



Margaret Ritchie

School of Family and Consumer Sciences

Graduate Program Handbook

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University of Idaho
College of Agricultural *and* Life Sciences

Purpose of Handbook

This handbook was developed to help graduate students. Use it as a resource to guide you through each stage of your masters degree program. In it, you will find:

- An overview of the School of Family and Consumer Sciences and its faculty.
- A description of the profession of family and consumer sciences and its related specialized professions.
- A list of graduate student policies.
- Descriptions and procedures for each stage of your degree program.
- A timeline checklist.
- Helpful advice from former graduate students and faculty.
- Examples of forms used by the Graduate College.

We recommend that you read the handbook to familiarize yourself with:

- the procedures to be followed as you work toward your master's degree and
- your responsibilities in the process.

Then, use the handbook as you proceed, checking it again as you reach the next stage. The primary objectives of the handbook are to answer the most commonly asked questions and to provide each graduate student with the same information.

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Overview of Master of Science Degree Program in the Margaret Ritchie School of Family and Consumer Sciences

Mission and Philosophy

The Margaret Ritchie School of Family and Consumer Sciences (FCS) offers a master of science (M.S.) degree in Family and Consumer Sciences. The goal of the program is to strengthen students' academic preparation, prepare students for specific careers, and/or serve as a step toward the Ph.D. degree. The mission of FCS graduate education is to seek and extend our knowledge about families by building on foundations of theories and concepts from a variety of disciplines. Our goal is to improve the well-being of families through the study of individuals and family basic needs for food, clothing, and shelter and the application of developmental, relational parenting, self-esteem, and resource management processes. Students may emphasize food and nutrition; child development family relations; family and consumer sciences education; family life; or clothing, textiles and design.

Graduate education in FCS is more self-directed than undergraduate programs. You will work more independently and use the expertise and experiences of faculty and other students as learning resources. Some courses are identified to introduce you to the foundations of family and consumer sciences and the research process. However, what happens in the classroom may be a new experience. ***The faculty facilitate the learning process rather than direct it.*** Graduate students are expected to develop individual goals and activities to be accomplished during their master's degree program. These accomplishments occur inside and outside of the classroom. Students with graduate assistantships learn from their responsibilities and their close working relationship with faculty. Discussions about classwork, sharing of ideas and experiences, and mutual support also occurs among graduate students .

Scholarly activity is a major emphasis of the FCS graduate program. Students conceptualize, organize, interpret, disseminate, critique, and conduct research. Students use critical thinking skills to anticipate and address important issues faced by families. Students graduate with the ability to communicate about families through research, communication, education, service, and the influence of public policy. Thesis and project options are offered. Students are expected to pursue research topics compatible with ongoing faculty research projects in the School, but faculty may occasionally direct a student toward an independent research topic. Faculty expertise and research areas are described on the FCS website at www.agls.uidaho.edu/fcs/welcome.htm. On the left menu, click on your area of interest, such as "Child Development Family Relations."

Family and Consumer Sciences—The Profession

The American Association of Family and Consumer Sciences (AAFCS), which was established in 1909, has over 20,000 members who "share a commitment to achieving optimum well-being for families, individuals, and communities." Members identify priority issues affecting today's diverse families and implement strategies that emphasize prevention, life enrichment, and problem solving. In addition to sponsoring an annual conference, AAFCS awards the CFCS certification credential, provides leadership and public issues advocacy, and offers publication opportunities in its journals, *Journal of Family and Consumer Sciences* and the *Family and Consumer Sciences Research Journal*. AAFCS also has affiliate professional sections (Business; Colleges and Universities; Elementary; Secondary and Adult Education; Extension; Home and Community; Human Services; and Research) and divisions (Apparel and Textiles; Art and Design; Communication; Education and Technology; Family Economics and Resource Management; Family Relations and Human Development; Housing and Environment; International; Nutrition, Health and Food Management). These sections and divisions meet and work together to address needs of the profession particular to these specializations www.aafcs.org.

FCS faculty are active in other specialized professional organizations:

American Dietetics Association (ADA) is the professional organization for dietetics practitioners. The Association is the advocate of the dietetics profession serving the public through the promotion of optimal

nutrition, health, and well-being. The ADA reviews and approves Standards of Education for all entry-level dietetics education programs. The Commission on Accreditation/Approval for Dietetics Education of the ADA evaluates program compliance based on the Standards of Education. The Commission on Dietetic Registration (CDR), the credentialing agency for the ADA, is charged to establish and enforce standards for dietetic registration www.eatright.org.

Association of Financial Counseling Planning and Education (AFCPE) was founded to promote research in personal financial management, to disseminate research findings and other procedures and applications related to financial counseling and planning, to promote better personal financial management education, and to promote the education, training, and certification of financial counseling and planning professionals. AFCPE publishes a newsletter and a journal, and holds an annual conference. Preconference tracks are of special interest to financial management educators and counselors in the military, Consumer Credit Counseling Service, and Cooperative Extension. Training, examinations and certification of *Accredited Financial Counselor* credentials are offered through AFCPE.

Association for Career and Technical Education (ACTE) is the professional organization for vocational-technical educators at all educational levels including middle school, junior high school, high school, post-secondary, college, and university. Within ACTE there are subject matter divisions such as the Family and Consumer Sciences Division (FCS). The FCS Division is further divided into sections for secondary teachers, post-secondary teachers, local supervisors, state supervisors, and teacher educators. Graduate students in Family and Consumer Sciences Education are encouraged to consider membership in the section most related to their professional goals www.avaonline.org.

Family and Consumer Sciences Education Association (FCSEA) is comprised of family and consumer sciences educators associated with or interested in schools or colleges. The major focus of FCSEA is improvement of FCS curriculum and instruction. As part of membership benefits, members receive one or two monographs each year that focus on an aspect of curriculum and instruction www.cwu.edu/~fandes/FCSEA.

Institute of Food Technologists (IFT) is a scientific, educational society with an interest in global concerns for providing a safe and wholesome food supply. IFT's members are food technologists, food scientists, food engineers, and food industry managers and executives, as well as personnel and educators in the fields of food science and technology, and other individuals working in closely related fields.

International Textiles and Apparel Association (ITAA) is the professional association for academics and professionals in the apparel and textile industries in the USA and internationally. It meets once a year, usually in October, and has special membership rates and presenting opportunities for graduate students. The organization promotes professional development of its members through programs, a newsletter and journal, a fellowship program, and industry ties through special programming and membership.

National Association of Colleges and Teachers of Agriculture (NACTA) is an organization that provides a forum for professional discourse and education about college teaching. The primary participants in this group are professors in colleges of agriculture. Membership in NACTA is open to college teachers, including graduate teaching assistants. The NACTA *Journal* is a monthly publication that focuses on effective teaching strategies, research about teaching, book reports, and news of the organization's activities. An annual conference convenes people for presentations covering teaching strategies and research.

National Association of Early Childhood Teacher Educators (NAECTE) is an organization that developed as an affiliate group of the National Association for the Education of Young Children. Members of this group include professors and others who hold professional roles in early childhood personnel preparation. Though the organization cooperates with NAEYC, the business of the organization is carried out through the officers of NAECTE. No official office address is established. Twice yearly national conferences are presented in conjunction with NAEYC meetings. The organization offers research networks, discussion groups, and a journal, *Journal of Early Childhood Teacher Education*. The

organization presents an annual award to reward excellence in graduate student research projects. Membership is about 750.

National Council on Aging (NCOA) is an association of organizations and individuals committed to promoting the dignity, self-determination, well-being, and contribution of older persons, and to enhancing the field of aging through leadership and service, education and advocacy. The organization includes professionals and volunteers, service providers, consumer and labor groups, business, government agencies, religious groups, and voluntary organizations.

National Council on Family Relations (NCFR) is a professional organization of educators, researchers, and practitioners interested in the field of family studies. There are a number of professional sections in the organization including such areas as: research and theory, families and health, families and religion, and family policy. This professional organization also has focus groups in particular areas, such as single parent families. NCFR publishes two professional journals, *Family Relations*, and *Journal of Marriage and the Family*. NCFR has a certification program for family life educators.

National Extension Association for Family and Consumer Sciences (NEAFCS) celebrated 60 years as an organization of extension educators and specialists helping families improve the quality of their lives. Key elements of the organization are advocacy to Cooperative State Research, Education, and Extension Service (CSREES), network among professionals, education through annual meetings, leadership growth through regional and national committee work, and recognition through awards. State affiliates also offer additional education and leadership opportunities.

National Association for the Education of Young Children (NAEYC) is a professional organization for those who work with young children. This includes teachers, Head Start staff, child care providers, child life specialists, social workers, parent educators, church school staff, and others who are in child-related fields. NAEYC is the parent of the National Academy of Early Childhood Programs, which accredits early childhood programs. The organization has many affiliate groups including regional, state, and local affiliates. Opportunities provided by the organization include: accreditation services, several conferences throughout each year, publications, position statements, professional development seminars, public policy influence and advocacy, parent education, a general topics journal, *Young Children*, and a research journal, *Early Childhood Research Journal*. Membership is well over 125,000. email address is naeyc@naeyc.org, the website is www.naeyc.org/naeyc.

National Association for Childhood Education International (NACEI) is an international organization that focuses on topics concerned with the education and well-being of children from infancy through early adolescence. The target membership includes: classroom teachers, teachers-in-training, teacher educators, parents, child care workers, librarians, supervisors, administrators, and others. The organization offers two journals including *Childhood Education* and *Journal of Research in Childhood Education*. NACEI represents children and educators at the United Nations and has 150 branches throughout the world.

Society for Nutrition Education (SNE) has an overall goal to promote nutritional well-being for all people through education, communication, and education-related research. Members include dietitians, nutritionists, food scientists, and anyone else trained in or concerned about nutrition education.

As a professional, your post graduate responsibilities will include:

- Continuing to refine your philosophy of family and consumer sciences through ethical practice in the community and public and private work settings.
- Contributing to the knowledge of families and consumers through academic research and original thought.
- Contributing to the profession of family and consumer sciences through active affiliation with professional organizations.

Margaret Ritchie School of Family and Consumer Sciences

Graduate Student Policies

Graduate Student Mailboxes

Graduate students have mailboxes or mail folders in the workroom of the main office, Niccolls 103. Information about the school and campus activities, memos and papers from your professors, and other mail are exchanged through these. The workroom is also a place where students and faculty congregate to read mail, make copies, and say hello to one another. It is a good place to connect with staff and faculty outside the classroom.

Graduate Student Study Room

The graduate student study room is for the use of all graduate students. It is room number 209 on the second floor of the Niccolls Building. Teaching and research assistants are assigned to individual carrels. Two computers and work space are shared among all graduate students. Both are connected to the campus network, providing access to email, the library, the Internet, and other on-line resources. Contact the office staff for passwords, and other information about using these computers.

If you have a laptop with a wireless network card installed, you can take advantage of the University of Idaho wireless system in the Niccolls building. To register your wireless network card, log on to your account manager at <http://support.uidaho.edu>, then click on Register Wireless and follow the instructions.

The graduate student study room is a place for studying, discussing coursework, and establishing relationships with other graduate students. Respect others' needs for a quiet place to study. However, one of the important goals of graduate education is critical analysis and discussion, and some meaningful experiences of your graduate program may happen in the graduate student study room.

Graduate students that do not have assigned study carrels can ask the office staff to unlock the room. Security is an important issue, and you are urged to remember that if you must unlock a door to enter, you are expected to lock it again when you leave.

Graduate Student Assistantships

Philosophy

- Graduate students are chosen and assigned to teaching and research assistantships based on their experience, potential, and career interests. The goal is to enhance their professional development while supporting the FCS teaching and research programs.
- Graduate assistantships are an enhancement to the graduate student experience. Faculty assigned graduate assistants have a responsibility to provide an enriching experience while supporting the needed teaching, research, or service functions.
- Graduate students assigned a research assistantship will be given the opportunity to work on a project that could be their thesis research.
- Graduate students who receive an assistantship for their first year and perform their responsibilities effectively will be given first consideration in awarding a second year graduate assistantship.
- Teaching (TA) and Research (RA) assistants are expected to work 20 hours a week.
- Full time TAs and RAs are encouraged not to have other employment.

Procedure

- Graduate student assistantships will be assigned by the Director in consultation with the appropriate faculty members. These assignments are usually announced during the month of May.
- Graduate assistantships will be assigned to faculty according to teaching, research, and service needs. Where appropriate, graduate students will be assigned at least two different sets of

responsibilities, such as teaching, grading, course materials preparation, writing, library work, collecting data, and data analysis.

Graduate Assistant Professional Training Course INTR 503

Graduate Assistant Professional Training is intended to provide professional development opportunities for all Teaching Assistants. Topics include UI academic policies and procedures, available resources, teaching methods and more, which are highly beneficial to new and experience TAs alike. **This course is mandatory for all part time and full time Teaching Assistants located on the Moscow campus.** It is highly recommended that you take the course during the first semester of your assistantship; however, if you do not and subsequently switch to a research assistantship, you are still required to complete this course. Additional information regarding registration procedures can be found on the College of Graduate Studies web site at, <http://www.grad.uidaho.edu>.

Staff Support

Graduate assistants are both students and paid professionals in the School. As graduate assistants to professors, graduate students use the School's paper and pens, copier, telephones, and staff services to complete their assigned work tasks. As students however, they are expected to purchase their own paper and pens, books, copies, and editing and computer support. We must strive to make this balance work. Ask the question, is this a part of my assistantship responsibilities or is this part of my graduate school expectations? Talk with your faculty supervisor if you need help in clarifying whether you are acting in a student or paid professional role at any given time. If you would like to make copies, make long distance calls, or send faxes related to your graduate studies and then pay for them, talk with the Financial Technician in Niccolls 103 to set up a system for you to do this.

While graduate students are allowed to hire someone to help type their thesis, it is not acceptable to hire someone to write the thesis for you. If you are not sure whether hiring services is appropriate, discuss this with your major professor. If you hire one of the School's staff to help you in any of these ways, recognize that this is not part of their 8-5 job. They can be paid by you only for services rendered before or after work hours.

Other Available Campus Services

Information Technology Services (ITS)

Information Technology Services provides a Help Desk and a phone number (885-2725) helpdesk@uidaho.edu to respond to questions about computer use. If you have a question, call the Help Desk rather than interrupting the School's office staff. There are several computer labs around campus that are staffed with people who can help you with a complex function of software. ITS also offers free classes on particular software programs, including a presentation program such as PowerPoint. If six graduate students request it, they will set up a special class tailored to your needs. This would be the easiest way to learn a new program.

The Media Center

The Media Center has equipment available for loan. Instructor authorization is needed. Equipment for loan includes: laptops, micro portable projectors, slide projectors, overhead projectors, and video cameras. Call ahead to reserve the equipment.

Other Available Support

Graduate and Professional Student Association <http://www.gpsa-idaho.org>

The Graduate and Professional Student Association (GPSA) is the representative body of the graduate students of the University of Idaho. The GPSA supports and promotes graduate student education and life at the University. This includes creating programs and assisting graduate students during their transition from student to professional life. The GPSA is also committed to providing a collective voice for graduate students to the University and to the State.

The GPSA sponsors an **awards program** to assist graduate students with funding of academically-related travel needs, thus enhancing the ability of individuals to pursue various types of activities and professional development within their field. Activities funded include travel to conferences to make presentations or to conduct research at laboratories, libraries, archives, or museums.

The GPSA makes travel awards for graduate students up to \$700 maximum per student per academic/fiscal year (July 1 to June 30). Any current graduate student at the U of I is eligible for an award if the applicant's department is in good standing with the GPSA.

In order to be in good standing, and to qualify for travel awards from the GPSA, departments with graduate programs **must** send representatives to the monthly Graduate Student Council meetings. Departments enter default status after non-representation at two consecutive meetings. Default ends when a representative attends a council meeting. Permanent default status eliminates all students from a department from eligibility for the entire academic year.

Professional Development Funding (FCS)

The School of Family and Consumer Sciences, in conjunction with other university agents including the Graduate & Professional Student Association, offers funding for professional development activities. An application form available on the FCS website www.agls.uidaho.edu/fcs, a letter describing the activity and its benefits, and a budget should be submitted to the Director of FCS by the appropriate deadline.

Mary Hall Niccolls Scholarship

The Mary Hall Niccolls (MHN) endowment stipulates, female graduate students are eligible to receive Mary Hall Niccolls scholarship funds ranging from \$175 to \$1,500 per semester, depending on number of credits taken, with a maximum of \$6,000 to be awarded a graduate student overall during the pursuit of their degree. A completed application form (available in the main office or on the FCS website), a one-page narrative describing the benefits the scholarship would provide you, and a copy of your approved study plan should be submitted to the Scholarship Committee Chair by mid February.

Only those approved courses on your study plan will receive funding. More scholarship information can be found on the CALS website at www.cals.uidaho.edu/students/scholarship.

Other scholarships are available. Male students should contact the Scholarship Chair about funding needs.

FCS Alumni Research Award

The FCS Alumni Board awards funding for research to eligible graduate students. Letters are sent to graduate students each fall and recipients are announced at the Alumni Brunch.

Master of Science Process Timeline and Checklist

First Semester

- Identify major professor
- Identify committee
- File copy of signed committee form with FCS and major professor
- File original signed committee form with Graduate College
- Prepare draft of study plan
- Meet with committee to review study plan
- File copy of signed study plan with FCS and major professor
- File original signed study plan with Graduate College

Second Semester

- Continue fulfilling coursework requirements, including residency requirements
- Apply for Mary Hall Niccolls Scholarship by March 1 for Summer Session
- Meet with committee to discuss and approve topic
- Request "Graduate Handbook for Thesis/Dissertation" from Graduate College website <http://www.grad.uidaho.edu>
- Develop proposal-Statement of the Problem, Literature Review, Methodology (first three chapters of thesis)
- Route proposal to committee members for feedback and approval

Third Semester

- Conduct the study
- Analyze data and write results
- Modify proposal chapters
- Meet with committee for feedback

Fourth Semester

- Edit proposal chapters
- Write findings and conclusions chapters, for thesis; develop project and conduct preliminary application, for project
- Submit draft to committee
- Meet with committee mid-semester for feedback and set defense/presentation date; ensure Director can attend
- File copy of application for degree with FCS
- File original application for degree with Graduate College
- Prepare revised draft of thesis or project
- Route thesis/project to committee again, if necessary

At least two weeks prior to defense/presentation

- Confirm defense date
- Submit revised draft of thesis or project to committee and Director of FCS
- Schedule room for defense/presentation
- Reserve equipment, if necessary
- Reserve room and equipment for rehearsal, if necessary
- Submit a work order for flyers to advertise the defense or presentation
- For a thesis, submit a copy of the completed "Request to Proceed with the Final Defense"
- Submit the original of the completed "Request to Proceed with the Final Defense" to the Graduate College
- For a project, obtain the "Report of Comprehensive Final Examinations" Form from the Graduate College and bring it to your presentation

Completion of the Thesis or Project

- Defend thesis or present project
- Revise as requested by committee members
- FCS Director reviews and signs completed thesis or project. Associate Dean of Students signs thesis (not project)
- Prepare copies of completed thesis to Graduate College, per their specifications
- Submit signed "Authorization to Submit Theses and Dissertations" (not required for a project)
- Bind copies for committee members and FCS

Stage I—Selection of Major Professor and Committee Members

The Master of Science Committee

The Master of Science Committee assumes responsibility for approving the program of study and directing your program. The major professor will serve as committee chair and lead the process. The major professor is also considered your primary research advisor and guides you step-by-step through the thesis or project process.

The Major Professor and Committee

- Review and accept course of study.
- Advise on changes in study plan.
- Review, critique, and accept thesis or project proposal.
- Review and critique thesis or project before its completion.
- Attend oral presentation, participate in final defense committee meeting, and accept or reject thesis or project.

A Master of Science Thesis Committee has at Least Three Members, but Could Have Four if Desired

- Major professor as chairperson.
- A second FCS faculty member can be on or off campus.
- One member from a discipline outside the School.

A Master of Science Project committee has at least three members

- Major professor as chair person.
- A second FCS faculty member.
- One member from a discipline outside the School.

Choosing Your Graduate Committee Members

Ask your major professor to recommend committee members; they know who can contribute and who works well on a team. The outside person must have expertise relevant to your project or thesis. The outside committee member for a **thesis** could be faculty from another department at the university or be faculty from another university. **Thesis** committee members should have a PhD, and are required to be on the graduate faculty for their department or institution. The outside member on a **project** committee is not required to be a member of the UI graduate faculty. It is expected that they would be knowledgeable about the application of your **project**.

Selection of Committee Members: Procedure and Timeline

- Upon admittance into the FCS graduate program, you are assigned a preliminary advisor according to your expressed goals. A preliminary advisor will work with you to plan your initial course schedule.
- The selection of your major advisor is a process of mutual agreement. You must choose someone with whom you want to work, and who in turn agrees that your program of study will complement his/her teaching and research duties. It is advised to make this selection within one to two semesters of registration into the program. Then, work with your major professor to decide on committee members.
- Meet with each prospective committee member and finalize committee membership. Complete the form "Appointment of Major Professor and Committee for the Master's Degree" by obtaining

signatures from each proposed member. Submit the completed form to the Graduate College. This form should be completed before or coinciding with the submission of the Study Plan.

Changes to Your Committee

What happens if a committee member retires, moves to another university, or doesn't have a good working relationship with you? Depending upon how far you are in your graduate work, you may change committee members or major professor. Discuss this possibility with your major professor in terms of your goals for your graduate education and how to approach a discussion with the committee member. If you are in agreement, meet with other potential committee members or major professors to make a mutually agreed upon selection. Fill out the form "Graduate Program Committee Changes" and submit it to the Graduate College.

Working with Your Committee

All drafts of the thesis or project document should be approved by your major professor before you give them to any committee members. Allow at least two weeks for turnaround of a draft you give to a committee member. Working with your committee is part of your professional development. Set up meetings, including date time, room arrangements, and agenda (word processed and copies to committee members at the meeting). Take notes at your committee meeting, word process your notes, and provide a copy to each committee member within one week of the meeting.

Helpful Advice

- Have your first committee meeting no later than one month before the end of the semester. Students and faculty may have too many demands the last month of a semester to coordinate scheduling, and conduct a meaningful meeting. Summer may not be a good time for committee meetings since many faculty members are not employed during the summer months. Ask your advisor and committee members to plan with you to anticipate summer availability.
- Take time to get to know your committee members individually. Committee members are mentors and coaches, helping you through your graduate program with encouragement and direction. They can help you if they know you, your goals, and your strengths.
- Keep your committee informed of your progress and changes in direction through notes and/or scheduled visits. Changes to your study plan (e.g. if a course is no longer offered) and thesis or project topic should not be a surprise to them. Talk over changes with your major professor and make appointments with your committee members to keep them informed and your Study Plan updated.

Stage II—Formulation of the Study Plan

The Study Plan

The Study Plan lists the coursework you need to meet the University Master of Science degree requirements and your goals. The Study Plan should be completed within the first two semesters in the master's program. On the Study Plan you will list all required and elective courses that must be taken to complete your degree. The Study Plan is a contract between you and your committee and the College of Graduate Studies. The Study Plan is prepared by the student with assistance from the major professor and the approval of all committee members. Current study plan forms are online at the College of Graduate Studies website www.grad.uidaho.edu. These are downloadable files. Refer to the Master of Science Requirements on the FCS website at www.agls.uidaho.edu/fcs.

Thesis students need a minimum of 30 credits, and **project** students need a minimum of 34 credits. The remainder of the courses will include additional FCS classes at the 400 level or above, two courses at the 300 level or higher from a supporting area, and additional classes as identified by you and your committee. The courses you choose should provide you with the subject matter knowledge you need, and prepare you for the next step in your career. Think about what you want to accomplish with your degree and that will guide you in course selection.

Submitting a Study Plan: Procedure and Timeline

- Within no less than two semesters of graduation, meet with your major professor to identify courses for your Study Plan. This can be done at the same time you officially select a major professor.
- Discuss your Study Plan with all committee members, preferably at a committee meeting.
- Complete and submit the Study Plan form with necessary signatures to the Graduate College.

Changes to a Study Plan

If changes are necessary to your Study Plan, they must be officially changed using the form "Graduate Program/Committee Changes." Complete the form with the changes, get the necessary signatures, and file with the Graduate College. As you progress through your master's program, be sure to update your filed Study Plan. It must be consistent with your transcripts for you to graduate with your MS in FCS degree.

Credit Transfers

A maximum of 12 credits earned in another school, through correspondence study, or while in nonmatriculated status at University of Idaho may be included on the Study Plan, if your committee approves.

Helpful Advice

- Students who hold graduate teaching or research assistantships enroll in at least 9 credits, preferably 12, each semester that they hold the assistantships. Students desiring to enroll in more than 12 graduate credits must petition the Graduate College.
- As you complete coursework, develop a personal plan for self-directed learning and shape a personal philosophy of family and consumer sciences.
- Begin to think of possible thesis or project topics during your first semester and discuss these topics with your major professor and committee members. After selecting a topic, begin to search the literature and begin writing your review. In FCS 590 you will learn how to write a literature review.
- Deficiency courses needed to provide background for the student's program may be taken for zero credit. Up to three credits may be taken for a Pass/Fail grade if the course is a deficiency or not essential to the major field. The major professor and committee must approve these options. See the graduate portion of the university catalog <http://www.students.uidaho.edu/catalogs>.
- Mary Hall Niccolls Scholarships are awarded according to credits completed. As you request scholarship funding for summer, remember that there is an overall limit for the awards. Be certain to plan for total enrolled semesters as you consider the scholarship limits.

Stage III—Completion of Coursework

Work on the **thesis** or **project** will progress simultaneously with completion of coursework.

Stage IV—Development of a Thesis or Project Proposal

How a Thesis and Project Differ

A thesis generally is based on theory, has data collection, and includes statistical tests run to determine significance. You write a thesis following scientific style (APA guidelines) with tables, results, discussion and implications. For example, one student used a mailed survey to collect data in five Idaho counties concerning satisfaction with community services and housing for older persons. She wrote her thesis in journal article format, and published her findings in a refereed journal.

A project can be a product, such as a curriculum or other application. For example, a student in FCS Education produced a DVD showing students at STAR events. She did this so FCCLA advisors could use it to show their members examples of what presenting at STAR events is like. She conducted a literature review. Another example is a person who interviewed women in a nearby rural town about the quilts they had made (most women were in their 70s and 80s) and used these interviews as a way to track trends in family life over the years. She combined her history and museum background with her FCS knowledge.

A project can also involve collecting data, may be based on theory, but does not have statistical analysis. For example, one graduate student's project involved reading all the Lewis and Clark journals and collecting data about their references to dress. She then used a theoretical model to understand and explain those findings. She has since presented her findings to many audiences interested in the Lewis and Clark Expedition.

The first three chapters of a project are similar to the chapters of a thesis: discussion of the problem and what is needed. Tell what you plan to do and how you are going to do it. This includes reviewing the literature and then describing and presenting the project you completed. Sometimes the project results in a product such as a curriculum. Other times a paper may be the result.

The Thesis or Project Proposal Marks the Beginning of the Writing Process.

- It is your first commitment to a specific topic area.
- It establishes a "contract" between you and your committee.
- It is the beginning of integrating coursework and personal interests. It helps to acknowledge and delineate a specialty area and the research methods with which you can study it.
- How to prepare one is covered in FCS 590.

Present and justify your thesis proposal to your committee **BEFORE** you collect your data. The format of the proposal generally includes the first three chapters of the thesis; introduction, literature review and proposed methods. The proposal is presented to the committee members in a formal proposal meeting, which is an opportunity for you to work with your committee on deciding the scope and expectations for your thesis.

Proposal Review and Acceptance: Procedures and Timeline

- Obtain approval of your topic from your major professor and committee members. Approval is obtained during a formal meeting with your committee.
- Go to the Graduate College to acquire the "Graduate Handbook for Theses and Dissertations." It is also on the College of Graduate Studies website <http://www.grad.uidaho.edu>. This handy guide

discusses how to put your manuscript into acceptable format for the Graduate College. Having this as you prepare the manuscript assists you in formatting issues such as page margins, and ultimately saves you time at the.

- Conduct a thorough literature review. Clearly define the problem, hypotheses, and research design. This should be completed with guidance from your major professor and committee members. A thorough review of literature entails significant amounts of time searching primary sources in the field, and summarizing research findings relevant to your study.
- Initiate a committee meeting for review and acceptance of the proposal. The proposal includes the problem statement, literature review, proposed hypotheses, and proposed research design. Give committee members one to two weeks to review the proposal before the meeting. Committee members will likely have suggestions about the approach and analysis of your proposal at the meeting.
- Choose a format for your thesis: traditional thesis style with five chapters or the first two chapters and a journal article.

Development of a Project or Thesis Proposal

The project proposal marks the beginning of the articulation of your project or thesis.

- The proposal is a written record of your commitment to a specific topic area.
- It establishes a “contract” between you and your committee, and clarifies your own and your committee members’ expectations.
- It helps to acknowledge and delineate a specialty area and the research methods with which you can study it.

You will present and justify your proposal to your committee in the earliest stages of developing the project. The format of the proposal generally includes three chapters: introduction, literature review, and proposed methods or procedures. The proposal is presented to the committee members in a formal proposal meeting, which is an opportunity for you to work with your committee on deciding the scope and expectations for your project or thesis.

Proposal Review and Acceptance: Procedures and Timelines

- Obtain approval for the project topic from your major professor and committee members. This is often done at a meeting on the Study Plan, where all committee members are present and have the opportunity to discuss your coursework and project ideas. It also is helpful to discuss with your committee their preferences for proposal drafts. Some committee members would like to see drafts of the proposal. Others want to see the proposal after you have worked with your major professor, and the proposal is ready for the formal proposal meeting. Find out what the preferences are of your committee members. Be sure to take notes at this and all future committee meetings. Word process the notes and send them to all committee members within one week of the meeting. This will ensure that you and your committee members remember what was decided in each meeting.
- Conduct a thorough literature review. This should be completed with the guidance of your major professor and committee members. Your library is a significant resource and has many trained individuals to assist you in finding primary sources in your field.
- Initiate a committee meeting for review and acceptance of the proposal. Included is the problem statement, literature review, proposed methods for your project. Make certain that you give committee members adequate time to review the proposal before the meeting, especially at busy times of the semester. (Generally two weeks is considered appropriate.) Committee members will probably have some suggestions about the approach.
- Check with your major professor to determine the style for your final project paper.

Helpful Advice

- Keep a file to record meetings with your major professor and committee. List things you agreed upon and the next actions that you will take. Share the agreements in writing with your major professor as a record of your meetings.
- Locate other theses or projects in the School of Family and Consumer Sciences, library, and other institutions. Peruse them for format, content, and style.
- Prior to an in-depth literature search, discuss the topic you wish to explore with your major professor and committee members.
- Check with your committee members along the way to determine what part they want to take in the writing and critique of your thesis. At the very minimum, give them a copy of your completed thesis two weeks in advance of your presentation date. Make an appointment to meet with committee members to go over their suggestions. Plan your time to respond to their suggestions prior to your oral presentation of your findings.

Stage V—Completion of Research for Thesis or Project

The **thesis** represents the culmination of the master's program and reflects the graduate student's individual specialization as well as relevance, creativity, and significance to the profession. There are five components to the thesis process.

1. Human Assurances clearance (see www.webs.uidaho.edu/HAC)
2. Data Collection
3. Analysis of data and Interpretation of Findings
4. Writing
5. Presenting the Thesis or Project and Defending it with your Committee

Thesis Writing Process

Choose a presentation style for the thesis, either traditional thesis style with five chapters or journal article format.

Work closely with your major professor during the thesis writing process to get feedback on approaches for data collection, analysis and interpretation, and writing style. Submit drafts of your work to your major professor and committee members as you progress. Consult with your major professor to discuss the stages at which your committee members should be contacted. Ideally, they should have input into the Study Plan, the Thesis Proposal, and at least once before the final thesis draft.

Quantitative and Qualitative Research

A thesis typically encompasses an experiment or collection of data using a qualitative or quantitative research method, or a combination of both approaches.

Quantitative research is experimental and controlled, and seeks to identify correlations or cause-and-effect relationships between events of interest. Quantitative research employs statistical analysis to determine significance.

Qualitative research is less experimental; rather it is designed to inquire deeply to discover or reveal understandings or interpretations about phenomena of interest. Qualitative methods are diverse but generally have in common that they study events of interest in natural settings, and seek to understand the complexities involved. Data collection methods often include observation and interview data. Analysis involves exploration of multiple types of data, for emergent categories or themes.

Both quantitative and qualitative research approaches (and mixed-method research designs) follow analysis with presentation of results and discussion and/or recommendations. All are written according to APA guidelines, and in thesis format described in the University of Idaho Theses and Dissertations Handbook (online under the College of Graduate Studies <http://www.grad.uidaho.edu>).

Procedure

- Six thesis credits are required, though up to ten can be part of your Study Plan. Thesis credits are awarded for planning the study, developing the proposal, data collection, data analysis, and writing. Most graduate students enroll in thesis credits throughout their master's program, but this depends on your Study Plan. A final grade is recorded upon completion of the master's thesis.
- Graduate study and the thesis/project requires **writing, editing and rewriting**.
- Develop a timeline for your thesis writing and defense. Notify your committee members of your intermediary deadlines by letter, telephone, or in person.
- Complete the form, "Application for Advanced Degree." Return it with signatures and fee payment to the Graduate College prior to the deadline for the semester in which you will be graduating. Check the

Academic Calendar <http://www.students.uidaho.edu/default.aspx?pid=19572> for the current fees and deadline schedule.

Completion of the Project and Paper

The **project** represents a significant aspect of the master's program and should reflect the graduate student's individual specialization as well as relevance, creativity, and significance to the profession.

- Proposal includes first 3 chapters, introduction, review of the literature, and proposed methodology. You will refine and augment on these chapters as your work progresses.
- Project development
- Review/evaluation of project if required by your committee
- Completion of the project paper
- Preparation of the project presentation

Project Paper Writing Process

Work closely with your major professor during the writing process to get feedback on the approaches you have taken and writing style. Submit drafts of your work to your major professor, then your committee members as you progress. Consult with your major professor and committee members as to when they would like to see drafts. Your committee members will have input into the Study Plan, the Proposal, and drafts of your paper.

Procedure

- Three credits of master's project research (FCS 599) are required. These credits are used for planning, developing, and completing your project, as well as writing the final paper and developing your presentation. Most graduate students enroll in project credits throughout their master's program, but this depends on your Study Plan. Grades are recorded as "IP" for "in progress" until you complete your project paper. At that point your major professor, after consultation with your committee, submits a final grade for these credits.
- Graduate study and the project paper requires **writing, editing and revising.**
- Plan a timeline for your writing and presentation. Notify your committee members of your intermediary deadlines by letter, telephone, email or in person.
- Complete the form "Application for Advanced Degree." Return it with signatures and a fee payment to the Graduate College prior to the deadline for the semester in which you will be graduating.

Helpful Advice

- A first draft is your first attempt. As you write your thesis or project paper, you will find a new meaning for "drafts." Don't get discouraged. You are writing an important paper. Your paper represents your ability to conduct original research, reflect your thoughts and critical analysis, and demonstrate your ability to communicate.
- Keep in touch with the members of your graduate committee. They are there to help you and have a wealth of knowledge and experience to share with you.
- Plan a manageable schedule for writing your thesis or project paper with your advisor. Be realistic and plan ahead.
- **Beware of Thesisitis or Projectitis.** It happens to most graduate students as they work on their thesis. Graduate work is demanding. It will consume a lot of time and you will need to make it a priority. Build in breaks and time for your friends and family. After all, balance is what family and consumer sciences is all about.

Stage VI—Writing Thesis or Project Paper—The Final Draft

- Reviewed by committee members and edits made; updated version routed to committee members.
- Reviewed by FCS Director.
- Forms to be completed: "Request to Proceed with Final Defense or Dissertation"; or "Report of Comprehensive Examinations" and Non Thesis Requirement Report form (on the CoGS website www.grad.uidaho.edu under Current Student Forms heading).

After you present your project or defended your thesis, your committee or the Director of the School may have additional changes they will want you to make. These are often editorial at this point since your major professor will not let you present until she and your committee members think you are ready.

Stage VII—Defense of Thesis

A. Upon completion of the final draft of your thesis, you are required to present your research at an open forum. The School's faculty and graduate students and other interested faculty or committee members are invited to attend. You are responsible for presenting your research in approximately 30 minutes and entertaining questions afterward. The entire presentation should last about one hour. The format is similar to your thesis outline: problem introduction; literature review; hypotheses, research design and analysis of your study; and findings and implications. As in any teaching situation, visual aids enhance the presentation.

Your thesis presentation should be advertised. After consultation with your committee, provide information regarding your defense/presentation via work-order to the School Administrative Assistant. Flyers can be created by the Desktop Publishing Specialist. Include the name of your presentation, date, time, and location. Distribute them to faculty and graduate students and post them on the School's bulletin boards. These flyers should be requested two weeks before the thesis presentation.

Following the thesis presentation, meet with committee members to defend your thesis. The committee members ask about your research or project, suggest changes to the final paper, and recommend approval or disapproval of your thesis and Master of Science degree. Usually, you meet with the committee for 30-60 minutes. You will leave the committee to discuss the success of your thesis, determine whether your defense was acceptable, and decide your grade. This is the final approval step in your graduate program.

Procedure

- Register for thesis credits each semester, and any summer you are working on your thesis, including the semester you defend.
- Schedule your defense with your major professor and members of your committee. Submit a completed "Request to Proceed with Final Defense or Dissertation" form to the Graduate College after it is signed by each member of your committee. It must be filed 10 working days before the scheduled defense.
- The "Final Defense Report" is issued by the Graduate College. The form is sent to your major professor and taken to your defense for completion and returned to the Graduate College.
- The "Authorization to Submit Thesis/Dissertation" form becomes part of your final thesis. Instructions for typing this page are in the Graduate Theses and Dissertations Handbook.
- Provide the Director of the School the thesis at the same time as the committee members in order for the Director to make comment at your presentation. The Director will also need to know when you will be ready for the final signatures on your thesis.

- The Associate Dean and Director of Academic Programs, College of Agricultural and Life Sciences, reviews the final thesis. The Associate Dean requires 24 hours for this review. It is best to call the office (885-6446) and inform the Associate Dean that you will be requiring the review and signature. Plan thoroughly to meet the time requirements of the Graduate College for graduation.
- Deadlines are absolute. If the thesis is not in by the deadline established by the Graduate College or is not in acceptable form, you will not graduate. It will be held for approval in the following semester.

Presenting and Defending Your Research

Upon completion of the final draft of your work, you will present your project in an open forum. The School's faculty and graduate students and other interested faculty and community members are invited to attend. This presentation gives you the opportunity to share your work. Present the development of your project as well as your final product in approximately 30 minutes, then entertain questions afterward. The presentation should last about one hour. The format is similar to your project paper. As in any teaching situation, visual aids enhance the presentation.

Advertise your presentation. After consultation with your committee, provide information regarding your defense/presentation via work-order to the School Administrative Assistant. Flyers can be created by the Desktop Publishing Specialist. Include the name of your presentation, date, time, and location. Distribute them to faculty and graduate students and post them on the School's bulletin boards. These flyers should be requested two weeks before the thesis presentation.

Following the presentation, meet with committee members and defend the project and final paper. The committee members ask about your work, suggest changes to the final document, and recommend approval or disapproval of your project and master's degree. Usually you meet with the committee for an additional 30-60 minutes. You will leave the room while they discuss the thesis and determine whether your defense was acceptable, and assign your grade. This is the final approval step in the graduate program.

Procedure

- Register for FCS 599 Master's Project Research credits each semester you are working on your project, including the semester you complete your project and paper.
- Schedule your presentation and follow-up meeting with your major professor and members of your committee.
- The "Non-Thesis Requirement Report" form is issued by the Graduate College. The form is sent to your major professor and taken to your defense for completion. The major professor returns the form to the Graduate College.
- Provide the Director of the School of Family and Consumer Sciences with a final copy of your project paper at the same time as the committee members for the director to make comments at your presentation. The Director also will need to know when you will be ready for the final signatures on the paper.

Helpful Advice

- Attend thesis presentations prior to your own within and outside the School. This will give you a feeling of what to expect and how to give a quality presentation. It will also demonstrate support for the graduate students presenting their research.
- Pace yourself during your thesis research and writing. Leave time for other activities. Leave adequate time to develop your thesis presentation and defense, i.e. think about it as you write your thesis, start preparing at least three weeks before your presentation (talk and visuals), and practice with your major professor during the last week.
- Often, graduate students thank their committee members with a thank-you note following their thesis presentation and defense. Others give a small gift, but this is not necessary.
- If you hire staff or other outside help to develop your presentation overheads or type your thesis, schedule their services early. These services must be completed outside of office hours and payment rate should be established prior to the completion of the work.
- Seek other opportunities to share your research findings, such as national professional meetings, and University of Idaho sponsored events showcasing graduate student research.

Stage VIII—Submission of the Thesis to the Graduate College or Filing the Project with the School

Submission of the Thesis

- Following the defense and acceptance of the thesis by committee members, you must submit the thesis to the Graduate College for final approval. The College checks the thesis for format, paper, and other requirements as detailed in the **Theses and Dissertations Handbook**. After its acceptance, you must submit two original copies (not photocopies) on 25% rag content paper to the Graduate College. If you want an additional signature page for your copy, you can attach that and it will be returned to you.
- The submission must be made within six months of your thesis defense date.
- In addition to the copies for the Graduate College, the major professor, committee members, and the School of Family and Consumer Sciences receive a bound copy. Be sure to make one for yourself.
- Binding of the thesis is arranged by the student at a location of your choice.
- Projects are not submitted to the Graduate College.

Presentation of Project to the School

Commencement

- You are eligible to participate in commencement exercises upon the completion of all requirements for the master's degree or, by special permission, if you will finish during the summer session. Check with the Graduate College for the exact details.
- The traditions of the Commencement ceremonies are worth the effort to attend. The “Pomp and Circumstances” music, the traditional robes, and the “hooding” ceremony are all part of recognizing the milestone that you have reached. Join us.

Stage IX—Commencement

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- Why it pays to review research critically: All studies are not created equal. (1988, January). The Communicator, 23(1). U of I FCS
- Ferber, R. (1979, Fall). How not to write a prize-winning article. Canadian Home Economics Journal, 185-186.
- Rudestam, K. E. & Newton, R. R. (1992). Surviving Your Dissertation: A Comprehensive Guide to Content and Process. Newbury Park, CA: Sage Publications.
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Appendix A

Graduate Faculty

in the

Margaret Ritchie School of Family and Consumer Sciences

Graduate Faculty in the Margaret Ritchie School of Family and Consumer Sciences, University of Idaho

The University	<p>The University of Idaho is the state's land grant institution and its center for graduate education. Its enrollment of approximately 10,000 students represents all 50 states and 45 foreign countries. Approximately 2400 graduate students are enrolled in 103 master's programs, 7 professional degree programs, and 40 doctoral programs. The University is located in Moscow, a community of about 18,000 in the northern Idaho "Panhandle." Washington State University is only eight miles away in Pullman, WA, and offers additional educational and cultural resources, such as cooperative courses and access to a second major library.</p>	
The School	<p>The Margaret Ritchie School of Family and Consumer Sciences gained school status in 1974 after offering courses as a department since 1902. Presently, there are 16 faculty members and approximately 300 undergraduate and 20 graduate students.</p>	
The Faculty and Their Expertise	<p>FOODS AND NUTRITION Laurel Branen, PhD, RD, LD ljbranen@uidaho.edu Professor; <i>Feeding Infants and Children, Eating Disorders, Weight Preoccupation, Weight Management</i></p> <p>Kathe Gabel, PhD, RD, LD kgabel@uidaho.edu Professor; Director of the Coordinated Program in Dietetics; <i>Sports Nutrition, Wellness, Nutrition Education, Athletes</i></p> <p>Madeline Dellwo Houghton, PhD, RD dellwo@wsu.edu Associate Professor; Clinical Dietetics; <i>Community, International and Cross-cultural Nutrition</i></p> <p>Sandra M. McCurdy, PhD smccurdy@uidaho.edu Associate Professor; Extension Food Safety Specialist; <i>Food Safety for Consumers, Food Safety for Food Service Workers, Home Food Preservation</i></p> <p>Martha Raidl, PhD, RD mraidl@uidaho.edu Associate Professor; Extension Nutrition Education Specialist; <i>Nutrition, Nutrition Education, Diet and Disease</i></p> <p>CLOTHING AND TEXTILES Sandra Evenson, PhD sevenson@uidaho.edu Associate Professor; <i>Cultural and Social Aspects of Dress; Soft Goods Industry; Textile Trade</i></p>	<p>CHILD, FAMILY & CONSUMER STUDIES Janice Fletcher, EdD jfletcher@uidaho.edu Professor; Manager; Child Development Laboratory; <i>Child Care Quality, Feeding Young Children, Hygiene in Child Care, Child Rearing; Roles of Teachers in Early Childhood Programs</i></p> <p>Virginia Junk, PhD vjunk@uidaho.edu Professor; <i>Family Life; Rural, Scenic Communities that Attract Persons over age 50 and over Retirees; Older Person's Views on Growth and Change in their Community; Roles of Friends and Family in Community Retention of Older Persons. The Virtual Student</i></p> <p>Elizabeth Price, PhD bethp@uidaho.edu Assistant Professor; <i>Early Childhood Development, Education and Assessment; Human Development/Family Relations; Quality Child Care; Feeding Young Children; Early Childhood Educator Professional Development</i></p> <p>Cynthia Schmiede, PhD cynthias@uidaho.edu Associate Professor; Human Development/Family Relations; <i>Interpersonal Relationships, Work and Family, Limited-Resource Families</i></p> <p>Harriet Shaklee, PhD hshaklee@uidaho.edu Professor; Extension Family Development Specialist; <i>Balancing Work and Family, Family Transitions, Parent Education, Community Supports for Family; Early Childhood</i></p> <p>Nancy Wanamaker, PhD nancyw@uidaho.edu Director, Professor; <i>Child Development/Family Relations; Work and Family, Gender Roles</i></p>

Appendix B

Master of Science Requirements

in the

Margaret Ritchie School of Family and Consumer Sciences

*Margaret Ritchie School of Family & Consumer Sciences
University of Idaho*

Master of Science Requirements

Approved 2/22/95, Revised September 2006*

THESIS OPTION—30 CREDITS

Common Body of Knowledge:

- FCS 501 Seminar (2 sem) **2 cr**
- FCS 590 Intellectual Foundations in FCS (foundations/theories/paradigms/methods) **3 cr**

Research Component:

Prerequisites:

- Undergraduate statistics course
- Computer literacy

Research methods **3 cr**

Options:

- ED 570 Foundations of Educational Research
- ED 574 Intro to Qualitative Research
- FCS WS 521 Research Methods in Human Development I

Statistics or Qualitative Analysis **3 cr**

Options:

- Stat ID 401 Statistical Analysis
- ED 581 Intro to Qualitative Analysis in Education
- ED 573 Action Research

Emphasis/Supporting Area:

List of potential FCS or supporting courses to be determined by faculty in each specialty area.

Minimum 5 FCS credits. **13 cr**

Thesis:

FCS 500 Master's Research and Thesis **6 cr**

PROJECT OPTION—34 CREDITS

Common Body of Knowledge:

- FCS 501 Seminar (2 sem) **2 cr**
- FCS 590 Intellectual Foundations in FCS (foundations/theories/paradigms/methods) **3 cr**

Research Component:

Prerequisites:

- Undergraduate statistics course
- Computer literacy

Research methods, Qualitative Analysis, or Evaluation **6 cr**

Options:

- ED 570 Foundations of Educational Research
- ED 581 Intro to Qualitative Analysis in Education
- ED 574 Intro to Qualitative Research
- ED 573 Action Research
- FCS WS 521 Research Methods in Human Development I

Emphasis/Supporting Area:

List of potential FCS or supporting courses to be determined by faculty in each specialty area.

Minimum 5 FCS credits. **20 cr**

Project:

FCS 599 Research **3 cr**

*University of Idaho Catalog, Part IV, College of Graduate Studies: Of the minimum credits required for the degree, at least 18 credits must be at the 500s level; the remainder may include 400 level courses in the major, and 300 or 400 level courses in supporting areas.

Appendix C

Guidelines for Preparing a Thesis Proposal

in the

Margaret Ritchie School of Family and Consumer Sciences

Guidelines for Preparing a Thesis Proposal

Guidelines are online at the Grad College website, list URL. Keep or delete??

Title Page

The title page format is specified by the graduate school. Their guidelines include:

The Title of your Thesis

A Research Proposal

Presented in Partial Fulfillment of the Requirements for the Degree Master of Science

with a

Major in Family and Consumer Sciences

in the

College of Graduate Studies

University of Idaho

by

your name

Date

A title should summarize the main idea of the paper simply and, if possible, with style. It should be a concise statement of the main topic and should identify the actual variables or theoretical issues under investigation and the relation between them.

A title should be fully explanatory and stand alone. Although its principal function is to inform readers about the study, a title is also used as a statement of article content for abstracting and information services (e.g. ERIC). Avoid words that serve no useful purpose, a title with "A Study of" or "An Investigation of," and abbreviations in a title. American Psychological Association (APA) format recommends a 10 to 12 word title.

Table of Contents

The table of contents should outline the proposal contents and provide page numbers. The purpose of this section is to provide a framework for the reader and to aid in easily finding sections of the proposal. The table should be structured using APA heading levels. Should you have an appendix, it is included in the table of contents. The pages of a table of contents are numbered using Roman Numerals and starting with ii, iii, iv, v, etc.

List of Tables

List your tables by table number, title of table and page number. The numbering of this page continues in the same fashion as the table of contents.

CHAPTER 1

Introduction

A short overview of the topic under investigation. Introduce the concept(s), current knowledge, or state of affairs on this topic. Your goal is to give background information for your problem.

Statement of the Problem

Clearly establish the problem for the reader by providing a brief statement of the problem under investigation.

Significance of the Problem

Why is this important? Justify. What can be added to the knowledge base with this research?

Purpose of Study

What is the overall purpose for conducting this research?

Objectives/Hypotheses/Research Questions

Specifically list objectives of the study and the research questions or hypotheses which will be answered/tested. State your hypotheses clearly and in a form that permits them to be tested. Be sure they are relevant to the stated problem and purpose of the study.

Definition of Terms

Provide an operational (working) definition for all terms critical to understanding your research. Be sure the measurements of variables in the study have validity. Use the literature as a guide.

Limitations of the Study

What are limitations of your study?

CHAPTER 2

This chapter reviews the literature and theory base which will guide your research. Current, relevant research articles as well as conceptual and theoretical papers are most appropriate for this chapter. Basically you are answering the question, "what has been done that is relevant? Your review of literature should be concise but adequate. Include only references that are truly relevant to the problem area and/or methodology of the proposal.

Arrange the review of literature chapter in a logical sequence by clustering similar concepts together. APA heading levels should be used to aid the reader and arrange the chapter. Support findings and other beliefs by citing your source (APA style).

Conclude the review of literature by providing a comprehensive summary of the chapter for your readers. Provide major thoughts or points on the concept(s) reviewed in the chapter.

CHAPTER 3

This chapter provides methodology used to answer your research question or test hypotheses.

Design of the Study

What design—exploratory, descriptive, correlational, predictive, casual--do you plan to use as you conduct your research? This will become your structural plan.

Population and Sample

What population are you targeting for your research? How will you sample this population? Give specific details—how you will stratify, randomly select, proportionalize, cluster, etc. Include the size of the sample—make sure that it is representative of the group to which you wish to generalize your findings. A table is often helpful to illustrate, especially if you stratify.

Data Collection

How will you collect your data? What instrument, survey, questionnaire, observation, technique, or other means will you use? Provide a description of each instrument. Include author(s), year, what it measures and how (Likert scale, Thurston scale, etc.), reliability, and validity of instrument, type of data (e.g. summed score) and other information which will help the reader better understand the study. Include a copy of the instrument in the appendix.

If you design your own instrument, describe the procedure you used to design it including validity and reliability, pilot testing, etc.

Data Analysis

How will the data be examined? What statistical procedures will you use? A table is often helpful which outlines the research question/hypothesis along the variable(s) under investigation, level of variable(s) (nominal, ordinal, interval, ratio), and statistical procedure.

Time Frame

Propose a time line which you plan to adhere to as you conduct your research. A Gantt chart is a popular style and easy to read.

Budget

Optional—but you may want to do this for your own cost control and to gain a realistic picture of the expenses involved.

Appendices

List by alphabetical letter. Include your instrumentation, sampling information, and anything else which will help your committee understand your plan.

List of References

List all authors cited throughout your proposal. See APA for citation details.

Sample Thesis Outline for Journal Format

Acknowledgments

List of Tables

List of Figures

Preface

Chapter I: Introduction

Chapter II: Review of Literature

Section I: Journal Article I Title

Abstract

Introduction

Study Area Description

Methods

Results

Conclusions

Literature Cited

Section II: Journal Article II Title

Highlight

Introduction

Study Area

Methods

Results and Discussion

Conclusions

Literature Cited

Appendix

Sample Title Page and Preface

COMMUNITY FACTORS IN OLDER PERSON'S LIVES
IN THREE WESTERN STATES

A Thesis

Presented in Partial Fulfillment of the Requirements for the

Degree of Master of Science

with a

Major in Family and Consumer Sciences

in the

College of Graduate Studies

University of Idaho

by

Your Full Name

May 2006

Major Professor: Virginia W. Junk, Ph.D.

PREFACE

This thesis has been written in the form of two articles based on the Western Regional Project W-176, *Housing and Locational Decisions of the Maturing Population: Consequences for Rural/Non Metropolitan Communities in the Western Region*. This research project was funded in part by the Agricultural Experimental Stations in Idaho, Nevada, and Wyoming. The data for this project was collected by the Social Survey Research Unit at the University of Idaho in Moscow, Idaho from October 1993 through May 1994 using a telephone survey.

The two articles which compose this thesis both concern older persons (50-70 years of age) in three western states and how community characteristics and community activities affect their lives. Community satisfaction is fundamental in retaining and attracting older persons in nonmetropolitan communities (Graves, 1988) and volunteering is considered a national pastime for older persons (Wilson, 1993).

Section I of this thesis consists of the first article entitled *Older Person's Nonmetropolitan Community Satisfaction: A Predictor of Moving or Aging-in-Place*. It uses Haas and Serow's 1993 Amenity Retirement Migration Process model for its theoretical framework. Question Ten of the telephone survey is the emphasis of this study, "If all important life factors stay the same, where would you prefer to live ten years from now?" This research examines how older persons' overall community satisfaction and perceptions of community characteristics affect their preference of where to live in ten years. Community ties are also examined as an indicator of where older persons would prefer to live in ten years. This article will be submitted to the *Journal of Rural Sociology*.

Appendix D

Professional Development Funding

in the

Margaret Ritchie School of Family and Consumer Sciences

*Undergraduate/Graduate Student Professional Development
Funding, School of Family and Consumer Sciences*

Application Form

Name _____ Phone Number _____

Local Address _____

Major _____ Minor (if applicable) _____

Number of Credits (include current semester) completed _____ Anticipated Grad. Date _____

Type of Professional Development Activity

Conference _____

Workshop _____

Other _____

Title and Location of activity _____

Sponsoring agency _____

Is this your first time to attend this conference/workshop? _____

Expected dates of travel _____

Estimate of expenses _____ Amount requested from FCS _____

Attach brief budget of estimated expenses.

Other sources from which you have requested funds (ASUI, GPSA, CALS, CALS AGSAC, etc.)

_____ Amt Requested _____ Amt Received _____

_____ Amt Requested _____ Amt Received _____

Are you participating as a representative of a student organization? _____ Yes _____ No

Which one? _____

On a separate sheet of paper explain your reasons for attending and how you, your organization, and the School of Family and Consumer Sciences would benefit from your experience.

Faculty Sponsor: _____

Submit this form, the explanatory sheet, and your budget to: Director, 103 Niccolls by: April 15 for travel May 15-September 30; September 15 for travel October 1-December 31; or December 15 for travel between January 1-May 14.

Appendix E

Mary Hall Niccolls Graduate Scholarship

in the

Margaret Ritchie School of Family and Consumer Sciences

