Human Development
and
Family Science Department

Graduate Student Manual

For online Great Plains IDEA M.S. and Certificate programs in Gerontology
Family Financial Planning
Youth Development

College of Human Sciences 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 This manual is updated regularly, but may be superseded by HDFS faculty decisions or changes in University policy.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 Graduate Certificate, the Master of Science degree and the Doctor of Philosophy degree.

Great Plains Interactive Distance Education Alliance (Great Plains IDEA)

The **Master of Science** degree in Human Development and Family Science at NDSU is offered in three options, each requiring 36 credits: family financial planning, gerontology, or youth development. In all three options, the program is delivered entirely online and in collaboration with the other universities participating in Great Plains IDEA, a consortium of several land-grant universities in the Midwest. What this means is that although you are always a student of your home institution (NDSU), any given course that you take may be taught by an instructor from any one of the participating Great Plains IDEA universities. So for each course, you will have a "teaching institution", that may be different for every course, as well as your "home institution", NDSU, which will never change. NDSU will always be the one and only place where you will be advised, register for courses, pay tuition, and earn your degree from.

Graduate Certificates signify that you have taken a focused set of graduate courses in a given area. They are an excellent way to earn credentials and decide if a full master's program is right for you. Credits earned in certificate programs can be transferred into the associated full master's degree program.

Family Financial Planning is an emerging field with job opportunities in areas related to investments, insurance, taxation, retirement and estate planning. Two graduate certificates are also available, in **Financial Planning** or **Financial Counseling**. Each requires 18 credits.

Gerontology is an emerging field with job opportunities in areas related to health promotion, education, research, inter-generational activities, senior centers, and retirement communities. Growth of the aging population will result in an increased demand for professionals with knowledge and expertise in aging. A **Graduate Certificate in Gerontology** is also available, with 15 credits of coursework required.

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. Graduate certificates are also available in **Youth Development** and **Youth Program Management and Evaluation**.

Just for your information, the HDFS department also has a Ph.D. program in Developmental Science.

ONLINE RESEARCH AND INSTRUCTIONAL FACILITIES

Online survey hosting service. NDSU maintains a license to Qualtrics, 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. 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 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. 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.

WORKING WITH YOUR GPIDEA CAMPUS COORDINATOR

Melissa Selders-Ortez is the Great Plains IDEA Campus Coordinator for NDSU. She will process your registration for classes every semester. If you have any questions or concerns about enrolling or registering, you should contact her.

Email: melissa.seldersortez@ndsu.edu
Phone: 701-231-5945

COMMUNICATION IN AN ONLINE PROGRAM

At NDSU, email is an official means of communication, and all students are required to check their @ndsu.edu email account regularly. In addition, students are responsible for maintaining contact with their NDSU advisor at least once a semester. In this contact, the student and advisor will review the student's progress toward degree and determine what courses or other activities should be done next.

While taking a course, students are responsible for keeping up with the assignments of the course according to the deadlines set in the syllabus. Students must contact the instructor of the course if they have any questions or concerns about their learning in the course.

IMPORTANT OFFICES AND PHONE NUMBERS

Human Development and Family Science Department

Department Head: Joel Hektner 701-231-8269

Secretary: Maggie Heinle 701-231-8268

Gerontology Coordinator: Melissa O'Connor 701-231-8688

Youth Development Coordinator Joel Hektner 701-231-8269

Family Financial Planning Coordinator Jim Deal 701-231-7568

Customer Account Services (Business Office) 701-231-7320

Financial Aid Office 701-231-7533

Graduate School 701-231-7033

Registrar 701-231-7981

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 Graduate Certificate or Master of Science program. You will need to plan your program, keep up with 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, keep in contact with your major professor, know when deadlines are, and know what forms need to be completed and when to submit them. It is not your major professor's responsibility that you complete your program—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 program. 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 your program coordinator or the department head (Joel Hektner). In some cases, you may also be referred to a staff member at the Graduate School.

PROGRAM REQUIREMENTS

Family Financial Planning M.S. Option

Each course is 3 credits unless otherwise listed.

HDFS 770	Fundamentals of Family Financial Planning
HDFS 762	Retirement Planning, Employee Benefits And the Family
HDFS 763	Personal Income Taxation
HDFS 765	Insurance Planning for Families
HDFS 766	Estate Planning for Families
HDFS 771	Investing for the Family's Future
HDFS 677	Financial Counseling
HDFS 740	Theories and Research in FFP I
HDFS 769	Financial Planning - Case Studies

3 additional credits from:

HDFS 767	Professional Practices in Family Financial Planning
HDFS 768	Housing/Real Estate
HDFS 741	Theories and Research in FFP II
HDFS 772	Military Personal Financial Readiness

6 credits of HDFS 794 Practicum

or

3 credits of HDFS 794 Practicum plus one 3-credit elective course

or

3 credits of HDFS 793 Individual Study: Case Analysis and Recommendations plus one 3-credit elective course

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Total 36 credits

The master's degree in Family Financial Planning (FFP) meets the educational requirements for both CFP® and AFC® certification.

The program 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.

The program has also been registered with the Association for Financial Counseling and Planning Education. The AFC® mark is a federally registered service mark of AFCPE. The mark is granted by AFCPE to people who have fulfilled a comprehensive educational requirement, passed the AFC® certification examination, satisfied a work experience requirement, and agreed to abide by AFCPE's code of ethical conduct.

Suggested Plan of Study

HDFS 770 Fundamentals should be taken in the first semester.

HDFS 769 Case Studies is the capstone course and should be taken in the final semester.

Students who will have completed 18 credits are eligible to register for Practicum credits in any subsequent semester.

In lieu of practicum or case analysis, other capstone options are:

- HDFS 798 Master's Thesis (6 credits)
- HDFS 797 Master's Paper (3 credits) plus one additional 3-credit course
- HDFS 797 Master's Paper (3 credits) plus 3-credit practicum

Graduate Certificate in Family Financial Planning: Financial Planning Option

Required Courses

Core Courses

HDFS 762	Retirement Planning, Employee Benefits & Family
HDFS 763	Personal Income Taxation
HDFS 765	Insurance Planning for Families
HDFS 766	Estate Planning for Families
HDFS 771	Investing for the Family's Future

Capstone Course

HDFS 769	Financial Planning Case Studies

Total Credits: 18

Students new to financial planning or seeking AFC certification should take HDFS 770 Fundamentals of Family Financial Planning instead of one of the core courses above. Check with your advisor prior to enrolling.

After completion of coursework, students are eligible to take the CFP Certification Examination. The CFP Board website at http://www.cfp.net provides information relating to CFP Certification.

Graduate Certificate in Family Financial Planning: Financial and Housing Counseling Option

Required Courses

HDFS 677	Financial Counseling
HDFS 740	Theories and Research in FFP I
HDFS 768	Housing and Real Estate
HDFS 770	Fundamentals of Financial Planning

6 Credits of Electives Selected from the following:

HDFS 741	Theories and Research in FFP II
HDFS 762	Retirement Planning, Employee Benefits and the Family
HDFS 763	Personal Income Taxation
HDFS 765	Insurance Planning for Families
HDFS 766	Estate Planning for Families
HDFS 771	Investing for the Family’s Future
HDFS 772	Military Personal Financial Readiness
HDFS 794	Practicum

Total Credits: 18

PROGRAM REQUIREMENTS

Gerontology M.S. Option

HDFS 723 Perspectives in Gerontology
HDFS 721 Adult Development and Aging
HDFS 682 Family Dynamics of Aging
HDFS 722 Methods and Theories in Gerontology
HDFS 760 Aging Policy
ADHM 705 Environment and Aging
HNES 652 Nutrition, Health and Aging
HDFS 729 Professional Seminar in Gerontology
HDFS 794 Practicum (6 credits)
6 additional credits to be approved by advisor and committee

Total 36 credits

Suggested Plan of Study

Students should plan to take HDFS 723 Perspectives in Gerontology in their first semester and HDFS 729 Professional Seminar in Gerontology as a capstone course in their last semester.

Students who will have completed 18 credits are eligible to register for Practicum credits in any subsequent semester.

In lieu of practicum, other capstone options are HDFS 798 Master's Thesis (6 credits) or HDFS 797 Master's Paper (3 credits) plus one additional 3-credit course or 3-credit practicum.

Graduate Certificate in Gerontology

Required courses

HDFS 723 Perspectives in Gerontology
HDFS 721 Adult Development and Aging

Elective courses: Select 3 additional courses from:

ADHM 705 Environment and Aging
HDFS 682 Family Dynamics of Aging
HDFS 760 Aging Policy
HNES 652 Nutrition, Health, and Aging
HDFS 790 Seminar in Gerontology*
Or from electives approved by your committee
*May be taken more than once, as long as the topic areas are different each time.

Total Credits: 15

PROGRAM REQUIREMENTS

Youth Development M.S. Option

Core Courses

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
HDFS 794	Practicum	5

Elective

HDFS Elective approved by advisor and committee; may include HDFS 794, Practicum	3

Total 36 credits

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

Suggested Plan of Study

HDFS 710 Foundations of Youth Development must be taken in the first semester.
HDFS 711 and 716 should be taken in the first 13 credits.
HDFS 714 or other elective classes are not recommended until the student has completed at least 12 credits.
HDFS 719 should be taken only after the student has earned at least 16 credits.

All core courses are offered every fall and spring semester. In summer, several versions of the Contemporary Youth Issues course are offered.

Students who will have completed 18 credits are eligible to register for Practicum credits in any subsequent semester.

In lieu of practicum, other capstone options are HDFS 798 Master's Thesis (6 credits) or HDFS 797 Master's Paper (3 credits) plus one additional 3-credit course or 3-credit practicum. Note that students completing the thesis or paper options will complete 37 credits total.

Graduate Certificate in Youth Development

Required:

HDFS 710 Foundations of Youth Development (1 credit)

Select 4 courses from the following:

HDFS 711 Youth Development
HDFS 712 Community Youth Development
HDFS 713 Adolescents and their families
HDFS 714 Contemporary Youth Issues*
HDFS 715 Youth in Cultural Contexts
HDFS 719 Youth Policy

13 credits total

Graduate Certificate in Youth Program Management and Evaluation

Required:

HDFS 710 Foundations of Youth Development (1 credit)

Select 4 courses from the following:

HDFS 714 Contemporary Youth Issues*
HDFS 716 Youth Professionals as Consumers of Research
HDFS 717 Program Design, Evaluation, and Implementation
HDFS 718 Administration and Program Management
HDFS 719 Youth Policy

13 credits total

*Can make up only one of the four courses.

OPTIONS FOR THE CAPSTONE EXPERIENCE

Students have 3 options for the capstone experience: Plans A, B, and C.

Plan A, Master's Thesis

If you are strong academically and want to prepare for a Ph.D. program, we would recommend completing a master's thesis instead of doing the practicum, which is an option if you can identify a faculty member who will agree to serve as your advisor. A thesis is a scholarly presentation of your original research, including a review of relevant literature, study design and results, and conclusions.

Thesis topics and methods are agreed upon by the candidate and the supervisory committee in the proposal phase of thesis work. Experimental laboratory research, survey research, naturalistic observations, etc., are all appropriate. Thesis data can be collected by the candidate individually, or as part of a larger research team, or involve analyses of already collected data from some appropriate large-scale database. In all cases, however, the questions, analyses, and write up must reflect the student's original thinking and efforts.

Plan B, Master's Paper

Another option is to take 3 credits of HDFS 797 Master's Paper and complete an independent paper project. Students would also have to take 3 additional elective credits. These credits may include practicum/internship, with fewer hours than the full 5 - 6-credit practicum.

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.

The Master's paper is an integrative paper or project that 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.

Plan C, Practicum/Internship or Case Study

A practicum is a supervised on-the-job experience. We expect that most students in these M.S. programs have applied interests and will want to use this degree as preparation for a professional career, in which case students will be well-served by taking the 5 - 6-credit practicum/internship experience instead of doing a master's thesis or paper. Students do, however, have the option of combining practicum (3 credits) and an elective course (3 credits) rather than doing the full six credits.

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 option, 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. Students who choose the case study option will sign up for three credits of HDFS 793 Individual Study: Case Analysis and Recommendations and will also need to take an additional three-credit elective course.

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.

Advisory committee

Students choosing the thesis or paper option will need to form a three-person supervisory committee, as discussed later in this manual.

ENROLLMENT IN AND GRADING OF PRACTICUM

Selection of Site/Organization
Note that the practicum requirement cannot be fulfilled by simply continuing to do the same work at the same job that you are doing now. It may be fulfilled at a different organization or at your current place of employment, provided that we can contract with your employer to allow you to take on a new role or project that is different and separate from your regular duties.

Requirements
1. You will work for 41 hours per credit for an approved practicum site/organization. Therefore, a 6-credit internship would involve working at least 16 hours a week for the 16-week semester (246+ hours) or 31 hours per week for an 8-week summer term. You may or may not be paid for this work. You must register for HDFS 794 Practicum.

2. You will create some type of product, such as a training manual, curriculum, evaluation tool, educational video or website, grant proposal, etc., that will be of use to the field and/or to your practicum site/organization.

Steps to Complete a Practicum (HDFS 794)

1. Choose a major advisor. With your advisor, plan which semester you will complete practicum. You must have completed 18 credits in the program before starting practicum.

2. With your major advisor, select committee members and complete a Plan of Study. You will list HDFS 794 on your Plan of Study.

3. Complete a Practicum/Internship application form.

4. Communicate with your advisor to discuss possible placement options.

5. With your advisor, complete an HDFS 794 Syllabus form, agreeing on your responsibilities, assignments, and grading criteria. The possible grades that could be received for practicum are S (Satisfactory) or U (Unsatisfactory). In order to achieve an ‘S’ the student must complete all the goals set forth in the practicum syllabus form.

6. Working with your advisor, have the supervisor at the work site complete a Site Contract. (Steps 5 and 6 depend on each other and need to be closely coordinated).

7. While working on the internship, keep a log of hours worked and activities performed. This log will be turned in to your site supervisor weekly and to your advisor at mid-semester and at the end of the semester.

8. Have the site supervisor complete a midterm and final evaluation of your performance.

9. Complete all assignments as specified in the HDFS 794 Syllabus.

ENROLLMENT IN AND GRADING OF CASE STUDY

Students who are interested in using the Case Study option should meet with their major professor to discuss options and procedures. They will need to sign up for three credits of HDFS 793 Individual Study: Case Analysis and Recommendations and will also need to take an additional three-credit elective course to complete degree requirements. Students in this option do not need to form a supervisory committee.

PROGRAM POLICIES

Completing a Plan of Study and Identifying an Advisor and Committee

All students are assigned an advisor upon admission. Students who plan to complete a thesis or master's paper may switch to a different advisor who matches their research interests. About halfway through the program (18 credits completed), students in M.S. programs must complete a Plan of Study form, on which the advisor and committee members are listed as well as all of their course requirements and their choice of capstone experience. Students choosing the thesis or paper option will need two other faculty members to serve as supervisory committee members. These faculty members (one from within the HDFS department, and one from a different NDSU department) who will also review the student's plan of study and thesis or paper, if applicable. The advisor will help the student select appropriate committee members. Details of the supervisory committee may be found at this link.

Financial Aid

The North Dakota Board of Higher Education 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.

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. For students completing theses or papers, following the final examination (i.e. oral defense), the student has one additional year during which to provide The Graduate School the final copy of the thesis or paper. Should the thesis or paper 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.

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://www.ndsu.edu/pubweb/itdivision/mailhub/ Alternatively, students can have all of their NDSU email delivered to another account (such as yahoo). If this option is chosen, students must insure that any spam filters they use do not delete mail from NDSU.

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. FFP, Youth Development, 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.

-What your professional goals are and how this graduate program will help you accomplish your professional goals.

-The experiences you have had (e.g. informal, academic, employment, volunteer) that you see as related to this graduate program or your professional goals.

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 all coursework and their capstone (practicum, thesis, or paper). Students completing theses or papers must schedule their final oral examination 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 thesis or paper.

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.

Authorship Guidelines

The College of Human Sciences 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. More details on these guidelines and a template to use to document authorship decisions are available from the Graduate Coordinator.

Protection of Human Subjects

All research using human participants, including the use of secondary data sources, requires approval by the University's Institutional Review Board (IRB). Information and forms for filing a project with the IRB can be found on the NDSU Research, Creative Activities, and Technology Transfer (RCATT) website.

GRIEVANCE RESOLUTION

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.

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. A student on academic WARNING cannot register for the following semester until the grades for the current semester post. 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 a graduate degree program without a recommendation from the appropriate program administrator and a waiver from the Dean of the Graduate School. This recommendation must include a review of the student's current status and a proposed plan of remediation which provides the student an opportunity to return to a cumulative GPA of at least 3.0 within one additional semester (fall or spring). The remediation plan must be submitted and approved in time for the student to register for the academic term (fall or spring) that immediately follows the term in which the student was placed on probation. If the student does not submit an acceptable plan in time to enroll for the next academic term (fall or spring), or if the cumulative GPA is not at least 3.0 after this one additional semester, the student will be dismissed from his or 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.

LIST OF FORMS

Name of Form	**When Needed**
Master's Degree Plan of Study and Supervisory Committee	When committee is chosen (typically 2nd semester or after 18 credits taken)
Request for Change: Plan of Study, Advisory/Supervisory Committee	Any time a change is made in courses taken or committee members
HDFS 794 Practicum/Internship Application	When preparing to take practicum credits.
Syllabus and Contract for HDFS 794 Practicum/Internship	When preparing to take practicum credits.
Practicum Site Contract	When preparing to take practicum credits.
Practicum Time Log	During practicum.
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 1 every year to your program 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	For students completing a thesis or paper. Due at least 2 weeks before the date of the thesis defense to the Graduate School

These forms are available either on the Graduate School website

(http://www.ndsu.edu/gradschool/current_students/forms/)

or the HDFS department website
(https://www.ndsu.edu/hdfs/graduate_studies/current_graduate_student_information/)

or from the HDFS department secretary.

NDSU FACULTY IN HDFS

With Interests in Family Financial Planning

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

I received my bachelor's 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). I teach courses primarily in personal and family finance and advise students in the family financial planning option. My current research focuses on identity development in emerging adults, particularly in the areas of religion and the transition to college. I am particularly interested in first generation and/or low income students and issues related to financial support. I am a member of the Association for Financial Counseling, Planning, and Education and the National Council on Family Relations.

Carrie L. Johnson (Ph.D., Iowa State University, AFC®)

I received my bachelor's degree from Dakota State University in English for Information Systems, my master's degree in family financial planning from South Dakota State University, and doctoral degree from Iowa State University in family and consumer sciences education. My research focuses on behavioral economics and consumer decision-making across the lifespan. As an Extension Specialist, I create and teach educational curriculum and interventions designed to change financial decisions and behaviors. I am an Accredited Financial Counselor (AFC®) as well as a member of the Association for Financial Counseling, Planning, and Education and American Council on Consumer Interests.

With Interests in Gerontology

Heather Fuller (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.

Melissa Lunsman O'Connor (Ph.D., University of South Florida)

I received a bachelor's degree in Psychology (with a minor in Creative Writing) from St. Cloud State University, a master's degree in Experimental Psychology from the University of Wisconsin Oshkosh, and a Ph.D. in Aging Studies from the University of South Florida. My research focuses on characterizing changes in cognitive and functional abilities across the adult lifespan, and my ultimate goal is to promote healthy aging. Specifically, my research interests include: examining age-related differences and changes in cognitive and functional abilities, such as driving, among healthy adults and clinical populations; quantitative methods and psychometrics; interventions for improving cognition, health, and everyday functioning; and attitudes toward dementia. My teaching interests include adult development and aging, lifespan development, cognitive psychology, and research methods. I am a member of the American Psychological Association (Division 20, Adult Development and Aging) and the Gerontological Society of America.

With Interests in Youth Development

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.

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, the Society for Research in Child Development, and the National Council on Family Relations.

Brandy Randall (Ph.D., University of Nebraska-Lincoln)
I received my bachelor's 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.

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 first year to finishing a thesis. 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.

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: 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.

5. Peters, R. L. (1997). *Getting what you came for: The smart student's guide to earning a master's or Ph.D.* Rev. ed. New York: Farrar, Straus, and Giroux.

6. Kline, R. B. (2009). *Becoming a behavioral science researcher: A guide to producing research that matters.* New York: Guilford.

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.