

Child, Youth and Family Studies

Masters Degree Handbook

**Graduate Program in Child, Youth and Family
Studies**

College of Education and Human Sciences

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Table of Contents

CYAF Masters' Degree Handbook Overview	5
Overview of Masters Degree Program	5
The University of Nebraska	6
About Lincoln	6
Child, Youth and Family Studies Masters' Program	7
Departmental Facilities	9
Employment Possibilities	10
Admission and Completion Policies	11
Admission Deadlines	13
General Information	13
Admission Categories	14
Appeals for Denial into the Masters Program	14
Welcome to Department of Child, Youth and Family Studies	17
Assignment of a Mentor/Advisor	15
First Steps After Admissions	16
Residency and Time Requirements for "in Residence" Programs	16
Time Limit for Program	17
Transfer Credits	17
Unclassified Credit	17
Building a Committee	17
Master Degree Options I, II and III	18
Memorandum of Courses	18
Standards of Quality	19
Minor in Child, Youth and Family Studies	19
Thesis/Scholarly Practice and Discovery	19
Department Seminar to Share Thesis/Scholarly Discovery Projects	20
Thesis Guidelines	21
Qualitative Research	23
Overview of the Qualitative Research Design Procedure	24
Qualitative Research Process	26
Proposal Outline	27
Qualitative Thesis Outline	28
Bibliography	30

Thesis Sample Title Page	31
Graduate College Guidebook for Preparing Thesis	32
Oral Examination	32
Celebration after the oral Examination	32
Time Line	33
Masters Degree Deadline Dates	33
Graduate Program Time Line Chart	34
Request for Change of Mentor/Advisor	35
Seeking Assistance When Things Go Awry	35
Student Responsibilities	35
Financial Assistance	35
Tuition Remission	35
Scholastic Grade Requirements	36
Appeal of Grades	36
Probation and Termination	37
Core Requirements for Child, Youth and Family Studies M.S. Program	38
CYAF Graduate Program Tracks, Specializations and Certificates	
Child Development/Early Childhood Education Track	40
Family and Consumer Sciences Education Track	42
Family and Consumer Sciences Education On-Line Great Plains IDEA Program	47
Family Financial Planning Specialization & Certificate	49
Family Science Track	52
Marriage and Family Therapy Specialization	55
Youth Development Specialization & Certificates	61
CYAF Graduate Course Offerings	64
Graduate Assistantships	67
Purpose	67
Responsibilities	67
Guidelines for Selecting	67
Criteria for Selection	68
Guidelines for Determining Graduate Assistant Assignments	68
Graduate Assistant Evaluation	69
Supervisor's Evaluation of Graduate Assistant	71

Graduate Students Masters Program Assessment Form	72
Supervisory Committee Assessment Form	73
Appendix Index--Application Forms (Departmental & Graduate College)	74
Departmental Forms:	
Intent Form	75
Guidelines for Professional Goals	76
Graduate Assistantship Application	77
Graduate Studies Forms:	
Memorandum of Courses	78
Final Examination Report for Masters Degree	80

CHILD, YOUTH AND FAMILY STUDIES MASTERS DEGREE HANDBOOK OVERVIEW

This Handbook is designed to assist students considering a Masters Degree in Child, Youth and Family Studies by providing an overview of the program options, the University of Nebraska and about Lincoln. The Handbook consists of four primary sections including 1) pre-admission information 2) the admission process 3) procedures and useful information for the graduate student and 4) an appendix of various departmental and Graduate College forms needed throughout the graduate school experience. The handbook attempts to answer questions you may have from the time of initially exploring program options to your admission through the completion of your degree. Students, advisors, and supervisory committees should consult the handbook in the development of academic programs and for procedures to use throughout the students' program. It supplements the Graduate Studies Bulletin which students and their advisors are encouraged to consult frequently.

OVERVIEW OF MASTERS DEGREE PROGRAM

We are delighted to learn of your interest in pursuing a graduate degree in Child, Youth and Family Studies and would like you to consider the excellent program at the University of Nebraska-Lincoln.

Child, Youth and Family Studies, University of Nebraska-Lincoln, is a premier Department, ranking among the leading programs in the U.S. Graduate degrees in child, youth and family studies have a central focus on the family or issues related to the family. The Masters degree is made up of three tracks: Child Development/Early Childhood Education, Child, Youth and Family Studies Education and Family Science. Four areas of specialization are also available: Marriage and Family Therapy, Family Financial Planning, Youth Development, and Child, Youth and Family Studies Education. Family Financial Planning, Youth Development and Child, Youth and Family Studies Education are inter-institutional programs via distance education and are representative of cutting edge, truly one-of-a-kind programs. The Ph.D. in Human Sciences, with specialization in child, youth and family studies, is a strong research oriented program designed to prepare professionals for careers in research, university-level teaching, leadership roles in policy or program development and implementation. We are housed on three campuses (City and East in Lincoln and in Omaha). The Lincoln campuses are located approximately a mile apart with continuous shuttle services between the two campuses. Faculty and graduate students are housed in Mabel Lee Hall on City campus, the Home Economics Building on East campus and Arts and Science Hall on the Omaha campus. The Ruth Staples Child Development Laboratory and Children's Garden is one of the oldest child development laboratory schools in the U.S. It serves as a model accredited early childhood teacher education (NCATE) and child development (NAEYC) program, serving graduate as well as undergraduate students in a variety of CYAF courses. The Family Resource Center is a non-profit facility that provides marriage and family therapy on site and at a distance.

The Infant Research Laboratory (IRL), established in 1993 for the study of social development of infants and young children, features a four camera closed-circuit audio/video recording system.

The Child, Youth and Family Studies Department includes 20 research-active faculty and approximately one hundred and twenty, resident and distance education, graduate students. In addition to being recognized nationally and internationally for their research, faculty members maintain a deep sense of commitment to faculty-student interaction and mentoring graduate students in their professional development. Faculty members have a proud and extensive track record in terms of grant funding, publications and placing of graduate students in exciting positions in research, public policy and human services venues.

We encourage you to visit campus and would be happy to schedule a meeting with faculty you might like to meet or other graduate students. If you have questions or would like to arrange a visit, please feel free to contact us at lking2@unl.edu or by phone at (402)472-7787. Thanks for your consideration of a Graduate Program in Child, Youth and Family Studies.

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 operates 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 Child, Youth and Family Studies 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.

The Department of Child, Youth and Family Studies is a department within the College of Education and Human Sciences. The Department of Family and Consumer Sciences was established July, 1992 with the name changed to Child, Youth and Family Studies in 2007. Graduate Programs lead to a Master of Science degree in Child, Youth and Family Studies or a Ph.D. in Human Sciences with a specialization in Child, Youth and Family Studies.

CHILD, YOUTH AND FAMILY STUDIES MASTERS' PROGRAMS

The mission of the CYAF graduate program is to provide students educational and professional experiences in the areas of Marriage and Family Therapy, Family Financial Planning, Family Science, Child Development/Early Childhood Education, and Family and Consumer Sciences Education. Students expand their knowledge through study of the existing knowledge base, research to extent knowledge in these areas and apply this knowledge professionally.

The purpose of the CYAF Masters' 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.

Three tracks, four specializations, and four certificate programs in CYAF have a central focus on the family or issues that relate to the family. These tracks include: Child Development/Early Childhood Education, 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, Youth Development Specialist, and Youth Program Management and Evaluation. Specific program requirements, admission procedures etc. for the respective tracks and specializations are covered later in this handbook.

The tracks and specialization areas in the CYAF program are:

Tracks:

- Child Development/Early Childhood Education (Option 1)
- Family and Consumer Sciences Education (Options I or II)
- Family Science (Option I or II)

Specializations:

Family Financial Planning (Inter-Institutional Distance Education) (Option III)
Marriage and Family Therapy (Options I or II)
Youth Development (Inter-Institutional Distance Education) (Option III)
Family and Consumer Sciences Education (Inter-Institutional Distance Education--Option III)

Certificates:

Family Financial Planning
Medical Family Therapy
Youth Development Specialist
Youth Program Management and Evaluation

Students in these programs will develop competency in the following areas:

- ❖ Develop new knowledge
- ❖ Integrate theory, research, and practice
- ❖ Develop a professional identity
- ❖ Understand role in a global and multicultural context
- ❖ Utilize current information and research technologies
- ❖ Disseminate and facilitate the sharing of information
- ❖ Collaborate and cooperate with professionals and others

Each track, specialization and certificate area may meet these competencies in a variety of ways. Graduates will use these competencies to evaluate their programs as the basis for program assessment.

Core Beliefs of Child, Youth and Family Studies

Families are the basic units of society and, therefore, healthy individuals within healthy families are at the core of a healthy society.

Diversity of family life is valued: different types of family structures, ethnic, cultural, racial and religious background and different patterns and rates of developmental processes in individual and families. Diverse families have many things in common and share more similarities than differences. This foundation builds a more sensitive and understanding society.

Children are the future of society, and therefore, the well-being of children within a family context is crucial to the well-being of society

Programs should support and supplement healthy family functioning and be adaptable to the complex processes of change.

Education, policy and programming should support the inherent strength of

individuals and families and empower them to be self-sustaining in the context of a caring community.

The process of empowering individual and families is guided by the careful development, allocation, management, and consumption of resources.

Families operate as integrated systems. Issues of child development, family relationships, resource management, work and life are inseparable.

Individual and families have the power to learn and grow, and to contribute to their own well-being as well as the well-being of their schools, communities and society as a whole.

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 CYAF 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 and garden, is available for children in the laboratory.

Family Resource Center

The Family Resource Center is a non-profit facility which provides marriage and family therapy on-site and at a distance. The Center is administered by the Department of Child, Youth and Family Studies. 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, pro-social interaction, and parent-child interaction. Undergraduate and graduate students participate in all aspects of the research to learn about child development and research methodology.

Program Graduates & Areas of Potential Employment

Approximately 20 Master of Science Degrees have been awarded in the Child, Youth and Family Studies 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.

EMPLOYMENT POSSIBILITIES

Employment possibilities for the respective areas of preparation include the following:

Child Development/Early Childhood Education: Preschool or kindergarten teacher, early childhood educator, Headstart teacher, child care director, parent educator, infant education instructor, child guidance specialist, child protective services, child development specialist, early childhood special education teacher, hospital child life specialist, 4-H extension agent, extension educator, YWCA or Teen Program educator,

Family and Consumer Sciences Education: Certified middle school or secondary education teacher, Child, Youth and Family Studies Program Coordinator, Extension educator, adult educator, research and policy specialist, State Director of Career and Technical Education.

Family Science: Director of volunteers, program officer/director, community care for the elderly manager, long term care administrator, independent living coordinator, parent educator, retired senior volunteer director, community corrections officer, sexual assault program coordinator, emergency shelter director, residential program for pregnant teens and mothers director, community service program director, family service center coordinator, divorce mediator, alcohol and drug prevention counselor, mental health educator, family guidance center counselor, child or adult protective services worker, family support specialist, human services program instructor, outreach coordinator, research and policy specialist

Family Financial Planning: financial planner in an independent or large-firm, emphasis may be multi-faceted or in a selected area (risk management and planning, retirement planning, investment planning, tax planning or estate planning), military adviser,

Marriage and Family Therapy: Marriage and Family Therapy graduates are employed in community agencies, hospitals, mental health centers, employee assistance programs, outpatient medical clinics, schools, university mental health centers, adoption agencies, businesses, churches, and private practice.

Youth Development: Youth service organizations like 4-H and Boys and Girls Clubs, non-profit organizations, faith-based groups, community recreation facilities, correctional officers, elementary, middle and high school educators and extension educators

ADMISSION AND COMPLETION POLICIES

Admission Procedures for Resident Programs:

Child Development
Child, Youth and Family Studies Education
Family Science
Marriage and Family Therapy:

Admittance to the Graduate Masters Program in Child, Youth and Family Studies Education involves the following procedures:

1. Apply on line to University of Nebraska Graduate College at <http://www.unl.edu/Prod/Grad/gform.html>. Application is \$45.00
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 is required of all international students. A minimum score of 550 for paper based total; 213 for computer-based total or 79-80 for internet-based total is required on The TOEFL for full admission.
4. Obtain three forms for Letters of Recommendation. The form is available at http://www.unl.edu/gradstudies/prospective/app_degree.shtml
5. Obtain an Intent Form and refer to guidelines for developing your Statement of Professional Goals from the Department of Child, Youth and Family Studies website at <http://cehs.unl.edu/cyaf/grad/index.shtml>.

Two copies of the following are to be returned by September 1, December 15 or May 1 for an enrollment date of January, June or August, respectively.

Graduate Application
Transcripts
GRE Scores

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

Copies of the above are to be sent to: Child, Youth and Family Studies, 135 Mabel Hall, University of Nebraska-Lincoln, Lincoln, NE 68588-0236

In addition, send the following to: Department of Child, Youth and Family Studies Office (135 Mabel Lee Hall, University of Nebraska-Lincoln, Lincoln, NE 68588-0236) by October 15, January 15 or April 15:

Intent Form*

Statement of Professional Goals*

Three Letters of Recommendation**

Graduate Assistantship Application* (if assistantship is desired)

*Forms are available in the Masters' Degree Handbook available at <http://cehs.unl.edu/cyaf/grad/index.shtml>

**Recommendation forms are available at http://www.unl.edu/gradstudies/prospective/app_degree.shtml

Admission Procedures for the Great Plains Inter-Institutional Distance Education Programs:

Family Financial Planning Masters Program

Youth Development

Child, Youth and Family Studies Education

To be admitted you will need to submit to the Graduate College:

University of Nebraska Graduate College application. Available at <http://www.unl.edu/Prod/Grad/gform.html>. Application fee is \$45.00.

Two official transcripts of all college work completed to date

Submit to the Department of Child, Youth and Family Studies, Mabel Lee Hall 135, University of Nebraska, Lincoln, NE 68588-0236

Photo copies of items 1, 3 and 4 above

Three letters of recommendation*

An intent form*

Brief resume*

Statement of professional goals (previous education and professional experience, plans after completing the degree, etc.).*

In addition, for Family and Consumer Sciences Education, a Certification Plan and Program of Study will need to be completed. See Great Plains IDEA FCS Education Student Handbook on the Departmental website.

*Recommendation forms are available at http://www.unl.edu/gradstudies/prospective/app_degree.shtml

** Forms are available in the Masters' Degree Handbook available at <http://cehs.unl.edu/cyaf/grad/index.shtml>

When all materials are on file, the Child, Youth and Family Studies Graduate

Executive Committee will consider your request for admission to the respective 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) 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. Apply early. Students are encouraged to seek admission to begin Fall semester. Although applications will be considered on a continuing basis, January submissions 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)554-2354 or scramer@unomaha.edu.

Admission Deadlines

Although applications will be considered on a continuing basis, preferred deadlines for consideration by the FCS Graduate Committee for the Child Development, Child, Youth and Family Studies 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.

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, and 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. A GRE score must have been completed within the past five years to be considered for admission.

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

The Graduate Committee will meet within two weeks 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 Child, Youth and Family Studies 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 within four to six weeks after the deadline date.

Admission 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 the general education core courses equivalent to that required in Child, Youth and Family Studies (University of Nebraska), plus a major of at least 18 semester hours in Child, Youth and Family Studies 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.

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 requirements to attain full admission standing.

If a graduate student enters the FCS graduate program on a provisional status due to low grades or a low GRE score, the student must demonstrate ability to do graduate work within the first semester of the graduate program (and receive B's or above). The student must remove the provisional status within the first academic year (2 semesters) or be subject to dismissal from the program.

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 (Revised policy 6-13-00).

APPEALS FOR DENIAL INTO THE MASTERS 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.

WELCOME TO THE DEPARTMENT OF CHILD, YOUTH AND FAMILY STUDIES

Now that you have been admitted to the Department of Child, Youth and Family Studies, we as faculty and graduate students say Welcome! We are delighted that you have chosen to embark with us on your journey toward a Masters' Degree or Certificate in Child, Youth and Family Studies. Our intent is to provide an engaging environment that encourages faculty and graduate students to pursue excellence in building on an already rich and varied existing knowledge base about individuals, children, youth and families through the pursuit of research and creative and scholarly activities

Assignment of a Mentor/Advisor

Students are assigned temporary advisors at time of acceptance. Advisors must be members of the Graduate Faculty. The Graduate College is notified and clears students for admission. Student may request the faculty member under whom he/she wishes to study as permanent advisor. If the permanent advisor differs from the temporary advisor assigned, students should complete an advisor change form available in the CYAF Departmental office.

First Steps After Admission

- 1) Within three weeks after receiving your letter of acceptance from the Department of Child, Youth and Family Studies, contact your mentor/advisor to get acquainted and to establish the courses to enroll in for the initial semester.
- 2) Register for the classes as discussed with your mentor/advisor
- 3) Secure your N card--your permanent UNL photo identification card—from the NCard Office
Lower Level of the Nebraska Union
14th & R Street (through the NU Market).
Lincoln, Nebraska 68588-0459
Phone: 402-472-7331
Fax: 402-472-8282
E-mail: [Sue Ostrander, Manager](mailto:Sue.Ostrander@unl.edu).
Office Hours:
8:00AM - 5:00PM, Monday-Friday with extended hours at the beginning of each semester

Distance Education students contact the above Sue Ostrander sostrander1@unl.edu for specific information about obtaining a NCard. The NCard system is campus-wide and is used by campus departments and offices to verify your identification. Departments using the NCard for purposes of identification include the Bursar's Office, Campus Recreation, Facilities Management Security, Nebraska Unions, Parking Services & Bus Pass, Records and Registration, Student Accounts, University Health Center, and University Libraries. The NCard is designed to be your access card and may be used to obtain access to various academic buildings, computer labs, or Residence Halls on campus to which you have been specifically authorized.

- 4) Attend orientation sessions sponsored by Graduate Studies and the Department to get acquainted with fellow students, faculty and graduate procedures
- 5) Become familiar with the Graduate Bulletin relative to your area of study http://www.unl.edu/unlpub/bulletin_grad/
- 6) Become familiar with the CYAF Department Handbook relative to your area of study < <http://cehs.unl.edu/cyaf/docs/mastershandbook2007.pdf>>
- 7) Acquaint yourself with the many and varied resources you have at your disposal on campus to assist in your professional endeavor
- 8) Commit yourself to a rigorous schedule of study to do your very best in course work
- 9) Take advantage of opportunities for professional growth and development

Residency 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.

Time Limit for Program

The work required for a masters degree must be completed within ten consecutive years. Course work exceeding ten years will not apply to requirements for masters degrees at the University of Nebraska-Lincoln.

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. Course work exceeding ten years will not apply toward the fulfillment of degree requirements for a Master degree at the University of Nebraska-Lincoln (UNL Graduate Studies Bulletin, 2005-2007, p. 12).

Unclassified Credit

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

Building a Committee

Students admitted under Option I (thesis option) or Option III (Scholarly Practice and Discovery Project) will work in consultation with his/her mentor/adviser to identify a Committee, of at least three graduate faculty, prior to the completion of one-half of the students' program. Committee members should be selected on the basis of their areas of expertise relative to the topic of the thesis or scholarly practice and discovery project. The student will contact the potential Committee members to determine their willingness to serve on the Committee. Specific responsibilities of the Committee include approval of the thesis/scholarly practice and discovery project proposal, providing feed-back on the thesis/scholarly practice and discovery project, participate in the oral examination and sign off following successful completion of the oral exam.

Masters' Degree Options I, II and III

The student selects Option I, II or III prior to the completion of the Memorandum of Courses. Option I is intended for those who are preparing for careers in research and scholarly work or in college and university teaching. Under Option I, a student must earn a minimum of 30 semesters of credit and present a thesis equivalent to 6 to 10 semester hours.

Option II encourages a wider range of courses than Option I. Option II requires a minimum of 36 credit hours in courses representing a major and either one or two minors. A thesis is not required. A program consisting of a major and one minor must include at least 18 credit hours in the major and 9 hours in the minor.

Option III permits the substitution of more intensive work in advanced courses for the thesis or minor. Under Option III, at least 18 credit hours must be earned in courses open exclusively to 800 (without 400 or lower counterpart) or 900 level courses.

The following parameters apply to Option III:

1. Major advisor, in consultation with student, determines appropriateness of such an option.
2. Option III requires A Scholarly Practice and Discovery project.
3. FCS 996 Scholarly Practice and Discovery* (1-6 hours maximum) can be used to meet additional 6 hours.
4. 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.
5. Project would include a thorough review of literature and incorporate a theoretical framework for the work encompassed in the project.
6. Students share project in departmental seminar as done for those in a thesis option. (Graduate Faculty Minutes, February 19, 1999)

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 19 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. MOC Forms are available at <http://www.unl.edu/gradstudies/current/masters.shtml> or on pages 80-81 of this Handbook. Faculty advisor reviews, approves and signs the MOC before forwarding to the Graduate Faculty Chair.

STANDARDS OF QUALITY

1. Variations in procedures and/or program development from those defined in the CYAF 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 includes in his/her program.

MINOR IN CHILD, YOUTH AND FAMILY STUDIES

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

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

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

THESIS /SCHOLARLY PRACTICE AND DISCOVERY

Research and scholarly practice and discovery activities are an integral part of Options I and III. Option I is intended for those who are preparing for careers in research and scholarly work or in college and university teaching. Option I, requires a minimum of 30 semesters of credit including a thesis equivalent to 6 to 10 semester hours. Option III permits the substitution of more intensive work in advanced courses for the thesis or minor. Under Option III, at least 18 credit hours must be earned in courses open exclusively to 800 level (without 400 or lower counterpart) or 900 level courses. Additionally, a scholarly practice and discovery project or individually defined project by the program area equivalent to at least 3 credit hours is required for this option.

The subject of the thesis should be chosen from the candidates' field of major interest and must be approved by the departmental Graduate Committee. The thesis should reveal a capacity to carry on independent study or research and should demonstrate the students' ability to use the techniques employed in his/her field of investigation. Research activities involving human subjects or live vertebrate animals may not be conducted at the University of Nebraska-Lincoln (UNL) unless the research activities have been reviewed and approved by the appropriate board or committee. The Institutional Review Board (IRB) reviews projects involving human subject research and the Institutional Animal Care and Use Committee (IACUC) reviews the use of animals in

research. These reviews are in accordance with Federal regulations and UNL assurance documents to the Office for Protections from Research Risks (OPRR). Note that the IRB and IACUC will not review projects already in progress; approval must be secured prior to the initiation of the research. The Research Compliance Assurance Form can be obtained at www.unl.edu/research; the completed form must be submitted at the time the final version of the thesis or dissertation is filed. (UNL 2005-2007 Graduate Studies Bulletin, p. 12).

The thesis must conform in style and form to examples available at Love Memorial Library. A copy of the thesis and abstract must be presented for preliminary review to the office of Graduate Studies at least two weeks (one week for summer sessions) before the date for the Candidate's oral examination until the thesis is completed and approved by the major adviser. When the thesis has been accepted, one copy must be supplied to the major department and two copies must be deposited with the Dean of University Libraries (UNL 2005-2007 Graduate Studies Bulletin, p. 12).

Department Seminars to Share Thesis/Scholarly Discovery Projects

Students are required to present thesis/scholarly discovery project in Department seminars prior to graduation. Seminars are scheduled to accommodate varying graduation schedules of students. Objectives of the seminars are to:

1. Increase knowledge about CYAF research and affirm its' importance in the department
2. Provide opportunity for Interaction among students across areas of study.
3. Student "practice" prior to their thesis defense.
4. Prepare for presenting at national meetings.
5. Gain perspective on different research methodologies and approaches
6. Identify importance of research in the department.

Presentations are scheduled in advance and structured as a professional meeting. Graduate students present for 10-15 minutes with a 5-10 minute question and answer session following their presentation. Two to three students present at a meeting. Graduate students are to sign up for a seminar at the beginning of the each semester with the Graduate Secretary in Mabel Lee 135 (Graduate Faculty Minutes, February 20, 1998).

THESIS GUIDELINES

CHILD, YOUTH AND FAMILY STUDIES 899--6 Credit Hours

Suggested 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 three graduate faculty. 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 (5th 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

Departmental Unit Review Committee and then to the UNL Institutional Review Board if your project involves human subjects (forms are available at the following web-site:

<http://www.unl.edu/research/ReComp1/compliance.shtml>).

Questionnaires/surveys may not begin 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.

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.

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.

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.

1. 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).

2. Mention 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.)

3. 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).

4. Mention 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.

5. Discuss the procedure for recording information.

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

6. 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).

7. 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.

8. 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.

Qualitative Research Process

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 27 to 30 are examples of guidelines that you may find helpful as you write your proposal and then your thesis. A bibliography is provided on page 30 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 Sub-questions
- 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)

Qualitative 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 researcher 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 or 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?

Bibliography

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Stake, R. (1995). The art of case study research. Thousand Oaks, CA: Sage. (Case Study Research—Instructional Format)

Strauss, A., & Corbin, J. (1998). Basics of qualitative research: Grounded theory procedures and techniques (2nd ed.). Thousand Oaks, CA: Sage.

Wolcott, H. (1990). Ethnography: A way of seeing. Walnut Creek, CA: AltaMira.

SAMPLE

TITLE

by
Student's Name

A THESIS

Presented to the Graduate Faculty of the
Department of Child, Youth and Family Studies
Graduate College, University of Nebraska-Lincoln

In Partial Fulfillment of 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)

Graduate College Guidebook for Preparing Thesis

The complete Graduate College Guidebook for Preparing Thesis is available at:

<http://www.unl.edu/gradstudies/current/downloads/Guidebook.pdf#search=%22Guidebook%20for%20Preparing%20Thesis%20or%20Dissertation%22>

Oral Examination

Check with the Graduate College web-sites for the applicable deadlines for your intended semester of graduation (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.).

A student's supervisory Committee conducts the oral examination over the thesis/scholarly practice and discovery. The examining committee, appointed by the Office of Graduate Studies, on recommendation of the major department, consists of at least three members representing the major department and the minor department (if applicable). An oral exam is approximately one and one-half hours in length. Oral exams consist of two parts. The initial part is open to other faculty and graduate students. A second part, consisting of the questioning and evaluation process, is carried out by the committee. All committee members must be present.

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.

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 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.

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.

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 are not expected to accept the thesis outside of this time line. (For a chart of the time line regarding the proposal/thesis refer to page 35.

Masters Degree Deadline Dates

Degree deadlines dates are available at:

<http://www.unl.edu/gradstudies/current/masters-deadlines.shtml>

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 the 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, submitting Final Examination Report Form, and filing an electronic copy in PDF format to Lisa King, Child, Youth and Family Studies, Mable Lee 135.

For a chart of the complete time line refer to page 36.

Graduate Program Time Line

During The First Year

Admitted to program
Temporary advisor assigned

Meet or call temporary Advisor three weeks after admittance

Date Completed:

- Complete provisional requirements
statistics, research method
- Decide on permanent advisor, complete change
of advisor form
- Before ½ of program is complete (15-18 hrs)
fill in memorandum of courses (MOC) with
permanent advisor

During the Semester of Graduation*

Apply for Degree

Date Completed:

- 109 Adm Records Office

Final Exam Report

- 4 weeks before oral exam (3 weeks in summer)
(Dissertation should go to reading committee)

All incompletes & revalidations complete

- 4 weeks before oral exam

Preliminary copy of Thesis/Project

- 2 weeks prior to oral exam (1 week in summer)
due in graduate office and to Supervisory Committee

Oral Exam

- generally 10 days prior to graduation (shorter time
in summer)

Deposit Thesis

- 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.

*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

Request For Change of Mentor/Adviser

Students desiring a change in mentor/adviser should first contact the person whom they wish to work with as a mentor/adviser and secure his/her willingness to serve in this capacity. If the faculty member agrees to serve in this role, complete an advisor change form and file with Lisa King in the CYAF Department Office. Advisor change forms are available in the CYAF Department Office.

Seeking Assistance When Things Go Awry

When things don't go as planned in your program, where do you turn? The first contact that you should make is with your mentor/adviser to discuss your concerns. If this is not possible, schedule an appointment with the CYAF Graduate Executive Chair to discuss your concerns. Frame your approach in a positive manner. If your situation is still unresolved after attempting these two steps, make an appointment with the Chair of the Child, Youth and Family Studies Department. In each case, approach the situation with a positive approach in a professional manner and practice diplomatic ways of expressing your concerns. The Office of Graduate Studies also has a full cadre of experienced staff to offer assistance with a variety of concerns.

Student Responsibilities

It is the student's responsibility, not the advisor's, to see that All Deadlines are met. Deadlines for the current academic year can be accessed at <http://www.unl.edu/gradstudies/current/masters-deadlines.shtml>. Information is also often posted on the Graduate student bulletin boards in Mable Lee Hall adjacent to the Family & Consumer Sciences Department Office.

Financial Assistance

For information about fellowships, scholarships and other forms of financial assistance, refer to the UNL Office of Scholarships and Financial Aid or the Graduate Studies website.

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." (University of Nebraska-Lincoln Graduate Studies Bulletin 2005-2007, p. 9). There is currently no tuition remission for distance education courses if there is a corollary course offered on campus.

Scholastic Grade 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. A grade of B- is not acceptable.
2. A minimum grade of C or P (pass) is required for graduate credit in 800 level courses, in minor, collateral, or supporting areas of work. A grade of C- is not acceptable.
3. 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 (University of Nebraska-Lincoln, Graduate Studies Bulletin, 2005-2007, p. 12).

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.

Appeal of Grades

Appeal of grades in graduate-level courses shall be made through the graduate student grade appeal procedures for the campus through which the grade was awarded. Students who believe their evaluation in a course has been prejudiced or capricious must first attempt to resolve the matter with the course instructor. If unsuccessful, the student may then file a written appeal to the Graduate Chair for consideration by the Graduate Committee responsible for the administration of the course. This appeal must be filed within sixty days of the posting of the grade report by the UNL Records Office. A written determination of the appeal shall be presented to the student and instructor. If the matter is unduly delayed or not resolved, the student may present the original appeal documentation to the UNL Dean of Graduate Studies who shall request a review by a subcommittee of the Graduate Council. A last appeal may be made to the full Graduate Council, if it agrees to hear the case. The decision of the UNL Graduate Council shall be final and is not subject to further appeal beyond the campus. During the appeal process, if the instructor's grade is overturned, the instructor of record has the right of appeal, in writing, at successive levels of review" (University of Nebraska-Lincoln, Graduate Studies Bulletin, p. 26).

Probation and Termination

“Graduate Students at the University of Nebraska-Lincoln are expected to maintain a high level of achievement in their graduate studies. Accordingly, students who do not maintain satisfactory progress may be subject to being placed on probation, be terminated from a degree program, or be denied permission to continue graduate studies at the University. Upon termination from a graduate degree program and/ or dismissal from the Graduate College, students may apply for admission to another degree or admission as a non-degree seeking student only with the approval of the Dean of Graduate Studies. No student on probation may receive a graduate degree” (University of Nebraska-Lincoln, Graduate Studies Bulletin, p. 19).

“For all graduate students at UN-L, probation or termination recommendations may be made under the following conditions: (a) violations of the “Student Code of Conduct” (University of Nebraska-Lincoln Graduate Studies Bulletin, p. 167) (b) failure to satisfy “Scholastic Grade Requirements” (University of Nebraska-Lincoln Graduate Studies Bulletin, p.18) (c) failure in qualifying examinations, preliminary examinations, comprehensive examinations, or final degree examinations; (d) failure to master the methodology and content of one's field in a manner that is sufficient to complete a successful dissertation; or (e) in fields leading to licensure or certification, ethical misconduct, or lack of professional promise in the professional field. Termination recommendations may also be made if a student fails to satisfy conditions required for removal of probationary status” (University of Nebraska-Lincoln Graduate Studies Bulletin, p. 19).

Core Course Requirements for CYAF M.S. Programs

(Child Development/Early Childhood Education, Child, Youth and Family Studies Education, Family Science, & Marriage and Family Therapy)

The following sections outline core courses for each of the tracks, the specific programs requirements, competencies to be developed and admission procedures. The tracks specialization and certificates are:

Tracks:

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

Specializations:

- Family Financial Planning (Distance)
- Marriage and Family Therapy
- Youth Development (Distance)
- Family and Consumer Sciences Education (Distance)

Certificates:

- Family Financial Planning
- Medical Marriage and Family Therapy
- Youth Development Specialist
- Youth Program management and Evaluation

ALL residential programs require that students 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).

CYAF 972, Theories of Human Development and Family Relations (Child Development/Early Childhood Education, Family Science, Family and Consumer Sciences Education Tracks)

OR

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

CYAF 865, Research Design & Methodology 3 hours

CYAF 867, Implementing Research or Scholarly Practice and Discovery 3 hours

OPTION I (THESIS)

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: EDPS 859, Biometry 802, or Sociology 804 (UNO) 3 hours

AND	
EDPS 860 or EDUC 900K	3 hours
CYAF 899 Thesis	6 hours
<u>OPTIONS II (MINOR)</u>	
<u>Option III (SCHOLARLY PRACTICE AND DISCOVERY)</u>	
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: EDPS 859, Biometry 802, or Sociology 804 (UNO)	
	3 hours
AND	
EDPS 860 or EDUC 900K	3 hours
CYAF 996 Scholarly Practice and Discovery	3-6 hours

CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION TRACK

The child development/early childhood education program focuses on how children learn and develop within the contexts of family, schools, and communities. Coursework, practicum, and research opportunities provide links between research, theory, and practice to form a cohesive educational experience. Students can plan a course of study with an emphasis on early childhood (birth to grade three) or the entire range of childhood (birth through adolescence). Students should consult with their advisor early in the program if they wish to complete a program of study leading to teacher certification.

A Master's Degree in Child Development/Early Childhood Education prepares students for a broad range of employment opportunities, such as: director/administrator of early childhood programs (Head Start, child care, preschool); child development specialist in State agencies (Departments of Health & Human Services, Education, Special Education); child advocate for public or private agencies; Students can also complete minors in complementary fields of study such as business, education, or special education.

Competencies students develop include:

- Understanding of child development research, theory, and practice
- Research skills (interpretation and application)
- Appreciation of diversity of children and families
- Professional identity and affiliations
- Ethics in research and practice with children and families
- Oral and written communication skills
- Understanding of developmentally appropriate practice
- Application of developmentally appropriate practice: observation, planning, implementation, evaluation
- Understanding the role of observation and documentation for curriculum development

Admission Procedures

A limited number of master's degree students are admitted into the program each year, in order to ensure quality of mentoring and education within the program. To be considered for admission, the student's interest in CD/ECE should be indicated on the Student Intent Form. Application statement should include research interests.

After the Graduate Executive Committee has determined a student's qualification for admission, the application file will be forwarded to the CD/ECE faculty, which makes a recommendation for admission or denial. Students who are admitted into the graduate program will be assigned a temporary advisor who will provide guidance and mentoring until the student selects a major advisor with whom to work for the remainder of the

course of study.

Final Examination

Degree candidates in CD/ECE must successfully complete all necessary course requirements and thesis/scholarly practice and discovery, including an oral defense.

CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION TRACK

Course Requirements

Prerequisite Course:

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

Required Courses:

	Credits
CYAF 972: Theories in Child Development and Family Relations.....	3
CYAF 865: Research Design & Methods (or equivalent).....	3
CYAF 897A, 897D Practicum	3
CYAF 899 Thesis or 996 Scholarly Practice and Discovery	6
Ed Psych 860, EDUC 900K Statistics or equivalent.....	3
Total Core Credits.....	18

Content Area Courses:

Students choose a minimum of 18 credits from the following content courses. Additional courses from the Department or outside the Department may be added to the 12 elective credits, with the consent of the advisor.

CYAF 874: Assessment of the Young Child.....	3
CYAF 876: Cognitive Processes in Children.....	3
CYAF 877: Administration of Early Childhood Programs.....	3
CYAF 888: Child and Family Policy.....	3
CYAF 961: Seminar in Parent-Child Relations.....	3
CYAF 970: Advanced Early Childhood Education.....	3
CYAF 971: Seminar in Child Development.....	3
CYAF 973: Social Processes in Children.....	3
CYAF 893: Special Topics in Contemporary Family Issues.....	3
Total Content Area Credits	18 (minimum)
Minimum Credits for Master's Degree	36

FAMILY AND CONSUMER SCIENCES EDUCATION TRACK

The emphasis of this track is to assist the educator enhance and refine their knowledge and skills in FACS Education.

A. Roles and Functions

A Masters degree in the FACS Education track can be earned by completing one of two plans. Plan A may lead to FACS teacher certification for those students who have degrees in FACS or other related areas. Plan B provides continuing education for teachers who are certified in Family and Consumer Science 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 educator, curriculum specialist, service unit educator, training and development or human resource professional 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 FACS Graduate Executive Committee has approved applicant for admission, the file is forwarded to the FACS Education Graduate Committee for the final determination. The Chair of the Graduate Executive Committee forwards the recommendation to the Graduate College.

**Family and Consumer Sciences Education
Plan A: May Lead to Teacher Certification
Course Requirements**

Prerequisite Course

Educational Psychology 859 or equivalent undergraduate or graduate statistics course. Please see your advisor to determine equivalency.

Courses Everyone Must Take:	Credits
FACS 972: Theories in Child Development and Family Relations	3
FACS 865: or comparable class	3
FACS 867: Conducting and Reporting Research or Scholarly Practice and Discovery	3
FACS 813: Student Teaching (or FACS 413).	0-12
Total Core Credits	9-21

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 and consumer sciences track. Students must take a minimum of 6 units of FACS 899: Thesis if they are in the thesis option or 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
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Professional Core

FACS 801 FACS Curriculum	3
FACS 801A FACS Practicum I	3
FACS 802 FACS Theories and Methods of Instruction	3
FACS 802A FACS Practicum II	2
Total Credits This Area	11

Subject Matter or Pedagogy

Select 2 courses (6 credits) other than the above requirements in subject matter or pedagogy. This might include courses in NUTR, FACS, TXCD, EDPS, EDAD, SPED, or TLTE. Courses in this area may be taken from those needed for certification. See below

Total Credits This Area	6
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Minimum Credits for Master’s Degree with non-thesis	36
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In order to meet certification requirements and become certified in FACS Education

students will need to complete an application to the program in addition to applying for the master's degree. This application requires passing scores on the PreProfessional Skills Test (PPST), an essay about their philosophy of teaching, and three references. (These can be the same as those for the application to the Master's degree. Undergraduate transcripts will be reviewed to see if applicants have taken the required undergraduate courses or their equivalents. These courses can also be taken in the subject matter or pedagogy portion above at the graduate level.

Required courses include:

- 3 cr TXCD 123 Clothing and Human Behavior
- 3 cr NUTR 250 Human Nutrition and Metabolism
- 3 cr NUTR 253 Cultural Aspects of Food and Nutrition
- 3 cr NUTR 244 & 245 Scientific Principles of Food Preparation Lab
- 3 cr NUTR 372 Food Safety and Sanitation
- 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 972 Theories of Human Development and Family Relations
- 3 cr FACS 333 Families and the Economy
- 3 cr FACS 372 Middle Childhood & Adolescence **or** a class in Adolescent development
- 3 cr FACS 381 Family Intervention and Fieldwork
- 3 cr FACS 382 Parenting
- 3 cr FACS 471/871 Human Sexuality
- 3 cr FACS 488/888 Child and Family Policy
- 3 cr FACS 495/895 Family and Cultural Diversity
- 3 cr TEAC 330 Multicultural Education or TEAC 861
- 3 cr EDPS 457 Learning and Motivation or EDPS 454/854
- 3 cr SPED 401B/801B Accommodating Exceptional Learners in the Secondary School
- 3 cr TEAC 424 Foundations of Career and Technical Education
- 3 cr TEAC 259 Instructional Technology or 880A
- 3 cr PHIL 106 Intro to Philosophy or 110 Logic and Critical Thinking
- 3 cr TEAC 830/831/834 or EDUC 2030 Educational Foundations

**Family and Consumer Sciences Education
Plan B: For Certified Teachers or Advanced Studies in FACS Education
Course Requirements**

Prerequisite Course

Educational Psychology 859 or equivalent undergraduate or graduate statistics course.
Please see your advisor to determine equivalency.

Courses Everyone Must Take
Credits

FACS 972: Theories in Child Development and Family Relations.	3
FACS 865 or comparable class	3
FACS 867: Conducting and Reporting Research or Scholarly Practice and Discovery	3
Total Core Credits	9

Analytic Methods

Students must take one course addressing methods of data analysis.

Select one of the following.

EDPS 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 and consumer sciences track. Students must take a minimum of 6 units of FACS 899: Thesis if they are in the thesis option or 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
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Professional Core

FACS 815: FACS Advanced Curriculum Theory	3
Total Credits This Area	3

Select one (or more) course(s) from the following (Additional courses can be elective):

FACS 807: Supervisory Leadership	3
FACS 817: Critical Issues for the Beginning Teacher	3
FACS 897: Supervised Experiences in FACS.	3
FACS 893: Special Topics in Contemporary Family Issues..	3
FACS 895: Special Topics in Family and Cultural Diversity..	3
Total Credits This Area	3

Electives

Choose the remainder of the credits needed from these subject or pedagogical areas.

Child Development/Early Childhood Education
Family Financial Management/Planning
Family Science
Textiles, Clothing and Design
Nutrition and Health Sciences
Teaching, Learning and Teacher Education
Educational Psychology
Educational Administration
Special Education and Communication Disorders

Minimum Credits for Master’s Degree with non-thesis program 36

Family and Consumer Sciences Education– On-line Program Great Plains IDEA Program

This distance education program is aimed at providing the professional education courses needed for teacher certification in Family and Consumer Sciences. Through the completion of the required course work, students may earn a master's degree **with a specialization in Family and Consumer Sciences Education**.

Students wishing teacher certification may also need to take subject matter courses (nutrition, financial management, family science, etc) and other certification requirements, such as the Pre Professional Skills Tests (PPST), fingerprinting, and a criminal history check. Prior to or concurrently to admission to the program, students must complete a Certification Plan and Program of Study using the guidelines for the teacher certification in the state they wish to be certified. This master's degree may not offer all the courses needed for certification and prospective teachers must meet all the certification requirements for the state in which they wish to become certified.

The program is administered in accordance with the policies and procedures established by the Great Plains IDEA. The Great Plains IDEA Policies and Procedures Manual is available through the Dean's office of each participating institution or online at <http://www.gpidea.org/alliance/ResourceCenter/P&PHandbook.pdf> .

The program reflects the broad, integrative nature of the profession and the broad range of approaches embraced by the institutions represented. The program will give attention to accreditation standards (NCATE, INTASC, and AAFCS). The framework for the content is based on the *National Standards for Teachers of Family and Consumer Sciences* (and the program will be responsive to national and state standards for FCS secondary programs (National Standards for Teacher of Family and Consumer Sciences, 2004, <http://www.natefacts.org/nationalstandards.htm>).

This on-line master's degree is a 36-41 credit hour post-baccalaureate program of study. To qualify for the master's degree, students must be enrolled in the master's degree option, take the necessary course work, and meet the master's degree requirements of their admitting/degree granting institution.

The program consists of the following:

- 7 – 3 credit on-line courses
- 2 – 2 credit on-line courses
- 2 – Practica with variable credit (2-6 credits) depending on certification requirements (can be completed near the student's location)
- 1 – Student teaching experience with variable credit (6-9 credits) depending on certification requirements (can be completed near the student's location)
- 1 – Research Project/action research project with variable credit

The title of the courses and credits are listed below.

History and Philosophy of FCS & Career & Tech Ed	3
Occupational Programs in FCS	3
Special Education (Exceptional Learners)	3
Human Relations (Multicultural Education)	3
Development of the Adolescent Learner	3
Reading in the Content Area	2-3
Instructional/Computer-Based Technology	2
FCS Methods I (taken concurrently with a practicum)	3
FCS Methods II (taken concurrently with a practicum)	3
Practica (two from 1-3 credits each)	2-6
(Practica are concurrent with FCS Methods I & II)	
Student Teaching (10 weeks minimum)	6-9
Research project/Action based research	1-3

Total **36 – 41**

Schedule of Courses
Course Offering Time Line

	Fall 06	Spr 07	Sum 07	Fall 07	Spr 08	Sum 08	Fall 08	Spr 09	Sum 09	Fall 09
Hist FCS	TTU			UNL			TTU			UNL
Occ FCS		ISU			CWU			ISU		
Hu Rel				SDSU			UNL			SDSU
Adol					NDSU			???		
Spec							TTU			UNL
Reading			TTU			NDSU			TTU	
Technol.			SDSU			ISU			SDSU	
Meth I				CWU			SDSU			CWU
Meth II					TTU			CWU		
Practica				CWU	TTU		SDSU	CWU		CWU
St Teac								All		All
Project								All		All

Revised 4-10-2007

<p>FAMILY FINANCIAL PLANNING INTER-INSTITUTIONAL DISTANCE EDUCATION</p>

The Department of Child, Youth and Family Studies, University of Nebraska in collaboration with seven other Universities in the Great Plains IDEA (Inter-Institutional Distance Education Alliance)* offers an on-line Family Financial Planning degree.

The Family Financial Planning (FFP) 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 Program allows you to take the course work at times convenient for you. The FFP program is offered through the Great Plains Interactive Distance Education Alliance (GP-IDEA). The Great Plains IDEA Family Financial Planning program has been registered by the CFP® Board of Standards. CFP® and Certified Financial Planner® are federally registered service marks of the Certified Financial Planner Board of Standards, Inc. They are granted by the CFP® Board to those persons who have fulfilled a comprehensive educational requirement, passed the CFP® Certification Examination, satisfied a work experience requirement, and agreed to abide by the CFP® Board code of ethical conduct. For additional information refer to <http://www.GPIDEA.org>. The University of Nebraska Lincoln does not certify individuals to use the CFP® and CERTIFIED FINANCIAL PLANNER marks. CFP® certificates and licenses are granted only by the Certified Financial Planner Board of Standards 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 consists of 42 semester credit hours. The Certificate program consists of 18 semester credit hours. Each class is scheduled during the same semester every year, contingent upon sustaining enrollment. The schedule of classes, by semester offered, follows. The course work can typically be completed in three years while maintaining full-time employment.

For the on-line courses, a computer with a CD-Rom drive, the 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. All courses use Internet classrooms. Some have supplemental materials on CDs. Interaction between students and the professor is accomplished through phone, e-mail and the Internet classroom.

The campus coordinator from the campus of your enrollment sends instructions and course registration materials for each course prior to the semester of enrollment. You will register for the course and pay tuition and fees to the institution where you are admitted. Upon successful completion of your program of study, the University of Nebraska awards your degree. Good Luck in your Family Financial Planning Program.

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

Family Financial Planning Specialization

The Graduate Certificate in Family Financial Planning (FFP) is designed to meet the needs of students interested only in obtaining the Certified Financial Planner (CFP®) credential, rather than the master’s degree. The Certificate program consists of the six courses from the Master of Child, Youth and Family Studies with a specialization in Family Financial Planning that contain the subject matter required for the CFP® examination. The University of Nebraska’s Graduate Certificate in FFP has been approved by the Board of Examiners of the Certified Financial Planner Board of Standards, permitting those completing the Certificate to sit for the CFP® examination.

Application Procedures

Application for admission to the FFP Certificate requires exactly the same procedures as admission to the Master’s Degree. Complete an application form to Graduate Studies, University of Nebraska. Submit official transcripts of all University level work to Graduate Studies. Submit Statement of Intent form, three letters of recommendation, a resume’ and professional goals statement to the Department of Child, Youth and Family Studies. Certificate in Family Financial Planning should be indicated on the Graduate Studies application and on the Departmental Intent Form”.

Schedule of Courses: Family Financial Planning (FFP) Certificate courses are indicated by an * on the following chart:

Family Financial Planning Course Requirements for Masters’ Degree:

Family Core Courses

CYAF 820 Family Economics.....	3 cr.
CYAF 881 Family Systems.....	3 cr.
CYAF 822 Family Financial Counseling.....	3 cr.
Total Family Core Courses.....	9 cr.

Financial Planning Core Courses as designated for CFP™ Registered Program

*CYAF 824 Fundamentals of Financial Planning.....	3 cr.
*CYAF 821 Insurance Planning for Families.....	3 cr.
* CYAF 828 Retirement Planning, Employee Benefits & the Family.....	3 cr.
* CYAF 883 Investing for a Family’s Future.....	3 cr.
*CYAF 840 Personal Income Taxation.....	3 cr.
*CYAF 823 Estate Planning for Families.....	3 cr.
Total Financial Planning Designation for CFP Registered Program.....	18 cr.

Financial Planning Professional Courses

CYAF 841 Housing & Real Estate.....	3 cr.
CYAF 835 Professional Practices in Financial Planning.....	3 cr.
CYAF 836 Financial Planning Case Studies Capstone Course.....	3 cr.
CYAF 897(B) Practicum in Family Financial Planning (3 cr.).....	6 cr.
Total Financial Planning Professional Courses.....	15 cr.

TOTAL CREDITS REQUIRED FOR MASTERS' PROGRAM.....42 cr.

Family Financial Planning Course Requirements for Certificate Program

*CYAF 824 Fundamentals of Financial Planning.....	3 cr.
*CYAF 821 Insurance Planning for Families.....	3 cr.
* CYAF 828 Retirement Planning, Employee Benefits & the Family.....	3 cr.
* CYAF 883 Investing for a Family's Future.....	3 cr.
*CYAF 840 Personal Income Taxation.....	3 cr.
*CYAF 823 Estate Planning for Families.....	3 cr.

TOTAL CREDITS REQUIRED FOR CERTIFICATE PROGRAM.....18 cr.

Family Financial Planning Cycle of Course Offerings

Fall:

- *CYAF 824 (FSHS 624): Fundamentals of Financial Planning, 3 cr [Maddux, KSU]
- CYAF 881 (CDFS 781): Family Systems, 3 cr [Perkins, NDSU or Fournier, OSU]
- *CYAF 883 (HDFS 583): Investing for the Family's Future, 3 cr [Swanson, ISU]
- *CYAF 840 (HDCF 540) Personal Income Taxation 3 cr [G. Haynes, MT State or Sharpe, U of Missouri]
- CYAF 836 (FSHS 836): Financial Planning - Case Studies, 3 cr [Grable, KSU]
- CYAF 897B Practicum 3 cr; max. 6 cr [Cramer or Huddleston-Casas]

Spring:

- *CYAF 821: Insurance Planning for Families, 3 cr [Cramer, UNL]
- CYAF 822 (CDFS 677) Financial Counseling, 3 cr. [Fitzgerald, NDSU]
- *CYAF 823 (HDCF) Estate Planning for Families, 3 cr, [Haynes, MT State]
- CYAF 835 (FSHS 835) Professional Practices in Financial Planning, 3cr. [Maddux, KSU]
- Practicum 3 cr. max. 6 cr. [Cramer or Huddleston-Casas, UNL]

Summer:

- CYAF 820 (CA 620): Family Economics, 3 cr [Enevoldsen]
- CYAF 841 (HDFS 541): Housing/Real Estate, 3 cr [Swanson, ISU or Muske, OSU]
- *CYAF 828: Retirement Planning and Employee Benefits, [3 cr Cramer, NU]
- CYAF 836 (FSHS 836): Financial Planning - Case Studies, 3 cr [Grable, KSU]

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, interested persons should apply by the appropriate deadlines and indicate on the Graduate Studies Intent Form of their interest in Family Science. After the CYAF Graduate Executive Committee has determined that the applicant is qualified for admission, the file is forwarded to the Family Science Graduate Committee who makes the final determination. The CYAF 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, minor, or scholarly practice and discovery project and an oral examination.

Certified Family Life Educator (CFLE)

National Council on Family Relations (NCFR) sponsors the only international program to certify family life educators. The Certified Family Life Educator (CFLE) program encourages applications from all professionals with course work and experience in family life education including formal teaching, research/scholarship, community education, public information and education, curriculum and resource development, health care, military family support, counseling, and ministry. Certified family life educators have a minimum of a bachelor's degree; many CFLEs have advanced degrees.

Why Become a CFLE?

Certification recognizes a proven background and understanding in each of the ten family life content areas. While CFLEs may work specifically in one discipline, such as parent education or marriage enrichment, their understanding of the many areas that affect today's families enables them to be more effective in their efforts to educate and work with individuals and families. The Certified Family Life Educator designation recognizes the educational, preventive, and enriching nature of their work. Additionally, standards identified for certification help to increase awareness and understanding of family life education as a profession. (From <http://ncfr.org/cert/index.asp> retrieved April 2007).

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.

Required Courses:

Credits

CYAF 972: Theories of Child Development and Family Relations.....	3
CYAF 893: Special Topics in Contemporary Family Issues.....	3
CYAF 488/888: Child and Family Policy.....	3
CYAF 953: Issues and Ethics for Family Professionals.....	3
CYAF 865 or comparable class: Research Design and Methods.....	3
CYAF 867: Implementing Research and Scholarly Practice.....	3
Total Core Credits.....	18

Analytic Methods:

Students must take one course addressing methods of data analysis.

Select one of the following.

EDPS 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, an approved minor or an approved scholarly practice and discovery project as part of the family science track. Students must take a minimum of 6 units of CYAF 899; Thesis if they are in the thesis option or 3-6 credits of CYAF 996: Scholarly practice and Discovery if they are in the non-thesis option.

Total Credits in This Area..... 3-6

Additional Learning:

In consultation with their academic advisor and in light of career goals, students Select two to four additional courses for a minimum of 36 graduate credit hours. These courses may be selected from a variety of academic programs including Child, Youth and Family Studies.

Minimum Credits for Master' Degree.....36

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 51-54 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 or approved minor 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 (Refer to item 4 below). For those 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 CYAF 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 CYAF 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 CYAF Graduate Executive Committee for consideration of graduate assistantships.
4. Notification of admission 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 CYAF 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.
5. 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 Departmental allocations. Notification of awards will be made as soon as possible.

Marriage and Family Therapy Specialization: Course Requirements

Before completing half of the required credits for graduation, students must have approved a Memorandum of Courses on which they specify the approved option they will use to meet their requirements for graduation. Two options for program completion have been approved.

Option I requires students to satisfactorily complete the 45 credits of required coursework plus a master's thesis including 6 credits of CYAF 899: Thesis. Students choosing Option I will complete a minimum of 51 credits for graduation.

Option II requires students to satisfactorily complete the 45 credits of required coursework plus complete an approved minor of no less than 9 credits. Students choosing Option II will complete a minimum of 54 credits for graduation. Students should consult with their academic advisor in selecting minor coursework that lead toward accomplishment of career goals.

Course requirements for both Options I and II are the following.

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.

Required Core Courses:

	Units/Credits
CYAF 951: Theoretical Foundations of Marital and Family Therapy	3
CYAF 952: Psychopathology and Dysfunctional Interactions	3
CYAF 953: Issues and Ethics for Family Professionals	3
CYAF 954: Assessment in Family Therapy	3
CYAF 955A: Clinical Family Therapy I	3
CYAF 955B: Clinical Family Therapy II	3
CYAF 956: Human Sexual Dysfunction	3
CYAF 865: Research Design	3
CYAF 867: Conducting and Reporting Research or Scholarly Practice and Discovery	3
CYAF 989A: Collaborative Health Care	1
CYAF 989B: Pharmacology and Family Therapy	1
CYAF 989D: Group Therapy	1
CYAF 997: Advanced Practicum in Family Therapy (3 units or 3 continuous semesters)	9
EDPS 860: Advanced Statistical Methods or EDUC 900K: Qualitative Research	3
Total Core Credits	42

Individual Development and Family Relations Electives:

In consultation with their academic advisor and with the approval of the MFT faculty, students must select one 3 credit course focusing on individual and family development. The course must include content that addresses development across the life-span and from an ecosystemic perspective. If a student has not had an undergraduate course in child development, they should select EDPS 850: Child Psychology or CYAF 973: Social Processes in Children.

Total Development Elective 3

Course Substitutions and Other Exceptions

Students may substitute FMED 742: Families, Health and Illness and FMED 741: Applied MedFT for CYAF 989A, 989B, and 989C. Students who do this are normally those who are pursuing the Medical Family Therapy Certificate and/or meeting their minor requirements with these courses. Students who use the Medical Family Therapy Certificate as their minor may graduate with 51 credits as long as all other requirements are met.

Students may take a course as part of their minor that also counts toward their Individual Development and Family Relations Elective. Those who do this may graduate with 51 credits as long as all other requirements are met. 9/21/04

<p>MEDICAL FAMILY THERAPY CERTIFICATE</p>

The Department of Family Medicine at the University of Nebraska Medical Center (UNMC) and the Marriage and Family Therapy Program in the Department of Child, Youth and Family Studies 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.

YOUTH DEVELOPMENT SPECIALIZATION

Offered by the Great Plains Interactive Distance Education Alliance (GP-IDEA)

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.

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

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

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 from the following courses:

CYAF 861--Fundamentals of Youth Development (1 hr. seminar)

CYAF 864--Community Youth Development

CYAF 868--Adolescents and Their Families

CYAF 873--Program Design, Evaluation and Implementation

CYAF 879, 879A, 879B—Contemporary Youth Issues/Life Skills (focuses on one issue such as violence or dress and appearance)

CYAF 878--Youth Policy

CYAF 875--Youth in Cultural Contexts

CYAF 869--Administration and Program Management

CYAF 872--Youth Development

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 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)

CYAF 861--Fundamentals of Youth Development (1 credit) required.

Two or three of the following courses for 6 - 9 credits:

CYAF 864--Community Youth Development

CYAF 868--Adolescents and Their Families Youth in Cultural Contexts

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

CYAF 878--Youth Policy

CYAF 879, 879A, 879B--Youth Issues

Youth Practitioner II (Program Management and Evaluation)

CYAF 861--Fundamentals of Youth Development (1 credit) required.

Two or three of the following courses for 6-9 credits:

CYAF 873--Program Design, Implementation and Evaluation

CYAF 869--Program Administration

CYAF 863--Youth Development Professionals as Consumers of Research

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

CYAF 878--Youth Policy

CYAF 879, 879A, 879B--Youth Issues

Youth Development Schedule of Classes

Spring 2007: CYAF 861, CYAF 869, CYAF 873, CYAF 875,

Summer 2007: CYAF 861, CYAF 872, CYAF 879, CYAF 879B

Fall 2007: CYAF 861, CYAF 863, CYAF 864, CYAF 868, CYAF 878

Spring 2008: CYAF 861, CYAF 869, CYAF 873, CYAF 875,

Summer 2008: CYAF 861, CYAF 872, CYAF 879, CYAF 879B

Fall 2007: CYAF 861, CYAF 863, CYAF 864, CYAF 868, CYAF 878

CYAF GRADUATE COURSES
2007-2008

GENERAL

Course #	Course Title
807	Supervisory Leadership
811A-E	Perspectives on CYAF
845	Research in Leadership Education
865	Research Design and Methods
867	Implementing Research and Scholarly Practice
891	Special Topics in Human Sciences (1-3, max 12)
896	Advanced Independent Study (1-2, max 6)
897	Community Internships in CYAF (3-6, max 6)
898	Research Experience in CYAF (1-5)
899	Masters Thesis (6-10)
920	Teaching Practicum (1-3, max 3)
930	Sociological/Anthropological Research Methods in Education (1-3, max 15)
972	Theories of Human Development and Family Relations
995	Doctoral Seminar (3, max 18)
996	Scholarly Practice and Discovery (1-6, max 6)
998	Special Topics: Research in Human Sciences (1-3)
999	Doctoral Dissertation (1-24, max 55)

CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION

830	Practicum in Infant Development
874	Assessment in Early Childhood
876	Cognitive Processes in Children
877	Administration of Early Childhood Programs
890	Workshop Seminar (1-3, max 15)
897A	Practicum in Early Childhood Education
970	Advanced Early Childhood Education
971	Seminar in Child Development
972	Theories in Human Development and Family Relations
973	Social Processes in Children
974	The Infant in the Family

MARRIAGE AND FAMILY THERAPY

951	Theoretical Foundations of Marriage & Family Therapy
952	Psychopathology & 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 (1)
- 989B Innovative Approaches to Family Intervention: Pharmacology & Family Therapy (1)
- 989D Innovative Approaches to Family Intervention: Group Therapy (1)
- 997 Advanced Practicum in Family Therapy (1-6, max 6)

FAMILY SCIENCE

- 846 Addictions and Violence in Families
- 868 Adolescents & Their Families
- 862 Adulthood & Aging
- 882 Parent Education
- 888 Child & Family Policy
- 893 Special Topics in Contemporary Family Issues
- 895 Special Topics in Family & Cultural Diversity
- 950 Family Law (1-4, max 4)
- 961 Seminar in Parent-Child Relationships
- 980 Comparative Family Systems
- 981 Readings in Family Life
- 984 Theories of Family Relations
- 987 Family Strengths

- 906 Consumer & Family Economics
- 907 Family Financial Management

FAMILY AND CONSUMER SCIENCE EDUCATION

- 801 FACS Curriculum
- 801A FACS Education Practicum I
- 802 FACS Curriculum Theory and Methods of Instruction
- 802A FACS Education Practicum II
- 813 Student Teaching in FACS (12)
- 813B Internship: Selected Experiences (3-6)
- 814 Evaluation in Career & Technical Education
- 815 Advanced Instructional Theory in FACS
- 816 Educational Programming
- 817 Critical Issues for the Beginning Teacher (1-3)
- 890 Workshop Seminar (1-3, max 15)
- 892 Special Topics in Education (1-3, max 12)
- 893 Special Topics in Contemporary Family Issues (1-3, max 18)
- 897 Supervised Experience in FACS (1-6)
- 912 Advanced Curriculum Theory in FACS
- 992 Seminar in FACS Education (2)

* Above Courses Offered at UNO as well as at UNL

GP IDEA COURSES—HIGHER TUITION RATE**

FAMILY FINANCIAL PLANNING

- 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 and the Family
- 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 (3-6)

YOUTH DEVELOPMENT

- 861 Foundations of Youth Development (1)
- 863 Youth Professionals as Consumers of Research
- 864 Community Youth Development
- 868 Adolescents and their Families
- 869 Administration & Program Management
- 872 Youth Development
- 873 Program Design, Implementation and Evaluation in Family & Human Sciences
- 875 Youth in Cultural Contexts
- 879 Contemporary Youth Issues: Life Skills
- 879 Contemporary Youth Issues: Violence
- 879 Contemporary Youth Issues: Volunteerism
- 879 Contemporary Youth Issues: Youth & Appearance
- 878 Youth Policy

**Refer to gpidea.org for current rate

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 CYAF 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.

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.

Responsibilities of the Graduate Assistant

Graduate Assistants in the Department of Child, Youth and Family Studies 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. Serve on Departmental committees to represent graduate student perspectives/needs when appropriate.
3. Complete assignments within the plan of work.
4. Participate in an evaluation session at the conclusion of each semester with the faculty supervisor.

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 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) Youth Development (Distance Education), and Family and Consumer Sciences Education).

Criteria For Selection of Graduate Assistants

1. Enrolled in a graduate program. Priority is given to graduate students in the Department of Child, Youth and Family Studies (minimum of six (6) graduate credit hours per semester)
2. Undergraduate or graduate GPA of 3.0 minimum
3. Professionalism and goal orientation, as reflected by a statement written by candidate, which will be included as part of his/her file
4. Dependability
5. Responsibility
6. Availability/appropriateness of a major area to the needs of a faculty member.

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 determines 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 semester by the faculty member with whom the graduate assistant has been assigned. In consultation with the Graduate Faculty Chair and the CYAF Department Chair, a written summary will be developed by February 15. Summaries will include information about the assistant's reliability and dependability, as well as their ability to do assigned tasks and the quality and timeliness of their work. A letter will be forwarded to the graduate assistant by the CYAF Department Chair which will include the summary evaluation. The Department Chair will indicate at that time whether or not the graduate assistant will be considered for employment as a graduate assistant the following year. This decision will be made collaboratively with the Graduate Faculty Chair and faculty members assigned to the student.

The evaluation form is included on page 71 and is also available from the Department office. It is to be completed within one week of the closure of each semester if not otherwise specified.

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	3—Satisfactory	1—Unsatisfactory
4—Above Average	2—Needs Improvement	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

Graduate Student's Signature

Date

CHILD, YOUTH AND FAMILY STUDIES
GRADUATE STUDENT MASTERS PROGRAM ASSESSMENT

STUDENTS: To be completed by graduate student and handed in at the time of completion of the final oral or comprehensive exam.

1. How do you rate the overall content of your Master's program in preparing you for your first post master's professional role?

Excellent Good Adequate Somewhat Inadequate Inadequate

2. How do you rate your training in preparing you for the technological requirements of your first post-master's role?

Excellent Good Adequate Somewhat Inadequate Inadequate

3. How would you rank yourself as having advanced knowledge in your content area of Child, Youth and Family Studies (Child Development/Early Childhood Education, Education, Employee Assistance, Family Economics & Resource Management, Family Science, Marriage & Family Therapy)?

Excellent Good Adequate Somewhat Inadequate Inadequate

4. Are you a member of at least one professional organization?

Yes No

Name of Professional Association

5. Have you presented your thesis or project at an open forum for faculty and students?

Yes No Where: _____

When: _____

6. Have you presented a paper at a local, state or national professional meeting? organizations?

Yes No

7. Have you been a committee member or held an elective office in a professional organization? Yes No

If yes, what committee/Office? _____

8. Have you submitted a scholarly paper to a professional publication? Yes No

If yes, which Publication? _____

9. If No, what plans do you and your adviser have for publication?

SUPERVISORY COMMITTEE: To be completed by the supervisory committee at the time of completion of the final oral or comprehensive examination.

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

_____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?

_____Excellent _____Good _____Fair _____Poor

3. To what extent has the student demonstrated critical thinking skills in his/her Masters' work?

_____Excellent _____Good _____Fair _____Poor

4. To what extent has the student demonstrated satisfactory oral and written communication skills in his/her work?

_____Excellent _____Good _____Fair _____Poor

5. To what extent was there evidence of the students' ability to integrate and synthesize theoretical and practical information in Child, Youth and Family Studies?

_____Excellent _____Good _____Fair _____Poor

6. To what extent was the students' understanding and use of appropriate data bases and technologies evident?

_____Excellent _____Good _____Fair _____Poor

7. To what extent was the students' understanding and respect for the global or multi-cultural aspects evident in their thesis, scholarly project or other work?

_____Excellent _____Good _____Fair _____Poor

8. To what extent was there evidence of the application of the collaborative process, gained in their Masters program?

___Excellent ___Good ___Fair ___Poor ___Non-Observable

APPENDIX

Intent Form.....	75
Guidelines for Professional Goals Document.....	76
Graduate Assistantship Application.....	77
Memorandum of Courses.....	78
Final Examination Report for Masters Degree.....	80

DEPARTMENT OF CHILD, YOUTH AND FAMILY STUDIES
Graduate Studies Intent Form

Write a statement (not more than one page) of the professional goals that you hope to accomplish with a CYAF Masters degree. Use the attached sheet and then complete the information below.

Name _____ Telephone (home) _____

Mailing address: _____ (work) _____

(E-mail) _____

I intend to complete a Master of Science Degree or Certificate in Child, Youth and Family Studies in the following track or Specialization:

- _____ Child Development/Early Childhood Education
- _____ Family Science
- _____ Family Financial Planning--Distance Education Specialization
- _____ Family Financial Planning--Distance Education Certificate
- _____ Family and Consumer Sciences Education
- _____ Family, and Consumer Sciences Education--Distance Education Specialization
- _____ Marriage and Family Therapy Specialization
- _____ Medical Family Therapy Certificate
- _____ Youth Development—Distance Education Specialization
- _____ Youth Development Specialist—Distance Education Certificate
- _____ Youth Development Program Management and Evaluation Certificate—Distance Education Certificate

Plans are:(check appropriate line)

- _____ Be a full time graduate student (9 credits during semester)
- _____ Be a part time graduate student

Academic year for which you request admission: _____

Type of current employment: _____

Major field of study for your Bachelor's

Degree _____

Institution granting Bachelor's Degree: _____ Year: _____

List the persons you have asked to write recommendations for this application.

Name:	1)	2)	3)
Address:			
Phone Number:			

Return to CYAF Department, 135 Mabel Lee Hall, UNL, Lincoln, NE 68588-0236

DEPARTMENT OF CHILD, YOUTH AND FAMILY STUDIES
Guidelines for Profession Goals Document

Your statement of professional goals should be a one to two page document that addresses the following:

- 1) Your professional goals—i.e. What are your professional career aspirations? What do you plan to do with your degree when completed?
- 2) What background experiences, events, and/or education have influenced your professional goals?
- 3) How will enrolling in one of the Department's programs assist you in meeting your professional goals?
- 4) Which faculty members do you have a particular interest in working with? Why?

DEPARTMENT OF CHILD, YOUTH AND FAMILY STUDIES
 Graduate Assistantship Application
 (Due February 1 for appointment the following year)
 Return to 135 Mabel Lee Hall, Lincoln, NE 68588-0236

Name _____ Student ID: _____

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



University of
Nebraska
Lincoln

Office of Graduate Studies
301 Canfield Administration
Building
P. O. Box 880434
Lincoln, NE 68588-0434
(402) 472-2875

MEMORANDUM OF COURSES
Required for Candidacy for the Masters Degree

Instructions

1. Complete the memorandum on your PC and print it out from your printer.

Please remember to press Ainsert@ before typing information in the form and use the arrow keys to navigate around the form. Some software, such as Microsoft Word, will underline inserted text by clicking the underline button and the insert key.

2. Obtain required signatures.
3. Send the completed memorandum to:
Lisa King
135 Mable Lee Hall
University of Nebraska-Lincoln
Lincoln, NE 68588-0236

FINAL EXAMINATION REPORT FOR MASTERS DEGREE

PART 1

Name _____

_____ Social Security No. _____

Local Address _____

_____ Telephone _____

Permanent Home

Address _____

Degree Desired: MA__ MArch__ MAT__ MBA__ MCRP__ MEd__ 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.

WRITTEN COMPREHENSIVE EXAM TO BE TAKEN Major

_____ Minor _____ PASSED Major _____

Minor _____

(Date)

(Date)

(Date)

(Date)

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.)

_____ Date _____

_____ Date _____

(Signature, Major Adviser) (Signature, Minor Adviser)

_____ Date _____

Date _____

(Signature, Chair of Graduate Committee, Major Dept.)

(Signature, Dean for Graduate Studies)

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

(Signature, Librarian) _____ Date _____
(Signature, Cashier) _____ Date _____

PART 7

RECOMMENDED FOR
DEGREE _____ Date _____
Signature, Dean for Graduate Studies