

MASTERS DEGREE HANDBOOK

**GRADUATE PROGRAM IN FAMILY AND
CONSUMER SCIENCES**

**COLLEGE OF EDUCATION
AND HUMAN SCIENCES**

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INTRODUCTION

This Handbook is designed to assist students and advisors involved in the Family and Consumer Sciences masters and certificate programs at the University of Nebraska-Lincoln. The tracks and specialization areas in this program are:

- Child Development/ Early Childhood Education
- Employee Assistance
- Family and Consumer Sciences Education
- Family Sciences

Specializations

- Family Financial Planning (Inter-Institutional)
- Marriage and Family Therapy
- Youth Development (Inter-Institutional)

Certificates

- Medical Marriage and Family Therapy
- Family Financial Planning
- Youth Development (pending approval)

Students, advisors, and supervisory committees should consult the handbook for development of academic programs and for an understanding of procedures. It supplements the Graduate Studies Bulletin which students and their advisors are encouraged to consult frequently.

THE UNIVERSITY OF NEBRASKA

As a land grant institution established in 1871, the University of Nebraska has been the State's most comprehensive institution of higher education and a leading American University. The University of Nebraska has operated on four campuses: (1) the University of Nebraska-Lincoln, (UNL) (2) the University of Nebraska Medical Center in Omaha, (UNMC) (3) the University of Nebraska-Omaha, (UNO) and (4) the University of Nebraska-Kearney (UNK). The Family and Consumer Sciences masters program is a University of Nebraska-Lincoln program; however, faculty are housed on both the UNL and UNO campuses. The University of Nebraska-Lincoln is proud to have received the Research I Classification from the Carnegie Foundation. This is the highest classification given.

In addition to the Graduate College, the Lincoln campus is the site of eight undergraduate colleges and the Colleges of Dentistry and Law. The University of Nebraska-Lincoln has approximately 1,400 faculty members and more than 23,000 students, including nearly 5,000 graduate students. The Lincoln campus features a variety of theatrical and musical performances as well as the Sheldon Art Gallery and the University of Nebraska State Museum. The University of Nebraska participates in a wide variety of NCAA men's and women's sports, including basketball, football, softball, baseball, golf and gymnastics. UNL is a member of the Big Twelve college athletic conference.

ABOUT LINCOLN

Lincoln, a city of nearly 225,000 people, has consistently been rated in national surveys as one of the most desirable communities in which to live. There is a wide variety of cultural activities from which to choose. Recreation opportunities abound in the area's woodlands and on its streams and lakes. Lincoln has regular air and rail connections to all parts of the country.

MISSION

The mission of the FCS graduate program is:

to provide students educational and professional experiences in the areas of Marriage and Family Therapy, Family Financial Planning, Family Sciences, Child Development/ Early Childhood Education, Family and Consumer Sciences Education and Employee Assistance. Students will expand their knowledge through study of the existing

knowledge base, research to extend knowledge in these areas and apply this knowledge professionally.

PROGRAM GRADUATES

An average of 10 Master of Science Degrees have been awarded yearly in the Family and Consumer Sciences program each year for the past decade. Our graduates generally find challenging positions in college teaching, public and private agencies or institutions, and in administration. Many choose to continue in graduate school and work toward a doctorate. They may stay at UNL to continue their education or move to another institution.

DESCRIPTION OF DEPARTMENTAL FACILITIES

Child Development Laboratory and Children's Garden

The Ruth Staples Laboratory, established in 1925, is one of the oldest child development laboratory schools in the United States. It serves as a model accredited early childhood teacher education (NCATE) and child development (NAEYC) program serving undergraduate and graduate students in a variety of FCS courses. Students have many opportunities through their coursework to work in the laboratory and be involved directly with children and their families. Professionals and policy makers in the community and the state utilize the laboratory faculty as a resource. The Angeline Anderson Children's Garden, a model playground, is available for children in the laboratory. Plans are being made for further development of this playground.

Family Resource Center

The Family Resource Center is a non-profit facility which provides marriage and family therapy on-site and at a distance. Other counseling services may be offered in the future. The Center is administered by the Department of Family and Consumer Sciences. It is committed to the treatment of individuals, couples, and families; to the training of skilled helping professionals; and to research in the area of Family Science and Marriage and Family Therapy.

Infant Research Laboratory

The Infant Research Laboratory (IRL), was established in 1993 for the study of social development of infants and young children. The IRL features a four camera closed-circuit audio/video recording system. Research areas include the study of infant peer interaction in group settings, conflict development, prosocial interaction, and parent-child interaction. Undergraduate and graduate students participate in all aspects of the research to learn about child development and research methodology.

ADMISSION AND COMPLETION POLICIES

The Department of Family and Consumer Sciences in the College of Education and Human Sciences, offers graduate study leading to the Masters of Science Degree in Family and Consumer Sciences (FCS) and Certificates in Medical Family Therapy, Family Financial Planning, and Youth Development (pending approval).

Admission Deadlines

Although applications will be considered on a continuing basis, preferred deadlines for consideration by the FCS Graduate Committee for the **Child Development, Family and Consumer Sciences Education, Family Financial Planning and Family Science** tracks are **October 1, January 15, and June 1. Marriage and Family Therapy applicants** are considered only on **January 15 or until available slots are filled.** Applicants will not be considered unless their files are totally complete. In order to ensure that materials will reach the Department, it is suggested that materials be submitted to the Graduate College by **September 1, December 15, and May 1.** Duplicate copies of forms submitted to Graduate Studies should be sent to the Department along with the Departmental forms.

Admission Procedures for **Child Development, Family and Consumer Sciences Education, Family Science , Marriage and Family Therapy:**

Admittance to the Graduate Masters Program in Family and Consumer Sciences involves the following procedures:

1. Obtain application for Graduate Admission from Graduate College, 301 Administration Building, University of Nebraska-Lincoln, Lincoln, NE 68588-0434, (402) 472-2875 or apply online at <http://www/unl.edu/Prod/Grad/gform.html>. There is a \$45.00 fee for first-time application.
2. Arrange to have **TWO OFFICIAL** transcripts of **ALL** college work filed with the Graduate College. Also, make copies to send to the Department.
3. Contact Career Services, 230 NU, University of Nebraska-Lincoln, Lincoln, NE 68588-0451, (402) 472-3145 for information and dates on GRE subject area exams. Students may also take the GRE at the Sylvan Learning Center by computer. Only a few days of advance notice are needed for the Sylvan Learning Center and results are available immediately. The TOEFL exam (minimum score of 550) is required of all international students.
4. Obtain three forms for Letters of Recommendation from the Department of Family and Consumer Sciences or Graduate College.
5. Obtain an Intent Form and Statement of Professional Goals from the Department of Family and Consumer Sciences

Two copies of the following are to be returned by September 1, December 15 or May 1

Graduate Application
Transcripts
GRE Scores

**Original forms are to be sent to: Graduate Office
1100 Seaton Hall
University of Nebraska-Lincoln
Lincoln, NE 68588-0619**

**and copies of the above sent to: Family & Consumer Sciences
105 Home Economics Building
University of Nebraska-Lincoln
Lincoln, NE 68583-0800**

**In addition, send the following to: Department of Family and Consumer Sciences Office
(105 Home Economics Building, PO Box 830800, Lincoln, NE 68583-0800) by October 1,
January 15 or June 1**

Intent Form

Statement of Professional Goals

Three Letters of Recommendation

Graduate Assistantship Application (if assistantship is desired, by February 1)

Note: The Department is no longer taking applications for Employee Assistance pending a final decision from Graduate Faculty.

Admission Procedures for the Family Financial Planning and Youth Development Specializations

To be admitted you will need to:

Submit to the Graduate College

1. A completed University of Nebraska Graduate College application form. This can be done on-line by accessing the Graduate Studies web-site [http://www/unl.edu/Prod/Grad/gform.html](http://www.unl.edu/Prod/Grad/gform.html) and following the instructions
2. The \$45.00 application fee as specified on the web-site application form
3. Two official transcripts of all college work completed to date
4. Original current record of Graduate Record Examination scores. The Graduate Record Examination is a general aptitude test required of all applicants. No minimum GRE score is specified. Educational Testing Services has a web-site at <http://www.gre.org/>

Submit to the Department of Family and Consumer Sciences, 105 Home Economics Building, University of Nebraska, Lincoln, NE 68583-0800

Photo copies of items 1,3 and 4 above

Three letters of recommendation

An intent form, a brief resume, and statement of professional goals (previous education and professional experience, plans after completing the degree).

When all materials are on file, the graduate committee will act on your request for admission to the FFP program and will contact you regarding their decision. You will receive one of four decisions: 1) full admission, 2) full admission, but you are on a waiting list, 3) conditional admission subject to resolving deficiencies or 4) admission denied.

It takes a minimum of one month (sometimes significantly longer) for papers to be processed by Graduate College. As long as there is sustaining enrollment, a new set of classes will start each fall. If you aren't admitted because the spaces are filled, you may renew your application for the following year. **Apply early.** Students are encouraged to seek admission to begin Fall semester. Although applications will be considered on a continuing basis, January submissions will have priority consideration on the basis of available slots.

For additional information regarding the Family Financial Planning Masters Program, E-Mail or call Dr. Sheran Cramer (402)554-2450 or scramer@mail.unomaha.edu.

General Information

FOR INFORMATION AND REGISTRATION BOOKLETS on the GRE refer to:
<http://www.gre.org> OR 800-GRE-CALL.

GRE's can be completed in Lincoln at the Sylvan Learning Center, 390 N. Cotner, Lincoln, NE 68505 (corner of Cotner and R Streets), 402-465-8800, ON ANY DATE YOU CHOOSE. The procedure is to obtain a GRE (computer) bulletin from Sylvan Learning Center, complete the registration, send in with fee to ETS. Within two weeks, ETS will send you an authorization voucher with a registration number, enabling you to call Sylvan to schedule an appointment (3 hrs., 45 min.) for the examination. Usually exams can be scheduled within 48 hours of the call, the score is available to you immediately, and the official copy of scores will be sent to UN-L within two weeks. Thus, it is possible for GRE scores within four weeks.

Transcripts and Application may take up to 3-4 weeks to reach the department. Therefore, copies of materials sent to the Graduate Office by December 15, May 1, and September 1 for priority status admittance should be forwarded to the FACS Department office also. A hard copy of forms submitted on line should also be sent.

The Graduate Committee will meet during the first week after the deadline date. If your file is **TOTALLY** complete, the Committee will review the information submitted. When the English proficiency of an applicant for the Family and Consumer Sciences graduate program is uncertain, the Graduate Executive Committee or an appropriate subcommittee will conduct a face-to-face or telephone interview with the applicant to determine his/her ability to do the required work. You may expect to receive an acceptance or denial letter by the fourth week after the deadline date.

The committee will assign a temporary advisor at this time. The Graduate College is notified and clears students for admission. You should try to meet or call your advisor within three weeks after receiving a letter of acceptance. The Graduate Office issues the Certificate of Admission and a letter confirming acceptance into the program.

Students are admitted according to the following categories:

1. Full Graduate Standing is given to students who have met the minimum requirements for admission and who have been accepted by the department for work leading to a Masters degree. The candidate must hold a Bachelor of Science degree or a Bachelor of Arts degree from an accredited college and have completed undergraduate preparation equivalent to that required in the basic general education core of Human Resources and Family Science (University of Nebraska), plus a major of at least 18 semester hours in Family and Consumer Sciences or the equivalent from related fields. A 3.0 GPA is required as well as a minimum score of 500 on the verbal, quantitative, and the analytical sub-tests of the General GRE. Acceptable writing analysis scores for tests after 2002 range from 3.5 to 6.
2. Provisional Status is given to students who show potential for successful graduate work but have deficiencies in the above required undergraduate preparation or who have a GPA between 2.50 and 2.99. Provisional status is also given to students who score between 450 and 500 on one of the previously mentioned GRE sub-tests. If students are given provisional status, they will be informed of the additional courses to be taken and the grades required in order to attain full standing.

If a graduate student enters the FCS graduate program on a provisional status due to low GRE scores or overall record, the student must demonstrate ability to do graduate work within the first semester of the graduate program by receiving a minimum grade of "B" in courses in the program track area. After fulfilling the requirements of the provisional status, the student must submit a letter by the 5th week of the following term to the Chair of the Graduate Committee, requesting removal of the provisional status, students who do not meet the minimum criteria will not be considered for admission. Meeting the minimum criteria, however, does not guarantee admission.

Students may not "transfer" from one FCS program to another. For example, if a student wishes to change from a Family Science emphasis to a Marriage and Family Therapy specialization, he/she must reapply for the new program.

6/13/00

APPEALS FOR DENIAL INTO THE GRADUATE PROGRAM

- A. Applicants may appeal a denial within 45 days of their notification of denial by writing a formal appeal to the Graduate Executive Committee Chair.
- B. An ad hoc Appeals Committee will be set up by the Graduate Executive Committee to review the appeal.
 - 1. The Appeals Committee will be made up of two members of the Graduate Executive Committee, two additional faculty from the department, and one full-time graduate student.
 - 2. The members of the Appeals Committee will be requested to serve by the Graduate Executive Committee. Those requested to serve may accept or decline to serve on the Appeals Committee.
 - 3. The applicant making the appeal may request replacement of one member of the Appeals Committee.
- C. The applicant making the appeal may present their appeal to the Appeals Committee.
- D. The Appeals Committee can accept or deny the appeal.
 - 1. Decisions of the Appeals Committee are final.
 - 2. If the appeal is accepted, the student application is returned to the Graduate Executive Committee for further action.
- E. The Graduate Executive Committee will notify the student making the appeal of the Appeal Committee's decision in writing by registered mail within 15 business days from the date the appeal was received.
- F. The proceedings of the Appeals Committee will be confidential.

Residency and Time Requirements for "In Residence" Programs

Under Option I, the candidate must complete 10-12 credit hours (excluding thesis) of the required credit in regularly scheduled campus courses.

The work required for a Masters must be completed within ten consecutive calendar years.

Transfer Credits:

All graduate credit to be counted toward degree requirements--including transfer credits--must be approved by the student's major department. Not less than 50% of the minimum coursework (excluding thesis) required for the Masters degree must be completed at UNL. Transfer credits will be accepted only from institutions fully accredited to offer graduate work in the field of the student's major. The student should not expect any graduate credits to be transferred unless the graduate committee evaluates the quality and suitability equal to or superior to offerings available at the University of Nebraska-Lincoln. It is the student's responsibility to see that an official transcript of all transfer credits is sent by the institution where the work was completed to the Graduate College well before the student plans to complete all other graduate requirements.

Unclassified Credit:

The Family and Consumer Sciences Department will allow no more than nine hours of Family and Consumer Sciences coursework taken as an unclassified student to be applied to the Masters program.

Assignment of an Advisor

Students are assigned temporary advisors at time of acceptance. Advisors must be Graduate Faculty members. The student usually requests the faculty member under whom he/she wishes to study as permanent advisor. Students should complete an advisor change form if they select a different advisor.

Meeting of Deadlines:

It is the student's responsibility, not the advisor's, to see that all deadlines are met. Information is often posted on the Graduate student bulletin boards in Ruth Leverton hallway and in the Home Economics Building hallway by the Family & Consumer Sciences Department Office.

Financial Assistance:

For information about fellowships, scholarships and other forms of financial assistance, contact the Graduate College or check the bulletin board referred to above.

GRADUATE ASSISTANTSHIPS

Graduate assistantships are offered by the Department as funds are available. A student intending to apply for an assistantship should obtain an application from the FCS Department. Although graduate assistant applications are accepted at any time, applications are reviewed after February 1 for assistantships for the following academic year. Students are encouraged to submit their applications prior to February 1 in order to insure consideration.

A. Purposes of the Graduate Assistantship

1. To provide an opportunity for mentoring between faculty and student.
2. To provide opportunities for the development of scholarship in the areas of teaching and research.
3. To assist the student in the creation of a foundation for career development.

B. Responsibilities of the Graduate Assistant

Graduate Assistants in the Department of Family and Consumer Sciences shall fulfill the following responsibilities:

1. Complete a plan of work for each semester with the supervising faculty person and file that plan in the student's file in the Department office.
2. Attend graduate faculty meetings.
3. Serve on Departmental committees to represent graduate student perspectives/needs when appropriate.
4. Complete assignments within the plan of work.
5. Participate in an evaluation session at the conclusion of each semester with the faculty supervisor.

C. Guidelines for Selecting Graduate Assistants

1. Initial applications for graduate assistantships will be considered February 1 and applications thereafter will be reviewed upon availability of resources (Graduate Faculty minutes, October 21, 1994). Students holding assistantships must reapply. (Governance Document, 10/15/93)

2. Doctoral students may hold an assistantship for 3 years (6 academic semesters). Masters students may hold an assistantship for 2 years (4 academic semesters) and may petition for an additional year (2 academic semesters). (Governance Document, 10/15/93)
3. Current graduate assistants are given priority, if they have satisfactory performance rating(s). Students who hold MS assistantships are not guaranteed a Ph.D. assistantship, but they are considered with the “new pool” of applicants for a Ph.D. assistantship. (Executive Committee minutes, March 11, 1994.)
4. Previous commitments must be honored. Commitments must be approved by the Graduate Executive Committee.
5. A rank ordering of doctoral applicants will be determined by the Executive Committee after a thorough examination of their files. Advisors may be requested to give input to their respective representative of this Committee before the Committee meets to make this decision.
6. Faculty from each program area will meet to determine a rank ordering of MS applicants who have been accepted into the respective program, i.e. Family Science, Marriage and Family Therapy, Child Development/Early Childhood Education, Family Financial Planning (Distance Education), Family and Consumer Sciences Education, Employee Assistance, Youth Development (Distance Education) and Interdepartmental Human Resources and Family Sciences MS.

Criteria upon which candidates will be judged:

- a. Enrolled in a graduate program. Priority is given to graduate students in the Department of Family and Consumer Sciences (minimum of six (6) graduate credit hours per semester).
- b. Undergraduate or graduate GPA of 3.0 minimum.
- c. Professionalism and goal orientation, as reflected by a statement written by candidate, which will be included as part of his/her file.
- d. Dependability.
- e. Responsibility.
- f. Availability/appropriateness of a major area to the needs of a faculty member.

D. Guidelines for Determining Graduate Assistant Assignments

1. Faculty with an approved project are eligible to serve as graduate assistant supervisors.
2. Graduate assistant hours will be given on the basis of approved projects and not on the basis of faculty appointment (research vs. teaching).
3. All qualified faculty will receive a minimum number of hours of graduate assistant time.
4. All non-tenured faculty will be given an additional number of hours of graduate assistant time when funding is available.

5. The faculty supervisor and the graduate student will determine a work program that mutually assists the faculty member's needs and that facilitates the learning of the graduate student. If the graduate student is at the doctoral level, the supervisor and the student may determine that the student will teach one of the faculty member's assigned classes under the faculty member's close supervision. If the graduate student teaches one of the faculty member's assigned classes, it will be necessary for the faculty member to utilize his/her release time in an appropriate manner (curriculum development, research activity, professional service, etc.). If a student teaches a class that will constitute the equivalent of 10 hours of the graduate assistant's time, the work plan designed by the graduate student and faculty member will be filed in the Department office each semester. If that plan includes teaching, the work plan of the faculty member for the released time will also be filed in the Department office.
6. The graduate assistantship is to be designed to be a professional development experience for the student. It is important that the student's time be properly utilized by the supervisor. If a supervisor realized that he/she does not have enough work projects for the student assigned to him/her, the faculty member should notify the department chair and the unneeded hours will be provided to a faculty member in need of more assistance. Faculty members may also exchange time amongst themselves based on work needs as long as the student's educational needs are considered. Giving up hours in any one year does not preclude being a supervisor in future years. However, underutilization of a student's time by a supervisor may indicate the need for forfeiture of assistantship time in the future. Underutilization of a graduate assistant's time for two consecutive years (determined by the filed work plan and the annual evaluation) will result in forfeiture of assistantship time and will not resume until an approved plan is designed.
7. Because the intent of graduate assistantship funds is for student development, the allocation of graduate assistant dollars is not designed to meet faculty member needs for assistance. If additional assistance is needed, it will be necessary for the faculty member to seek outside funds to support the additional time.

Graduate Assistant Evaluation

The faculty member will evaluate the work of the graduate assistant using the department's evaluation form.

A qualitative and quantitative evaluation of each graduate assistant will be completed each year by the faculty member with whom the graduate assistant has been assigned. The procedures for completing these evaluations are as follows: The faculty member and student meet before the period of the graduate assistant's appointment to discuss a plan of work and expectations. They also meet at the end of each semester to evaluate work and performance. If a problem exists with the graduate assistants carrying out assigned work, the faculty member(s) assigned to the student will notify the Department Chair. The FCS Department Chair, in consultation with the Graduate Executive Chair and the faculty member to whom the graduate assistant is assigned, will determine an appropriate plan of action, reassignment or termination. In the event that the graduate student will not be considered for a graduate assistantship the following year, the FCS Chair will send written notification before re-appointment for the following term or the end of May, depending on the semester of evaluation. Appeals may be made according to established procedures.

The evaluation form is included in the appendix and is available from the Department office. It is to be completed within one week of the closure of each semester if not otherwise specified.

Scholarship Requirements:

Credit in graduate-level courses is attained as follows:

1. A minimum grade of **B** is required for graduate credit in 800 level courses with 400 or lower counterparts within the student's major department area.
2. A minimum grade of **C** or **P** (pass) is required for graduate credit in 900 level courses, or 800 level courses without 400 or lower counterparts.

When applied toward an advanced degree program, only courses at the 900 level or 800 level **without** 400 or lower counterparts, in the **major department or interdepartmental area** may be taken on a pass/no pass (P/N) basis. In **minor, collateral, or supporting areas** of work 800 level courses **with** 400 or lower counterparts can be taken on a P/N basis.

A student failing to receive a minimum acceptable grade for graduate-level credit may not continue his/her program of studies without permission of the supervisory group or the departmental graduate committee concerned. A special examination may be required to determine the student's qualifications for further work

Tuition Remission

“A graduate assistant qualifies for tuition benefits if the appointment meets the minimum FTE, stipend level requirements, appropriate duration, and the student is currently enrolled in academic course work.” (Graduate Studies Bulletin). There is currently no tuition remission for distance education courses if there is a corollary course offered on campus.

SUPERVISOR'S EVALUATION OF GRADUATE ASSISTANT

Student: _____ Evaluation Period (Sem/Year): _____

Supervisor: _____

Directions: Please evaluate this student's performance objectively. Use the scale shown below.

5 — Excellent

4 — Above Average

3 — Satisfactory

2 — Needs Improvement

1 --Unsatisfactory

N/A — Not Applicable

Performance Item	Rating	Comments, Examples
Quality of work (accuracy, thoroughness)		
Quantity of work (speed, deadlines)		
Oral communications, expression of ideas		
Written communication skills		
Timely Completion of assignments		
Acceptance of responsibility		
Response to constructive criticism		
Working relationships with others		
Takes initiative, seeks assignments		
Shows enthusiasm, interest in job		
Demonstrates Professionalism		
Resourcefulness, creativity		
Attendance, punctuality		
Understanding/adhering to rules, procedures		
Overall Performance Rating		

Number of hours worked per week: _____ Fall Semester; _____ Spring

Semester

Additional Comments:

Supervisor's Signature

Date

Department Chair's Signature

Date

Graduate Student's Signature

Date

c:\grads\gradeval

TIME LINE

It is the student's responsibility to make certain that the forms and procedures are followed according to the accepted calendar. A time line has been developed to assist students in their planning. This time line is based on the deadlines published by the Graduate College. Students should refer to the published dates for more specific information. The student should keep in mind that their thesis/dissertation will need to be completed at least 5 ½ weeks before commencement in order to meet all the deadlines. This would be the minimum amount of time necessary. Members of the supervisory committee should not be expected to accept the thesis/dissertation outside of this time line. (For additional guidelines regarding the proposal/thesis/dissertation see page 30.)

*Graduate Program Time Line**

During The First Year

Admitted to program
Temporary advisor assigned

Meet or call
temporary advisor

	Three weeks after admittance	Complete provisional requirements statistics, research method	Decide on permanent advisor, complete change of advisor form	Before 1/2 of program is complete (15-18hrs) fill in memorandum of Courses (MOC) with Permanent advisor
Date Completed:	_____	_____	_____	_____

During the Semester of Graduation*

Apply for Degree Final Exam Report All incompletes & revalidations complete Preliminary copy of Thesis/Project Oral Exam Deposit Thesis

301 Adm Records Office	4 weeks before oral exam (3 weeks in summer) (Dissertation should go to reading committee)	4 weeks before oral exam	2 weeks prior to oral exam (1 week in summer) Due in graduate office and to Supervisory Committee	*generally 10 days prior to graduation (shorter time in summer)	Deposit Final Exam Report form and present thesis to graduate office before depositing in the library. Pay binding fee 1 day after final day for oral exam in Adm Bldg.
Date Completed:	_____	_____	_____	_____	_____

*Thesis or project is to be shared with department faculty and graduate students the semester of (or preceding) graduation.
In order to meet all deadlines the thesis/dissertation should be approved by the advisor a minimum of 5 1/2 weeks prior to commencement.
*See Masters Degree Deadline Dates for specific dates: Graduate Program Specialist, Terri Eastin, 1100 Seaton Hall

MEMORANDUM OF COURSES

The student will file a Memorandum of Courses (MOC) form, indicating the option and the specific program of courses to be taken, before one-half (15-18 hours) of the prescribed program is completed. (Incompletes and no-reports are included as part of the 15 to 18 hours). Students must complete provisional requirements and required courses in statistics, research methods, and theory with a 3.0 GPA before the MOC can be submitted. Students may not change from one option to another after the Memorandum of Courses has been approved by the Dean of Graduate Studies. However, programs can be revised if specified courses are not offered. Forms are available at the departmental office. The permanent faculty advisor should approve these courses before sending to the Graduate Faculty Chair.

OBTAIN THE MASTERS DEGREE DEADLINE CALENDAR FROM THE GRADUATE COLLEGE FOR THE FOLLOWING DEADLINES:

1. *Deadline for filing for diploma.*
2. *Deadline for filing the Final Examination Report for Masters Degree (must be typed).* This form serves as both an application for the masters degree orals and as a final report permitting you to receive your degree. When applying for the oral exam, the Final Examination Report form must be filed at least four weeks prior to the scheduled exam, or no later than four weeks before the calendar date specified in the Graduate College calendar. In the summer, the deadline for submitting the Final Examination Report is no later than three weeks before the scheduled oral exam or before the calendar date specified in the Graduate College calendar.
3. *Deadline for written comprehensive examinations (when required).* The Final Examination Report for Masters Degree will indicate when comps have been taken or are scheduled to be taken. Comps cannot be taken more than 10 months prior to the completion of your degree. Failures on written comps must be reported to the Graduate College at least one week before the deadline for filing the Final Examination Report for Masters Degree. Written comps for a minor may be waived if all grades in the minor are B or above and the major and minor advisors have approved.
4. *Deadline for Masters Theses.* Masters theses must be submitted to the Graduate College to be stamped at least two weeks before the orals and not later than the date specified in the Graduate College calendar. Committee members must be given a copy of the thesis two weeks before the oral exam.
5. *Deadline for Oral Exam.* Consult the current Graduate College calendar for the latest specific date.
6. *Deadline for final filing of thesis and/or submitting Final Examination Report Form.* Consult the current Graduate College calendar for the latest specific date.

DEPARTMENT SEMINAR FOR GRADUATE STUDENT SHARING OF RESEARCH

Objectives:

1. Increase knowledge about the Department research.
2. Interaction among students across areas of study.
3. Student “practice” prior to their thesis defense.
4. Prepare for presenting at national meetings.
5. Understand different methodologies and approaches used.
6. Identify importance of research in the department.

Procedures:

1. Alternate with graduate faculty meetings scheduled the third Friday of each month at noon.
2. Structure as a professional meeting. Graduate students present for 10-15 minutes with a 5-10 minute question and answer session following their presentation.
3. **Graduate students are to sign up for a seminar at the beginning of each semester.**
4. Two to three students will present at a meeting.
(Graduate Faculty Minutes, February 20, 1998–Implemented Fall 1998)

ORAL EXAMINATION

Be sure to check Graduate College deadlines (e.g. deadline dates for Final Examination Report, Removing of Incompletes and Revalidation of Courses, Preliminary Copy of Masters Theses, Written Comprehensive Examination and Oral Examination, Depositing of Theses, etc.)

Examinations. An oral examination is required to cover the student's thesis/scholarly practice and discovery. The examining committee, appointed by the Office of Graduate Studies, on recommendation of the major department, will consist of at least three members representing the major department and the minor department (if applicable). If the degree is being earned under Option I, without a final oral examination, the thesis must be approved in writing by a Graduate Faculty Fellow in addition to the major advisor. All professors on the examining committee must either be on the Graduate Faculty, or be non-Graduate Faculty approved to perform specified Graduate Faculty duties, and at least one must be a Graduate Faculty Fellow.

In the event that members of an oral examining committee are not unanimous regarding passing a candidate, the student is to be approved for the degree if only one examiner dissents. However, in each case, the dissenting member of the committee will be expected to file a letter of explanation in the Office of Graduate Studies.

If a student fails to pass the final oral examination for an advanced degree, his/her committee must file a report on the failure in the Graduate College Office and indicate what the student must do before taking another examination. Another examination may not be held during the same semester or the same summer session in which the student failed.

MASTERS THESIS/SCHOLARLY PRACTICE AND DISCOVERY

1. A student's Advisory Committee conducts the oral examination over the thesis/scholarly practice and discovery.
2. An oral exam is approximately one and one-half hours in length. All committee members must be present. Oral exams may be open to other faculty and graduate students.

STANDARDS OF QUALITY

1. Any deviation in advising procedures and/or program development from those defined in the FCS Masters Handbook should be presented to the Graduate Executive Committee for approval.
2. Any student who includes Independent Study as part of his/her program MUST complete and file copies of the approved Contract Form with the instructor, advisor AND Departmental Office before obtaining the call number for the course. Discretion should be used in the total number of hours of independent study a student is allowed to include in his/her program.
3. Requirement for a Minor in Family and Consumer Sciences.

The Graduate Faculty of the Department approved the following statement:

The courses for the minor will be approved and the blue Memorandum of Courses will be signed by the Chair of the Graduate Executive Committee.

All students taking minors in FCS will be assigned a minor advisor in the Department.

No less than nine (9) hours of FCS content courses will be required. (FACS 865 Research Design and FACS 896 Independent Study may be taken, but will not count toward the nine (9) hours of content courses.)

GUIDELINES

FAMILY AND CONSUMER SCIENCES 899 Thesis - 6 Credit Hours

SUGGESTED PROPOSAL/THESIS PROCESS

- Step 1.** Select a permanent advisor.
- Step 2.** Select a thesis topic with the assistance of your advisor.
- Step 3.** Select a committee consisting of your major advisor and two other graduate faculty, one of who must have Graduate Fellow status. One committee member may be selected from another department within the college or University.
- Involvement of the Supervisory Committee. The role of the supervisory committee should be determined by each individual students and his or her committee. Some suggestions regarding the role of the committee include: the committee members should review the student's thesis midway through the writing process in order to provide input for students and to keep the committee abreast of current developments; an agreement should be reached between the student and the committee members regarding time allotted for committee members to review written materials; the student and his or her committee should determine how many times they would like to meet early in the process in order to secure time in all member's schedules. The role of the supervisory committee should ultimately be left up to the individual student and his or her committee, however, the whole committee should play a meaningful role throughout the entire process of thesis preparation.
- Step 4.** Present your thesis topic at a pre-proposal meeting consisting of you and all committee members . The purpose of this pre-proposal meeting is to present your topic for approval by your committee and to obtain suggestions and ideas from the committee prior to writing your proposal.
- Step 5.** Develop a proposal in conjunction with and approved by your **major** advisor. The proposal's content should include an introduction of the problem and hypotheses, a review of literature showing a depth and breadth of understanding of the topic, and the methods to be used. Refer to the American Psychological Association's Publication Manual (**4th edition**) for appropriate style guidelines.
- Step 6.** Present your thesis proposal to your committee and any other interested graduate students and faculty. Two weeks prior to the meeting, a thesis proposal announcement must be posted in the department office. All proposals will be open to the departmental graduate students and faculty.

- Step 7.** Once approved by your committee, submit an IRB Protocol to the *College Unit Review Committee* and then to the *UNL Institutional Review Board* if your project involves **human subjects** (forms are available in the College of Human Resources and Family Sciences Deans Office). A questionnaire may not be mailed until human subjects' clearance has been received.
- Step 8.** Collect, analyze and interpret data. Assistance may be sought from your advisor or other faculty. The NEAR Center and Biometrics may have consultants available.
- Step 9.** Prepare manuscript. Preparation is the sole responsibility of the student but it is expected that the committee chair will closely supervise the process.
- Step 10.** Be sure to check the graduate college deadlines (e.g. deadline dates for Final Examination Report, Removing of Incompletes and Revalidation of Courses, Preliminary Copy of Master's Theses. (see time line pg. 30)
- Step 11.** Complete oral examination of thesis by your committee. See information regarding Oral Examination on page 32.
- Step 12.** Submit bound copies of thesis to the Department (must be hard bound), your major advisor and any other committee members requesting a copy.

CELEBRATION AFTER THE ORAL EXAMINATION

Students and faculty may wish to celebrate the completion of the theses and oral examination. Arrangements for such a celebration are left to the discretion of the student and advisor. Some suggestions for celebration arrangements are to organize an evening celebration hosted by the student or advisor or committee or combination of any of these parties. Interested faculty and graduate students should be invited to attend such celebrations. Several students may wish to organize a collective celebration that would include several students who have completed their oral examination that semester.

OUTLINE FOR QUANTITATIVE RESEARCH

Students often ask what should be included in their thesis. The outline below describes briefly what should be included in a quantitative proposal.

The format usually conforms to that seen in research journals, such as *Child Development*, *Journal of Marriage and the Family* or other professional journals. The usual sections are: introduction, literature review, methods, results, and discussion. The thesis proposal would include I, II and III.

- I. Introduction
 - a. Purpose of the study or statement of the problem.
 - b. Significance of the study.
 - c. Brief description of concepts, hypotheses or research questions.

- II. Review of Literature
 - a. Summary of relevant research.
 - b. Critical evaluation of extant research (how and why your study fits in with what has been done or needs to be done).
 - c. Theory and hypotheses in more detail.

- III. Methods
 - a. Participants (subjects), describe sampling method.
 - b. Procedures, how the study was conducted, step by step description of data collection.
 - c. Measures, instruments, tools, with validity and reliability.
 - d. Description of data analysis, specific tests to be used and why they are appropriate for your data.

- IV. Results
 - a. Briefly review hypotheses or research questions then present results of statistical analysis and explain what the results mean.
 - b. Highlight all findings, even those contrary to hypotheses.

- V. Discussion
 - a. Review purpose, objectives and hypotheses.
 - b. Simplify findings into general conclusions or support or rejection of hypotheses.
 - c. The study's limitations.
 - d. Present alternative interpretations of your results.
 - e. Give suggestions for further research or how to improve research.
 - f. Discuss implications of your research for teaching, therapy or policy.

OUTLINE FOR QUALITATIVE RESEARCH

Usually students have less knowledge and experience with qualitative research, therefore, this section is meant to give suggestions for the proposal and thesis of a qualitative nature.

A General Overview of the Qualitative Research Design Procedure

As John Creswell (1994) notes: “few writers agree on a precise procedure for data collection, analysis, and reporting of qualitative research” (p. 143). A student interested in conducting a qualitative research study should become familiar with procedures as espoused by various authors to discover the approach that appears most appropriate for their particular research problem.

The design of a procedure for qualitative research presented here (as an example) is by John W. Creswell (1994), p. 145-149.

I. **Acknowledge that qualitative designs are based on different assumptions than quantitative designs.**

For example, assumptions advanced by S.B. Merriam (1988) are:

*Qualitative researchers are concerned primarily with **process**, rather than outcomes or products.

*Qualitative researchers are interested in **meaning**-how people make sense of their lives, experiences, and their structures of the world.

*The qualitative research is the **primary instrument** for data collection and analysis. Data are mediated through this human instrument, rather than through inventories, questionnaires, or machines.

*Qualitative research involves **fieldwork**. The research physically goes to the people, setting, site, or institution to observe or record behavior in its natural setting.

*Qualitative research is **descriptive** in that the researcher is interested in process, meaning, and understanding gained through words or pictures.

*The process of qualitative research is **inductive** in that the researcher builds abstractions, concepts, hypotheses, and theories from details (pp. 19-20).

II. **Include the specific type of qualitative design, recognizing that many types of designs are available**

For example, Tesch (1990) advanced a typology of 20 design types.

*Describe characteristics of the design (discipline where originated; definition; typical unit of analysis; types of problems generally addressed; collection processes; data analysis processes; typical formats for reporting information, etc.)

III. **Reflect on and express the researcher’s role or experiences that will bias interpretations and bring a unique view to data collection and analysis.**

*Include statements about past experiences of the researcher that provide familiarity with the topic, the setting, or the informants.

*Discuss steps taken to gain entry to the setting and to secure permission to study the informants or situation (Marshall & Rossman, 1989).

*Indicate steps taken to obtain permission from the Institutional Review Board so that the rights of human subjects are protected.

*Comment about sensitive ethical issues such as maintaining confidentiality of data, preserving the anonymity of informants, and using research for intended purposes (Merriam, 1988).

IV. Include approaches to data collection; whether they include observations, interviews, document analysis, or analysis of visual materials.

*Identify the parameters for the data collection (the setting, the actors, the events, the process).

*Indicate the type or types of data to be collected and provide a rationale for the data collection.

V. Discuss the procedure for recording information.

*Design and advance protocols for collecting information (distinguishing descriptive notes from reflective notes from demographic information).

VI. Present thoughts about procedures of forming categories or themes and specific data analysis approaches identified with types of qualitative designs.

While the process of data analysis is eclectic--there is no "right way", several points can guide the development of the analysis of qualitative data such as:

*Suggest in the plan that the data analysis will be conducted as an activity simultaneously with the data collection, data interpretation, and narrative reporting writing.

*Indicate how the process of qualitative analysis will be based on data "reduction" and "interpretations" (Marshall & Rossman, 1989, p. 114).

*Mention a plan for representing the information in matrices.

*Identify the coding procedure to be used to reduce the information to themes or categories.

*Mention any specific data analysis procedures that are inherent in qualitative designs (i.e., grounded theory, case study, ethnographic research, phenomenology).

VII. Discuss verification as the process whereby the researcher demonstrates internal validity and discuss limited application of external validity and reliability.

*Describe how the study will address the issue of internal validity, the accuracy of the information and whether it matches reality (Merriam, 1988).

*Discuss the ability to generalize findings from the study--the external validity.

*Discuss limitations in replicating the study--the reliability issue.

VIII. Identify the outcome for the study; provide the reader with a sense of the narrative form for the outcome and how this outcome compares and contrasts with theories and the literature.

*Indicate the forms to be used in the narrative (i.e., at the macro level, the realist tale; the confessional tale; the impressionist tale; at the micro level, conventions such as scripting conversation, presenting text information in tabular form; intertwining quotations with (author's) interpretations, etc.).

*Relate how the narrative outcome will be compared to theories and the general literature on the topic.

The above represents an abbreviated coverage of the design of a procedure for qualitative research as presented by John Creswell. For additional detail regarding each of the components, see Creswell (1994) pp. 145-149.

The Process of Qualitative Research

Research, whether qualitative or quantitative, is intended to answer questions posed by the researcher. Each type of research should result in a product, such as a thesis, dissertation, manuscript and/or presentation. Part of the research process is to “publish” the research in some way and make others aware of the contribution the study makes to the body of literature. While these end products may have certain similarities, the process of designing and then implementing the study may be quite different. For example, the amount of time spent in literature review and at what point in the process a more in depth review may occur may vary considerably. Quantitative research may be more linear, with a clear step by step process, whereas qualitative research may be non-linear and the actions taken during the process may affect the direction of future actions.

In qualitative research the questions for research may stem from the researcher’s experience or their knowledge of the literature and gaps that may appear in the literature. In doing any research the researcher should become familiar with the literature, however, in qualitative research the researcher may identify only preliminary concepts or a preliminary framework to be studied.

According to Marshall and Rossman (1995), “A careful reading of related literature serves two purposes. First, it establishes evidence for the significance of the study for practice and policy, and as a contribution to knowledge. Second, it defines and delimits the important intellectual traditions that guide the study, thereby developing a conceptual framework and defining an important and viable research question.” (p.23)

Creswell (1994) has identified the inductive quality of qualitative research and how the use of theories fits into this type of research.

“in a **qualitative** study, one does not begin with a theory to test or verify. Instead, consistent with the **inductive** model of thinking, a theory may emerge during the data collection and analysis phase of the research or be used relatively late in the research process as a basis for comparison with other theories.” (pp. 94-95)

Lather (1986) explained the emerging of a theory by identifying a reciprocal relationship between data and theory. “Data must be allowed to generate propositions in a dialectical manner that permits use of **a priori** theoretical frameworks, but which keeps a particular framework from becoming the container into which the data must be poured.” (p. 267) Theory can also be the culminating aspect of a study and it can be used to contrast it with other studies (Lincoln & Guba, 1985; Strauss and Corbin, 1990). Creswell gave three good examples of the use of theory in qualitative studies 1) using it at the beginning of the study, 2) using it with no **a priori** theory, 3) and develop theory and contrast it with other theories (see pp. 98-100).

Pages 41 to 44 are examples of guidelines that you may find helpful as you write your proposal and then your thesis. A bibliography is provided on page 45 for further study.

PROPOSAL OUTLINE

Creswell proposed the following outline be used in the **proposal** of qualitative research.

Introduction

- Statement of the Problem
- Purpose of the Study
- The Grand Tour Question and Subquestions
- Definitions
- Delimitations and Limitations
- Significance of the Study

Procedure

- Assumptions and Rationale for a Qualitative Design
- The Type of Design Used
- The Role of the Researcher
- Data Collection Procedures
- Data Analysis Procedures
- Methods for Verification
- Outcome of the Study and its Relation to Theory and Literature (p. 14)

THESIS OUTLINE

The research will dictate the format, however, these are probable components. The topics in bold may become chapter titles.

Introduction and Statement of Topic or Problem

Statement of Topic or Problem

Context of Topic or Problem

Significance of Problem or Topic

Definitions (may be addressed in methodology or before completion of thesis)

Assumptions; Orientation of Researcher

Delimitations/Limitations

Questions to Consider:

- What is the topic or issue to be addressed?
- What is the context of the topic or problem? What research helps to understand the topic? illustrates the problem? illustrates a goal?
- What is the significance of the topic or problem? What are the social, cultural or political implications? implications for individuals, families, communities or society?
- What new knowledge might a study of this topic/issue contribute to your profession?
- Briefly, what is the relevant literature that will be more fully addressed in the review of literature (Chapter 2)?
- What key terms or concepts require definitions for you as a research or for the reader to understand the study?
- What is your interest in this study? What is your viewpoint or orientation? What assumptions are being made?
- What are the delimitations and limitations of the study?

Review of Relevant Literature

Introduction

Relevant Literature of Topic/Problem

Questions to Consider:

- In the introduction, how might you clearly present the topic or theme of the review? What outline or framework helps to organize your thinking as a researcher? Helps to illustrate your thinking for the reviewer or reader?
- What was significant about the literature? What gaps emerged in the literature?
- How could the research be illustrated visually (such as a concept map or other diagram)?

Methodology

Identify the Topic or Problem Addressed

Describe Alternative Methodologies Considered

Relevant Literature Related to Rationale for Methodology of Study

Sample and Sample Selection

Data Collection

Process of Data Analysis

Role of Researcher in Data Collection and/or Analysis

Questions to Consider:

- What alternative methodologies were explored? Why was one particular methodology selected? What were the criteria for selecting how the study would be conducted?
- What assumptions are inherent in the methodology?
- What was the sample used for study? How was the sample selected? What was the rationale for using this sample?
- What information does the reviewer or reader need to understand the processes that were used to collect the data?
- What is the unit of data analysis, e.g., transcriptions of interviews, written narrative, observation documents?
- Was there a conceptual model which helped to delineate the essentials of your research design?
- How was data analysis carried out?
- What was the role of the researcher in data collection and/or analysis?

Findings

Presentation of Data

Summary of Findings

Questions to Consider:

- What examples best illustrate the collection of data, its analysis and synthesis? What processes were used to analyze data?
- What themes or framework emerged from the data? What examples support these themes or framework?
- Is there a way to illustrate the themes and data in a data display to help provide an overview for the reviewer of reader?

Summary, Implications and Outcomes

Brief Summary of Study

Relationship of Findings to the Reviewed Literature

Implications for Further Research and Practice

Questions to Consider:

- How might your study be summarized briefly to vividly describe its inception to its final synthesis of data?
- Now that the study has been completed, how do your findings differ from findings presented in the literature review?
- What implications existed in your methodology and findings?
- What implications, if any, are relevant to society? To your profession? To education?
- What implications does your research have for practice? What implications are there for future research?

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GRADUATE COLLEGE
INSTRUCTIONS FOR PREPARATION AND SUBMISSION OF THESIS
REVISED, FEBRUARY, 1999

It is the responsibility of the student to be familiar with the information presented in these instructions, and to know and observe all the regulations and procedures governing the preparation and submission of the thesis. A Guidebook for Preparing Your Thesis or Dissertation is available from the Graduate College.

TYPING INSTRUCTIONS

The abstract and thesis must be typed. Acceptable type includes a dark print from a letter-quality printer or a black ribbon copy from a typewriter (pica or elite). If you are using a letter-quality dot matrix printer, please submit a sample to the Office of Graduate Studies for evaluation early in the semester in which you intend to graduate.

All final copies submitted must be printed on 20 lb. (minimum) white, 25 percent cotton content watermarked bond paper not designed for easy erasure. The required copies may be made by the following methods:

1. Photo offset printing
2. Photocopy at the discretion of the Office of Graduate Studies (i.e., must be legible, clean copies)
3. Word processing printer that meets "type" requirements
4. Laser printer

The Office of Graduate Studies will review your thesis for format requirements, type of print, abstract format, paper quality, etc.

FORMAT

The title page format should be prepared in form according to the sample which follows.

The abstract for the thesis **MUST NOT CONTAIN MORE THAN 350 WORDS** in its entirety, including the number of words for title, author, etc. It should be double-spaced and formatted according to the sample. **DO NOT** number the pages of the abstract. The abstract should be placed right after the title page of the thesis.

As of December, 1998, all theses will need to include a lay abstract in addition to the traditional abstract.

The thesis must be double-spaced. Margins should be at least 1 ½ inches on the left and 1 inch on each of the other three sides. If plates or folded tables are included, they must have exactly the same margins as the text, or must be folded to come within these margins. The thesis should follow the American Psychological Association Style Manual.

In order to provide education, research, and service to the people of Nebraska and the nation, all University of Nebraska-Lincoln Masters graduates should produce a "lay" abstract in addition to the traditional abstract. The Office of Graduate Studies will use these abstracts to inform people about the quality and diversity of research generated through the graduate programs. Inclusion of the lay abstract in the final document is optional but a copy of this lay

abstract should be provided to the Office of Graduate Studies when students deposit final copies of theses.

When numbering pages, be sure to place the number of the page in the upper right hand corner, 1 inch down from the top of the page and 1 inch in from the right-hand side. The body of the text will be double-spaced below the page number. Running heads should not be used.

Footnotes should be single-spaced and placed at the bottom of the page to which they pertain.

APPROVAL PRIOR TO THE ORAL EXAMINATION

A preliminary copy of the thesis and abstract for the use of an examining committee must be presented to the Office of Graduate Studies **two weeks (one week in the summer)** prior to the oral examination. The thesis and abstract will be reviewed for format requirements, type of print, etc. (At the time of the preliminary check, thesis does not have to be in final form.)

FOLLOWING THE FINAL ORAL EXAMINATION:

Two **unbound** copies of the masters thesis (original and first copy, or approved substitutes) and three copies of the abstract must be presented in final form of the Office of Graduate Studies to be stamped for approval. The theses and two copies of the abstract will be stamped and returned to the student for depositing in 141 Love Library. One copy of the abstract will be placed in the student's file in the Office of Graduate Studies.

The librarian will sign Part 6 of the Final Examination Report Form to verify that the approved copies were received. The student should then proceed to the Cashier's window (Room 121 Administration Building) to pay the \$25 binding fee (2 copies @ \$12.50 each). The cashier will also sign Part 6 of the form to verify that the binding fee has been paid. The Final Examination Report Form for the masters degree should then be presented to the Office of Graduate Studies.

All graduate students in the FACS masters program must provide the Department (hard bound) and their advisor with an additional copy of their thesis/scholarly practice and discovery. The Department's copy must be hard bound and the student should ask their advisor if they prefer a bound or spiral copy. Additional copies may be requested by the student's committee members. These additional copies may be spiral or bound depending on the faculty member's request. The thesis, which may be shared with students in the future, is reflective of the candidate's work, and is expected to be of the highest quality.

SAMPLE

TITLE

by
Student's Name

A THESIS

Presented to the Faculty of the
Graduate College at the University of Nebraska

In Partial Fulfillment of the Requirements

For the Degree of Master of Science

Under the Supervision of

Lincoln, Nebraska

DATE (should be either month and year of
oral examination or month and year of graduation)

SCHOLARLY PRACTICE AND DISCOVERY (Graduate Faculty Minutes, February 19, 1999)

The FCS Graduate Faculty approved Option II and Option III with the following parameters:

- a. Major advisor, in consultation with student, determines appropriateness of such an option.
- b. A committee of 3 would be selected by student to consider and accept pre-proposal, provide guidance in project development, participate in the sharing of the project and sign off at completion.
- c. Project would include a thorough review of literature and incorporate a theoretical framework for the work encompassed in the project.
- d. FCS 996 Scholarly Practice and Discovery* (1-6 hours maximum) can be used to meet additional 6 hours.
- e. Students share project in departmental seminar as for thesis option.

FAMILY AND CONSUMER SCIENCES GRADUATE PROGRAM EMPHASES

The purpose of this program is to prepare professionals to work with individuals and their families to enhance, enrich and strengthen human and family well-being. This is accomplished in informal and formal education, program development and consultation. The philosophy of the department is that all human beings have unrealized potentials, their well-being can be enhanced by building upon their individual strengths. In addition all family units face normative transitions in their life cycle at which time skilled professionals may assist with enrichment and intervention programs. Families need to be empowered to change themselves into what they can become.

The four tracks, three specializations, and three certificate programs have a central focus on the family or issues that relate to the family. These tracks include: Child Development/Early Childhood Education, Employee Assistance, Family and Consumer Sciences Education, and Family Science. The specializations are Family Financial Planning, Marriage and Family Therapy, and Youth Development. The Certificate programs are Medical Family Therapy, Family Financial Planning, and Youth Development.

FAMILY AND CONSUMER SCIENCES GRADUATE PROGRAM

TRACKS

Child Development/Early Childhood Education
Employee Assistance (Applications are not being accepted at this time pending a final decision by Graduate Faculty)
Family & Consumer Sciences Education
Family Science

SPECIALIZATIONS

Family Financial Planning (Inter-Institutional Distance Education)
Marriage and Family Therapy
Youth Development (Inter-Institutional Distance Education)

CERTIFICATES

Family Financial Planning, Inter-Institutional Distance Education
Medical Family Therapy
Youth Development (pending approval)

Students in these programs will have competence/understandings in each of the following areas:

- ❖ Developing new knowledge
- ❖ Integrating theory, research, and practice
- ❖ Developing a professional identity
- ❖ Understanding role in a global and multicultural context
- ❖ Utilizing current information and research technologies
- ❖ Disseminating and facilitating the sharing of information
- ❖ Collaborating and cooperating with professionals and others

Each track, specialization and certificate area may meet these competencies/understandings in a variety of ways and will be evaluated using these understandings as the basis for program assessment.

Core Course Requirements for Child Dev/Early Childhood Education, Employee Assistance, Family and Consumer Sciences Education, Family Science, Marriage and Family Therapy:

ALL students must complete their core course requirements during the first 18 hours of coursework, (e.g., not later than at the time the Memorandum of Courses is filed).

FACS 984, Theories of Family Relations (Family Science, Family Economics and Resource Management, Family and Consumer Sciences Education Tracks)

OR

FACS 972, Theories in Child Development (CD/ECE, Family and Consumer Sciences Education Tracks)

OR

FACS 951, Theoretical Foundations of Marriage and Family Therapy (MFT Specialization) 3 hours

FACS 865, Research Design & Methodology 3 hours

FACS 867, Conducting and Reporting Research or Scholarly Practice and Discovery 2 hours

OPTION I (THESIS-Required for MFT Specialization)

STATISTICAL METHODS: 0-3 hours

(Students are required to complete Statistical Methods prior to or while being enrolled in Research Design and Methodology.)

If a student has not completed an undergraduate statistics course, one of the following is required:

EdPsych 859, Biometry 802, or Sociology 8040 (UNO) 3 hours

AND

EdPsych 860 or EDUC 900K 3 hours

FACS 899 Thesis 6 hours

OPTIONS II and III (SCHOLARLY PRACTICE AND DISCOVERY)

STATISTICAL METHODS: 0-3 hours

(Students are required to complete Statistical Methods prior to or while being enrolled in Research Design and Methodology.)

If a student has not completed an undergraduate statistics course, one of the following is required:

EdPsych 859, Biometry 802, or Sociology 8040 (UNO) 3 hours

AND

EdPsych 860 or EDUC 900K 3 hours

FACS 996 Scholarly Practice and Discovery
3-6 hours

CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION TRACK

Child Development and Early Childhood Education is offered for those students who have determined that their interests in Family and Consumer Sciences are focused on the early years of life span development and who are interested in employment which involves children. Some may wish to extend their program to include the period of adolescence. Courses are directed toward both child development and early childhood education and combine academic study with varied practical experiences.

An interest in Child Development and Early Childhood Education does not limit the student to study in this area exclusively. It is expected that students will include study in the area of the family, to keep a perspective of the child in the family and society.

A. Roles and Functions

A Masters Degree in the Child Development and Early Childhood Education track prepares a student for a broad range of roles and employment opportunities. These include college teaching, specialized teaching in larger high schools, director/head teacher of early childhood programs (Head Start, day care, nursery school), child development consultant in State agencies (Departments of Health, Education, Special Education), licensing representatives, directors or staff of child advocacy agencies and other related employment. The student can also combine his/her expertise in this field of study with other areas of interest such as journalism or business. Selection of certain minors may prepare persons for specific employment such as early childhood special education.

B. Competencies of Students:

Competencies which will be developed include:

- the acquisition of comprehensive child development knowledge within the context of life span development
- rigorous research skills
- appreciation of diversity of children and families
- growth in professional skills
- ethics in research and practice with young children and families
- oral and written communication skills
- understanding principles of developmentally appropriate practices in early childhood settings
- application of developmentally appropriate practice: planning, implementation, and evaluation

C. Activities Related to Students' Attainment of Competencies:

Admission Procedures

Admission into the Child Development Early Childhood Education program is limited. To ensure a quality education, a limited number of masters students are admitted to the program each year.

To be considered for admission, the student's interest in CD/ECE should be indicated on the Student Intent Form application. Application statement should include research interests.

After the Graduate Executive Committee has determined a student's qualification for admission, the application will be forwarded to the CD/ECE Committee. A student may then be invited to campus to participate in a CD/ECE interview. If it is impossible for a student to come to campus, arrangements may be made for a telephone interview.

The CD/ECE Committee will then make a selection of applicants for admission and forward their recommendations to the FCS Graduate Executive Committee. The FCS Graduate Executive Committee Chair forwards these recommendations to the Graduate College.

Final Examination

Prior to graduation, the degree candidate in CD/ECE must have successfully completed the necessary course requirements and a thesis/scholarly practice and discovery, including an oral defense.

CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION TRACK

Course Requirements

Required: FACS 972 Theories in Child Development 3 credits FACS 865 Research Design & Methods 3 credits FACS 867 Conducting & Reporting Research 2 credits Or Scholarly Practice and Discovery Statistics (or undergraduate equivalent) 3 credits EdPsych 859, BIOM 802, or SOC 804 (UNO) AND EdPsych 860 or EDUC 900K Statistics 3 credits Practicum: 897A, 897D*, 920A or B 3 credits (choose one) FACS 899 Thesis 6 credits OR FACS 996 Scholarly Practice and Discovery <u>3-6 credits</u> <u>20-29 credits</u>			
Students choose 12 hours from the following content courses. Suggested focus content area(s) of electives are listed. Students should plan in consultation with their advisor. Additional courses from the Department or outside the Department may be added to the 12 elective hours listed below with the consent of the advisor.			
Areas of Study	Course Number	Course Title	Cr.
I. Child Development	FACS 872	Youth Development	3
	FACS 876	Cognitive Processes in Children	3
	FACS 971	Seminar in Child Development	3
	FACS 973	Social Processes in Children	3
	FACS 974	Infant in the Family	3
II. Early Childhood Education	FACS 874	Assessment of the Young Child	3
	FACS 877	Adm. of Early Childhood Programs	3
	FACS 885U	Child Behavior Management	3
	FACS 970	Adv. Early Childhood Education	3
III. Parenting	FACS 882	Parent Education	3
	FACS 961	Seminar in Parent-Child Relationships	3
	FACS 984	Theories of Family Relations	3
IV. Other Coursework	FACS 896	Advanced Independent Study	1-5
	FACS 898	Research Exp. in Family & Consumer Sciences	
		Total Credits	32-41

EMPLOYEE ASSISTANCE

A. Roles and Functions

The Employee Assistance Track prepares students for directing or working in Employee Assistance Programs (EAP) in the planning and delivery of information and support services to employees of business and industry. Currently there are more than 7,000 employee assistance practitioners in the workplace who assist the work organization, employees, and their family members with personal and behavioral problems. These include health, marital, family, financial, alcohol, drug, legal, emotional, stress or other personal concerns which adversely affect employee job performance and productivity.

Large work organizations increasingly are either establishing their own employee assistance programs or are contracting with private employee assistance organizations. EAP's are becoming the "gate keepers" in managed health care. In addition, EAP's provide organizational consulting on benefits and people management skills. Typically they see employees for a limited period. If the problem persists, they refer to other appropriate professionals.

While EAPs are rapidly expanding, there are no graduate EAP programs in the midwest. Graduate education for EAP professionals at the present time is concentrated in New York, Illinois, Ohio, California, and the Washington, D.C. area. Graduate programs typically are in Social Work, but at present two are in our related units at Arizona State and Kent State. The track compliments well with the marriage and family therapy, the family financial management, and the family science programs.

B. Competencies of Students

Competencies which will be developed include:

- ◆ knowledge about employee assistance programs and strategies
- ◆ professional and academic skills in observation and analysis of employee concerns
- ◆ use of research and resources to assist employees
- ◆ knowledge of counseling

Following completion of the course work, 2,000 hours in an EAP setting, and 15 PDHs (professional development hours) the student will be prepared to sit for the "Certified Employee Assistance Professional" examination which is sponsored by the Employee Assistance Professional Association. Additionally, the student will be prepared to sit for the State of Nebraska Licensed Mental Health Practitioner upon completion of the required 3,000 hours post-master's supervised experience. Upon graduation, the student will be eligible for Provisional Licensure as a Mental Health Practitioner, under supervision.

Admission Procedures – Applications for this program are not being accepted pending a final decision by Graduate faculty.

To be considered students should apply by the appropriate deadlines and indicate on the Graduate Studies Intent Form that they are interested in Employee Assistance. After the FCS Graduate Executive Committee has determined that the applicant is qualified for admission, the file is forwarded to the FCS Faculty of the Employee Assistance Graduate Committee for determination of whether the student will be selected for an on-campus interview. Following the interview, the Committee will determine whether the applicant is to be admitted and forward their recommendation to the chair of the FCS Graduate Committee who will notify Graduate Studies.

Over-sight of the EAP Program

The over-sight of the EAP Program is done by an EAP Committee consisting of the following: A minimum of 4 with one faculty each from MFT, FFM, FSEd, CD/ECE, and Practicum faculty, at least one EAP professional—perhaps as an adjunct faculty. Program areas select the representative and one EAP student with a 1-2 year commitment. Terms are for 2-3 years and staggered so as to provide continuity.

EMPLOYEE ASSISTANCE TRACK
Course Requirements

Required:		
FACS 951	Theoretical Foundations of Marriage & Family Therapy	3 credits
FACS 865	Research Design and Methodology	3 credits
FACS 867	Conducting and Reporting Research or Scholarly Practice and Discovery	2 credits
Statistics (or undergraduate equivalent)		
	EdPsych 859, BIOM 802, or SOC 804 (UNO)	3 credits
And		
	EdPsych 860 or EDUC 900K Statistics	3 credits
FACS 899	Thesis	6 credits
OR		
FACS 996	Scholarly Practice and Discovery	<u>3-6 credits</u> 17-20 credits

Areas of Study	Course Number	Course Title	Cr.
Required Employee Assistance	FACS 897D	Practicum	6
	FACS 953	Ethics for Family Professionals	3
	FACS 954	Assessment in Family Therapy	3
	FACS 860	Seminar in Employee Assistance Programs	3
	EDPS 868	Multicultural Counseling	3
	*MGMT 861	Adv Personnel/Human Resource Management	3
	SOWK 807	Human Behavior & the Social Environment	3
	FACS 885	Contemporary Family Issues: Addictions in the Family	3
Select	FACS 906	Family and Consumer Economics	3
Select	FACS 892	Contemporary Family Issues: Family	3
	FACS 952	Violence Dysfunctional Families	3
Select one of the following courses	FACS 872	Youth Development	3
	FACS 961	Seminar in Parent Child Relationships	3
	FACS 971	Seminar in Child Development	3
Select one of the following courses	FACS 816	Educational Programming	3
	FACS 882	Parent Education	3
Total Credits in Employee Assistance Track			51-57

*prereq: MNGT 361

Licensure Requirements:

Have 3000 hours of supervised experience gained after receipt of the master's degree, but within 5 years of the date of application. Hours of supervision must be as follows:

- a. At least 1,500 hours of direct client contact. **DIRECT CLIENT CONTACT** means face-to-face contact between a client system and a mental health practitioner while providing mental health services.

- b. Not more than 1,500 hours of case management; and
- c. A minimum of 1 hour face-to-face contact per week with the supervisor.

Supervision must be under a: (1) Licensed Psychologist or
(2) Licensed Qualified Physician or
(3) Licensed Mental Health Practitioner

Certification: The Employee Assistance Certification Commission (EACC) supports the concept of voluntary certification by examination for employee assistance professionals. Certification is an indication of current mastery of knowledge in employee assistance programming. Core activities of EAP professionals include the following content areas; therefore these areas are components of the certification exam:

- Work Organizations
- Human Resource Management
- EAP Policy and Administration
- Direct Services
- Chemical Dependency and Other Addictions

Additional Requirements for certification:

- Graduate degree in an EAP or related discipline
- 2000 hours of work experience in an EAP setting gained within 2-7 years of application for the exam and
- 15 professional development hours (PDH) with at least 9 of them in Content Areas 3 and/or 4 and
- 24 hours of CEAP (Certified EAP) advisement over at least 6 months

FAMILY AND CONSUMER SCIENCE EDUCATION TRACK

Helping the educator enhance and refine their knowledge and skills in education is the emphasis of this track.

A. Roles and Functions

A masters degree in the FCSE track can be earned by completing one of two plans. Plan A may lead to FCS teacher certification for those students who have degrees in FCS or other related areas. Plan B provides continuing education for teachers who are certified in family and consumer sciences in public schools. In addition, for those who may wish to teach in non formal settings it provides the theory and experience necessary for becoming an educator in these settings. Additional positions may include extension educators, curriculum specialists, service unit educators, training and development or human resource professionals and other educators in government, business or industry.

B. Competencies of Students

Students will develop knowledge about the research and theory in the following areas:

- Theories in Family Relations or Child Development
- Instructional Theory
- Curriculum Theory
- Pedagogy or Subject Matter Emphases

Admission Procedures

To be considered students should apply by the appropriate deadlines and indicate on the Graduate Studies Intent Form that they are interested in Family and Consumer Sciences Education. After the FCS Graduate Executive Committee has approved applicant for admission, the file is forwarded to the FCS Education Graduate Committee for the final determination. The Chair of the Graduate Executive Committee forwards these recommendations to the Graduate College.

FAMILY AND CONSUMER SCIENCES EDUCATION
Plan A: Leads to Teacher Certification*
 Course Requirements

Required:		
FACS 984	Theories of Family Relations	3 credits
	OR	or
FACS 972	Theories in Child Development	3 credits
FACS 865	Research Design and Methods	3 credits
FACS 867	Implementing Research & Scholarly Practice	2 credits
	Statistics (or undergraduate equivalent)	
	EDPS 859, BIOM 802, or SOC 804 (UNO)	3 credits
	AND	
	EDPS 860 Applic of Selected Adv Statistics or	
	EDUC 900K Qualitative Approaches to Ed Research	3 credits
FACS 813	Student Teaching (or FACS 413–12 cr)	0-6 credits
FACS 899	Thesis	6 credits
	OR	or
FACS 996	Scholarly Practice and Discovery	3-6 credits
		<u>17-26 credits</u>

Areas of Study	Course Number	Course Title	Cr.
Professional Core	FACS 810 <small>(waived if completed FACS 210)</small>	Teaching & Learning in FACS Classrooms	2
	FACS 801	FACS Curriculum Theories & Concepts	3
	FACS 802	Instructional Models & Design of FCS Curr	3
	FACS 812	Developing Instruction in FACS	2
Subject Matter Select 2 courses (6 credits) other than the above requirements in the subject matter (NSD, FACS, TCD) or education (Teachers College)			6
		Total Credits	32-42

*Students must meet state department requirements in subject matter and education for certification

2/14/00

Courses needed for certification when combined with Plan A masters degree. Equivalent or similar courses can also be taken at the graduate level in the subject matter area. Transcripts will be evaluated to determine if courses on the students transcript can be counted toward these requirements.

Subject matter:

- 2 cr HRFS 183 Orientation to HRFS
- 3 cr TXCD 121 Design Elements
- 3 cr TXCD 123 Clothing and Human Behavior
- 3 cr NUTR 151 Introduction to Nutrition
- 3 cr NUTR 253 Cultural Aspects of Food and Nutrition
- 4 cr NUTR 244 & 245 Scientific Principles of Food Preparation/Lab
- 3 cr FACS 120 Individuals and Families as Consumers
- 3 cr FACS 160 Human Development and the Family

3 cr FACS 222 Introduction to Family Finance
3 cr FACS 280 Family Science **or**
FACS 984 Theories of Family Relations
3 cr FACS 372 Middle Childhood & Adolescence
3 cr FACS 381 Family Intervention and Fieldwork
3 cr FACS 382 Parenting
3 cr FACS 471 Human Sexuality
3 cr FACS 488/888 Child and Family Policy

Education:

3 cr CURR 330 Multicultural Education
3 cr EDPS 362 Learning in the Classroom
4 cr SPED 401B Accommodating Exceptional Learners in the Secondary School
Classroom
3 cr VAED 424 Foundations of Vocational Education

FAMILY AND CONSUMER SCIENCES EDUCATION
Plan B: For Certified Teachers or Advanced Studies in FCS Education
 Course Requirements

Required:		
FACS 984	Theories of Family Relations	3 credits
	OR	or
FACS 972	Theories in Child Development	3 credits
FACS 865	Research Design and Methods	3 credits
FACS 867	Implementing Research & Scholarly Practice	2 credits
	Statistics (or undergraduate equivalent)	
	EDPS 859, BIOM 802, or SOC 804 (UNO)	3 credits
	AND	
	EDPS 860 Applic of Selected Adv Statistics or	
	EDUC 900K Qualitative Approaches to Ed Research	3 credits
FACS 813	Student Teaching (or FACS 413–12 cr)	0-6 credits
FACS 899	Thesis	6 credits
	OR	or
FACS 996	Scholarly Practice and Discovery	<u>3-6 credits</u>
		<u>17-26 credits</u>


Areas of Study	Course Number	Course Title	Cr.
Professional Core Required	FACS 815	Advanced Instructional Theory	3
	FACS 912	Advanced Curriculum Theory	3
Electives Choose three credits from:	FACS 807	Supervision & Administration in Voc Educ	3
	FACS 817	Critical Issues for Beginning Teachers	3
	FACS 890	Curriculum & Instruction	3
	FACS 893	Special Topics	3
	FACS 920	Teaching Practicum	3
Other Electives Choose 9 credits from these areas:		Subject Matter Emphases:	9
		Child/Family	
		Family Financial Management	
		Family Science	
		Textiles, Clothing and Design	
		Nutrition Science & Dietetics	
		Pedagogy Emphases:	
	Curriculum and Instruction		
	Adult Education		
	Educational Psychology		
	Educational Administration		
		Total Credits	33-42

2/14/00

FAMILY FINANCIAL PLANNING (INTER-INSTITUTIONAL DISTANCE EDUCATION)

The Department of Family & Consumer Sciences, University of Nebraska in collaboration with six other Universities in the Great Plains IDEA (Inter-Institutional Distance Education Alliance)* offers an on-line Family Financial Planning Masters degree, allowing you to take the course work at times convenient for you. This program enables you to enhance your personal financial knowledge, complete a Masters degree, or Certificate program and develop competencies that can lead to professional certification by the Certified Financial Planner Board of Standards.

The Great Plains IDEA Family Financial Planning program has been registered by the Certified Financial Planner Board of Standards, Inc. "Certified Financial Planner Board of Standards, Inc. Owns the marks CFP®, CERTIFIED FINANCIAL PLANNER™, and CFP (with flame logo)®, which it awards to individuals who successfully complete initial and ongoing certification requirements." For additional information refer to <http://www.GPIDEA.org>.

The University of Nebraska Lincoln does not certify individuals to use the CFP®, CERTIFIED FINANCIAL PLANNER™ and  certification marks. CFP® certification is granted only by the Certified Financial Planner Board of Standards, Inc. to those persons who, in addition to completing an educational requirement such as this CFP® Board Registered Program, have met its ethics, experience, and examination requirements.

The Masters program, consisting of 42 semester credit hours, began Fall 2000. The Certificate program consists of 18 semester credit hours. Each class will be scheduled during the same semester each year, contingent upon sustaining enrollment. The 2002-2005 schedule of classes follows. The course work can typically be completed in three years while maintaining full-time employment.

For the on-line courses you need a computer with a CD-Rom drive, capability to access and download materials from the internet and a browser equivalent to Netscape/Explorer 4.0 or newer. An E-mail address is essential as well as access to a VCR (VHS) and FAX. All courses use Internet classrooms. Some have supplemental materials on videos or CDs and others may require phone conferencing. Interaction between students and the professor is accomplished through phone conferences, e-mail and the Internet classroom.

Your program advisor will send instructions and course registration materials for each semester prior to the semester of enrollment. You will register for the course and pay tuition and fees to Extended Education, University of Nebraska, Lincoln.

Upon successful completion of your program of study, the University of Nebraska will award your degree. Good Luck as you begin your program.

*Participating Universities, in addition to the University of Nebraska, include: Iowa State University, Kansas State University, North Dakota State University, Oklahoma State University, South Dakota State University and Montana State University.

FAMILY FINANCIAL PLANNING (FFP) GRADUATE CERTIFICATE

A Graduate Certificate in Family Financial Planning is offered at the University of Nebraska. The Certificate program is designed to meet the needs of students interested only in obtaining the Certified Financial Planner certification, rather than the master's degree. The Certificate program consists of the six courses from the Master of Family and Consumer Sciences with a specialization in Family Financial Planning that contain the subject matter required for the CFP® Certification Examination. The University of Nebraska's Graduate Certificate in Family Financial Planning has been registered by the Board of Examiners of the Certified Financial Planner Board of Standards, Inc. permitting those completing the Certificate to sit for the CFP® Certification Examination.

Application Procedures

Application for admission to the Family Financial Planner Certificate requires the same procedures as admission to the Master's Degree: completion of an application form to graduate study at the **University of Nebraska**, submission of complete transcripts, three letters of recommendation, and a goal statement. Certificate in Family Financial Planning needs to be indicated on the "Graduate Studies Intent Form". Schedule of Courses: Family Financial Planning Certification via Distance Education are indicated by an * on the following chart:

FAMILY FINANCIAL PLANNING, 2003-2006

YEAR	FALL	SPRING	SUMMER
2003-2004	*FACS 840(HDFP 540): Personal Income Taxation 3 cr [G. Haynes, MT State]		
	*FACS 824(FSHS 624): Fundamentals of Financial Planning , 3 cr [Grable, KSU]	FACS 897B Practicum 3 cr; max. 6 cr [through each degree-granting institution]	FACS 841(HDFS 541): Housing/Real Estate , 3 cr [Crull, ISU]
	*FACS 883(HDFS 583): Investing for the Family's Future , 3 cr [Swanson, ISU]	*FACS 821: Insurance Planning for Families , 3 cr [Cramer, NU]	FACS 836(FSHS 836): Financial Planning - Case Studies , 3 cr [Grable, KSU]
	FACS 881(CDFS 781): Family Systems , 3 cr [Sanders, NDSU]	FACS 835 (FSHS 835) Professional Practices In Family Financial Planning , 3 cr [Grable, KSU]	FACS 820 (CA 620): Family Economics , 3 cr [B. Enevoldsen, SDSU]
	FACS 897B: Practicum , 3 cr, max. 6 cr [through each degree-granting campus]	*FACS 823 (HDFP 530): Estate Planning for Families , 3 cr [Goetting, Haynes, MT State]	
		FACS 822(CDFS 677): Financial Counseling , 3 cr [Fitzgerald, NDSU]	

YEAR	FALL	SPRING	SUMMER
2004-2005	FACS 881(CDFS 781): Family Systems, 3 cr [Fournier, OSU]	FACS 822 (CDFS 677): Financial Counseling, 3 cr [Fitzgerald, NDSU]	FACS 841 (HDFS 541): Housing/Real Estate, 3 cr [Crull, ISU]
		FACS 897B Praticum, 3 cr; max. 6 cr [through each degree-granting campus]	FACS 820 (CA 620): Family Economics, 3 cr [Enevoldsen, SDSU]
	FACS 824 (FSHS 624): Fundamentals of Financial Planning, 3 cr [Grable, KSU]	FACS 821: Insurance Planning for Families, 3 cr [Cramer, NU]	FACS 836 (FSHS 836): Financial Planning - Case Studies, 3 cr [Grable, KSU] FACS 828: Retirement Planning and Employee Benefits , 3 cr [Cramer, NU]
	FACS 835 (FSHS 768): Professional Practices In Family Financial Planning, 3 cr [Grable, KSU]	FACS 823 (HDFP 530): Estate Planning for Families, 3 cr [Goetting, Haynes, MT State]	
	FACS 883(HDFS 583): Investing for the Family's Future, 3 cr [Hatcher, ISU]	FACS 840 (HDFP 540): Personal Income Taxation 3 cr [G. Haynes, MT State]	
	FACS 897B Praticum, 3 cr, max. 6 cr [through each degree-granting campus]		

YEAR	FALL	SPRING	SUMMER
2005-2006	<p>*FACS 824(FSHS 624): Fundamentals of Financial Planning, 3 cr [Grable, KSU]</p>	<p>*FACS 821: Insurance Planning for Families, 3 cr [Cramer, NU]</p> <p>FACS 823 (HDFP 530) Estate Planning for Families, 3 cr [Goetting, Haynes, MT State]</p> <p>FACS 822 (CDFS 677): Financial Counseling, 3 cr [Fitzgerald, NDSU]</p>	<p>FACS 841(HDFS 541): Housing/Real Estate, 3 cr [Crull, ISU]</p>
	<p>*FACS 883 (HDFS 583): Investing for the Family's Future, 3 cr [Hatcher, ISU]</p> <p>FACS 881(CDFS 781): Family Systems, 3 cr [Fournier, OSU]</p>	<p>*FACS 823 (HDFP 530): Estate Planning for Families, 3 cr, [Goetting, Haynes, MT State]</p>	<p>*FACS 828: Retirement Planning and Employee Benefits, 3 cr [Cramer, NU]</p> <p>FACS 820(CA 620): Family Economics, 3 cr [B. Enevoldsen, SDSU]</p>
	<p>FACS 840(HDFP 540): Personal Income Taxation, 3 cr. [G. Haynes, MT State]</p>		
	<p>FACS 897B: Practicum, 3 cr; max 6 cr[through each degree-granting institution]</p>		

FAMILY SCIENCE TRACK

Family Science emphasizes the teaching of family science principles in formal and informal educational settings.

A. Roles and Functions

Students will receive advanced preparation to work in the following professions:

- Elementary, secondary, college, & university teaching
- Cooperative Extension & other outreach programs
- Parent & family life educators
- Family service agencies i.e. planned parenthood, welfare, children & adolescent services
- Program evaluation & educational research
- Director of church youth & adult education programs.

B. Competencies of Students

Students will develop knowledge about the research and theory in the following general areas:

- Family Science
- Internal Dynamics of Families
- Human Growth and Development
- Human Sexuality
- Interpersonal Relationships
- Family Resource Management
- Parent Education and Guidance
- The Family, The Law, and Public Policy
- Professional Ethics
- Family Life Education Methodology and Programs

In addition students will develop competencies to conduct & evaluate research, to work in community family service programs, and to plan & implement family life education.

C. Activities Related to Attainment of Competencies

The coursework in this track teaches competencies in family science subject matter, research skills, and demonstrated excellence in teaching & program development. For admittance into this track, students should possess basic interpersonal skills in working with people and transmitting knowledge to others.

Admission Procedures

To ensure a quality education, a limited number of masters students are allowed to be in the Family Science Program each year. To be considered students should apply by the appropriate deadlines and indicate on the Graduate Studies Intent Form that they are interested in Family Science. After the FCS Graduate Executive Committee has determined that the applicant is qualified for admission, the file is forwarded to the Family Science Graduate Committee. They will make the final determination. The FCS Graduate Executive Committee Chair forwards these recommendations to the Graduate College.

Final Examination

Prior to graduation, the degree candidate must have successfully completed a thesis/scholarly practice and discovery and an oral examination.

Certification

The National Council of Family Relations is the professional organization responsible for certifying family life educators. The coursework in the Family Science track will lead toward the Certified Family Life Educator (CFLE) designation. The CFLE program, however, certifies individuals and not programs. It will, therefore, be necessary for students to apply for certification on their own beginning with provisional certification. Students may apply for certification after completing the program to the National Council on Family Relations. Their address is 3989 Central Avenue NE, Suite 550, Minneapolis, MN 55421.

Importance of Family Life Certification

“Certification as a family life educator is the process by which the professional organization, the National Council on Family Relations, grants recognition to individuals who have met defined qualifications. It is not certification to teach, but it is a credential indicating expertise in the field of family life education. For those responsible for hiring and evaluating personnel, it is assurance that the family science knowledge and skills of family life education are possessed by teachers in school settings, community services and educational agencies, health care settings, criminal justice system settings, and churches.” (From Standards and Criteria for the Certified Family Life Education Program, 1992.)

Family Science Track COURSE REQUIREMENTS

Prerequisite Course:

Educational Psychology 859 or equivalent undergraduate or graduate statistics course. Please see your advisor to determine equivalency. A completed Prerequisite Equivalency Form must appear in your file in order to waive this requirement.

Courses Everyone Must Take:

Credits

FACS 984: Theories of Family Relations (see Internal Dynamics)	3
FACS 892: Contemporary Family Issues: Family Diversity	3
FACS 488/888: Child and Family Policy	3
FACS 953: Issues and Ethics for Family Professionals	3
FACS 865 or comparable class	3
FACS 867: Conducting and Reporting Research or Scholarly Practice and Discovery	3

Total Core Credits 18

Analytic Methods

Students must take one course addressing methods of data analysis.

Select one of the following.

EDPsy 860: Advanced Statistical Methods	3
EDUC 900K: Qualitative Approaches to Educational Research	3

Total Credits in Research ... 3

Thesis or Non-Thesis Project

Students are required to complete either a thesis or an approved non-thesis project as part of the family science track. Students must take a minimum of 6 units of FACS 899: Thesis if they are in the thesis option of 3 to 6 credits of FACS 996: Scholarly Practice and Discovery if they are in the non-thesis option.

Total Credits This Area ... 3-6

Additional Learning

In consultation with their academic advisor and in light of their career goals, students select 2 to 4 additional courses (for a minimum of 36 graduate hours). These courses may be selected from a variety of academic programs including Family and Consumer Sciences.

Minimum Credits for Master's Degree 36

FAMILY SCIENCE TRACK
Course Requirements

Required:

FACS 984	Theories of Family Relations	3 credits
FACS 865	Research Design & Methods	3 credits
FACS 867	Conducting and Reporting Research or Scholarly Practice and Discovery	2 credits
	Statistics (or undergraduate equivalent) EdPsych 859, BIOM 802, or SOC 804 (UNO)	3 credits
And		
EdPsych 860 or EDUC 900K	Statistics	3 credits
FACS 899	Thesis	6 credits
*FACS 996	Scholarly Practice and Discovery	3-6 credits
FACS 897B, 920, or FACS 897*	(choose one)	<u>3 credits</u>
Total Core		17-24 credits

Content Areas:

Students must have a minimum of one course in each of the first six and one each in two of the remaining areas of study. Appropriate undergraduate or other graduate coursework may be substituted for these areas of study with prior approval of the Graduate Family Science Committee. Undergraduate courses will not apply towards graduate degree requirements, but can fulfill areas of study as listed below. Completing coursework in the first ten areas of study prepares a student to apply for the designation of Certified Family Life Educator from the National Council on Family Relations.

Areas of Study	Course Number	Course Title	Cr
I. Families in Society	FACS 952	Dysfunctional Families	3
	FACS 980	Comparative Family Systems	3
II. Internal Dynamics of Families	FACS 883	Women in Families	3
	FACS 984	Theories of Family Relations	3
III. Human Growth & Development	FACS 872	Adolescence in the Family	3
	FACS 886	Divorce and Step	3
	FACS 971	Parenting	3
	FACS 972	Seminar in Child Development Theories in Child Development	3
IV. Interpersonal Relationships	FACS 488/881	Family Violence	3
	FACS 987	Family Strengths	3
V. Family Resource Management	FACS 222	Introduction to Family	3
	FACS 322	Finance Advanced Family Finance	3

VI. Family Life Education Methodology	FACS 815 FACS 4/816 FACS 890G	Advanced Methods Education Processes in FCS Workshop in Improving Curriculum and Instruction	3 3 1-3
VII. Human Sexuality	FACS 4/871	Human Sexuality & Society	3
VIII. Family Law & Policy	FACS 4/888 FACS 950	Child and Family Policy Family Law	3 3
VI. Parent Education & Guidance	FACS 961	Seminar in Parent/Child Relationships	3
X. Ethics	FACS 953	Issues and Ethics for Family Professionals	3
XI. Interventions	FACS 874 FACS 897 FACS 954	Assessment of the Young Child Supervised Educational Experiences Assessment in Family Therapy	3 6-9 3
XII. Curriculum	FACS 912	Advanced Curriculum Theory	1-3
XIII. Evaluation	FACS 814	Evaluation in Vocational Education	3
		Total Credits in Family Science Track	
		Non-Thesis Option*	38-47
		Thesis Option*	41-47

*Variable based on number of undergraduate courses used to fulfill content areas.

MARRIAGE AND FAMILY THERAPY SPECIALIZATION

Marriage and Family Therapy uses family science principles to intervene with marriage and family systems to enhance well-being. The emphasis is to facilitate functioning at a more optimal level.

A. Roles and Functions

Students will receive advanced preparation to work in the following professions:

- Therapist with family service agencies
- Therapy in domestic violence & substance abuse programs
- Premarital preparation, marriage enrichment & family empowerment programs
- Private practice of marriage and family therapy.

B. Competencies of Students

Students will develop knowledge and skills in the following areas:

- Marital & Family Systems
- Marital & Family Therapy Treatment Approaches
- Assessment and Intervention Strategies addressing a broad range of problem areas
- Human Growth and Development
Research, Evaluation, & Methodology
- Assessment and Intervention Strategies
- Human Sexuality

C. Activities Related to Attainment of Competencies

Marriage and Family Therapy Specialization is a 54 - credit hour program of study. The curriculum is designed to meet the educational requirements for clinical membership in the American Association for Marriage and Family Therapy and for state licensure.

The course of study includes a 12-month practicum and a minimum of 500 clinical contact hours with individuals, couples, and families. In addition to students' clinical and course work a thesis is required to complete the Master of Science degree.

The Marriage and Family Therapy Program at the University of Nebraska-Lincoln is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy .

Admissions Procedures

Acceptance into the FCS Masters program is not acceptance into the MFT specialization. For those who are interested in applying to the Marriage and Family Therapy program there are some procedures in addition to those given in the Instructions for Admittance to Graduate College and Admittance to FCS Graduate Masters Program.

1. If a student indicates on the Graduate Studies Intent Form that he/she is interested in Marriage and Family Therapy the application will be forwarded to the Marriage and Family Therapy Admissions Committee after the Graduate Executive Committee has determined the student's qualification for admission.

2. **Applications for admission to the Marriage and Family Therapy Program are only considered in the Spring (January 15 deadline) for the following Fall Semester.** A select group of applicants will be invited to campus to participate in a full-day MFT admissions interview. During that day students will learn about the MFT program, the department and the university; have the opportunity to interact with other applicants and current graduate students and be interviewed by faculty members. If it is impossible to come to campus, arrangements will be made for a telephone interview.
3. The MFT Committee will then make a selection of applicants for admission and forward their recommendations to the Graduate Executive Committee for consideration of graduate assistantships.
4. Notifications will be made in March. If admitted to the MFT program, it will be on a “conditional” basis. The conditional status for the MFT program indicates that there is room reserved for you in FACS 955A: Clinical Family Therapy I taught during the Spring semester. Continuation in the program is dependent on academic performance, promise as a clinician, and approval of the MFT faculty.
- e. If the applicant has completed a graduate assistantship application form and has been admitted to the program, she/he will be considered for a graduate assistantship. Assistantships are dependent on College allocations. Notification of awards will be made as soon as possible.

MARRIAGE AND FAMILY THERAPY SPECIALIZATION
Course Requirements

Areas of Study	Course Number	Course Title	Cr
*I. Theoretical Foundations of Marital and Family Therapy	FACS 951	Theoretical Foundations of Marital and Family Therapy	3
II. Assessment and Treatment in Marital and Family Therapy	FACS 952	Psychopathology and Dysfunctional Interactions	3
	FACS 954	Assessment in Family Therapy	3
	FACS 955A	Clinical Family Therapy I	3
	FACS 955B	Clinical Family Therapy II	3
	FACS 956	Human Sexual Dysfunction	3
	FACS 989A	Collaborative Health Care	1
	FACS 989B FACS 989D	Pharmacology and Fam Therapy Group Therapy	1 1
III. Human Development and Family Studies (2 courses)	SOCI 862	Advanced Methods of Social Research	3
	FACS 973 or EdPsy 850	Students must select one of the following courses. If a student has not had an undergraduate course in child development, they should select EdPsy 850 or FACS 973	3
		Total Credits in Areas I - III	27
IV. Ethics and Professional Issues	FACS 953	Issues and Ethics for Family Professionals	3
*V. Research	FACS 865	Research Design and Method	3
	EdPsy 859	Statistical Methods (or undergraduate statistics course)	3
	EdPsy 860	Applications of Selected Advanced Statistics	3
*VI. Supervised Clinical Practice (12 successive months)	FACS 997	Advanced Practicum in Family Therapy	9
VII. Elective		<i>Students may select one course relevant to their interests.</i>	3
Thesis	FACS 899	<i>All MFT students are required to complete a thesis.</i>	6
		Total Credits in MFT Specialization	51-54

*Core Requirements

MEDICAL FAMILY THERAPY CERTIFICATE

The Department of Family Medicine at the University of Nebraska Medical Center (UNMC) and the Marriage and Family Therapy Program in the Department of Family and Consumer Sciences at the University of Nebraska-Lincoln (UNL) offer a Post Degree Certificate Training Program in Medical Family Therapy. This intensive program will train health and mental health professionals in medical family therapy and collaborative health care models, and prepare them to implement the biopsychosocial-family systems model in the clinical setting.

The program of study is guided by the curriculum standards established by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). Courses specifically pertaining to medical family therapy theory and practice, as well as supervised clinical practicums, are offered at UNMC. The clinical experiences will take place in one of the Family Medicine outpatient clinics associated with the Department of Family Medicine. Other training opportunities take place within the University Hospital and other UNMC programs. Faculty include Licensed Mental Health Professionals who are also AAMFT Clinical Members and Approved Supervisors, Board Certified Family Physicians, and other Allied Health Care Professionals (pharmacy, nutrition, psychology, etc.).

Program of Study

The courses are open to medical, nursing and allied health students as well as for resident training and for those health and mental health care professionals from the community who would like some training in this area but are not interested in earning a certificate of specialization. If the certification is desired, trainees must have already completed or be willing to complete the requirements of COAMFTE accredited Masters level training programs.

There are two possible approaches to completing the certificate program. Those who have a qualifying degree (e.g., M.D., Ph.D., M.S., M.S.W.) may be able to complete the certificate program within one year by taking the four required courses and practicum; if their degree program consisted of courses which fulfill the other requirements of the COAMFTE standard curriculum. Those who do not have a qualifying degree may enter the UNL MFT degree and in the course of obtaining their M.S. in Marriage and Family Therapy may also take the courses required for the post-degree certificate in Medical Family Therapy.

Post-degree professionals will be able to take advantage of specific courses in the theory and practice of medical family therapy and collaborative health care, or complete the program and obtain a post-graduate certificate. The educational offerings will be available as elective clerkships or rotations.

MEDICAL FAMILY THERAPY CERTIFICATE
Course Requirements

Areas of Study	Course Number	Course Title	Cr	Location
*I. Theoretical Foundations of Marriage and Family Therapy	FACS 951	Theoretical Foundations of Family Therapy	3	UN-L
	MedFT 743	Applied Medical Family Therapy	3	UNMC
II. Clinical Practice	MedFT 742	Families, Health, & Illness	3	UNMC
	MedFT 741	Intro to Medical Family Therapy Theories	3	UNMC
	*FACS 952	Psychopathology and Dysfunctional Interactions	3	UN-L
	*FACS 954	Assessment in Marriage & Family Therapy	3	UN-L
	*FACS955A	Clinical Family Therapy I	3	UN-L
	*FACS 955B *FACS 956	Clinical Family Therapy II Human Sexual Dysfunction	3	UN-L
III. Individual Development and Family Relations		Courses offered through UN-L, UNMC, UNO and other institutions will be considered on an individual basis. Courses from the UN-L Marriage and Family Therapy Program which fulfill this area include: FACS 980, 984, 872, 881, 882, 888, 883.	9	
IV. Professional Identity and Ethics	FACS 953	Issues and Ethics for Family Professionals (or equivalent course from students' graduate program)	3	UN-L
V. Research	*FACS 865	Research Design and Methodology (or equivalent course from students' graduate program)	3	UN-L
VI. Practicum	MedFT 744	A 12-month clinical practicum	9	UNMC
		<i>Total Credits</i>	12-45	

*Courses which must be completed prior to or while in the post-degree certificate program. Courses listed are available to fulfill the requirements if students in the program have not fulfilled the requirements prior to entering the program.

Youth Development Specialization

Online Masters Degree and Graduate Certificate
Offered by the Great Plains Interactive Distance Education Alliance (IDEA)
for the Human Sciences

About the Program

The GP-IDEA program allows students to earn a master of science degree or graduate certificate in Youth Development entirely online. Students apply for admission to any one of five major universities and learn from experienced faculty at all five schools.

Colorado State University, Kansas State University, Michigan State University, Montana State University, and the University of Nebraska-Lincoln have joined to create a program that meets the need for advanced education in youth issues and does so through a strengths-based curriculum. Instead of focusing on the negative aspects of adolescence, this program supports youth to make them socially, emotionally and cognitively competent adults.

This program is truly one of a kind. Few graduate programs exist that focus solely on youth development, and GP-IDEA is the only one to offer it completely online.

A. Roles and Functions

An advanced degree or certificate in youth development is ideal for professionals in a variety of youth-related fields. Areas include:

- youth-serving organizations like 4-H and Boys and Girls Club
- non-profit organizations
- faith-based groups
- community recreation facilities
- correctional professions
- extension programs

B. Competencies of Students

- How to apply the primary concepts of youth development (e.g., asset building, positive youth development, community youth development, risk and resiliency)
- Normative pathways to development
- How youth and family cultural issues affect positive youth outcomes
- Grasp and apply basic research and evaluation skills
- Problem-solving skills you can apply when working with funding sources, boards, other agencies, families and other professionals
- The impact of local, regional, state, federal and global policies on youth and how to develop policies with a positive effect
- How to apply skills like budgeting, grant writing and fund raising to manage your organization
- History of youth development as a profession and how to advocate its continued professionalization

C. Activities Related to Attainment of Competencies

The Master of Science in Youth Development includes 36 semester hours of course work. Twenty-eight hours come from courses required by the GP-IDEA program. The core courses include nine 3-credit-hour courses and a 1-credit professional development seminar.

The additional eight hours consist of any institution's degree requirements and/or master's thesis, project, or practicum. Project/thesis hours and practicum will be coordinated at each individual institution, with a practicum experience established in the student's local area.

The following courses are offered in the MS program in Youth Development:

- Community Youth Development
- Adolescents and Their Families
- Program Design, Evaluation and Implementation
- Youth Issues/Life Skills (focuses on one issue such as violence or dress and appearance)
- Contemporary Youth Issues
- Youth Policy
- Youth in Cultural Contexts
- Administration and Program Management
- Youth Development
- Continuing Youth Issues
- Fundamentals of Youth Development (1 hr. seminar)

THE GRADUATE CERTIFICATE PROGRAM

Two Youth Development Graduate Certificates are pending approval:

Youth Practitioner I (Youth Development)

Youth Practitioner II (Program Management and Evaluation)

Requirements

Each certificate requires nine credit hours plus a 1-credit fundamentals course. The foundations course can be taken either with Practitioner I or Practitioner II.

Youth Practitioner I (Youth Development)

Fundamentals of Youth Development (1 credit) required.

Two or three of the following courses for 6 - 9 credits: Youth Development
Community Youth Development
Adolescents and Their Families
Youth in Cultural Contexts

If needed to complete 9 credits, one of the following courses for 3 credits:
Youth Policy
Youth Issues

Youth Practitioner II (Program Management and Evaluation)

Fundamentals of Youth Development (1 credit) required.

Two or three of the following courses for 6 -9 credits:
Program Design, Implementation and Evaluation
Program Administration
Youth Development Professionals as Consumers of Research

If needed to complete 9 credits, one of the following courses for 3 credits:
Youth Policy
Youth Issues

Youth Development Schedule of Classes

Fall 2003

FACS 864 Community Youth Development
FACS 861 Foundations of Youth Development

Spring 2004

FACS 868 Adolescents and Their Families
FACS 873 Program Design, Evaluation, and Implementation

Summer 2004

FACS 879 Contemporary Youth Issues: Life Skills
FACS 879A Contemporary Youth Issues: Violence

Fall 2004

FACS 878 Youth Policy

Spring 2005

FACS 863 Youth Professionals as consumers of Research
FACS 869 Administration and Program Management

Summer 2005

FACS 872 Youth Development
FACS 879 Contemporary Youth Issues: Life Skills
FACS 879B Contemporary Youth Issues: Youth and Appearance

Fall 2005

FACS 875 Youth in Cultural Contexts FACS 864 Community Youth Development

LIST OF GRADUATE COURSES

August, 2002

GENERAL

Course #	Course Title
865	Research Design and Methodology
867	Conducting and Reporting Research
896	*Advanced Independent Study
897D	*Practicum in Family and Consumer Sciences
899	Masters Thesis
920	Teaching Practicum
996	Scholarly Practice and Discovery
999	Doctoral Dissertation

CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION

Course #	Course Title
872	*The Adolescent in the Family
874	Assessment of the Young Child
876	Cognitive Processes in Children
877	Administration of Early Childhood Programs
890	Workshop Seminar in Early Childhood
897A	Practicum in Early Childhood Education
970	Advanced Early Childhood Education
971	Seminar in Child Development
972	Theories in Child Development
973	Social Processes in Children
974	Infant in the Family

CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION

Course #	Course Title
872	*The Adolescent in the Family
874	Assessment of the Young Child
876	Cognitive Processes in Children
877	Administration of Early Childhood Programs
890	Workshop Seminar in Early Childhood
897A	Practicum in Early Childhood Education
970	Advanced Early Childhood Education
971	Seminar in Child Development
972	Theories in Child Development
973	Social Processes in Children
974	Infant in the Family

MARRIAGE AND FAMILY THERAPY

Course #	Course Title
951	Theoretical Foundations of Marriage and Family Therapy
952	Psychopathology and Dysfunctional Interactions
953	Issues and Ethics for Family Professionals
954	Assessment in Family Therapy

955A	Clinical Family Therapy I
955B	Clinical Family Therapy II
956	Treatment of Human Sexual Dysfunction
989A	Innovative Approaches to Family Intervention: Collaborative Health Care
989B	Innovative Approaches to Family Intervention: Pharmacology & Family Therapy
989D	Innovative Approaches to Family Intervention: Group Therapy
997	Advanced Practicum in Family Therapy

FAMILY SCIENCE

Course #	Course Title
862	Adulthood and Aging
882	Parent Education
892	*Contemporary Issues: Family Violence
888	*Child and Family Policy
961	Seminar in Parent-Child Relationships
980	Comparative Family Systems
984	Theories of Family Relations
987	Family Strengths
989	Innovative Approaches to Family Intervention

FAMILY ECONOMICS AND RESOURCE MANAGEMENT

Course #	Course Title
838	*Problems in Family Resources
906	Consumer and Family Economics
907	Family Financial Management

FAMILY AND CONSUMER SCIENCE EDUCATION

Course #	Course Title
801	Curriculum Theories & Concepts
802	Instructional Models & Design of FACS Curriculum
810	Teaching & Learning in FACS Classrooms
812	Developing Instruction in FCS
813	Student Teaching in FACS
815	Advanced Instructional Theory
816	*Educational Programming
817	Critical Issues for the Beginning Teacher
890	Workshop in Improving Instruction
893	Workshop: Special Topics
897	Supervised Experience
912	Advanced Curriculum Theory

EMPLOYEE ASSISTANCE

Course #	Course Title
860	Seminar in Employee Assistance Programs

The Employee Assistance Track uses courses from the other track and specialization areas.

*Offered at UNO as well as at UNL

FAMILY FINANCIAL PLANNING

Course #	Course Title
820	Family Economics
821	Insurance Planning for Families
822	Financial Counseling
823	Estate Planning for Families
824	Fundamentals of Financial Planning
828	Retirement Planning & Employee Benefits
835	Professional Practices in Family Financial Planning
836	Financial Planning - Case Studies
840	Personal Income Taxation
841	Housing/Real Estate
881	Family Systems
883	Investing for the Family's Future
897B	Practicum in Family Financial Planning

YOUTH DEVELOPMENT

Course #	Course Title
864	Community Youth Development
861	Foundations of Youth Development*
868	Adolescents and their Families
873	Program Design, Evaluation, and Implementation
879	Contemporary Youth Issues: Life Skills
897A	Contemporary Youth Issues: Violence
878	Youth Policy
863	Youth Professionals as Consumers of Research
869	Administration and Program Management
872	Youth Development
875	Youth in Cultural Contexts

SUPERVISORY COMMITTEE: To be completed by the supervisory committee at the time of the oral defense of thesis or project.

1. To what extent was the students ability to conduct and interpret original research evident in the thesis defense?

_____Excellent _____Good _____Fair _____poor

2. To what extent was the students ability to develop research based on theory and on the application of research results to solutions of the practical perennial problems faced by individuals, families, and communities evident in the thesis defense?

_____Excellent _____Good _____Fair _____Poor

3. To what extent has the student demonstrated critical thinking skills in the thesis and its defense?

_____Excellent _____Good _____Fair _____Poor

4. To what extent has the student demonstrated satisfactory oral and written communication skills in the thesis and its defense?

_____Excellent _____Good _____Fair _____Poor

5. To what extent was the ability to integrate and synthesize theoretical and practical information in Family and Consumer Sciences evident from the thesis and its defense?

_____Excellent _____Good _____Fair _____Poor

6. To what extent was an understanding and use of appropriate data bases and technologies evident in the thesis and its defense?

_____Excellent _____Good _____Fair _____Poor

7. To what extent was the student's understanding and respect for the global or multi-cultural aspects evident in the thesis and its defense or other work?

_____Excellent _____Good _____Fair _____Poor

8. To what extent was the application of the collaborative process, in their Masters program, evident in the thesis and its defense?

_____Excellent _____Good _____Fair _____Poor _____Non-
Observable

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES
Statement of Professional Goals

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES
Graduate Assistantship Application
(Due February 1 for appointment the following year)
Return to 105 Home Economics Building, Lincoln, NE 68583-0800

Name _____ Social Security Number: _____

Current Address _____

Phone No.: (____) _____ E-mail Address: _____

Completed Degrees _____ Date _____

Institution(s) _____

Academic Year for which you request assistantship _____

List Significant Experience On Attached Sheet

Indicate what types of computer applications experience you have. Please include application name and describe level of proficiency.

Word Processing: _____

Spreadsheet/Statistical: _____

Database Management or Production: _____

Internet Publishing/Graphics: _____

Other: _____

List three references: (no letters are required)

Name _____ Address _____

Name _____ Address _____

Name _____ Address _____

**

COMPLETE ONLY IF CURRENTLY A FAMILY AND CONSUMER SCIENCES
GRADUATE STUDENT

Date Graduate Program Began _____ Option I II III

Graduate Emphasis _____ Advisor _____

Have you served before as a Graduate Assistant in Family and Consumer Sciences? _____

In another department? _____ If yes, what was your job and who was your supervisor?

**

Signature of Applicant

Date

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES
Graduate Assistantship Application

(Due February 1 for appointment the following year)
Return to 105 Home Economics Building, Lincoln, NE 68583-0800

List Significant Experience Below

ADMISSION AND COMPLETION POLICIES

The Department of Family and Consumer Sciences offers graduate study leading to the Masters of Science Degree in Family and Consumer Sciences (FCS) and Certificates in Medical Family Therapy and Family Financial Planning.

Admission Deadlines

Although applications will be considered on a continuing basis, preferred deadline for consideration by the FACS Graduate Committee for the **Child Development, Family and Consumer Sciences Education, Youth Development, Family Financial Planning, and Family Science** tracks are **October 1, January 15, and June 1. Marriage and Family Therapy applicants** are considered only on **January 15**. Applicants will not be considered for any program of study unless the files are totally complete. It is recommended that you have all the requirements met in Graduate Studies and the Department one month prior to the deadline, to ensure a complete file.

Note: The Department has suspended processing applications to **Employee Assistance** program of study until further notice.

Admission Procedures:

1. Complete and send the application for Graduate Admission to the Office of Graduate Studies, University of Nebraska-Lincoln, 1100 Seaton Hall, P.O. Box 880619, Lincoln, NE 68588-0619, (402) 472-2875. (Apply on-line at <http://www.unl.edu/Prod/grad/gform.html>.) There is a \$45.00 fee for first-time application.
 2. Arrange to have **TWO OFFICIAL** transcripts from every college or university previously attended filed with Graduate Studies.
 3. Take the Graduate Record Exam (GRE)* and have scores sent to the University of Nebraska-Lincoln. If in Lincoln, contact Career Services, 230 NU, University of Nebraska-Lincoln, Lincoln, NE 68588-0451, (402) 472-2021 for information on the GRE. If not in Lincoln, refer to <http://www.gre.org> **OR 800-GRE-CALL** for information and registration booklets. GRE's can be completed in Lincoln at the Sylvan Learning Center, 5715 S. 34th, Suite 300, Lincoln, NE 68516 (corner of 34th and Old Cheney Rd), 402-423-8833 **ON ANY DATE YOU CHOOSE**. Call Sylvan to schedule an appointment for the examination,. Allow 2-3 weeks for exams to be scheduled. The score is available to you immediately, and the official copy of scores will be sent to UN-L within two weeks. Thus, it is possible for GRE scores within four weeks.
 4. International students, whose primary language is not English, must take the TOEFL Exam. A minimum score of 550 is required of all international students.
 5. Obtain a copy of the Recommendation for Graduate Admission Form. Request three letters of recommendation, on the Recommendation for Graduate Admission Form, be sent to the Family & Consumer Sciences Department. This form is found in the Graduate Admissions Guide that is enclosed with this mailing (note that you will have to make two copies) or online at <http://www.unl.edu/gradstud/Prospective/Recommendation.pdf>
 6. Send a completed graduate studies intent form and statement of professional goals to the department. These forms are enclosed and can be found in the admissions packet.
 7. **Optional:** Send a completed graduate assistantship application to the department. This form can be found in the admission packet. Deadline for graduate assistantships are February 1.
- * **Note that for the Master's degree-leading program in FFP as well as YD, you must submit your GRE scores although there is no minimum required score for admission. The GRE is not required for admission to the certificate program.)**

Send the following to Graduate Studies at:

**1100 Seaton Hall
University of Nebraska-Lincoln
Lincoln, NE 68588-0619**

Graduate Application for Admission
\$45 application fee
Two official transcripts
GRE scores

Send the following to the department at:

**Graduate Support Services
105 Home Economics Bldg
University of Nebraska-Lincoln
Lincoln, NE 68583-0800**

Intent Form
Statement of Professional Goals
Three Letters of Recommendation
Graduate Assistantship Application (if assistantship is desired, by Feb. 1)

***Family Financial Planning, Youth Development**

Because the Family Financial Planning program is offered through distance education as part of an inter-institutional consortium, several unique application/admission procedures exist.

Students applying to the program should submit materials identified above to Graduate Studies as well as the Department of Family and Consumer Sciences.

What happens after my file is complete?

When all materials are on file, the graduate committee will act on your request for admission to the program specified and will contact you regarding their decision. You will receive one of four decisions: 1) full admission, 2) full admission, but you are on a waiting list, 3) provisional admission subject to resolving deficiencies or 4) admission denied.

It takes a minimum of one month (sometimes significantly longer) for papers to be processed by Graduate College. As long as there is sustaining enrollment, a new set of classes will start each fall. If you aren't admitted because the spaces are filled, you may renew your application for the following year. **Apply early.** Students are encouraged to seek admission to begin Fall semester. Although applications will be considered on a continuing basis, January submissions will have priority consideration on the basis of available slots.

When the English proficiency of an applicant for the Family and Consumer Sciences graduate program is uncertain, the Graduate Executive Committee or an appropriate subcommittee will conduct a face-to-face or telephone interview with the applicant to determine his/her ability to do the required work. You may expect to receive an acceptance or denial letter by the fourth week after the deadline date. If you are applying to the MFT program, you will also be asked to complete an interview with the faculty as part of the admission process.

The Graduate College is notified and clears students for admission. The committee will assign a temporary advisor at this time. You should try to meet or call your advisor within three weeks after receiving a letter of acceptance. The Graduate Office issues the Certificate of Admission and a letter confirming acceptance into the program.

Students are admitted according to the following categories:

1. Full Graduate Standing is given to students who have met the minimum requirements for

admission and who have been accepted by the department for work leading to a Masters degree. The candidate must hold a Bachelor of Science degree or a Bachelor of Arts degree from an accredited college and have completed undergraduate preparation equivalent to that required in the basic general education core of Human Resources and Family Science (University of Nebraska), plus a major of at least 18 semester hours in Family and Consumer Sciences or the equivalent from related fields. A 3.0 GPA is required as well as a minimum score of 500 on the verbal and quantitative sub-tests of the General GRE.

2. Provisional Status is given to students who show potential for successful graduate work but have deficiencies in the above required undergraduate preparation or who have a GPA between 2.50 and 2.99. Provisional status is also given to students who score between 450 and 500 on one of the previously mentioned GRE sub-tests. If students are given provisional status, they will be informed of the additional courses to be taken or the grades required in order to attain full standing.

If a graduate student enters the FCS graduate program on a provisional status due to low GRE scores or overall record, the student must demonstrate ability to do graduate work within the first semester of the graduate program. After fulfilling the requirements of the provisional status, the student must submit a letter by the 5th week of the following term to the Chair of the Graduate Committee, requesting removal of the provisional status. Meeting the minimum criteria, however, does not guarantee admission.

Students may not "transfer" from one FCS program to another. For example, if a student wishes to change from a Family Science emphasis to a Marriage and Family Therapy specialization, he/she must reapply for the new program.

For additional information regarding either distance program, the Family Financial Planning (FFP) or Youth Development, (YD) email or call the Campus Coordinator, Lisa King (402) 472-7787 or lking2@unl.edu

For additional information regarding the Family Financial Planning Masters program, email or call the faculty coordinator, Dr. Sheran Cramer (402) 554-2450 or scramer@unomaha.edu

For additional information regarding the Youth Development Masters program, email or call the faculty coordinator, Dr. Doug Abbott (402) 472-1665 or dabbott1@unl.edu .

6-9-03

Must be received in Graduate Office at least four weeks before the final oral examination, if required, but in no case later than the calendar date for filing final report for degree.

UNIVERSITY OF NEBRASKA-LINCOLN

All information MUST be typed

GRADUATE COLLEGE

FINAL EXAMINATION REPORT FOR MASTERS DEGREE

PART 1

Name Social Security No. Local Address Telephone Permanent Home Address Degree Desired: MA MArch MAg MAT MBA MCRP MEd MEng MFA MLS MM MPA MPE MS MSCT MST Option I, II, or III Major Specialization() (Circle one) Minor EXPECTED GRADUATION DATE

PART 2

WRITTEN COMPREHENSIVE EXAMINATION When required, the written comprehensive examination must be taken within 10 months of completion of degree requirements. The comprehensive exam(written and/or oral) in the minor department may be waived if all grades in the minor are at least a B or Pass.

DATE WRITTEN COMPREHENSIVE EXAM TO BE TAKEN Major Minor PASSED Major Minor

Written Comprehensive Examination in Major Waived Yes No (If waived, oral must be taken) Written Comprehensive Examination in Minor Waived Yes No Oral exam in minor waived Yes No

PART 3

EXAMINATION PROCEDURE APPROVED; INCOMPLETES REMOVED IN COURSES OTHER THAN THESIS. (Signatures required for options I, II and III prior to submission to the office of Graduate Studies.)

(Signature, Major Adviser) Date (Signature, Minor Adviser) Date (Signature, Chair of Graduate Committee, Major Dept.) Date (Signature, Dean of Graduate Studies) Date

PART 4

FINAL ORAL EXAMINATION SCHEDULED DATE TIME BUILDING/ROOM

(at least four weeks after filing this final Examination Report Form)

FINAL ORAL EXAMINATION WAIVED Yes No

FINAL COPY OF THESIS APPROVED (When Oral exam is waived) (Signature, Graduate Faculty Fellow, Major Dept., other than Adviser)

EXAMINING COMMITTEE (Type names of proposed committee members. Three members are required. All members on the examining committee MUST be on the Graduate Faculty, and at least one must be a Graduate Faculty Fellow. Signatures of committee members should be affixed after final oral examination.)

Pass/No Pass (Typed Name, Examining Committee Chair) (Circle) (Signature) Pass/No Pass (Typed Name) (Circle) (Signature) Pass/No Pass (Typed Name) (Circle) (Signature) Pass/No Pass (Typed Name) (Circle) (Signature)

PART 5

TITLE OF THESIS:

FINAL GRADE FOR INCOMPLETE THESIS HOURS APPROVED BY MAJOR ADVISER (Signature, date)

PART 6

THESIS DEPOSITED IN LIBRARY Date (Signature, Librarian) Date (Signature, Cashier)

PART 7

RECOMMENDED FOR DEGREE Date (Signature, Dean for Graduate Studies)