Policy

Summer 2010

HDFS 710 Foundations
HDFS 711 Youth Development
HDFS 714 Contemporary Youth Issues
HDFS 720 Grant Development and Management

Fall 2010

HDFS 710 Foundations
HDFS 713 Adolescents
HDFS 718 Administration
HDFS 716 Research
HDFS 717 Program Design
HDFS 719 Policy

Spring 2011

HDFS 710 Foundations
HDFS 712 Community
HDFS 715 Cultural
HDFS 717 Program Design
HDFS 719 Policy

GRADUATE COURSES IN DEPARTMENTS RELATED TO HDFS

These courses may be used as electives with the approval of the student's advisor and committee.

Anthropology (ANTH)

650 Cultural Anthropology 3

Psychology (PSYC)

653 Organizational Psychology 3
663 Experimental Development Psychology 3
670 Experimental Social Psychology 3
671 The Psychology of Aging 3
673 Child Psychopathology and Therapy 3
761 Applied Research Methods 3
762 Advanced Research Methods and Analysis 3
771 Social/Health Psychology Research 3
782 Emotions 3
787 Advanced Social Psychology and Health 3

Sociology (SOC)

612 Sociology of Sex Roles 3
617 Sociology of the Family 3
618 Social Psychology 3
624 Feminist Theory and Discourse 3
640 Sociology of Aging 3
641 Sociology of Death 3
700 Qualitative Methods 3
701 Quantitative Methods 3
723 Social Theory 3

Human and Community Education (H&CE)

702 Introduction to College Teaching in the Humanities and Social Sciences 3

Communication (COMM)

650 Issues in Communication 3
701 Action-Oriented Research for Communication Professionals 3
706 Advanced Interpersonal Communication 3
708 Advanced Qualitative Methods in Communication 3
710 Advanced Quantitative Methods 3
711 Communication Theory 3
715 Theories of Small Group Communication 3
721 Intercultural Communication 3
725 Communication and Change 3
731 Communication Ethics Seminar 3
780 Health Communication 3
782 Theories of Persuasion 3
783 Advanced Organizational Communication I 3

Counselor Education (CNED)

712 Dynamics of Self 3

714 Career Counseling and Testing 3

Education (EDUC)

710 Philosophy of Education 2

724 Advanced Educational Psychology 2

770 Empowerment and Advocacy in Human Development and Education 3

776 Qualitative Research 3

Health, Nutrition, and Exercise Science (HNES)

652 Nutrition, Health and Aging 3

719 Wellness and Leisure for Adults 3

721 Health Promotion Programming 3

724 Nutrition Education 3

726 Nutrition and Wellness 3

727 Physical Activity and Wellness 3

English (ENGL)

758 Topics in Rhetoric and Writing

OPTIONS FOR MASTER'S THESIS OR MASTER'S PAPER

In the HDFS Master's program there are two options for your final project. One option is to take 6 credits of HDFS 798 Master's Thesis and complete a traditional thesis based on an original research project. A thesis is a scholarly presentation of your original research, including a review of relevant literature, study design and results, and conclusions.

The other option is to take 3 credits of HDFS 797 Master's Paper and complete an independent paper project. Students in the HDFS option would have to take 6 additional credits of other coursework under this option, but if you have already accumulated some thesis (798) credits, you can count 3 of these toward those 6. Students in CFT, FFP, Gerontology, or Youth Development would have to take 3 additional elective credits. In HDFS, FFP, and Youth Development, these credits may include practicum/internship.

As under the thesis option, each student doing a Master's Paper would need to assemble a supervisory committee, present the plan to the committee for feedback and approval, and pass a final oral examination. Following a successful defense, the student will submit the paper to the graduate school. All of their policies and procedures regarding theses (e.g. fees, number of copies, editing process) apply to papers as well.

There are three types of Master's Paper projects.

1. Integrative paper or project. An integrative paper or project typically has a more applied nature than a thesis. In other words, it may relate more directly to your work or internship experience. It may be a proposal or a design for a new way of doing things in your field, such as a new prevention strategy, treatment protocol, intervention program, or training curriculum. These are just some examples. You should discuss your own idea with your major professor. The paper would include an introduction that would provide the background and rationale for the project, as well as a review of the relevant literature. There may be an information-gathering component, in which you might conduct some informal interviews with stakeholders or review existing policy and procedure manuals or curriculum materials. In some cases, this process may require IRB approval, as in a thesis project, although these projects would almost always qualify for exempt status. Finally, the paper would conclude with the details on the program you are recommending. You would also discuss the potential outcomes to be gained from adopting your program. This project would require a proposal paper and a proposal meeting with your committee before completing the final information gathering and development of your program.

2. Clinical process paper and presentation. CFT students have the option to write a detailed "theory of change" paper that articulates their own theory of how change happens in therapy. The paper would include the following sections: 1) An articulation of the major theory/theories that guide your clinical work and any adaptations that you have developed based on your own personal beliefs and values; 2) An articulation of your own personal beliefs about problem development (i.e., how clients develop problematic behaviors, emotions, relationships, etc.); 3) An articulation of the major interventions that you utilize in your clinical work to help accomplish the above two parts; and 4) A detailed case study or series of clinical examples that highlights your personal theory of change. For the paper, the detailed case study or clinical examples should be taken from transcripts of actual therapy sessions and include explanations of how the transcripts selected demonstrate your theory of change. The presentation would involve presenting all of the information in steps 1-3 and video examples of the transcripts that

were highlighted in the paper. The presentation should be approximately 90 minutes in length. For this option, students are required to have a clinical faculty member as an advisor. All committee members would be asked to sign a confidentiality statement. This type of project would not require a proposal meeting.

3. Case study. A case study is a detailed application of theory and research to an individual case (such as a person, service, or community). Students would interview or observe the person(s) or situation, present the case and provide an appropriate analysis for their area of study. For example, in the Gerontology or HDFS options, the case may include a) an analysis of policies relevant to the case issues, b) an analysis of applied considerations (i.e., community resources available, gaps, etc.), c) theoretical implications and relevant ideas from the research literature. In some cases, information could be presented as a single system design analysis. Major sections for the case study paper would typically be abstract, introduction, review of literature, method or process of conducting the case study, presentation of the case, application of theory and research, policy analysis, discussion of applied issues, and conclusions. A case study in Financial Planning or Counseling may include a) information from the intake interview, b) presentation of base-line financial information including appropriate ratios for analysis, c) discussion of appropriate alternatives, d) financial plan, e) method of plan implementation, f) review of related factors such as methods for motivating the client, procedures for follow-up and monitoring of the plan, and discussion of related relevant issues, such as the unique needs of the client. Students would also provide an analysis of their skills as a counselor/planner and an explanation of how the decisions made with regard to the case relate to the larger body of literature reviewed in the FFP program. Variations on this format would be appropriate depending on the type of case study presented. This process will require IRB approval if actual human subjects are included. Examples of other appropriate case studies include a case study of a single parent family, a case study of an elder care situation, a study of a youth development program, and a life history case study of an older adult. There are many other possibilities and you should discuss your ideas with your major professor.

ENROLLMENT IN AND GRADING OF THESIS OR PAPER CREDITS

Students who plan to make significant use of faculty time or university resources to work on a thesis or Master's paper must enroll in HDFS 797 or HDFS 798, commonly called "paper credits" or "thesis credits," respectively. Students enrolling in paper or thesis credits must complete a thesis contract and submit it to the department secretary in order to receive permission to enroll. This contract must be signed by the student and the student's major professor, who must agree on and document the number of credits and the goals that will be achieved during the semester to earn those credits. Careful consideration of these goals is important, as they form the basis for grading the thesis or paper credits. The possible grades that could be received for thesis or paper credits are S (Satisfactory) or U (Unsatisfactory). In order to achieve an 'S' the student must complete all the goals set forth in the thesis contract.

Each semester that a student plans to work on the thesis or paper, a new thesis contract must be completed. Students planning to make use of faculty time in the summer must also complete a contract and enroll in thesis or paper credits for the summer term. Students not working on a thesis or paper but needing to maintain continuous enrollment (and not taking a leave of absence) must also complete a contract and enroll in at least 1 thesis or paper credit each fall and spring term.

Switching between thesis and paper options

Students who have already taken thesis or paper credits and wish to switch to the other option must obtain the approval of their major professor and supervisory committee and then complete a "Request for Change: Plan of Study" form. If switching to the paper option, thesis credits previously taken can be counted as electives but not as a substitute for the 3 credits of HDFS 797 Master's Paper. If switching to the thesis option, Master's paper credits already taken can be counted as electives but not as a substitute for the 6 credits of HDFS 798 Master's Thesis.

WORKING WITH YOUR MAJOR PROFESSOR AND YOUR COMMITTEE

Major professors serve a number of important functions. Each serves as an advisor, mentor, guide, and instructor. Your major professor will help you to choose your committee members, making sure they are appropriate for the topic of study. Your committee and your major professor will approve your plan of study. Your major professor will work with you as you develop and revise both your thesis proposal and your thesis. This person must approve your final draft of each of these documents before you can set up your proposal or thesis defense meetings. In addition to these clearly defined functions, though, major professors may serve in other capacities. They may nominate their students for awards, scholarships, and/or fellowships if applicable. They may invite students to work on other projects of mutual interest. Major professors may serve as role models for professional behavior, and encourage you to engage in activities that will enhance your professional development (e.g. attend and/or present at professional conferences). While not therapists or counselors, major professors can serve as an important source of encouragement and emotional support. They can serve as a sounding board for ideas about your career path. Finding a major professor who will also serve as a mentor might be particularly helpful to students who are traditionally underrepresented in graduate school. These are just a few of the ways a major professor may nurture your development as a professional.

There are individual differences among different professors' styles with regard to advising graduate students. There are also differences in what type of advising an individual student may want. For this reason, it is important that students carefully consider whether there is a good match with a potential major professor in two different areas: 1) area of research interest and 2) advising style and student needs. It is recommended that you read two to three recent publications of potential major professors, and then meet with them to discuss the possibility of working together. Professors understand the need to find the best fit, and so will not object to this style of information gathering. This process might also help you identify potential committee members.

Major Professor Responsibilities

Choosing a major advisor is one of the most important decisions you will make during your graduate studies. You will work closely with your advisor to develop your proposal and master's thesis and to prepare for your oral defense. It is important that your advisor has some knowledge in your specific topic area. It is also important that you can work well with your advisor over the period of your program.

When you first begin your program, you are assigned a temporary advisor. You may decide to continue with that person or switch to someone else. Feel free to talk with several professors about the possibility of working together, to ensure that you make "the best match." Some questions that you may want to ask potential major advisors include:

1. Are you willing to work on a project not directly linked to your line of research?
2. What is your basic philosophy or strategy when working with graduate students?
3. Have you planned any sabbaticals or leave of absences during the next two years?
4. Are you willing to allow students to work off of your own data sets? Under what conditions?
5. How involved do you like for the committee members to be?
6. Are you available to work with students in the summer?

Once you select a major professor, you will work together on developing a time line for completing your Plan of Study and your thesis.

It is possible to change your major professor; in fact, it is very common to change from the advisor who was temporarily assigned to you. Other reasons for switching might include a professor going on developmental leave or leaving NDSU. Changing your major professor is strongly discouraged after your thesis work has begun, and would have to be approved by your current and proposed major professor. In order to change, it is necessary to make arrangements with your new major professor, complete the Major Professor Selection form and complete the Request for Change form.

Department Head Responsibilities

The Department Head will give final approval for several decisions that are made during your graduate career. The Head must approve the Plan of Study Committee and changes to the Plan of Study. He or she is also responsible for approving your scheduled oral examination date (thesis defense), as well as signing the final copy of your thesis. If your thesis involves the collection of data with human participants, the Head must also approve the request to the Institutional Review Board.

Plan of Study Committee

During the second semester, you, in consultation with your major professor and with the approval of the Department Head, should select your Plan of Study Committee. The four (4) member composition of this committee is required as follows:

- Major professor
- Two additional members (at least one must be a HDFS Graduate Faculty member)
- Fourth member to be requested by student/major professor or appointed by the Graduate Dean

It is advantageous to select committee members that have expertise in a specific component of your thesis.

For example, if you selected as your thesis topic “Parent-adolescent conflict during puberty for Native Americans,” it is possible that your major advisor will have expertise in parenting. In this case, it would be a good idea to select committee members that have a strong knowledge of adolescence or Native Americans. Sometimes it may be important to choose a committee member with an expertise in methodology, particularly if you foresee complicated analyses.

During your second semester, the Plan of Study Committee and the Dean of the graduate school must approve the selection of courses that comprise your program.

Revisions of the Plan of Study require the completion of a Request for Change form and approval by the major professor, the Plan of Study Committee, HDFS Department Head, and the Graduate Dean.

STEPS TO COMPLETING YOUR THESIS OR PAPER

The following is from the NDSU Graduate School publication: *Guidelines for the Preparation of Dissertation, Theses, and Papers*

After consulting with your major adviser and selecting a thesis or paper topic, you will carry out planning and other preliminary activities in frequent interactions with all supervisory committee members [primarily working with your major professor]. Once the overall goals and procedures have been established, you are expected to conduct the project in an expeditious manner and to keep your committee members informed. Your failure to maintain an appropriate channel of communication can result in rejection of the thesis or paper shortly before anticipated completion. The copy of the thesis or paper submitted to your supervisory committee is considered a draft which is subject to changes the supervisory committee requires. Such changes could involve rewriting major sections. The copy that the supervisory committee has approved should be produced in final form, with meticulous attention paid to Graduate School requirements, and submitted to the disquisition editor for approval. Final review and approval decisions rest with the Dean of The Graduate School.
(see: "Guidelines" dissertations, theses, and papers")

<http://www.ndsu.edu/gradschool/dissertation/guidelines.shtml>

STEPS REQUIRED TO COMPLETE THE THESIS OR PAPER

Beginning of Second Semester:

- 1. Identify an area of interest that relates to your HDFS option. Carefully and purposefully consider what is of most interest to you in your chosen field and what specifically you want to learn more about and research.
- 2. Chose your major professor (please read "Major Professor Responsibilities" in this manual).
- 3. With the major professor's approval, select additional faculty (two from the department and one from outside the department) to serve on the thesis committee (please follow the guidelines under "Plan of Study Committee" in this manual).
- 4. Develop and submit a formal Plan of Study to the Graduate School.

Second Semester:

- 5. Consult the Guidelines for dissertations, theses, and papers from the Graduate School <http://www.ndsu.edu/gradschool/dissertation/guidelines.shtml> (see "Thesis or Paper Proposal" in this manual).
- 6. Using PsychInfo, and any other applicable databases, do extensive reviews of the literature regarding your topic to formulate your research question and make decisions about your methodology. Work very closely with your major professor to refine your thesis topic and primary research question.

Summer to Third Semester:

- 7. Write your thesis proposal. In almost all cases this involves writing up the first two chapters of your thesis: the literature review and the methodology. Make revisions as recommended by your major professor. Repeat as necessary; your major professor may require several revisions before determining that you are ready to proceed to the next

- step.
8. Please be aware that most professors are on 9 or 10 month positions and may be unavailable for 2-3 months during the summer. Make sure to map out work with your major professor and committee members with regard to their summer schedules.

Third to Fourth Semester:

9. Obtain approval from your major professor to set a formal thesis proposal meeting with all of your committee members, during which you will present your research proposal. Set a thesis proposal meeting that you, your major professor, and each committee member can attend. Send your approved thesis proposal manuscript to all committee members at least two weeks before the proposal date.
10. Following the proposal, the thesis committee will indicate whether or not it approves the proposal. Until approval is received you may not proceed. Working closely with your major professor, make all changes to the research project that were required in the proposal meeting.
11. Follow the NDSU IRB guidelines for any research which utilizes data from human subjects. Expect this process to take a minimum of six to eight weeks. Also, the IRB may request that you furnish additional justification for the methodology and/or make changes in the methodology which may further delay the process. **No participants may be recruited nor may any data on human participants be collected until you receive approval from the IRB.** If the IRB requires/recommends any changes in the methodology these must be discussed with and approved by the thesis committee. Your major professor will help you to complete the form necessary for this process.
12. Recruit participants and obtain Informed Consent as necessary.
13. Begin collection of data strictly as outlined in your IRB approved protocol.

Fourth to Fifth Semester:

14. Complete collection of data.
15. Analyze data according to your methodology. Work closely with your major professor throughout the recruiting, collection of data, and analyzing of data. You may especially need very specific help from your major professor or a specific committee member in order to do the statistical and/or qualitative interpretive analysis of your data.

Fifth Semester:

16. After your major professor approves your final thesis draft, contact all committee members with some options for scheduling your final defense. Coordinate with all committee members to find a date and time acceptable to all.
17. Submit the form "Request to Schedule Examination" to the Graduate School at least **two weeks** prior to the examination.
18. Give a copy of your thesis to all committee members two weeks prior to the final examination.
19. Be present at the final oral examination of your thesis. Arrive early, and be well prepared to field any questions regarding the research you have completed.
20. Submit the Report of Final Examination form to the Graduate School.
21. Complete the final revisions that were agreed upon by the committee in the final examination.

PROGRAM POLICIES

Graduate Assistantships

A limited number of Graduate Assistantships are available to qualified students, typically first year students. Graduate assistants work for a faculty member usually for 10 hours per week. The student receives a full waiver of all tuition as well as a stipend. International students are responsible for furnishing appropriate documents required for their employment on campus. In order to hold an assistantship, students with course work other than disquisition or practicum credits remaining need to be enrolled a minimum of half time (5 credits per semester) and be making adequate progress to degree. Students with only disquisition or practicum credits remaining must enroll in at least 1 credit and must be making adequate progress to degree. Requests for a waiver of this policy may be made in writing to the graduate coordinator.

Other Financial Aid

The North Dakota Board of Higher Education also offers scholarships for returning graduate students. Application forms are on the Graduate School website. If finances are an issue for you, keep in mind that proper planning can help you minimize the length of time required to complete your program and thus minimize expenses. Keep your financial status in mind as you follow through on your program of study.

Maintaining Continuous Enrollment

Students must maintain continuous enrollment for fall and spring semesters each year until all degree requirements are completed. Students who need to interrupt their studies may obtain a leave of absence by applying in writing to the Graduate Dean. The penalty for not maintaining continuous enrollment until submitting final thesis or paper copies can become steep. The Graduate Dean will not approve the degree until the student has registered for the appropriate number of credits of research for any Fall and/or Spring Semesters not covered by either registration or leave of absence. The number of these credits, determined by the Graduate Dean after consulting with the student and the chair of the student's supervisory committee, will amount to at least one (1) credit per semester not covered by either registration or leave of absence, but not more than four (4) credits total. A student who has not registered and/or is on a leave of absence for longer than a continuous two-year period must also reapply for admission and is subject to the degree requirements at the time of readmission. Students who move out of the state may maintain their North Dakota residence status for up to 12 months, after which it is assumed that out-of-state tuition applies.

7-Year Limit

Graduate credit for any course work that is more than seven (7) calendar years old at the time of the final examination cannot be used to satisfy a master's degree program. Following the final examination (i.e. oral defense), the candidate has one (1) additional year during which to provide The Graduate School a disquisition for which the Graduate Dean will sign final approval of all requirements for the degree. Should the disquisition not be deposited as specified or any other degree requirements not be completed within this time limit, the student must repeat the final examination. Leaves of absence do not amend in any way the seven year time limit.

Completing Annual Activity Reports

Every year, each student in a HDFS Master's program is required to submit a Cumulative Activity Report for Evaluation of Progress. A form for this report will be provided or can be

found on the HDFS department website. As the form is cumulative, students are encouraged to save an electronic copy of the form and simply add to and update it each year. Each student will be provided with a written letter of evaluation of progress, with recommendations on areas needing attention in order to successfully complete the program. Students not completing the form will not be eligible for assistantships the following year.

Checking NDSU Email Address

Each student is issued an NDSU email address (usually of the form firstname.lastname@ndsu.edu). Students are required to check this address regularly, as it will be a primary mode of communication from University faculty, staff, and administration. If students do not wish to set up their email program to make their NDSU email account primary, NDSU email can be checked without an email program via the Internet here: <http://webmail.ndsu.nodak.edu>. Alternatively, students can have all of their NDSU email delivered to another account (such as yahoo) by following the instructions here: http://its.ndsu.edu/email_service/mail_drop/. If this option is chosen, students must insure that any spam filters they use do not delete mail from NDSU.

Courses not eligible for tuition waiver

All core courses in the HDFS and CFT options are offered at least once every two years in a form that is eligible for tuition waiver. These courses and some elective courses may also be offered at other times in an online format either through Distance and Continuing Education (DCE) or Great Plains IDEA (GPIDEA). In these cases, these courses would not be eligible for tuition waiver. All courses not eligible for tuition waiver are clearly marked as “DCE” or “GPIDEA” in the Schedule of Courses published online each semester by the Registrar.

Switching degree options

A switch in degree option is not automatically granted and must be approved by the graduate committee and the department head. Students who wish to terminate their studies within one degree option (i.e. HDFS, CFT, FFP, or Gerontology) and instead complete their degree in a different option must submit a current transcript and write a letter to the HDFS graduate committee explaining the reasons for the desired switch. The letter must include information addressing the following issues:

- How your interest in this field developed.
- The experiences you have had (e.g. informal, academic, employment, volunteer) that you see as related to this graduate program or your professional goals.
- What your research interests are and how they might fit with the current research emphases in the department.
- What your professional goals are and how this graduate program will help you accomplish your professional goals.
- If applying to CFT, how your interests and experience fit with the program’s emphasis on social justice.

If a switch is approved, the student must submit a new Plan of Study to the Graduate School.

Participating in Commencement

Students are eligible to participate in commencement at the end of the semester in which they complete their final examination (thesis defense). A Commencement Application form must be completed and submitted to the Graduate School by October 31st for fall commencement or March 15th for spring commencement. The final examination must be scheduled at least one week prior to the date of commencement. Participating in commencement is not proof of earning a degree. The degree is earned and graduation is posted on the date that the Graduate

School grants final approval to the student's disquisition.

Full-time and half-time status

Full-time graduate students take 9 or more credits per semester; half-time students take 5 credits. However, taking fewer than 5 credits, if those credits are for thesis or practicum, will count for half-time status for financial aid purposes.

Awards for Graduate Students

Awards are given annually to students for "Outstanding Assistance to faculty in HDFS" and for "Outstanding Master's Thesis or Paper in HDFS". The awards come with a certificate and a monetary prize. Awardees' names are inscribed on a plaque in the HDFS office.

Policies related to Internship/Practicum (HDFS 794)

Graduate students in any option except CFT who want to take HDFS 794 (Internship/Practicum) need to have completed two full semesters of course work, In addition, their Plan of Study must be completed and signed by their committee, and the course must be on the Plan of Study. The advisor and the student must agree on the student's assignments, responsibilities, and grading criteria, which would be documented on a 794 syllabus form signed by the student and advisor.

Authorship Guidelines

The College of Human Development and Education has an "Authorship Guide" that provides general principles for deciding issues of authorship and recommends procedures for making and documenting these decisions. Among the principles are that authorship should be discussed at the initiation of a project, but ultimately be determined by the relative contribution of participants. Publishing and authorship expectations should be discussed between students and potential advisors prior to the final selection of an advisor. Publications resulting from a student's disquisition should, under most circumstances, list that student as the lead author. Exceptions might be considered in the case where the student is using a faculty member's data. Authorship on additional articles from the data based on new research questions and analysis should be determined based on relative contributions. For more details on these guidelines, and for a template to use to document authorship decisions, see:

<http://www.ndsu.nodak.edu/ndsu/hde/research/CoAuthorHDEGuideFinal.pdf>

ACADEMIC STANDARDS

Only grades of A, B, C, or S are acceptable for graduate credit. All courses taken by a graduate student for which grades are given will be used in calculating the grade point average, except where a course has been repeated. Both grades will appear on the transcript, but only the second grade will be used in calculating the grade point average. (A specific course can be retaken only once, and only three total courses can be retaken). Satisfactory or Unsatisfactory is assigned for research credits, and they are not used in calculating the GPA. Acquisition of more than two grades of C, D, F or U may be grounds for dismissal upon recommendation by the program administrator.

To be in a scholastic status of GOOD STANDING and to receive a graduate degree, a student must maintain a cumulative grade average of at least 3.0.

Any student in GOOD STANDING whose cumulative grade average drops to less than 3.0 at any time of attendance is automatically placed on academic WARNING. Any student admitted in CONDITIONAL status because of grade deficiency is automatically placed on academic WARNING. If a student on academic WARNING fails to achieve a cumulative grade average of at least 3.0 in the subsequent semester of attendance, then the student will be placed on academic PROBATION.

A student on academic PROBATION may not continue the pursuit of the graduate degree program without a waiver from the Dean of the Graduate school acting on a recommendation from the appropriate department/program chair. This recommendation must include a review of the student's status and a proposed plan of remediation which will allow the student an opportunity to return to a cumulative grade average of at least 3.0 within one additional semester. If the cumulative grade average is not at least 3.0 within one additional semester this student will be DISMISSED from his/her graduate program.

A student on academic PROBATION is not eligible for a graduate assistantship or tuition waiver. These minimal scholastic requirements apply to all students enrolled in the Graduate School. Additional requirements may exist for certain graduate departments and programs.

GRIEVANCES

- Step 1. The first step in grievance resolution is to discuss the problem with the faculty person it concerns. If resolution cannot be obtained between concerned parties, the student should move to Step 2. Do not proceed to Step 2 until Step 1 has been completed.
- Step 2. It is the right and responsibility of the Department Chair to work toward conflict resolution within the Department. The student may request a meeting with the individual faculty person and the Department Chair.
- Step 3. Only if satisfactory resolution is not forthcoming in Step 2, the concerned parties move to Step 3, contacting the Dean of the college and or the Dean of the NDSU Graduate School.

Resolution of grievances beyond this stage should follow grievance policies of the university.

LIST OF FORMS

Name of Form	When Needed
Major Professor Selection	When selection is made
Master's Degree Plan of Study and Supervisory Committee	When committee is chosen (typically 2 nd semester)
Request for Change: Plan of Study, Advisory/Supervisory Committee	Any time a change is made in courses taken or committee members
HDFS Thesis Contract	When registering for any semester in which you plan to take thesis or paper credits
HDFS Cumulative Graduate Student Activity Report for Evaluation of Progress	Due by April 15 every year to the HDFS Graduate Coordinator
Financial Aid form to verify research credits equivalent to half-time	Available only from financial aid office (not online). Used to obtain half-time student status even when taking fewer than 5 credits, if those credits are thesis, research, or practicum.
Request to Schedule Examination	Due at least 2 weeks before the date of the thesis defense to the Graduate School
Graduate School Commencement Application	If participating in commencement, due October 31 or March 15 to the Graduate School, as long as defense will be completed by one week before commencement

These forms are available either on the Graduate School website

(<http://www.ndsu.edu/gradschool/forms/index.shtml>)

or the HDFS department website

(http://www.ndsu.edu/ndsu/jdeal/cdfs/cdfs/grad_forms.shtml)

or from the HDFS department secretary.

FACULTY

Kristen Benson (Ph.D., Virginia Tech)

I earned my undergraduate degree from Florida State University in Family Science and my masters in Marriage and Family Therapy from Appalachian State University. I earned my Ph.D. in Human Development with a Specialization in Couple and Family Therapy and a Women's Studies Graduate Certificate from Virginia Tech. I embrace a collaborative approach to education and maintain a focus on critical pedagogy and diversity. As a clinician, I focus on collaborative, feminist, integrative theories. My clinical interests include spirituality and religion, the inclusion of children in family therapy, couples therapy, marginalized populations, gender, experiences of LGBT people and their relationships, and multicultural issues in relational therapy. My research interests focus on gender identity and family/partner relationships, sexuality, family therapy education, collaborative practices and qualitative methodology. I am a clinical member of the American Association of Marriage and Family Therapy, a professional member of the National Council on Family Relationships, and hold a Minnesota LMFT.

Beth Blodgett Salafia (Ph.D., University of Notre Dame)

I earned my bachelor's, master's, and doctoral degrees in the Department of Psychology at the University of Notre Dame. My research examines the various correlates and predictors associated with the development of disordered eating patterns among adolescent boys and girls. Specifically, I investigate parent and peer influences on adolescents' body image, dieting behaviors, and eating disorders as well as how these attitudes and behaviors affect parental well-being. My teaching interests primarily include child and adolescent development and parent-child relations. I am a member of the Society for Research in Child Development and the Society for Research on Adolescence.

Sean Brotherson (Ph.D., Oregon State University)

My doctoral degree is in Family Studies from Oregon State University, with added emphases in gerontology and family policy. My master's degree is in Family Science from Brigham Young University, with an emphasis in family life education. My areas of interest include research, teaching and policy development in fathering, relationship quality, family well-being, family life education, and domestic and international family policy. I am a member of the National Council on Family Relations and work with various organizations in family life education and family policy, primarily through the Cooperative Extension Service.

James Deal (Ph.D., University of Georgia)

I received my bachelors degree from Georgia Southern University in Sociology, and both my masters and doctoral degrees at the University of Georgia in the department of Child and Family Development. Following that, I completed a three year post doc at the University of Virginia (Psychology Department), and George Washington University (Center for Family Research, Division of Psychiatry). My teaching focuses on child development and methods research. My research focus on temperament and personality development in young children. I am a member of the Society for Research in Child Development, the National Council on Family Relations, and the American Psychological Association.

Margaret Fitzgerald (Ph.D., Iowa State University)

I earned my Bachelor's degree at North Dakota State University, my Master's degree at

Arizona State University, and my Ph.D. at Iowa State University. Currently, I teach courses in Financial Planning and Public Policy. My research is in the area of family-owned businesses, particularly gender issues and management, copreneurial couples and business social responsibility. I am a member of the Association for Financial Counseling and Planning Education, the International Family Enterprise Research Academy, and the United States Association of Small Business and Entrepreneurship.

Heather Fuller-Iglesias (Ph.D., University of Michigan)

My research focuses on social relationships and their effect on well-being across the lifespan. Specifically, my interests include family dynamics and aging, intergenerational relationships, and sociodemographic and cross-cultural differences in lifespan development. My teaching focuses on aging, lifespan development, family dynamics, and cross-cultural variation. I received my bachelor's degree in Psychology and Spanish from the University of Minnesota, and both my master's and doctoral degrees in Developmental Psychology from the University of Michigan. I am a member of the American Psychological Association and the Gerontological Society of America.

Joel Hektner (Ph.D., University of Chicago)

My interests and research are in prevention of alcohol and drug abuse and delinquency; aggressive children; peer affiliation patterns and peer influences on behavior; and family and school conditions that facilitate optimal experiences (flow) and optimal development. I enjoy teaching courses in child development, parent-child relations, and research methods. My doctoral field of study was in Human Development at University of Chicago. I earned my B.A. in Psychology from Princeton University. I am a member of the Society for Prevention Research and the Society for Research in Child Development.

Christi McGeorge (Ph.D., University of Minnesota)

I received my bachelor degree from the University of Arizona in Family Studies and my masters degree from Colorado State University in Human Development and Family Studies with a Specialization in Marriage and Family Therapy. My doctorate is from the University of Minnesota in Family Social Science with a Specialization in Marriage and Family Therapy. My primary interests in therapy focus on family play therapy, parenting, and premarital counseling. My research interests include family caregiving, how family make transitions across the life span, family wellness, and premarital counseling. I am a member of the American Association of Marriage and Family Therapy, National Council on Family Relations, and a Licensed Marriage and Family Therapist.

Debb Pankow (Ph.D., South Dakota State University)

My academic areas of study are Family Economics, Demography and Sociology. I earned my Bachelor's degree at North Dakota State University, my Master's degree at North Dakota State University, and my Ph.D. at South Dakota State University. My research currently focuses on retirement preparation. My research interests include financial security, especially for vulnerable populations, such as farm families, youth and women; and work/family issues. I enjoy developing and overseeing programs that feature applications of research findings to address issues. I am a member of Epsilon Sigma Phi and the Association for Financial Counseling and Planning Education Development. Also a board member of South East North Dakota Community Action agency, Advisory board member for the North Dakota Covering Kids and Families RWJ grant, and am the state representative for the High School financial Planning Program.

Brandy Randall (Ph.D., University of Nebraska-Lincoln)

I received my bachelors degree from Creighton University in Psychology, and both my masters and doctoral degrees at the University of Nebraska-Lincoln. My teaching focuses on child and adolescent development. My research interests include prosocial behaviors and moral development, relationship quality, well-being and competence, positive and problem behaviors in adolescence, and culturally appropriate quantitative measurement. I am a member of the Society for Research in Child Development and the Society for Research in Adolescence.

Greg Sanders (Ph.D., University of Georgia)

My academic areas of study were Family Science and Gerontology for my undergraduate and graduate degrees. My interests include both research and application in family strengths, centenarians, family therapy, later life families, stepgrandparenting, and caregiving. I am a member of the Gerontological Society of America and the National Council on Family Relations. I currently serve as the Associate Dean of the College of Human Development and Education.

Thomas Stone -Carlson (Ph.D., Iowa State University)

I received my bachelors degree from Weber State University in Family Studies, my masters degree from Purdue University Calument in (CFT) Child Development and Family Studies with a Specialization in Couple and Family Therapy, and my Ph.D. from Iowa State University in Human Development and Family Studies with a specialization in CFT. My interests in therapy focus on helping men experience accountability in their relationships with women and children; couples therapy; working with women who have suffered from abuse; helping parents experience accountability in their relationships with children. My research interests focus on spirituality, qualitative methodology, training and supervision, gambling, and ethics. I am a clinical member of the American Association for Marriage and Family Therapy, an Approved Supervisor (AAMFT), and a Licensed Marriage and Family Therapist in MN.

Cynthia Torges (Ph.D., University of Michigan)

My research is focused on personality development and psychological well-being in late adulthood (e.g., regret resolution, ego integrity and life satisfaction). I earned my doctoral degree in Personality Psychology from the University of Michigan, and was also a National Institute on Aging postdoctoral fellow at the University of Michigan's School of Social Work. I received my B. S. in Mechanical Engineering from Ohio State University. I am a member of the Gerontological Society of America and the American Psychological Association.

Rebecca Woods (Ph.D., Texas A&M University)

I graduated with my bachelor's degree in Psychology and Art from Stephen F. Austin University. I earned both my master's and doctoral degrees in Developmental Psychology at Texas A&M University. My interests include object processing in infancy, early perceptual development, motor development, and gender differences related to object processing. In addition, I am interested in learning how parent-child interaction can influence infants' attention to and processing of information about objects, such as object features. My teaching interests include perceptual and cognitive development, prenatal development and childbirth, infancy and toddlerhood, lifespan development, and controversial issues in child development. I am a member of the International Society on Infant Studies (ISIS), the Society for Research in Child Development (SRCD), and the Society for Teachers of Psychology, APA division II.

HELPFUL BOOKS ABOUT GRADUATE SCHOOL

Following is a list of books that contain information and insights that will help you negotiate different phases of the graduate school process, from the time you are thinking about applying to the first year, to finishing a thesis or dissertation. There is also information about funding for graduate education. The books have been grouped according to topics. However, some books cover multiple topics. These books are available through the library (either directly at the library or via Interlibrary Loan). If these sources raise additional questions for you, it is recommended that you consult with an academic advisor.

Pre-Application and Application

1. Keith-Spiegel, P.; Wiederman, M.W. (2000) *The complete guide to graduate school admission: Psychology, counseling, and related professions*. 2nd edition. Mahwah, NJ: Lawrence Erlbaum Associates.
2. Green, S. (2003). *How to prepare for the GRE with CD-ROM*. 15th edition. Hauppauge, NY: Barron's.
3. American Psychological Association (1993). *Getting in: A step-by-step plan for gaining admission to graduate school in psychology*. Washington, D. C.: APA.
Great checklists, general advice
4. Asher, D. (2000). *Graduate admission essays: Write your way into the graduate school of your choice*. Berkeley, CA: Ten Speed Press.
5. Finkle, J. (1998). *Graduate school: The best resources to help you choose, get in, and pay*. Issaquah, WA: Resource Pathways.
Great reviews of other resources, application, funding
At NDSU library

Beginning Graduate School

1. Rossman, M. H. (2002) *Negotiating graduate school: A guide for graduate students*. 2nd ed. Thousand Oaks, CA: Sage.
Great information on practical, social, and emotional aspects of graduate school.

Funding

1. Hamel, A. V.; Heiberger, M. M.; Vick, J. M. (1994) *The graduate school funding handbook*. 2nd ed. Philadelphia, PA: University of Pennsylvania Press.
Pre-application and in-grad school funding.
2. Diffley, P. (2003). *Paying for graduate school without going broke*. New York: Princeton Review.
Good financial advice, money management, funding sources.

In Graduate School

1. Johnson, B. W. & Huwe, J. W. (2003). Getting mentored in graduate school. Washington, DC: American Psychological Association:
2. Mauch, J. E. & Birch, J. W. (1998). Guide to successful thesis and dissertation: A handbook for students and faculty. 4th ed., revised and expanded. New York, NY: Marcel Dekker.
3. Cone, J., & Foster, S. L. (1997). Dissertations and thesis from start to finish: Psychology and related fields. Washington, DC: American Psychological Association.
4. Walfish, S., Hess, A. K. (2001). Succeeding in graduate school: The career guide for psychology students. Mahwah, NJ: Lawrence Erlbaum Associates.

In Graduate School: Minority Groups and Women

1. Isaac, A. (1998) The African American student's guide to surviving graduate school. Thousand Oaks, CA: Sage.
2. Toth, E. (1997) Ms. Mentor's impeccable advice for women in academia. Philadelphia, PA: University of Pennsylvania Press.
3. Leonard, D. (2001). A woman's guide to doctoral studies. Buckingham, PA: Open University Press.