

Graduate Manual 2026-2027



UNC
GREENSBORO

Human Development
and Family Studies

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INTRODUCTION

This Manual provides information about the policies, procedures, and degree requirements of graduate programs in the Department of Human Development and Family Studies (HDFS) at UNCG. It is the responsibility of the Graduate Program Director (GPD) to keep the manual current. The manual is a resource for HDFS graduate students and their advisors. The information provided is in addition to the university policies that apply to all graduate programs at UNCG and appear in the [Graduate School Catalog](#). The course work, research requirements and expectations for HDFS graduate degrees described in the manual represent the minimum requirements agreed on by the HDFS faculty. Additional coursework may be required depending on students' research interests, professional goals, academic background, and guidance from advisors or thesis/dissertation committees. Graduate students are advised to read this manual in its entirety and to familiarize themselves with University regulations and policies in the [Graduate School Catalog](#). After consultation with your academic advisor and the UNCG Graduate Catalog, any questions should be directed to the GPD and copied to the Graduate Program Administrative Assistant. Students are responsible for making progress in their plans of study, and the HDFS Annual Student Review will provide students with feedback about their progress in the HDFS program.

THE GRADUATE COMMITTEE

The Graduate Committee of the Department is responsible for making recommendations to the faculty regarding the formation of policies, procedures, and curriculum changes affecting the HDFS graduate programs in accordance with the policies established by the UNCG Graduate School. The GPD and Graduate Committee also are responsible for implementing these policies and procedures. The Graduate Committee considers student petitions for course substitutions and the waiving of certain requirements to ensure they comply with Graduate School Policies. (Note that all waivers are submitted to the UNCG Graduate School for the final approval). The HDFS Graduate Committee typically consists of five members, four graduate faculty members and one graduate student. The graduate student member participates in all deliberations that do not involve confidential student matters.

THE GRADUATE STUDENT/FACULTY LIAISON COMMITTEE (FSL)

Historically, this committee is composed of 10-12 graduate students, the GPD, and one additional graduate faculty member. In recent years, graduate student members of FSL serve as representatives, chairs, or vice-chairs for a variety of special interest sub-committees. The purpose of the FSL committee is to provide a vehicle for graduate students and faculty to discuss and manage directly, and on a regular basis, issues that may enhance or inhibit the well-being and progress of graduate students in their degree programs. In addition, FSL subcommittees and representatives support activities that may directly impact graduate students. Subcommittees change over time to meet student and department needs and may be formed in collaboration with the GPD/Graduate Committee or student initiated.

THE DEPARTMENT'S MULTIDISCIPLINARY MISSION

The HDFS Department offers graduate degree programs leading to the Master of Education, Master of Science, and Doctor of Philosophy degrees as well as three post-baccalaureate BK Certificate programs and an HDFS doctoral minor. *The M.Ed. in BKISED* is an online, interdepartmental, applied professional-degree program focusing on curriculum planning, behavioral/educational assessment, and educational services for young children with and without disabilities. Detailed descriptions of all BK Graduate programs can be found in a separate handbook available from the Graduate Program Administrative Assistant. The *Master of Science and Doctor of Philosophy* programs focus on the development of theory and research knowledge that may inform application. These programs are multidisciplinary, calling for a synthesis of knowledge on the intersection of human development, family processes, and socio-cultural context. A defining focus of our program is an emphasis on understanding development and family relationships in socio-cultural context and the application of strength-based approaches to the study of diverse children and families. Graduate course work focuses on the contributions of socio-cultural, family, peer, early learning, and school contexts to the development of children, adolescents, and adults; the biological underpinnings of development; family processes and transitions; local, national, and international policies affecting children and families; and issues related to aging. In addition, students are trained in cutting-edge research methods in HDFS to support their substantive research interests across one or more areas including: Human Development, Family Studies, Early Care and Education, and Socio-cultural Context. PhD students complete an HDFS Teaching Practicum series that provides professional training and skill development in college instruction to support a competitive application post-graduation. Doctoral students have flexibility in tailoring training to their interests and career goals that also reflect the interests and areas of expertise of the faculty who serve as mentors. Faculty research interests range from micro-analytic examinations of peer and parent-child interactions, to experimental tests of children's social and cognitive development, to community engaged approaches to studying the well-being of children, families, and older adults, to applied studies of early childhood classroom process, to national surveys and the secondary analysis of existing child and family datasets.

Mission of Master of Education in BKISED

The Department of HDFS (in the School of Health and Human Sciences) and the Department of Specialized Education Services (SES) in the School of Education jointly offer the Master of Education degree program in Interdisciplinary Studies in Education and Development in Birth to Kindergarten (BKISED). The BKISED program prepares teachers, administrators, and service providers to serve, teach, and work with young children with and without disabilities in partnership with families and communities.

The learning goals of the M.Ed. program include: (1) identifying and describing key concepts of child development and summarizing the contextual influences of families and communities on the developing child; (2) defending how and why professionals design and implement an integrated curriculum across developmental domains that support learning experiences in a variety of early childhood settings for young diverse children with and without disabilities; (3) summarizing and critiquing the variety of teaching methods and materials professionals use to promote individual development, meaningful learning, and social competence; (4) identifying, comparing, and contrasting screening and assessment concepts and practices used to understand and meet the needs of diverse children with and without disabilities and their families; (5) describing how and why professionals work with families and other

professionals to support diverse children's learning and development and to improve programs and practices; and (6) demonstrating competency in effective oral communication skills by successfully defending knowledge of early childhood development and education practices for diverse children with and without disabilities.

Mission of Master of Science in HDFS

The M.S. program in HDFS serves to enhance the lives of individuals by producing professionals who are trained to translate and apply research about how children, youth, adults, and families develop in their many and diverse contexts (e.g., family, school, childcare, community, work). Aligning with UNCG's Strategic Plan, the HDFS M.S. program provides an inclusive learning community fostering intellectual inquiry to prepare students for meaningful lives and engaged scholarship, to support collaborative scholarship to enhance the quality of life across the lifespan, and to provide intercultural experiences and perspectives in learning. The learning goals of the M.S. program include: (1) acquire an understanding of major theoretical perspectives in Human Development and Family Studies; (2) critically analyze and comprehend research articles; (3) apply essential aspects of research knowledge, methods and basic statistics; (4) document emerging expertise in a specific substantive area; and (5) demonstrate strong oral and written communication skills. Graduates of the program are prepared for research positions, social services in applied HDFS settings, and advanced research study at the doctoral level. Examples of positions acquired by HDFS M.S. graduates can be found [HERE](#).

Mission of Doctor of Philosophy in HDFS

The Ph.D. program in HDFS serves to enhance the lives of individuals by producing scholars who are trained to discover, translate, and implement new information about how children, youth, and families develop in their many and diverse contexts (e.g., family, school, childcare, community, work). Aligning with UNCG's Strategic Plan, the HDFS Ph.D. program provides an inclusive learning community fostering intellectual inquiry to prepare students for meaningful lives and engaged scholarship, to engage in collaborative scholarship and creative activity to enhance the quality of life across the lifespan, and to provide intercultural experiences and perspectives into learning. HDFS Ph.D. students' programs of study are multidisciplinary and tailored to students' specialized interests and career goals in human development, family studies, early care and education, and/or sociocultural context. The learning goals for the Ph.D. program include: (1) advanced use of theory; (2) advanced application of research knowledge, methods/analytic skills; (3) demonstration of technical and integrative writing skills; (4) demonstration of effective college teaching skills; and (5) the ability to analyze, integrate, and critically evaluate theoretical and empirical literature in students' area of specialization.

PROGRAM AREAS

Grounded in our multidisciplinary emphasis, most HDFS faculty and graduate students focus their teaching and research in one (or the intersection of several) of the following areas: human development, family studies, socio-cultural context, and early care and education.

GRADUATE PROGRAMS

Leadership in Infant and Toddler Learning Post-Baccalaureate Certificate (with SES, 19)

Birth-Kindergarten (BK) Add-on Licensure (with SES, 14)

Birth-Kindergarten (BK) Post-Baccalaureate Initial Licensure Certificate (with SES, 20)

Master of Education (MEd) in Birth-Kindergarten Interdisciplinary Studies in Education and Development (with SES, 37)

Master of Science (MS) in Human Development and Family Studies, (39)

Doctor of Philosophy (PhD) in Human Development and Family Studies, (78- 84 credit hours for direct entry with a bachelor's degree; 45-51 credit hours for entry with prior master's degree with a thesis)

Doctoral Minor in Human Development and Family Studies, (12)

THE GRADUATE CURRICULUM

Post-Baccalaureate Certificate in Leadership in Infant and Toddler Learning

The synchronous online Post-Baccalaureate Certificate in Leadership in Infant and Toddler Learning requires 19 credit hours and is offered jointly by the Department of Human Development and Family Studies and the Department of Specialized Education Services. The program is designed to provide students with graduate level training and a credential to pursue careers in leadership positions in early care and education settings focusing on infants and toddlers, including early intervention, Smart Start, resource and referral, and community college instruction. The certificate is available to students with a bachelor's or master's degree who do not plan to pursue a degree program or for students who are pursuing a master's degree in Human Development and Family Studies or Specialized Education Services. If pursuing a master's degree simultaneously, students must meet all requirements for admission to The Graduate School, Human Development and Family Studies, and Specialized Education Services.

Required Courses (19 hours)

HDF/SES 607 Infant-Toddler Learning in Inclusive Settings (4)

HDF 636 Leadership & Mentoring in Educating Young Children (3)

HDF 650 Theory and Research in Early Childhood Development (3)

SES 601 Introduction to Inclusive Birth-Kindergarten Services (3)

SES 602 Inclusive Family-Centered Practices in Early Childhood(3)

SES 603 Screening/Assessment in Inclusive Early Childhood Services (3)

Birth-Kindergarten (BK) Add-on Licensure (BK Add-On)

The synchronous online Add-On Licensure in Birth through Kindergarten (BK) provides graduate-level training for students who hold a teaching license in another area and want to add

the North Carolina Birth-Kindergarten teaching license to their licensure qualifications. At the completion of the program, students qualify to be recommended for the Add-On Licensure in BK. Credits completed for the licensure program may be counted toward the M.Ed. in Birth-Kindergarten Interdisciplinary Studies in Education and Development.

Required Courses (14 hours)

SES 601 Introduction to Inclusive Birth – Kindergarten Services (3)

HDF/SES 607 Infant-Toddler Learning in Inclusive Settings (4)

HDF/SES 606 Preschool-Kindergarten Learning in Inclusive Settings (4)

SES 603 Screening/Assessment in Inclusive Early Childhood Services (3)

Birth-Kindergarten (BK) Post-Baccalaureate Initial Licensure Certificate (BKILP)

The synchronous online BK Post-Baccalaureate Initial Licensure Certificate provides training for students with a bachelor's degree seeking an initial NC Birth-Kindergarten teaching license. This certificate program requires 20 semester hours and is offered jointly by HDFS and SES. The program is designed to provide students with graduate level training and an initial teaching license in BK. Students also have an option for transitioning from this program into the M.Ed. program in which they may be eligible for an advanced license in BK. Course work from the plan of study for the Post-Baccalaureate Initial Licensure Certificate may be applied to the M.Ed. in Birth to Kindergarten: Interdisciplinary Studies in Education and Development (BKISED) provided the student meets all admission requirements of The Graduate School, the Department of Human Development and Family Studies and the Department of Specialized Education Services. This is a synchronous, online program.

Required Courses (20 hours)

SES 601 Introduction to Inclusive Birth – Kindergarten Services (3)

HDF/SES 607 Infant-Toddler Learning in Inclusive Settings (4)

HDF/SES 606 Preschool-Kindergarten Learning in Inclusive Settings (4)

SES 603 Screening/Assessment in Inclusive Early Childhood Services (3)

SES 649C Practicum in Special Education (Student Teaching for 10 weeks) (4-6)

Master of Education (MEd) in Birth-Kindergarten Interdisciplinary Studies in Education and Development

Coursework

The synchronous online Master of Education (M.Ed.) program in Birth through Kindergarten: Interdisciplinary Studies in Education and Development (BKISED) prepares students to assume leadership roles in diverse settings (both education and community-based) that develop and implement programming for young children with and without disabilities, ages birth to five, and their families. The degree consists of a minimum of 37 semester hours of

graduate course work beyond the Bachelor's degree. Additional academic work may need to be completed by students without foundational skills or content knowledge in early childhood. Prerequisite credits may not be applied toward the M.Ed. degree unless they are Birth-Kindergarten Initial Licensure Program (BK:ILP) courses (see Birth-Kindergarten: Initial Licensure Program in the graduate bulletin). Prerequisite requirements must be satisfied as early as possible in the program. The BK Graduate Program Committee approves any transfer credit.

Two concentrations are offered: (1) Early Childhood Leadership & Advanced Teaching Licensure and (2) Early Childhood Leadership, Program Administration & Coaching.

The concentration in Early Childhood Leadership & Advanced Teaching Licensure is designed for students with a Standard Professional I or initial license seeking education in early childhood leadership and an advanced teaching license. Those with an initial license in another field of education must satisfy prerequisite requirements and complete eight (8) weeks of student teaching (which adds 6 credit hours to the program). Students are eligible for the "M" advanced license in BK upon successful completion of the program.

The concentration in Early Childhood Leadership, Program Administration & Coaching equips teachers, directors/administrators, technical assistance providers, and other professionals working closely with early childhood educators to be leaders in the field. It includes advanced training in a variety of areas, including personnel development and support, financial management, early childhood systems and policy, leadership and mentoring, child and program assessment, and curriculum within the context of family-centered practices to work effectively with diverse children and families in inclusive settings. Requirements for the MEd are listed below.

Core Requirements for Both Concentrations

Required Courses (18 hours)

SES 601	Introduction to Inclusive Birth-Kindergarten Services (3)
SES 602	Inclusive Family-Centered Practices in Early Childhood (3)
SES 603	Screening/Assessment in Inclusive Early Childhood Services (3)
HDF 636	Leadership & Mentoring in Educating Young Children (3)
HDF 633	Advanced Curriculum in Early Childhood Education (3)
HDF 650	Theory and Research in Early Childhood (3)

Practicum

SES 604	Internship in Inclusive Early Childhood (6 hours)
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Professional Portfolio (Capstone Experience)

The final portfolio is the culminating experience. It includes two components: 1) a written document that includes a series of reflective essays and 2) oral defense, discussing the content of

the essays and rationale for the use of documents. This portfolio will demonstrate the mastery of skills and knowledge in the program competency areas. It is submitted on Canvas by the student and evaluated by a team of two faculty and one practicing professional. If the portfolio and presentation do not meet departmental standards, one revision is allowed. The final portfolio is required of all students graduating from the BK:ISED program.

In addition to the Core Courses, the Leadership & Advanced Teaching Licensure Concentration requires:

Course work related to Theory and Practice (4 hours)

HDF 606/SES 606 Preschool-Kindergarten Learning in Inclusive Settings (4)

Electives (To be selected from list with approval of advisor) (9 hours)

HDF 634 Contemporary Issues in Early Childhood Policy (3)

HDF 637 Administration of Early Care and Education Programs (3)

HDF 638 Coaching and Mentoring in Early Childhood Programs (4)

SES 605 Diversity and Inclusive Early Care and Education (3)

SES 647 Consultation in Education: Theory, Research, Practices (3)

SES 657 Introduction to Behavior Disorders (3)

SES 662 Assistive Technology for Inclusive Education (3) HDF

HDF/SES 607 Infant-Toddler Learning in Inclusive Settings (4)

Other courses as approved by advisor.

TOTAL (minimum) 37 s.h.

Early Childhood Leadership, Program Administration & Coaching Concentration

In addition to the Core Courses, the Leadership, Program Administration & Coaching Concentration requires:

Required coursework: (13 hours)

HDF 634 Contemporary Issues in Early Childhood Policy (3)

HDF 637 Administration of Early Care and Education Programs (3)

HDF 638 Coaching and Mentoring in Early Childhood Programs (4)

SES 605 Diversity and Inclusive Early Care and Education (3)

Master of Science in HDFS

Master of Science Course Work

The Department of HDFS offers a [Master of Science degree program that requires a minimum of 39 semester credit hours](#). It is a thesis-based degree program and is designed to serve as a strong foundation for doctoral studies in HDFS, research positions, or social service positions informed by research.

Core Content Requirements 18 s.h.

HDF 640	Professional Seminar I (1)
HDF 651	Contemporary Research in Human Development (3)
HDF 652	Theories of Human Development and Family Studies (3)
HDF 653	Contemporary Research in Family Studies (3)
HDF 656	Race, Class, and Culture (3)
HDF 661	Professional Seminar II (2)
HDF 745	College Teaching in Human Development and Family Studies I (3)

Area of Specialization Requirements 6 s.h.

These courses are to be selected jointly by the student and faculty advisory committee. All 6 credits must be fulfilled through content courses taken within the Department of Human Development and Family Studies. Research methods and statistics courses cannot count as area of specialization courses for the M.S. degree.

Statistics and Methodology 9 s.h.

HDF 658/HHS 625	Research Methods in HDFS or HHS (3)
HHS 626	Quantitative Research Methods I (3)
HHS 627	Quantitative Research Methods II (3)

Research Requirement 6 s.h.

HDF 699	Thesis and oral examination (6)
TOTAL (minimum)	39 s.h.

Doctor of Philosophy in HDFS

Doctor of Philosophy Course Work

[The Ph.D. in Human Development and Family Studies requires 78-84 credit hours for students entering with a bachelor's degree or 45-51 credit hours](#) for students entering with a master's degree (with thesis). Entering doctoral students who have completed a master's degree at another institution or department must fulfill (or have comparable substitutions for) all of the requirements of the HDFS direct entry Ph.D. program. Assessment of prerequisite courses occurs at the time of admission to the program. These requirements must be fulfilled in addition to completing the course work and dissertation requirements shown below. Prerequisite coursework is determined by the GPD, in consultation with members of the Graduate Committee and the student's academic advisor. These requirements must be fulfilled in addition to completing the 45-51 credits required for the Ph.D.

Students Entering with a bachelor's degree

Core Required Courses 12 s.h.

HDF 651	Contemporary Research in Human Development (3)
HDF 652	Theories of Human Development and Family Studies (3)
HDF 653	Contemporary Research in Family Studies (3)
HDF 656	Race, Class, and Culture (3)

Foundational Methods and Statistics 9 s.h.

HDF 658/HHS 625	Research Methods in HDFS or HHS (3)
HHS 626	Quantitative Research Methods I (3)
HHS 627	Quantitative Research Methods II (3)

Professional Preparation and Development 6 s.h.

HDF 640	Professional Seminar I (1)
HDF 661	Professional Seminar II (2)
HDF 745	College Teaching in Human Development and Family Studies (3)

Thesis Research Requirement 6 s.h.

HDF 699	Thesis and oral examination (6)
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(continued)

HDFS Area of Specialization Requirements

12 s.h.

At a general level, most Ph.D. students identify with a departmental “niche” that helps shape their professional identity in one--or the intersection of several--research areas. This identification helps the student and their committee select elective area of specialization content courses that are most relevant to the students’ developing professional identity and training.

The Ph.D. program requires the completion of 12 hours of area of specialization electives (selected jointly by the student and the faculty advisory committee). All 12 credits must be fulfilled through content courses taken within the Department of Human Development and Family Studies. Independent study, research methods, and statistics courses cannot count as area of specialization courses for the PhD degree.

To support a strong foundation in Human Development and Family Studies to inform specialized interests, one course in each of the following three areas is required: Human Development (HD), Family Studies (FS) and Sociocultural Context (SC). One additional HDFS elective course is required and is not restricted to a particular area. HD, FS, and SC course designations are provided via the [tentative course offerings](#) document posted on the HDFS website, in the Graduate Manual appendix, and in the Graduate Catalog. Note that the particular target area for offerings of HDF 703 Special Topic Seminars is determined at the department level (not by individual students, advisors, or thesis/dissertation committees). A full list of HDFS Graduate Course offerings can be found below and in the [Graduate Catalog](#). The timing and frequency of course offerings vary and depends on the expertise and availability of the faculty. Accordingly, some courses may not be offered during a students’ time in the program. 3-year course rotations are provided to students via the tentative course offerings to facilitate planning.

Development Area

703 Contemporary Research in Early Care and Education (HD)

713 Social and Emotional Development (HD)

714 Cognitive Development in Young Children (HD)

715 Infant Development (HD)

716 Seminar in Adolescence (HD)

725 Psychobiology and Family Processes (HD)

Family Studies Area

703 Families and Health (FS)

703 Risk & Resilience in Children and Families (FS)

703 Work and Family (FS)

721 Parent-Child Relations (FS)

723 Divorce, Remarriage, Cohabitation (FS)

726 Close Relationships (FS)

Socio-cultural Area

703 Children, Poverty, and Public Policy (SC)

703 Immigrant Families (SC)

703 African American Families (SC)

730 Child Development in Cultural Context (SC)

Statistics and Methodology

12 s.h.

HDF 756 Advanced Research Design in Human Development and Family Studies (3)

Select one course (3 credits) in quantitative statistics or methodology (3)

Select one course (3 credits) in qualitative statistics or methodology (3)

Select one additional course (3 credits) in statistics or methodology (3)

Professional Development/Teaching Practicum

9 s.h.

HDF 745 College Teaching in HDFS (3)

HDF 750 Professional Seminar III (3)

HDF 765 College Teaching Practicum in HDFS II (3)

Dissertation

12-18 s.h.

HDF 799 Dissertation (12-18)

TOTAL (minimum)

78-84 s.h.

*Notes**1 Specific offerings of HDF 703 will be eligible for inclusion in target areas specified by the department.**2 Students may select structured electives from 600-level HDF content courses with prior approval.**3 All doctoral students will complete a two-semester teaching practicum supervised by a graduate faculty mentor. The practicum requires the student to serve as an assistant, then as a co-instructor of a course (or courses) at the 100, 200, 300, or 400 level.***Students Entering with an HDFS or related Master's Degree (with Thesis)**

Entering doctoral students who have completed a master's degree at another institution or department must fulfill (or have comparable substitutions for) all of the requirements of the direct entry Ph.D. program. Assessment of prerequisite courses occurs at the time of admission to the program. These requirements must be fulfilled in addition to completing the course work and dissertation requirements shown below.

HDFS Area of Specialization Requirements

12 s.h.

At a general level, most Ph.D. students identify with a departmental “niche” that helps shape their professional identity in one--or the intersection of several--research areas. This identification helps the student and their advisory committee select elective area of specialization content courses that are most relevant to the students’ developing professional identity and training.

The Ph.D. program requires the completion of 12 hours of area of specialization electives (selected jointly by the student and the faculty advisory committee). All 12 credits must be fulfilled through content courses taken within the Department of Human Development and Family Studies. Independent study, research methods, and statistics courses cannot count as area of specialization courses for the PhD degree.

To support a strong foundation in Human Development and Family Studies to inform specialized interests, one course in each of the following three areas is required: Human Development (HD), Family Studies (FS) and Sociocultural Context (SC). One additional HDFS elective course is required and is not restricted to a particular area. HD, FS, and SC course designations are provided via the tentative course offerings document posted on the HDFS website, in the Graduate Manual appendix, and in the Graduate Catalog. Note that the particular target area for offerings of HDF 703 Special Topic Seminars is determined at the department level (not by individual students, advisors, or thesis/dissertation committees). A full list of HDFS Graduate Course offerings can be found in the Graduate Catalog. The timing and frequency of course offerings vary and depends on the expertise and the availability of the faculty. Accordingly, some courses may not be offered during a students’ time in the program. 3-year course rotations are provided to students via the tentative course offerings to facilitate planning.

Development Area

703 Contemporary Research in Early Care and Education (HD)

713 Social and Emotional Development (HD)

714 Cognitive Development in Young Children (HD)

715 Infant Development (HD)

716 Seminar in Adolescence (HD)

725 Psychobiology and Family Processes (HD)

Family Studies Area

703 Families and Health (FS)

703 Risk & Resilience in Children and Families (FS)

703 Work and Family (FS)

721 Parent-Child Relations (FS)

723 Divorce, Remarriage, Cohabitation (FS)

726 Close Relationships (FS)

Socio-cultural Area

- 703 Children, Poverty, and Public Policy (SC)
 703 Immigrant Families (SC)
 703 African American Families (SC)
 730 Child Development in Cultural Context (SC)

Statistics and Methodology

12 s.h.

- HDF 756 Advanced Research Design in Human Development and Family Studies (3)
 Select one course (3 credits) in quantitative statistics or methodology (3)
 Select one course (3 credits) in qualitative statistics or methodology (3)
 Select one additional course (3 credits) in statistics or methodology (3)

Professional Development/Teaching Practicum

9 s.h.

- HDF 745 College Teaching in HDFS (3)
 HDF 750 Professional Seminar III (3)
 HDF 765 College Teaching Practicum in HDFS II (3)

Dissertation

12-18 s.h.

- HDF 799 Dissertation (12-18)

TOTAL (minimum)

45-51 s.h.

Notes

- 1 Specific offerings of HDF 703 will be eligible for inclusion in target areas specified by the department.
 2 Students may select structured electives from 600-level HDF content courses with prior approval.
 3 All doctoral students will complete a two-semester teaching practicum supervised by a graduate faculty mentor. The practicum requires the student to serve as an assistant, then as a co-instructor of a course (or courses) at the 100, 200, 300, or 400 level.

Doctoral Minor in HDFS

The doctoral minor in Human Development and Family Studies requires 12 semester hours.

Doctoral Minor Coursework

Core Requirement (3)

Select one course from:

- HDF 651 Contemporary Research in Human Development (3)

HDF 652 Theories of Human Development and Family Studies (3)

HDF 653 Contemporary Research in Family Studies (3)

Elective Requirement (9)

Select three of the following courses:

HDF 656 Race, Class, and Culture (3)

HDF 703 Special Topics in HDFS (3)

HDF 713 Social and Emotional Development (3)

HDF 714 Cognitive Development in Young Children (3)

HDF 715 Infant Development (3)

HDF 716 Seminar in Adolescence (3)

HDF 725 Psychobiology and Family Processes (3)

HDF 721 Parent-Child Relations (3)

HDF 723 Divorce, Remarriage, Cohabitation (3)

HDF 726 Close Relationships (3)

HDF 703 Special Topics in HDFS: Children, Poverty, and Public Policy (3)

HDF 730 Child Development in Cultural Context (3)

HDF 740 Social Justice Research with Diverse Families (3)

HDF 755 Advanced Theory in HDFS (3)

HDF 756 Advanced Research Design in HDFS (3)

GRADUATE REGULATIONS, POLICIES, AND PROCEDURES

General Information for Newly Admitted Students

The Academic Integrity Policy

Academic integrity is fundamental to a successful academic community. UNCG is a member of the Center for Academic Integrity and subscribes to the fundamental values of academic integrity (honesty, trust, fairness, respect, and responsibility). Typical academic integrity violations include cheating, plagiarism, submitting AI generated papers, misuse of academic resources, falsification, and facilitating academic dishonesty. In instructional settings, plagiarism can be defined as occurring when a person "...uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its source [[The Council of Writing Program Administrators](#)]. The CWPA also refers to plagiarism as blurring the lines between one's own ideas and those borrowed from another source. It is expected that all work (e.g., class papers, class assignments, theses/dissertations, or publication) is original work and the contributions of others/authors are appropriately cited. Original work not only implies that the student is author of the product, but that the student has not repurposed a previously written product/assignment to turn in for a new assignment. For example, students should submit only original work for course assignments that has not been submitted in whole or in part for another class. Expanding or revising an assignment may be appropriate in some cases, but only with the permission of the instructor. Students and faculty should be familiar with all aspects of [UNCG's Academic Integrity Policy](#) including the process of [reporting violations and the consequences of a violation](#) for graduate students. To facilitate and ensure students' understanding of plagiarism and academic integrity, the required first year courses in the HDFS program (including the Professional Seminars) provide additional guidance and many

HDFS professors include a shell assignment in Canvas to allow students to utilize Turnitin before submitting final assignments/papers.

GAI Guidelines

The purpose of enrolling in a graduate program is to learn and grow as a scholar, author, and thinker. This includes 1) learning about concepts specific to a field of study, 2) learning how to write, synthesize and integrate what you are reading, and 3) building on earlier scholarship to advance new ideas. Artificial Intelligence (AI) can be a valuable tool in some circumstances. Unfortunately, it can also be used to avoid important graduate level learning that requires intellectual creativity, persistence and academic stamina (e.g., reading dense theoretical texts and empirical articles, learning to synthesize and critique what you have read, and writing in your own words.) Examples of AI programs that contemporary students have access to include Grammarly/Superhuman, Copilot, ChatGPT, Quillbot, Clickup, Audiopenai, Google Bard, and numerous other programs.

When considering whether to use such programs, students should keep in mind the following guidelines:

- When individuals use these or any other AI programs to assist them with their writing, they should disclose the type of AI they used to assist them and details about how they used them to their professor and/or RA supervisor.
- Any student who uses AI programs to assist them in their writing should cite it following APA guidelines. See [Citing Generative AI in APA Style Part 1](#), [Part 2](#), and [Part 3](#)
- Individuals should follow all guidelines regarding AI use as outlined in their course syllabi, discussed by their supervising faculty member, and provided by professional journals and granting agencies.
- In the context of courses for which no GAI policy is communicated in the syllabus, [UNCG's Academic Integrity Policies for Generative AI, Appendix C](#) characterize the undisclosed use of GAI as analogous to receiving assistance from another person which is defined as cheating.
- Unless otherwise specified by instructors/supervisors/journal editors/granting agencies, individuals should never use AI programs to write content that will be graded/evaluated including theses, dissertations or preliminary exam responses or when they are competing for resources (e.g., submitting an article for publication, a grant proposal, or a scholarship application).

Course Load Guidelines

Students often inquire about how much time a given course should take during the week. Although graduate education is more time intensive, the UNCG Undergraduate Catalog states that students should plan to devote between 2-3 hours outside of class for each hour in class

Substituting Previous Courses for M.S. or Ph.D. Requirements

Preliminary evaluations of requests for substitutions by incoming students are completed by the GPD (with input from the Graduate Committee members and the student's faculty advisor). If students have taken graduate courses in another department or at another university

that they wish to substitute for some of the Department's M.S. or Ph.D. requirements, they must first have these requested substitutions approved by their advisor. Following this approval, a written request (with an approval signature from the advisor) is sent to the GPD (via the Graduate Program Administrative Assistant), including copies of course syllabi, citation of required textbooks, and any other materials that describe the content of the courses. The written request should briefly state the substitution or exemption request and provide a brief rationale. The materials provided will be examined to decide whether the courses are acceptable for substitution. If acceptable, and if they were not already counted toward the requirements of an earlier-received degree (per the Graduate School Policy), they can be entered on the student's transcript according to the university's policy for "transfer credit," and the student will not have to take additional (elective) courses in their place. However, the 7-year time period for completion of Ph.D. work holds for transfer courses as well as courses taken at UNCG. Practically, this means that the transferred course starts UNCG's 7-year completion time clock for the doctoral degree. If the substituted courses were counted toward an earlier-received degree, the Graduate Committee will determine which additional courses must be taken to meet the minimum number of semester hours required for the degree program. The UNCG Graduate School does not waive the minimum number of credit hours for a degree program.

Advisory/Examination Committees

Advisory committees are required for M.S. and Ph.D. students. These committees (e.g., thesis or dissertation committees) are comprised of the student's primary advisor (the chair) and other faculty members selected in consultation with the chair. Students are advised that many faculty are on 9-month contracts and may be unavailable for advisory committee work outside of their contract period. The committee provides guidance and approval for the plan of study, evaluates students' theoretical and research knowledge through preliminary examinations and/or thesis and dissertation documents and defenses. The Chair of each committee must be a member of the graduate faculty of the Department of Human Development and Family Studies. Members of the UNCG Graduate Faculty are listed in the Graduate Catalog. Members with a G behind their name are able to chair doctoral advisory committees (See [HERE](#).) Graduate faculty who are assistant professors are supported in their graduate advising by a co-advisor who is a senior (Full Professor) faculty member. Because of this practice, graduate students who are advised by an assistant professor should expect to have a co-advisor who may or may not share expertise in their specific research area.

The selection of a student's chair and advisory committee should be completed by the middle of the second semester. A plan of study should be approved before students have completed 18 s.h. of work toward the degree (by April of Year 1). It is best to identify/confirm a chair first and then for students to consult with their chair about selections for the advisory committee. Next, students should arrange meetings with prospective committee members to discuss their research interests and plans, and to determine faculty member's willingness to serve on the committee. Once the advisory committee has been determined, the committee appointment form must be completed and signed. The form can be obtained from the HDFS Graduate Program Administrative Assistant and found on the [HDFS departmental website](#). The completed form used for an M.S. student's committee goes directly into the student's file in the HDFS Office and is not required to go to the Graduate School for approval. For doctoral students, the appropriate form must be signed by the GPD and is then forwarded by the Graduate Program Administrative Assistant for approval by the Dean of the Graduate School.

Changes in appointed doctoral committees can be made by filing the appropriate form

with the GPD, who must approve any change in the committee composition.

UNCG Adverse Weather Policy and Defense Meetings

Any prelim, thesis, or dissertation defense meetings scheduled during a time that the University has enacted the UNCG adverse weather policy (e.g. conditional 1, Condition 2, etc.) are to be rescheduled for another date. Thus, any student who had a defense meeting scheduled should be in contact with her/his advisor to begin the process of rescheduling the meeting. Exceptions will be provided for students who cannot reschedule their meeting within the timeframes specified in the Graduate Manual.

Annual Review of Progress

The Department's graduate faculty members meet during the Spring semester of each year to review the progress of all HDFS graduate students. Both students and faculty provide written feedback on students' progress prior to the meeting. The review of the graduate faculty is intended both to acknowledge student progress/accomplishments, to identify supports for students who may need additional mentoring, or to identify students who are not making adequate progress or may not be sufficiently prepared or suited for graduate programs in Human Development and Family Studies. The results of the review are summarized in a letter sent to each student by the GPD near the end of the Spring semester.

Time Limits

Per UNCG's Graduate School policy, the master's curriculum, including the thesis, must be completed within five academic years from the date the first courses carrying graduate degree credit applicable to the student's program are begun. For students entering the PhD program with an MS degree, all requirements for the doctorate, including the dissertation, must be completed within seven academic years from the date of the first enrollment for study following admission to the doctoral program. The seven-year time limit does not apply to direct entry Ph.D. students who are admitted directly to the doctoral program upon completion of the baccalaureate. In this case, the time limit is ten years. In cases when students transfer hours for credit from other institutions, the start of program date starts with those course dates. While these time limits are permitted for degree completion, funding is contingent upon satisfactory academic progress to degree defined in later sections of the manual and the Graduate Catalog.

Continuous Enrollment

The Graduate School requires that the pursuit of a graduate degree be continuous from the time of entry through the completion of all required course work including the thesis (HDF 699) and dissertation (HDF 799). The policy (see the section on "Leaves of Absence," below) states that normally students should be enrolled each fall and spring semester during the academic year or one semester during the academic year in combination with the summer session pursuing course work that has been approved for the program of study. If a student has already enrolled in the maximum number of 699/799 (thesis/dissertation) hours but has not fully completed the requirements of the thesis or dissertation, the student must enroll in thesis/dissertation extension courses (HDF801/802 for 1-3 credit hours) each semester, including

the graduation semester. Students who move out of North Carolina and do not complete their degree within 1 year of the move must enroll in extension courses as an out-of-state student.

Leaves of Absence & Parental Leave

UNC Greensboro supports a leave of absence policy to assist graduate students who are temporarily unable to continue their programs. The leave of absence may be for a single semester or extend for up to one academic year. Current students who must break continuous enrollment to attend to personal or medical issues may apply for a leave of absence. Students choosing this option must file a Graduate School Request for a Leave of Absence with the GPD (via the Graduate Program Administrative Assistant) that states the reason for the requested absence and that they will neither use University resources, nor require faculty communication or interaction during the leave period. If the leave of absence extends beyond one academic year, the student's matriculation is closed, and the student must re-apply for admission to the Graduate School. In consultation with the supervising faculty member, the Application for Leave of Absence form is to be completed by the student and signed by both the student and the advisor or supervising faculty member. The application is to be submitted to the Graduate Program Director for review and signature before being forwarded to the Dean of the Graduate School. Whenever possible, application should be made in advance of the anticipated leave or as soon as possible after commencement of the leave. All requests for leaves of absence will be considered on a case-by-case basis in the Graduate School. Typically, time devoted to a leave of absence will count toward the authorized time limit for completion of degree requirements. Students with special circumstances should consult with the HDFS GPD to discuss options available for revising the time frame needed to complete their plan of study.

International students on F-1 visas must remain continuously enrolled until the thesis, dissertation, capstone project or directed study is completed. International students cannot apply for a leave of absence from the Graduate School. Those international students who wish to apply for a leave of absence are advised to consult with the International Program Center.

It is the student's responsibility to ensure that the proposed leave is compatible with the regulations of any granting agency from which funding would normally be received during the leave period and that such agencies are informed of the proposed leave. Students on student loan programs should inquire with the Financial Aid Office and/or lender regarding any consequences that such a leave may have on their ability to receive future aid or on their repayment status.

Graduate students on assistantship, who are granted a leave of absence, will have their salary and stipend suspended during the period of their leave. If feasible, the remainder of their appointment will be held for them upon their return to the next term.

A graduate assistant is eligible for up to six weeks of parental leave. The request for parental leave must be made to the department at least one month in advance, with notification provided by the GPD to the Dean of the Graduate School. The Graduate School encourages the department and student to work together to enable the student to maintain enrollment and employment status during this time. The Graduate School can help explore options on an individual basis. As a first step in exploring their options, graduate students/assistants are encouraged to reach out directly to [UNCG's Title IX](#) office and the [Dean of Students](#) office for guidance. These offices can assist students in exploring options based on their personal circumstances and provide guidance about what and how to communicate based on their needs.

Grading Policy

Per Graduate School Policy, content courses are graded on a scale of A, A-, B+, B, B-, C+, C, F/WF. The grade of "A" is awarded for "superior" performance, and the grade of "B" is awarded for "good" performance. A grade of B- or below indicates that one's performance has been weak and submarginal relative to the expectations for graduate students. Any grade below a B (e.g., B-) is considered a failure. Per Graduate School policy, these courses (B- or lower) will not count on the Plan of Study for that degree program. Students who are working on their thesis or dissertation research receive "S" or "U" (Satisfactory or Unsatisfactory) grades for their enrollment in 699/799 until they complete the research. The grade of "I" also is given in content courses where the student is unable, for reasons beyond the student's control, to complete course requirements by the end of the semester in which the course was offered. The "I" is removed by completion of the deferred requirements within six months from the last day of examinations in the semester in which the course was taken. An "I" not removed within this timelimit automatically becomes an "F."

The Graduate School's Academic Good Standing Policy states that students enter Graduate School with no academic standing and are expected to earn at least a GPA of 3.0 in their first semester to be placed in Academic Good Standing. Continuing students must maintain a cumulative GPA of at least 3.0 in all graduate course work at UNCG to remain in Academic Good Standing. Any student whose cumulative GPA for all graduate courses falls below 3.0 will be placed on Academic Probation by the Graduate School, effective for the next term during which the student is enrolled. Probationary status will be removed and the student returned to Academic Good Standing if (1) the student's GPA for each term during which the student is on probation is 3.0 or better, and (2) the student's cumulative GPA for all graduate courses is at least 3.0 at the end of the semester in which the student completes nine (9) semester hours after being placed on Probation. If Probationary status is not removed upon the completion of 9 semester hours after being placed on Probation, or if the student achieves a term GPA below 3.0 while on Academic Probation, the student will be dismissed from the program and will be ineligible to continue in the Graduate School. Students on probation are ineligible for assistantships or fellowships.

Per Graduate School policy, a student will be academically dismissed from their program and will be ineligible to continue in the Graduate School for any of the following scenarios:

- if Probationary status is not removed upon the completion of 9 semester hours after being placed on Probation;
- if the student achieves a term GPA below 3.0 while on Academic Probation;
- if the Graduate School determines that it is not possible to return to Academic Good standing within the allotted credit hours for graduation;
- if the student meets the criteria to be placed on Academic Probation more than once in the same program;
- if the student earns three grades of B-, C+, C, F, or U, or any combination thereof;
- if the student earns two grades of F or U.

While on Academic Dismissal, students are not eligible to take graduate-level courses as a non-degree seeking student. Should a student complete or withdraw from one academic program and begin study in another academic program, all grades remain part of the student's academic record and contribute to the student's cumulative graduate GPA. Students may refer to Graduate Grading for a more detailed description of grading policies.

Establishing In-State Residency for Tuition Purposes

Residency for tuition purposes is defined by state statute. In order to qualify as a resident of North Carolina for tuition purposes, one must have established legal residence ("domicile") in North Carolina and have maintained that legal residence for at least 12 months before one can apply for classification as a North Carolina resident. In addition to this 12-month physical presence requirement, there are numerous other factors that are considered in determining whether or not an individual is a resident for tuition purposes. Domicile is a legal term defined as a place where a person intends to remain and live permanently, and the place a person intends to return to after any absence. Permanency is the key. Thus, a person who lives in a place for a temporary purpose (e.g., for a vacation or to attend college) and who intends to live elsewhere when that purpose is accomplished, is not considered to be a legal resident for tuition purposes.

In order to obtain an in-state residency status for tuition purposes, a determination is made from the information provided that the student's intent is to make North Carolina his or her permanent dwelling place. Rather than a single action, it is a cluster of events that must produce a preponderance of circumstantial evidence suggesting one's intent is to remain here permanently. In other words, have you done the kinds of things that a permanent resident would do, or have you been acting like a temporary visitor? Each case has its own set of facts, and there is no set checklist of items that will guarantee that you will be classified as a resident for tuition purposes. However, some important questions that are likely to be asked of students are: Does one have a current North Carolina Driver's License? Is one's vehicle registered in North Carolina? Is one registered to vote in North Carolina? Where and when did the student last vote? Where is one's personal property kept? Has one filed a North Carolina Income Tax return indicating that one was a resident during the last tax year? Does one own real estate in North Carolina? Is a North Carolina address entered on the FAFSA? This is not a complete list, but it should give an indication of the types of factors that will be considered in determining a graduate student's residency status. Thus, to qualify for in-state tuition for a given semester the following must be proved: (1) that the person established a bona fide domicile in North Carolina 12 months before the beginning of the semester in which the student is seeking in-state residency status through (a) being physically present in the state, (b) performing acts that support an intent to make North Carolina one's permanent residence, and (c) performing acts that support the contention that one is not in North Carolina solely to attend a college or university program; and (2) that the student has maintained a domicile in North Carolina for at least 12 continuous months.

Initial residency determinations are made by the university-level admitting office (not the department). North Carolina residency for tuition purposes is governed by North Carolina state law. Information about NC residency for tuition purposes, including the application process, can be found on the [Residence- and-Tuition Status Application](#) website. If the classifier determines nonresident status, students are encouraged to submit again and [have the right to appeal that decision](#). Consult the HDFS GPD for assistance in preparing the appeal documents. For students receiving tuition waivers, it is the expectation of the Graduate School that all non-residents (with the exception on international students) make a bona fide effort/s to establish North Carolina residency for tuition purposes after the first year of support.

UNCG Definition of Full-time Status

Full-time status refers to the number of semester hours that a student is registered for

during any given semester. Over the course of a student's program of study, full-time status can change and thus should be revisited each semester. The criteria for full-time status can vary depending on if students are international, have an assistantship, or for certain scholarships and fellowships. Note that full-time status does not apply during the summer period. Students who have questions about their status should reach out directly to the GPD for clarification.

The UNCG standard definition of full-time status for graduate students is 9 or more semester hours. There are two instances when a student enrolled for three (3) credits is awarded full-time status. First, after completing all required course work, a master's student may be considered full-time while enrolled in a 3-credit hour thesis course (699). Master's students may maintain full-time status with 3 credits of 699 for two terms. Second, *after entering candidacy status*, a doctoral student is considered full-time while enrolled in 3 credits of dissertation (799). Doctoral candidates may maintain full-time status with 3 credits of dissertation enrollment until completion of the number of dissertation credit hours specified by their programs in the University Catalog. There are some circumstances where a domestic student may register for less than full-time status and receive an assistantship. For example, the Graduate School will allow you to have an *assistantship* while enrolled in six (6) hours of courses or three (3) hours of thesis or dissertation (see above). However, per the Graduate School, *students receiving tuition waivers* must register for 9 hours per semester until all coursework is completed. Per the Graduate School, for financial aid you will be able to receive student loans as a half-time or three-quarter time student. In general, you must be enrolled in at least half-time or 4.5 hours at the 500 level or above to receive Federal Student Loans. To register for fewer than the 9 hours of full-time status, the GPD must request an exception and complete a formal request to be submitted to the Graduate School. Given the potential funding implications, it is imperative to alert and confer with the HDFS GPD about the decision to register for fewer than 9 credits if you are NOT finished with your coursework. Note that the request for fewer hours must comply with the student's POS. International students should always confer with the Global Engagement Office when desiring to register for fewer than 9 semester hours as their status may impact their visa. As with domestic students, in some circumstances, international students might be allowed to register for only 3 semester hours of 799 (dissertation credits) during their last semester of the program when they are a doctoral candidate, and the hours are documented on the POS. It is advised that this eligibility be confirmed in writing with the UNCG Global Engagement Office.

UNCG Policies, Resources, and Supports

UNCG's Policy on Discriminatory Conduct underscores the university's commitment to equal opportunity in education and employment for all persons and will not tolerate any discrimination against or harassment of persons on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, political affiliation, genetic information, veteran status, disabling condition, or age. An overview of university policies are provided HERE and include policies related to undue favoritism, workplace harassment, sexual and gender based harassment, formal grievances, student code of conduct, and resources to facilitate faculty understanding of these policies.

It is our goal for students' graduate training to be free from discriminatory incidents, but should they arise, students should be able to address concerns without fear of retaliation. Students who believe they have been treated unreasonably in a class, RA assignment, teaching practicum, or advisory relationship with a faculty member should first attempt to resolve the

problem through an honest and open discussion with the individual directly involved. If the informal discussion does not result in a satisfactory resolution, it is recommended that students reach out to the following administrators, in order: the GPD, the HDFS Department Chair, the Dean of HHS, the [Dean of the Graduate School](#). Be advised that a written summary of the complaint may be requested at any point in this process as attempts are made to reach a satisfactory resolution. In circumstances in which students feel they cannot discuss their concern with one of the administrators above (e.g., one of the persons in the chain is the basis of concern), the next person in the chain outlined above should be contacted. Students who remain unsatisfied with their informal attempts at resolution, may choose to access the formal grievance procedures outlined in [UNCG's Formal Grievance Policy](#).

Additional offices and resources are available to support graduate students and faculty in creating positive and safe learning environments including:

[Campus Violence Response Center](#)
[Equity, Diversity, and Inclusion](#)
[Human Resources](#)
[Student Health](#)
[Office of Accessibility](#)
[International Global Engagement Office](#)
[Office of Intercultural Engagement](#)
[Live Safe at UNCG Services](#)
[UNCG Religious Life Council](#)
[Dean of Students](#)
[UNCG Counseling Center](#)
[Title IX Office](#)

[Improper Relationships Between Students and Employees](#) The University of North Carolina does not condone amorous relationships between students and employees. Members of the University community should avoid such liaisons, which can harm affected students and damage the integrity of the academic enterprise. Further, sexual relationships between unmarried persons can result in criminal liability including charges of sexual harassment, undue favoritism, and conflict of interest. In two types of situations, University prohibition and punishment of amorous relationships is deemed necessary: (1) when the employee is responsible for evaluating or supervising the affected student; (2) when the student is a minor, as defined by North Carolina law. The following policies shall apply to all employees and students of the seventeen constituent UNC institutions. In short, the UNC system considers individuals who enter into a romantic or sexual relationship with any student for whom they serve in an evaluative, directing/supervisory/advisory role, or in circumstances where the student is part of a group of students whom they oversee to be misconduct, regardless of whether the relationship is consensual.

A. Prohibited Conduct^[1]

1. It is misconduct, subject to disciplinary action, for a University employee, incident to any instructional, research, administrative or other University employment responsibility or authority, to evaluate or supervise any enrolled student of the institution with whom he or she has an amorous relationship or to whom he or she is related by blood, law or marriage.
2. It is misconduct, subject to disciplinary action, for a University employee to engage in sexual activity with any enrolled student of the institution, other than of Terms his or her spouse, who is a minor below the age of 18 years.

B. Definition

1. "Amorous relationship." An amorous relationship exists when, without the benefit of marriage, two persons as consenting partners (a) have a sexual union or (b) engage in a romantic partnering or courtship that may or may not have been consummated sexually.
2. "Related by blood, law or marriage" means:
 - a. Parent and child
 - b. Brother and sister
 - c. Grandparent and grandchild
 - d. Aunt and/or uncle and niece and/or nephew
 - e. First cousins
 - f. Stepparent and stepchild
 - g. Husband and wife
 - h. Parents-in-law and children-in-law
 - i. Brothers-in-law and sisters-in-law
 - j. Guardian and ward
3. "Evaluate or supervise" means:
 - a. To assess, determine or influence (1) one's academic performance, progress or potential or (2) one's entitlement to or eligibility for any institutionally conferred right, benefit or opportunity, or;
 - b. To oversee, manage or direct one's academic or other institutionally prescribed activities.

C. Corrective Action. Violations of the provisions of Section A shall be addressed in accordance with remedial measures prescribed by each constituent institution; if disciplinary action is brought against an affected employee, it shall be conducted in accordance with existing institutional policies and procedures prescribed for prosecuting misconduct charges against members of the class of employment of which the affected employee is a member.

Master of Education Program

Advisor Assignments

Students in the M.Ed. (BK ISSED) are assigned an advisor at the time they are admitted to the program. Given that the assignment to HDFS or SES is random, the academic advisor may be in either department.

Filing a Plan of Study

A Plan of Study (POS) is an outline of courses and capstone experiences that the student will engage in during the graduate program. It must be signed by the student, the advisor, and the Department's Graduate Program Director. The Graduate School requires students enrolled in all master's degree programs to file a Plan of Study at the earliest practical time following admission to The Graduate School (but no later than 50% of the program's completion) with the goal being approval acquired by the end of your first year of coursework. If there are revisions to the Plan of Study, a revised Plan of Study must be filed in the Graduate School at the time the student applies for graduation.

Master of Science Program

Advisor Assignments

M.S. students are assigned an advisor (graduate faculty member) at the time they are admitted to the program. This assignment has been based on the graduate faculty mentor who agreed to work with you while admission decisions were made. Our intention is to provide a strong mentoring and support structure informed by best practices in graduate mentoring. If this advising relationship does not prove to be a good fit, the student and advisor should discuss the lack of fit together and then consult with the HDFS GPD about a change in advisor.

Selecting the M.S. Advisory Committee

The purpose of the M.S. Advisory Committee is to provide feedback on student plans of study, the thesis proposal, and to evaluate the student's written thesis and oral defense. The committee consists of at least three faculty members and should be selected in the first year of study in consultation with the advisor. For these committees two of the faculty must be in HDFS, and all must have Graduate Faculty status. Students should seek approval from the GPD prior to adding adjunct (e.g., UNCG faculty on phased retirement, retired, or graduate faculty from other universities) as committee members. Adjunct faculty committee members should be chosen on the basis of their expertise relative to the student's area of specialization and dissertation research, be approved by the advisor, other members of the committee, the GPD, Department Chair, the Dean, and the Graduate School. Note that this is a formal approval process that must be completed prior to formalizing the committee membership. An appointment as a Courtesy Member of the Graduate Faculty must be made for any member from outside the University to serve on a master's committee. Students and their advisors should consult with the GPD regarding this formal process.

Filing the M.S. Plan of Study

A Plan of Study is an outline of courses and capstone experiences that the student will engage in during the graduate program. It must be signed by the student, the advisor, and the HDFS GPD. Optionally, students may meet with their advisory committee to discuss the Plan of Study to get feedback on courses and other degree plans. The Graduate School requires students enrolled in all master's degree programs to file both a 'preliminary' Plan of Study at the earliest practical time following admission to The Graduate School (but no later than 50% of the program's completion) and a 'final' Plan of Study at the time the student applies for graduation. HDFS M.S. students are asked to file their Plan of Study at the end of the spring semester in their first year. Once the plan of study is approved by the committee (and the document is signed by all committee members), the student should email the document to the Graduate Program Administrative Assistant who will secure the signature of the GPD and forward the Plan of Study to the Graduate School.

Master's Thesis Proposal and Defense

As soon as preliminary plans for a Master's research project have been formed, students should prepare a proposal (i.e., typically the first 3 chapters of the thesis/through the plan of analysis) for approval by the thesis advisory committee. The committee will meet (early in the fall semester of the second year of study) with the student to discuss the merits of the proposal

and to suggest changes when advisable. Some faculty advisors encourage students to meet with their committee towards the end of the spring semester of their first year to discuss potential thesis ideas. These meetings are sometimes referred to as thesis “pre-proposal or prospectus” meetings and typically involve a student completing preliminary reading and circulating a 2-3 page document outlining proposed thesis ideas, plans for data collection/dataset procurement, and preliminary ideas about the scope of work/potential research questions for the thesis. Prospectus meetings provide an opportunity for students to get preliminary feedback from their committee prior to writing their full proposals (typically begun during the summer of their first year). The thesis proposal meeting, in which the first three chapters of thesis are reviewed, is intended to be constructive and advisory rather than evaluative. It is not unusual for important improvements in the research project to be requested at the thesis proposal stage. As such, HDFS faculty often call this the “thesis proposal meeting” rather than the “thesis proposal defense.” The thesis committee may approve the research as proposed or may ask for revisions or another writing, in which case another proposal meeting would be called. The thesis project typically needs to be reviewed by the [UNCG IRB](#) before any data are collected. When data collection and/or data analysis have been completed, the information must be written as a thesis and submitted to the thesis committee for approval.

As the thesis is being written, the advisor is the main person who will give the student feedback, although students may approach any committee member with a request that they read sections or chapters (recognizing that many faculty are not required to work during the summer months). The advisor provides feedback on each chapter, but regardless of how much feedback is given on individual chapters, the most important feedback will come when the thesis draft is complete. At this stage several re-writes may still be necessary, and students should allow sufficient time for this to occur prior to a preferred deadline for the oral thesis defense. The advisor decides when the written thesis is sufficiently acceptable and defensible, before giving permission to schedule a meeting of the thesis committee. The advisor’s decision on this may be later than the student’s preferred timetable, but readiness approval is the advisor’s responsibility.

The thesis defense meeting needs to be completed no later than two weeks prior to UNCG’s commencement day for that semester and should be scheduled so that it does not interfere with the student’s class schedule. Students are strongly encouraged to schedule these meetings far in advance because of the difficulty of coordinating multiple schedules. The thesis manuscript should be distributed to committee members at least 10 business days in advance of the meeting to allow sufficient time for review.

Most faculty are not on appointment during the summer months as this time is dedicated to the completion of other professional responsibilities. As such, faculty are not expected to work with students during the summer months unless such an agreement has been discussed and agreed upon in advance. Further, students should not schedule their thesis defense during this period when faculty are not required to make themselves available to students and colleagues.

In the great majority of cases, the master's defense meeting will result in a number of suggested or required revisions in the document. In addition to the stylistic preferences of your advisor and committee members, the [UNCG Graduate School has Guidelines](#) for the preparation of the thesis that can be obtained from our Graduate Program Administrative Assistant and found on the Graduate School’s webpage. At this current time, students must defend their thesis research successfully by the Graduate School deadline in order to participate in the university-level graduation ceremony. Students who successfully defend anytime during the term may participate in the HDFS graduation ceremony.

Filing the Thesis in the Graduate School

The thesis must conform to rules outlined in the “Guide for Preparation of Theses and Dissertations.” The guide can be printed from [The Graduate School’s website](#) or paper copies can be obtained from the office at no cost. The process for submitting the thesis to The Graduate School has two components: submitting the approval copy and submitting the final copy/copies. Be sure to note the specific instructions and deadline dates affiliated with each step. These dates are available in the [Academic Calendar](#) provided by the Registrar. Students must file the thesis electronically via the online submission system available on The Graduate School’s website. The approved electronic submission must conform to the format requirements stated in the guide and must be uploaded by the deadline date as specified in the Calendar of Events. Publication of the thesis by UMI Dissertation Publishing/ProQuest Information and Learning is required by The Graduate School. The candidate must pay associated publishing and microfilming fees.

Applying for Graduation

All students expecting to graduate must file an application for a degree and pay the graduation fee by the end of the first week of classes of the semester in which the degree will be granted. If the student decides not to participate in graduation ceremonies, they still must apply for graduation in order to be awarded the degree. The Graduate School provides detailed [due dates and deadlines](#) that must be met to ensure graduation in a given semester.

Recommended Timeline for M.S. Students

Action	Time
Confirm Primary M.S. Advisor	By December 10 th of the first year
Selection of Advisory Committee (3 members, one is primary advisor)	By March 15 th of the first year
File an HDFS Plan of Study	By April 15 th of First Year
Majority of Course Work Completed	End of the Third Semester
Optional Thesis Pre-Proposal Meeting	End of the Second Semester
Thesis Proposal Meeting	Early in the third semester (must be completed no later than 2 weeks prior to commencement)
Applying for Graduation	By end of the first week of the semester in which the degree is to be granted
Distribution of Thesis to Committee Members	Mid fourth semester (no later than 10 businessdays prior to defense)
Thesis Defense	During the Fourth Semester (refer to Graduate School calendar due dates for May graduation. For the department, the defense must be completed no later than 2 weeks prior to commencement.)
Advisor Submits Forms	After the thesis has been successfully defended and all edits completed, the advisor completes the Results of Oral Defense Form & The Final Committee

	Approval Form
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Doctor of Philosophy Program

Direct Entry Ph.D. Students

Students admitted to the direct entry PhD graduate program do not have to reapply for doctoral study after finishing the master's course work, including the thesis requirement. However, approval to begin satisfying doctoral requirements (including doctoral coursework) is contingent upon making good progress throughout the master's program and requires the filing of paperwork with Graduate School. Students should contact the GPD for guidance on this process during their second year of study.

Completing the Thesis as a direct entry Ph.D. Student

Once direct entry Ph.D. students have completed all course work to be counted toward the master's program of study and are enrolled for thesis (HDF 699) credit, they may not enroll in more than 9 semester hours of doctoral course work (course work to be counted toward the doctoral program) until the thesis is successfully defended. Should the student fail to successfully defend the thesis after completing 9 semester hours of doctoral courses, they will be permitted to enroll in thesis-continuation credit only (i.e., HDF 801) until the thesis has been successfully defended. This circumstance precludes assistantship funding because assistantship support requires full-time enrollment in the graduate program (a minimum of 6 credit hours), and because of the lack of satisfactory program progress. Students not completing their thesis by the end of three years will not be permitted to continue in the Ph.D. program. The student may appeal this decision to the HDFS Graduate Committee after obtaining written support from their advisor. During the summer before the start of the third year of study, any students who have not completed the thesis will receive a letter reminding them about the three-year deadline, the removal of funding, and the discontinuation of enrollment in the PhD program if the thesis is not completed by the end of the third year.

Students Entering the Ph.D. with an M.S. (with thesis)

Entering doctoral students who have completed a master's degree with thesis at another institution or department must fulfill (or have comparable substitutions for) all of the requirements of the direct entry Ph.D. program. Assessment of prerequisite courses occurs at the time of admission to the program. These requirements must be fulfilled in addition to completing the course work and dissertation requirement. For example, if a student has earned a master's degree with a thesis from a related field or department (e.g., psychology, counseling, sociology, social work), the GPD, in consultation with the Graduate Committee, will complete a preliminary evaluation of transcripts and syllabi to determine any pre-requisite requirements of the direct-entry PhD program that will need to be fulfilled. Students entering the doctoral program with a master's degree from an unrelated field are expected to complete all of the pre-requisite requirements as designated in the HDFS Graduate Manual. Satisfying the HDFS direct-entry program pre-requisite requirements can be accomplished either by taking courses during

the first year or by requesting that previously-taken courses be substituted. The latter process requires that the student send a letter to the GPD indicating the substitution requests (please see above for additional details). The letter must have an approval signature from the advisor and include supporting information (e.g., a syllabus) related to the content and texts used in the previously taken courses.

Selecting the Ph.D. Advisory/Dissertation Committee

New students entering the Ph.D. program are assigned an advisor by the GPD. This assignment has been based on the graduate faculty mentor who agreed to work with the student while admission decisions were made. Our intention is to provide a strong mentoring and support structure based on best practices in graduate mentoring. If this advising relationship does not prove to be a good fit, the student and advisor should discuss the lack of fit together and then consult with the GPD about a change in advisor. During the first year of doctoral coursework, the advisor helps the student select courses that fulfill program requirements. By the end of one year of study (no later than completion of 18 s.h. of course work), the student must select an advisory/dissertation committee. These committees consist of the advisor and three additional faculty members. A majority of committee members must be from the HDFS department and at least two must be full members of the graduate faculty. Students should seek approval from the GPD prior to adding adjunct (e.g., phased retirement, retired, faculty from other universities) as committee members. (Note per Graduate School policy, faculty granted adjunct graduate faculty status may serve but not Chair graduate committees). Adjunct faculty committee members should be chosen on the basis of their expertise relative to the student's area of specialization and dissertation research, be approved by the advisor, other members of the committee, the GPD, Department Chair, the Dean, and the Graduate School. Note this is a formal approval process that must be completed prior to formalizing the committee membership. An appointment as a Courtesy Member of the Graduate Faculty must be made for any member from outside the University to serve on a doctoral committee. Students and their advisors should consult with the GPD regarding this formal process.

Gaining initial consent to serve from a faculty member is usually done by discussion of the student's research interests and career plans with prospective members. After these discussions, the student should determine each faculty member's willingness to serve as a member of the dissertation committee. Once consent has been given informally, the student obtains the appropriate form from the HDFS Graduate Program Administrative Assistant/HDFS webpage and obtains the consenting committee members' signatures. The form is then returned to the Graduate Program Administrative Assistant who will make copies and forward it to the HDFS GPD, the Department Chair, and Dean of the Graduate School for their signatures. The expectation is that doctoral students will have this form submitted to the UNCG Graduate School by April 15th.

The committee may or may not remain intact throughout the student's program of study. When the advisor and student agree that a change or changes are necessary in committee composition or even in who will serve as the advisor, students should feel free to discuss their wishes openly with the faculty involved in the change within a supportive atmosphere and without fear of penalty. A [form for changing the composition of the advisory committee is available from the Graduate School](#).

Filing a Plan of Study

The doctoral plan of study includes a list of all completed and proposed courses that will meet the requirements for the Ph.D. degree. In addition, expected dates for when requirements will be met are included (e.g., preliminary exams, dissertation defense). After completing no more than 18 semester hours of doctoral study requirements, the student must file a Plan of Study with the Graduate School. Submitting the plan of study (after a formal meeting with the full doctoral advisory committee) in the first program year is advised to avoid problems. For example, committee members approve the program of study and need sufficient time to provide input including the option to suggest additional coursework.

The review and approval of the Plan of Study requires a formal meeting with the full doctoral advisory committee. The meeting should be used to discuss the strengths and weaknesses of the student's background, education, as well as research interests and future goals, and then to evaluate the appropriateness of the proposed plan of study in direct relation to these factors. Depending on the student's background experiences, strengths and weaknesses, and the preferred area(s) of specialization, the committee may decide to require more than the minimum number of semester hours. This would be particularly appropriate if the area of specialization is broadly conceived, if the student needs prerequisite or remedial course work, or if the student has shown some difficulty in mastering one or more subject-matters, tools, or research areas. Plan of study approval forms are signed by all members of the doctoral advisory committee. As with other advisory committee meetings, Plan of Study meetings should be scheduled to take place no later than two weeks prior to UNCG's commencement day.

The Teaching Practicum (HDF 745 & HDF 765)

The Teaching Practicum is a three-course sequence taken for a combined minimum of 9 s.h. (Note: MS students complete only one section of HDF 745). HDFS 745 and HDFS 765 are offered only Fall and Spring semesters (not in the summer). The sequence is required to ensure that doctoral students have some supervised teaching experience with graduate faculty mentors prior to leaving their graduate program. The requirement (but not the required hours) can be waived by the HDFS GPD if the student has had previous college teaching experience and provides evidence of teaching competence via student evaluations/faculty review. Students should consult with the GPD about needed written information after gaining prior approval from the student's Advisor.

Usually, students take HDFS 745 with a graduate faculty member who is teaching a 100, 200 or 300--level course during the desired semester. Here the student is required to attend all lectures and assist the faculty in the administration of the course; the student may have an opportunity to present materials, but lecturing is not the focus of this first-level experience. Typical tasks that HDF 745 students engage in include grading, holding office hours, tutoring students, leading study sessions, co-leading class discussion, assisting the faculty with classroom technology/management, proctoring exams, preparing the teaching station for class, proofreading course materials for the faculty member prior to posting in Canvas, etc. Students can enroll in this course no more than three times, and only 3 s.h. will be counted toward the M.S. degree/6 s.h. will be counted toward the Ph.D. degree. The purpose is to expose the student to course content and instructional methods prior to enrolling in HDFS 765 where the student serves as a co-instructor.

Typically, students taking HDFS 765 complete this teaching practicum experience by co-

teaching with a graduate faculty member who is teaching a 100, 200- or 300- level course. Students are encouraged to work with their advisor and committee members to determine what level and type of course best matches their long-term career plans. Students may co-teach a 400-level course if their advisor and committee agree that the course is appropriate given their previous teaching experiences and their career plans. In their role as co-instructors, HDFS 765 students typically teach 1/3 of the course. Students take increasing responsibility for class lectures as the semester progresses and participate in the process of student evaluation and class management. Ongoing feedback is provided from the supervising faculty after each lecture and plans are developed for improving teaching skills and strategies. During the last 5 or 6 weeks of the semester, students may be teaching once or more a week.

A request to enroll in HDFS 745 or HDFS 765 must be submitted in writing by email and completing the interest survey when the call for enrollment requests email is distributed each semester. 745/765 must be completed with a graduate faculty member.

Taking the Preliminary Doctoral Examination

The purpose of the preliminary doctoral exam is to assess students' knowledge and competency in advanced specialization areas. The exam can be taken when a student has:

- (1) satisfied all M.S. level requirements;
- (2) completed at least 3 of the 4 doctoral HDFS specialization courses; and
- (3) completed at least 3 of the 4 doctoral methods and statistics courses.

Most students take Prelims in the fall of their next-to-last year in their program. The prelims consist of both a written and an oral exam. Both the written and oral exams must be completed during the first 10 weeks of either the Fall or Spring semester. Prelims may not be taken during the summer. There will be no exceptions.

The written exam is scheduled and prepared by the committee chairperson who asks doctoral advisory committee members to assist by submitting questions in areas relevant to the student's program and specialization area(s). The questions may cover any phase of the student's course work (e.g., content knowledge, statistics, design, methods, application) in the doctoral program, or any subject logically related to the student's major areas of study. Students may have input on the content areas for the exam. However, final decisions regarding exam content are made by the faculty members on the doctoral advisory committee.

Students need to notify the HDFS Graduate Program Administrative Assistant (who then informs the HDFS GPD) that they plan to take prelims the semester before the exam is planned. The student must complete the [Prelim Application form](#) (available from the HDFS Graduate Program Administrative Assistant and HDFS website) in which the intended exam term is noted, the readiness requirements are documented, and the Advisor has given their approval that the student is ready to sit for the exam in the intended semester. This is a departmental form and is not sent to the UNCG Graduate School. The GPD will confirm to the student and advisor that the readiness requirements have been met and to the HDFS Graduate Program Administrative Assistant that the student will be taking Prelims the next semester.

Questions for the written exam can be of one or three types: 1) "Take-home" questions typically allow the student to work from 1 to 2.5 days on a question, using whatever external resources the student is able or permitted to locate; 2) "Closed-book" questions require an immediate response to a question without prior knowledge of the question and without the opportunity to use external resources to respond to the question; and 3) A combination of 'take-

home’ and ‘closed-book’ questions. The decision regarding the type of questions or ‘combination’ of types is made by the student’s doctoral advisory committee. The student’s doctoral advisory committee may obtain the student’s input. Once the student’s advisor has conferred with the committee members to decide the format of the written questions, they will ask each committee member to submit questions. The advisor is responsible for compiling the written exam questions, distributing the exam to doctoral advisory committee members for approval before submitting the exam to the Graduate Administrative Assistant who will administer questions to the student. Questions will be administered to the student via email (copied to the Graduate Program Director). Note: The “closed book” option has not been used in the past decade and is, therefore, not discussed. If a student and/or her or his advisor is interested in adopting this approach, please talk to the GPD regarding the student’s options.

“Take-home” Questions

For students whose testing format consists of all take-home questions, they have nine (9) consecutive days over which to complete (write and edit) their responses to the 4 questions (1 question written by each committee member). These nine days may be used in any way that students desire to both write and edit their responses. For example, a student may choose to write their responses to the questions for seven (7) days and then to edit these responses for the two (2) remaining days. As an example of the scheduling of the exam, a student who was emailed their four (4) questions on Monday at 9am will be required to submit final responses (that have been both written and edited) no later than 9am Wednesday of the following week. No weekend deadlines of final responses are permitted. Therefore, questions are administered to students on a Monday, Tuesday or Wednesday only. However, students may choose to submit their responses at any time and on any day within the nine-day period prior to the deadline, including weekends. Students have the option of having five faculty members on their doctoral advisory committee. However, to be equitable with students who have four faculty members on their committee, these students will still only have 4 questions on their prelim exam.

The student's written responses to all questions are distributed to the committee via e-mail or box by the HDFS Graduate Program Assistant (or by hard copy if requested), read, and evaluated by all committee members. As such, it is important for students to realize they are NOT writing for any one committee member when creating their responses. They are writing for the entire committee. Hence, every committee member will read and evaluate responses to all of the questions.

The HDFS Graduate Program Administrative Assistant is responsible for the administrative aspects of the Prelim testing. Specifically, the Graduate Program Administrative Assistant distributes exam questions, collects responses, and e-mails the responses to committee members. At least 3 weeks prior to the exam, the student should notify the HDFS Graduate Program Administrative Assistant of the exam dates. The exam starting and ending times are exactly nine days apart to ensure fairness across students (i.e., taking extra time can invalidate the exam). The Chair of the committee is responsible for sending the four questions and the names of the committee members to the Graduate Program Administrative Assistant prior to the administration of the exam.

The HDFS Graduate Program Administrative Assistant should email (or distribute via box) the final responses to exam questions to the advisor and doctoral advisory committee after the student completes the exam and at least two business weeks (i.e., 10 business days) before

the scheduled oral exam. Further, the oral exam should be scheduled within one (1) month of the receipt of the written exam questions and should not interfere with the student's class schedule. As with other forms of program progress that involve the student's doctoral advisory committee, exams should be defended no later than two weeks prior to UNCG's commencement day for that semester. Students are strongly encouraged to schedule these meetings far in advance because of the difficulty of coordinating multiple schedules.

The oral exam lasts approximately 2 hours. Oral Exams may begin with a brief (10 minute) introduction by the student where they reflect on the experience, their responses to the questions, and provide updates in their thinking about written responses that they feel are important for the committee to know. The majority of the time, however, is focused on faculty asking questions of the student about areas of the exam, and the student responding to the "oral exam." Most questions focus on the student's responses to questions asked on the written exam, but some may focus on other areas that the committee believes to be appropriate in evaluating the student's competence. The complete doctoral advisory committee must participate in the prelim oral examination and unanimous approval on both the written and oral portions of the exam is required for a pass. Approval may be conditional, however, upon the satisfactory completion of additional remediation work for a question as may be required by the committee. Per Graduate School policy, if a student does not pass the prelims at least one semester must elapse before a re-examination is permitted. This time is viewed as important for remediation and the preparation needed to successfully pass the exam at re-examination. Per Graduate School policy, no more than one re-examination is allowed. When the student completes both the written and oral exams, the advisor must notify the HDFS Graduate Program Administrative Assistant and GPD of the exam outcomes and complete the appropriate form (i.e., [Results of Comprehensive Exam Form](#)) to notify the Graduate School.

Formats for Dissertations in HDFS

The doctoral dissertation must be the product of original scholarship, make a contribution to knowledge in the field, and demonstrate the student's mastery and systematic application of research methods. The dissertation goes beyond the master's thesis in both originality and scope. Dissertations in HDFS have two approved formats: (a) "Traditional" and (b) "Integrated 3-paper." For either format, any of the following forms of empirical work are acceptable, assuming the dissertation committee approves them: original data collection, secondary data analysis (including meta-analysis), qualitative data analysis, or computational/simulation studies.

Traditional Dissertation option: The "Traditional" format includes five chapters (i.e., an Introduction, Theoretical Foundations & Literature Review, Methods, Results, and Discussion). For a Traditional dissertation, the dissertation **proposal** should include the first three chapters and Planned Analyses sections.

Integrated 3-Paper Dissertation option: The "Integrated 3-Paper" dissertation format is intended to help students think programmatically about their work and to facilitate progress on their dissertation in a manner that will position them to produce a set of manuscripts to be submitted for publication. Integrative 3-paper dissertations should not be conceived as combining multiple manuscripts simply to document productivity; the overall product should be coherent in its intellectual goal, and its cumulative impact and scope should be equivalent to a "Traditional" dissertation.

The "Integrated 3-Paper Dissertation" format includes: 1) an integrative Introduction section that provides a theoretical justification and contextualizes the individual papers as representing a

cohesive program of research; 2) three unpublished empirical papers; and 3) an integrative general discussion section that synthesizes the results of the separate papers and describes their collective meaning and overall contribution to the field. (The overarching introduction and integrative general discussion sections should not be redundant/simply restate the introduction and discussion sections of each paper but should be integrative across the included papers.)

More specifically, the Integrated 3-Paper Dissertation will include three unpublished empirical papers, all publication-ready in length, together reflecting a programmatic line of research as evaluated by the dissertation committee. The empirical papers included in this dissertation format should meet the following guidelines:

- The student must be the sole* author of each empirical paper submitted as part of the Integrated 3-Paper Dissertation.
- All must represent work begun and completed while a student at UNCG.
- All must go beyond the MS thesis in originality and scope and cannot be an abbreviated version of the master's thesis or a publication from the master's thesis.
- Published work or work submitted for prior publication will not count as one of the empirical articles in the dissertation.

The format for the Integrative 3-Paper Dissertation **proposal** should include: (a) the theoretical framing/integrative Introduction section and (b) Introduction, Methods, and Planned Analyses sections for the three empirical papers.

*Sole authorship of the dissertation product is expected, but does not prevent multiple authorship products (e.g., student as primary or first author with co-authors) when moving the three papers to publication.

The Dissertation Proposal Defense Meeting

Before applying to the UNCG Graduate School for candidacy, the student and advisor will schedule a meeting of the entire committee to review and approve the student's dissertation proposal. The purpose of this defense is for the student to address questions and concerns that committee members have regarding the proposed study. Different from the M.S. proposal meeting, this is a defense where the student should be prepared to answer questions and defend their proposed study. Only in the most exceptional cases should data-gathering begin before this meeting, and even in these cases, the committee as a whole should provide approval. The dissertation project also typically needs to be reviewed by the [UNCG IRB](#) before any data are collected. An approved dissertation proposal is considered a contract between the student and the committee. That is, once the committee approves the rationale, questions, proposed methods, and proposed analyses, the committee must accept the outcome of the research. This protects the student from additional, after-the-fact requirements, unless, of course, the project was not conducted competently. If the committee composition changes after the dissertation proposal has been approved, the new committee member may request a new proposal defense meeting.

It follows that the proposal needs to be sufficiently detailed and extensive for the committee members to make an informed decision to approve. It is important for students to consult with dissertation advisors regarding the format of the proposal and to work closely with doctoral committee members in the preparation of the proposal. It is in the student's best interest to submit full-length Introductory, Theory/Review of Literature, and Methods chapters for the proposal meeting, with an additional section on proposed analyses.

Before continuing with a description of the formal dissertation proposal (see below), it is

important to note that many dissertation advisors and advisory committees like to have a meeting before the proposal is defended to approve the dissertation topic and general approach. Often students prepare a 2 to 3-page summary of their intentions. This meeting is not a defense and often is useful to prevent the formulation of a full dissertation proposal that may not be well received by one or more faculty members.

The student's doctoral advisory committee's primary function at the dissertation proposal defense meeting is to evaluate the merits and feasibility of the proposed research. The committee also serves to provide conceptual and technical assistance on selected, limited aspects of the research, but not to help the student develop major aspects of the project from scratch. This is for the student and advisor to work out beforehand. Therefore, the advisor should not schedule a dissertation proposal defense meeting until they are satisfied that the project is a good one, and that the written document is sufficiently clear and detailed for the committee to make a decision. This may entail several re-writes of each chapter by the student before presenting the work to the committee. Unlike other proposal or defense meetings that must be completed 2 weeks prior to commencement, dissertation proposals meetings can be completed any time prior to UNCG's commencement for that semester.

After the dissertation proposal is defended and approved by the committee, the student should complete the [Dissertation Proposal Approval](#) form.

Filing for Admission to Ph.D. Candidacy

When students have completed all required coursework, passed the preliminary written and oral exams, and submitted a dissertation research proposal that has been approved by the advisor and advisory/dissertation committee, they should make formal application to the UNCG Graduate School for admission to candidacy for the doctoral degree. Students must apply for candidacy by the deadline specified in the academic calendar during the semester they expect to complete all requirements for candidacy. Students must submit the [Admission to Candidacy form](#) and a final plan of study (to the Graduate Program Administrative Assistant who will forward it to the GPD for their review and signature). The Graduate School will review the POS and certify that the requirements for candidacy will have been met by the end of a given semester. As soon as grades are filed for that semester, the Graduate School will inform the GPD and the student if they have been moved to candidacy status. The enrollment status of a student who achieves candidacy will be changed for the start of the next semester. Candidacy allows students to retain Graduate School benefits and eligibility for financial aid by enrolling in three (3 - 6) credits of 799. No changes to a Plan of Study are permitted once a student is admitted to candidacy. Students admitted to candidacy are considered all but dissertation (ABD) and may only register for 799. Per Graduate School policy, students may not enroll in HDF 799 (dissertation credits) until they have proposed their dissertation and applied for candidacy.

Writing and Defending the Ph.D. Dissertation

As the dissertation is being written, the advisor is the main person who will give the student feedback, although students may approach any committee members with a request that she or he read sections or chapters (recognizing that many faculty are not required to work during the summer months). The advisor provides feedback on each chapter, but regardless of

how much feedback is given on individual chapters, the most important feedback will come when the dissertation draft is complete. At this stage several re-writes may still be necessary, and students should allow sufficient time for this to occur prior to a preferred deadline for the oral defense of the dissertation. The advisor decides when the written dissertation is sufficiently acceptable and defensible, before giving permission to schedule the 2-hour oral defense meeting of the entire committee. The advisor's decision on this may be later than the student's preferred timetable, but readiness approval is the advisor's responsibility.

As with the proposal, the final dissertation should not, in the advisor's mind, need major foreseeable revisions. On the other hand, the student should understand that what feels like a final copy is still a draft and that revisions will almost certainly be required by committee members. Committee members should have the dissertation document for review no less than two business weeks ahead of the meeting (i.e., 10 business days). Should there be major committee concerns about the dissertation prior to the defense meeting, committee members will approach the student's advisor in advance of the meeting to decide how to proceed.

Two weeks prior to the oral examination (defense) of the dissertation, the student must file with the Graduate School a completed "[Final Oral Examination Schedule](#)" form. Graduate School policy is that all dissertation examinations are open to all members of the University community (i.e., UNCG affiliated individuals, not individuals outside UNCG) who wish to attend. The completion of the form allows the Graduate School to publish the dissertation title, date, time, and location of the oral examination at least two weeks prior to the examination period. Also, please make sure you provide a copy of this form to the HDFS Graduate Program Administrative Assistant at least two weeks before the dissertation defense.

As noted earlier, most faculty are not obligated to work during the summer months. Thus, students should not schedule their dissertation defense during this period when faculty are not required to make themselves available to students. Careful planning is the responsibility of the student. As noted earlier, it is important to have this defense completed no later than two weeks prior to UNCG's commencement. The oral defense meeting typically begins with the faculty meeting together briefly to confer privately, followed by a short (10 minute) overview presentation by the student. The majority of the 2 hours is devoted to the oral defense in which the student responds to questions posed by the committee members about the dissertation. Meetings typically conclude with a private conference of the faculty, after which the student returns to the room to learn if they have passed their oral defense. A conferral of "pass" denotes a unanimous decision on the part of the committee. Students may or may not have edits to complete prior to submitting their final document, and committee members may or may not require to see and approve any final edits. In many cases committee members defer to the Chair to oversee revisions and the final submission of the dissertation.

Upon the successful (i.e. pass) oral defense of the dissertation the student must secure signatures for the introductory pages of the dissertation, and the advisor must complete the [Results of Oral Examination form](#).

Recommended Timeline for Ph.D. Students ([See Registrar's calendar for precise due dates](#))

Action	Time
Confirmation of Advisor	By December 10 th , During the First Semester
Selection of Advisory Committee	By April 15 th of Second Semester
Plan of Study Submitted	Within Completion of 18 Semester Hours (By April 15 th)
Written and Oral Prelim Exams Taken	Fall semester of the next to last year of study

Dissertation Proposal Defended	Spring semester of the next to last year of study (Dissertation proposal defense meetings should be completed prior to UNCG's commencement for that semester.)
Apply for Admission to Candidacy	After successful completion of all coursework, Prelim Exams, and Dissertation Proposal Defense (and before registering for HDF 799 Dissertation credits)
Apply to Graduate	The First Week of the Graduating Semester
Distribution of Dissertation to Committee	Refer to the Graduate School calendar for dates required to meet graduation deadlines. The dissertation should be distributed no later than 2 weeks (10 Business Days) prior to the oral defense meeting and the announcement of the dissertation defense to the UNCG Graduate School
Dissertation Oral Defense Meeting	During the final semester. Refer to the Graduate School calendar for due dates to meet graduation deadlines.
Dissertation Acceptance Form to be Completed by Advisor	After oral exam passed and edits/revisions have been completed

For additional support, see the [Doctoral Timeline and Checklist](#) (with links to forms) from the Graduate School.

Filing the Dissertation in the Graduate School

The process for submitting the dissertation to The Graduate School has two components: submitting the signed approval copy and submitting the final copy/copies. Be sure to note the specific instructions and deadline dates affiliated with each step. These dates are available in the Calendar of Events on the Graduate School's website.

The approval copy and the final copy must be submitted electronically via the online submission system available on The UNCG Graduate School's website. In final form, the dissertation must comply with the rules prescribed in the "Guide for the Preparation of Theses and Dissertations." The approved electronic submission must be uploaded by the deadline date as specified in the university academic calendar. Publication of the dissertation by UMI Dissertation Publishing/ProQuest Information and Learning is required by The Graduate School. The candidate must pay associated publishing and microfilming fees.

Doctoral Minors

The UNCG Graduate School allows doctoral students to earn a minor in a department outside of their home unit. [Doctoral minors at UNCG](#) have been established by four departments and approved by the university graduate curriculum body (see the [Graduate School Catalog](#)). Many HDFS doctoral students earn a minor in Educational Research Methodology. This minor requires 15 semester hours in [ERM](#). Other doctoral minors are available in [Statistics](#) and [Information Systems](#). Students interested in earning a minor should

include the minor on their Plan of Study. If a Plan of Study indicates that a student intends to earn a minor, then the Department Chair in the department providing the minor “signs off” on the minor completion when the student applies to graduate.

HDFS also offers a doctoral minor but our doctoral students are not eligible to earn this, because HDFS is the home unit for the Ph.D. This does mean, however, that our HDFS graduate courses are enriched by enrollment from doctoral students in other departments.

Exit Interview

Upon departure from the program (whether as a result of graduation or a premature dismissal/withdrawal) students are encouraged to participate in an exit interview with the Department Chair. Such an interview is considered important in assisting the department to obtain information to improve student retention, encourage alumni engagement, and provide faculty with information on how students perceived course content, instruction, departmental climate, services and safety. Students should schedule this meeting with the HDFS Department Chair prior to graduation or leaving the program.

FINANCIAL SUPPORT

HDFS provides financial support for eligible Ph.D. students throughout their program of study. Eligible M.S. students may be funded as resources permit. If a student is not offered support at the time of admission, support may be offered later, as it becomes available. Departmental financial support is limited to two years for M.S. only students, three years for Ph.D. students who have an earned M.S. (with thesis) in HDFS, four years for Ph.D. only students who have an earned M.S. (with thesis) in a closely related field (e.g. psychology, sociology) and five years for direct entry Ph.D. students from the semester the student first enrolls in the given degree program. Students admitted to the Ph.D. program with a non-thesis M.S. who must complete the pre-requisite doctoral requirements and thesis are eligible five years of funding dependent on departmental resources. Part-time students are not eligible for assistantships or tuition waivers.

Per Graduate School policy, students who are employed in full-time positions either inside or outside the University are not eligible for assistantships. Graduate assistants are not permitted to accept off-campus employment without permission from the Graduate Program Director and Dean of the Graduate School. A typical graduate assistantship will require an average of 20 hours of work per week and is clearly described in the appointment letter. To remain in compliance with the Fair Labor Standards Act (FLSA), the Graduate School recommends that students should not normally conduct research assistantship work more than 20 hours per week. This recommendation enables them to work on their own studies, coursework, and research for at least the remaining 20-hours per work week. Requests for hours above 20 require approval from the faculty advisor, the GPD and the Dean of the Graduate School. In no case will students be permitted to be employed in other work on campus for pay more than 29 hours per week.

The financial support is intended to (a) assist students in meeting the expenses of graduate study without having to find employment outside of the University, (b) provide students with skills and experiences in conducting high-quality, state-of-the-art research, and (c) provide assistance to faculty in meeting their research and teaching responsibilities. Most support comes from departmental Research Assistantships, but other sources of support are

available in the form of Graduate Teaching Assistantships. Continuing financial support is contingent upon adequate student progress and adequate state and other funding.

Mentoring and RA Assignment Policy

It is in the best interests of graduate students to be mentored by, and fulfill their RA responsibilities with, faculty member(s) who are conducting research in the same area(s) as the student's research interests or where there is a clear theoretical or methodological shared interest. Ideally this means that a student would be assigned to his or her advisor for his or her RA position, or to another faculty member with whom the student and advisor share common research interests/projects. However, there may be circumstances (i.e., the faculty member does not have external funding to support the assistantship, opportunities for training via independent teaching or other professional experiences such as serving as an editorial assistant for a journal become available) where student assistantships are assigned to a faculty member who is not their advisor. Students typically fulfill their RA obligations by engaging in research-related activities for 20 hours per week. This model maximizes the amount of time students spend on research activities, creates greater opportunities for student publications, capitalizes on the investment of faculty members' time in training students, and facilitates faculty research.

Faculty advisors and RA mentors support the academic promise of graduate students in their program informed by best practices in graduate mentoring from the Graduate School. The department recognizes that sometimes students' interests change and/or that they may not ultimately be a good match with the advising faculty member or RA supervisor. The department also recognizes that individual faculty members may occasionally attract more highly qualified students than they can work with/fund as RAs. In such cases, students may be advised by one faculty member while fulfilling their RA responsibilities with a different faculty member.

Tuition Awards & Departmental Assistantships

Financial awards to eligible HDFS Ph.D. students (and as funding permits, eligible M.S. students) typically include tuition coverage in addition to an assistantship. Out-of-state students may be granted an (out-of-state) tuition remission, which pays the out-of-state portion of tuition costs only. In-state tuition waivers also may be awarded to students (both in-state and out-of-state students). Tuition remission awards and in-state tuition waivers are available fall and spring semesters only. No summer awards are made. Students must meet the following criteria (determined by the state of NC) to qualify for tuition remission and/or in-state tuition awards:

1. Students must be degree-seeking and full-time. Certificate students are ineligible.
2. Out-of-State Students enrolled in doctoral, doctoral track, or stand-alone master's programs must receive at least the state-mandated minimum assistantship stipend of \$2,000.
3. Students must maintain academic good standing, 3.0 GPA or above.

Note that students determined at any point in the semester to no longer meet the eligibility requirements to receive a tuition remission and/or in-state tuition award will have the full amount of any tuition remission and/or in-state tuition award rescinded and are then personally responsible for paying the full cost of tuition for that semester. Out-of-state students are expected

to make a good faith effort to obtain NC residency and [submit an application](#) for residency determination once they have lived in NC for 12 months. International students on an F1 Visa are exempt from this expectation.

The service required by a departmental assistantship may be either teaching, research, or administrative assistance, or some combination of these. Doctoral students who are nearing the completion of their program may be assigned teaching assistantships to help prepare them for academic careers. Assistantship assignments are made by the Department Chair and the GPD before the beginning of each academic year. The service obligation of a Teaching Assistant (TA) will vary somewhat with the size and format of the course that the student is teaching and whether the student has previous experience teaching the course. The responsibilities of a Research Assistant (RA) call for the student to work on research projects under the supervision of one or more faculty members in the Department. Research Assistantships typically range from quarter-time appointments (an average of not more than 10 hours of work per week) to half-time appointments (an average of not more than 20 hours of work per week).

Beginning and end dates of the assistantships are stated in the Hiring Proposal and typically align with the assistantship work schedule as set by the Graduate School with work commencing in early August prior to the start of the semester and ending the last day of exam week. However, work schedules can vary from week-to-week depending on project timetables, the needs of faculty, and the needs of students. As much as possible, the detail of the assignment will be made by mutual agreement between the student and the supervisor and indicated in the Hiring Proposal. It is important that students remember that these assignments are one of their primary obligations. If a student fails to meet (or refuse to carry out) the responsibilities of assigned duties, the assistantship may be revoked. If a student believes she or he is being asked to perform excessive or inappropriate work as a graduate assistant, this concern should be discussed with the supervisor. If the problem cannot be resolved directly with the supervisor, the student should discuss this with the HDFS GPD, followed by the Department Chair if concerns remain after discussion with the GPD.

The annual review process serves as the basis for reappointment to an assistantship the following year. Financial support is always contingent on state and other funds, and there is no absolute guarantee that students' support will remain the same from year-to-year; however, if the student has performed well, including maintaining a GPA of at least 3.0, and funding continues to be available, typically the student receives continuing financial support. Students who fail to maintain a 3.0 GPA do not qualify for continued financial support.

UNCG Fellowships and Scholarships

In addition to Departmental assistantships, UNCG has non-service fellowships and scholarships that are awarded by the Graduate School to exceptionally qualified students who meet the particular requirements of the award. All eligible students are considered for these nominations. Students who have been granted non-service university fellowships are able to select an HDFS faculty member of their choice to work with, and do not have the required service responsibilities that Research Assistantship students have. However, the Department believes that if fellowship students are to progress most successfully through their graduate programs, they also should align themselves closely with the research program(s) of one or more HDFS faculty members. This should be accomplished by meeting with the selected faculty member at the beginning of each Fall semester to contract a mutually agreeable plan of collaborative participation for the year. Some of the fellowships or scholarships are processed via

faculty and department nomination (e.g., university-level Graduate School fellowships/scholarships) and others are processed via student application (e.g., HHS scholarships). Please see the HDFS Graduate Program Administrative Assistant for information about specific Fellowships and Scholarships.

UNCG Summer Assistantship Support

When funding is available, each spring semester the Graduate School asks Deans and Department Chairs to nominate deserving students for summer assistantships. The Department Chair and/or HDFS GPD will announce the availability and criteria for the summer assistantships including application information. Applications are typically due in February.

External Grants, Fellowships, and Internships

Some private foundations and government funding agencies make grants and fellowships available to support graduate student research and dissertation progress (e.g., the Spencer Foundation, Fulbright, American Psychological Association, American Educational Research Association, National Science Foundation, National Institute of Mental Health). In addition, numerous research organizations and social service organizations sponsor paid and unpaid summer internships for graduate students. Announcements from professional organizations, the HHS Office of Research, faculty advisors or the GPD are often good sources to learn more about these opportunities. Students who apply for an external grant and/or fellowship funding should contact the [HHS Office of Research](#) as a first step in the process and disclose their intent to apply. The HHS Office of Research can assist in identifying possible sources of external support and in the preparation of the proposal. Formal proposals for research must be routed through the HHS Office of Research. If the application process requires a formal proposal for your research, the proposal may need to be approved by the student's advisor and the University's Institutional Review Board. To explore possible external summer internships, graduates students are encouraged to speak with the GPD, explore [HDFS related internship opportunities via this linked document](#), consider applied opportunities with the [Campus Greensboro Summer Fellows program](#), and/or reach out to the HDFS Internship Director. When a student receives an external award, they must disclose the award to the HHS Office Research, the HDFS GPD, their advisor, the HDFS Business Office (Michael Kerley) and to financial aid so to ensure state and federal funding compliance.

SPECIAL EVENTS

Research Forum (HDFS Colloquium)

Research Forums (HDFS Colloquia) are held throughout the year as opportunities for graduate students and faculty to present and discuss current research projects in an open and informal format. This is a community building activity in HDFS organized by graduate students for graduate students and attendance is a professional expectation of the department. At the beginning of each semester, the Graduate Student Research Colloquium Committee schedules speakers and sets the dates (typically 3 - 4 research forums per semester). These sessions are scheduled on three to four Fridays per semester from 12 until 1:30 pm (locations TBA). Lunch and/or snacks are often provided by the Department for participating students and the guest

speaker and is coordinated by the Graduate Student Research Colloquium Committee.

FACILITIES AND SERVICES FOR TEACHING, RESEARCH, AND SERVICE

Research Facilities

HHS Behavioral Research Facility

The HHS Behavioral Research Facility (BRF) was completed in Fall 2005, as part of the renovation of the Stone Building. The BRF includes a Survey and marketing facility (176 sq. ft.) containing 7 workstations for transcriptions and coding of telephone interview and video data and high-speed scanning equipment. The BRF also houses nearly 400 sq. ft. of paired video/observation/interview rooms furnished with remote camera control and recording technology for observational research.

HDFS Family Research Center

HDFS houses the Family Research Center (FRC, 1605 Spring Garden) that provides research space for HDFS faculty and their research groups. Renovated in 2020/2021, the FRC includes a classroom equipped with teaching station for HDFS course or workshop use, 10 research offices that vary in size to accommodate two to eight workstations, a copy room with a departmentally supported copier/scanner, an observation/interview/focus group suite that includes mounted cameras and an adjacent control room equipped with 2 computers with VMix recording software. In addition, a conference room with seating for 16 is equipped with a flat panel display and conference web camera system that can be used for in-person and virtual research meetings as well as focus groups and interviews. Scheduling of the conference room is centralized via the Department with support from the HDFS Administrative Assistants. In addition, a 138 square foot windowless room with an industrial sink is available for the processing of biological data. A kitchen with seating for twelve, reception areas with seating for 10, and ADA compliant restrooms are also available for use. FRC parking is adjacent to the building and includes parking meters, designated handicapped parking spaces, and a large lot that is open for general parking after 5pm and on the weekends. There is one spot reserved for FRC research project participants.

HDFS Family Observation Labs in the Stone Building

The HDFS Department has two observation/coding rooms (Stone 152A) surrounding a testing room on the ground floor of Stone Building. The testing room can be divided into two smaller rooms via a folding partition. Two overhead cameras are positioned on the ceiling of the testing room, affording either split-screen video analyses or separate but simultaneous video recording of events in the separate rooms.

Departmental Facilities and Services

Child Care Education Program

The [Child Care Education Program](#) enrolls approximately 85 children in preschool and infant-toddler programs in four separate facilities on campus. All classrooms are "inclusive,"

serving children with and without disabilities. The program is designed to provide high quality early childhood care and education, provide observational experience and teacher-training opportunities for students, and serve as a site for student and faculty research.

Seminar Rooms in Stone Building

A small seminar room, Stone 139, containing a table and seating for 6 people is located on the ground floor of Stone Building. The room can be used for meetings by signing up electronically via the HDFS Administrative Assistant. A larger seminar room, Stone 246, containing a table and seating for up to 12 people is located on the second floor of Stone Building. Stone 246 is used for most graduate seminar courses and can be scheduled for meetings by the HDFS Administrative Assistant.

University Facilities and Services

Jackson Library

The [Walter Clinton Jackson Library](#) serves both instructional and research needs of the University. The collection includes over 2.7 million items (books, journals, documents, microtexts, and maps). Jackson Library subscribes to 5,100 newspapers, periodicals, and other serials. Individual assistance is available during library hours, and orientation tours as well as class instruction are scheduled throughout the year. The library also provides an array of additional research support services to students.

The Library provides access to 120 online full-text and bibliographic databases and the Internet vastly expands the information resources available to students and faculty. The Library's Home Page at: <http://library.uncg.edu/> and is an excellent starting point for learning about all Library services and resources. Materials in Special Collections and University Archives can also enrich graduate students. Materials may be borrowed by presenting a validated UNCG ID card. The regular borrowing period is three weeks, and materials may be renewed unless they have been requested by another user. Materials may be renewed online by accessing your library account. UNCG graduate students writing theses and dissertations may borrow material until the end of the current semester. Fines are set by the library for overdue or lost materials, and borrowing privileges are blocked when the amount owed is \$150 or more. In addition, materials are available at no charge to graduate students through inter-library loan. This service can be accessed through JACLIN Plus, the online system of Jackson Library. Remote access to JACLIN is available to search for materials and to request Interlibrary Loan materials. Card-operated photocopiers are available in the Library. Group study rooms are available in the Tower and may be reserved at the Circulation Desk. Group study rooms may also be reserved for computer use. Study carrels and lockers are available at no charge to graduate students.

University Teaching and Learning Commons (UTLC)

The primary focus of the [UTLC](#) is the support of faculty in their efforts to enhance the University's instructional programs. The TLC provides instructional development activities, instructional materials, equipment, test and data scanning services, and consultation in instructional development and in the use of instructional technology. Student and faculty

assistance is provided through three divisions and the Office of the Director.

UNCG Graduate School

[The Graduate School](#) provides many useful and exciting opportunities for enhancing scholarship including the Three Minute Thesis competition, writing resources, and the annual Showcase of Scholarship.

The Office of Intercultural Engagement

The [Office of Intercultural Engagement](#) offers many engaging multicultural experiences, programs, and resources for all UNCG students. More specifically, OIE creates and delivers innovative, student-centered co-curricular programs that are educational, developmental, fun, and challenging; that nurture and cultivate a life-long passion in students to be kind, to be brave, to know themselves, and to serve others.

Information Technology Services (ITS)

[Information Technology Services](#) offers support for student and faculty computing at UNCG. ITS operates 20 computer labs with an approximate total of 500 computers, all of which are fully networked, allowing students access to an abundance of software and full internet access. Printing services are available in each lab. Different labs maintain different operating hours; 24-hour access is available during peak periods. One such lab is located in the Stone Building (Rm. 128).

The [6-Tech service portal](#) is the point of entry for students to access ITS resources. Graduate students conducting research will find [SAS, SPSS, Qualtrics, Atlas, HLM, MPlus, AMOS, JMP, and Stata](#) (among many others) available for student use. ITS conducts free workshops on various topics each Spring and Fall semester, and ITS staff members are available for consulting for many of these statistical packages.

Sponsored Programs

The office of [Sponsored Programs](#), located in 2702 Moore Humanities and Research Administration Building, provides the campus with many important services for our research mission. These services include holding workshops on topics related to grant-writing and the management of funded research projects, announcing monies that are available from private foundations and state and federal agencies to support research service or creative projects, and providing the application materials needed to write research proposals to some agencies and foundations. All research proposals for external funding (that is, funding to be received from outside the university) must be routed through OSP.

FUNDING FOR TRAVEL AND RESEARCH

Departmental (HDFS) Funds

Subject to the availability of funds, the Department regularly provides support for graduate student travel and can reserve one or more UNCG vans for graduate student travel to

professional conferences or events. Travel funds are usually, but not always, limited to students who are presenting papers and are typically limited to \$250 per year. Students should complete an HDFS Department Travel Fund Request Form and submit to the Department Chair well in advance of the travel dates. A sample form can be obtained from the HDFS Graduate Program Administrative Assistant and found on the HDFS website. Sometimes faculty members have funds associated with their research grants that can be used to support student travel.

School (HHS) Funds

When funding permits, the HHS Associate Dean for Academic Administration announces the availability of small “travel grants” (up to \$150) for graduate students in the School. Travel grants are usually limited to students who are presenting papers.

Graduate Student Association (GSA) Funds

The [GSA](#) represents the interests of graduate students on campus. Each department that grants graduate degrees, including HDFS, has representatives. The GSA ensures that graduate students have a voice in all aspects of university life. The GSA also sponsors some activities of interest to graduate students and provides funds for some professional activities (in addition to those that you may have received for the same activities through the Department of HDFS or the School of HHS). The GSA currently offers the Professional Development Fund (PDF) and Research Capstone Fund (RCF) each academic semester. Students can apply to either the PDF or RCF, but not both. Priority will be given to those that did not receive funding the prior semester. The PDF can cover the registration, travel fees, hotel, and/or food (if not provided by the conference) up to **\$500 FOR THOSE WHO PARTICIPATE** in the conference. Participation means you must either be presenting or have a UNCG business reason for attending. Students can only receive PDF funds once per semester. RCF funds are limited to requests for the university to pay for an item/service. **This is not a reimbursement, only a purchase request.** For submissions students are asked to highlight how the item/service will provide benefit to something more than the individual making the request (UNCG, the community, etc). The item will belong to the lab/department the student is in, not the student. Application forms are available at the GSA office in the Elliot Center or [online](#); summer funding is also available. Students cannot receive both types of awards in the same academic year. Consult the [GSA website](#) and the HDFS GSA representatives for additional information.

How to Receive a Travel Award

When traveling on university business, a TRV-1 form should be submitted 10 days prior to travel. The form and detailed instructions can be obtained from the HDFS website [forms and manual page](#). Fill out the top section of the form and work with the Graduate Program Administrative Assistant or the HDFS Business Officer to obtain the Department Chair’s signature BEFORE your trip.

After a trip, original receipts, itemized where possible, should be submitted to the HDFS Business Officer within 5 business days. These may include emailed flight confirmations, bus tickets, copies of registration forms, etc. For GSA awards, receipts must be sent to the GSA office within two weeks of your return; therefore, they must be turned in to the HDFS Business Officer within 5 business days so that we may process the paperwork in time to send it to GSA.

Unless a student has GSA reimbursement, receipts for meals are not necessary because travelers will be reimbursed for meals at an established per diem rate. The current per diem rates are listed in the [UNCG travel manual](#).

When the TRV-1 form and receipts are submitted to the HDFS Business Officer, any emails or other written confirmation of HDFS, HHS, or GSA travel awards should be included. All expenses should be listed with their actual amounts on the TRV-1 form. If costs exceed award amounts, under “Total expenses to be reimbursed,” record the total amount of the awards that have been promised, instead of the total actual cost of the trip. Those who have awarded a student travel funds will decide which expenses to apply the awards to, based on the documentation submitted. The HDFS Business Officer will check the documentation for accuracy, obtain the Department Chair’s signature at the bottom of the TRV-1 form, place a copy of the packet in the student file, and forward the packet to the appropriate department to facilitate the reimbursement process. The HDFS Graduate Program Administrative Assistant is available to help graduate students navigate this process.

GRADUATE FORMS

Plan of study forms, master’s committee appointment forms, application to sit for doctoral prelim exams, and doctoral preliminary comprehensive examination results forms must be requested from the HDFS Administrative Assistant with many available on the [HDFS website](#). Other graduate forms are available for graduate students on the [Graduate School’s website](#). It is the student’s responsibility to obtain and complete the forms at the appropriate times. Standard forms that all students complete in the MS and PhD program are as follows:

M.S.

Form	Due	Notes
Master’s Plan of Study	By the end of first year	Make absolutely sure to fill out every line, including the grades you received and when courses were taken.
Master’s Thesis Advisory Committee Form	First 18 s.h.	Masters students will fill these out, submit to the HDFS administrative assistant & GPD who will and keep them on file with the department
Results of Oral Examination in Defense of Thesis	On defense date/or when revisions are complete	Make sure to have your advisor process this form
Final Plan of Study (Final)	Semester that you graduate	Update original plan of study and be absolutely sure to fill out every line, including the grades you received and when courses were taken.

Ph.D.

Form	Due	Notes
Ph.D. Plan of Study	First 18 s.h. of doctoral studies	Make absolutely sure to fill out every line, including the grades you received and when courses were taken.
Dissertation Committee Form	First 18 s.h. of doctoral studies	PhD students will fill these out and submit along with a full signed POS (note you must have the GPD sign off on the POS prior to submitting)
Dissertation Topic Approval Form	Dissertation Proposal Meeting	Consult with your advisor and make sure they complete this form
Application for Doctoral Preliminary Exam	Semester prior to taking exam	Student completes this form and attaches transcript
Results of Doctoral Preliminary Exam Form	On day of oral prelim exam	Make sure to have your advisor complete this form
Admission to Doctoral Candidacy	Post coursework, prelim, and diss topic form	Submit <u>ONLY</u> when you finish coursework, pass prelims, and have submitted a dissertation topic approval form.
Results of Oral Examination in Defense of Dissertation	Date of defense or after revisions are completed	Make sure to have your advisor submit this form on your behalf
Ph.D. Plan of Study (Final)	Semester you graduate	Make sure to update your original POS and ensure every line is completed, including the grades you received and when courses were taken. Obtain all signatures and approval from the GPD.

Funding/Travel Forms

Form	Due	Notes
HDF Travel Form (request for funding)	Once a year as needed	Submit in advance. Intended for those presenting papers/posters. Up to \$250 per year. Work closely with the HDFS Business Officer (Michael Kerley) for the latest instructions.
HHS Travel Form (request for funding)	Once a year as needed	Submit in advance, awards of up to \$150 per year when funding permits
GSA Travel Form (request for funding)	Up to twice a year	Submit in advance. Check GSA webpage for instructions and annual award amounts. Applications accepted 2X per year for \$500. Must be presenting research.

TRV-1 Travel Form in Chrome River	As needed.	This is the form used to reimburse student for travel out of ANY fund. Must be submitted in advance for Dept. Chair approval, then submitted after the trip for reimbursement. Work with HDFS Business Officer Michael Kerley for submission and instructions as they frequently change.
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Notes: Please work closely with the HDFS Business Officer for the processing of all travel requests and for the most up to date instructions and processes.

Important First Steps: Before submitting a travel request, please ensure that Michael Kerley is set as your delegate in your Chrome River profile. You can do this by:

- Navigate to chromeriver.uncg.edu (you may need to log in if it doesn't automatically)
- Click on your name in the top right corner
- Click on Account Settings
- Click "Delegate Settings" in the left-hand menu
- Click "Add New Delegate" under the "My Delegates" section (NOT My Approval Delegates)
- Add Michael as your delegate.

Complete the HDFS Travel Support Request form in Microsoft Forms linked [HERE](#).

GRADUATE FACULTY

BOIT, RACHEL (Ed.D, University of Massachusetts at Amherst)

Associate Professor

Research Interests: Early literacy development among children in low income communities; parental involvement especially as it pertains to children's literacy and school success; home-school partnerships; teacher-child relationships in cross-cultural contexts.

CHEEKS, BRIDGET (Ph.D., The University of Michigan)

Assistant Professor

Research Interests: Parental racial socialization practices and implications for African American youth's racial identity development, psychological well-being, and academic motivation; racial discrimination experiences and coping; resilience; positive youth development.

COFFMAN, JENNIFER (Ph.D., UNC Chapel Hill)

Associate Professor

Research Interests: Factors in home and school contexts that support the development of children's cognitive and affective functioning, including memory, mathematics, gratitude and academic achievement.

COARD, STEPHANIE IRBY (Ph.D., Columbia University)

Professor

Research Interests: Socio-cultural influences on child mental health; racial/ethnic socialization processes, racial/ethnic identity development; culturally relevant approaches to intervention development, implementation and evaluation.

CROSBY, DANIELLE (Ph.D., University of Texas-Austin)

Associate Professor

Research Interests: Effects of welfare and employment policies on young children in low-income families; negotiation of work/family demands in single-mother, ethnic minority, and immigrant families; relation of child care experiences to early school success; young children's conceptions of economic inequality.

EDLER, KATHERINE (KATIE) (Ph.D., University of Notre Dame)

Assistant Professor

Research Interests: The longitudinal cascades through which adversity, classroom dynamics, and family dynamics shape children's self-regulation skills and difficulties; mechanisms that underlie teaching and parenting behaviors, such as adults' own emotion regulation and executive function; prevention and intervention programs aiming to promote child, teacher, and parent self-regulation and psychological wellbeing

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FLETCHER, ANNE C. (Ph.D., Temple University)

Professor & Undergraduate Program Director

Research Interests: Parental and peer influences on adolescent adjustment; parent and adolescent social integration; social network closure.

HELMS, HEATHER (Ph.D., Pennsylvania State University)

Professor, Graduate Program Director,
& Graduate School Faculty Fellow

Research Interests: Marital quality including the links between marital and family processes, work and family relationships, friendship and marriage, and sociocultural context and marital relationships.

HESTENES, LINDA L. (Ph.D., Purdue University)

Professor

Research Interests: Quality of early childhood settings; outdoor environments; teacher-child interactions; inclusive classrooms.

LA PARO, KAREN (Ph.D., University of New Orleans)

Professor & Director of BK Undergraduate Program

Research Interests: Child care quality, early elementary classroom quality, inclusive classrooms, early intervention, and teacher-child relationships, teacher education, professional development.

LEERKES, ESTHER (Ph.D., University of Vermont)

Professor & HHS Associate Dean for Research

Research Interests: Precursors of maternal sensitivity, parent-child interaction, early social-emotional development, emotional processes within the family system.

LOBO, FRANCES (Ph.D., Pennsylvania State University)

Assistant Professor

Research Interests: Parent-child interactions as a socialization context for the development of youth self-regulation and psychopathology during key developmental transitions, from early childhood through adolescence with attention given to risk and protective factors at the individual (i.e., temperament), family, and community level (i.e., neighborhood, cultural values).

SCOTT-LITTLE, CATHERINE (Ph.D., University of Maryland)

Professor & Director of BK Graduate Program

Research Interests: Early childhood standards and assessment systems, school readiness, and after-school programs.

SATTLER, KIERRA (Ph.D., University of Texas-Austin)

Associate Professor

Research Interests: Risk and resilience in the contexts of poverty or child maltreatment; Contextual factors influence on mothers' parenting behaviors; the influence of foster care experiences on children who have experienced maltreatment

SWANSON, DENA (Ph.D., Emory University)

Professor & Chair

Research Interests: Identity processes in adolescence and adulthood; Cultural ideologies; Stress, resilience, and mental health; Primary and secondary prevention

SHREENIWAS, SUDHA (Ph.D., University of Michigan)

Professor

Research Interests: Wellbeing and health over the life course in Asia and the U.S.; ethnicity, culture and health among elderly persons worldwide; socioeconomic development and gender bias; gender and violence in Asia and the U.S.

SMITH LEE, JOCELYN (Ph.D., University of Maryland)

Associate Professor

Research Interests: Violence, traumatic loss, and healing among Black boys, men, and families; Black fathering relationships; Homicide bereavement; Community-engaged research; Trauma and grief informed care.

SUPPLE, ANDREW J. (Ph.D., University of Wisconsin-Madison)

Professor

Research Interests: Youth and adolescent development; parent-child relationships; cultural variations; research methods & program evaluation.

APPENDIX

Tentative HDFS Graduate Course Offerings Fall 2024 – Spring 2027

ERM & HHS Statistics/Methods Course Offerings

Example Timelines for M.S. and Ph.D. Programs

Course	F24	S25	F25	S26	F26	S27
640 Professional Seminar I (1 credit)	X		X		X	
651 Contemporary Research in Human Development	X		X		X	
652 Theories of Human Development & Family Studies	X		X		X	
658 Research Methods in HDFS (HHS 625)	X		X		X	
661 Professional Seminar II (2 credits)		X		X		X
653 Contemporary Research in Family Studies		X		X		X
656 Race, Class, and Culture		X		X		X
750 Professional Seminar III (3 credits)	*		X		X	
756 Advanced Research Design in HDFS		X		X		X
703 Parents' Work and Family Relationships (FS)	X					
703 Families and Health (FS)						
703 Risk & Resilience in Children and Families (FS)				X		
723 Divorce, Remarriage, Cohabitation (FS)						
726 Close Relationships (FS)						
721 Parent-Child Relations (FS)					X	
703 Contemporary Research in ECE (HD)		X				
725 Psychobiology and Family Processes (HD)						
713 Social and Emotional Development (HD)				X		
714 Cognitive Development in Young Children (HD)						X
715 Infant Development (HD)						
716 Seminar in Adolescence (HD)						
730 Child Development in Cultural Context (SC)						
703 Children, Poverty, and Public Policy (SC)			X			
703 Immigrant Families (SC)		X				
703 African American Families (SC)					X	
740 Social Justice Research with Diverse Families (Qual)			X			
703 Measurement Analyses and Methods in HDFS (MPlus)					X	

Key:

Required Core/MS Courses,

Required Doctoral Courses, FS Elective Offerings,

HD Elective Offerings,

SC Elective Offerings, HDFS Stats/Methods

SC = doctoral specialized elective in Sociocultural

HD = doctoral specialized elective in Human Development

FS = doctoral specialized elective in Family Studies

*Students with Fall 2024 HDF 750 POS plans should adjust their POS to take HDF 750 in Fall 2025

ERM & HHS Statistics/Methods Course Offerings**ERM****Spring Courses**ERM 667 Introduction to Measurement Time TBD**ERM 675/775 Data Viz Time TBD**ERM 681/781 Stat II always Tuesday, 4pm**ERM 731 SEM Time TBD**Fall Courses**ERM 680/780 Intermediate Statistical Methods, Always Tuesday at 4**ERM 682/782 Multivariate, Always Tuesday at 4**ERM 685/785 R, Usually Wed at 1**ERM 732 HLM Time TBD**ERM 650/749 Foundations of Qualitative Research Methods Time, Usually Monday at 4**ERM 745 Culturally Responsive Approaches to Research*

Other ERM courses offered based on faculty availability (e.g., Evaluation of Educational Programs, Survey Research Methods, IRT, etc.). Times TBD

*All HDFS PhD/doctoral track students should register for the 700 level ERM section of the courses above (for those courses that have both 600 and 700 level options).

HHS [Semester/time/day of offerings TBA are based on faculty availability]*HHS 600 Qualitative Research Methods for Consumers 3*

Foundations of qualitative methodology, exploring the history, philosophy, and epistemologies of qualitative research.

HHS 601 Qualitative Research Methods for Producers 3

The specific focus is on the choice of methods used in the construction of qualitative research. Students practice selecting and collecting qualitative data.

HHS 625 Research Methods in the Health and Human Sciences 3 [offered every Fall]

Research methods and designs for the study of families and individuals across the lifespan. Focus is on application of method to research in the health and human sciences.

HHS 626 Quantitative Research Methods I: An Introduction 3 [offered every Spring]

Provides comprehensive training in fundamental quantitative research methods used across social, behavioral, health, and human sciences. Graduate students gain competency in understanding basic quantitative approaches, study design, measurement, and statistical analysis, to ensure methodological literacy regardless of specialization track. Prerequisites: Admission to a graduate program in the School of Health and Human Sciences. HHS 625 or GEN 625 or comparable research foundation courses; or permission of instructor.

HHS 627 Quantitative Research Methods II: Application and Analysis 3 [offered every Fall]

Covers the application of quantitative methods and analytical approaches for students specializing in quantitative research. Students master how to code data, write syntax, analyze data, use software, interpret results, and apply the commonly used inferential statistics and multivariate techniques in social, behavioral, health, and human sciences. Prerequisites: Admission to a graduate program in the School of Health and Human Sciences. HHS 626.

HHS 628 Qualitative Research Methods I: An Introduction 3 [offered every Spring]

Provides an introduction to the fundamental qualitative research methods used across social, health, and human sciences. Graduate students gain competency in basic qualitative approaches, data collection, and analysis techniques, ensuring understanding of human experiences and social phenomena regardless of specialization track. Prerequisites: Admission to a graduate program in the School of Health and Human Sciences. HHS 625 or GEN 625 or comparable research foundation courses; or permission of instructor.

HHS 629 Qualitative Research Methods II: Application and Analysis 3 [offered every fall]

Explores sophisticated qualitative methods and analytical approaches for students specializing in qualitative research. Students master advanced analytical techniques, innovative methodological approaches, and community-engaged research and participatory methods essential for conducting rigorous qualitative research in social, behavioral, health, and human sciences.

Prerequisites: Admission to a graduate program in the School of Health and Human Sciences. HHS 628; or permission of instructor.

HHS 650 Applied Multiple Regression 4 (has not been offered recently)

Applied instruction on the theoretical underpinnings and assumptions of multiple regression analysis and the valid implementation of this statistical model in testing of meaningful and nuanced research questions and hypotheses.

Prerequisites: [ERM 680](#), [STA 571](#), [PSY 609](#), or permission of instructor.

HHS 745 Cluster and Mixture Modeling 3 (has not been offered recently)

Theoretical underpinnings and assumptions in the application of finite mixture modeling in the study of health behavior, formulation of research questions, and strategies for reporting of results.

Prerequisites: HHS 626 or [NUR 702](#) or [ERM 681](#) or permission of instructor.

*HHS 746 Applied Longitudinal Analysis 3 (typically offered every other spring semester; **Spring 2028 next offering**)*

Theoretical underpinnings and assumptions of statistical techniques for the analyses of data from longitudinal designs, formulation of research questions, and strategies for reporting of results.

Prerequisites: HHS 626 or [NUR 702](#) or [ERM 681](#) or permission of instructor.

Example Timeline for M.S. in HDFS

Course	Credits
Year 1 Fall (Semester 1)	
HDF 640: Professional Seminar I	1
HDF 651: Contemporary Research in Human Development	3
HDF 652: Theories of Human Development & Family Studies	3
HDF 658/HHS 625: Research Methods in HDFS/HHS	3
Year 1 Spring (Semester 2)	
HDF 661: Professional Seminar II	2
HDF 653: Contemporary Research in Family Studies	3
HDF 656: Race, Class, & Culture	3
HHS 626: Quantitative Research Methods I: An Introduction	3
Submit POS, Thesis Committee Forms, Optional Thesis Prospectus Meeting	
Year 2 Fall (Semester 3)	
HDF 745 College Teaching in Human Development and Family Studies	3
HDF 699: Thesis	3
HHS 627: Quantitative Research Methods II: Application & Analysis	3
Thesis Proposal Meeting	
Year 2 Spring (Semester 4)	
HDF 699: Thesis	3
HDF Content Elective	3
HDF Content Elective	3
Thesis Defense	

[Students have flexibility during which semester they complete their HDF content electives and HDF 745 requirement.](#)

MS: 39 Total Minimum Credits

Example Timeline for Direct Entry HDFS PhD Program

Course	Credits
Year 1 Fall (Semester 1)	
HDF 640: Professional Seminar I	1
HDF 651: Contemporary Research in Human Development	3
HDF 652: Theories of Human Development and Family Studies	3
HDF 658/HHS 625: Research Methods in HDFS	3
Year 1 Spring (Semester 2)	
HDF 656: Race, Class, and Culture	3
HDF 653: Contemporary Research in Family Studies	3
HHS 626: Quantitative Research Methods I: An Introduction	3
HDF 661: Professional Seminar II	2
Submit POS, Thesis Committee Forms, Optional Thesis Prospectus Meeting	
Year 2 Fall (Semester 3)	
HDF 745: College Teaching in HDFS I	3
HDF 699: Thesis	3
HHS 627: Quantitative Research Methods II: Application & Analysis	3
Thesis Proposal Meeting (early Fall)	
Year 2 Spring (Semester 4)	
HDF 699: Thesis	3
Doctoral HDF Content Specialization Elective (Required 1 each: HD, FS, or SC)	3
Doctoral HDF Content Specialization Elective (Required 1 each: HD, FS, or SC)	3
Thesis Defense/File paperwork to continue in PhD studies	
Year 3 Fall (Semester 5)	
HDF 750: Professional Seminar III	3
Doctoral HDF Content Specialization Elective (Requires 1 each: HD, FS, or SC)	3
Doctoral Statistics/Methodology Elective	3
HDF 745: College Teaching in HDFS I	3
Year 3 Spring (Semester 6)	
HDF 756: Advanced Research Methods	3
HDF 765 College Teaching Practicum in HDFS III	3
Doctoral Statistics/Methodology Elective	3
Doctoral Plan of Study/Preliminary Exam Planning Meeting/Doctoral Committee Form	
Year 4 Fall (Semester 7)	
Elective Coursework or HDF 790 Doctoral Research (publications, research experiences outside the RA, preliminary work on dissertation, etc.)	3
Doctoral Content Specialization Elective (final 3 credits of specialization)	3
Doctoral Statistics/Methodology Elective	3
Doctoral Prelims Early Fall (All required coursework completed by the end of this semester)	
Year 4 Spring (Semester 8)	
Elective Coursework, additional 745/765, and/or HDF 790 Doctoral Research (Used to work on dissertation proposal/scholarly publications) to fulfill the 9 credits needed for full-time registration	9
Dissertation Proposal Defense/Admitted to Candidacy (after successful defense)/Submit associated forms	
Year 5 Fall (Semester 9)	
HDF 799: Dissertation	6
Year 5 Spring (Semester 10)	

HDF 799: Dissertation	6
Dissertation Defense	

PhD: 78-84 minimum credit hours (direct entry with a bachelor's degree); 45-51 minimum credit hours (entry with prior master's degree with a thesis)

Notes:

1. 3 credits of 799 qualifies as full-time status per the graduate school as *long as student is admitted to candidacy* (i.e., passed prelims & defended dissertation proposal and all paperwork has been filed).
2. Students have flexibility during which semester they complete their content electives, statistics & methods electives, and HDF 745/765 requirements (noting HDF 745 must be taken prior to HDF 765).
3. *Entering doctoral students who have completed a master's degree with an empirical thesis at another institution or department must fulfill (or have comparable substitutions for) all of the requirements of the direct entry Ph.D. program. Assessment of prerequisite courses occurs at the time of admission to the program.*