GRADUATE STUDENT HANDBOOK

MASTER OF ARTS in
HUMAN DEVELOPMENT AND FAMILY STUDIES

SCHOOL OF LIFESPAN DEVELOPMENT AND
EDUCATIONAL SCIENCES
KENT STATE UNIVERSITY
KENT, OH

1This information is intended to supplement, not replace, information in the Kent State University Graduate catalog.

Effective Fall 2012
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GRADUATE STUDY in
HUMAN DEVELOPMENT AND FAMILY STUDIES
School of Lifespan Development and Educational Sciences

The School of Lifespan Development and Educational Sciences in the College of Education, Health and Human Services offers a graduate program for advanced study leading to the MASTER OF ARTS degree in Human Development and Family Studies (HDFS). The M.A. in HDFS is designed for students who are interested in promoting positive family functioning across the lifespan. The curriculum in this concentration was developed using the standards set by the National Council on Family Relations (NCFR) to enable graduates to apply to become Certified Family Life Educators (CFLE) with the completion of course work beyond the 32-hour degree. Kent State is one of only two CFLE-approved graduate programs in Ohio.

The M.A. in HDFS requires a minimum of 32 graduate semester-hour credits. The program emphasizes both basic and applied research. Student participation in interdisciplinary research and community outreach projects is encouraged. All students are required to complete either a Masters Thesis or a Masters Project. Refer to Appendix A of this handbook for a listing of the M.A. program course requirements.

HDFS graduates are prepared for case management, administrative, and teaching positions in human/social services, junior- and community colleges, cooperative extension, and older adult services. The program also provides a foundation for admission into related Ph.D. programs. See our website to learn more about our school, graduate programs, and faculty: http://ehhs.kent.edu/hdfs/masters.cfm

Limited scholarship monies are available to graduate students on a competitive basis (see Appendix G).

There are a number of optional graduate certificate programs available to supplement the M.A. in Family Studies, depending on the student’s professional interests and goals. The Certified Family Life Educator (CFLE) certificate is granted through the National Council on Family Relations. The Certificate in Gerontology, Certificate on Disability Studies and Community Inclusion and the Behavior Intervention Specialist Certificate and the Autism Spectrum Intervention Specialist Certificate are administered through the KSU College and Graduate School of Education, Health, and Human Services. Completion of one of these certificates will require extra coursework beyond that required for the M.A. in Human Development and Family Studies. Information about the required coursework for these certificates can be found in Appendix H.
Student Outcome Goals and Objectives  
M.A. program in Family Studies

HDFS faculty have established the following student outcome goals and objectives that guide curriculum and teaching in the MA degree program in Family Studies.

1. Identify dimensions of human development and family relationships across the lifespan.

   A. Goal: To foster a holistic perspective of human development and family relationships.
      1. Learning Objective: to identify physical, cognitive, emotional and social dimensions of human development and family relationships.
      2. Learning Objective: to demonstrate an understanding of current research and practice in human development and family studies.

   B. Goal: To foster an understanding of developmental contexts
      1. Learning Objective: to identify the reciprocal influences of family, school, work, and community contexts on human development.

2. Identify ways to promote optimal human development and family relationships across the lifespan.

   A. Goal: To prepare students to contribute to the quality of life and well-being of individuals and families.
      1. Learning Objective: to identify practical implications of human development and family relationship concepts.
      2. Learning Objective: to demonstrate an understanding of program development, delivery and evaluation.

3. Engage in research and scholarly writing.

   A. Goal: To expose students to quality developmental and family research.
      1. Learning Objective: to access scholarly sources and critically evaluate the quality of empirical research.
      2. Learning Objective: to demonstrate an understanding of theories, methods and principles of research.

   B. Goal: To foster the development of scholarly oral and written communication skills.
      1. Learning Objective: to effectively communicate their ideas in oral presentations and written papers.

   C. Goal: To equip students with basic skills of conducting and reporting empirical research in the field of human development and family studies.
1. Learning Objective: to demonstrate proficiency in developmental and family research methods and relevant statistical analyses.

2. Learning Objective: To independently complete an independent master’s thesis or master’s project that reflects an understanding of the interrelationship between theory, research, and practice.

4. Understand and address the strengths and needs of diverse populations.

   A. Goal: To define diversity as integral to the study of human development and family relationships.
      1. Learning Objective: to recognize the unique strengths and needs of individuals and families.

   B. Goal: To provide opportunities for outreach to individuals, families, and communities.
      1. Learning Objective: to apply knowledge of human development and family relationships through involvement with and study of diverse populations.

5. Establish a professional identity in Human Development and Family Studies

   A. Goal: To encourage students to explore professional culture and expectations in HDFS
      1. Learning Objective: to identify opportunities to make a contribution in the field of HDFS

      2. Learning Objective: to demonstrate knowledge of professional organizations in the field of HDFS

   B. Goal: To assist students in identifying an area of expertise within HDFS
      1. Learning Objective: to demonstrate expertise in a specific focus area

   C. Goal: To provide opportunities for leadership development
      1. Learning Objective: To demonstrate leadership skills

6. Identify professional opportunities within Human Development and Family Studies.

   A. Goal: To assist students in identifying professional pathways beyond graduation.
      1. Learning Objective: to identify opportunities for advanced training and certification in human development and family studies and related professions.

      2. Learning Objective: to identify opportunities for employment in human development and family studies and related professions.
APPLICATION AND ADMISSION REQUIREMENTS
Master of Arts in Human Development and Family Studies

- Completed graduate school application: [www.kent.edu/admissions/apply/graduate](http://www.kent.edu/admissions/apply/graduate)

- A $30 nonrefundable application fee payable via the online application.

- An official transcript from each college or university (except Kent State University) in which 9 semester hours or more were earned. An undergraduate GPA of at least 3.0 on a 4.0 scale is required. (Students with a GPA below 3.0 may be considered for conditional admission.) In cases where graduate courses have been completed, a 3.0 for graduate work is required. A Bachelor's degree in a related undergraduate program is preferred; undergraduate coursework in social sciences is required.

- Three letters of reference from individuals (preferably academic) who can attest to the applicant's potential for success in graduate school.

- A written statement in response to the following questions:

  *Describe the process by which you became interested in pursuing a Masters degree in HDFS. Include educational (i.e., meaningful courses, projects and readings), professional (i.e., relevant work and/or volunteer experience), and personal experiences that contributed. What are your professional goals and how will a Masters degree in HDFS prepare you for accomplishing those goals?*

  *To earn a M.A. in Human Development and Family Studies, you will be required to complete a Masters thesis or an applied Masters project. Please describe some potential topics of interest to you at this time and which HDFS graduate faculty members’ research areas seem to match your interests.*

- Students for whom English is a second language are required to have a TOEFL score of 80 (internet-based), with a minimum score of 20 on each section.
The Human Development and Family Studies M.A. program requires students to complete a minimum of 32 graduate semester hour credits (courses 50000-level and above), including either a master’s thesis or an applied master’s project. Specific program requirements are indicated on the Plan of Study (Appendix A).

**General Guidelines**

- Students must complete a minimum of 16 hours of 60,000 or 70,000 level courses.
- Students may apply no more than four Workshop and/or Individual Investigation hours toward their degree requirements.
- Students may apply no more than six Thesis I hours toward their degree requirements.
- Once students begin registering for Thesis I hours, they must maintain continuous enrollment in Thesis (including summers) until they graduate.
- If students have not successfully defended their thesis upon completion of 6 hours of Thesis I, they must continually enroll in 2 credits of Thesis II (including summers) until they graduate.
- Students may apply no more than six Master’s Project hours (HDFS 61198) toward their degree requirements.
- No research hours (HDFS 61098) may be applied toward a degree with the thesis option.
- Students may apply no more than three Practicum hours (HDFS 54092) toward degree requirements.
- Students must have a 3.00 grade point average to graduate.
Time Limits

• Graduate course work must be started within two years from the date of admission.

• A graduate student is required to complete all degree requirements within six calendar years after the student enters the M.A. program.

Transfer Credit

A maximum of twelve semester hours of credit may be accepted by transfer from accredited institutions offering the Master's degree, provided:

1. graduate credit was received from that institution;
2. a grade of "A" or "B" was earned;
3. credit is less than six years old at the time the degree is conferred at KSU;
4. an official transcript with an accompanying explanatory letter is filed in the department;
5. the student's advisor, School director, and the graduate dean approve.

Students have one year from the date of first enrollment to transfer in previously completed graduate coursework.
PROCEDURES FOR COMPLETING DEGREE

**General Guidance**

- Upon admission to the graduate program a student is assigned a temporary advisor who serves as a consultant during initial registration and orientation to the program.

- The student should meet with his/her assigned temporary advisor before initial registration and plan course work for his/her first semester.

- During a student’s first semester in the graduate program, he or she should arrange individual appointments with each Human Development and Family Studies graduate faculty member to interview the faculty about their research interests. Information from these interviews will be helpful to the student in completing the academic goals worksheet and selecting a permanent faculty advisor.

- No later than the end of the second semester of enrollment, the student should complete the *Academic Goals Worksheet* (Appendix B). The faculty advisor will sign this worksheet and a copy must be submitted to the HDFS program coordinator for placement into the student’s file.

- No later than the end of the second semester of enrollment, the student should select a graduate faculty member to be his or her permanent academic advisor. In making this selection, the student should seek a faculty member with research interests related to those of the student. This choice must be mutually acceptable. A *Permanent Advisor Assignment Form* (Appendix C) must be signed by the student and their advisor and submitted to the HDFS program coordinator for placement into the student’s file. Faculty profiles summarizing research interests are included in Appendix D. More detailed information should be obtained from individual interviews with faculty members.

- Prior to the end of the second semester of enrollment, the student must meet with their academic advisor to complete the *Plan of Study* (Appendix A). Students should bring the completed *Academic Goals Worksheet* to this meeting to assist the advisor in helping the student identify courses that reflect the student’s academic goals. The completed *Plan of Study* form should be submitted to the HDFS program coordinator no later than the end of the second semester of coursework in the program. A copy of the *Plan of Study* will also be filed in the Office of Graduate Studies in the College of Education, Health, and Human Services. Students will not be permitted to register for coursework beyond the second semester until the completed *Plan of Study* has been filed on the Office of Graduate Studies.

- Following completion of a significant portion of the required course work, the student should initiate the formation of the thesis/master’s project committee. The committee
consists of a minimum of three graduate faculty, including the permanent advisor and at least one other faculty member from HDFS. The third member of the committee may be from an academic unit other than that of the student or may be from HDFS.

- Students must file an application for graduation in 418 White Hall by the first Friday of the semester in which they wish to graduate. The graduation application may be found at [http://www.kent.edu/ehhs/ogs/upload/graduationapplicationmamededs_009.pdf](http://www.kent.edu/ehhs/ogs/upload/graduationapplicationmamededs_009.pdf)
Students may select either the master’s project or thesis option. Approval of the proposed project or thesis by the student’s master’s committee is required, as is the successful completion of an oral final examination conducted by their committee. College of EHHS guidelines for completion of a thesis or project should be followed. These can be found at: http://www.kent.edu/ehhs/ogs/masters/upload/thesis-procedure-inst.pdf

The College of EHHS’s deadlines for master’s projects and theses must be adhered to. Please refer to the following link for deadlines: http://www.kent.edu/ehhs/ogs/graduation-applications.cfm. Click on “Important Dates.”

**Information for Master’s Project Candidates**

The master’s project track is intended for students who do not plan to continue graduate work beyond the Master’s degree, and provides the opportunity to approach research and theory in a more applied manner. The presentation and interpretation of original research is not required. For the master’s project option, students complete a project that will enhance their professional goals. The role of the master’s project advisor is to guide the student with identifying relevant areas of investigation and to assist the student in successfully completing the master’s project.

**Process for Master’s Project:**

1. Meet with advisor to determine the topic for the project. A master’s project topic should be selected based on the student's professional interests, interests of the advisor, current concerns in the field, and feasibility of conducting the study. The role of the project advisor is to assist the student with identifying relevant areas of investigation and to guide the student in successfully completing a master’s project.

2. Select a master’s project committee. The committee is comprised of your academic advisor and at least one other graduate faculty member from within HDFS. The third committee member may be a graduate faculty member from another academic program area or from HDFS.

3. Present a written project proposal for approval. The format will vary; however, the following is typical:
   - Chapter 1: Introduction and Statement of the Problem
   - Chapter 2: Review of the Literature
   - Chapter 3: Methodology and/or Outline of Project
A. Provide a written proposal to each master’s project committee member for their evaluation at least one week prior to the proposal meeting.

B. Make a formal presentation of the project proposal to the committee for their recommendations and evaluation.

C. Obtain approval of project proposal and signatures by the committee. A Notification of Approved Master’s Thesis or Master’s Project Committee & Proposal form (Appendix E) [http://www.kent.edu/ehhs/ogs/masters/upload/thesis-committee.pdf] must be filed with the HDFS program coordinator by the student no later than the first Friday of the semester in which the student plans to graduate.

4. Conduct project.

A. Obtain Institutional Review Board approval, if appropriate. Note: all investigators submitting applications to the Institutional Review Board will need to submit proof that they have completed training in research with human participants. This training can be completed on-line (approximately 3-5 hours) and can be accessed via the following website: [https://www.citiprogram.org/default.asp](https://www.citiprogram.org/default.asp)

B. Discuss progress with advisor on a regular basis.

5. Write project.

A. Provide completed project to master’s committee with at least one week lead time for review prior to the defense.

B. Orally present the project to the committee and pass an oral examination (i.e., defense) conducted by the master’s project committee.

C. Incorporate editorial and content modifications, as suggested by the committee.


E. Provide an appropriate copy of the project to your advisor, who will retain it for the School. If committee members request a copy, provide each of them with a copy.
Information for Thesis Candidates

Process for Thesis:

The thesis track is intended for research-oriented students and is designed to provide the opportunity to conduct original research. The thesis option is recommended for all students who intend to continue in graduate school beyond the master's level. Approval of a thesis proposal by the student's thesis committee is required, as is the successful completion of an oral final examination conducted by the thesis committee.

1. First, the student must determine a thesis topic. A thesis topic should be selected based on the student's professional interests, interests of the advisor, current concerns in the field, and feasibility of conducting the study. The role of the thesis advisor is to assist the student with identifying relevant areas of investigation and to guide the student in successfully completing a thesis.

2. Select a thesis committee. The committee is comprised of the student's major advisor and at least one other graduate faculty member from HDFS. The third committee member may be a graduate faculty member from another academic program area or from HDFS.

3. The student must present a written thesis proposal for approval. The process includes:
   A. Develop a written thesis proposal consisting of Chapters 1, 2, and 3 of the thesis:
      • Chapter 1: Introduction and Statement of the Problem
      • Chapter 2: Review of the Literature
      • Chapter 3: Methodology
   B. Provide the written proposal to each thesis committee member for evaluation with at least one week lead time prior to the proposal meeting.
   C. Make a formal presentation of the thesis proposal to the committee for their recommendations and evaluation.
   D. Obtain approval of the thesis proposal and signatures by the thesis committee. A Notification of Approved Master's Thesis or Master's Project Committee & Proposal form (Appendix E) http://www.kent.edu/ehhs/ogs/masters/upload/thesis-committee.pdf should be filed with the Human Development and Family Studies program coordinator in 405 White Hall no later than the first Friday of the semester in which the student intends to graduate.

4. Discuss academic and research progress on a regular basis with thesis advisor.
   A. Complete thesis research.
      • Obtain Institutional Review Board approval, if appropriate.
      Note: all investigators submitting applications to the Institutional Review Board will need to submit proof that they have completed training in research with human participants. This training can be completed on-line (approximately 3-5 hours) and can be accessed via the following website: https://www.citiprogram.org/default.asp
Collect data for research study.
Complete data analysis.
Summarize results and write a discussion of findings.
Compile your conclusions, implications, recommendations and limitations.

B. Complete thesis.
- Assemble your written thesis into one of two possible formats:
  - Format I (traditional format) consists of:
    - Chapter 1: Introduction and Statement of the Problem
    - Chapter 2: Literature Review
    - Chapter 3: Methodology
    - Chapter 4: Results
    - Chapter 5: Discussion
  - Format II (journal article format) consists of:
    - Chapter 1: Introduction and Statement of the Problem
    - Chapter 2: Literature Review
    - Chapter 3: Methodology
    - Chapter 4: Journal Article or articles (in style appropriate for submission to a professional journal)
- Provide thesis to committee with at least one week lead time for review.
- Orally present thesis and pass an oral examination (i.e., defense) conducted by the thesis committee. A Report of Oral Defense: Master’s Thesis or Master’s Project form (Appendix F) [http://www.kent.edu/ehhs/ogs/masters/upload/oral-defense.pdf](http://www.kent.edu/ehhs/ogs/masters/upload/oral-defense.pdf) must be filed with the Human Development and Family Studies program coordinator in 405 White Hall following successful defense of the thesis.
- Incorporate editorial and content modifications in consultation with advisor.

C. Students are encouraged to submit their thesis research to professional conferences and professional journals for publication consideration.
APPENDICES
APPENDIX A

PLAN OF STUDY FOR
MASTER OF ARTS IN
HUMAN DEVELOPMENT AND FAMILY STUDIES
PLAN OF STUDY
Human Development and Family Studies
Master of Arts
(32 Semester Hours)

Student Name: ____________________________  Student Banner ID # __________

Human Development and Family Studies Core Requirements:

- EPSY 65523  Lifespan Development (3)
- EVAL 65510  Statistics I Educational Services (3)
- EVAL 65511  Research in Educational Services (3)
- HDFS 64023  Family Theories and Processes (3)
- HDFS 64024  Family Life Education (3)

Thesis Option*

- HDFS 61199  Thesis I (6)

OR

Master’s Project Option**

- HDFS 61198  Master’s Project (6)

Suggested focus area courses: In consultation with advisor, select 11 hours to create a special emphasis.

- ARCH 55640  Developing Environments for Older Adults (3)
- BSCI 54020  Biology of Aging (3)
- GERO 54030  Adult Development and Aging (3)
- GERO/HDFS 54092  Practicum (3-6)
- GERO 61191  Interdisciplinary Seminar in Gerontology (3)
- HDFS 54020  Adolescent Development (3)
- HDFS 54023  Building Family Strengths (3)
- HDFS 54028  Parent-Child Relationships (3)
- HDFS 54029  Family Policy (3)
- HDFS 54037  Positive Youth Development (3)
- HDFS 54038  Professional Child and Youth Work Practice (3)
- HDFS 54039  Bereavement, Trauma and Other Losses (3)
- HDFS 64027  Early Adolescence (3)
- PHIL 50005  Health Care Ethics (3)
- PSYC 60610  Psychology of Adulthood and Aging (3)
- SOC 52010  Death and Dying (3)
- SOC 62877  Social Gerontology (3)

- Other related courses with approval of advisor.

*The thesis track is intended for research-oriented students and is designed to provide the opportunity to conduct original research. Approval of a thesis proposal by the student’s thesis committee is required, as is the successful completion of an oral final examination conducted by the thesis committee.

**The master’s project track is intended for students who do not plan to continue graduate work beyond the master’s degree, and provides the opportunity to approach research and theory in a more applied manner. The presentation and interpretation of original research is not required. However, approval of the intended project by the student’s master’s project committee is required, as is the successful completion of an oral final examination conducted by the master’s project committee.

_______________________________________________________  Student’s Signature  date

_______________________________________________________  Advisor’s Signature  date
APPENDIX B

ACADEMIC GOALS WORKSHEET
M.A. PROGRAM IN
HUMAN DEVELOPMENT AND FAMILY STUDIES
Student Academic Goals Worksheet*

Student Name: ________________________

1. Statement of Professional Interests:
   How do you plan to use your Masters degree?

2. Coursework:
   What courses have you completed so far? What courses do you anticipate taking?

3. Research Goals:
   What topics are of interest to you for your Thesis or Masters Project? What faculty have you identified whose research interests are a good match with yours?

4. Instructional Development Goals:
   Do you have an interest in getting some teaching experience? Specifically, are you interested in giving a guest lecture in an undergraduate HDFS class? (If so, what topics?) grading written assignments? taking full responsibility for teaching an undergraduate course? (If so, what course?)

5. Practicum Goals:
   Do you intend to do a practicum? What population and/or setting?

_____________________________________              _________________________________
Student Signature                                    Date                 Advisor Signature                            Date
APPENDIX C

PERMANENT ADVISOR ASSIGNMENT FORM
M.A. PROGRAM IN
HUMAN DEVELOPMENT AND FAMILY STUDIES

PERMANENT ADVISOR ASSIGNMENT FORM*

Name of Student _______________________________________________________________
Address ______________________________________________________________________
______________________________________________________________________________
Telephone Number______________________________________________________________
Student Number________________________________________________________________
Name of Permanent Advisor______________________________________________________

____________________________________________________
Advisor's Consent

____________________________________________________
Student's Signature

____________________________________________________
Date

*This form must be submitted to the Human Development and Family Studies program coordinator by the end of the student's second semester of enrollment in graduate school.
APPENDIX D

FACULTY PROFILES
Maureen Blankemeyer, Ph.D., CFLE (Oklahoma State University); Associate Professor, Human Development and Family Studies. Research interests include family life education; children, peace, and war; and bereavement.

Kelly Cichy, Ph.D. (The Pennsylvania State University); Assistant Professor, Human Development and Family Studies. Research examines the links between social relationships and health in midlife and later life, specifically the relational and psychological implications of negative experiences involving family, particularly within African American families.

Dale Curry, Ph.D. (Kent State University); Associate Professor, Human Development and Family Studies. Research interests focus on training and development of human service workers (e.g., child welfare workers and child and youth care practitioners); other workforce issues including transfer of learning, training evaluation, worker retention, and assessment of worker competence. Dr. Curry serves as Editor of the journal *Training and Development in Human Services* and Co-Editor of *Journal of Child and Youth Care Work*.

Mary Dellmann-Jenkins, Ph.D. (University of Wisconsin-Madison); Professor, Human Development and Family Studies and Gerontology. Research interests focus on family dynamics in later life, viable ways to enhance the well-being/morale of older people, and intergenerational programming.

Rhonda A. Richardson, Ph.D., CFLE (The Pennsylvania State University); Professor, Human Development and Family Studies. Research interests include the intersection of adolescent development and family relationships with a focus on an ecological, developmental life course perspective; strengthening families, schools, and youth organizations for positive youth development; parenting education for the adolescent years.

Greg Smith, Ed.D. (University of Rochester); Professor, Human Development and Family Studies and Gerontology. Research interests include informal caregiving arrangements within aging families; psychoeducational interventions for caregiving families; social cognition and psychological well-being in the later years. Dr Smith serves as Associate Editor, *International Journal of Aging and Human Development*.

Scott Tobias, Ph.D. (University of Missouri-Columbia); Assistant Professor, Human Development & Family Studies. Research interests include the relationship between playing different genres of video games and academic achievement in children and adolescents, as well as how popular video games can be utilized for educational purposes.
Steven Toepfer, Ph.D. (The Ohio State University); Assistant Professor, Human Development & Family Studies. Research interests include family patterns of emotional distance regulation, subjective well-being in families, and multi-method assessment of individual differences.

Russell Toomey, Ph.D. (University of Arizona); Assistant Professor, Human Development & Family Studies. Research interests include identifying risk and protective factors that explain health and academic outcomes among marginalized young people, with a specific focus on lesbian, gay, bisexual, and transgender youth and ethnic minority youth.

Kathleen Walker, Ph.D. (Kansas State University); Associate Professor, Human Development and Family Studies. Research interests include children’s perceptions of peace, war, and related concepts; the use of children’s drawings in research; and the career choices and development of HDFS alumni.
APPENDIX E

NOTIFICATION OF APPROVED MASTER’S THESIS OR MASTER’S PROJECT COMMITTEE & PROPOSAL FORM
NOTIFICATION OF APPROVED
MASTER’S THESIS OR MASTER’S PROJECT COMMITTEE & PROPOSAL

OFFICE OF GRADUATE STUDENT SERVICES
COLLEGE AND GRADUATE SCHOOL OF EDUCATION, HEALTH, & HUMAN SERVICES
418 WHITE HALL
KENT OH 44242

(Note: A copy of the master’s thesis or master’s project abstract must accompany this form.)

This form should be filed with the Office of Graduate Student Services (418 White Hall) no later than the first day of the term in which the student expects to receive the degree. Signatures required when /s/ shown.

Date ______________________________________

Student ID # ______________________________

Student Name
__________________________________________________________________________  
(first)  (middle)  (last)

Address____________________________________________________________________
(number & street)  (city)  (state)  (zip)

Email ________________________________

Local Phone Number____________________

Department and Area of Concentration _______________________________________

Title of Proposed Master’s Thesis or Master’s Project (please circle one)_____________
Members of the Thesis / Master’s Project Committee:

Typed _________________________ /s/ ____________________________

Thesis/Master’s Project Director

Typed _________________________ /s/ ____________________________

Committee Member

Typed _________________________ /s/ ____________________________

Committee Member

Acknowledgement

Graduate/Program Area Coordinator /s/ ____________________________ Date __________

Department Chair /s/ ____________________________ Date __________

Assoc. Dean for Administrative Affairs /s/ ____________________________ Date __________
APPENDIX F

REPORT OF ORAL DEFENSE
MASTER’S THESIS OR MASTER’S PROJECT FORM
This form should be filed with the Office of Graduate Student Services (418 White Hall) by the oral defense deadline established each graduation. Signatures required when /s/ shown.

Date of Examination ________________________

Student ID # _______________________________

Name of Student ____________________________________________________________
   (first) (middle) (last)

Address ____________________________________________________________
   (number & street) (city) (state) (zip)

Email _______________________________  Local Phone Number____________________

Department and Area of Concentration____________________________________

Exact Title of Master's Thesis or Master's Project (circle one)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Circle Result of Examination:  Pass  Fail
(A student passes or fails by majority vote of the committee)

Signatures of Examining Committee:
Thesis/Project Director /s/ _________________________   Pass _____    Fail _____
Member /s/ _________________________   Pass _____    Fail _____
Member /s/ _________________________   Pass _____    Fail _____

Acknowledgement
Graduate/Program Area Coordinator /s/ ________________________________

__________________________    (Date)

Associate Dean for Administrative Affairs /s/ ________________________________   __________

__________________________    (Date)
GRADUATE ASSISTANTSHIPS
James and Dorothy Fruit Scholarship for Family Studies

This scholarship was established in 2000 to provide assistance to graduate students in the field of family studies. One award will be made annually to a graduate student. The award will be $500.

Criteria
- First year graduate student, with no more than 10 hours course work toward degree
- Admitted into Family Studies program
- Minimum grade point average of 3.5
- Service record related to family studies
- Work experience related to family studies
- Professional goal statement

Irmiter/Linerode Graduate Scholarship in Human Development and Family Studies

This endowed scholarship was established by Doris Irmiter, a 1943 graduate of the Kent State University College of Education where she majored in Home Economics. One award will be made annually to a graduate student. The award will be $500.

Criteria
- Graduate student in Human Development and Family Studies with a GPA of 3.0.
- Scholarship recipient must maintain an average GPA of 3.0 in order to be considered for renewal of the scholarship.
- Any one award recipient is limited to receiving the scholarship for two years.

* * * * * * * * * * * * * * * * * * * * * * * *

Additional funding for graduate research may be available through the Graduate Student Senate (330-672-5860). Interested students should discuss this with their Graduate Advisor. Information available at  http://dept.kent.edu/gss

Graduate Assistantships

A limited number of graduate assistantships are available on a competitive basis. Assistantships typically require 20 hours per week of service to the HDFS program. A full tuition waiver and a monthly stipend are provided. Applications for assistantships are reviewed in March or April for appointments to begin in the following Fall semester.

Application forms and instructions are available on the following website:  http://www.kent.edu/ehhs/ogs/upload/ga-application.pdf
Completed applications should be submitted to the School of Lifespan Development and Educational Sciences, 405 White Hall, Kent State University, Kent, OH  44242 by March 15.
APPENDIX H

OPTIONAL GRADUATE CERTIFICATES
TO SUPPLEMENT THE M.A. IN
HUMAN DEVELOPMENT AND FAMILY STUDIES
CERTIFIED FAMILY LIFE EDUCATOR (CFLE)

CFLE Approved coursework at Kent State University

<table>
<thead>
<tr>
<th>Content Area</th>
<th>KSU course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Families and Individuals in Societal Contexts</td>
<td>HDFS 61091 – Changing Roles of Men and Women AND HDFS 64023 – Family Theories and Processes</td>
</tr>
<tr>
<td>2. Internal Dynamics of Families</td>
<td>HDFS 54021 – Family Intervention Across the Lifespan, AND HDFS 64023 – Family Theories and Processes</td>
</tr>
<tr>
<td>3. Human Growth and Development Across the Lifespan</td>
<td>EPSY 65523 – Life Span Development</td>
</tr>
<tr>
<td>4. Human Sexuality</td>
<td>HED 56057 – Advanced Human Sexuality</td>
</tr>
<tr>
<td>5. Interpersonal Relationships</td>
<td>HDFS 61091 – Changing Roles of Men and Women AND HDFS 54023 – Building Family Strengths</td>
</tr>
<tr>
<td>8. Family Law and Public Policy</td>
<td>HDFS 54029 – Family Policy</td>
</tr>
<tr>
<td>9. Professional Ethics and Practice</td>
<td>HDFS 64024 – Family Life Education</td>
</tr>
<tr>
<td>10. Family Life Education Methodology</td>
<td>HDFS 64024 – Family Life Education</td>
</tr>
<tr>
<td>11. Internship/Practicum (2-3 semester credits and minimum 120 clock hours)</td>
<td>HDFS 54092 – Practicum in Human Development and Family Studies</td>
</tr>
</tbody>
</table>
National Council on Family Relations’ (NCFR)
Abbreviated Application Process Directions

The National Council on Family Relations (NCFR) awards certification to qualified family life education professionals. Graduates of NCFR-Approved academic programs may qualify to apply for Provisional Certification as a Certified Family Life Educator (CFLE). Provisional Certification is intended for those who have demonstrated current knowledge in the ten FLE content areas, but who have not yet earned sufficient work experience hours in family life education to qualify for Full status.

CFLE-approved coursework must be completed no more than five years prior to graduation. The Abbreviated Application process is only available to students completing CFLE-approved coursework after the school’s program has been approved by NCFR. (The program approval date is noted on the school’s checklist). A list of current NCFR-approved programs can be found at: http://www.ncfr.org/cert/academic/programs/

Graduates must apply within two years of graduation. An extension can be granted for those who go on to graduate school in a family-related program immediately upon completing an undergraduate degree. Contact Maureen at maureenbourgeois@ncfr.org for more information about this option.

How to Apply for CFLE through the Abbreviated Application process

You are required to submit the following:

☐ Abbreviated Application form
☐ Checklist of your schools’ pre-approved coursework (from NCFR website or your school)
☐ Official transcript showing degree completion (no photocopies)
☐ Signed copy of the CFLE Code of Ethics
☐ Abbreviated Application fee - $100 for NCFR members; $145 for non-members (includes first year CFLE Annual fee).
• Syllabi of any courses used as substitutions for NCFR-approved coursework

Mail to: National Council on Family Relations • 1201 West River Parkway, Suite 200 • Minneapolis MN 55454

Checklist of NCFR-approved coursework

Locate your school on the NCFR website: http://www.ncfr.org/cert/academic/programs/
Print out your school’s checklist of pre-approved courses. This checklist represents the courses offered by your school that meet the criteria for each of the ten family life content areas required for the CFLE credential. To apply for the CFLE credential through the Abbreviated Application process, you need to have completed all courses, or combination of courses, listed on your school’s checklist. Course grades must be C- or better. Audited courses are not acceptable.

Please note: the courses listed on your school’s checklist are required to cover the content for the CFLE designation. Even though a CFLE course might not be required for your degree program, you still need to take it (or an appropriate substitution) if you want to receive the CFLE designation.
Place a checkmark in the box to the left of the content area to indicate that you have completed that specific course. Be sure that the course is listed on your transcript using the same prefix, course number, and course title.

Course Substitutions

You may substitute up to two courses for those on the checklist. Place an * in the checkbox if you have not completed the NCFR-approved course listed. In one of the open boxes at the bottom of the checklist, list the course that you have taken in place of the pre-approved course. The substituted course can be from the approved school or from another accredited school, but must have been completed within the past five years. If the substituted course was from another school and it does not appear specifically on your final transcript, an official transcript from the other school is required, as well. A course used as a substitution must cover the same content as the NCFR-approved course. You must submit a course
syllabus for the course being used as a substitution so that NCFR can ensure the content is similar. For information on course content requirements go to http://www.ncfr.org/cert/become/applicationprocessesnew.asp#abbreviated
If you are missing more than two pre-approved courses you may still receive Provisional Certification but must do so by completing the CFLE Exam. See the NCFR website http://www.ncfr.org/cert/become/app_reg.asp for more information on the CFLE Exam or contact Maureenbourgeois@ncfr.org

Transcript
An official transcript contains a watermark or embossment. It does not need to be sealed in an envelope or mailed directly from the school. The transcript needs to show degree completion unless you are applying during your final semester (see Application option for graduating senior below). Photocopies and electronic versions of official transcripts will not be accepted.

Abbreviated Application Fee
The application fee for the Abbreviated Application process is $100.00 for members of NCFR and $145.00 for non-members. Membership information is available at http://www.ncfr.org/member/info.asp The Abbreviated Application fee includes the CFLE Annual fee for the first year.

Submission Deadline
There is no submission deadline for Abbreviated Applications; you may submit your application at any time within two years of graduation. NCFR will allow graduates to apply up to five years after graduation if they were enrolled in the NCFR approved program prior to 2005 (before the application window was shortened from five years to two years).

Application Option for Graduating Seniors
Some NCFR-Approved programs prefer to incorporate the Abbreviated Application process into coursework in the final semester. In this case, you can submit the Abbreviated Application form, the checklist, a signed copy of the CFLE Code of Ethics, a $50 deposit on the Abbreviated Application fee, and an unofficial transcript showing the courses you are enrolled in for the final term. Then, when your degree is posted on your transcript, send an official transcript and the remainder of the application fee ($50 for NCFR-members or $95 for non-members). This fee includes the CFLE Annual fee for the first year.

Work Experience Requirements
You can maintain Provisional Certification for up to five years. As soon as you can document sufficient work experience in family life education you can upgrade to Full Certification. Information on upgrading to Full Certification can be found on the NCFR website at http://www.ncfr.org/cert/become/upgrade.asp and will be included in the Provisional approval packet. The number of hours of work experience needed for Full Certification varies depending upon the relevancy and level of the degree. CFLEs with a family-specific degree at the Bachelor's level need to document 3,200 hours. Those with a family degree at the Master's or Ph.D. level need just 1,600 hours. Those with a non-family specific degree need to document at least 4,800 hours.
If you are applying through the Abbreviated Application process but have already earned sufficient work experience hours to qualify for Full Certification, you can apply for Full Certification through the Abbreviated Application processes by also submitting the Work Experience Summary form, the Employer Assessment and Verification form, and the Upgrade Application fee, at the same time that you submit the Abbreviated Application http://www.ncfr.org/cert/become/workexpericencenew.asp. If everything is in order with the Abbreviated Application and work experience documentation, you will receive Full Certification.

Questions? Please contact info@ncfr.org or call (888) 781-9331.
Graduate Certificate in Gerontology  
Required Coursework

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>HRs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdisciplinary Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Psychosocial Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Biology of Aging or Physiology of Aging or Equivalent</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>Research or Practicum</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

More detailed information about the program and the application process is available at:

[http://www.kent.edu/ehhs/gero/certificate.cfm](http://www.kent.edu/ehhs/gero/certificate.cfm)
Graduate Certificate on Disability Studies and Community Inclusion
Required and Elective Course work

Required (6 credit hours):

RHAB 67725  Psychosocial Impact of Disabilities  3 credits
RPTM 56001  Principles and Methods of Community Inclusion  3 credits

Elective (10 credit hours):

College of Education, Health, and Human Services
School of Health Sciences
   HED 57091  Current Issues in Health Education and Promotion
   HED 64050  Health Behavior
   HED 64051  Behavioral Aspects of Disease
School of Lifespan Development and Educational Sciences
   HDFS 54020  Adolescent Development
   HDFS 54021  Family Interventions Across the Lifespan
   SPED 63000  Introduction to Exceptionalities*
   SPED 53050  Characteristics of Students with mild/moderate Intervention Needs
   SPED 53051  Characteristics of Students with moderate/intensive Intervention Needs
   SPED 53070  Planning and Programming for Transition Needs
   SPED 53030  Classroom and behavior modification
   SPED 53309  Introduction to Deaf Culture
School of Teaching, Learning, and Curriculum Studies
   PEP 55037  Adapted Physical Education

College of Arts and Sciences
Department of Sociology
   SOC 52558  Wealth, poverty, and power
   SOC 52563  Sociology of Health and Health Care
Department of Political Science
   POL 70707  Law, Justice, and Society
Department of Psychology
   PSYC 51532  Social Psychology
Department of Anthropology
   ANTH 58259  Culture and Curing
Department of English
   ENG 59895  Special Topics in Rhetoric, Composition, & Writing
   ENG 57101  Critical Rhetorical Studies of Texts in Contexts

College of Communication and Information Sciences
   COMM 55459  Communication and Conflict
   COMM 55960  Health Communications

College of the Arts
School of Theater
   THEA 61094  College Teaching in Theater
School of Music
   MUS 40295  Music in Special Education

Course 45096, a one credit hour Individual Investigation must be completed as a capstone course. It can be completed in conjunction with a required or elective course, in which case course credit hours will be determined by faculty and student at registration, or as a stand-alone course.

* More detailed information about the program and the application process is available at:
http://www.kent.edu/ehhs/rptm/certificate-on-community-inclusion.cfm
## Behavior Intervention Specialist Certificate*

### Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 53030</td>
<td>Applied Behavior Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>SPED 53031</td>
<td>Applied Behavior Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>SPED 63301</td>
<td>Single Subject Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SPED 63031/SPSY 67931</td>
<td>Program Development and Ethical Application of BA</td>
<td>3</td>
</tr>
<tr>
<td>SPED 63032/SPSY 67995</td>
<td>Advanced Interventions for Addressing Severe Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SPED 63992</td>
<td>Advanced Practicum</td>
<td>3</td>
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</table>

Total credits = 18

* More detailed information about the program and the application process is available at:

# AUTISM SPECTRUM INTERVENTION SPECIALIST CERTIFICATE

## Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPED 53030</td>
<td>Applied Behavior Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>SP&amp;A 6/74500</td>
<td>Language Science</td>
<td>3</td>
</tr>
<tr>
<td>SPED 6/73030</td>
<td>Psychopharmacological Interventions</td>
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</tr>
<tr>
<td></td>
<td>In Special Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong></td>
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</tr>
<tr>
<td>SPED 6/73959</td>
<td>Medical Aspects of Lifespan Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPSY 6/77973</td>
<td>Consultation in the Helping Professions</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td>SPED 63954</td>
<td>Practical Applications Five to Eight</td>
<td>3</td>
</tr>
<tr>
<td>SP&amp;A 64309/SPED 64309</td>
<td>Autism Spectrum Disorders: Theory and Diagnosis</td>
<td>3</td>
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<tr>
<td>SP&amp;A 64310/SPED 64310</td>
<td>Autism Spectrum Disorders: Lifespan Interventions</td>
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**Capstone project options: (choose one)**: 3 credits

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SPED 63300</td>
<td>Research Applications in Special Education</td>
</tr>
<tr>
<td>SPED 53030</td>
<td>Applied Behavior Analysis II</td>
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<tr>
<td>SP&amp;A 64096</td>
<td>Individual Investigation SP&amp;A</td>
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<tr>
<td>SP&amp;A 64098</td>
<td>Research in SP&amp;A</td>
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<tr>
<td>SP&amp;A 64199</td>
<td>Thesis I</td>
</tr>
</tbody>
</table>

**Total credits = 21**

More detailed information about the program and the application process is available at:

[http://www.kent.edu/ehhs/sped/asis/index.cfm](http://www.kent.edu/ehhs/sped/asis/index.cfm)