

# **GRADUATE STUDENT HANDBOOK<sup>1</sup>**

**MASTER OF ARTS in  
HUMAN DEVELOPMENT AND FAMILY STUDIES**

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

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

Effective Fall 2015

## TABLE OF CONTENTS

GRADUATE STUDY-----	3
STUDENT OUTCOME GOALS AND OBJECTIVES-----	4
APPLICATION AND ADMISSION REQUIREMENTS-----	6
ACADEMIC PROGRAM REQUIREMENTS-----	7
PROCEDURES FOR COMPLETING DEGREE-----	9
MASTERS PROJECT AND THESIS INFORMATION-----	11
APPENDICES-----	15
Appendix A – Plan of Study Sheets for HDFFS Master's Program -----	17
Appendix B – Academic Goals Worksheet-----	19
Appendix C - Permanent Advisor Assignment Form-----	21
Appendix D - Faculty Profiles-----	23
Appendix E – Scholarships and Graduate Assistantships -----	26
Appendix F – Optional graduate certificates to supplement the M.A. in Family Studies...28	

## **GRADUATE STUDY in HUMAN DEVELOPMENT AND FAMILY STUDIES School of Lifespan Development and Educational Sciences**

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

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

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

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

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

## **Student Outcome Goals and Objectives**

### **M.A. program in Family Studies**

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

1. Identify dimensions of human development and family relationships across the lifespan.
  - A. Goal: To foster a holistic perspective of human development and family relationships.
    1. Learning Objective: to identify physical, cognitive, emotional and social dimensions of human development and family relationships.
    2. Learning Objective: to demonstrate an understanding of current research and practice in human development and family studies.
  - B. Goal: To foster an understanding of developmental contexts
    1. Learning Objective: to identify the reciprocal influences of family, school, work, and community contexts on human development.
2. Identify ways to promote optimal human development and family relationships across the lifespan.
  - A. Goal: To prepare students to contribute to the quality of life and well being of individuals and families.
    1. Learning Objective: to identify practical implications of human development and family relationship concepts.
    2. Learning Objective: to demonstrate an understanding of program development, delivery and evaluation.
3. Engage in research and scholarly writing.
  - A. Goal: To expose students to quality developmental and family research.
    1. Learning Objective: to access scholarly sources and critically evaluate the quality of empirical research.
    2. Learning Objective: to demonstrate an understanding of theories, methods and principles of research.
  - B. Goal: To foster the development of scholarly oral and written communication skills.
    1. Learning Objective: to effectively communicate their ideas in oral presentations and written papers.
  - C. Goal: To equip students with basic skills of conducting and reporting empirical research in the field of human development and family studies.

1. Learning Objective: to demonstrate proficiency in developmental and family research methods and relevant statistical analyses.
  2. Learning Objective: To independently complete an independent master's thesis or master's project that reflects an understanding of the interrelationship between theory, research, and practice.
4. Understand and address the strengths and needs of diverse populations.
- A. Goal: To define diversity as integral to the study of human development and family relationships.
    1. Learning Objective: to recognize the unique strengths and needs of individuals and families.
  - B. Goal: To provide opportunities for outreach to individuals, families, and communities.
    1. Learning Objective: to apply knowledge of human development and family relationships through involvement with and study of diverse populations.
5. Establish a professional identity in Human Development and Family Studies
- A. Goal: To encourage students to explore professional culture and expectations in HDFS
    1. Learning Objective: to identify opportunities to make a contribution in the field of HDFS
    2. Learning Objective: to demonstrate knowledge of professional organizations in the field of HDFS
  - B. Goal: To assist students in identifying an area of expertise within HDFS
    1. Learning Objective: to demonstrate expertise in a specific focus area
  - C. Goal: To provide opportunities for leadership development
    1. Learning Objective: To demonstrate leadership skills
6. Identify professional opportunities within Human Development and Family Studies.
- A. Goal: To assist students in identifying professional pathways beyond graduation.
    1. Learning Objective: to identify opportunities for advanced training and certification in human development and family studies and related professions.
    2. Learning Objective: to identify opportunities for employment in human development and family studies and related professions.

## **APPLICATION AND ADMISSION REQUIREMENTS**

### **Master of Arts in Human Development and Family Studies**

- **Completed graduate school application:**  
<https://www.kent.edu/admissions/apply/graduate>
- **A \$30 nonrefundable application fee** payable via the online application.
- **An official transcript from each college or university (except Kent State University) in which 9 semester hours or more were earned.** An undergraduate GPA of at least 3.0 on a 4.0 scale is required. (Students with a GPA below 3.0 *may* be considered for conditional admission.) In cases where graduate courses have been completed, a 3.0 for graduate work is required. A Bachelor's degree in a related undergraduate program is preferred; undergraduate coursework in social sciences is required.
- **Three letters of reference** from individuals (preferably academic) who can attest to the applicant's potential for success in graduate school.
- **A written statement** in response to the following questions:  
  

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

*To earn a M.A. in Human Development and Family Studies, you will be required to complete a Master's thesis or an applied Masters project. Please describe some potential topics of interest to you at this time and which HDFFS graduate faculty members' research areas seem to match your interests.*
- Students for whom English is a second language are required to have a **TOEFL score** of 80 (internet-based), with a minimum score of 20 on each section.

## ACADEMIC PROGRAM REQUIREMENTS

The Human Development and Family Studies M.A. program requires students to complete a minimum of 32 graduate semester hour credits (courses 50000-level and above), including either a master's thesis or an applied master's project. Specific program requirements are indicated on the Plan of Study (Appendix A).

### General Guidelines

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

### **Time Limits**

- Graduate course work must be started within two years from the date of admission.
- A graduate student is required to complete all degree requirements within six calendar years after the student enters the M.A. program.

### **Transfer Credit**

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

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

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

# PROCEDURES FOR COMPLETING DEGREE

## General Guidance

- Upon admission to the graduate program a student is assigned a temporary advisor who serves as a consultant during initial registration and orientation to the program.
- The student should meet with his/her assigned temporary advisor before initial registration and plan course work for his/her first semester.
- During a student's first semester in the graduate program, he or she should arrange individual appointments with each Human Development and Family Studies graduate faculty member to interview the faculty about their research interests. Information from these interviews will be helpful to the student in completing the academic goals worksheet and selecting a permanent faculty advisor.
- No later than the end of the second semester of enrollment, the student should complete the *Academic Goals Worksheet* (Appendix B). The faculty advisor will sign this worksheet and a copy must be submitted to the HDFS program coordinator for placement into the student's file.
- No later than the end of the second semester of enrollment, the student should select a graduate faculty member to be his or her permanent academic advisor. In making this selection, the student should seek a faculty member with research interests related to those of the student. This choice must be mutually acceptable. A *Permanent Advisor Assignment Form* (Appendix C) must be signed by the student and their advisor and submitted to the HDFS program coordinator for placement into the student's file. Faculty profiles summarizing research interests are included in Appendix D. More detailed information should be obtained from individual interviews with faculty members.
- Prior to the end of the second semester of enrollment, the student must meet with their academic advisor to complete the *Plan of Study* (Appendix A). Students should bring the completed *Academic Goals Worksheet* to this meeting to assist the advisor in helping the student identify courses that reflect the student's academic goals. The completed *Plan of Study* form should be submitted to the HDFS program coordinator no later than the end of the second semester of coursework in the program. A copy of the *Plan of Study* will also be filed in the Office of Graduate Studies in the College of Education, Health, and Human Services. Students will not be permitted to register for coursework beyond the second semester until the completed *Plan of Study* has been filed on the Office of Graduate Studies.
- Following completion of a significant portion of the required course work, the student should initiate the formation of the thesis/master's project committee. The committee

consists of a minimum of three graduate faculty, including the permanent advisor and at least one other faculty member from HDFS. The third member of the committee *may* be from an academic unit other than that of the student or may be from HDFS.

- Students *must* file an application for graduation in 418 White Hall by the first Friday of the semester in which they wish to graduate. The graduation application may be found at <http://www.kent.edu/ehhs/ogs/graduation-applications>

## MASTER'S PROJECT AND THESIS INFORMATION

Students may select either the master's project or thesis option. Approval of the proposed project or thesis by the student's master's committee is required, as is the successful completion of an oral final examination conducted by their committee. College of EHHS graduate student handbook can be found at: <http://www.kent.edu/ehhs/ogs/handbooks>

Guidelines for completion of a thesis or project should be followed. These can be found at: <http://www.kent.edu/ehhs/ogs/masters-students>.

The College of EHHS's deadlines for master's projects and theses must be adhered to. Please refer to the following link for deadlines: <http://www.kent.edu/ehhs/ogs/masters-students>. This website also includes a list "Important Dates."

### Information for Master's Project Candidates

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

### Process for Master's Project:

1. Meet with advisor to determine the topic for the project. A master's project topic should be selected based on the student's professional interests, interests of the advisor, current concerns in the field, and feasibility of conducting the study. The role of the project advisor is to assist the student with identifying relevant areas of investigation and to guide the student in successfully completing a master's project.
2. Select a master's project committee. The committee is comprised of your academic advisor and at least one other graduate faculty member from within HDFS. The third committee member may be a graduate faculty member from another academic program area or from HDFS.
3. Present a written project proposal for approval. The format will vary; however, the following is typical:
  - Chapter 1: Introduction and Statement of the Problem
  - Chapter 2: Review of the Literature
  - Chapter 3: Methodology and/or Outline of Project

- A. Provide a written proposal to each master's project committee member for their evaluation at least one week prior to the proposal meeting.
  - B. Make a formal presentation of the project proposal to the committee for their recommendations and evaluation.
  - C. Obtain approval of project proposal and signatures by the committee. A ***Notification of Approved Master's Thesis or Master's Project Committee & Proposal*** form (<http://www.kent.edu/ehhs/hs/hedp/approval-thesis-or-project-topic>) must be filed with the HDFS program coordinator by the student no later than the first Friday of the semester in which the student plans to graduate.
4. Conduct project.
- A. Obtain Institutional Review Board approval, if appropriate. Note: all investigators submitting applications to the Institutional Review Board will need to submit proof that they have completed training in research with human participants. This training can be completed on-line (approximately 3-5 hours) and can be accessed via the following website: <https://www.citiprogram.org>
  - B. Discuss progress with advisor on a regular basis.
5. Write project.
- A. Provide completed project to master's committee with at least one week lead time for review prior to the defense.
  - B. Orally present the project to the committee and pass an oral examination (i.e., defense) conducted by the master's project committee.
  - C. Incorporate editorial and content modifications, as suggested by the committee.
  - D. Obtain signatures on the ***Report of Oral Defense: Master's Thesis or Master's Project*** form (<http://www.kent.edu/ehhs/ogs/report-oral-defense>) from your advisor and committee members. File the form with the Human Development and Family Studies Program Coordinator in 405 White Hall.
  - E. Provide an appropriate copy of the project to your advisor, who will retain it for the School. If committee members request a copy, provide each of them with a copy.

## Information for Thesis Candidates

### Process for Thesis:

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

1. First, the student must determine a thesis topic. A thesis topic should be selected based on the student's professional interests, interests of the advisor, current concerns in the field, and feasibility of conducting the study. The role of the thesis advisor is to assist the student with identifying relevant areas of investigation and to guide the student in successfully completing a thesis.
2. Select a thesis committee. The committee is comprised of the student's major advisor and at least one other graduate faculty member from HDFS. The third committee member may be a graduate faculty member from another academic program area or from HDFS.
3. The student must present a written thesis proposal for approval. The process includes:
  - A. Develop a written thesis proposal consisting of Chapters 1, 2, and 3 of the thesis:
    - Chapter 1: Introduction and Statement of the Problem
    - Chapter 2: Review of the Literature
    - Chapter 3: Methodology
  - B. Provide the written proposal to each thesis committee member for evaluation with at least one week lead time prior to the proposal meeting.
  - C. Make a formal presentation of the thesis proposal to the committee for their recommendations and evaluation.
  - D. Obtain approval of the thesis proposal and signatures by the thesis committee. A *Notification of Approved Master's Thesis or Master's Project Committee & Proposal* form (<http://www.kent.edu/ehhs/hs/hedp/approval-thesis-or-project-topic>) should be filed with the Human Development and Family Studies program coordinator in 405 White Hall no later than the first Friday of the semester in which the student intends to graduate.
4. Discuss academic and research progress on a regular basis with thesis advisor.
  - A. Obtain Institutional Review Board approval, if appropriate.

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

- B. Collect data for research study and complete thesis:
- Complete data analysis.
  - Summarize results and write a discussion of findings.
  - Compile your conclusions, implications, recommendations and limitations.
- C. Complete thesis.
- Obtain the College of EHHS's *Guidelines for Preparation of Theses and Dissertations*; this guide *must* be followed:  
<http://www.kent.edu/ehhs/ogs/guidelines-preparation-dissertation-pdf>
  - Assemble your written thesis into one of two possible formats:
    - Format I (traditional format) consists of:
      - Chapter 1: Introduction and Statement of the Problem
      - Chapter 2: Literature Review
      - Chapter 3: Methodology
      - Chapter 4: Results
      - Chapter 5: Discussion
    - Format II (journal article format) consists of:
      - Chapter 1: Introduction and Statement of the Problem
      - Chapter 2: Literature Review
      - Chapter 3: Methodology
      - Chapter 4: Journal Article or articles (in style appropriate for submission to a professional journal)
  - Provide thesis to committee with at least one week lead time for review.
- E. Obtain signatures on the ***Report of Oral Defense: Master's Thesis or Master's Project*** form (<http://www.kent.edu/ehhs/ogs/report-oral-defense>) from your advisor and committee members. File the form with the Human Development and Family Studies Program Coordinator in 405 White Hall.
- Incorporate editorial and content modifications in consultation with advisor.
  - Refer to the *Guidelines for Preparation of Theses and Dissertations* (<http://www.kent.edu/ehhs/ogs/guidelines-preparation-dissertation-pdf>) for information on getting final approval of your thesis at the College level and for information about binding and filing your final copies.
  - Final copy of the thesis must be submitted electronically at:  
<http://www.library.kent.edu/about/departments/technical-services/electronic-theses-dissertations>
- F. Students are encouraged to submit their thesis research to professional conferences and professional journals for publication consideration.

***APPENDICES***

**APPENDIX A**

**PLAN OF STUDY FOR  
MASTER OF ARTS IN  
HUMAN DEVELOPMENT AND FAMILY STUDIES**

**PLAN OF STUDY**  
**Human Development and Family Studies**  
**Master of Arts**  
**(32 Semester Hours)**

**Student Name:** \_\_\_\_\_ **Student Banner ID #** \_\_\_\_\_

**Human Development and Family Studies Core Requirements:**

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

**Thesis Option\***

_____	HDFS	61199	Thesis I (6)
-------	------	-------	--------------

**OR**

**Master's Project Option\*\***

_____	HDFS	61198	Master's Project (6)
-------	------	-------	----------------------

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

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

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

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

\_\_\_\_\_  
Student's Signature date

\_\_\_\_\_  
Advisor's Signature date

**APPENDIX B**

**ACADEMIC GOALS WORKSHEET**

M.A. PROGRAM IN  
HUMAN DEVELOPMENT AND FAMILY STUDIES  
Student Academic Goals Worksheet\*

Student Name: \_\_\_\_\_

1. Statement of Professional Interests:

How do you plan to use your Master's degree?

2. Coursework:

What courses have you completed so far? What courses do you anticipate taking?

3. Research Goals:

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

4. Instructional Development Goals:

Do you have an interest in getting some teaching experience? Specifically, are you interested in giving a guest lecture in an undergraduate HDFS class, grading written assignments, contributing to course materials, etc.? (If so, please specify the topics and/or course)

5. Practicum Goals:

Do you intend to do a practicum? What population and/or setting?

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

**APPENDIX C**

**PERMANENT ADVISOR ASSIGNMENT FORM**

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

Name of Student \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Telephone Number \_\_\_\_\_

Student Number \_\_\_\_\_

Name of Permanent Advisor \_\_\_\_\_

\_\_\_\_\_  
Advisor's Consent

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

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

**APPENDIX D**  
**FACULTY PROFILES**

## FAMILY STUDIES GRADUATE FACULTY PROFILES

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

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

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

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

**Chih-ling (Ling) Liou, Ph.D.** (Virginia Tech). Research interests include the long-term care services, environmental psychology, social support systems, and retirement. With her international background, she also does research on cross-cultural comparison to enhance the knowledge of aging worldwide. She is currently conducting a cross-cultural study by examining college students' attitudes toward aging in Taiwan and the U.S. Email: [cliou@kent.edu](mailto:cliou@kent.edu)

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

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

**Scott Tobias, Ph.D.** (University of Missouri-Columbia); Assistant Professor, Human Development & Family Studies. Research interests include the relationship between playing different genres of video games and academic achievement in children and adolescents, as well as how popular video games can be utilized for educational purposes.

## **FAMILY STUDIES GRADUATE FACULTY PROFILES CONT.**

**Steven Toepfer, Ph.D.** (The Ohio State University); Associate Professor, Human Development & Family Studies. Research interests include family patterns of emotional distance regulation, subjective well-being in families, and multi-method assessment of individual differences.

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

**APPENDIX E**

**HDFS GRADUATE STUDENT SCHOLARSHIPS AND  
GRADUATE ASSISTANTSHIPS**

### **James and Dorothy Fruit Scholarship for Family Studies**

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

#### Criteria

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

### **Irmiter/Linerode Graduate Scholarship in Human Development and Family Studies**

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

#### Criteria

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

\* \* \* \* \*

Additional funding for graduate research may be available through the Graduate Student Senate (330-672-5860). Interested students should discuss this with their Graduate Advisor.

Information available at <http://dept.kent.edu/gss>

### **Graduate Assistantships**

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

Application forms and instructions are available on the following website:

<http://www.kent.edu/ehhs/ogs/masters-students>

Completed applications should be submitted to the School of Lifespan Development and Educational Sciences, 405 White Hall, Kent State University, Kent, OH 44242 by March 15.

**APPENDIX F**

**OPTIONAL GRADUATE CERTIFICATES  
TO SUPPLEMENT THE M.A. IN  
HUMAN DEVELOPMENT AND FAMILY STUDIES**

## CERTIFIED FAMILY LIFE EDUCATOR (CFLE)

The National Council on Family Relations (NCFR) provides certification that's recognized internationally for family life education professions.

This certification program — the Certified Family Life Educator (CFLE) program — encourages applications from professionals with preparation and experience in family life education settings, including formal teaching, research/scholarship, community education, public information and education, curriculum and resource development, health care, military family support, and ministry. CFLEs have a minimum of a bachelor's degree, and many have advanced degrees.

Learn more about the certification and the certification process by visiting the website below:

<https://www.ncfr.org/cfle-certification>

### CFLE Approved coursework at Kent State University

<b>Content Area</b>	<b>KSU course(s)</b>
1. Families and Individuals in Societal Contexts	HDFS 61091 – Changing Roles of Men and Women AND HDFS 64023 – Family Theories and Processes
2. Internal Dynamics of Families	HDFS 54021 – Family Intervention Across the Lifespan, AND HDFS 64023 – Family Theories and Processes
3. Human Growth and Development Across the Lifespan	EPSY 65523 – Life Span Development
4. Human Sexuality	HED 56057 – Advanced Human Sexuality
5. Interpersonal Relationships	HDFS 61091 – Changing Roles of Men and Women AND HDFS 54023 – Building Family Strengths
6. Family Resource Management	HDFS 65516 – Family Resource Management
7. Parent Education and Guidance	HDFS 54028 – Parent/Child Relationships
8. Family Law and Public Policy	HDFS 54029 – Family Policy
9. Professional Ethics and Practice	HDFS 64024 – Family Life Education
10. Family Life Education Methodology	HDFS 64024 – Family Life Education
11. Internship/Practicum (2-3 semester credits and minimum 120 clock hours)	HDFS 54092 – Practicum in Human Development and Family Studies

## ***Abbreviated Application Process***

Graduates of [CFLE-approved academic programs](#) can apply for provisional or full certification through the abbreviated application process.

Each CFLE-approved program has a checklist of coursework that has been approved by NCFR to meet the CFLE requirements. **Students must complete all courses on the school checklist** with grades of C- or better (in addition to an internship/practicum of at least 120 hours) to qualify to apply through the abbreviated application process.

Applicants must apply within two years of graduation, and all courses on the checklist must have been completed no more than five years prior to graduation. Applicants eligible to apply through the abbreviated application process **DO NOT** need to take the CFLE exam.

Find instructions for the abbreviated application process [here](#). Read a [step-by-step guide to the abbreviated application process](#) (*starts on slide 36*).

### **Submission requirements**

- [Abbreviated application form](#) and [abbreviated application fee](#) (\$120 for NCFR Members; \$165 for non-members). *Please note, application fees are non-refundable.*
- **Checklist from CFLE-approved academic program** (filled out according to the instructions on the checklist). [Find your school checklist here](#).
- **Signed copy of the [CFLE Code of Ethics](#)**
- **Original official transcript** showing degree completion and successful completion of the required coursework. Transcript must have watermark or embossment or other authenticating marks as described on the document. It does not have to be mailed directly from the school or be in a sealed envelope. If you would like to submit an electronic transcript it must be an official transcript and be [emailed to Maureen Bourgeois](#) from the university ("Maureen Bourgeois" and the NCFR address needs to appear as the recipient if that information is required). *We cannot accept photocopied, scanned, or faxed transcripts.*

There is no submission deadline for abbreviated applications. Applicants must apply for CFLE within two years of graduation.

### **Coursework**

Graduates wishing to apply for the CFLE designation through the abbreviated application process must complete all coursework on their school's NCFR CFLE checklist.

Because the abbreviated application process is intended for those who have *current* knowledge in the [10 FLE content areas](#), CFLE-approved coursework must be completed *no more than five* years prior to graduation.

The abbreviated application process is only available to students completing CFLE-approved coursework *after* the school's program has been approved by NCFR. (The program approval date is noted on the school's checklist). Applicants can substitute up to two courses. Directions for course substitutions are included on the checklist and in the [abbreviated application directions](#).

The courses listed on your school's checklist are required to cover the content for the CFLE designation. Even though a CFLE course might not be required for your degree program, you still need to take it (or an appropriate substitution) if you want to receive the CFLE designation.

## **Course substitutions**

NCFR allows up to two substitute courses on a checklist. Courses used in substitution for CFLE-approved courses must cover the same content and must have been completed with a grade of C- or better. Using the [NCFR university and college curriculum guidelines](#), please refer to the information listed under each content area for guidance as to what information needs to be included. While it is not required that every component be addressed directly, the majority of the concepts must be included.

Substitutions must be approved by NCFR (and must fit in the allowed timeframe). You can request approval of a course prior to submitting your application by sending a request for substitution along with a syllabus for the substitution course to [maddiehansen@ncfr.org](mailto:maddiehansen@ncfr.org). Otherwise, note on your checklist which courses are being used as substitutions and include a copy of the course syllabi (from the time that you took the course). You can do this at the time of application.

## **Transfer Credits**

Some degree programs will accept a course from another college or university as equivalent to one that they offer. These transfer courses are still considered substitutes to the approved course on a CFLE checklist and must be approved by NCFR. There are many circumstances where CFLE requirements are not the same as degree requirements. The criteria used by NCFR to approve a course for the ten FLE content areas is different than that used by a university department to accept transfer credit, which is why we need to review all transfer courses.

## **Transcripts**

You will need to show proof of successful completion of all courses used on the checklist (including substitution courses) on an original official transcript. If the course was taken at an institution other than the one you are graduating from, and it does not appear on your official transcript (showing course designator, course number, course name, final grade, and when you took the course), you will need to provide a transcript from the other institution. Any course used as part of the CFLE abbreviated application process must come from a regionally accredited institution.

## Applying for provisional certification

Provisional certification is intended for those who have demonstrated knowledge in the 10 FLE content areas, but who have not yet had enough work experience hours in family life education to qualify for full certification status.

Provisional certification is valid for *up to* five years. Provisional CFLEs can pursue full certification as soon as they can document sufficient work experience hours in family life education.

## Applying for full certification

If you qualify to apply for certification through the abbreviated application process and you already have sufficient work experience to qualify for full certification, you can complete the abbreviated application and document your work experience at the same time by submitting the [work experience summary form - combined](#) and the [employer assessment & verification form](#).

## Family Life Education work experience table

Requirements for full certification	Bachelor's degree	Master's or Ph.D.
Minimum hours required	3,200 hours of work experience	1,600 hours of work experience

Please visit [work experience for full certification](#) for more information on documenting work experience.

Source: <https://www.ncfr.org/cfle-certification/become-certified/abbreviated-application-process>

## Graduate Certificate in Gerontology Required Coursework

<b>REQUIREMENTS</b>	<b>HRs</b>
Interdisciplinary Seminar	3
Psychosocial Gerontology	3
Research Methods	3
Biology of Aging or Physiology of Aging or Equivalent	3
Electives	3
Research or Practicum	3
	<b>TOTAL 18</b>

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

<http://www.kent.edu/ehhs/ldes/hdfs/gerontology-certificate>

## Disability Studies and Community Inclusion (Post Bachelor's)

Post Bachelor's (C618): The Disability Studies and Community Inclusion certificate prepares students to take leadership roles in promoting inclusion and advocacy for people with disabilities in a variety of community settings. Students tailor their studies to meet their professional interests.

Post Master's (C827): The Disability Studies and Community Inclusion certificate prepares students to understand the nature, meaning, health, social and political implications and consequences of disability within the context of a diverse and global culture. Following guidelines from the Society for Disability Studies, the certificate is interdisciplinary, challenges the view of disability as an individual defect that can be remedied through medical intervention and include national and international perspectives, policies, literature, culture and history.

<b>CERTIFICATE REQUIREMENTS (17 credits)</b>			
<b>Course</b>	<b>Title</b>		<b>Credits</b>
RHAB	67725	Psychosocial Impact of Disabilities	3
SRM	56001	Principles and Methods of Community Inclusion	3
SRM	63096	Individual Investigation in Exercise, Leisure and Sport	1
Choose from the following electives:			10
ANTH	58250	Culture and Curing (3)	
CI	65592	Practicum in Adapted Physical Education (1-12)	
COMM	55459	Communication and Conflict (3)	
COMM	55960	Health Communications (3)	
EDAD	6/76518	Law and Special Education (3)	
HDFS	54020	Adolescent Development (3)	
HDFS	54021	Family Interventions Across the Lifespan (3)	
HED	57091	Current Issues in Health Education and Promotion (3)	
HED	64050	Health Behavior (3)	
HED	64051	Biobehavioral Aspects of Disease Prevention in Health Education and Promotion (3)	
MUS	50295	Special Topics Music in Special Education (1-3)	
PSYC	61580	Social Psychology (3)	
SOC	52558	Wealth, Poverty and Power	
SOC	52563	Sociology of Health and Health Care	
SPED	53030	Applied Behavior Analysis I: Theory and Techniques (3)	
SPED	53050	Characteristics of Students with Mild/Moderate Intervention Needs (3)	
SPED	53051	Characteristics of Students with Moderate/Intensive Intervention Needs (3)	
SPED	53070	Planning and Programming for Transition Needs (3)	
SPED	53309	Introduction to Deaf Studies (3)	
SPED	63200	Introduction to Exceptionalities (3) <sup>1</sup>	
THEA	61094	College Teaching in Theatre (3)	
<b>MINIMUM TOTAL</b>			<b>17</b>

1. Course is prerequisite for others in department

For more detailed information please visit:

<http://www2.kent.edu/catalog/2015/eh/certs/c618>

## Behavioral Intervention Specialist (Post Bachelor's)

The Behavioral Intervention Specialist certificate is for currently licensed special education teachers and school psychologists or to graduate students currently enrolled in programs that will lead to licensure. Through studies in special education and school psychology, as well as supervised field-based experiences, students gain specialized knowledge and skills to collaborate with professional teams and parents to develop, implement and evaluate positive-behavior support programs for children and youths with behavioral concerns.

CERTIFICATE REQUIREMENTS (21 credits)			
Course	Title		Credits
SPED 53030	Applied Behavior Analysis I		3
SPED 53031	Applied Behavior Analysis II		3
SPED 63031	Program Development and Ethical Application of Applied Behavior Analysis		3
SPED 63032	Advanced Interventions for Addressing Severe Behavior		3
SPED 63033	Ethical and Professional Conduct in Applied Behavior Analysis		3
SPED 63301	Single Subject Research Methods		3
SPED 64892	Advanced Practicum (3-4)		3
<b>MINIMUM TOTAL</b>			<b>21</b>

[Click here for gainful employment disclosure on this certificate for 2013-2014.](#)

For more detailed information please visit:

<http://www2.kent.edu/catalog/2015/eh/certs/c605>

## Autism Spectrum Disorders (Post Bachelor's)

Post Bachelor's (C634): The Autism Spectrum Disorders (ASD) certificate provides the skills required to understand the various theoretical conceptualizations of Autism Spectrum Disorder, develop evidence-based lifespan intervention programs, collaborate successfully as a member of intervention teams, support individuals with ASD being served within general and special education contexts, and effectively address the needs of families. The certificate's interdisciplinary curriculum includes didactic and applied learning experiences under the direction of recognized scholars in Autism Spectrum Disorder. Applicants must meet admissions criteria and hold a baccalaureate in special education, speech pathology, psychology or other educational, health and human services fields.

CERTIFICATE REQUIREMENTS (16-18 credits)			
Course		Title	Credits
SPA	6/74309	Autism Spectrum Disorders: Theory and Diagnosis <sup>1</sup>	3
SPA	6/74310	Autism Spectrum Disorders: Life Span Interventions <sup>2</sup>	3
SPA	6/74501	Social Communication Aspects of Autism Spectrum Disorders	3
SPED	53030	Applied Behavior Analysis I	3
Choose one of the following:			3
SPED	6/73030	Pharmacological Intervention in SPED (3)	
SPED	63959	Medical Aspects of Lifespan Disabilities (3)	
Choose from the following:			1-3
SPA	6/84096	Individual Investigation: SPA (1-3)	
SPA	6/84098	Research in SPA (1-3)	
SPA	64199	Thesis I (2-3)	
SPED	53031	Applied Behavior Analysis II (3)	
SPED	63995	Special Topics in Special Education (3)	
SPED	6/73949	Autism Spectrum Disorders Capstone (1-3)	
<b>MINIMUM TOTAL</b>			<b>16-18</b>

1. This course is crosslisted with SPED 64309
2. This course is crosslisted with SPED 64310

For more detailed information please visit:

<http://www2.kent.edu/catalog/2015/eh/certs/c634>