This resource guide supplements catalog information on graduate programs in Family Studies. It also aids students in formulating their own program evaluation criteria. The guide summarizes the prospects for university Family Studies departments. Program descriptions cover four points: size and resources; admissions and requirements; theoretical and professional orientation; and faculty names and professional interests. Student survey results for each of the 51 American and Canadian programs are tabulated. This guide indicates how to obtain further information directly from each school. (LJS)
STUDENT PERSPECTIVES
A RESOURCE GUIDE
FOR GRADUATE PROGRAMS
IN FAMILY STUDIES

Published under the auspices of the
National Council on Family Relations

U.S. DEPARTMENT OF HEALTH,
EDUCATION AND WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Because Student Perspectives has been offset directly from copy supplied by institutions, some uneveness of type will be noted.
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INTRODUCTION

This booklet, intended for the use of students interested in graduate programs in family studies, provides information on departments in nearly 50 universities in the United States and Canada. We have gathered facts and opinions from several different sources.

A detailed questionnaire was sent to the administrators of the various programs. Through their cooperation, we think we have obtained up-to-date materials on departmental size and resources, admissions and requirements, theoretical and professional orientation, faculty research and teaching interests. We have included a brief overview on the ranges of responses reported across schools. Hopefully, this will help you to make your own evaluations.

By tradition, this booklet has concentrated most heavily on student perspectives. In this third edition we have attempted to systematize both the questions asked and the sources for our respondents. Although we have lost some of the richness of detail that accompanies less structured descriptions, we hoped to provide you with a shared set of criteria to use in assessing these various and diverse programs.

We have provided a brief review of some of the trends noted in students' opinions throughout all of the programs contacted. We did not attempt any further statistical analysis of the results, however. Because of the marked variations in response rates and the difficulty in assessing the representativeness of the sample, we preferred to present our results in the simplest and most straightforward fashion. These are summarized in Appendices A and C.

We hope you will appreciate the breadth of the areas covered in this edition. Questions were included on many issues which we suspected you might find difficult to ask while interviewing in a department. Students were asked to comment on the quality of student-faculty interaction, department morale, "buswork" on assistantships, desk space, job opportunities for spouses and much more.

Whether you view your graduate experience as a positive one can depend on diverse sorts of day-to-day matters. Hopefully, the perspectives of insiders will help you anticipate problems in areas you should be sure to explore before accepting an offer.

How to Use This Booklet

Our intention was not only to provide you with up-to-date information. We felt that the issues which we've raised in our surveys would provide you with some insights into the ways in which students come to evaluate their own programs. As you narrow your choice of schools down, it is most important that you contact the programs directly. Our information was
gathered in the spring of 1975. Since then, many changes have taken place in many departments' offerings, resources, and requirements. What we provide is a preliminary guide through the many different types of programs in Family Studies.

We should also stress that inclusion in this volume does not imply approval by the National Council on Family Relations. Our aim is not to provide a formal evaluation of each program. Rather, we offer some background resource material to help you make your own assessments.

Our thanks to the many administrators and students who took the time to complete the questionnaire. Special thanks go to the Student Task Force of Graduate Programs which helped plan and construct the instrument and conduct the data analysis.

We wish you well in your search for an exciting program to meet your special needs. We welcome new members into the field of Family Studies. Be sure to keep your professional ties developing by joining us in the National Council on Family Relations Meetings. Our student membership is rising every year.

Charles R. Figley, Ph.D.
Department of Child Development and Family Life, Purdue University
West Lafayette, Indiana 47907

Barbara R. Francis, Ph.D.
Department of Human Development and Family Studies, Cornell University
Ithaca, New York 14853

Student and Young Professional Representatives 1973-75
University catalogues are notoriously out of date in descriptions of current departmental policies and regulations. Yet, the incoming student is often forced to make decisions on graduate programs on the basis of such incomplete information. In this section, we hope to offer some additional information which may help you to make a wise choice for graduate study. We intended to provide you with the most detailed and timely information available on Family Studies Programs in the United States and Canada. We hope this will allow you to make relative comparisons across programs. Bear in mind, however, that many changes in the economy have occurred since most schools replied last spring, 1975. As you narrow down your choices, you should be sure to check with program administrators personally, regarding the current situation.

We have included in our appendix the addresses of the fifty schools which were contacted. Despite the fact that they were surveyed at a particularly hectic time of year (spring 1975), most of the schools replied, thirty-seven in all. We should also note that we did not hear from students at some of the schools in which we did not hear from administrators and vice versa, so you should check both sections.

We have also provided the original questionnaire in the appendix. The information reported here is a summary of a larger body of data. Although we could not include the answers to all of the questions, you might find the issues which we identified as helpful to you in preparing for an interview with a department.

An Overview of the Programs

Departments vary considerably in their size, resources, and academic goals, consequently generalizations are difficult to make. We will here, briefly summarize a few findings which may help you to compare the merits of one program against another.
Although departments as a whole ranged tremendously in size; it was important to note the actual number of faculty specializing in the Family Studies area. Most averaged about five but they varied from one to twenty. At large universities, there may also be many resources outside of your immediate department.

Programs also showed considerable differences in the faculty-student ratio. Some departments were currently supervising up to 100 students while others had less than twenty. Equally important, as a clue to the orientation of the department, is the relative distribution of students working for their Masters and their Ph.D.

The funding picture looked consistently gloomy in most of the schools reporting. Fellowships and traineeships were certainly the most difficult to come by, with an average of four reported as available in each program. Assistantships were somewhat more promising with a few departments reporting up to thirty-three different positions. The average, however, was about nine. The methods of calculating stipends were sufficiently complex that comparisons were nearly impossible to make. We would urge you to check on the number of hours involved per week, number of months available, possible tax waivers, tuition remissions and any additional fringe benefits granted to assistants.

The admission situation is a little more hopeful. On the average, more than half of those students applying to the various programs were ultimately accepted. Most of those admitted had a grade point average of 3.0 or better. We have provided Graduate Record Examination averages reported by the individual schools elsewhere. One additional promising note concerned the placement of graduates of the programs. Much to our surprise, given the state of the economy, the administrators reported that 95% of the students in both Masters and Doctoral programs had obtained appropriate positions upon completion of their training. We hope to see this trend continue.

Finally, we have included a list of faculty and their special interests for most of the departments. Many of the administrators pointed out that students often worked with faculty outside of the program as well. Remember that this has been a period of high educational turnover. Be sure to obtain up-to-date information before choosing a program on the basis of only one individual. Good luck!
University: University of Alberta

Program: Family Studies, School of Household Economics

Administrator's Name: Doris R. Badir

Address: 801 General Services Bldg., Edmonton, Alberta, Canada

Size and Resources

Total number of graduate faculty 5  Faculty in F.S. 5

Number of students:

<table>
<thead>
<tr>
<th>Masters</th>
<th>Department</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral</td>
<td>Program</td>
<td>24</td>
</tr>
<tr>
<td>Post-doctoral</td>
<td>MA</td>
<td>Ph.D.</td>
</tr>
</tbody>
</table>

Faculty-grad student ratio (approx.): 1/5

Number of grads funded in F.S.:

<table>
<thead>
<tr>
<th>Fellowship/traineeships</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistantships</td>
<td></td>
</tr>
</tbody>
</table>

Research assistantships: 3 full time 12 hrs./wk.

Teaching assistantships: 2 full time 12 hrs./wk.

Other benefits: tuition remission ___ parking ___ secretarial x

library privileges ___ office x $ for meetings x

office supplies x phone x other

Graduate course offerings:

<table>
<thead>
<tr>
<th>total</th>
<th>total FS in</th>
<th>total FS</th>
</tr>
</thead>
<tbody>
<tr>
<td>department</td>
<td>program 11</td>
<td>outside 44</td>
</tr>
</tbody>
</table>

University enrollment 19,000  Population of city/town 500,000

B. Admission and Requirements

Admission deadlines Fall - 6/1
Spring - 2/15 Winter - 11/15

Admission statistics: # applied 1974-75 20  admitted 8

Minimum GRE/GPA: verbal quantitative total

G.P.A. MA 6.0  none  other

Tuition & fees: State resident N/A  nonresident N/A $500-700/MA Program

Credit hours required for: masters 18  doctorate
Required courses: statistics/methods
foreign language

Withdrawals or dismissals: 0 % each year

C. Theoretical and Professional Orientation

Types of degrees offered: M. Sc. (Family Studies)

Areas of FS grad courses: Family Life Ed.; Family Crisis; Research Methodology and Theory; Sexuality, Consumer Problems; Family and Handicapped Child.

Course work -- % in each area: Programs are individually designed

<table>
<thead>
<tr>
<th>Family theory</th>
<th>Dating &amp; mating</th>
<th>Aging/lifespan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child development</td>
<td>Parenthood</td>
<td>Other</td>
</tr>
<tr>
<td>Counseling/intervention</td>
<td>Cross-cultural</td>
<td></td>
</tr>
</tbody>
</table>

Close affiliations with other programs: psychology or sociology, law school, medical school, educational psychology

Department's orientation: functional x instructional ___ research ___

What % of faculty: a) presented papers at conventions last year? 80% 
b) consulted in program planning or other? 80-100%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 50 % research ____ % teaching research ____ %

Counseling/intervention 50 % administration ____ %

D. Faculty in F.S. and Professional Interests

Dianne K. Kieren, Ph.D. - Family roles, problem solving, and family life education
Doris R. Badir, MSc. (Econ) - Family roles, decision-making
Jason Montgomery, Ph.D. - Family crisis, alternate life styles
Madanjit Paul, Ed.D. - Family and Handicapped Child, Work & Leisure and the family
Wesley J. Adams, Ph.D. - Human Sexuality, Marital counseling
University: University of Arizona

Program: Child Development and Family Relations

Administrator's Name: Victor A. Christopherson

Address: Tucson, Arizona

Size and Resources

Total number of graduate faculty 4

Faculty in F.S. 6

Number of students:

<table>
<thead>
<tr>
<th>Total Department</th>
<th>F.S. Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>30</td>
</tr>
<tr>
<td>Doctoral</td>
<td>4 (minor area other fields)</td>
</tr>
<tr>
<td>Post-doctoral</td>
<td></td>
</tr>
</tbody>
</table>

Faculty-grad student ratio (approx.):

MA

Ph.D.

1/5

Number of grads funded in F.S.: Fellowship/traineeships 7

Assistantships 7

Research assistantships: 7-1/4 time, Stipend per 9 mos. 4; 12 mos. 3

This might be reduced to 4 next year

Teaching assistantships:

4 - 1/4 time Stipend per 9 mos. 2000

Other benefits: tuition remission out of state only, parking ___, secretarial ___ x some

library privileges X office X $ for meetings ___

office supplies X phone some other ___

Graduate course offerings:

<table>
<thead>
<tr>
<th>total department</th>
<th>total FS in department</th>
<th>total FS outside</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>16</td>
<td>30</td>
</tr>
</tbody>
</table>

University enrollment 30,000

Population of city/town 350,000

B. Admission and Requirements

Admission deadlines

Late spring; middle fall, middle spring.

Admission statistics: # applied 1974-75 15

admitted 13

Minimum GRE/GPA:

verbal ___ quantitative ___ total ___

G.P.A. ___ none ___ other ___

We use the GRE but use it for guidance, not admission

Tuition & fees: State resident $205.50 nonresident $445.00

Credit hours required for: masters 30 + thesis doctorate ___
Required courses: statistics/methods  yes
  foreign language  no

Withdrawals or dismissals: ___% each year very few at grad level

C. Theoretical and Professional Orientation

Types of degrees offered: MS

Areas of FS grad courses: Ch. Dev., Early Childhood Ed., Family, Socialization, Research

Course work -- % in each area:
  family theory  20%  dating & mating  5%  aging/lifespan
  child development  30%  parenthood  ___ other 15
  counseling/intervention  20%  cross-cultural  10%

Close affiliations with other programs?:
  Yes with other family programs; with psychology or sociology departments; medical school affiliations Counseling and Guidance.

Department’s orientation: functional ___  instructional  x  research x

What % of faculty:
  a) presented papers at conventions last year? 40%
  b) consulted in program planning or other? 60-79%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?
  Teaching 40%  research ___  teaching research ___
  Counseling/intervention 40%  administration ___

D. Faculty in F.S. and Professional Interests

V.A. Christopherson: Family, Socialization, Rural Soc.
B.J. Kearns: Early Childhood, Indian and Mex. - Am. Socialization, Women’s Studies
Jim Hine: Marriage and Family, Marriage Counseling
Rich Smith: Child Dev., Research Methodology, Computers
June Hamblin: Creativity, Sex Roles
Jan Osburn: Early Childhood Ed.
Charles Martin: Extension, CDFR
University: Auburn University

Program: Family and Child Development

Administrator's Name: Dr. John Touliatos

Address: Auburn, AL 36830

Size and Resources

Total number of graduate faculty 7  Faculty in F.S. 5

Number of students:  

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Total in Department</th>
<th>F.S. Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-doctoral</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Faculty-grad student ratio (approx.): MA 1/4  Ph.D. 1/4

Number of grads funded in F.S.:  Fellowship/traineeships 2  Assistantships 8

Research assistantships: none

Teaching assistantships: 8 1/3 time  Stipend per 9 mos. $2500+

Other benefits: tuition remission  parking  secretarial x  library privileges x  office x  $ for meetings  X  office supplies  phone x  other X

Graduate course offerings: total in department 20  total F.S in department 28  total F.S outside 5

University enrollment 15,500  Population of city/town 25,000

B. Admission and Requirements

Admission deadlines  
August 15; December 1; Feb. 25; May 15

Admission statistics  
# applied 1974-75 14 admitted 6

Minimum GRE/GPA: verbal quantitative total

G.P.A. none other

formula including grade point average used

Tuition & fees: State resident 185.00 nonresident 185.00 per quarter

Credit hours required for: masters 48 doctorate
Required courses: statistics/methods X
foreign language none

Withdrawals or dismissals: 20% each year

C. Theoretical and Professional Orientation

Types of degrees offered: M.S. (thesis option only); M.Z.C.T.

Areas of FS grad courses: Marriage & Family Counseling, human sexual behavior, family psychopathology, family relations, family economics, parent-child relations, parent education

Course work -- % in each area:
family theory 30
counseling/intervention 30
dating & mating 10
parenthood 20
aging/lifespan 10
other personality theory 10%
cross-cultural

Close affiliations with other programs:
Counselor education, special education, elementary education.

Department's orientation: functional ___ instructional ___ / research ___ no answer

What % of faculty:
a) presented papers at conventions last year? 40
b) consulted in program planning or other? 0-58%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?
Teaching 20% research ___ % teaching research 10% Counseling/intervention 65% administration 5% 

D. Faculty in F.S. and Professional Interests

Norma Hodson, Ph.D. (Marriage and family counseling family interaction)
Paul Crouch, Ed.D. (Counseling and Psychotherapy),
Thomas Chase, M.D. (Human sexuality)
Don Christenson, Ph.D. (Marriage and family counseling, mate selection and marital interaction)
Gary Hatch, Ph.D. (Marriage and family counseling, mate selection and marital interaction)
Byron Lindholm, Ph.D. (Parent-child relations, parent education)
Sherman Hanna, Ph.D. (Family economics)
John Touliatos, Ed.D. (Parent-child relations, family influences on child mental health)
Linda Scarth, Ed.D. (Family influences on children's development)
University: Brigham Young University

Program: M.S. in Child Development; M.S. in Family Relationships; M.S. in Family Life Education; M.S. in Early Childhood Ed., M.S. in Marriage and Family Counseling; Ph.D. in NFC, Ph.D. in Family Studies (coop. with Soc. Dept.).

Administrator's Name: J. Joel Moss

Address: Provo, Utah 84602

Size and Reac.

Total number of graduate faculty 19

Faculty in F.S. 8

Number of students: Total
Masters Department 61 Program 0
Doctoral 34 16
Post-doctoral 0 0

Faculty-grad student ratio (approx.):
MA 1/4 Ph.D. 1/2

Number of grads funded in F.S.:
Fellowship/traineeships 5 supplementary awards
Assistantships 26 tuition only

Research assistantships:
5 1/4 time Stipend per 8 mos. $1600 12 mos. $2000

Teaching assistantships: Stipend per 8 mos. 1/2 of 1/2 time
38-40 1/2 time Stipend per 8 mos. $2720 to $33400

Other benefits: tuition remission parking secretarial X (if teaching)
library privileges X office X $ for meetings
office supplies X phone X other

Graduate course offerings: total department 34 total FS in department 34 total FS outside

University enrollment 25,000 Population of city/town

B. Admission and Requirements

Admission deadlines
Fall - March 1 - considering applicants in March for summer

Admission statistics: # applied 1974-75 81 admitted 31

Minimum GRE/GPA:
verbal quantitative total
M.A. & Ph.D. G.P.A. 3.0 none other Occasional at 2.75

Tuition & fees:
State resident $350 nonresident $520/semester

Credit hours required for: masters 30

doctorate 1 yr. residence
C. Theoretical and Professional Orientation

Types of degrees offered: M.S., Ph.D.

Areas of FS grad courses: Fam. sociology, marriage & fam. therapy, family measurement, Early childhood education, Family interaction processes, Family theory

Course work -- % in each area: varies with program emphasis

- Family theory
- Child development
- Counseling/intervention

Close affiliations with other programs:
- With psychology or sociology departments

Department's orientation: functional X, instructional X, research X

What % of faculty:
a) presented papers at conventions last year? 46%
b) consulted in program planning or other? 60-79%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 35 %, research 5 %, teaching research 20 %

D. Faculty in F.S. and Professional Interests

K. Cannon - Marriage, adolescent sexual behavior
E. Knowles - Family, community agencies and family
J. Moss - Family life education, Adolescent sexual behavior, Husband/wife communication, Marital interaction
B. Rollins - parent/child relationships, research methodology, Power in the families
S. Bähr - Marital Roles, Family relationships, Power in the marital dyad, Employed mother
D. Thomas - Power in families, Role relationships, Symbolic interaction, Social system
W. Burr - Theory construction, symbolic interaction, family life education, program development and eval.
T. Olson - Fam. life education, Fam. intervention, Fam. structure and personality, Socialization, Family values
NCPE PROGRAM DESCRIPTION

University: Colorado State University
Program: Department of Child Development and Family Relationships
Administrator's Name: D. Bruce Gardner
Address: Fort Collins, Colorado 80523

Size and Resources
Total number of graduate faculty 10  Faculty in F.S. 3

Number of students:
Masters 17
Doctoral
Post-doctoral

Faculty-grad student ratio (approx.):
MA 1/5
Ph.D.

Number of grads funded in F.S.:
Fellowship/traineeships
Assistantships

Research assistantships:
Teaching assistantships:

Other benefits: tuition remission X parking secretarial X
library privileges X office other
office supplies

Graduate course offerings: total department 19 total F.S. in department 8 total F.S. outside 6

University enrollment 16,000 Population of city/town 50,000

B. Admission and Requirements
Admission deadlines
Fall - 3/31

Admission statistics: # applied 1974-75 35-40 admitted 10

Minimum GRE/GPA:
verbal quantitative total
G.P.A. 3.0/4.0 MA. none other

Tuition & fees: State resident 203 nonresident 638
Credit hours required for: masters 45 doctorate
Required courses: statistics/methods
foreign language

Withdrawals or dismissals: _____% each year

C. Theoretical and Professional Orientation

Types of degrees offered: M.S., M.H. Ec.

Areas of FS grad courses: General

Course work -- % for each area:
- family theory 20
dating & mating 20
child development 10
parenthood 10
counseling/intervention 10
cross-cultural 20

Close affiliations with other programs?: None at present time

Department's orientation: functional ___ instructional ___ research ___

What % of faculty:
a) presented papers at conventions last year? 20
b) consulted in program planning or other? 40-59

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?
Teaching 60 % research ___ % counseling/intervention 40 % administration ___ %

D. Faculty in F.S. and Professional Interests

B. Jacobsen - Research Design
J. Turner - Theory, Counseling, Aging
G. Phelan - Family Life Education
NCFR PROGRAM DESCRIPTION

University: University of Connecticut

Program: Department of Child Development and Family Relations

Administrator's Name: Dr. Robert G. Ryder, Department Head

Address: Storrs, Connecticut 06269

Size and Resources

Total number of graduate faculty 9
Faculty in F.S. 5

Number of students:

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Department</th>
<th>F.S. Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>77</td>
<td>10</td>
</tr>
<tr>
<td>Doctoral</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Post-doctoral</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Faculty-grad student ratio (approx.):

- MA: greater than 7
- Ph.D.: greater than 7

Number of grads funded in F.S.:

- Fellowship/traineeships 0
- Assistantships 7

Research assistantships:
1/4 time; 1-3/4 time. 15 hrs. per week.

Teaching assistantships:
5-3/4 time. Stipend $2,880

Other benefits:
- tuition remission
- library privileges
- office
- secretarial
- parking
- office supplies
- phone
- $ for meetings
- other

Graduate course offerings:

- total department 18
- total F.S in department 15
- total F.S outside 4

University enrollment 24,666
Population of city/town 15,000

B. Admission and Requirements

Admission deadlines

- March 15

Admission statistics:

- # applied 1974-75 114
- admitted 40
- 40 to grad

Minimum GRE/GPA:
- verbal quantitative total other
- no none

Tuition & fees:
- State resident 375.10
- nonresident $628.20 per sem.
- per sem.

Credit hours required for:
- masters 24 w/ major paper
- doctorate 20-24 beyond masters
- thesis 19
Required courses: statistics/methods yes  Ph.D. yes  foreign language no  no
Withdrawals or dismissals: 10% each year

C. Theoretical and Professional Orientation

Types of degrees offered: M.A., Child Dev. & Family Relations  Ph.D., Family Life
Areas of FS grad courses:
- Sexuality, marriage counseling, family system theory, family roles.
- Family in life cycle perspective.
Course work -- % in each area:
- family theory ___
- dating & mating ___
- family in life cycle perspective ___
- child development ___
- parenthood ___
- other ___
- counseling/intervention ___
- cross-cultural ___

Close affiliations with other programs?: Psychology or sociology depts., Medical school, social work, anthropology.

Department's orientation: functional ___ instructional ___ research ___

What % of faculty:
a) presented papers at conventions last year? 38%
b) consulted in program planning or other? 20-39%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?
Teaching ___ %  research ___ %  teaching research ___ %
Counseling/intervention X ___ %  administration ___ %

D. Faculty in F.S. and Professional Interests

- F. Humphrey - sexuality, marriage counseling
- L. Lao - family system theory
- G. Nass - family roles
- L. E. Thomas - Family in life cycle perspective
- R. Ryder - Intimacy patterns
University: Colgate Rochester Divinity School
Program: Graduate Study Program in Family Ministries
Administrator's Name: Professor J. C. Wynn
Address: 1100 South Goodman Street, Rochester, New York 14620

Size and Resources
Total number of graduate faculty

Number of students:
- Masters
- Doctoral
- Post-doctoral

Faculty-grad student ratio (approx.):
MA: 1/7
Ph.D.: 1/5

number of grads funded in F.S.:
Fellowship/traineeships
Assistantships

Research assistantships:
Teaching assistantships:

Other benefits:
tuition remission
parking
secretarial
library privileges
office
$ for meetings
office supplies
phone
other

Graduate course offerings:
total in department over 20
total F.S. in department 14
outside numerous

University enrollment 200
Population of city/town 300,000

B. Admission and Requirements
Admission deadlines: Fall 5/30

Admission statistics:
# applied 1974-75: admitted
Some of this is irrelevant to Theoretical Seminary
Minimum GRE/GPA:
verbal quantitative total
G.P.A.

Tuition & fees:
State resident nonresident 2,000

Credit hours required for:
masters doctorate 40+ M.Div. Degree
Required courses: statistics/methods foreign language

Withdrawals or dismissals: Maybe 10% each year

C. Theoretical and Professional Orientations


Areas of FS grad courses: Social Psych. Counseling

Course work -- % in each area:
- family theory 10
dating & mating 10
- child development 10
parenthood 10
- counseling/intervention 50
cross-cultural

Close affiliations with other programs?:
Family Programs: psychology or sociology depts.; medical schools

Department's orientation: functional ___ instructional X research ___

What % of faculty:
a) presented papers at conventions last year? 40
b) consulted in program planning or other? 80-100

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?
Teaching ___ % research ___ % teaching research ___ %
Counseling/intervention ___ % administration ___ %

D. Faculty in F.S. and Professional Interests

James B. Agnbrook, Psychology
Education E. Thornton, Psychology
Albert Meiburg, Psychology
Kenneth Cauthen, Methodology
Erna Bowman, Counseling
Paul McVey, Family Life Edcn
J. C. Wynn, Family Studies
NCFR PROGRAM DESCRIPTION

University Teachers College Columbia University

and Community Relations

Administrator's Name: Hewe Varenne
Address: New York, New York 10025

Size and Resources

Total number of graduate faculty 3 Faculty in F.S. 3

Number of students:

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Total</th>
<th>F.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>25</td>
<td>90</td>
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<tr>
<td>Doctoral</td>
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<td>90</td>
</tr>
<tr>
<td>Post-doctoral</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Faculty-grad student ratio (approx.):

MA 1/5 Ph.D. 1/7+ 1/7+

Number of grads funded in F.S.:

Fellowship/traineeships 10
Assistantships

Research assistantships: 1-1/4 2-1/2 9 mos.

Teaching assistantships:

Other benefits: tuition remission x parking x secretarial
library privileges x office x $ for meetings x
office supplies x phone x other x

Graduate course offerings:

<table>
<thead>
<tr>
<th>Department</th>
<th>Total FS in department</th>
<th>Total FS outside department</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>11</td>
<td>10</td>
</tr>
</tbody>
</table>

University enrollment 5,000 Population of city/town 8 million

B. Admission and Requirements

Admission deadlines:

Admission statistics: applied 1974-75 30 admitted 24

Minimum GRE/GPA: verbal quantitative total
G.P.A. none other

Tuition & fees: State resident 117/pt. nonresident
full load 15 pts.

Credit hours required for: masters 32 doctorate 90
Required courses: statistics/methods
                          foreign language

Withdrawals or dismissals: 10 % each year

C. Theoretical and Professional Orientation

Types of degrees offered: M.A. M.Ed. Ed.D

Areas of FS grad courses:

Course work — % in each area:
- family theory 20
- child development 10
- counseling/intervention 10
- dating & mating 0
- parenthood 20
- cross-cultural 20
- aging/lifespan 10
- other 10

Close affiliations with other programs?: with psychology or sociology depts.

Department's orientation: functional ___ instructional ___ research x

What % of faculty:
a) presented papers at conventions last year? 60
b) consulted in program planning or other? 20-39

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?
Teaching 30 % research 20 % teaching research 10 %
Counseling/intervention 10 % administration 30 %

D. Faculty in F.S. and Professional Interests

Hope Leichter, educative styles, Network analysis
Paul Vanaman, Family counseling, Parent education
Paul Byers, Communication
Hewe Varenne, ideology
Peter Woock, Economics
NCER PROGRAM DESCRIPTION

University: Cornell University - Department of Human Development and Family Studies
Program: Family Studies
Administrator's Name: Dr. John Hill
Address: Ithaca, New York 14853

Size and Resources
Total number of graduate faculty 23 Faculty in F.S. 3

Number of students:
Masters
Doctoral
Post-doctoral

Faculty-grad student ratio (approx.): 1/2

Number of grads funded in F.S.:
Fellowship/traineeships 3
Assistantships 5

Research assistants: 15 hrs./wk 9 mos. 2800
Teaching assistants: 12 - 1/3 9 mos. 2800

Graduate course offerings: total Department total FS in Program

Other benefits: tuition remission x parking secretarial
library privileges x office x $ for meetings
office supplies x phone x other x
meetings only if presenting; coffee - social activities

University enrollment 16,000 University Population of city/town 32,000
1100 in Hum Ec. 4000 Cornell Grad School

B. Admission and Requirements
Admission deadlines: Fall 2/15
Admission statistics: # applied 1974-75 220 admitted 16
Minimum GRE/GPA:
verbal 500 MA quantitative 600 MA total
G.P.A. none other

Tuition & fees: State resident 1800/yr nonresident 1800/yr
Credit hours required for: masters doctoral 2 residence credits
Students must complete 2 plus thesis credits
Required courses: statistics/methods
        MA x
        foreign language
        Ph.D. x

Withdrawals or dismissals: 5% each year

C. Theoretical and Professional Orientation

Types of degrees offered: M.S., Ph.D., M.A.

Areas of FS grad courses: The area is covered broadly in formal courses - specifically
in directed study.

Course work in each area:

- family theory
- dating & mating
- aging/lifespan
- child development
- parenthood
- other
- counseling/intervention
- cross-cultural

Close affiliations with other programs?: informal family programs, psychology or sociology, law school, medical school and social work.

Department's orientation: functional 30% instructional 40% research 50%

What % of faculty:

a) presented papers at conventions last year? 60-80
b) consulted in program planning or other? 40-59

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 20% research 20% teaching research 30% counseling/intervention 30% administration 5%

D. Faculty in F.S. and Professional Interests

Ed Devereux - socialization, crosscultural studies

H. Feldman - family in contemporary forms, adult roles

B. Richardson - culture and personality, sex roles, socialization
University: East Carolina University

Program: Master of Science Degree, Major-Child Development and Family Relations

Administrator's Name: Nash W. Love, Jr., Ph.D. Chairman-Department of Child Development and Family Relations

Address: P.O. Box 2743, School of Home Economics, Greenville, N.C. 27834

Size and Resources

Total number of graduate faculty 5  Faculty in F.S. 5

Number of students:

- Masters: 40
- Doctoral: ___
- Post-doctoral: ___

Faculty-grad student ratio (approx.): MA Ph.D. 1/77

Number of grads funded in F.S.: Fellowship/traineeships 5  Assistantships 5

Research assistantships:

Teaching assistantships: 1 1/4 9 mos $1500 4 1/2 9 mos $2200

Other benefits: tuition remission ___ parking ___ secretarial ___

library privileges ___ office ___ $ for meetings ___

office supplies ___ phone ___ other ___

Graduate course offerings:

- total department 13
- total F.S. in department 6
- outside 15

University enrollment 11,500 Population of city/town 40,000

B. Admission and Requirements

Admission deadlines: fall - 8/14  spring - 2/4  winter - 11/4

Admission statistics: 60 applied 1974-75 60 admitted

Minimum GRE/GPA: verbal ___ quantitative ___ total 850 MA

G.P.A. 2.5 MA none ___ other ___

Tuition & fees: State resident 272  nonresident 788

Credit hours required for: masters 45  doctorate ___
Required courses: statistics/methods

<table>
<thead>
<tr>
<th></th>
<th>MA</th>
<th>Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>foreign language</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Withdrawals or dismissals: 5% each year

C. Theoretical and Professional Orientation

Types of degrees offered: Masters of Science

Areas of FS grad courses: Family Life Education, Parent Education, Human Development, Families of Exceptional Children, Marriage and Family Counseling

Course work -- % in each area:

- family theory 10
- child development 20
- counseling/intervention 30
- dating & mating 5
- parenthood 15
- aging/lifespan
- cross-cultural 5
- other Research and Practicum 15

Close affiliations with other programs?: with other family programs; with psychology or sociology departments; medical school affiliations; social work; mental health centers, developmental evaluation clinics, programs for exceptional children.

Department's orientation: functional x instructiona l ___ research ___

What % of faculty: a) presented papers at conventions last year? 20
b) consulted in program planning or other? 60-79

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 25 %  research ___ %  teaching research ___ %
Counseling/intervention 60 %  administration 15 %

Faculty in F.S. and Professional Interests

Dr. Nash W. Love, Jr. - Marriage and Family Counseling
Dr. Edward Markowski - Families of Exceptional Children and Parent Education
Dr. Jannis Shea - Human Development and Family Relations
Dr. Thelma T. Pearson - Preschool Child
Miss. Ruth Lambie - Family Life Education
University: Florida State University

Program: Interdivisional Doctoral Program in Marriage and the Family

Administrator's Name: Leland J. Axelson, Ph.D.

Address: 575 Bellamy Building, Tallahassee, Florida 32306

Size and Resources

- Total number of graduate faculty: Faculty in F.S. 9
- Program is interdepartmental about 15 strongly associated
- Number of students:
  - Masters
  - Doctoral
  - Post-doctoral
- Number of grad student
crati (approx.): MA 1/4 Ph.D. 1/4

- Number of grads funded in F.S.:
  - Fellowship/traineeships 5 @ $3000/academic year
  - Assistantships 5 @ $3000/academic year

- Research assistantships: 4 1/2 time 9mos.

- Teaching assistantships:
  - Other benefits: tuition remission parking secretarial
  - library privileges office $ for meetings
  - office supplies phone other x
  - Out-of-state tuitions waived, office space
  - Graduate course offerings: total FS in
    - total FS in department 45
    - department 20 outside

- University enrollment 22,000 Population of city/town 100,000

B. Admission and Requirements

- Admission deadlines: Fall - 8/15 spring - 2/21 Winter - 12/1 summer 5/15

- Admission statistics: # applied 1974-75 25 admitted 10

- Minimum GRE/GPA:
  - verbal quantitative total 1000 Ph.D.
  - G.P.A. 3.0 Ph.D. other

- Tuition & fees: State resident 16.50 nonresident 40.50

- Credit hours required for: masters doctorate
Required courses: statistics/methods
foreign language

Withdrawals or dismissals: 20% each year

C. Theoretical and Professional Orientation

Types of degrees offered: Ph.D.

Areas of FS grad courses: All areas

Course work -- % in each area:

- family theory
- child development
- counseling/intervention

- dating & mating
- parenthood
- cross-cultural

- aging/lifespan
- other

Close affiliations with other programs: family programs, psychology or sociology depts.

Department's orientation: functional x instructional instructional research

What % of faculty:

a) presented papers at conventions last year? 80%

b) consulted in program planning or other? 20-39

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 20% research 10% teaching research 10% counseling

Counseling/intervention administration

D. Faculty in F.S. and Professional Interests
NCFR PROGRAM DESCRIPTION

University: School of Home Economics, University of Georgia
Program: Department of Child and Family Development
Administrator's Name: Elizabeth T. Sheerer, Head
Address: Athens, Georgia 30602

Size and Resources

Size and Resources

Total number of graduate faculty 19 1/4 Faculty in F.S. 5

Number of students:

Masters
Doctoral
Post-doctoral

Faculty-grad student ratio (approx.):

Number of grads funded in F.S.:

Fellowship/traineeships: none
Assistantships: 

Research assistantships: 2 1/3 time
  2 1/2 time
Teaching assistantships:

7 1/3 time

Other benefits: tuition remission library privileges office supplies secretarial
parking office phone waiver of out-of-state fees

Graduate course offerings:

Total department 24 Total F.S. in. 47 Total Ph.D. 2

University enrollment 700 Population of city/town 80,000

B. Admission and Requirements

Admission deadlines August 15 May 9

Admission statistics: # applied 1974-75 41 MA admitted 30 Grad 30

Minimum GRE/CPA: verbal quantitative total 1,000

G.P.A. 3.0 none other

on a 4.0 scale

Tuition & fees: State resident 193.00 nonresident 481.00

Credit hours required for: masters 44-45 doctorate
Required courses: statistics/methods X foreign language X

Withdrawals or dismissals: none % each year. Almost no drop-outs.

C. Theoretical and Professional Orientation

Types of degrees offered: Master of Science & Master of Home Economics

Areas of FS grad courses:

Course work -- % in each area:

- family theory 15%
- child development 18%
- counseling/intervention 22%
- dating & mating 0%
- parenting 3.5%
- cross-cultural 3.5%
- aging/lifespan 3.5%
- Research 17%
- Teaching mentally retarded 3.5%

Close affiliations with other programs?
Social work school affiliations: 3 in College of Education; Div. for the education of exceptional children, Home Ec. Ed. Program, & Division of elementary education.

Department's orientation: functional ___ instructional X ___ research X ___

What % of faculty:

a) presented papers at conventions last year? 55%

b) consulted in program planning or other? 60-79%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 70% research 5% teaching research 5%

Counseling/intervention 20% administration 5%

D. Faculty in F.S. and Professional Interests

Joan Aldous: Theory Development, Parent-Child Socialization, and Occupation and the Family

Daniel F. Hobbs: The Interactive Effects of Parents and Children on One Another, Especially the Transition of Parenthood

Karl King: Family Sociology, Marriage Problems, Marriage and Family Counseling

Donald C. Murphy: Marriage Counseling

Sharon Price-Bonham: Sex Roles, Fathers, Aging

Elizabeth T. Sheerer: Client-centered Family Counseling and Behavior Problems of Children

Joyce A. Spigelmyer: Parent Education and Child Guidance

James Walters: Parent-Child Relations, Human Interaction Theory, Research Methodology
**NCFR PROGRAM DESCRIPTION**

**University:** University of Idaho  
**Program:** School of Home Economics  
**Administrator's Name:** Dr. Marie K. Carano  
**Address:** Moscow, Idaho 83843

### Size and Resources

- **Total number of graduate faculty:** 0  
- **Faculty in F.S.:** 1, 2, 3

### Number of students:

<table>
<thead>
<tr>
<th>Total Department</th>
<th>F.S. Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>23 in HE Grad programs</td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
</tr>
<tr>
<td>Post-doctoral</td>
<td></td>
</tr>
</tbody>
</table>

### Faculty-grad student ratio (approx.):

- **MA:** 1/5  
- **Ph.D. program pending**

### Number of grads funded in F.S.:

- **Fellowship/traineeships:** 0  
- **Assistantships:** 1

### Research assistantships:

- **Teaching assistantships:** 2 1/4 time

### Other benefits:

- **tuition remission:** X  
- **parking:** ___  
- **secretarial:** ___  
- **library privileges:** ___  
- **office:** ___  
- **$ for meetings:** ___  
- **phone:** X  
- **other:** ___

### Graduate course offerings:

- **total department:** 2  
- **total FS in department:** 2, 3, 4  
- **outside:**

### University enrollment

- **7138**  
- **Population of city/town:** 1,500  
- **School of Home Ec.:** 272

### B. Admission and Requirements

**Admission deadlines:**

- **August 1; March 1**

**Admission statistics:**

- **# applied 1974-75:** do not have  
- **admitted:** do not have  
- **do not have**

**Minimum GRE/GPA:**

- **verbal:** ___  
- **quantitative:** ___  
- **total:** ___  
- **G.P.A.:** 2.5  
- **none:**  
- **other:** ___  
- **Ph.D.:** 3.0

**Tuition & fees:**

- **State resident:** 190 sem.  
- **nonresident:** 640 per sem.

**Credit hours required for:**

- **masters:** 30  
- **doctorate:** 31
Required courses: statistics/methods no MA foreign language no Ph.D.

Withdrawals or dismissals: __% each year do not know

C. Theoretical and Professional Orientation

Types of degrees offered: M.S.; M.A.T.; Ph.D. - pending

Areas of FS grad courses:
Child Development and Family Relationships

Course work -- % in each area:
- family theory ___
- child development 75%
- dating & mating ___
- parenthood 10%
- counseling/intervention ___
- aging/lifespan 5%
- cross-cultural 5%

Close affiliations with other programs:
With other family programs; Psychology or sociology depts; Social work with Sociology and Anthropology; College of Education

Department's orientation: functional ___ instructional ___ research ___

What % of faculty:
a) presented papers at conventions last year? 20%
b) consulted in program planning or other? 20-39%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?
- Teaching ___ %
- research ___ %
- teaching research ___ %
- Counseling/intervention ___ %
- administration ___ %

D. Faculty in F.S. and Professional Interests

Dr. Gladys Bellinger, Ph.D. Family Relations; Child Development

Dr. Rowen Jones, Ph.D. Early Childhood Education
University: Kansas State University
Program: Family and Child Development
Administrator's Name: Marjorie Stith, Ph.D.
Address: 205 Justin Hall, Manhattan, Kansas 66506

Size and Resources
Total number of graduate faculty 15
Faculty in F.S. 12

Number of students:

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Department</th>
<th>Program</th>
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</thead>
<tbody>
<tr>
<td>Masters</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Doctoral</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Post-doctoral</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Faculty-grad student ratio (approx.):
MA: 1/6
Ph.D.: 1/1

Number of grads funded in F.S.:
Fellowship/traineeships 1/1
Assistantships 17

Research assistantships: 1/2 time stipend $2970 nine months; $3960 twelve months
Teaching assistantships: 1/2 time stipend $2970 nine months; $3960 twelve months

Other benefits: tuition remission X parking X secretarial X
library privileges X office X $ for meetings ___
office supplies ___ phone X other ___

Graduate course offerings:
total department 24
total FS in department 14
outside 4

University enrollment 16,000
Population of city/town 33,000

B. Admission and Requirements
Admission deadlines:
Spring—November 15
Summer—April 1
Fall—April 15

Admission statistics:
# applied 1974-75 40
admitted 30

Minimum GRE/GPA:
verbal ____ quantitative ____ Total ____
G.P.A. ____ other ____

Tuition & fees:
State resident $266
nonresident $661

Credit hours required for:
masters 30
doctorate 90
Required courses: statistics/methods
foreign language

Withdrawals or dismissals: 1% each year

C. Theoretical and Professional Orientation.

Types of degrees offered: MS, Ph.D.

Areas of FS grad courses: Family Theory, Family Life Education, Family Intervention, Specialized Issues and Topics

Course work -- % in each area: Designed to fit individual student's program.

- Family theory
- Dating & Mating
- Aging/lifespan
- Child development
- Parenthood
- Counseling/intervention
- Cross-cultural

Close affiliations with other programs: Sociology and Psychology Departments, College Education

Department's orientation: functional 50% instructional 25% research 25%

What % of faculty: a) presented papers at conventions last year? 20% b) consulted in program planning or other? 1-19%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 35% research 3% teaching research 2% Counseling/intervention 50% administration 15% other 15%

D. Faculty in F.S. and Professional Interests

Betsy Bergen, Ph.D. - Family Relations and Human Sexuality
Stephan Bollman, Ph.D. - Family Theory and Research Methods
Jeanette Coufal, Ph.D. - Family Life Education, Family Intervention
Albert J. Davis, Ph.D. - Parent-Child Relations and Child Development
Roy Grando, Ph.D. - Family Crisis Intervention and Family Counseling
Anthony Jurich, Ph.D. - Adolescent, Family Theory, Family Counseling
Carroll E. Kennedy, Ed.D. - Human Development and Family Life Education
Ivalee McCord, Ph.D. - Child Development and Early Childhood Education
Robert Poeresky, Ph.D. - Infant and Child Development, Individual Assessment
Carol Quarton, Ph.D. - Early Childhood Education: Curriculum Development, Program Evaluation
Candyce Russell, Ph.D. - Family Interaction and Intervention
Marjorie Stith, Ph.D. - Child Development, Child Care Administration
University: Kent State University

Program: Division of Individual and Family Development, School of Home Economics

Administrator's Name: Karen Arms, Division Coordinator (Dr. Irmiter, Director, Home Economics)

Address: Kent, Ohio 44321

Size and Resources

Total number of graduate faculty 1/ Faculty in F.S. 3 (5 next year)

Number of students:

- Masters: 100
- Doctoral: 19
- Post-doctoral: 1

Faculty-grad student ratio (approx.): 1 > 7

Number of grads funded in F.S.
- Fellowship/traineeships
- Assistantships

Research assistantships: none in this division

Teaching assistantships; 2 1/2 time

Stipend for 9 mos. 2,600 1st year
2,800 2nd year

Other benefits: tuition remission partial parking secretarial
library privileges office, desk
office supplies phone

Graduate course offerings:
- department total 10
- total FS in department total FS
- outside

University enrollment: 600 majors undergrad
100 grad

Population of city/town: 23,000

B. Admission and Requirements

Admission deadlines:
- Sept. 1 undergrad.; Aug. 16, grad (fall)
- March 1; Feb. 21 (spring)
- June 1, undergrad: May 9, grad (summer)

Admission statistics:
- # applied 1974-75
- admitted

Minimum GRE/GPA:
- verbal
- quantitative
- total
- G.P.A.
- none
- other

Tuition & fees:
- State resident: 268 un.grad
- resident: 668 under; 743 grad

Credit hours required for:
- masters: 48
- doctorate
Required courses:  
- statistics/methods
- foreign language

Withdrawals or dismissals: ____ % each year answer not available

C. Theoretical and Professional Orientation

Types of degrees offered: M.A. in Home Ec., major in Individual and Family Development

Areas of FS grad courses: Family studies is not divided into separate areas

Course work -- % in each area:
- family theory 6%
- child development 17%
- counseling/intervention 13%
- dating & mating 8%
- parenthood 6%
- cross-cultural 13%
- aging/lifespan 15%
- other 6%
- roles 13%
- rehabilitation 13%
- practicum 13%

Close affiliations with other programs:
- Interdisciplinary council on gerontology

Department's orientation: functional (experience oriented) instructional research

What % of faculty:
- a) presented papers at conventions last year? 20%
- b) consulted in program planning or other? 80-100%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?
- Teaching ___ %, research ____ %, teaching research ____ %
- Counseling/intervention ____ %, administration ____ %, child development centers

D. Faculty in F.S. and Professional Interests

Dorothy Fruit: Infancy, Family and Aging
Lynda Fowler: Child Development, Child Development Center, Rehabilitation, Parent Education
Karen Arms: Changing Roles, Field experience, general.
NCFR PROGRAM DESCRIPTION

University: University of Manitoba

Program: Department of Family Studies

Administrator's Name: E.L. Jackson, Head

Address: Winnipeg, Manitoba

Size and Resources

Total number of graduate faculty teach/Faculty in F.S. 8 + technical assistants

<table>
<thead>
<tr>
<th>Number of students:</th>
<th>Total Department</th>
<th>F.S. Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>0</td>
<td>10 full time, 8 part time</td>
</tr>
<tr>
<td>Doctoral</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Post-doctoral</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Faculty-grad student ratio (approx.):

- MA: 1/4
- Ph.D.: now NA

Number of grads funded in F.S.:

- Fellowship/traineeships: 1/3 in summer; 4 in fall
- Assistantships: 8 varying

Research assistantships: uncertain due to budget information delayed, but at least 2 1/4 time - 2 terms

Teaching assistantships:

- Same

Other benefits:

- tuition remission
- parking
- secretarial
- library privileges
- office
- $ for meetings
- office supplies
- phone
- other none

Graduate course offerings:

- total department
- total FS in F.S.
- department
- 10
- outside

University enrollment:

- 450 in undergrad
- 40 in grad

B. Admission and Requirements

Admission deadlines

- June 1; Do not generally have admissions except those entering in Sept.

Admission statistics:

- # applied 1974-75: 15
- admitted 6 full time
- 3 part time

Minimum GRE/GPA:

- verbal
- quantitative
- total
- G.P.A. 2.5 on a 4 point scale
- none
- other

Tuition & fees:

- State resident
- nonresident
- undergrad = $425 per year; premasters = $425/yr., Masters $375 per year
- Credit hours required for: masters 18/term doctorate
Required courses: 
- statistics/methods
- foreign language

Withdrawals or dismissals: ___ % each year, none so far

C. Theoretical and Professional Orientation

Types of degrees offered: Ms.c thesis

Areas of FS grad courses:
- Human Development
- Family Interaction
- Family Economics and Management

Course work -- % in each area:
- family theory
- dating & mating
- child development
- parenting
- counseling/intervention
- aging/lifespan
- other
- cross-cultural

Close affiliations with other programs:

Department's orientation: functional ___ instructional ___ research ___

What % of faculty:
- a) presented papers at conventions last year? 40%
- b) consulted in program planning or other? 60-70%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?
- Teaching ___ %, research ___ %, teaching research ___ %
- Counseling/intervention ___ %, administration ___ %

D. Faculty in F.S. and Professional Interests

Dr. L. Brockman - Cognitive Development
Dr. D. Berg - Self-concept, Adolescence
Dr. J. Bond - Aging
Dr. N. Hack - Family-Eco
Dr. L. Jackson - Infants and Toddlers
Prof. R. Berry - Consumer Economics
Prof. D. Mallin - Family Housing - Policy factors
University: Michigan State University
Program: Family Ecology - doctoral program
Administrator's Name: Dr. Linda Nelson
Address: College of Human Ecology, MSU, East Lansing, MI 48824

Size and Resources (3 in FE, but other from College of Human Ecology)
Total number of graduate faculty: Faculty in F.S. FCS dept. + FE Dept.

<table>
<thead>
<tr>
<th>Number of students:</th>
<th>Total Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td></td>
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<tr>
<td>Doctoral</td>
<td>33</td>
</tr>
<tr>
<td>Post-doctoral</td>
<td>33</td>
</tr>
<tr>
<td>Faculty-grad student ratio (approx.):</td>
<td></td>
</tr>
<tr>
<td>MA</td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td></td>
</tr>
</tbody>
</table>

| Number of grads funded in F.S.: |
| Fellowship/traineeships |
| Assistantships |

Research assistantships: 8-1/4 time 9 mos. stipend 1600-2250
4-1/2 time 9 mos. stipend 3200-4500
Teaching assistantships: 8-1/4 time 9 mos stipend 1600-2250
7-1/2 time 9 mos stipend out of state

Other benefits: tuition remission x parking ___ secretarial
library privileges ___ office shared $ for living
office supplies ___ phone ___ other

Graduate course offerings: total department ___ total F.S./in department ___ total F.S. outside ___

University enrollment ___ Population of city/town ___

B. Admission and Requirements

Admission deadlines
Fall 2/1 Winter 9/15
Spring 12/1 Summer 2/1

Admission statistics: # applied 1974-75 25 admitted 20

Minimum GRE/GPA:
verbal ___ quantitative ___ total 1.0
G.P.A. 3.0 none other

Tuition & fees: State resident @ $161 credit nonresident @ $161 credit
45 w/thesis

Credit hours required for: masters 51 without doctorate no requirements
Required courses: statistics/methods, foreign language

Withdrawals or dismissals: 5% each year

C. Theoretical and Professional Orientation

Types of degrees offered: MA Family Economics and Management, Ph.D. in Family Ecology

Areas of FS grad courses:

Course work -- % in each area:
- family theory
- child development
- counseling/intervention
- dating & mating
- parenthood
- aging/lifespan
- other
- cross-cultural

Close affiliations with other programs:

Family programs, psychology, sociology departments

Department's orientation: functional, instructional, research

What % of faculty:
- a) presented papers at conventions last year? 10%
- b) consulted in program planning or other? 20-30%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?
- Teaching
- research
- teaching research
- Counseling/intervention
- administration

D. Faculty in F.S. and Professional Interests
NCFR PROGRAM DESCRIPTION

University: University of Minnesota

Program: Family Social Science

Administrator's Name: Richard N. Hey, Ph.D.

Address: 218 North Hall, University of Minnesota, St. Paul, Minnesota 55108

Size and Resources

Total number of graduate faculty: 9

Faculty in F.S.: 9

Number of students:

<table>
<thead>
<tr>
<th>Masters</th>
<th>Doctoral</th>
<th>Post-doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>37</td>
<td>1</td>
</tr>
</tbody>
</table>

Faculty-grad student ratio (approx.):

MA: 1-1 or 2
Ph.D.: 1-3 or 4

Number of grad students funded in F.S.:

Fellowship/traineeships: 3
Assistants: 22

Research assistantships: 11

Teaching assistantships: 10

Other benefits:

- tuition remission
- parking
- secretarial
- library privileges
- office
- $ for meetings
- office supplies
- phone
- other

Graduate course offerings:

total department: 40
F.S. in total FS in department: 40
outside: 20

University enrollment: 45,000

Population of city/town: 1,000,000

B. Admission and Requirements

Admission deadlines: March 1

Admission statistics:

- # applied 1974-75: 90
- admitted: 10
- minimum GRE/GPA:
  - verbal: none
  - quantitative: total
  - G.P.A.: 2.8

Tuition & fees:

- State resident: $477 per quarter
- nonresident: $923 per quarter

Credit hours required for:

- masters: 45
- doctorate: variable
C. Theoretical and Professional Orientation

Types of degrees offered: MS, MA, Ph.D.

Areas of FS grad courses: Marriage and Family Counseling, Theory and Research, Sociology, Anthropology, Psychology, Education, Home Economics

Course work -- % in each area:
- family theory 15
- dating & mating 7
- child development 0
- counseling/intervention 25
- aging/life span 5
- parenthood 5
- other 38

Close affiliations with other programs?: Psychology and sociology departments, medical school

Department's orientation: functional  x  instructional  x  research  x

What % of faculty: a) presented papers at conventions last year? 100
b) consulted in program planning or other? 100

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 5%  research 2%  teaching research 50%  Counseling/intervention 75%  administration 1% (Most like the teaching/counseling/research role)

D. Faculty in F.S. and Professional Interests

Paula Berry - Counselor Training and Public Policy
Allan Briskin - Counselor Training and Developmental Psychology
Richard Fowler - Chemically Dependence Counseling
Geraldine Gage - Consumer Affairs, Family Finance
Sheila Henry - Social Stratification, Social Policy
Richard Hey - Family Life Education, Counselor Training
Gerhard Neubeck - Counselor Training, Human Sexual Behaviors
David Olson - Research and Theory, Counselor Training
Paul Rosenblatt - Social Psychology, Cross-Cultural Perspectives, Research and Methodology
**University:** University of Minnesota

**Program:** Minnesota Family Study Center. This is a research program in family studies. It is an education activity affiliated with the Sociology Department. Family Sociology courses are taught by Family Study Center faculty.

**Administrator's Name:** Robert K. Leik, Ph.D.

**Address:** 1014 Social Sciences Building, Minneapolis, Minnesota 55455

**Size and Resources**

<table>
<thead>
<tr>
<th>Total number of graduate faculty</th>
<th>Faculty in F.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students:</td>
<td></td>
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<tr>
<td>Masters</td>
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<tr>
<td>Doctoral</td>
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<tr>
<td>Post-doctoral</td>
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</tr>
<tr>
<td>Faculty-grad. student ratio (approx.):</td>
<td>MA Ph.D.</td>
</tr>
<tr>
<td>Number of grads funded in F.S.:</td>
<td>Fellowship/traineeships</td>
</tr>
<tr>
<td>Assistantships</td>
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</tr>
<tr>
<td>Research assistantships:</td>
<td></td>
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<tr>
<td>Teaching assistantships:</td>
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<tr>
<td>Other benefits:</td>
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<tr>
<td>tuition remission</td>
<td>library privileges</td>
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<tr>
<td>office</td>
<td>office supplies</td>
</tr>
<tr>
<td>$ for meetings</td>
<td>phone other</td>
</tr>
<tr>
<td>Graduate course offerings:</td>
<td>total FS in department</td>
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<tr>
<td>total FS outside</td>
<td></td>
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<tr>
<td>University enrollment:</td>
<td>Population of city/town</td>
</tr>
</tbody>
</table>

**B. Admission and Requirements**

**Admission deadlines**

**Admission statistics:** # applied 1974-75 admitted

**Minimum GRE/GPA:** verbal quantitative total

**G.P.A.** none

**Tuition & fees:** State resident nonresident

**Credit hours required for:** masters doctorate
Required courses: statistics/methods
foreign language

Withdrawals or dismissals: % each year

C. Theoretical and Professional Orientation

Types of degrees offered:

Areas of FS grad courses:

Course work -- % in each area:
  family theory  dating & mating  aging/lifespan
  child development  parenthood  other
  counseling/intervention  cross-cultural

Close affiliations with other programs:

Department's orientation: functional  instructional  research

What % of faculty:
  a) presented papers at conventions last year?
  b) consulted in program planning or other?

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?
  Teaching  %  research  %  teaching research  %  Counseling/intervention  %  administration  %

D. Faculty in F.S. and Professional Interests

Reuben Hill, Ph.D. - Sociology of the Family, Population Studies, Research Methods
Robert Leik, Ph.D. - Mathematical Models, Family, Social Psychology
Ira Reiss, Ph.D. - Sociology of the Family, Theory Construction, Deviant Behavior
Irving Tallman, Ph.D. - Political Sociology, Small Group Research, Family
Steven McLaughlin, Ph.D. - Family, Sex Roles, Statistics, Demography
University: University of Nebraska - Lincoln

Program: Human Development and the Family

Administrator's Name: John C. Woodward

Address: Lincoln, Nebraska

Size and Resources

Total number of graduate faculty 8
Faculty in F.S. 8?

Number of students:

<table>
<thead>
<tr>
<th>Masters</th>
<th>46</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral</td>
<td></td>
</tr>
<tr>
<td>Post-doctoral</td>
<td></td>
</tr>
</tbody>
</table>

Faculty-grad student ratio (approx.):

Number of grads funded in F.S.:

| Fellowship/traineeships | 2 |
| Assistantships | 8 |

Research assistantships: 4 1/2 time Stipend 3775 9 mos.

Teaching assistantships: 4 1/2 time stipend 9 mos. 3575

Other benefits: tuition remission parking secretarial library privileges office office supplies phone $ for meetings other

Graduate course offerings:

University enrollment 21,000 Population of city/town 184,000

B. Admission and Requirements

Admission deadlines: July 15; Dec. 15; May 15

Admission statistics: # applied 1974-75 35 admitted 35

Minimum GRE/GPA: verbal quantitative total G.P.A. none other

Tuition & fees: State resident 321.50 nonresident 775.25

Credit hours required for: masters 30 thesis doctorate

No
Required courses: statistics/methods foreign language

Withdrawals or dismissals: less than 10% each year

C. Theoretical and Professional Orientation

Types of degrees offered: MSc in HDF

Areas of FS grad courses:

Course work -- % in each area: can't estimate family theory ____ dating & mating ____ aging/lifespan ____ child development ____ parenthood ____ other ________
counseling/intervention: ____ cross-cultural ____

Close affiliations with other programs?: Psychology or sociology depts.

Department's orientation: functional X instructional ____ research ____

What % of faculty:
a) presented papers at conventions last year? ______ 20%
b) consulted in program planning or other? ______ 1-19%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 75% research ____ % teaching research 10% Counseling/intervention 5% administration 10%__

D. Faculty in F.S. and Professional Interests

John C. Woodward
Ruby Gingles
Jacquelyn Voss
University: University of North Carolina at Greensboro

Program: Department of Child Development and Family Relations/School of Home Economics

Administrator's Name: J. Allen Watson

Address: Greensboro, NC 27412

Size and Resources

Total number of graduate faculty: 8

- Faculty in F.S.: 4

Number of students:

<table>
<thead>
<tr>
<th>Total</th>
<th>Department</th>
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</thead>
<tbody>
<tr>
<td>Masters</td>
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<tr>
<td>Doctoral</td>
<td>42</td>
</tr>
<tr>
<td>Post-doctoral</td>
<td></td>
</tr>
</tbody>
</table>

- Faculty-grad student ratio (approx.): MA 1/7, Ph.D. 1/5

- Number of grads funded in F.S., Fellowship/traineeships: 3
- Assistantships: 9 in fs/25 in combined CDFR area

- Research assistantships: 4 1/2 time
- Teaching assistantships: 5 1/2 time

- Other benefits: tuition remission x, parking x, secretarial x, library privileges, office x, $ for meetings, office supplies x, phone x, other

Graduate course offerings:

- Total department 34, Total FS in department 14, Total FS outside 3

University enrollment: circa 9,000

Population of city/town: 180,000

B. Admission and Requirements

- Admission deadlines: June 18; November 11

Admission statistics: # applied 1974-75 132, admitted 21

- Minimum GRE/GPA: verbal __, quantitative __, total 1000 MA
- G.P.A. __, none __, other __

- Tuition & fees: State resident $96, nonresident $684, plus $56 fees

- Credit hours required for: masters 30, doctorate 60
Required courses: statistics/methods

MA

Ph.D.

foreign language

Yes both

yes

Withdrawals or dismissals: 25-30% % each year

C. Theoretical and Professional Orientation

Types of degrees offered: Ph.D; MS; MSHE; M.Ed.

Areas of FS grad courses:

Parent-child relations; family relations; family life education; family enrichment; research and theory.

Course work -- % in each area:

family theory 12%

child development 12%

counseling/intervention 2%

dating & mating 5%

parenthood 12%

aging/lifespan 6%

other research & Stat. 20%

Total 100%

Teaching 5%

Marital processes 18%

Close affiliations with other programs?:

Family programs; psychology or sociology depts; medical school; social work school; School of Education.

Department's orientation: functional  instructional x  research x

What % of faculty:

a) presented papers at conventions last year? 80 - 100%

b) consulted in program planning or other? 60-79%.

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 20 %  research 5 %  teaching research 30 %

Counseling/intervention 10 %  administration 5 %

combined teaching, research counseling 30%

D. Faculty in F.S. and Professional Interests

Dr. Rebecca Smith - Family Life Education; Family Enrichment Research, Family Relationships, Human Development & Family Theory

Dr. Dennis Orthner - Marital interaction, Human Development & Family Theory, Leisure, Social Change, Demography, Family Research

Dr. James Watson - Theories, Research Methodology and Design, Systems Theory and Applications, Family Research

NCFR PROGRAM DESCRIPTION

University: North Dakota State University

Program: Department of Child Development and Family Relations

Administrator's Name: Dr. George Rowe, Chairman

Address: Fargo, ND 58102

Size and Resources

Total number of graduate faculty: 0

Number of students:
- Masters: 8
- Doctoral: 5
- Post-doctoral: 1

Faculty-grad student ratio (approx.): 1-4

Number of grads funded in F.S.:
- Fellowship/traineeships: 0
- Assistantships: 1

Research assistantships:
- Teaching: 2 1/2 time, $2,370

Other benefits: tuition remission, parking, secretarial, x
- library privileges, office, x $ for meetings
- office supplies, phone, x other

Graduate course offerings:
- total department: 12
- total FS in department: 9
- total FS outside: 6

University enrollment: 6,500
Population of city/town: 1000,000

B. Admission and Requirements

Admission deadlines: Aug 1; Feb 1; Nov 1; May 1

Admission statistics:
- # applied 1974-75: 12
- admitted: 6

Minimum GRE/GPA:
- verbal: __
- quantitative: __
- G.P.A.: 2.5
- none: __
- other: __

Tuition & fees:
- State resident: ___
- nonresident: ___

Credit hours required for:
- masters: ___
- doctorate: ___
Required courses: statistics/methods
foreign language

Withdrawals or dismissals: 10% each year

C. Theoretical and Professional Orientation

Types of degrees offered: Masters and doctoral

Areas of FS grad courses:
- Crises, Family & Society, Parent-Child Rel., Marriage, Sexuality

Course work - % in each area:
- family theory 5%
- child development 40%
- dating & mating 10%
- parenthood 10%
- aging/lifespan 20%
- other
- cross-cultural 15%

Close affiliations with other programs:
- Counseling and Guidance

Department's orientation: functional X instructional ___ research ___

What % of faculty:
- a) presented papers at conventions last year? 20%
- b) consulted in program planning or other? 80-100%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?
- Teaching X % research ___ % teaching research ___ %
- Counseling/intervention ___ % administration ___ %

D. Faculty in F.S. and Professional Interests

Harriet Light - Parent-Child Relations, Adolescence, Family Legislation, Maternal Anxiety

Jean Pederson - Gerontology, Family Crises, Marriage relations, Courtship

George P. Rowe - Middle-age, marriage enrichment, adolescence, community services.
NCFR PROGRAM DESCRIPTION

University: The Ohio State University - School of Home Economics

Program: Family and Child Development (July 1 - Dept. Family Relations and Human Development)

Administrator's Name: Claribel Taylor (Ph.D.)

Address: 1787 Neil Ave., Columbus, OH 43210

Size and Resources

1-40%, 12 mos.
3-12 mos.

Total number of graduate faculty 1-9 mos. Faculty in F.S.

<table>
<thead>
<tr>
<th>Number of students:</th>
<th>Total Department</th>
<th>F.S. Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>52</td>
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<tr>
<td>Doctoral</td>
<td>18</td>
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<tr>
<td>Post-doctoral</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Faculty-grad student ratio (approx.): MA Ph.D.

1-greater than 7 1-7

Number of grads funded in F.S.: Fellowship/traineeships 0
Assistantships 14 (2 wth funded projct.s)

Research assistantships:
1 1/2 time $3,700 9 mos. $3600 12 mos.

Teaching assistantships:
4 1/2 time $2,700 9 mos. $3600 12 mos.

Other benefits: tuition remission X parking ___ secretarial X library privileges X office X $ for meetings ___ office supplies X phone X other ___

Graduate course offerings: total FS in department 6 outside 8

University enrollment 9,000 Population of city/town 576,000

B. Admission and Requirements

Admission deadlines Sept. 1; March 1; December 1; June 1

Admission statistics: # applied 1974-75 20 admitted all

Minimum GRE/GPA:

verbal 500 quantitative 500 total

G.P.A. none other

Do not require cut-off, but generally must be 500 verbal and same Quant.

Tuition & fees: State resident $320 nonresident $670

Credit hours required for: masters B-50 doctorate 90 beyond Masters
Required courses: statistics/methods
for foreign language

Withdrawals or dismissals: under 1% each year

C. Theoretical and Professional Orientation

Types of degrees offered: M.Sc. and Ph.D.

Areas of FS grad courses: Family Development, (Early, Middle, Later Years)
Parenting, Individual Studies

Course work - % in each area:
- family theory 5%
- child development 30%
- dating & mating 5%
- parenthood 10%
- aging/lifespan 40%
- counseling/intervention
- cross-cultural

Close affiliations with other programs:
With psychology or Sociology departments; Medical school affiliations, Dept. of Pediatrics Niemeyer Center for Mental Retardation; Education - Early & Middle Childhood Ed.

Department's orientation: functional ___ instructional ___ research ___

What % of faculty:
(a) presented papers at conventions last year? 20%
(b) consulted in program planning or other? 40-59%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?
Teaching 60% research 10% teaching research ___%
Counseling/intervention ___% administration 30%

D. Faculty in F.S. and Professional Interests

Claribel Taylor - Family Development, Family Life Education, Aging
Kent Hamdorf - (Ex. Spec.) Communication, Value Clarification; Parent-Adolescent Relns.
George Etheridge - Parenting, Families with children with Developmental Disabilities
Family Systems

One vacant position in Family to be filled.
NCDFR PROGRAM DESCRIPTION

University: Pennsylvania State University
Program: Human Development and Family Studies
Administrator's Name: Donald L. Peters
Address: University Park, PA 16802

Size and Resources
Total number of graduate faculty ____ Faculty in F.S. 7

<table>
<thead>
<tr>
<th>Number of students</th>
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</thead>
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<tr>
<td>Masters</td>
<td>51</td>
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<td>Doctoral</td>
<td>49</td>
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<tr>
<td>Post-doctoral</td>
<td>none</td>
</tr>
</tbody>
</table>

Faculty-grad student ratio (approx.): MA Ph.D.

Number of grads funded in F.S.: Fellowship/traineeships 2
Assistantships 21.

Research assistantships:
3 1/4 time; Stipend per 9 mos $1,800
5 1/2 time; Stipend $3000 9 mos.

Teaching assistantships:
6 1/4 time Stipend per 9 mos. $1800
7 1/2 time Stipend per 9 mos. $3000

Other benefits: tuition remission X parking secretarial
library privileges office X $ for meetings
office supplies phone other

Graduate course offerings: total F.S in
department ____ total F.S in outside ____

University enrollment ____

B. Admission and Requirements

Admission deadlines
Feb. 15; only

Admission statistics: # applied 1974-75 400 admitted 30

Minimum GRE/CFA:
verbal ___ quantitative ___ total ___
G.P.A. 3.00 MA,Ph.D. none ___ other ___

Tuition & fees: State resident ____ nonresident ____

Credit hours required for: masters 30 ___ doctorate none specified
Required courses: statistics/methods
foreign language

Withdrawals or dismissals: % each year

C. Theoretical and Professional Orientation

Types of degrees offered: Ph.D., M.S., M.Ed. D.Ed.

Areas of FS grad courses: Premarital, marital, parent-child relationships; Family theory, Family Economics & Management.

Course work -- % in each area:
- family theory 10%
- child development 10%
- counseling/intervention 10%
- dating & mating 15%
- parenthood 5%
- aging/lifespan 15%
- cross-cultural 5%
- other, Alternate life styles

Close affiliations with other programs:

Psychology or sociology departments?

Department's orientation: functional ___ instructional ___ research ___

What % of faculty: a) presented papers at conventions last year? 80%
- b) consulted in program planning or other? 40-50%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?
- Teaching 20%
- research ___ %
- teaching research ___ 70%
- administration ___ %

D. Faculty in FS and Professional Interests

Dr. Robert Burgess, Family Interaction, Child Abuse
Dr. Stella Goldberg, Family Life and Sex Education
Dr. Colleen Heferan, Family Economics, Economic Conditions and Family Life
Dr. Ted Huston, Development of Interpersonal and Family Relations, Courtship, Family Socialization Practices
Dr. Robert Lewis, Family Interaction throughout the Life-Cycle, Premarital Dyadic Formation, Aging Family
Dr. Marjorie Knoll, Family Economics and Home Management
Dr. Graham Spanier, Marital Adjustment, Family Measurement, Sexual Socialization
University: Purdue University
Program: Child Development and Family Life
Administrator's Name: D. W. Felker
Address: West Lafayette, IN 47907

**Size and Resources**

<table>
<thead>
<tr>
<th>Total number of graduate faculty</th>
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</tr>
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<tbody>
<tr>
<td>Faculty in F.S.</td>
<td>5</td>
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<th>F.S. Program</th>
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<tbody>
<tr>
<td>Masters</td>
<td>45</td>
<td>17</td>
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<tr>
<td>Doctoral</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>Post-doctoral</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

| Faculty-grad student ratio (approx.) | MA 1-5 | Ph.D. 1-2 |

<table>
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<tr>
<th>Number of grad funded in F.S.:</th>
<th>Fellowship/traineeships 1</th>
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<tbody>
<tr>
<td>Assistantships'</td>
<td>33</td>
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<table>
<thead>
<tr>
<th>Research assistantships:</th>
<th>13 1/4 time</th>
<th>$1600 9 mos.</th>
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<tbody>
<tr>
<td>Teaching assistantships:</td>
<td>12 1/4 time</td>
<td>$1,600 12 mos.</td>
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<tr>
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<td>4 1/2 time</td>
<td>$3,200 12 mos.</td>
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<th>Other benefits:</th>
<th>tuition remission X</th>
<th>parking</th>
<th>secretarial</th>
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<td></td>
<td>library privileges</td>
<td>office X</td>
<td>$ for meetings X</td>
</tr>
<tr>
<td></td>
<td>office supplies</td>
<td>phone (locally)</td>
<td>other</td>
</tr>
</tbody>
</table>

| Graduate course offerings: | total FS in department 14 | total FS outside 9 |
|-----------------------------|---------------------------|

University enrollment 27,000, Population of city/town 22,000 with metropolitan area population of 65,000

**B. Admission and Requirements**

**Admission deadlines**
March 15; Oct. 15; Feb. 15

**Admission statistics:** # applied 1974-75 140 admitted 50 to program 30 graduate

**Minimum GRE/GPA:** verbal 500, quantitative 500 total 1000

**Tuition & fees:** State resident 375 sem., nonresident 850 per sem.

**Credit hours required for:** masters 33 including thesis, doctorate 90
Required courses: statistics/methods 
foreign language 

Withdrawals or dismissals: less than 1% each year

C. Theoretical and Professional Orientation

Types of degrees offered: Ms, Ph.D.

Areas of FS grad courses:
Family life education; marriage counseling; family life; parent education; Child Development.

Course work — % in each area:

family theory 5% 
dating & mating 5% 
aging/lifespan 

cross-cultural 

child development 30% 
parenthood 10% 

Counseling/intervention 30% 

Close affiliations with other programs:
Sociology and Psychology Depts.

Department's orientation: functional X instructional research X

What % of faculty: a) presented papers at conventions last year? 60% 
b) consulted in program planning or other? 40-59%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?
Teaching 20% 
research 50% 
Counseling/intervention 30% 
administration 0% 

D. Faculty in F.S. and Professional Interests

G. W. Denton, Marriage Counseling
C. R. Figley, Family Studies
F. G. Kerckhoff, Parent Education
R. K. Kerckhoff, Family Life Education
C. Riker, Family Relationships and Affect
W. J. Taylor, Ecology of Human Systems
D. Sprenkle, Marriage Counseling
University: St. Paul University
Program: Pastoral Care of the Family
Administrator's name: (Co-ordinators) Mrs. Claudette Socque, M.A., Ph.D. pending
Fr. Adrian Visscher, D.Ps.
Address: 223 Main Street, Ottawa K1S 1C4, Canada

Size and Resources
Total number of graduate faculty __9__
Faculty in F.S. __4__

Number of students:

<table>
<thead>
<tr>
<th>Level</th>
<th>Department</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>127</td>
<td>40</td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-doctoral</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Faculty-grad student ratio (approx.): MA: 1/2, Ph.D.

Number of grads funded in F.S.: Fellowship/traineeships __
Assistantships __

Research assistantships:
Teaching assistantships:

Other benefits: tuition remission __ parking __ secretarial __
library privileges __ office __ $ for meetings __
office supplies __ phone __ other __

Graduate course offerings:

<table>
<thead>
<tr>
<th>Total FS in</th>
</tr>
</thead>
<tbody>
<tr>
<td>department</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>total FS</td>
</tr>
<tr>
<td>outside</td>
</tr>
</tbody>
</table>

University enrollment __550__
Population of city/town __600,000 (greater Ottawa)__

Admission and Requirements

Admission deadlines

Admission statistics:
# applied 1974-75 __155__
admitted __40__ with part-time

Minimum GRE/GPA:

<table>
<thead>
<tr>
<th>Verbal</th>
<th>Quantitative</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>G.P.A.</td>
<td>none</td>
<td>other</td>
</tr>
</tbody>
</table>

Tuition & fees:
State resident $300  nonresident $300

Credit hours required for:
masters __35__ doctorate __
C. Theoretical and Professional Orientation

Types of degrees offered: Master in Pastoral Studies (Family Studies).

Areas of FS grad courses:
- Marriage counseling

Course work -- % in each area:
- family theory 18%
- child development
- counseling/intervention 60%
- dating & mating
- parenting 11%

Aging/lifespan
- other 11%

Close affiliations with other programs?:
- Psychology and Sociology Departments

Department's orientation: functional X instructional ___ research ___

What % of faculty: a) presented papers at conventions last year? _______
- b) consulted in program planning or other? _______

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?
- Teaching ___ % research ___ % teaching research ___
- Counseling/intervention X % administration ___ %
circled but no answer

D. Faculty in F.S. and Professional Interests

Fr. Auguste Luneau - Theology
Fr. Gordon Irving - Sociology
Mrs. Katie Denyer - Family Life Education
Fr. Francis Morrissey - Law
Fr. Adrian Visscher - Psychology, Counseling, Theology
Mr. Matt Stollman - Social Work
Fr. Yvon St-Arnaud - Psychology, Counseling
Mrs. Merle Stern - Psychology, Social Work
UNIVERSITY: Texas Tech University
Program: Master of Science: Family Studies
Administrator's Name: Carl M. Andersen, Ph.D.
Address: Lubbock, TX 79409

Size and Resources
Total number of graduate faculty 11 Faculty in F.S. 8

Number of students:
Masters 75
Doctoral
Post-doctoral

Faculty-grad student ratio (approx.):
MA 1/5 Ph.D.

Number of grads funded in F.S.:
Fellowship/traineeships 6
Assistantships 22

Research assistantships: 4 - 14 time Stipend $1,600 9 mos; 2 1/2 time, Stipend 9 mos. $3,200
Teaching assistantships: 10 1/4 time, Stipend per 9 mos. $1,600; 2 1/2 time, Stipend per 9 mos. $3,200

Other benefits: tuition remission 1/2 time parking secretarial
library privileges office phone
office supplies $ for meetings other

Graduate-course offerings: total department 16 total FS in department 12 total FS outside 6

University enrollment 22,000 Population of city/town 200,000

B. Admission and Requirements
Admission deadlines Fall 2 weeks before registration

Admission statistics: # applied 1974-75 60 admitted 25
Minimum GRE/GPA: verbal quantitative total
G.P.A. none other
Floating scale, balanced with GPA last 60 hrs. undergrad work.
Tuition & fees: State resident $50 min. nonresident $40 per hr. per semester
Credit hours required for: masters 36 doctorate
Required courses: statistics/methods X

foreign language

Withdrawals or dismissals: 20 % each year

C. Theoretical and Professional Orientation

Types of degrees offered:

Areas of FS grad courses: theoretical, interactional, counseling

Course work -- % in each area:

family theory 10%

child development 10%

counseling/intervention 20%

aging/lifespan 20%

other 20%

cross-cultural 10%

Close affiliations with other programs:

Psychology or Sociology Depts.; Medical School affiliations

Department's orientation: functional ___ instructional X research. X

What % of faculty: a) presented papers at conventions last year? 38%
b) consulted in program planning or other? 20-39%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 25 % research ___ teaching research ___ %

Counseling/intervention 75 % administration ___ %

D. Faculty in F.S. and Professional Interests

Carl Andersen, Ph.D. Sexuality, History of Family, Family migration

Nancy Bell, Ph.D., Research Methods, Sociology-Psychology

Stanley Fowler, Ph.D., Contemporary Family, Parenting

June Henton, Ph.D., Family Theory, Research Methods, Interpersonal skill

James Jenkins, Ph.D., Marriage & Family Counseling

Robert Larson, Ph.D., Family Theory, Family leadership, Parenting

Donald Longworth, Ph.D., Family Sociology

Jan Harrell, Ph.D., Research Methods, Interpersonal Skills

Robert Pender, Ph.D., Marriage and Family Counseling

Carl Ridley, Ph.D., Family Theory, Research Methods

Ron Russell, Ph.D., Gerontology, Interpersonal Skills
University: Utah State University
Program: Dept. Family and Child Development
Administrator's Name: Jay D. Schvanevaldt
Address: Logan, UT 84322

Size and Resources
Total number of graduate faculty 9 Faculty in F.S. 4 1/2

Number of students:
Masters 21
Doctoral
Post-doctoral

Faculty-grad student ratio (approx.):
MA 1/4
Ph.D.

Number of grads funded in F.S.:
Fellowship/traineeships none
Assistantships 3

Research assistantships:
Teaching assistantships:
2 1/4 time Stipend per 9 mos. $1,400
5 1/4 time Stipend per 9 mos. $2,800

Other benefits: tuition remission x parking x secretarial x
library privileges
office x $ for meetings
office supplies
phone x other

Graduate course offerings:
Department 13 total F.S in department 12 total F.S outside 6

University enrollment 9,000 Population of city/town 25,000

B. Admission and Requirements
Admission deadlines:
Sept. 19th; March 25th; Jan. 3rd; June 16th

Admission statistics: # applied 1974-75 40 admitted 13 15 Grad

Minimum GRE/GPA:
Verbal < quantitative total
G.P.A. none other

Tuition & fees:
State resident $151.00 nonresident $336.00

Credit hours required for: masters 45 qtr. doctorate
Required courses: statistics/methods
foreign language

Withdrawals or dismissals: 5% each year

C. Theoretical and Professional Orientation

Types of degrees offered: B.S., B.A., M.S.

Areas of FS grad courses: Adolescence, Roles, Marriage & Family Counseling, Theory, Current Research

Course work -- % in each area:

- family theory: 5%
- dating & mating: 5%
- child development: 40%
- parenting: 10%
- aging/lifespan: 10%
- other: 15%
- counseling/intervention: 15%
- cross-cultural: 10%

Close affiliations with other programs?:
Yes with family programs; Yes, with psychology or sociology depts.

Department's orientation: functional ___ instructional 1/2 research 1/2

What % of faculty:
- a) presented papers at conventions last year? 60%
- b) consulted in program planning or other? 40-59%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?
- Teaching: 50%
- research: 5%
- teaching research: 20%
- Counseling/intervention: 25%
- administration: ___%

D. Faculty in F.S. and Professional Interests

Dr. Jay D. Schvaneveldt
Dr. J. Craig Peery
Dr. C. Jay Skidmore
Dr. Glen Jenson
Dr. Ramona Marotz (new faculty member in fall of 1975)
NCFR PROGRAM DESCRIPTION

University: University of Wisconsin - Madison

Program: Child & Family Studies Program area, School Family Resources and Consumer Sciences

Administrator's Name: Dr. Jane Allyn Piliavin

Address: Home Economics Building, 1290 Linden Drive, Madison, WI 55706

Size and Resources

Total number of graduate faculty 10

Faculty in F.S. 3

Number of students:

Total
Department
F.S.
Program
Masters
24
3
Doctoral
30
8
Post-doctoral
0
0

Faculty-grad student ratio (approx.):

MA
1/5
Ph.D.
1/5

Number of grads funded in F.S.:

Fellowship/trainships 1

Assistantships 5

Research assistantships:

Teaching assistantships:

0 1/4 time; 25 1/2 time - Stipend per 9 mos, $3,400

Other benefits:

tuition remission X parking X secretarial X

library privileges X office X $ for meetings X

office supplies X phone X other Medical

Graduate course offerings:

total 15 total F.S in 10 total F.S outside 0

department 10

University enrollment 1,000

Population of city/town 200,000

E. Admission and Requirements

Admission deadlines:

Jan. 15; Aug. 15; Jan. 15

Admission statistics: # applied 1974-75 50

admitted 20 + 20 grad

Minimum GRE/GPA:

verbal quantitative

G.P.A: 3.0 MA none

4.0 Ph.D. These are not rigid

Tuition & fees:

State resident nonresident

Credit hours required for:

masters 30 doctorate 24 + M.S.

65
Required courses: statistics/methods  MA  yes  Ph.D.  yes
foreign language  no  no

Withdrawals or dismissals: 10 % each year

C. Theoretical and Professional Orientation

Types of degrees offered: M.S.; Ph.D.

Areas of FS grad courses: FLE, Theory, Social Behavior, Socialization

Course work -- % in each area:
- family theory 10
- child development 30
- counseling/intervention 10
- dating & mating 0
- parenthood 10
- aging/lifespan 20
- other
- cross-cultural 20

Close affiliations with other programs:
- Family programs, psychology, or sociology department
- law school
- medical school, social work
- Several other

Department's orientation: functional ___ instructional X research X

What % of faculty:
a) presented papers at conventions last year? 80%
b) consulted in program planning or other? 60-79%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?
Teaching ___ % research ___ % teaching research 90 %
Counseling/intervention 10 % administration ___ %

D. Faculty in F.S. and Professional Interests

David Burke - Early Childhood education policy, program organization & administration & environmental design and the young child

David Drake - Child development; linguistic-cultural differences in the U.S. and implications for education; bilingualism and bilingual education

Frank H. Hooper - Models and theories of human development; logical reasoning across the life span; environmental influences on conceptual development; developmental research design and methodology.

Joseph T. Lawton - Early childhood development; cognitive development; Concept learning in early and middle childhood; use of advance organizers in facilitating children's learning

William H. Marshall - Family theory; family socialization process; family life education

Diane E. Papalia - Introduction to life-span human development; aging; College teaching practicum; cognitive processes across life-span; moral development; socialization of women.

Jane A. Piliavin - Sex differences and sex roles; development and adult determinants; research methods; development of attitudes and social behavior.

Larry Wilder - Language and cognition, language and learning, verbal control of children's behavior

(continued)
Thomas D. Yawkey - Play techniques and theories in child development; curriculum development; models for early education; creative and intellectual experience in child development and early education programs; interrelationships of play and structuring of physical environments; effects of curriculum models on cognitive development of young children.

Pauline Boss - Marriage and family relationships; prevention and therapy; family life and sex education; family theory; family systems interaction with implications for health and pathology; psychological father absence

Joan Ershler - Early childhood education; early intervention programs for high-risk children.

Virginia Newman - Child development, supervision of student teachers - practicum seminar.

Mary Stedman - Supervising student teachers - practicum seminar; Teacher effectiveness; supervision techniques; observation methods.
Purpose

As noted in our introduction, we have become increasingly aware of the need of students for more information regarding graduate programs in family studies. Catalogs and course descriptions in themselves will tell you little about the morale of a program or the quality of faculty-student interaction. Even while visiting a department for an interview, you may not think to ask many of the questions which will only become important to you, once you've begun graduate training. How much work space, for instance, is provided for research assistants, or how many assignments appear to be mere "busy work?"

To help us anticipate the many issues that make the graduate school experience a good or not, we spent many hours in conversations with students at all stages of professional progress—entering candidates straight out of high school up through veterans of qualifying exams and dissertation defenses. Our aim was to design questions on what you "ought" to know as well as the things you're sure you "want" to know.

We've tried to include student opinions on questions you might also be afraid to ask on an interview. How willing are faculty members to socialize with students informally; to loan their books; to accept feedback about their own performances? Do department members actively attend professional meetings and help finance student participation? How competitive or cooperative is the classroom situation? How regularly do graduate students keep in touch with each other? Many of these questions are related to the overall morale of a department -- something one can't always assess at first glance.

Finally, there are the important bread and butter issues. What is the fellowship situation like and how are the chances of successful placement in the job market after completion? We asked students to tell us about the availability of reasonably-priced housing; childcare; transportation. If you're married you may also want to check on the availability of work for a nonstudent spouse. Our hope, is that the date on the particular schools you're considering will stimulate you to ask the questions once more of individuals in the program.

The Questionnaire Approach

When considering a new program you will hopefully have access to a wide variety of opinions and advice. In the past editions of Student Perspectives we have relied more heavily on a few descriptions written by students already pursuing degrees in the programs. This approach helped capture the flavor of the issues reported on at each school.

The current edition of Student Perspectives has tried to systematize the kind of information available on each school through a structured questionnaire. Although there is a richness of detail lost in the process, we felt it would
make comparisons across schools more reliable. Because we were also dealing
with quantifiable data we hoped that future editions would be in a better
position to assess changes in programs, and more confidently generalize about
students in graduate Family Studies Programs.

Sampling Student Perspectives

Whose opinions did we solicit, and how many people responded? We
began by identifying all of the programs in the United States and Canada which
offered masters or doctoral degrees in departments with the word "Family" in
the title. As we noted in the introduction, it is very important to realize
that there are many additional programs in which you can pursue your interest
in family studies. Most departments of sociology or anthropology include
majors in the family area as do many clinical psychology programs. Schools of
social work and home economics are also likely places. Since we did not
receive replies from all of the Universities contacted, we have included our,
original mailing list so that you can contact these schools directly.

Likewise, student enrollment varies considerably in these various
programs. We could not be sure about the numbers of people holding majors or
minors in the family area. We sent an average of twenty questionnaires to
students whom we had contacted through membership in the National Council on
Family Relations. Through their cooperation, the questionnaire was distributed
and returned to us for analysis. A total of nearly 1,000 forms were sent out
to 50 different schools.

We received replies from thirty-seven programs and close to 300 students.
The numbers and proportions of individuals replying from each school varied
considerably. For this reason, you should compare the raw data presented
in the appendix to the responses on the administrator's questionnaire concerning
the number of students in the family studies program. This should help you to
assess the representativeness of the information obtained from the students at
the particular school you are interested in. You might also pay particular
attention to the results on Section C of the questionnaire which provides you
with some background information on the students who chose to reply. Our data
suggests, for instance, that students differed in the nature of the criticisms
they made depending on the length of time they had been in the program. Younger
students, for example, voiced more concern over faculty aloofness. Older students
more commonly reported problems relating to research resources and funding for
meetings.

Results of Student Survey for Specific Schools

Because of the wide variations in numbers of respondents, and our concern
with giving you an accurate picture, we chose to report our findings on each
school in terms of raw frequencies, rather than with percentages. The data
noted in the appendix summarize the numbers of individuals answering each
question in the denominator and the frequency in each response category in the
numerator. We felt that percentages might be misleading in some cases, so we
are reporting to you in this fashion.
We will reiterate the importance of your asking many of these questions again when you interview at the school of your choice. Although we have tried to present up-to-date information from representative sources, the economy is having a dramatic effect on many programs. We recommend that you use these findings as a preliminary diagnostic—a tool for anticipating possible problem areas that you ought to find out more about.

**Student Perspectives in General**

As a way of helping you to compare the results of the specific schools which you are interested in, we will briefly summarize here some of the generalizations we can make on student attitudes across all programs. Again, it is important to bear in mind that we are talking about a wide variety of departments with varying goals and perspectives.

**Morale**

Most of the family studies students who replied to our questionnaire appeared to be satisfied with their majors. Only 20% felt that most of the graduate students were dissatisfied, while about 70% fell in the basically satisfied condition. What sort of things served to heighten or lower students' morale? To answer this question we divided our respondents into two groups, relatively high and low in morale and looked at the answers to several other items on our questionnaire.

Students who reported a department low in morale were also more likely to complain about the quality of student-faculty interaction; lack of encouragement to attend professional meetings; inadequate work space; poor library holdings; discouraging job prospects; low financial assistance; limited field work opportunities; assistantships requiring a lot of "busywork." The majority of our female respondents fell into the low morale category while the males fell in the high morale category. Sex proved to be a more important variable in this regard than length of graduate study; grade point average; or type of program. In investigating prospective departments, you might bear these particular issues in mind.

**Table 1. Morale of Department by Sex (Item #12)**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Morale</td>
<td>62.5%</td>
<td>41.9%</td>
</tr>
<tr>
<td></td>
<td>19.3%</td>
<td>29.0%</td>
</tr>
<tr>
<td>Low Morale</td>
<td>37.5%</td>
<td>58.1%</td>
</tr>
<tr>
<td></td>
<td>11.6%</td>
<td>40.2%</td>
</tr>
</tbody>
</table>

Chi Square = 8.59002 with 1 d.f. Significance = .0034
It is encouraging to note that most of the students who replied tended to describe their programs favorably. Since our questionnaire provided ample opportunity to criticize programs, we suspect that this was probably reflecting a general attitude and not a selective response set in our particular sample. Most of the students reported that they had good student-faculty interaction both in and outside of class. They felt that their departments had an interdisciplinary approach.

In general, students were encouraged to participate in professional activities but few reported having adequate financial resources for attending meetings. Work-space was also less of an issue than we anticipated. Most students had desk space and access to journals and library materials which they felt were adequate. Relations with other students was more often reported to be cooperative and noncompetitive, all signs of a positive educational experience.

Job prospects were somewhat less hopeful. Doctoral candidates were generally anticipating higher chances of successful job placements after graduation than were master's candidates. On the average, both groups fell into the moderately hopeful categories.

Financial assistance varied considerably from one program to another. Although most programs reported that students could anticipate an average of four to six semesters of support, few anticipated receiving assistance throughout their entire training. Since the time of our original survey, cutbacks have become increasingly severe, and unpredictable. This area in particular may be an important issue for you to look into when considering new programs.

We asked quite a few questions concerning available community resources for spouses and children. The situation in this area is not all encouraging. Although student housing was available to most students, employment for spouses was more difficult to come by. The majority of the respondents suggested that jobs, while they were available, were quite competitive. Babysitters seemed easier to come by than mass transit transportation. If you're trying to anticipate a budget you should look into both of these areas as we found a wide range of answers on these items.

Assistantships

One important issue which you should be sure to investigate, is the availability of funds for research and teaching assistantships. Not only are these positions important sources of financial support, but they can also potentially provide stimulating and rewarding educational experiences. The funds for these positions come from both the university and from faculty research grants. For this reason, it is important for you to find out the extent to which these opportunities will be made available to students in a program.

We were also interested in learning the extent to which assistantships provided meaningful learning experiences to students. Our respondents were roughly divided between research and teaching assistants. Among both groups,
the majority reported the experience as a positive one. About one-third reported that all of their responsibilities were valuable to them; another 50% found it of moderate value; the remaining quarter found it weighted towards "busywork" with little redeeming educational value. In response to item number 32, close to 80% of our respondents indicated that their assistantship provided a stimulating learning experience for them.

Students also seemed to be fairly satisfied with the types of feedback that was provided to them in the performance of their work. The majority reported that they had some sort of organized supervision which provided them with adequate evaluations. Most in turn also had the opportunity to provide suggestions to their supervisors concerning their own performances. It would appear from our data that research and teaching assistantships are generally a positive learning experience for most graduate students. You may want to check into the availability of such opportunities and talk with students in the program concerning the role such positions are felt to play in graduate training.

Backgrounds of our Respondents

As we have indicated, the programs offering degrees in Family Studies vary tremendously in goals and orientations. One thing they share in common are high standards of admission. If the Graduate Records scores of our respondents are any indication, it would appear that a score of 500 or above is generally advisable on both the verbal and math sections of the exam. Only one-quarter fell below that level on the verbal and a third on the quantitative.

Our sample was about equally divided between students in programs leading to a Masters or a Ph.D. Nearly half had been in their program for a year and the remainder had been working on their degrees for nearly three years. Three-quarters of our respondents were still in their 20's and twice as many were married as were single. We heard from a much larger percentage of females--more than double the number of males, which may reflect the general sex composition of the area. We urge you to bear these statistics in mind while reviewing schools of interest.

Summary

Family Studies is a diverse area, culling students and faculty from a wide variety of fields. In turn, job opportunities in the area range from the academic to the applied with many new and exciting areas being developed daily.

In choosing the graduate program which you feel will be best for you, we hope you will attend to both the "bread and butter issues" and the more philosophical questions. In assessing the quality and desirability of a program, you will need to know about economic resources, theoretical orientations, morale; community facilities; and national standing. We hope we have provided you with some preliminary information and some ideas on the important questions you should be looking into.
We close by reiterating the importance of your gleaning up-to-date information at the time of your application. Come prepared for your interviews with lists of questions. Ask to be introduced to graduate students already in the program and ask their advice on issues you are concerned about. Remember that many schools will be assigning assistantships before you arrive on campus. You should arrange to meet faculty members who share your interests while you are visiting, in hopes of lining up an exciting assistantship for your first year. Don't be afraid to ask questions! Not only do people expect it—but it communicates your own seriousness and commitment to finding the right program for yourself.

We hope you've found our survey helpful. Please remember that participation in professional organizations while students can be an important experience. Keep in touch with the National Council on Family Relations—its meetings and publications and you'll have a better idea of what's happening in your field.

Charles R. Figley
Barbara Francis
Student and Young Professional Representatives, 1973-75
Appendix A
NCFR PROGRAM DESCRIPTION QUESTIONNAIRE

Section: A
(Percentages are indicated by each rating)

1. How would you rate the quality of the student-faculty interaction (i.e., general working relations) in your department?  
   a. poor       b. fair       c. average       d. good       e. excellent
   03       08       15       40       24
   262

2. In your view how much time does the average faculty member devote to student-faculty interaction (other than in the classroom)?
   a. initiates no outside class interaction at all      b. initiates almost none     c. initiates a little sporadically      d. initiates quite a lot       e. initiates regular and frequent interaction
   08       07       03       42       262

3. To what degree do the faculty members that you study with espouse a multidisciplinary approach to education (as shown in teaching and research approaches)?
   a. no commitment      b. little commitment     c. some commitment      d. strong commitment       e. complete commitment
   01       09       35       42       13

4. In your opinion what is the academic affiliation of the largest percentage of the faculty?
   a. Psychology or Education       b. Sociology       c. Anthropology       d. Home Economics       e. other (please specify on back of questionnaire)
   06       37       03       07
   256

5. To what degree have you been encouraged to attend professional conventions by some individual faculty member or by the faculty at large?
   a. discouraged      b. no encouragement     c. moderately encouraged      d. strongly encouraged
   14       40       44
   261

6. Does your program help organize student attendance at conventions?
   a. yes       b. no
   54       45
   256

7. How much money is, on the average, available for each student for a given academic year for professional travel?
   a. none       b. less than $50       c. $50-$100       d. over $100       e. can't estimate
   58       10       05       04       24
   255

8. Is a greater effort made to finance a student's trip to a convention if he/she is presenting a paper?
   a. yes       b. no
   58       42
   210

9. Work space at a university is very important. How many graduate students are given space which includes a desk for their own use?
   a. none       b. a few       c. some T.A.'s and R.A.'s       d. all T.A.'s and R.A.'s       e. all graduate students
   08       10       25       37       21
   253

10. How would you rank the professional library in the area of family studies at your university?
    a. poor      b. fair      c. average      d. good      e. excellent
    09       17       29       31       14
    259

11. What is the general quality and usefulness of the journal collection in family studies at your university?
    a. poor      b. fair      c. average      d. good      e. excellent
    06       12       27       38       17
    250

12. How would you describe the general morale of graduate students in your department?
    a. poor, very dissatisfied      b. fair, basically dissatisfied     c. satisfied      d. good, most basically satisfied       e. excellent, highly enthusiastic and satisfied
    04       34       15
    261

13. How would you rate the general competitiveness of your fellows at your university?
    a. cooperative and non competitive      b. slightly competitive      c. competitive       d. very competitive
    49       25       5
    261
Form B—Page Two

14. What do you feel are your chances of successful placement in the job market upon completion of a master's program (e.g., in the specific job you are trained for)?
   a. poor, no chance at all  b. fair, a little chance  c. average, moderately hopeful
   d. good, very hopeful  e. excellent, fairly sure about opportunities

15. What do you feel are your chances of successful placement in the job market upon completion of a doctoral program?
   a. poor, no chance at all  b. fair, some chance  c. average, moderately hopeful
   d. good, very hopeful  e. excellent, fairly sure about opportunities

16. What percentage of graduate students who have fellowships or assistantships are generally expected to get teaching experience of some type prior to graduation?
   a. none  b. it's up to the individual student  c. about half  d. most  e. 20

17. How would you rate your department's clinical or counseling facilities?
   a. poor  b. fair  c. average  d. good  e. excellent  f. none available/ or can't judge
   (if none skip to Question #19)

18. To what degree are the clinical or counseling experiences which are available to graduate students primarily restricted to interactions with a university populace? (Staff, faculty, students and their families)
   a. totally university people  b. mainly university people
   c. mixture of university and non-university  d. mainly non-university  e. totally non-university

19. What is the maximum number of terms or semesters you can expect to get financial assistance from your department?
   a. 1-2  b. 3-4  c. 5-6  d. 7-8  e. 9 or more

20. On the average, how much course work is taken outside of family studies during the completion of course work (include research, methods, statistics, etc.)?
   a. none, all courses inside family studies  b. some, a few courses outside family studies
   c. quite a few courses--about half inside family, half outside family studies  d. more than half outside family studies  e. nearly all outside family studies

21. How available to you are professional training experiences outside the university?
   a. readily available with many students participating  b. readily available, but few students participate
   c. not readily available; students are frustrated in their attempts to gain such experience  d. not readily available; student interests lie elsewhere  e. other—please specify on reverse side of answer sheet

22. To your knowledge, what is the availability of reasonably-priced student housing?
   a. good availability of housing for both single and married students  b. adequate availability
   for married/unmarried students because of university/college provision  c. good availability
   for single students only  d. any housing is difficult to find  e. other—please specify on reverse side of answer sheet

23. What is the availability of work for a non-student spouse?
   a. very poor, a lost cause  b. fair, but very limited  c. average, opportunities, but
   competitive  d. good, quite a few opportunities  e. excellent, wide range of positions

24. What is the availability of reasonably-priced, good child care? How about child care centers?
   a. very poor, high costs or scarce sitters  b. fair, medium costs or a few reliable sources of
   sitters  c. average, costs ok and reliable sitters  d. good, costs reasonable  e. excellent, low costs and abundant sitters

25. Generally how available is mass transit transportation (bus, train, air)?
   a. poor, generally unavailable  b. fair, sporadically available  c. average, available if
   you want to make the effort  d. good, usually available  e. excellent, conveniently and
   reliably available

26. How many of your fellow graduate students do you interact with frequently?
   a. none at all  b. a few of them  c. about half of them  d. most of them  e. all of them
Form B—Page Three

27. What degree of access do you have to books and journals which belong to faculty members?
   a. none whatsoever, no sharing b. fair, limited sharing c. average—moderate reciprocity
   d. good—much sharing of material e. excellent—wide and enthusiastic sharing

SECTIO. C (Percentages are indicated by each rating)

The following is to be completed only by those graduate students who are presently receiving financial support through assistantships. Go to Section C if this is not applicable.

29. Indicate the type of assistantship you are presently receiving.
   a. research b. teaching c. other (please specify on back of answer sheet)

30. How much of your assistantship time is spent performing “busywork” or tasks that have little redeemable educational value?
   a. none, all work is valuable to me b. a little, some of the work isn’t valuable to me
   c. about half and half d. most of it is not valuable e. all of it is not valuable

31. Does your assistantship demand more work hours than you contracted for?
   a. yes, a great deal more b. yes, a slight bit more c. probably about what expected
   d. no, a slight bit less e. no, a great deal less

32. Indicate the degree to which your assistantship duties provide stimulating and/or pertinent learning experiences for you.
   a. extremely stimulating b. moderately stimulating c. occasionally stimulating
   d. rarely stimulating e. never stimulating

33. What type of feedback do you receive regarding your assistantship performance?
   a. no feedback at all b. a little informal feedback c. pass/fail credit d. formally graded evaluation
   e. highly detailed feedback from supervisor

34. Do you receive formal or informal help or instruction in your assistantship tasks?
   a. very strictly supervised or assisted b. moderately supervised or assisted
c. sporadically advised or assisted d. hardly ever advised or assisted e. never advised or assisted

35. How often do you wish you had this type of feedback?
   a. very frequently b. somewhat frequently c. amount of feedback ok d. rather infrequently
   e. very infrequently

36. Does the opportunity exist for you as an assistant to provide your supervisor with feedback regarding his/her performance?
   a. no feedback at all b. a little informal feedback c. feedback neither encouraged nor discouraged
   d. sporadic feedback encouraged e. highly detailed feedback encouraged regularly

SECTION C (Percentages are indicated by each rating)

37. If required to take Graduate Record Examinations, what was your score on the verbal section?
   a. below 400 b. 400-500 c. 501-600 d. 601-700 e. above 700

38. If required to take Graduate Record Examinations, what was your score on the quantitative section?
   a. below 400 b. 400-500 c. 501-600 d. 601-700 e. above 800

39. I am presently working on a:

40. Approximately how long have you been in graduate school working on your present degree?
   a. one semester (one-two quarters) b. two semesters (three quarters) c. three semesters (four-five quarters)
   d. four-five semesters (six-seven quarters) e. six or more semesters (eight or more quarters)
   (over, please)
41. How long have you been in a family program working on your present degree?
   a. one semester (one-two quarters)   07
   b. two semesters (three quarters)   38
   c. three semesters (four-five quarters)   15
   d. four-five semesters (six-seven quarters)   26
   e. six or more semesters (eight or more quarters)   256

42. What is your age?
   a. 22 or fewer years   22
   b. 23-24   22
   c. 25-26   26
   d. 28-33   19
   e. 34 or more years   259

43. What sex are you?
   a. male   11
   b. female   69

44. What is your marital status?
   a. single   35
   b. married   59
   c. divorced or separated   06
   d. widowed   260

45. What was your undergraduate major?
   a. social sciences   53
   b. natural sciences   03
   c. humanities or liberal arts   17
   d. other   259

46. Did you have previous work experience (full-time employment other than summer jobs) before beginning graduate study?
   a. yes   73
   b. no   26

47. What was your undergraduate grade point average (on 4.0 scale)?
   a. below 2.0   00
   b. 2.0-2.4   03
   c. 2.5-2.9   17
   d. 3.0-3.4   40
   e. 3.5-4.0   40

255
The purpose of this questionnaire was to develop a body of information useful to individuals who are considering graduate programs in the family studies area, such as Marriage and Family Counseling, Family Life and Family Life Education. The following questions have been designed to accurately describe the student's personal candid evaluation of his/her graduate program in family studies. No attempt is made to report the results in summary form, each reader may draw his own conclusion regarding the relative advantages and disadvantages of each program based on student opinions.

KEY: Responses are found to the right of each question and alternative answer (usually a through e). Each of the students' answers in each University are listed by row. The numerator of the fraction represents the number of students who chose that particular response and the denominator represents the total number of respondents who answered the question. Thus, "3/6" means that half of the students from a particular family studies program selected a particular alternative answer, compared to other alternatives.
Appendix C

1. How would you rate the quality of the student-faculty interaction (i.e., general working relations) in your department?
   a. poor  b. fair  c. average  d. good  e. excellent

2. In your view how much time does the average faculty member devote to student-faculty interaction (other than in the classroom)?
   a. initiates no outside class interaction at all  b. initiates almost none  
   c. initiates a little sporadically  d. initiates quite a lot  e. initiates regular and frequent interaction.

3. To what degree do the faculty members that you study with espouse a multi-disciplinary approach to education (as shown in teaching and research approaches)?
   a. no commitment  b. little commitment  c. some commitment  d. strong commitment  e. complete commitment.

4. In your opinion what is the academic affiliation of the largest percentage of the faculty?
   a. Psychology or Education  b. Sociology  c. Anthropology  d. Home Economics  
   e. Other (please specify on back of questionnaire)

5. To what degree have you been encouraged to attend professional conventions by some individual faculty person or by the faculty at large?
   a. discouraged  b. no encouragement  c. moderately encouraged  d. strongly encouraged

6. Does your program help organize student attendance at conventions?
   a. yes  b. no

7. How much money is, on the average, available for each student for a given academic year for professional travel?
   a. none  b. less than $50  c. $50-$100  d. over $100  e. can't estimate

8. Is a greater effort made to finance a student's trip to a convention if he/she is presenting a paper?
   a. yes  b. no

9. Work space at a university is very important. How many graduate students are given space which includes a desk for their own use?
   a. none  b. a few  c. some T.A.'s and R.A.'s  d. all T.A.'s and R.A.'s  e. all graduate students

10. How would you rank the professional library in the area of family studies at your university?
    a. poor  b. fair  c. average  d. good  e. excellent

11. What is the general quality and usefulness of the journal collection in family studies at your university?
    a. poor  b. fair  c. average  d. good  e. excellent

12. How would you describe the general morale of graduate student in your department?
    a. poor, very dissatisfied  b. fair, basically unsatisfied  c. average, some gripes, some satisfied  
    d. good, mostly basically satisfied  e. excellent, highly enthusiastic and satisfied
13. How would you rate the general "competitiveness" of your fellow students? 
   a. cooperative and non-competitive b. slightly competitive c. competitive 
   d. very competitive

14. What do you feel are your chances of successful placement in the job market upon completion of a master's program (e.g., in the specific job you are trained for)? 
   a. poor, no chance at all b. fair, a little chance c. average, moderately hopeful 
   d. good, very hopeful e. excellent, fairly sure about opportunities

15. What do you feel are your chances of successful placement in the job market upon completion of a doctoral program? 
   a. poor, no chance at all b. fair, some chance c. average, moderately hopeful 
   d. good, very hopeful e. excellent, fairly sure about opportunities

16. What percentage of graduate students who have fellowships or assistantships are generally expected to get teaching experience of some type prior to graduation? 
   a. none b. it's up to the individual student c. about half d. most e. all

17. How would you rate your department's clinical or counseling facilities? 
   a. poor b. fair c. average d. good e. excellent f. none available/or can't judge

18. To what degree are the clinical or counseling experiences which are available to graduate students primarily restricted to interactions with a university populace? (Staff, faculty, students and their families) 
   a. totally university people b. mainly university people c. mixture of university and non-university d. mainly non-university e. totally non-university

19. What is the maximum number of terms or semesters you can expect to get financial assistance from your department? 
   a. 1-2 b. 3-4 c. 5-6 d. 7-8 e. 9 or more

20. On the average, how much course work is taken outside of family studies during the completion of course work (include research, methods, statistics, etc.)? 
   a. none, all courses inside family studies b. some, a few courses outside family studies c. quite a few courses--about half inside family studies d. more than half outside family studies e. nearly all outside family studies

21. How available to you are applied professional training experiences outside the university? 
   a. readily available with many students participating b. readily available, but few students participate c. not readily available; students are frustrated in their attempts to gain such experience d. not readily available; students interests lie elsewhere e. other--please specify on reverse side of answer sheet

22. To your knowledge, what is the availability of reasonably-priced student housing? 
   a. good availability of housing for both single and married students b. complete unavailability for married/unmarried students because of university/college policy c. good availability for single students only d. any housing is difficult to find e. other--please specify on reverse side of answer sheet
|    | a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | p | q | r | s | t | u | v | w | x | y | z |
| 1  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 10 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 11 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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| 29 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 30 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

The table contains numerical data with various entries for different columns and rows.
23. What is the availability of work for a non-student spouse?
   a. very poor, a lost cause  b. fair, but very limited  
   c. average, opportunities but competitive  d. good, quite a few opportunities 
   e. excellent, wide range of positions

24. What is the availability of reasonably-priced, good child care? How about child care centers?
   a. very poor, high costs or scarce sitters  b. fair, medium costs or a few reliable sources of sitters 
   c. average, costs ok and reliable sitters  d. good, costs reasonable 
   e. excellent, low costs and abundant sitters

25. Generally how available is mass transit transportation (bus, train, air)?
   a. poor, generally unavailable  b. fair, sporadically available 
   c. average, available if you want to make the effort  d. good, usually available 
   e. excellent, conveniently and reliably available

26. How many of your fellow graduate students do you interact with frequently?
   a. none at all  b. a few of them  c. about half of them  d. most of them 
   e. all of them

27. What degree of access do you have to books and journals which belong to faculty members?
   a. none, no sharing  b. fair, limited sharing 
   c. average--moderate reciprocity  d. good--much sharing of material 
   e. excellent--wide and enthusiastic sharing

28. Indicate the type of assistantship you are presently receiving.
   a. research  b. teaching  c. other (please specify on back of answer sheet)

29. How much of your assistantship time is spent performing "busywork" or tasks that have little redeemable educational value?
   a. none, all work is valuable to me  b. a little, some of the work isn't valuable to me 
   c. about half and half  d. most of it is not valuable  e. all of it is not valuable

30. Does your assistantship demand more work hours than you contracted for?
   a. yes, a great deal more  b. yes, a slight bit more 
   c. probably about what expected  d. no, a slight bit less  e. no, a great deal less

31. Indicate the degree to which your assistantship duties provide stimulating and/or pertinent learning experiences for you.
   a. extremely stimulating  b. moderately stimulating 
   c. occasionally stimulating  d. rarely stimulating  e. never stimulating

32. What type of feedback do you receive regarding your assistantship performance?
   a. no feedback at all  b. a little informal feedback 
   c. pass/fail credit  d. formally graded evaluation  e. highly detailed feedback from supervisor
34. Do you receive formal or informal help or instruction in your assistantship tasks?
   a. very strictly supervised or assisted  b. moderately supervised or assisted  
   c. sporadically advised or assisted  d. hardly ever advised or assisted  e. never 
   advised or assisted

35. How often do you wish you had this type of feedback?
   a. very frequently  b. somewhat frequently  c. amount of feedback ok 
   d. rather infrequently  e. very infrequently

36. Does the opportunity exist for you as an assistant to provide your supervisor 
   with feedback regarding his/her performance?
   a. no feedback at all  b. a little informal feedback  
   c. feedback neither encouraged nor discouraged  d. sporadic feedback encouraged  
   e. highly detailed feedback encouraged regularly

37. If required to take the Graduate Record Examinations, what was your score on 
   the verbal section?  (Leave blank if not taken) 
   a. below 400  b. 400-500  c. 501-600  d. 601-700  e. above 700

38. If required to take Graduate Record Examinations, what was your score on the 
   quantitative section?  (Leave blank if not taken)  
   a. below 400  b. 400-500  c. 501-600  d. 601-700  e. above 700

39. I am presently working on a:  

40. Approximately how long have you been in graduate school working on your present 
   degree?
   a. one semester (one-two quarters)  b. two semesters (three quarters)  
   c. three semesters (four-five quarters)  d. four-five semesters (six-seven quarters)  
   e. six or more semesters (eight or more quarters)

41. How long have you been in a family program working on your present degree?
   a. one semester (one-two quarters)  b. two semesters (three quarters)  
   c. three semesters (four-five quarters)  d. four-five semesters (six-seven quarters)  
   e. six or more semesters (eight or more quarters)

42. What is your age?
   a. 22 or fewer years  b. 23-24  c. 25-27  d. 28-33  e. 34 or more years

43. What sex are you?
   a. male  b. female

44. What is your marital status?
   a. single  b. married  c. divorced or separated  d. widowed
45. What was your undergraduate major?
   a. social sciences  b. natural sciences  c. humanities or liberal arts  d. other

46. Did you have previous work experience (full-time employment other than summer jobs) before beginning graduate study?
   a. yes  b. no

47. What was your undergraduate grade point average (on 4.0 scale)?
   a. below 2.0  b. 2.0-2.4  c. 2.5-2.9  d. 3.0-3.4  e. 3.5-4.0
Appendix D

NCFR STUDENT TASK FORCE ON GRADUATE PROGRAMS

March, 1975

Following are the family studies graduate programs for the 1975 survey:

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<td>University of Alberta</td>
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University of Delaware
CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS
Newark, Delaware 1970

East Carolina University
CHILD DEVELOPMENT AND FAMILY RELATIONS
Greenville, North Carolina 27834

Florida State University
HOME AND FAMILY LIFE
PROGRAM IN MARRIAGE AND FAMILY LIFE
Tallahassee, Florida 32306

University of Georgia
CHILD AND FAMILY DEVELOPMENT
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