

Master of Science
Human Development & Family Studies
Concentration: Family Life & Parenting Education

Graduate Manual
Updated July, 2008

A Jointly Administered Program
Between
NC State University and UNC-Greensboro



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INTRODUCTION

Family Life & Parent Education are both rapidly growing fields of research and practice. Parenting education is an emerging professional field, one that is in constant flux as it grows to accommodate the diverse needs of families and their children. As the field evolves, one of its main challenges will be to answer the demand for expansion from academics, government leaders, and parents. These groups and many others have come to recognize that educating parents can be a key strategy within the larger array of comprehensive family support systems aimed at decreasing child abuse, increasing school achievement, and enhancing family resiliency. The field of family life education is growing particularly in the relationship development area including marriage and other close relationships. Communication and personal dynamics in relationships shape and influence many aspects of how people relate to each other in the home as well as in workplaces and the larger community.

The Masters of Science in Human Development & Family Studies with a concentration in Family Life & Parent Education is designed to meet the growing societal demand for parenting and family life education for families as well as other community institutions. Demands arise from the court systems as a way for parents to keep their children; through prisons, as parents prepare to re-enter communities; through social service organizations working towards family support and lowered child maltreatment; and through schools and communities preparing children for kindergarten and preparing families to support their child's learning.

Multiple organizations deliver family life and parenting education programs to parents in communities, however there are very few recognized degree programs and professional development credentials that recognizes the experiences and educational knowledge of those who deliver educational programs. One organization that recognizes the field of family life education is the National Council on Family Relations Certified Family Life Educator (CFLE). The proposed academic program would be one step in a student's preparation for application for this professional certification.

The two-year program is jointly planned and administered by NC State University's Department of 4-H Youth & Family and Consumer Sciences and UNC-Greensboro's Department of Human Development and Family Studies. This partnership provides a balance between theory, research, and application for students seeking careers in family life and parent education. The curriculum draws on the resources of both departments. The initial coursework primarily includes child development, family systems, and community systems theory while the remainder focuses on skills development and applications of the theory to the needs of families and community education.

This is an applied non-thesis program for students who plan to develop, evaluate, or work in programs for diverse populations and/or families. This programs of study is also multidisciplinary, calling for a synthesis of knowledge from the social and behavioral sciences and for an examination of the influence of social context and policy variables on individual and family behavior and development. Graduate course work focuses on the contributions of family, peer, school, and other cultural contexts to the social and intellectual development of children, adolescents, and adults, the changing nature of the family constellation, local and national policies affecting families, and issues related to the elderly in community settings.

Upon completion of this degree, students will have acquired skills and knowledge in

- Theoretical underpinnings that guide practice in the field of family life and parenting education
- Practices that guide excellence in teaching, program development and program evaluation
- A systematic approach to working with families in communities
- Critical network building skills and network associates that community educators use in building successful and sustained community-based programs for families
- Reading and applying research findings to the lives of families

The Graduate Manual

This Manual has been prepared to provide information about the policies, procedures, and degree requirements of the Master of Science in Human Development and Family Studies with a concentration in Family Life/Parent Education. This Graduate Manual reviews some of the information that can be found in greater detail online in the Graduate Catalog. http://www.fis.ncsu.edu/grad_catalog/catalog.htm

We have limited much of the Manual's coverage to the expectations, guidelines, and requirements that are held specifically for graduate students in the FCS Department. The course work and research requirements and expectations described represent the minimum requirements agreed on by the faculty as a whole. Depending on your interest area, your advisor or your advisory committee may require additional coursework. Further, you may be required by your advisor or advisory committee to perform course work over and above the minimum because of your specific research plans or because you lack appropriate background in some areas. All such issues are matters for discussion between you and your advisor.

New graduate students are advised to read this Manual in its entirety and to consult with their advisor or the Director of Graduate Program (DGP), if any of the requirements described in it are unclear. Students also should be familiar with University regulations and policies for graduate students as they are described in the Graduate Catalog. To benefit from the information in this Manual, you must be prepared to take responsibility for your progress in the program. Do not assume that your advisor or other faculty members will automatically remind you of every step that you need to take. The "Yearly Student Review" will help you and your advisor keep track of your progress in the program. We welcome you to the Department of Family and Consumer Sciences, and we wish you the best of success in your graduate career.

ADMISSION

A joint (UNCG/NCSU) committee will oversee the program. Students will apply to the joint program through either institution via the "normal" graduate application route. A joint admissions committee will evaluate all applicants; be responsible for assigning the home institutions and ensuring a balance of students at each institution; and make the appropriate admission recommendation to the home institution. Special consideration will be given to requests based on geographic need to attend a university located closer to residence.

Students must meet the general admission requirements for NC State University and UNC-Greensboro. Students will be required to have completed an undergraduate degree in Family and Consumer Sciences, Human Development and Family Studies, or a related area. However, if applicants have not completed a baccalaureate degree in a related field, then a series of class pre-requisites will be required. The application package will be based on merit associated with past academic performance. Applicants with baccalaureate degree from an accredited college or university (as determined by a regional or general accrediting agency) must have at least a "B" (3.0/4.0) average in the undergraduate major or in the latest graduate degree program.

Applicants are required to take the Graduate Record Examination (GRE) and submit three letters of reference pertaining to student potential and initiative. Students must also submit a statement outlining his/her professional goals.

Students with bachelor's degrees from accredited institutions whose scholastic records are below the standards for admission to full graduate standing may be admitted provisionally when unavoidable, extenuating circumstances affected their undergraduate averages or when progressive improvement in their undergraduate work warrants provisional admission. Students admitted provisionally under these circumstances can attain full graduate standing after completion of nine or more graduate credit hours from the core courses with a minimum GPA of 3.0. Courses taken for S/U grade cannot be used as part

of the minimum. Full graduate standing is granted when the deficiencies responsible for the provisional status are corrected through additional course work (without graduate credit), provided the student has maintained a satisfactory academic record (3.0 Grade Point Average) on all course work taken in a graduate classification. A change from provisional status to full graduate standing is effected only upon the recommendation of the department in which the student is seeking the degree.

2. *Documents to be submitted for admission* (listing or sample).
 - A. Undergraduate and (if applicable) graduate transcripts of classes
 - B. Graduate Record Examination scores
 - C. Three letters of reference
 - D. Statement of professional goals

Applications are not complete until the NCSU Graduate School receives the following supporting documents:

1. Non-refundable application processing fee;
2. Two official transcripts from all colleges and universities previously attended;
3. Three recommendations from people who know the prospective student's academic record and potential for graduate study;
4. On-line North Carolina Residency Form if claiming NC residence for tuition purposes;
5. A list of courses in progress if enrolled as a Post-Baccalaureate Studies (PBS) student at NC State;
6. GRE or other standardized test scores, statements of purpose, portfolios or other work samples, depending on requirements of particular program; and
7. TOEFL scores, where applicable.

Transfer credit accepted.

No transfer credit for non-elective courses unless the content is a near exact match. Transfer credit for electives is limited to 9 semester hours (3 classes) and content must clearly relate to the major. A graduate course, which has been completed with a grade of "B" or better, may be considered for transfer to the master's program provided that it has been completed in a graduate or post-baccalaureate classification at an accredited graduate school. To request transfer credit, students must provide a copy of the full syllabus for the course and specify the course for which they wish to receive credit (for non-elective courses). The decision whether to grant transfer credit will be made on a case by case basis through joint consideration by program directors at both universities.

Student Advising – Students in the program will be advised by a single advisor who will be a member of the Graduate Faculty of the program and housed at the student's "home" institution. The Director of Graduate Programs at each institution will assign faculty advisors.

Management of Transcripts and Permanent Records - The home institution will have primary responsibility for managing student records and transcripts; however, both institutions will have access to them.

Financial Aid - Financial aid will be handled through the "home" institution. Students will apply for and receive financial assistance through their "home" institution. Because students will be continuously enrolled at both institutions, there must be a unique classification for these students in each institution's registration system so the aid offices will be able to distinguish their "home" students from students who are considered "home" students by the other institution.

Participation in Graduation - Students will have the choice to participate in either or both graduation ceremonies but their home institution will clear the student for graduation and award their diploma.

Diploma - Based on the policy regarding awarding Joint Degree programs within the University of North Carolina system, a joint degree carries the names of the two institutions on the student diploma.

Tuition and Fees - Students in the joint MS program will receive separate statements from NCSU and UNCG for the tuition and fees that are associated with classes included in programs of study. Graduate Student Tuition Waivers will follow from the source of the stipend that qualifies the student. The institution that employs the individual will approve employee tuition waivers. The approved waiver will be forwarded to the appropriate office at the institution where the class is offered.

THE GRADUATE COMMITTEE

The Graduate Committee of the Department is responsible for the formation and implementation of policies, procedures, and curriculum changes of the FCS graduate program in accordance with the policies set down by the NC State University Graduate School. The FCS Graduate Committee typically consists of three faculty members.

THE GRADUATE CURRICULUM

Master of Science Program

The Department of FCS offers a 'non-thesis' Master of Science degree program. The non-thesis program is designed for consumers of research whose jobs, upon graduation, would require the translation and application of research findings as a part of their work in agency and cooperative extension settings. This program emphasizes course work and practicum experience in the areas of family education and parent education. Potential jobs include:

Business, Consumer & Family Resources Services: Employee Assistance programs, Corporate Day Cares, Consumer Protection Agencies, Family Financial Counseling & Planning Agencies, Food Assistance Programs, Research positions.

Community-Based Social Services: Youth Development Programs, Adoption Agencies, Foster Care Programs, Teen Pregnancy Services, Welfare Assistance, Vocational Rehabilitation & Job Training, Adult Day Care, Gerontology and Long-Term Care Programs.

Early Childhood Education: Day Care Centers, Head Start Programs, Montessori Schools, Child Development Organizations.

Education: Public School Teaching in Family & Consumer Sciences with state licensure, University Teaching, Family Science Research, Family Life Education, Sexuality Education, Parenting Education, Marriage & Family Enrichment Programs, Curriculum Development.

Faith-Based Organizations: Ministry, Family Life Education, Parenting Education, Youth Programs.

Family Intervention: Individual & Family Therapy Support Services, Crisis & Hotline Services, Divorce Mediation, Abuse Protection Services, Drug & Alcohol Prevention Programs, Residential Treatment Programs.

Government & Public Policy: Family Policy Analysis, Child Welfare Advocacy, Cooperative Extension Specialist, Military Family Support Services, Departments of Child & Family Services.

Health Care & Family Wellness: Public Health Programs & Services, Hospital Based Family Support, Nutrition Education, Prenatal and Maternity Services, Holistic Health Centers, Long-Term Care Settings, Hospice Programs.

International Education & Development: International Family Policy, Peace Corps and NGO Leadership, Global Family Planning Programs, International Human Rights Advocacy, Immigration & Migrant Families Services.

Research: Grant Proposal Writing, Academic and Government Research in Family Science, Population Studies & Demographic Research, Community-Based Research for Non-Profit Family Agencies, Program Evaluation & Assessment.

Writing & Communication: Curriculum & Resource Development in Family Life Education, Media and Technology Settings, Newspaper & Magazine Writing.

**Masters of Science in Human Development and Family Studies
with a Concentration in Family Life and Parent Education**

34 hours

*FCS prefix used at NCSU; HDF prefix is used at UNCG; ERM is from UNCG
ELF and EAC are courses from NCSU*

Core Content (6 hours)

HDF 644	Contemporary Research & Theory in Family Studies
HDF 654	Contemporary Research & Theory in Human Development

Area of Specialization (9 hours)

FCS 522	Family Life Education
FCS 512	Family and Community Partnerships
HDF 621	Applied Theories and Principles of Parenting

Applied Research Requirements (6 hours)

FCS 510	Program Development and Evaluation or ERM 642 Evaluation of Educational Programs
ERM 604	Methods of Educational Research or EAC 551 Research in Adult Higher Education or ELP 532 Introduction to Educational Inquiry

Applied Research Internship and Professional Development (4-7 hours)

FCS 595	Contemporary Issues in Family Life Education or HDF 695 Professional Seminar in Family Life/Parent Education
FCS 500	Supervised Professional Experience in Family and Consumer Sciences* or HDF 600 Supervised Professional Experience in Human Development and Family Studies*

*The number of field project hours will be negotiated with student and his/her advisor based on student experience and learning needs. This is also referred to as the capstone.

Additional Requirements (6-9 hours)

Six to nine hours from the following electives will be selected jointly by the student and program advisor and submitted with the program of study.

If 3 hours are taken in HDF/FCS600 Field Project, then 9 hours of electives are required.

FCS 523	Family Relationships over the Life Course
FCS 524	Applications of Gerontology in Family Life Education
FCS 533	Complex Family Issues
FCS 540	Environmental Influences on the Family
FCS 531	Effective Management of Family Resources
FCS 601	Independent Study**
HDF 672	Divorce and Remarriage
HDF 667	Infant Development
HDF 668	Seminar in Adolescence
HDF 675A	Divorce Mediation

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

Fall Year 1	Spring Year 1
FCS 522 ERM 604 HDF 654	FCS 510 (or ERM 642) HDF 644 1 elective
Fall Year 2	Spring Year 2
FCS 512 HDF 621 1 elective	FCS 595 HDF/FCS 600 (3-6 hours) 1 elective

Course descriptions

Program and Evaluation Development in Family Life Education (3) FCS 510- offered every Spring- core course (Behnke)

This course will cover the concepts of family focused program design and evaluation. Topics include building community support and oversight for programming; conducting needs and asset assessment; developing research-based, ecological interventions; implementation and fully integrated evaluation. Evaluation methodology and applications will comprise half of the course content

Family Life Education (online course) (3) FCS 522 – offered every fall, core course (Matthews)

Students in this course will become aware of the key concepts and issues in each fields of study encompassed in family life education and use basic tools to integrate this understanding into family life educational programming.

Family and Community Partnerships (3) – FCS 512, offered every fall, core course (Behnke)

This course will explore the different community contexts of families and how they affect family functioning. Topics include ecological and systems theory, community based programming, holistic resource assessment and utilization, collaboration building, and community development to support families. Students will develop an understanding of the ecological underpinnings that mediate relationships of the family within the broader community and support systems.

Contemporary Issues in Family Life Education (1) - FCS 595, offered even Spring, core course (DeBord & Behnke)

This course addresses contemporary topics and current issues that arise during the semester. Discussion of professional issues related to family life and parenting education such as professionalism, ethics, grant writing will be covered in addition to presentations by related state agency representatives and Family and Consumer Sciences faculty, and a focus on necessary skills in research and writing.

Family relationships over the life course (3) – FCS 523, offered rotating Fall, elective (Bearon & Behnke)

This course will apply theories and research about interpersonal relationships and family dynamics to issues facing families over the life course. Topics include concerns of young families such as family planning and parenting, midlife concerns such as personal/professional growth, transition to an empty nest and caring for aging parents, and later life issues such as grandparenting, the effect of retirement, late-life intimacy, family caregiving and widowhood. The course will emphasize the interplay of social, developmental and health factors in affecting change, continuity and well-being, and ways in which educators can use life course and intergenerational perspectives to assist families.

Environmental Influence on Families (3) – FCS 540 – offered rating summers, elective (Kirby)

The class will include an examination of social, economic and behavioral housing theory. Historical and current housing policy and its relationship to housing, neighborhood and community development will be explored. The course will investigate diverse populations and their housing/neighborhood concerns as well.

Applications of Gerontology in Family Life Education (3) – FCS 524, offered rotating Fall, elective (Bearon)

Presents multidisciplinary knowledge from gerontology to help educators work effectively with older adults and their families. The focus is on the social context, the lived experience of aging, and community-based services. Topics include the aging process, family issues, social engagement, economics, housing, nutrition, health, long-term care and end-of-life issues. Each session includes discussion of a practical issue, e.g., hearing loss or eating healthy as well as consumer materials on these topics.

Effective Management of Family Resources (3) FCS 531 Offered rotating even summers. (Bird)
Elective

A course that will address techniques to help families manage their resources. Topics include family stability, and well-being; financial management (credit and debt, budgeting and retirement issues, bankruptcy, time value of money); personal management (organizational skills, time management, stress management, decision making); human capital (employability, education, skill building); physical capital (transportation, real estate, and housing issues); and social capital (child care, interpersonal relationship development).

Complex Family Issues (3) FCS 533 offered rotating off falls (Behnke)

This course examines educational intervention strategies for family issues that pose particular difficulty for family life and parenting educators including critical issues such as addictions/ substance abuse; child abuse and neglect; domestic abuse; illness, death and dying; divorce/mediation; step-families & single parenting; risky youth behaviors (gang memberships, suicidal ideation, sexuality/ teen pregnancy); and rape and other acts of violence. The course will include a discussion of evidence-based prevention and treatment options for referring clients, and a debate of the role of FLEs in this process.

Field project (6) FCS 500

This faculty guided field study capstone project is a requirement of all students. Students and advisors will design the project based on student interest and fit within the program. Students must register for the capstone internship project with the home university.

Independent Study (1-3) FCS 601

Students can work with faculty on design projects, research, evaluation, or teaching projects for up to three credit hours.

**Masters of Science in Human Development and Family Studies
Concentration in Family Life & Parenting Education
UNCG -NCSU**

34 hours

FCS prefix used at NCSU; HDF prefix is used at UNCG

Core requirements (25-28 hours)

Name _____

Core Courses	Semester completed	Notes
FCS 522 Family Life Education - online (3 CH-Fall)		
FCS 510 Program Development and Evaluation (3 CH) or ERM 642 Evaluation of Educational Programs (UNCG) (3 CH-Spring)		
FCS 512 Family and Community Partnerships (3 CH-Fall)		
FCS 595 or HDF 595 Contemporary Issues in Family Life Education (e) (1 CH –Spring)		
HDF 644 Contemporary Research and Theory in Family Studies (3 CH -Spring)		
HDF 654 Contemporary Research and Theory in Human Development (3 CH-Fall)		
HDF 621 Applied Theories and Principles of Parenting (3 CH-Fall)		
EAC 551 Research in Adult & High Education (NCSU) or ERM 604 Methods of Educational Research (UNCG) (3 CH-offered all semesters) or ELP 532		
FCS 500 Supervised Professional Experience or HDF 600 or (3-6 CH) (P/F or S/U) (CAPSTONE)		

Electives

The number of field project hours will be negotiated with student and his/her advisory group based on student experience and learning needs.

Electives (6-9 hours)	Date Completed	Notes
FCS 533 Complex Family Issues (3) Off falls		
FCS 523 Family Relationships over the Life Course (3 CH-alternating even-Fall)		
FCS 524 Applications of Gerontology to Family Life Education (3 CH-alternating odd-Fall)		
FCS 540 Environmental Influences on the Family (3CH-Alternating Odd Summer)		
FCS 531 Effective Management of		

Family Resources (3 CH alternating Even summer)		
FCS 601 Independent Study (1-6 hours-variable) **		
HDF 672 Divorce and Remarriage (3 CH-Fall)		
HDF 667 Infant Development (3 CH-alternating Spring)		
HDF 668 Seminar in Adolescence (3 CH-alternating-Spring)		
HDF 675A Divorce Mediation (3CH-Fall)		

Six to nine hours from the following electives should be selected jointly by the student and advisor and submitted with program of study.

If 3 hours are taken in HDF/FCS600 Field Project, then 9 hours of electives are required.

** Independent study hours may be taken as an elective but would exceed the necessary hours for degree completion. Course of study for full time student example:

Fall Year 1	Spring Year 1
FCS 522 ERM 604 HDF 654	FCS 510 (or ERM 642) HDF 644 1 elective
Fall Year 2	Spring Year 2
FCS 512 HDF 621 1 elective	FCS 595 HDF 600/FCS 500 (3-6 hours) 1 elective

GRADUATE REGULATIONS, POLICIES, AND PROCEDURES

General Information for Newly Admitted Students

The Academic Integrity Policy. Academic Integrity is fundamental to a successful academic community. NC State is a member of the Center for Academic Integrity and subscribes to the fundamental values of academic integrity (honesty, trust, fairness, respect, and responsibility). Each member of the academic community must stand accountable for his or her actions. Typical violations include cheating, plagiarism, misuse of academic resources, falsification, and facilitating academic dishonesty. Plagiarism is of great concern in an academic community like ours. In instructional settings, plagiarism can be defined as occurring when a person knowingly "...uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its source [The Council of Writing Program Administrators (<http://www.wpacouncil.org>)]. The CWPA also refers to plagiarism as blurring the lines between one's own ideas and those borrowed from another source. Students and faculty should be familiar with all aspects of the Academic Integrity Policy. Information related to NC State's Academic Integrity Policy can be found at the following web site: www.academicintegrity.org/.

Substituting Previous Courses for MS Requirements. No transfer credit is allowed for non-elective courses unless the content is a near exact match. Transfer credit for electives is limited to 9 semester hours (3 classes) and content must clearly relate to the major. A graduate course, which has been completed with a grade of "B" or better, may be considered for transfer to the master's program provided that it has been completed in a graduate or post-baccalaureate classification at an accredited graduate school. To request transfer credit, students must provide a copy of the full syllabus for the course and specify the course for which they wish to receive credit (for non-elective courses). The decision whether to grant transfer credit will be made on a case by case basis through joint consideration by program directors at both universities.

First-year Core Courses. During the first year of the Master of Science program students typically take all core courses. The core courses FCS 522 (Family Life Education) and FCS 510 (Program Development and Evaluation) or ERM 642 (Evaluation of Educational Programs-UNCG), HDF 644 and HDF 654.

Annual Review of Progress. The Department's graduate faculty members meet during the Spring semester of each year to review the progress of all FCS graduate students. The review is intended both to acknowledge good student progress and to identify students who may need additional mentoring from instructors and faculty advisers or who may not be sufficiently prepared or suited for a practitioner or research career in the field of Family Life and Parenting Education. Students in danger of being unsuccessful will be contacted near the end of the Spring semester.

CONTINUOUS REGISTRATION

After a student is admitted to the Graduate School and enrolls for the first time, she/he is required to maintain continuous registration, *i.e.*, be enrolled each semester, excluding summer sessions, until she/he has either graduated or her/his graduate program at NC State has been terminated. All students who graduate during the second summer session must be registered for either the first or second summer session.

Leave of Absence. A student in good academic standing who must interrupt her/his graduate program for good reasons may request a leave of absence from graduate study for a definite period of time not to exceed one year within a given graduate program. The request should be made at least one month prior to the term involved. Upon endorsement of the request by the student's graduate advisory committee and Director of Graduate Programs, and approval by the Graduate School, the student would not be required to be registered during the leave of absence. The time that the student spends on an approved leave of absence will be included in the time allowed to complete the degree, *i.e.*, 6 years for master's and 10 for doctoral.

Termination. Graduate students whose programs have been terminated because of failure to maintain continuous registration and who have not been granted a leave of absence during a fall or spring semester will be required to reapply for admission, and pay the admission fee they graduate studies at NC State will be resumed.

Grading Policy. Most content courses that you take are graded on a scale of A thru C. The grade of "A" is awarded for "superior" performance, and the grade of "B" is awarded for "very good" or "good" performance. A grade of "C" indicates that one's performance has been weak and submarginal relative to the expectations for graduate students. Any grade below a "C" is considered a failure.

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

Establishing In-State Residency for Tuition Purposes. Residency for tuition purposes is defined by state statute. In order to qualify as a resident of North Carolina for tuition purposes you must have established legal residence ("domicile") in North Carolina and maintained that legal residence for at least 12 months before you apply for classification as a North Carolina resident. In addition to this 12-month physical presence requirement, there are numerous other factors that must be considered in determining whether or not an individual is a resident for tuition purposes.

Domicile is a legal term defined as a place where a person intends to remain and live permanently, and the place a person intends to return to after any absence. Permanency is the key. Thus, a person who lives in a place for a temporary purpose (e.g., for a vacation or to attend college) and who intends to live elsewhere when that purpose is accomplished, is not considered to be a legal resident for tuition purposes. In order to obtain an in-state residency status for tuition purposes, University administrators must be able to conclude from the information you provide them that your intent is to make North Carolina your permanent dwelling place. Rather than a single action, it is a cluster of events that must produce a preponderance of circumstantial evidence suggesting your intent to remain here permanently. In other words, have you done the kinds of things that a permanent resident would do, or have you been acting like a temporary visitor? Each case has its own set of facts, and there is no set checklist of items that will guarantee that you will be classified as a resident for tuition purposes. However, some important questions that are likely to be asked are: Do you have a current North Carolina Drivers License? Is your vehicle registered in North Carolina? Are you registered to vote in North Carolina? Where and when did you last vote? Where do you keep your personal property? Have you filed a North Carolina Income Tax return indicating that you were a resident during the last tax year? Do you own real estate in North Carolina? Do you participate in or volunteer for community activities away from the campus? Where did you live before enrolling in an institution of higher learning? Are you financially independent of your parents? This is not a complete list, but it should give you an indication of the types of factors that will be considered in determining your residency status. Thus, to qualify for in-state tuition for a given term, you must prove the following: (1) that you established your bona fide domicile in North Carolina 12 months before the beginning of the term in which you are seeking in-state residency status through (a) being physically present in the State, (b) performing acts that support your intent to make North Carolina your permanent residence, and (c) performing acts that support the contention that you are not in North Carolina solely to attend a college or university program; and (2) that you have maintained your domicile in North Carolina for at least 12 continuous months.

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

Master of Science Program Timeline

Filing a Plan of Study. A Plan of Study is an outline of courses and capstone experiences that the student will engage in during the graduate program. It must be signed by the student, the advisor, and the Department's DGP. The Graduate School requires students enrolled in all master's degree programs to file both a 'preliminary' Plan of Study at the earliest practical time following admission to The Graduate School (but no later than 50% of the program's completion) and a 'final' Plan of Study at the time the student applies for graduation. Plan of Study forms are available from the DGP.

Applying for Graduation. All students expecting to graduate must file an application for a degree and pay the graduation fee in the Graduate School by the end of the first week of classes of the term in which the degree will be granted. If you decide not to participate in graduation ceremonies, you still must apply for graduation in order to be awarded the degree.

Tasks:

- Develop and file an FCS Plan of Study: By the end of second semester
- Selection of advisory committee (3 members, one is major advisor): By the end of second semester
- Complete course work
- Applying for graduation: By the end of the first week of the semester in which the degree is to be granted

FINANCIAL AID

Financial Aid is available through the student's home institution. The institution that employs the individual will approve employee tuition waivers. The approved waiver will be forwarded to the appropriate office at the institution where the class is offered. The Director of Graduate Programs can advise you about additional financial assistance opportunities.

Fellowships and Scholarships

Several departmental graduate assistantships are available each semester. Check with the Director of Graduate Programs for details.

External Grants

Some private foundations and government funding agencies make grants available to support graduate student research and dissertation progress (e.g., the Spencer Foundation, American Psychological Association, American Educational Research Association, National Science Foundation, National Institute of Mental Health). You are strongly encouraged to explore these types of funding opportunities by inquiring at the Office of Research and by looking for announcements in newsletters of professional organizations. In addition, some FCS faculty members may have research or educational project opportunities available.

University Facilities and Services

Students will have access to both the Jackson Library at UNCG and the D.H. Hill Library at NCSU.

Parking permissions will be available to students on both campuses.

Each student may activate a Unix or UNITY account for electronic communications programming.

Graduate Certificate Program

The department also offers a graduate certificate in Program Development in Family Life Education. This is a professional development opportunity for students who need to enhance their knowledge about family life education and program development. Students can acquire a certificate with the completion of 12 hours. The goal of this program is to prepare professionals to better serve in their role as family life educators or parenting educators.

Program requirements:

A total of twelve (12) credit hours is required for the graduate certificate in Program Development in Family Life Education; nine credit hours for required courses and a minimum of 3 credit hours of electives.

Required:

FCS 510 Program Development and Evaluation of Family Life Education Programs (3)
FCS 512 Family and Community Partnerships (3)
FCS 522 Family Life Education (3)

Electives (minimum of 3 hours):

FCS 595 Contemporary Issues in Family Life Education (1)
FCS 540 Influence of Environments on the Family (3)
FCS 531 Effective Management of Family Resources (3)
FCS 523 Family Relationships Across the Lifespan (3)
FCS 524 Applications of Gerontology to Family Life Education (3)

Program Admissions

Transfer credit from other programs is not allowed for this certificate program.

All certificate requirements must be completed within four calendar years, beginning with the date the student commences the first course toward the certificate.

Admission requirements:

- a. Students must have completed a baccalaureate degree.
- b. Students must have a minimum GPA of 2.75 in their undergraduate program
- c. Students must complete the application, including a personal statement.

Application to the Certificate in Program Development in Family Life Education

Department of 4-H & Family & Consumer Sciences
 North Carolina State University
 919-515-9125 (phone) 919-515-2786 (fax)

Personal Information:

Name _____ Date submitted _____
 Address _____ City _____
 _____ State _____ Zip _____
 Telephone (daytime) _____ (evening) _____
 E-mail address _____
 Job Title _____
 Job agency/organization _____

Educational Experiences: List the following information for all institutions of higher education attended.

Institution	City, State	Degree earned	Date awarded	Overall grade point average

Professional Experiences: Describe your work experience after completing the Bachelor's degree.

Employer	Dates of employment	Major responsibilities or work activities

In addition to this form, please submit the following:

1. One page statement describing your interest in family life education and what you plan to gain by enrolling in the certificate program.
2. Official transcripts of all undergraduate and graduate work.

Send all documents to:

FLE Graduate Certificate Program
Department of 4-H & Family and Consumer Sciences
109 Ricks Hall
Campus Box 7605
North Carolina State University
Raleigh, NC 27695-7605

Note: Academic success might have a strong bearing on admission to a degree program, BUT completion of a certificate program in no way guarantees entry into a graduate degree program, which is done through a separate application

Note: If applicants prefer to email application packets, please contact Donna_stewart@ncsu.edu (919-515-9125) for details on this process.

NCSU GRADUATE FACULTY

Lucille Bearon, Ph.D. Associate Professor, Adult Development/Aging
Andrew Behnke, Ph.D. Assistant Professor, Human Development
Carolyn Bird, Ph.D., Assistant Professor, Family Resource Management
Karen DeBord, Ph.D. Professor, Child Development, Director of Graduate Studies
Carolyn Dunn, Ph.D. Professor, Food and Nutrition and Associate State Program Leader
Sarah D. Kirby, Ph.D. Associate Professor, Housing

UNCG GRADUATE FACULTY

DAN PERLMAN, Ph.D., Professor
BUEHLER, CHERYL Ph.D., Professor
COARD, STEPHANIE I. Ph.D., Associate Professor
DEMO, DAVID H. Ph.D., Professor and Director of Graduate Studies
FLETCHER, ANNE C. Ph.D., Associate Professor
MORGAN, MARY Y. Ph.D., Associate Professor
O'BRIEN, MARION Ph.D., Professor and Director of Family Research Cent
SCOTT-LITTLE, CATHERINE Ph.D., Assistant Professor
SUPPLE, ANDREW J. Ph.D., Associate Professor
TUDGE, JONATHAN Ph.D., Professor