# Table of Contents

I. Preface
   Welcome ........................................... 1
   Faculty and Staff ................................. 2

II. Department Overview
   Brief Description ................................. 3
   Department Mission Statement .................. 3
   The Core Values for Youth, Family, and Community Sciences ... 3
   Student Expectations of Academic Excellence ........ 3

III. MS and MR Requirements
   MR and MS Differences and Timeline .......... 4
   Course List ..................................... 5
   Courses by Semester .............................. 6
   MR Graduate Plan of Work ...................... 7
   MS Graduate Plan of Work ...................... 8
   Graduate Certificate Plan of Work ............ 9
   Academic Advisor ............................... 10

IV. YFCS Policies
   Guidelines for Writing a Master's Thesis .... 11
   Academic Difficulties Policy .................. 16
   Policy on Independent Studies ............... 17
   E-Mentoring Program ............................ 18
   Director of Graduate Programs ............... 18

V. The Graduate Plan of Work for CFLE
   Why Become a CLFE ............................ 19
   NCFR Content Areas and Corresponding YFCS Courses ....... 20

VI. YFCS 500 Supervised Professional Experience
   Course Description ............................. 21
   Application for 500 Experience .............. 22

VII. Planning for Graduation ....................... 23

VIII. Graduate Student Opportunities .......... 25

Appendix A
   Important University Policies .................. 26

Appendix B
   Course Descriptions .......................... 27

Appendix C
   University Resources ......................... 30
Welcome

Dear YFCS Student,

Welcome to the Youth, Family, and Community Sciences (YFCS) graduate program! The Department of Agricultural and Human Sciences at North Carolina State University is proud to offer graduate distance education programs designed to prepare and strengthen current and future professionals who work with youth and/or families in community-based settings.

Helping youth, families, and communities—it is what we do, what we know, and it is what we teach. Our graduate faculty members are experts in their academic disciplines and in online learning. We strive to create positive and applied learning environments so that our students leave fully prepared to be the best professional possible. We are unique in that:

- **We are student-focused.** We recognize that our students bring talent and knowledge into the classroom, and we encourage their development by building on their strengths through active, applied learning.

- **We have an all-distance program,** which allows our students the flexibility they need to be successful.

- **Our program is designed for both traditional and non-traditional students.** All synchronous courses are taught during the evenings and our Instructional Designer is on hand to assist all students, especially those new to distance education technologies.

- **We provide our students with opportunities** to either focus on one foundational area (e.g., Youth Development or Family Development) or gain a broad perspective of working with individuals across the lifespan (e.g., birth to death).

Sincerely,

Dr. Kimberly Allen  
Director of YFCS Graduate Programs  
North Carolina State University  
Raleigh, NC 27695-7606  
Phone: 919.515.9139  
kimberly_allen@ncsu.edu
Youth, Family, and Community Sciences Program
Graduate Faculty and Staff

Dr. Carolyn Dunn
Department Head, Professor

Dr. Kimberly Allen
Director of Graduate Programs, Associate Professor

Dr. Michael Schulman
Professor

Dr. Benjamin Silliman
Professor

Dr. Sarah Kirby
Professor

Dr. Lucille Bearon
Associate Professor

Deidra Craig
Director of Graduate Certificate Programs

Dr. Harriett Edwards
Associate Professor

Dr. Andrew Behnke
Associate Professor

Dr. Carolyn Bird
Associate Professor

Dr. Ben Chapman
Associate Professor

Dr. Dara Bloom
Assistant Professor

Lindsey Haynes-Maslow
Assistant Professor

Dr. Annie Hardison-Moody
Assistant Professor

Dr. Mitzi Downing
Extension Assistant Professor

Geri Bushel
Graduate Program Administrative Support Specialist
II. DEPARTMENT OVERVIEW

The Department of Agricultural and Human Sciences in the College of Agriculture and Life Sciences at NC State University aims to improve the health and well-being of youth, families, and their communities through:

EXTENSION AND ENGAGEMENT
Develop, implement, and evaluate evidence-based programs and interventions that improve education, health, and economic well-being.

RESEARCH
Conduct applied research directed at the needs of youth, families, and communities.

TEACHING
Train experienced and emerging professionals to work with youth and family in community-based organizations through an online master’s program in Youth, Family, and Community Sciences.

Areas of focus include:
- Community Youth Development
- Volunteer Resource Management
- Family Life
- Family Resource Management
- Community Leadership
- Nutrition and Food Safety

See more at: http://yfcs.cals.ncsu.edu/us

The Core Values for Youth, Family, and Community Sciences

1. We value excellence in scholarship.
   Faculty and students engage in discovery and research, integrate theory, and share discoveries with the world.

2. We value critical thinking and innovation.
   Faculty and students make creative and innovative contributions to the field by being curious in their study of the world around them.

3. We value student success and empowerment.
   Faculty create the framework that fosters student development and equips them with the tools they need to succeed as change-agents.

4. We value diversity and inclusion.
   Faculty and students are invested in a climate of open and respectful exchanges of ideas. We actively promote respect for a diversity of ideas and embrace inclusivity.

5. We value community engagement and leadership.
   Faculty and students contribute to community well-being through ethical and professional approaches to translational research and applied learning opportunities.

Student Expectations of Academic Excellence

Our first core value is Excellence in Scholarship. You have entered a program that is student focused and our faculty are empathetic and eager to help you be successful. The onus of student success, however, is on the student. In order for students to be successful in this program, they must engage in their coursework with gusto and hard work. It is the expectation of this program that all assignments will be turned in on time and without exception. While we understand that there are circumstances beyond control, the student must put forth every effort to complete assignments of the highest quality in a timely manner. YFCS faculty will deduct points for late work, and there will be no exceptions outside of medical emergencies for students turning work in on time.
Differences Between the MR and MS Degrees

All students graduating in the YFCS program will receive a master’s degree. **The MR degree is a Master of Youth, Family, and Community Sciences** that requires 30 hours of coursework beyond the bachelor’s degree and does not require a thesis. This is usually considered a terminal degree and is a good choice for those students who will not pursue a doctoral degree in the future. The average completion time for our students is 2 years if attending full time, 5 years if attending part time.

**The MS degree is a Master of Science in Youth, Family, and Community Sciences.** This degree requires 36 hours of coursework past the bachelor’s degree and includes a thesis component. This is not a terminal degree, however not all students earning an MS will continue on in a doctoral program.
# YFCS Master Course List

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>YFCS 500</td>
<td>Supervised Professional Experience in YFCS</td>
<td>Each Semester</td>
</tr>
<tr>
<td>YFCS 502</td>
<td>Theories in Youth, Family, and Community Sciences</td>
<td>Fall, All</td>
</tr>
<tr>
<td>YFCS 523</td>
<td>Family Relationships Over the Life Course</td>
<td>Fall, Even</td>
</tr>
<tr>
<td>YFCS 524</td>
<td>Gerontology in Family Life Education</td>
<td>Spring, Odd</td>
</tr>
<tr>
<td>YFCS 531</td>
<td>Effective Management of Family Resources</td>
<td>Spring, Even</td>
</tr>
<tr>
<td>YFCS 533</td>
<td>Complex Family Issues</td>
<td>Fall, Odd</td>
</tr>
<tr>
<td>YFCS 535</td>
<td>Family Health and Well-Being</td>
<td>Summer II, Odd</td>
</tr>
<tr>
<td>YFCS 540</td>
<td>Environmental Influences on the Family</td>
<td>Summer I, Even</td>
</tr>
<tr>
<td>YFCS 543</td>
<td>Applied Concepts in Parenting and Family Life Education</td>
<td>Spring, All</td>
</tr>
<tr>
<td>YFCS 545</td>
<td>Family Communication and Coaching</td>
<td>Each Summer</td>
</tr>
<tr>
<td>YFCS 547</td>
<td>Family Life Coaching</td>
<td>Fall, All</td>
</tr>
<tr>
<td>YFCS 550</td>
<td>Youth and Family Professionals as Leaders</td>
<td>Spring, All</td>
</tr>
<tr>
<td>YFCS 551</td>
<td>Research Methods</td>
<td>Fall, All</td>
</tr>
<tr>
<td>YFCS 552</td>
<td>Program Development and Evaluation in Youth and Family Settings</td>
<td>Spring, All</td>
</tr>
<tr>
<td>YFCS 553</td>
<td>Applied Concepts in Child and Youth Development</td>
<td>Fall, All</td>
</tr>
<tr>
<td>YFCS 554</td>
<td>Collaborations and Partnerships in Youth and Family Settings</td>
<td>Fall, Even</td>
</tr>
<tr>
<td>YFCS 556</td>
<td>Organizational Systems in Youth and Family Settings</td>
<td>Fall, Odd</td>
</tr>
<tr>
<td>YFCS 557</td>
<td>Volunteerism in Youth and Family Settings</td>
<td>Spring, Even</td>
</tr>
<tr>
<td>YFCS 558</td>
<td>Contemporary Issues in Volunteer Resource Management</td>
<td>Fall, Even</td>
</tr>
<tr>
<td>YFCS 585</td>
<td>Professional Ethics and Family Policy</td>
<td>Spring, All</td>
</tr>
<tr>
<td>YFCS 590</td>
<td>Special Problems in Family Life and Youth Development</td>
<td>Varies</td>
</tr>
<tr>
<td>YFCS 590</td>
<td>Human Sexuality</td>
<td>Summer I, All</td>
</tr>
<tr>
<td>YFCS 695</td>
<td>Thesis Research (Thesis Option)</td>
<td>Each Semester</td>
</tr>
<tr>
<td>ST 507</td>
<td>Statistics for the Behavioral Sciences</td>
<td>Each Semester</td>
</tr>
<tr>
<td>AEE 578</td>
<td>Scientific Inquiry in Agricultural and Extension Education</td>
<td>Each Summer</td>
</tr>
</tbody>
</table>

*Offered All Semesters:*
- YFCS 500-Supervised Professional Experience
- YFCS 630-Independent Study
- YFCS 695-Thesis Research
# YFCS Course List by Semester

<table>
<thead>
<tr>
<th>Spring Even</th>
<th>Summer Even</th>
<th>Fall Even</th>
<th>Spring Odd</th>
<th>Summer Odd</th>
<th>Fall Odd</th>
</tr>
</thead>
<tbody>
<tr>
<td>YFCS 531 Resource Mgmt.</td>
<td>YFCS 540 Environment Summer I &amp; II</td>
<td>YFCS 502 Family Theories</td>
<td>YFCS 524 Gerontology</td>
<td>YFCS 535 Health/Well-being Summer II</td>
<td>YFCS 502 Family Theories</td>
</tr>
<tr>
<td>YFCS 543 Parenting &amp; FLE</td>
<td>YFCS 545 Family Coaching Summer I</td>
<td>YFCS 523 Life Course</td>
<td>YFCS 543 Parenting &amp; FLE</td>
<td>YFCS 545 Family Coaching Summer I</td>
<td>YFCS 533 Complex Fam. Issues</td>
</tr>
<tr>
<td>YFCS 552 Program Dev.</td>
<td>YFCS 590 Sexuality Summer I</td>
<td>YFCS 547 FL Coaching</td>
<td>YFCS 550 Leadership</td>
<td>YFCS 590 Sexuality Summer I</td>
<td>YFCS 547 FL Coaching</td>
</tr>
<tr>
<td>YFCS 557 Volunteerism</td>
<td>ST 507 Statistics</td>
<td>YFCS 551 Research Methods</td>
<td>YFCS 552 Program Dev.</td>
<td>YFCS 507 Statistics</td>
<td>YFCS 551 Research Methods</td>
</tr>
<tr>
<td>YFCS 585 Ethics and Policy</td>
<td>AEE 578 Scientific Inquiry</td>
<td>YFCS 553 Child/Youth</td>
<td>YFCS 585 Ethics and Policy</td>
<td>AEE 578 Scientific Inquiry</td>
<td>YFCS 553 Child/Youth</td>
</tr>
<tr>
<td>YFCS 550 Leadership</td>
<td>YFCS 554 Collaboration</td>
<td>ST 507 Statistics</td>
<td>YFCS 556 Org. Systems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Offered All Semesters:*
- YFCS 500-Supervised Professional Experience
- YFCS 630-Independent Study
- YFCS 695-Thesis Research
## Master of Youth, Family, and Community Sciences (M.R.)

### Non-Thesis Track (30 Credit Hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Course Rotation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theoretical Foundations</strong></td>
<td></td>
<td>6 Credit Hours</td>
</tr>
<tr>
<td>YFCS 502</td>
<td>Theories in Youth, Family, and Community Sciences</td>
<td>Fall, All</td>
</tr>
<tr>
<td><strong>Choose One:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YFCS 524</td>
<td>Gerontology in Family Life Education</td>
<td>Spring, Odd</td>
</tr>
<tr>
<td>YFCS 543</td>
<td>Applied Concepts in Parenting &amp; Family Life Education</td>
<td>Spring, All</td>
</tr>
<tr>
<td>YFCS 553</td>
<td>Applied Concepts in Child and Youth Development</td>
<td>Fall, Even</td>
</tr>
<tr>
<td>YFCS 590</td>
<td>Applied Concepts in Early Childhood Development</td>
<td>Fall, Odd</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td></td>
<td>9 Credit Hours</td>
</tr>
<tr>
<td>YFCS 552</td>
<td>Program Dev. &amp; Evaluation in Youth &amp; Family Settings</td>
<td>Spring, All</td>
</tr>
<tr>
<td>YFCS 585</td>
<td>Professional Ethics and Family Policy</td>
<td>Spring, All</td>
</tr>
<tr>
<td>YFCS 500</td>
<td>Supervised Professional Experience in YFCS</td>
<td>Each Semester</td>
</tr>
<tr>
<td><strong>Methodological Inquiry</strong></td>
<td></td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>YFCS 551 or AEE 578</td>
<td>Research Methods / Scientific Inquiry</td>
<td>Fall, Summer</td>
</tr>
<tr>
<td><strong>YFCS Concentration</strong></td>
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<td>12 Credit Hours</td>
</tr>
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</table>

*Offered All Semesters:
- YFCS 500-Supervised Professional Experience
- YFCS 630-Independent Study
- YFCS 695-Thesis
# Master of Science in Youth, Family, and Community Sciences (M.S.)

## Thesis Track (36 Credit Hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Course Rotation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Theoretical Foundations</strong></td>
<td></td>
</tr>
<tr>
<td>YFCS 502</td>
<td>Theories in Youth, Family, and Community Sciences</td>
<td>Fall, All</td>
</tr>
<tr>
<td></td>
<td><strong>Choose One:</strong></td>
<td></td>
</tr>
<tr>
<td>YFCS 524</td>
<td>Gerontology in Family Life Education</td>
<td>Spring, Odd</td>
</tr>
<tr>
<td>YFCS 543</td>
<td>Applied Concepts in Parenting &amp; Family Life Education</td>
<td>Spring, All</td>
</tr>
<tr>
<td>YFCS 553</td>
<td>Applied Concepts in Child and Youth Development</td>
<td>Fall, Even</td>
</tr>
<tr>
<td>YFCS 590</td>
<td>Applied Concepts in Early Childhood Development</td>
<td>Fall, Odd</td>
</tr>
<tr>
<td></td>
<td><strong>Professional Development</strong></td>
<td></td>
</tr>
<tr>
<td>YFCS 552</td>
<td>Program Dev. &amp; Evaluation in Youth &amp; Family Settings</td>
<td>Spring, All</td>
</tr>
<tr>
<td>YFCS 585</td>
<td>Professional Ethics and Family Policy</td>
<td>Spring, All</td>
</tr>
<tr>
<td>YFCS 500</td>
<td>Supervised Professional Experience in YFCS</td>
<td>Each Semester</td>
</tr>
<tr>
<td></td>
<td><strong>Methodological Inquiry</strong></td>
<td></td>
</tr>
<tr>
<td>YFCS 551/ AEE 578</td>
<td>Research Methods/Scientific Inquiry</td>
<td>Fall, Summer</td>
</tr>
<tr>
<td>ST 507</td>
<td>Statistics for the Behavioral Sciences</td>
<td>Each Semester</td>
</tr>
<tr>
<td>YFCS 695</td>
<td>Thesis Research</td>
<td>Each Semester</td>
</tr>
<tr>
<td></td>
<td><strong>YFCS Concentration</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Total</strong> 36 Credit Hours</td>
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</table>

*Offered All Semesters:*
- YFCS 500-Supervised Professional Experience
- YFCS 630-Independent Study
- YFCS 695-Thesis
Graduate Certificate Programs in Youth, Family, and Community Sciences

Family Life Education and Coaching

<table>
<thead>
<tr>
<th>Course Number/Title</th>
<th>Required/Elective</th>
<th>Semester/Year Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>YFCS 543: Applied Concepts in Parenting and Family Life Education</td>
<td>R</td>
<td>Spring, All</td>
</tr>
<tr>
<td>YFCS 545: Family Communication and Coaching</td>
<td>R</td>
<td>Summer I, All</td>
</tr>
<tr>
<td>YFCS 547: Family Life Coaching</td>
<td>R</td>
<td>Fall, All</td>
</tr>
<tr>
<td>YFCS Elective (Course must be advisor-approved in a Family Life Education content area)</td>
<td>E</td>
<td>Anytime</td>
</tr>
</tbody>
</table>

Leadership and Volunteer Management

<table>
<thead>
<tr>
<th>Course Number/Title</th>
<th>Required/Elective</th>
<th>Semester/Year Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>YFCS 550: Family and Youth Professionals as Leaders</td>
<td>R</td>
<td>Spring, All</td>
</tr>
<tr>
<td>YFCS 557: Volunteerism in Youth and Family Settings</td>
<td>R</td>
<td>Spring, Even</td>
</tr>
<tr>
<td>YFCS Elective (Course must be advisor-approved and relate to organizational administration)</td>
<td>E</td>
<td>Anytime</td>
</tr>
<tr>
<td>YFCS Elective (Course must be advisor-approved)</td>
<td>E</td>
<td>Anytime</td>
</tr>
</tbody>
</table>

Youth Development and Leadership

<table>
<thead>
<tr>
<th>Course Number/Title</th>
<th>Required/Elective</th>
<th>Semester/Year Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>YFCS 553: Applied Concepts in Child and Youth Development</td>
<td>R</td>
<td>Fall, All</td>
</tr>
<tr>
<td>YFCS 550: Youth and Family Professionals as Leaders</td>
<td>R</td>
<td>Spring, All</td>
</tr>
<tr>
<td>YFCS Elective (Course must be advisor-approved and relate to organizational administration)</td>
<td>E</td>
<td>Anytime</td>
</tr>
<tr>
<td>YFCS Elective (Course must be advisor-approved and relate to youth or family development)</td>
<td>E</td>
<td>Anytime</td>
</tr>
</tbody>
</table>
Academic Advisor

At the time of admission, each student in the YFCS program is assigned an Academic Advisor. This advisor works with the student for the duration of his/her time in the program until the student graduates. Students will meet with their advisor periodically through their program. During these meetings, the student’s progress toward degree will be reviewed. The student and advisor will work together to identify a suitable plan of work for degree completion in a timely manner, including a discussion of suggested courses for enrollment in the upcoming term. For MS students, the academic advisor is also the student’s thesis chair.

Your Academic Advisor should be your first point of contact for any of the following:

- Inquiries about degree requirements and course substitutions.
- Scheduling difficulties, course load waivers, and degree changes.
- Inquiries about university or department policy.
- Enrollment issues or concerns such as dropping below full-time or part-time status.
- Course or semester withdrawals, dropping a course after the deadline, or changing a course to credit-only.
- Grievance with a particular course or instructor or concerns about performance in a particular course.
- YFCS 500 experience and thesis research topic.
- Other academic related concerns including time management, study skills, exam preparedness, etc.

Your academic advisor is also available to discuss other concerns that may be affecting your academic performance, including*:

- Health related issues,
- Depression or anxiety,
- Family or financial concerns, and/or
- Personal issues affecting safety or academic performance.

*In some circumstances, your advisor may refer you to another resource on campus as a follow-up to your meeting, i.e. the Counseling Center, the Financial Aid Office, or the Cashier’s Office.
Guidelines for Writing a Master’s Thesis in Youth, Family, And Community Sciences

Introduction: Generic Comments for Master of Science Graduate Student

In the YFCS program, your academic advisor serves as your thesis chair. Your thesis chair and committee will assist you in formulating your research questions, research design, data collection, data analysis, thesis structure, and thesis writing components of your graduate degree. Frequent and regular contact with your thesis chair and with the other members of your committee is key to a successful master’s thesis project. Faculty members in the Department represent a variety of disciplines and thesis projects investigate a variety of research questions using different theories, methodologies, and data analysis strategies. No one set of guidelines can cover every question or issue. Therefore, regular contact with faculty to review progress and questions is a positive strategy.

Students are encouraged to think of their committee as a team. While the Chair directs the thesis project, the other members of your committee have complementary expertise, experiences, and skills to assist you in your thesis project. For example, one member may have the most skill in a specific form of statistical analysis and she/he would be the appropriate person to consult with should you have questions in using this technique in your thesis project.

The secret to professional writing is constant review and revision. You may start drafting a section or chapter of your thesis, then review and edit it one or more times before giving to your chair for review. You may then edit it again and then send it to your chair again and/or committee members for review. While spell check will find your typos, issues such as overuse of passive voice require careful reviewing, editing, and re-writing. Your chair will work with you on this process.

Reviewing theses written by other graduate students in the program is one way to gain an understanding of the structure and content of a master’s thesis. Ask your advisor for the name of a student who has successfully completed a thesis. By logging-on to the NC State Library you will be able to find the electronic (PDF) file of this student’s thesis to read or to download.

The NC State Graduate School provides a variety of resources for the professional development and success of graduate students. You should be regularly checking with the Graduate School web for workshops, tutorials, on-line short courses, and guidelines for graduate students. For example, the NC State Graduate School offers workshops for understanding and the using the ETD format. While some of these workshops are on-campus, there are also on-line materials for distance-education students. The Preparing Future Leaders (PFL) and Thesis and Dissertation Support Services links on the NC State Graduate School web page provide links to seminars, workshops, and on-demand resources. Under the Preparing Future Leaders, there are modules on the Responsible Conduct of Research that provide on-line resources and links on human subjects and other conduct of research issues.

The structure of the thesis may be based on a monograph five chapter model or may be based on a journal article or articles model. Both models have their advocates and are acceptable. Committee chairs will advise the student as to which type of format they want the student to organize and present the results of the thesis research.
Thesis students should review NC State requirements for Human Subjects Research and seek approval from the NC State Institutional Review Board (IRB) for their project. Primary data collection projects, both quantitative and qualitative, require IRB approval. Secondary data analysis projects should also be reviewed by the IRB, even though this often will be a short review certifying that the thesis project is exempt from the IRB. For example, suppose one was doing a thesis on the association between the level of poverty and measures of food insecurity using county-level data obtained from the Economic Research Service of the USDA (downloaded from their website). Even though this data contains no personal information that could be used to identify any specific person, one would still apply to the NC State IRB for approval on the basis that this is an “exempt” project. The NC State Graduate School has an excellent on-line module on Human Subjects Issues in Research. IRB submission forms need to be signed by both the student and her/his thesis advisor. The NC State SPARCS (Sponsored Programs and Regulatory Compliance) web science provides detailed information and links to the IRB and the appropriate policies and forms.

Starting with a relatively short pre-proposal (e.g., 4-5 pages) is one way to initiate the thesis process. The pre-proposal should contain a statement of the research problem an overview of the scholarly literature, initial research questions and/or hypotheses, an outline of data collection and methods, and a statement of anticipated findings. The Chair will review and approve the pre-proposal and then the student will circulate to the other members of the committee. Comments will be used to revise and advance the proposed research methodology and thesis project. The pre-proposal can then be expanded into a well-developed thesis proposal.

Basic Information

The master’s thesis should be an original research paper that is suitable for submission to a peer-reviewed academic journal. The thesis topic should focus upon some aspect of family life and/or youth development that is (1) of interest to the student, (2) researchable in the published literature, (3) manageable within the student’s graduate program time frame, and (4) agreed upon by the student’s adviser and all Graduate Committee members. Basically, the thesis should contribute new data, insights, and/or information to the academy related to youth, family, and community sciences, and not merely take existing data, insights, and/or information and reorganize them into a new format.

The student must be the sole author. There are no restrictions on the type of methodology utilized in the paper. For example, a student may use qualitative data, quantitative data, or a combination of the two. Students may collect their own data or they may analyze pre-existing data. Students should consult with their faculty adviser and Graduate Committee to design research methods that are appropriate for the project that is to be undertaken.

Thesis Length and Format

Master’s theses will vary in length and format, depending upon the nature of the project and the individual student and his/her advisor and Graduate Committee. However, the student should keep in mind that a typical peer-reviewed article (and hence a typical master’s thesis) ranges from 30 to 60 pages, typed and double-spaced and including tables, figures, and references. The student should follow the *Publication Manual of the American Psychological Association* (APA) Sixth Edition regarding citation format and style; the thesis must follow all guidelines of the NC State Graduate School regarding thesis format and submission.

The ultimate decision regarding the thesis format is that of the student and his/her advisor and Graduate Committee. However, there are basically two accepted formats, each involving five (5) content chapters:
Chapter 1: Introduction
The primary purpose of the introduction is to provide the reader with an overview of the study itself and the influencing factors in its development. This section should briefly introduce the setting and methods used in the study and present the study purpose and hypothesis. The first two to three paragraphs of this section should focus on summarizing the nature of the thesis, including the writer’s motivation for choosing the topic. Next, the writer should discuss the significance of the topic in relation to the setting or the framework in which the study occurs. In addition, the writer should include an acknowledgement of the prior research or information upon which the study is based. The scope of the study should be presented, along with a general description of what the reader can expect in the remainder of the document. Finally, the introduction should end with a brief discussion of what the writer anticipates will be the value of the research project.

Chapter 2: Review of Related Literature
The Literature Review provides the necessary background information to familiarize the reader with prior research and relevant theory. Three general types of literature reviews exist: the broad scan, the focused review, and the comprehensive critique. The chapter should be organized into subheadings that correspond to the major constructs to be explored in the thesis. The first step in a literature review is to access an appropriate scholarly database through the NC State Library and to use this database to identify articles in scholarly journals and monographs. State of the discipline review articles and empirical articles and chapters from primary research are important components of the literature review section. Students may also find that a literature review software program (e.g., Refworks, Endnote) will be helpful in organizing their review and references.

Chapter 3: Methodology
In this section, the writer describes the sample population and procedures used in enough detail that others could replicate the study and verify its validity. This section should begin with specific data on the number of study participants, how they were chosen, and relevant demographic information. The writer may also present the rationale for the specific sample size used. Next, all tools and instruments used in the study should be described. If such tools are described in detail elsewhere in the literature, the writer can indicate this along with a relevant reference. Actual surveys or questionnaires will not be presented here. Instead, the writer provides an overview and then inserts copies of the tools into the Appendix at the end of the paper.

Chapter 4: Results/Discussion
The Results and Discussion portion of the thesis should be treated as two distinct components and should remain separate with the appropriate headings within this chapter. The results portion only presents the hard data without any accompanying analysis or interpretation. This section should include, where possible, a visual representation of the data, such as in charts, graphs, or tables. Each figure should have a brief description associated with it and clearly marked labels. The results of all statistical analyses should be presented, such that the reader has enough information to determine reliability, validity, and the statistical significance of the relationships among variables. This section should also be clearly organized by subheadings. The discussion section should include interpretation of the results and compare findings to other similar work in the field. Differences and similarities to other studies should be noted with theories or explanations as to why the investigator observed the results they did.
Chapter 5: Conclusions and Implications
The final content chapter of the master’s thesis is the Conclusions chapter. Here is where the writer begins by describing the entire project in one to two brief paragraphs. This chapter should remind the reader of the initial problem statement or hypothesis and then relate that to the results from the study. The writer should then present any conclusions reached or any new insights that arose from this work. The strengths and limitations of the research should be identified and discussed. Finally, the writer should present the research in terms of the overall impact in the field. For example, how will the results of this study change the way a person or organization behaves or makes decisions? One caution when writing this chapter is not to merely reiterate the other portions of the thesis. Instead, the writer should strive to leave a lasting impression upon the reader, conveying with the same passion that drove the research project the importance of the work completed.

References
All references must be formatted following APA Style.

Appendices

FORMAT 2: JOURNAL ARTICLE/S TYPE MODEL

Title Page
Abstract
Table of Contents
List of Tables
List of Figures

Chapter 1: Introduction
The primary purpose of the introduction is to provide the reader with an overview of the study itself and the influencing factors in its development. This section should briefly introduce the setting and methods used in the study and present the study purpose and hypothesis. The first two to three paragraphs of this section should focus on summarizing the nature of the thesis, including the writer’s motivation for choosing the topic. Next, the writer should discuss the significance of the topic in relation to the setting or the framework in which the study occurs. In addition, the writer should include an acknowledgement of the prior research or information upon which the study is based. The scope of the study should be presented, along with a general description of what the reader can expect in the remainder of the document. Finally, the introduction should end with a brief discussion of what the writer anticipates will be the value of the research project.

Chapter 2: Review of Related Literature
The Literature Review provides the necessary background information to familiarize the reader with prior research and relevant theory. Three general types of literature reviews exist: the broad scan, the focused review, and the comprehensive critique. The chapter should be organized into subheadings that correspond to the major constructs to be explored in the thesis. The first step in a literature review is to access an appropriate scholarly database through the NC State Library and to use this database to identify articles in scholarly journals and monographs. State of the discipline review articles and empirical articles and chapters from primary research are important components of the literature review section. Students may also find that a literature review software program (e.g., Refworks, Endnote) will be helpful in organizing their review and references.

Chapter 3: Text of peer-reviewed article A to be submitted for publication
NOTE: The specific format and content of this chapter is dependent upon the specific journal to which the article will be submitted. Students should work with their thesis chair and committee to identify a peer-reviewed journal that is appropriate for the manuscript.
Chapter 4: Text of peer-reviewed article B to be submitted for publication
NOTE: A second article is not a requirement for all students. It is up to the discretion of the thesis chair whether the student submits one or two articles from the thesis research. The specific format and content of this chapter is dependent upon the specific journal to which the article will be submitted.

Chapter 5: Conclusions and Implications
The final content chapter of the master’s thesis is the Conclusions chapter. Here is where the writer begins by describing the entire project in one to two brief paragraphs. This chapter should remind the reader of the initial problem statement or hypothesis and then relate that to the results from the study. The writer should then present any conclusions reached or any new insights that arose from this work. The strengths and limitations of the research and results should be discussed. Finally, the writer should present the research in terms of the overall impact in the field. For example, how will the results of this study change the way a person or organization behaves or makes decisions? One caution when writing this chapter is not to merely reiterate the other portions of the thesis. Instead, the writer should strive to leave a lasting impression upon the reader, conveying with the same passion that drove the research project the importance of the work completed.

References
All references must be formatted following APA Style.

Appendices

The Thesis Proposal
The student must develop a proposal for his/her master’s thesis and submit it to his/her advisor and total Graduate Committee for approval before collecting/accessing any data. Usually, the thesis proposal presented to the Committee is the first three chapters of the total thesis either fully written or just in flushed-out outline format; the student should consult his/her adviser regarding the proposal format to be presented to the Committee. The thesis proposal is an important part of the overall thesis process because a well-written proposal can make the master’s thesis easier to complete.

Whatever the format, the thesis proposal should communicate clearly to the Graduate Committee:
• The problem, hypothesis, or research question to be explored;
• The importance of the research;
• Significant research already completed by others related to the thesis topic;
• A proposed research methodology (i.e. qualitative or quantitative); and
• The potential outcome and importance of the research project.

The entire Graduate Committee must approve the thesis proposal before the student may begin collecting data. Additionally, students must obtain NC State Human Subjects Division permission for any planned thesis research involving collecting data from human subjects before collecting data.

Defending and Submitting the Thesis
The student should consult the current NC State Graduate School catalog for all policies, submission/graduation deadlines, exam and defense procedures, thesis review, and submission guidelines for master’s theses. Theses are submitted electronically to the Graduate School.

Thesis Defense
The thesis defense is scheduled through the Department and the Graduate School. Students should first try to find a consensus date and time for all the members of the committee consistent with the NC State Graduate School guidelines. The date, time, and place of the defense along with the abstract of the thesis will be posted on the Department’s webpage. Students should prepare a 15-20 minute
overview of the thesis for presentation at the start of the defense. All members of the university community may attend the thesis defense (although it is rare for anyone from outside the Department to attend). Members from outside the NC State community may attend with the permission of the Chair. Students are encouraged to also present the results of their research at a professional meeting, at the NC State Graduate Research Symposium (poster presentation), and/or at a Departmental event.

Publishing the Thesis

Ideally, a student should submit the thesis to a peer-reviewed journal soon after a successful defense. Before students submit the article to a journal, they should consider making revisions in response to feedback offered by faculty members serving on the student’s thesis committee. Many times, the student’s adviser and other Graduate Committee members are involved as co-authors, depending upon the amount of actual work contributed to the thesis project and article development. Authorship and order of authors should be agreed upon in advance by the student and his/her adviser and any other co-authors as appropriate. If the student has not published within 12 months of the thesis defense, the thesis chair may opt to publish the article as first author.

Academic Difficulty Policy for Youth, Family, and Community Sciences

Graduate students in the YFCS program are expected to make satisfactory progress towards the completion of the degree or certificate (regardless of grades), and follow strictly all related NCSU Graduate School policies regarding academic difficulty as defined in the Graduate Handbook www.ncsu.edu/grad/handbook/sections/3.20-academic-difficulty.html. The definition of satisfactory progress toward completion of an YFCS degree or certificate program includes, but is not limited to:

1. maintaining an overall minimal grade point average (GPA) of 3.0;
2. earning a grade of B or better in any course comprising the core program requirements of Theoretical Foundations, Professional Development, and YFCS Concentration;
3. finalizing and adhering to an appropriate Graduate Plan Of Work (GPOW) that meets all appropriate degree requirements/guidelines, and submitting the GPOW through MyPackPortal no later than the semester in which the student will complete 12 credit hours.

It is expected that YFCS students earn grades of B or better in all graduate courses taken. However, a YFCS student may earn no more than one (1) grade of C during his/her entire graduate program. Any additional grades of C or lower may result in the DGP recommending to the Graduate School that the student be terminated from the program. Should a YFCS student fail to earn a grade of B or better in any course comprising the core program requirements of Theoretical Foundations, Professional Development, and YFCS Concentration, the student must retake the course in the next semester in which the course is scheduled to be offered. A student may not retake a course as an independent study.

A student’s failure to make satisfactory progress towards his/her degree may result in a review of the student’s graduate program by the YFCS Director of Graduate Programs (DGP) and/or the YFCS Graduate Studies Committee, and a subsequent recommendation to the Graduate School that the student be terminated from the program.
YFCS Policy on Independent Studies

YFCS 630: Independent Study in Youth, Family, and Community Sciences, also known as Independent Study (IS), is a graduate course where a student and faculty member partner in an effort to help the student gain a deeper understanding of a topic through the completion of mutually agreed upon objectives. The graduate degree and certificate programs in Youth, Family, and Community Science (YFCS) in the Department of Agricultural and Human Sciences follow strictly all University and Graduate School policies and procedures regarding graduate courses as outlined by the University (see the Graduate Handbook, Section 3.19 Graduate Courses at www.ncsu.edu/grad/handbook/sections/3.19-graduate-courses.html).

The graduate course YFCS 630: Independent Study in Youth, Family, and Community Sciences is designed solely for “Students engaged in independently designed study guided by specific objectives constructed under the supervision of a faculty member.” The independent study content/subject of focus should be in addition to or expansion upon content/subject covered in an existing YFCS course.

YFCS 630 should not be used as a substitute for an existing YFCS course unless the course is only offered at a time when the student is not enrolled in a YFCS program. Students are expected to develop their GPOWs proactively so as to plan to take YFCS courses based upon the standard course schedule, including those courses not taught every year. Recognizing that unique and extenuating circumstances may arise during a student’s graduate program, the Director of Graduate Programs (DGP) may approve a section of YFCS 630 substituting for a non-Core-Foundations YFCS course with input from the YFCS Graduate Studies Committee. In order to do so, the student must first obtain the YFCS course instructor’s written agreement that the instructor is willing to supervise the independent study course for the specific student in the identified semester; this is entirely the instructor’s decision. Once the instructor agrees, the student must submit a request in writing to the DGP asking to substitute the independent study for the identified non-Core-Foundations YFCS course and explaining why the request is being made before the YFCS 630 section is taken for academic credit. For a core course substitute, the student is to complete the same or similar requirements of the required course.

It is the student’s responsibility to select a YFCS faculty member who will supervise their work on a particular topic or project. The student must seek approval from the faculty member prior to course registration. Once enrolled, the student and faculty member will agree upon course objectives and outcomes such as a project, paper, or resource. A one-page written description of the IS process and desired outcomes is required during the first month. The student’s work should be of quality and time of a standard graduate course, and the student will document a minimum 120 hours of work. The course is graded as S/U. Only one IS course is allowed per student for any YFCS program. Examples of independent studies include literature reviews followed by the creation of papers, research project, learning tools, websites, or presentations.
E-mentoring Program

One goal of the YFCS academic program is to help you be a successful student. To accomplish that goal, we have set up a series of programs to help students become successful. This handbook should be your first line of support for finding the answers you need. However, there are times when your peers can really help you.

YFCS peer e-mentoring program is “students helping students” in a purposeful way. In most cases, interactions will be done online, although students in the same geographic area are free to meet in person if they prefer to do so. Current students who are looking for a rewarding interpersonal leadership experience and who meet the program criteria are encouraged to apply to become mentors. YFCS mentors are committed to sharing their own experiences to motivate others, and to help new students grow, set goals, and become successful.

If you want to be part of the YFCS e-mentoring program, we have a rolling application process: https://docs.google.com/a/ncsu.edu/forms/d/1ezuQj3nxN2oSFkRUkYBgvahxJzvb37xnopYpdNOoak/viewform?usp=send_form

Director of Graduate Programs

Most of the time, you can find the information you need by searching the internet for your question, asking your peers, or talking with your advisor. However, there are times when you need additional support, or times when the support you have is not enough. If you have sought to gain the information you need from the handbook, peers, and your advisor, then you are welcome to contact Dr. Kim Allen, our Director of Graduate Programs. She is here to answer questions that the advisor cannot answer, or help if there is a conflict with an instructor or advisor. While we hope this will not be an issue, Dr. Allen is available to help students be successful.
Certified Family Life Educator (CFLE)

The Youth, Family, and Community Sciences program at NC State is a Certified Family Life Educator (CFLE)-approved graduate program through the National Council on Family Relations (NCFR). Students who graduate with a M.R./M.S. degree in Youth, Family, and Community Sciences are eligible to become a provisional Certified Family Life Educator pending they completed the prescribed course of study below.

Why Become a CFLE?

The National Council on Family Relations (NCFR) provides certification that’s recognized internationally for family life education professions. This certification demonstrates a professional's proven background and understanding in each of 10 family life content areas. While CFLEs may work specifically in one discipline, such as parent education or marriage enrichment, their understanding of the many areas that affect today’s families enables them to be more effective in their efforts to educate and work with individuals and families. The CFLE designation recognizes the educational, preventive, strengths-based, and enriching nature of their work.

Currently, there are approximately 125 regionally accredited university and colleges throughout the United States and Canada that offer degree programs approved by the National Council on Family Relations as meeting the criteria for the provisional CFLE credential. NCFR program approval indicates that a curriculum fully covers the 10 family life education content areas required for approval as a Certified Family Life Educator. Approved programs undergo an intensive, external peer-review process to ensure the highest quality coursework for CFLE graduates.

The Department of Youth, Family, and Community Sciences

CFLE Graduate Plan of Work (MR, MS*)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Course Rotation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Theoretical Foundations</td>
<td>6 Credit Hours</td>
</tr>
<tr>
<td>YFCS 502</td>
<td>Theories in Youth, Family, and Community Sciences</td>
<td>Fall, All</td>
</tr>
<tr>
<td>YFCS 543</td>
<td>Applied Concepts in Parenting &amp; Family Life Education</td>
<td>Spring, All</td>
</tr>
<tr>
<td></td>
<td>Professional Development</td>
<td>9 Credit Hours</td>
</tr>
<tr>
<td>YFCS 585</td>
<td>Professional Ethics and Family Policy</td>
<td>Spring, All</td>
</tr>
<tr>
<td>YFCS 552</td>
<td>Program Dev. &amp; Evaluation in Youth &amp; Family Settings</td>
<td>Spring, All</td>
</tr>
<tr>
<td>YFCS 500</td>
<td>Supervised Professional Experience in YFCS</td>
<td>Each Semester</td>
</tr>
<tr>
<td></td>
<td>Methodological Inquiry</td>
<td>9 Credit Hours</td>
</tr>
<tr>
<td>AEE 578</td>
<td>Scientific Inquiry in Agricultural and Extension Education</td>
<td>Summer, Fall</td>
</tr>
<tr>
<td>ST 507*</td>
<td>Statistics for the Behavioral Sciences</td>
<td>Each Semester</td>
</tr>
<tr>
<td>YFCS 695*</td>
<td>Thesis Research</td>
<td>Each Semester</td>
</tr>
<tr>
<td></td>
<td>Certified Family Life Educator (CFLE)</td>
<td>15 Credit Hours</td>
</tr>
<tr>
<td>YFCS 531</td>
<td>Effective Management of Family Resources</td>
<td>Spring, Even</td>
</tr>
<tr>
<td>YFCS 523</td>
<td>Family Relationships Over the Life Course</td>
<td>Fall, Even</td>
</tr>
<tr>
<td>YFCS 533</td>
<td>Complex Family Issues</td>
<td>Fall, Odd</td>
</tr>
<tr>
<td>YFCS 545</td>
<td>Family Communication and Coaching</td>
<td>Summer I, All</td>
</tr>
<tr>
<td>YFCS 590</td>
<td>Human Sexuality</td>
<td>Summer I, All</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>33-39* Credit Hours</td>
</tr>
</tbody>
</table>
### NCFR Content Areas and Corresponding YFCS Courses

<table>
<thead>
<tr>
<th>NCFR Content Area</th>
<th>Approved Coursework for Abbreviated Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Families &amp; Individuals in Societal Contexts</td>
<td>YFCS 502 – Theories in Family Sciences AND YFCS 533 – Complex Family Issues</td>
</tr>
<tr>
<td>2. Internal Dynamics of Families</td>
<td>YFCS 502 – Theories in Family Sciences AND YFCS 533 – Complex Family Issues</td>
</tr>
<tr>
<td>3. Human Growth &amp; Dev Across the Life Span</td>
<td>YFCS 523 – Family Relationships Over the Life Course</td>
</tr>
<tr>
<td>4. Human Sexuality</td>
<td>YFCS 590 – Human Sexuality</td>
</tr>
<tr>
<td>5. Interpersonal Relationships</td>
<td>YFCS 545 – Family Communication and Coaching</td>
</tr>
<tr>
<td>6. Family Resource Management</td>
<td>YFCS 531 – Effective Management of Family Resources</td>
</tr>
<tr>
<td>7. Parent Education &amp; Guidance</td>
<td>YFCS 543 – Applied Concepts in Parenting and Family Life Education</td>
</tr>
<tr>
<td>8. Family Law &amp; Public Policy</td>
<td>YFCS 585 – Professional Ethics and Family Policy</td>
</tr>
<tr>
<td>10. Family Life Education Methodology</td>
<td>YFCS 552 – Program Development and Evaluation in Youth and Family Settings</td>
</tr>
<tr>
<td>Internship/Practicum (minimum 120 hours)</td>
<td>YFCS 500 – Supervised Professional Experience in Family Life/Youth Development</td>
</tr>
</tbody>
</table>

Students wishing to pursue the CFLE credential should meet with Dr. Lucille Bearon, Department CFLE Liaison, to discuss the CFLE GPOW and instructions for applying for the certification after graduation. Additional information is available at: http://yfcs.cals.ncsu.edu/teaching/certified-family-life-educator-cfle-requirements.
All YFCS students are required to take YFCS 500, The Supervised Professional Experience. This course prepares YFCS program students for a professional position in family life and/or youth development by gaining practical and professional experience in an actual family life or youth development organization/agency (other than one for which the student currently works) that aligns with their professional goals and is approved by the student’s adviser and course instructor. For this course, you will need to submit your plan for the supervised professional experience to the course instructor, including the organization and brief proposal of work, the semester prior to enrolling in the course. Upon approval of your plan, you may enroll in YFCS 500.

Prerequisites:
YFCS 552: Program Development and Evaluation in Youth and Family Settings
YFCS 585: Professional Ethics and Family Policy
YFCS 590: Research Methods or by approval of the instructor and advisor

Credit Hours: 3 credits.

Course Requirements: 120 hours of actual work with an organization/agency during a 15-week semester. For MR students, YFCS 500 is taken during the final semester and functions as the “capstone” project for the MR Degree Program. MS students will most likely take this course the semester prior to their thesis writing.

Specific Course Objectives
By the end of this course, the student will be able to:
1. Apply theoretical knowledge from the classroom into an actual family life or youth development professional work environment.
2. Exhibit professional skills in a family life or youth development work setting to which they aspire.
3. Identify where further professional competence is needed and plan/take steps to gain that competence under educational supervision.
4. Interpret and explain current real-life contexts of community based family life or youth development organizations/agencies.
5. Self-evaluate and dialogue with the instructor about types of family life and youth development work settings and career goals.

The student and instructor will negotiate teaching/learning strategies that support the specific course objectives developed for the student. These strategies will engage the student with the instructor and family life/youth development professionals through the use of effective critical thinking strategies including (but not limited to): synchronous face-to-face and distance discussions, small group work, personal reflection, case study discussions, electronic and web based communication (including e-mail and Collaborate) and field work.

Course Requirements
1. The student is to research and present to the course instructor and his/her advisor the potential organizations/agencies for the supervised field experience. The final selection of an organization/agency is negotiated between the student and the student’s adviser. Once selected, the student is expected to identify and contact an on-site coordinator (i.e., a paid staff member within the organization/agency) who will supervise the student during his/her work with the organization/agency.

2. Each student is expected to contribute 120 hours of actual work with the organization/agency per each credit hour taken during the 15-week semester. The student must keep a weekly record/journal documenting actual hours worked and on what project. At the end of the course, the student must obtain from the on-site coordinator a written letter/memo/email on organizational letterhead attesting that the student has contributed the required number of hours. The letter/memo/email must be shared with the instructor.
Application for the YFCS 500 Supervised Professional Experience

Dates for submission of this form:
• October 15 if taking YFCS 500 in spring semester
• March 15 if taking YFCS 500 in summer semester
• May 15 if taking YFCS 500 in fall semester

Student’s Name: ________________________________________________________________

Date: ___________________________  Expected Graduation Date: ______________________

Expected Semester for the YFCS 500 Experience: _________________________________

• Prerequisites for this course are YFCS 590, YFCS 552, and YFCS 585. Please list the semesters in which you completed these courses:
  YFCS 590: _________________________________________________________________
  YFCS 552: _________________________________________________________________
  YFCS 585: _________________________________________________________________

• The Supervised Professional Experience is taken during the final semester and functions as the “capstone” project for the MR Degree Program. MS students will most likely take this course the semester prior to their thesis writing.

• The Supervised Professional Experience is a three-credit course that requires 120 hours of actual work with an organization/agency during a 15-week semester if taken in the spring or fall. If taken in the summer, YFCS 500 requires 120 hours of actual work with an organization/agency during a 10-week semester.

• The Supervised Professional Experience should build upon the work completed in YFCS 590, 552, and 585. Students should discuss their ideas for this experience with instructors in those courses, as well as with their academic advisor.

• Students must complete the application for the experience, submit the application to the course instructor, and receive approval for the experience from the instructor prior to enrolling in the YFCS 500 Supervised Professional Experience.

• On an attached document, please prepare a summary of the following:
  —Organization for proposed experience
  —Location of the organization
  —Site supervisor contact: name, phone, email, address
  —Proposed idea for the planned project, including goals and objectives
  —Proposed timeline for the experience

Signatures:
Student’s Signature ___________________________  Date ___________________________

Advisor’s signature certifies that prerequisites have been met.

Advisor’s Signature ___________________________  Date ___________________________

Instructor’s signature signifies approval for enrollment in the class.

Instructor’s Signature ___________________________  Date ___________________________
Graduation Requirements (from NC State Grad Handbook)

A. Official Graduation Periods
There are three official graduations per year for graduate students: at the end of the fall and spring semesters and at the end of the second summer session. Formal commencement exercises are held at the end of the fall and spring semesters, but any student who graduated the preceding second summer session is eligible to participate in the fall commencement exercises. All students scheduled to graduate in the fall or spring semesters are strongly encouraged to attend the respective commencement. Any doctoral candidate wishing to have the degree conferred in absentia must notify the Graduate School in writing; master’s candidates should contact their departments or programs.

B. Each semester the Graduate Dean receives requests from students or their families that students be allowed to participate in commencement ceremonies without having completed degree requirements or having met the appropriate deadlines for completion of requirements. The Administrative Board of the Graduate School reaffirms the Graduate School’s regulation that the thesis defense deadline must be observed and all degree requirements met for a student to participate in the University commencement ceremony. [Recommended by the Administrative Board of the Graduate School and approved by the Dean of the Graduate School on 4/13/89.]

C. Completion of Graduate Course of Study
[Approved by the Administrative Board of the Graduate School on 12/11/03.]
For students in Ph.D./Ed.D. programs and in master’s programs requiring a thesis, the date of “completion of the course of study” depends upon (1) the date the student submits the thesis or dissertation to the Graduate School, (2) the date the student receives thesis or dissertation format approval by the Graduate School, and (3) the date that the entire advisory committee has approved the thesis or dissertation.

1. The date of completion of the course of study is Commencement Day for a given semester if
   a. the student submits the thesis or dissertation to the Graduate School for initial review on or after the first day of classes for a given semester but on or before the semester deadline for submission of theses or dissertations;
   b. the student submits all required formatting revisions to the Graduate School and receives Graduate School format approval on or before the deadline for the same semester; and
   c. the advisory committee approves the thesis or dissertation on or before the last day of classes for the same semester.

   The student must register for the semester, and the degree will be awarded on Commencement Day of the semester.

2. The date of completion of the course of study is the last day of classes in the first summer session if
   a. the student submits the thesis or dissertation to the Graduate School for initial review on or after the first day of classes for the first summer session;
   b. the student submits all required formatting revisions to the Graduate School and receives Graduate School format approval on or before the deadline for the first summer session; and
   c. the advisory committee approves the thesis or dissertation on or before the last day of classes for the same semester.

   The student must register for the first summer session and the degree will be awarded on the last day of final examinations of the second summer session.
3. The date of completion of the course of study is the last day of classes in the second summer session if
   a. the student submits the thesis or dissertation to the Graduate School for initial review on or after the first day of classes for the first summer session, but on or before the deadline for submission of theses or dissertations in the second summer session of the same year;
   b. the student submits all required formatting revisions to the Graduate School and receives Graduate School format approval on or before the deadline for the second summer session; and
   c. the advisory committee approves the thesis or dissertation on or before the last day of classes for the same semester.

   The student must register for one of the two summer sessions and the degree will be awarded on the last day of final examinations for the second summer session.

   The date of completion of the course of study is the date that the thesis or dissertation is approved by the advisory committee if the student submits the thesis or dissertation to the Graduate School after the deadline for submission of theses or dissertations in a given semester (or summer session), but before the first day of classes of the next semester or first summer session (whichever follows).

   The student is not required to register during the next semester (or summer session) in order to graduate at the end of that semester (or second summer session). However, the student must be registered when the thesis or dissertation is first submitted to the Graduate School. In cases where the thesis or dissertation is submitted between semesters or between a semester and a summer session, the student must be registered in the immediately preceding semester or summer session. See also the ETD web site and the Graduate Academic Calendar.

D. Holds on Graduation for Outstanding Degree Requirements

   Students who are on the graduation list but have outstanding requirements (incomplete grades, corrections in theses or dissertations, etc.) are put on “hold” for a period of 30 days following graduation. The Director of Graduate Programs (DGP) will be notified of this action. If the student does not satisfy the outstanding requirements within 30 days following graduation, his or her name will be dropped from the graduation list. The student will be put back on the graduation list for the next graduation following completion of the requirements. If the student does not complete the outstanding requirements during the initial 30-day “hold” period, the semester or session in question will be applied toward the time-to-degree limit. If the time limit for the degree is exceeded before the requirements are met, the student must apply and receive a time extension before being cleared for graduation. [Recommended by the Administrative Board of the Graduate School and approved by the Dean of the Graduate School on 10/22/92.]
Graduate Student Symposium

Each year, The Graduate School and the University Graduate Student Association host an NC State University Graduate Student Research Symposium. The goal of the is to showcase the outstanding quality and diversity of graduate-level research at NC State, in addition to providing students with the opportunity to practice and enhance their communication skills with those outside of their discipline. The symposium also is designed to demonstrate the importance of graduate level research to all stakeholders.

Each Director of Graduate Programs is invited to nominate four graduate students (either master’s or doctoral) to represent their graduate program. Faculty in the academic areas that are represented at the symposium will judge posters.

To find out more about the symposium, visit: http://www.ncsu.edu/grad/research/symposium.html.

Graduate Student Diversity Enhancement Grant Program

Diversity is an inclusive collection of individuals and groups who bring varied human characteristics, backgrounds, interests and points of view to enrich the university community. The overarching goal of having a diverse university community is to better educate our students to be active, informed, productive participants in a pluralistic society and interdependent world. The purpose of the UNC Campus Scholarship Program and the Diversity Graduate Assistance Grant programs is to promote diversity at the graduate level at North Carolina State University. For more information see:

Graduate Student Diversity Enhancement Grant Program
http://www.ncsu.edu/grad/diversity/grants.html

YFCS Student Resources

The Graduate Student Handbook (you’re now reading) includes official program requirements, policies, and forms.

The YFCS Student Guide [at http://go.ncsu.edu/YFCSstudentresources] is a collection of web-based resources to supplement your learning experience as a YFCS graduate student. These resources complement specific course related content and activities your instructors will provide.

In the beta-release of this guide we have 5 focus areas:

- effective presentations
- library resources
- marketing yourself
- writing resources
- YFCS administrative resources
Appendix A. Important University Policies

**Academic Warning**
Graduate students are given a notice of academic warning if they have accumulated 18 or fewer hours at the 400 level or above and have less than a 3.000 GPA. Students on academic warning may continue to hold an assistantship or fellowship and receive financial aid if granted an appropriate exception by the Graduate School.

**Academic Probation**
Graduate students will be placed on academic probation if they have accumulated more than 18 hours at the 400 level or above and have a GPA in the range of 2.667 to 2.999. Students placed on academic probation will be ineligible for financial aid or appointment or reappointment to an assistantship or fellowship.

**Termination**
Graduate students will be terminated from their program of study if they have accumulated more than 18 hours at the 400 level or above and have a GPA below 2.667, or if they have accumulated 30 or more hours and have less than a 3.000 GPA. A student may also be terminated for violation of the NC State Code of Student Conduct or upon recommendation by the department if the student is not making satisfactory progress toward the degree as determined by departmental guidelines. In cases of program termination, no further registration in a graduate classification will be permitted. (Please see the policies on Official Withdrawal in Section 3.17 for more information on program termination.)

In all of the definitions above, “accumulated” is defined as the total number of hours for which a grade has been issued. If a student’s graduate degree program is terminated, he/she cannot use courses taken in PBS status after termination for credit toward the same graduate degree program.

**Accommodations**
Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. http://dso.dasa.ncsu.edu/

**Attendance**
While the department does not have an attendance policy, each individual instructor has his or her own policy to which students are expected to adhere.

**Incomplete Grades**
According to university policy, an incomplete (IN) grade will be given for incomplete assignments that result from a serious interruption in work not caused by a student’s own negligence. Any incomplete (IN) grade not removed by the end of the following regular semester in which the student is enrolled or by the end of twelve months, whichever is shorter, or by the extended deadline authorized by the instructor or department offering the course and recorded by the Department of Registration and Records, will automatically become an F grade and will count as a course attempted.

**NC State E-mail Accounts**
Your NC State email account is your official school email. Please be sure to check it regularly and use for all professional correspondence. If you use a personal email, please be sure to “forward” your NCSU account so it is checked often. Please note how important this is when expecting a reply—an email from a personal account means that the correspondent must look up your official account before replying as we are required to correspond through your NC State email only.
Appendix B. Course Descriptions

YFCS courses all require Graduate standing.

**YFCS 500. Supervised Professional Experience in YFCS**
Prerequisites: YFCS 552, YFCS 585, AEE 578 or permission of instructor
In preparation for professional positions in family life and youth development, students will work with a faculty member or community-based organization to design a master’s capstone project that aligns with their professional goals and offers field-based experience. Faculty supervision required.

**YFCS 502. Theories in Youth, Family, and Community Sciences**
This course will critically compare and evaluate major human development and family science theories, their application to the field, and the usefulness of theory in describing, explaining, predicting, and/or changing behavior.

**YFCS 523. Family Relationships Over the Life Course**
Application of theories and research about interpersonal relationships and family dynamics as related to issues facing families over the life course, including the changing role of the individual throughout the lifespan. The course will emphasize the interplay of social, developmental, and health factors affecting change, continuity, and well-being.

**YFCS 524. Gerontology in Family Life Education**
The course will examine the social context of aging, the lived experience of aging as reported by older persons, and the interaction of individuals and families with social institutions and community systems of care, including the “aging network.”

**YFCS 531. Effective Management of Family Resources**
Family resource management theory is used to examine personal financial management concepts. Family systems and stress theories will be employed to emphasize the interconnections between families, communities, resources through topics such as personal management (decision-making, time and organizational management, stress management); human and social capital (education, skill building, health, employability, relationships); physical capital (transportation, real estate, and housing); financial management (credit and debt, budgeting, retirement issues, bankruptcy).

**YFCS 533. Complex Family Issues**
This course will examine educational intervention strategies for family issues that pose particular difficulty for youth, family, and community professionals. Topics include: addictions/substance abuse; child abuse and neglect; domestic abuse; Illness, death and dying; divorce/mediation; step-families and single parenting; gang memberships, suicidal ideation, sexuality/teen pregnancy; and rape and other acts of violence. The course will include a discussion of evidence-based prevention and treatment options for referring clients, and a debate of the role of educators in this process.

**YFCS 535. Family Health and Well-being**
This course will examine health and well-being issues of special concern to families, especially healthy lifestyle choices. Areas of focus will include food safety and nutrition, physical activity and well-being and healthy environments. Woven throughout the course will be the family’s role in creating supportive situations related to health and well-being, as well as the impact of public and social policies. Students must have completed a Bachelor’s of Science.

**YFCS 540. Environmental Influences on the Family**
The course will include an examination of social, economic, and behavioral housing theory, historical and current housing policy and its relationship to the housing, neighborhoods and community development, and an investigation of diverse populations and their housing/neighborhood concerns.

**YFCS 543. Applied Concepts in Parenting and Family Life Education**
This course will examine theoretical and empirical literature in family life and parenting education, along with implications for issues affecting families/parents throughout the lifespan. Particular emphasis will be placed on the content, delivery, and evaluation of parenting education programs.
YFCS 545. Family Communication and Coaching

This course examines communication in interpersonal relationships and relationship coaching. Topics include identifying individual, couple, and family strengths; appreciating differences; discovering purpose; managing conflict; conducting successful critical conversations; mending relationships; effective communication; direct and indirect communication. This skills-based course prepares students to coach individuals or couples on interpersonal issues.

YFCS 550. Youth and Family Professionals as Leaders

This course examines the application of classic and contemporary theories and models of leadership to the work of professionals in community-based organizations. Students will examine leadership from diverse perspectives, and then analyze the strengths and weaknesses of leadership theories and models when applied to organizational development of community-based systems.

YFCS 551. Research Methods

This is a basic research course that helps students understand qualitative and quantitative methodology, program evaluation, and students will learn how to read and write a research paper. Students will have an opportunity to apply these concepts through the design their own research project.

YFCS 552. Program Development and Evaluation in Youth and Family Settings

This course will examine historical and contemporary foundations of program development and evaluation in non-formal, community-based youth, family, or community-based settings. Major topics of focus include theory, research, and four program development constructs: 1) planning; 2) design; 3) implementation; and 4) impact evaluation.

YFCS 553. Applied Concepts in Child and Youth Development

This course explores the fundamental concepts of child and youth development through adolescence as applied to programmatic and organizational contexts. A special focus is placed upon the concepts as applied to community youth theories and practice.

YFCS 554. Collaborations and Partnerships in Youth and Family Settings

This course is designed to prepare formal and non-formal educators to better establish, lead, and manage collaborations and partnerships in family settings, and in professionals who support holistic community-based youth development organizational systems. Specific foci include: types and levels of partnerships; environmental scanning and socio-organizational linkage; contextual factors affecting community collaborations; leadership factors affecting community collaborations; and human, financial, and programmatic management in collaborations.

YFCS 556. Organizational Systems in Youth and Family Settings

This course is designed to prepare current and future professionals who lead and manage community-based organizations. Course includes: fundamentals of management and leadership; institutional and organizational structures; administrative and strategic planning; working with advisory and governing groups; marketing and program delivery systems; information management systems; and human resource, financial, facilities, and risk management systems.

YFCS 557. Volunteerism in Youth and Family Settings

This course is designed to prepare current and future community-based youth and family professionals to better manage volunteers in local program service delivery. Specific foci include: volunteerism as a social phenomenon; volunteer resource management; new forms of volunteerism; and future trends in volunteerism.


In-depth examination of current and emerging issues and trends impacting volunteer involvement in community-based youth and family organizations. The course is designed to prepare current and future youth and family professionals to manage volunteers in local program delivery; examining contemporary research related to trends and issues, and evaluating historical and current social phenomena so as to understand their impact upon volunteer involvement and consider future challenges for volunteer administrators.

YFCS 585. Professional Ethics and Family Policy

This course explores contemporary issues facing youth, family, and community professionals in the United States. Students will explore respective social, cultural, political, and/or organizational underpinnings of issues as focused in two major domains: (1) family law and public policy and (2) professional ethics and practice. Emphasis will be placed on understanding the legal issues, policies, and laws influencing the well-being of families, along with understanding the character and quality of human social conduct. This includes the ability to critically examine ethical questions and issues as they relate to professional practice.

YFCS 547. Family Life Coaching

The focus of this course is improving familial relationships through coaching. As a result of this course, students will leave with the skills and training needed to apply coaching skills to family life issues including parenting, working with special needs, and relationship coaching. Focus also on planning for building and sustaining a family life or parent coaching business.
YFCS 590. Applied Concepts in Early Childhood Development
This course examines the fundamental theories and concepts of early childhood development (birth through age 5) as applied to family contexts. Students will explore theoretical and empirical literature in early childhood development and examine the implications for practice with families and community-based organizations.

YFCS 590. Human Sexuality
This course will provide students with an advanced understanding of the physiological, psychological, and social aspects of sexual development throughout the lifespan. This includes, but is not limited to, emotional and psychological aspects of sexual involvement; sexual behaviors, values, and decision-making; gender and sexuality; and influences of sexuality on interpersonal relationships. The course will focus on developmental sexuality across the life course.

YFCS 590. Research Methods in Youth, Family, and Community Sciences
This course introduces students to research design, methodology, and program evaluation as applied to youth, family, and community-based practices. Specific emphasis will be placed on giving students experiences and interactions with a variety of research methods and techniques used to conduct investigations in youth and family settings.

YFCS 590. Thesis Research (Thesis Option)
This course is designed for thesis students to work independently under the direction of the student advisor on their thesis research.

YFCS 630. Independent Study in Family Life and Youth Development
Students engage in independently designed study guided by specific objectives constructed under the supervision of a faculty member.

The Youth, Family, and Community Sciences program supports and values diversity, equity, and inclusion. As our Chancellor says, "I believe we can be an exemplary model of a community that embraces diversity, inclusion and freedom of speech; where we can disagree with and still respect one another."

North Carolina State University strives to build and maintain an environment that supports and rewards individuals on the basis of relevant factors such as ability, merit and performance. Accordingly, NC State engages in equal opportunity and affirmative action efforts, and prohibits discrimination, harassment, and retaliation, as defined by this policy.

https://policies.ncsu.edu/policy/pol-04-25-05/
Appendix C. University Resources

**MyPackPortal**
The NC State MyPackPortal at https://portal.acs.ncsu.edu is your one-stop source for information and resources from the NC State community. In MyPackPortal, you will find student and parent resources, academic, financial and human resources information, as well as many other campus services. MyPackPortal is how NCSU students access and manage their university accounts.

**AllCampus Network**
Box 7307
NC State University
Raleigh, NC 27695
919-515-3090
www.ncsu.edu/student_affairs/distance

AllCampus Cards (student ID cards) are available to all students. You may request your AllCampus Card online at http://www.ncsu.edu/student_affairs/distance/. After verification of the information, your ID card will be mailed to you at no cost.

**The Counseling Center**
Box 7312
2815 Cates Avenue
NC State University
Raleigh, NC 27695-7312
919.515.2423
www.ncsu.edu/stud_affairs/counseling_center

The Counseling Center provides counseling for NC State students experiencing personal, academic or vocational problems.

**D. H. Hill Library**
2 Broughton Drive
Campus Box 7111
Raleigh, NC 27695-7111
919.515.3364
www.lib.ncsu.edu

**James B. Hunt, Jr. Library**
1070 Partners Way,
Raleigh, NC 27606
919.515.7110
www.lib.ncsu.edu/huntlibrary

**University Cashier’s Office**
2005 Harris Hall Box 7213
Raleigh, NC 27695-7213
919.515.2986
www.fis.ncsu.edu/cashier

The University Cashier’s Office (UCO) provides financial aid disbursement and account management services to all students.

**Office of Financial Aid/Student Loans**
Box 7302
2016 Harris Hall
NC State University
Raleigh, NC 27695
919.515.2421
www7.acs.ncsu.edu/financial_aid

NC State offers graduate students a broad range of financial assistance options that help with tuition and living expenses while you are pursuing your advanced degree.

**Registration and Records**
Box 7313
1000 Harris Hall
NC State University
Raleigh, NC 27695-7213
919.515.2572
www.ncsu.edu/registrar

Visit Registration and Records for information on academic calendars, course schedules, transcripts, and other data.

**The Graduate School**
1020 Main Campus Drive
Room 2300A
Raleigh, NC 27695-7102
919.515.2872
grad.ncsu.edu/about

**Electronic Theses and Dissertations (ETD)**
https://grad.ncsu.edu/students/etd/
The Electronic Theses and Dissertation website is a one-stop-shop for everything graduate students need for submitting these final documents electronically. The ETD Guide explains in great detail the Graduate School’s formatting and production requirements, the review and final submission process, with step-by-step instructions and visual examples.

**CALS Career Services**
CALS Academic Programs
2501 Founders Drive
Raleigh, NC 27607
919.515.2614
http://harvest.cals.ncsu.edu/cals-academic-programs/careers/
CALS Career Services prepares students for the job search and connects them with employers seeking well-trained talent.