DEPARTMENT OF HUMAN DEVELOPMENT

GRADUATE STUDENT HANDBOOK

Washington State University

Fall 2009

INTRODUCTION

Welcome to the Department of Human Development at Washington State University! We're glad you are here. This handbook is intended to help you make the most of your experience as a student, acquaint you with the workings of our department, and clarify questions you might have about expectations or procedures. This handbook is not exhaustive, nor is it intended to be. Rather, we hope it helps you get off to a good start in the department. If you have questions...just ask someone!

PEOPLE YOU SHOULD GET TO KNOW

When you arrive to the department you should introduce yourself to **Sharon Gosselin**, Administrative Manager, **Diane Scott**, Office Assistant 3, **Karey Taylor Strong**, Finance Budget Coordinator and **Toby Pinter**, Information Technology Specialist 2. Sharon, Diane and Karey, are in the departmental main office located in Johnson Tower 501, Toby is located in Johnson Tower 518. In addition, introduce yourself to the Graduate Coordinator and Department Chair, **Dr. Tom Power**; he is here to help you get a good start. He also can help you with any issues regarding the graduate program.

You will be assigned to an academic advisor. Be sure to meet with him or her early on and regularly throughout your graduate school career. Students are initially assigned to advisors based upon their academic interests and advisor availability. Although your advisor may serve as your mentor throughout your graduate school experience, students can change advisors if another available faculty advisor is a better match, and often students work with more than one faculty member.

Familiarize yourself with other faculty members and their research and teaching interests by stopping by their offices and talking with other graduate students. The more you know about the activities of the faculty, the better you will be able to take advantage of research or other professional growth opportunities.

PLACES TO KNOW

Libraries – Holland/Terrell, Education, and Owen Library are libraries that are most commonly used by students in our department.
Bookstore – The "Bookie" is where you will buy your texts. It is also a nice place to sit and read.
The CUB – On Terrell Mall, right across from JT, it contains places to eat, the Bookie, WSECU and more.
Cyber Café – First floor of the Center for Undergraduate Education (CUE), the closest place for coffee/snacks.
Ferdinand's – Need an ice cream break from the rigors of grad study? Ferdinand's has delicious ice cream and coffee for great prices. While there pick up some famous Cougar Gold Cheese.
French Administration Building – "French Ad" is home to the University administration, including the Graduate School, Financial Aid, Registrar's and Personnel Offices (e.g., for information on paychecks, insurance, etc.).
Lighty Building – Next to French Ad; a good place to get a quick snack, lunch and Starbucks Coffee. This is also where Counseling Services is.

WHERE TO FIND INFORMATION

The most current information about HD faculty and the graduate program offerings can be found on the HD graduate program web page (http://hd.wsu.edu/gradstudies/index.htm). **Upon arrival you should obtain an email account.**

DEPARTMENT OF HUMAN DEVELOPMENT

GRADUATE PROGRAM MISSION STATEMENT

The goal of graduate education in the Department of Human Development is to produce professionals for whom the master's degree may or may not be a terminal degree and who will leave the program with expertise in the following areas:

SCHOLARSHIP OF KNOWLEDGE

Students will develop an advanced level of understanding of current scholarly positions (based on well conducted research and theoretical analysis) on issues related to individuals and families. Such content areas include, but are not limited to:

- Child and adolescent development
- Family systems
- Parent-child relations
- Marital relations

SCHOLARSHIP OF THEORY

Students will attain a level of understanding of theories of human development (developmental and family theories) that will enable them to utilize theory as base for hypothesizing about human behavior, both in the process of conducting research and in planning programs for individuals and families.

SCHOLARSHIP OF DISCOVERY

Students will be able to critique, interpret, evaluate, apply and disseminate scholarly literature (including, but not limited to data based research reports) in a variety of professional roles. In addition, students will leave the program as "apprentice" researchers. They will be well versed in the protocol of conducting scientific research, be exposed to a variety of research methodologies and analytical procedures and have proficiency in, at minimum, one type of research (that which is utilized for the thesis).

SCHOLARSHIP OF APPLICATION

Throughout the program students will be asked to apply information to real-world issues and develop the ability to utilize information in planning human service programs or research endeavors. Students will become well-versed in prevention science – learning to identify, develop, evaluate, and disseminate "best practices" prevention programs for children and their families.

FINANCIAL AND PROFESSIONAL OPPORTUNITIES

SCHOLARSHIPS, AWARDS, AND GRANTS

The Department of Human Development and Washington State University have a variety of programs of financial assistance available to graduate students. The University offers a number of scholarships and fellowships. Applicants are encouraged to contact the Graduate School with regard to these. Departmental graduate funding is in the form of teaching and research assistantships. Most awards of financial assistance, whether scholarships, fellowships or graduate assistantships are made for the following academic year.

Scholarships, awards, and grants are available to graduate students in Human Development through the WSU Graduate School, The College of Agriculture, Human, and Natural Resource Sciences, or the Department of Human Development (see list below). In addition, graduate student travel grants are available through the WSU Graduate School and Graduate and Professional Student Association (GPSA).

- Mildred Moyer & Ella Moyer Doggett Scholarship
- Edward E. Graff Scholarship in Home Economics
- Edward E. Graff Education Grant (4-H)
- Margaret M. Hard Home Economics Research Award
- Alberta Hill Excellence Award
- Howard H. & Erna Bradbury Langdon Scholarship
- Mattie Pattison Paddock Memorial Scholarship
- Velma Phillips Home Economics Scholarship
- Etta Losee Reilly Home Economics Scholarship
- Selma Streit Scholarship
- Charline M. Wackman & William Brabyn Trust Scholarship

For complete and up-to-date information about applying for **financial aid**, visit the HD graduate web page and connecting links to the Graduate School regarding financial aid opportunities. See http://hd.wsu.edu/gradstudies/financial.htm and http://www.gradschool.wsu.edu/future-students/financingforfuturestudents/ to get started.

GRADUATE ASSISTANTSHIPS

The stipend for a graduate assistantship, like most salaries, is set annually and varies with experience. Each award requires 20 hours service per week to the department. Generally, graduate students are on appointment and expected to be available in the department from August 17th to May 11th. The appointment period for teaching assistants is nine months (the academic year). The maximum number of academic years a teaching assistantship may be awarded is two over the tenure of any graduate student.

Teaching, and research assistantships (TA's and RA's) are essential to providing a high quality academic experience for undergraduates and graduate students (e.g., as a training ground for professional development and professionalism), and are integral to the teaching, research, and overall productivity of faculty members and the department as a whole. An assistantship is intended to prepare students for a professional career by providing professional growth opportunities through work. These opportunities should provide challenges and rewards that continue to promote personal and professional development, and contribute to the productivity of the student, the faculty, and department.

Graduate assistants are expected to demonstrate responsible and professional behavior and provide the highest quality of work possible. Because faculty members have differing styles of work, it is very important that graduate assistants discuss work styles and specific expectations with each faculty member with whom they will be working.

TEACHING ASSISTANTSHIPS

TA's are assigned annually by the Department Chair based on student experience and faculty/department needs. To qualify, students must be enrolled full-time in the Department of Human Development M.A. program and must maintain a GPA above 3.0. TA's are awarded for a maximum of four semesters (Fall and Spring). Below are some typical responsibilities associated with a graduate assistantship:

1. Attend lectures (unless instructors wish otherwise)
2. Help with preparation of class lectures (e.g., readying video clips or other visual materials)
3. Act as liaison between Instructional Student Services (ISS), library, and instructor
4. Proctor exams
5. Contribute to development of exams
6. Lecture occasionally
7. Grade papers, exams and other assignments
8. Set up and maintain grade sheets and rosters
9. Enter student grades
10. Hold regular office hours
11. Develop and/or copy class handouts
12. Conduct library searches and retrieval for faculty member
13. Respond to student posts in online courses
14. Perform other work as needed by the faculty member

RESEARCH ASSISTANTSHIPS

RA's are funded by grants and contracts obtained by individual faculty members from sources outside the department. The pay scale, hours, and work year are set by the principal investigator (faculty member in charge of the grant or contract). The number of RA's varies from semester to semester and is difficult to predict more than a few months in advance. Duties associated with a RA are determined by the contract and/or principal investigator, expectations should be discussed at the time of hiring.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Colloquia – HD offers colloquia series during the academic year. Information about the series is distributed through email and posted advertisements. **Students are required to attend.**

PROFESSIONAL ORGANIZATIONS

Graduate students have the opportunity to join and participate in several relevant professional organizations. Terms for membership vary from organization to organization, but dues are usually inexpensive for graduate students and the benefits are great. You will receive the organization's journals, newsletters, and information concerning conferences to be held around the states and world, this is a great opportunity to present papers, research, etc. It is highly advised that you join at least one organization in your interest area. Your advisor may be able to give you some additional advice. The following is a partial listing of leading organizations in your field. Many of these organizations have state or regional affiliates:

- American Psychological Association (APA) http://www.apa.org
- Society for Research in Child Development (SRCD) http://www.srcd.org
- National Council on Family Relations (NCFR) http://www.ncfr.com
- American Educational Research Association (AERA) http://www.aera.net
- Society for Research on Adolescence (SRA) http://www.s-r-a.org
- National Assoc. for the Education of Young Children (NAEYC) http://www.naeyc.org
- Society for Prevention Research (SPR) http://www.preventionresearch.org

MAKING THE MOST OF YOUR MASTER'S DEGREE EXPERIENCE

SELECTING AN ADVISOR AND THESIS ADVISORY COMMITTEE MEMBERS

The Advisor – The advisor-advisee relationship is a critical dimension of your graduate studies. You need to find someone with whom you can work well, who is interested in your field of study, and who has the expertise necessary to guide you successfully through the thesis process. The advisor serves as the chairperson of the Thesis Advisory Committee. When you enter the graduate program, you will initially be assigned an advisor. This assignment was based on perceived match between student-advisor interests and advisor availability. If, however, a student realizes over time that a switch in advisors might make sense to him/her this can easily be done. To initiate this process, speak with your advisor and/or the Department Chair.

The Thesis Advisory Committee – As soon as you have a fairly clear idea of your thesis research question (topic) you should form a Thesis Advisory Committee (TAC). This should be done by the end of the first year of study. The TAC is responsible for advising your program of study and evaluating your progress toward completion of the Masters Degree program and thesis. The TAC consists of three faculty members (at least two from within the department) (including your advisor). It is wise to select faculty who are knowledgeable about some aspect of your topic and whose strengths can complement each other. The HD website lists all graduate faculty and their current research interests (see http://hd.wsu.edu/research/index.htm). Consider faculty from all locations around the state; Extension and Vancouver faculty often serve on committees. Formal appointments to a student's thesis committee are made in consultation with the student's faculty advisor.

COURSE WORK

Most of the HD graduate courses are rotated and offered every other year, so keep up-to-date on when desired courses are offered. A **Process Evaluation Checklist** is provided in Appendix A to assist students in documenting their progress and professional development.

CAMPUS RESOURCES

Graduate and Professional Students Association: The GPSA oversees several programs including the graduate and professional study center computer lab, travel grants, registration grants, and the Wiley Research Exposition. Copy cards and copying services are also available at reduced rates for graduate and professional students. For more information go to: http://www.wsu.edu/~gpsa/.

Academic Media Services: Students and faculty can rent audio visual equipment, find out about classroom size, equipment, and design, and drop off videos for use in "wired" classrooms. For more information go to: http://www.ams.wsu.edu/

Office of Grant and Research Development (OGRD): OGRD is responsible for processing and approving all grants and research that involves human subjects (human subjects approval by the Institutional Review Board is required for all research with humans). To learn about research opportunities, grants, procedures, and to download IRB Human Subjects Approval forms, go to http://www.ogrd.wsu.edu/.

Holland/Terrell, Education, and Owen Libraries: These are the libraries most typically used by students in Human Development, but students are encouraged to explore other library resources as well. Quite often journal articles will need to be retrieved from another library, and this can be confusing at first. To learn to use the library system most efficiently, ASK A LIBRARIAN for assistance or go online at: http://www.wsulibs.wsu.edu/, Most journals are now available online.

DATA RESOURCES

In completing a Master's Degree, students may collect their own data or use existing data sets. Many faculty are currently working with data sets they have collected as part of their own research program, or have access to and use national public use data sets. National public use data archives can also be purchased through brokers, typically for a minimal fee. For students wishing to collect their own data, data collection can be facilitated by the Social and Economic Sciences Research Center (SESRC), an independent social sciences research unit located at WSU.

GRADUATE SCHOOL EXPECTATIONS AND PROCEDURES

The graduate school has specific expectations and procedures students are expected to follow for completing course work toward their degree. For example, there are procedures and paper work for officially establishing a thesis advisory committee and for thesis formatting. Most importantly, the graduate school has very strict guidelines on meeting deadlines and filing forms for scheduling the M.A. thesis defense. The most current and up-to-date information about graduate school policies, procedures, and forms can be found on the Graduate School web page http://www.gradsch.wsu.edu/. Students should bookmark and familiarize themselves with this site.

GETTING INVOLVED

One of the best ways to make the most of your graduate experience is to get involved! Students who gain experience on committees, with research projects, teaching in the classroom, and generally socializing with other graduate students will benefit most from the opportunities available to them and the intellectual exchange of ideas surrounding them. Hopefully this handbook has provided you with resources and information about ways you can get involved in the department and the University graduate community.

The following sections are more technical than the previous, but they provide very important information about the procedures and policies of the Graduate School and the Department of Human Development. We hope you find them useful too.

KEY STEPS TOWARD COMPLETING YOUR THESIS

Below we describe in fair detail the three main steps toward completing your thesis successfully and with minimal hassle. PLEASE go to the Graduate School website for the latest rules and regulations for your thesis. http://www.gradsch.wsu.edu/

1. **Preliminary Thesis Meeting** – Students are strongly encouraged to meet with their Thesis Advisory Committee (TAC) **prior** to scheduling a formal thesis proposal meeting. The purpose of the preliminary thesis meeting is to discuss informally what the student is planning to do in terms of:
   - Theoretical conceptualizations and hypotheses
   - Design of the study and operationalization of variables
   - Data collection (or use of existing data sets)
   - Preliminary plans for data analysis

   This meeting gives students an opportunity to ask committee members for advice and feedback about their proposed research **before** the formal thesis proposal meeting, while allowing committee members an opportunity to ask for clarification and voice any concerns about the proposed study. It is usually preferable, if approval is given by the committee, for a student to seek IRB human subjects approval at this point in the process rather than wait until after the formal proposal meeting (see GETTING IRB APPROVAL FOR YOUR RESEARCH).

2. **Thesis Proposal Meeting** – The formal proposal meeting is required and is open to the entire department. The meeting must be publicly announced at least one week in advance. Announcements should be posted in several public areas of the department to ensure that all faculty and students are informed. **A copy of the proposal must be made available in the main office for review by interested students and faculty five working days prior to the proposal meeting.**

   The proposal meeting is scheduled when the proposal is in the final stage of development (i.e., the first three chapters have been fully developed); (see STANDARDS FOR THESIS PROPOSALS for details on the components of the thesis proposal). At this meeting, the student is expected to make a formal presentation of the proposal which is followed by discussion and suggestions from all who attend. Final approval of the thesis proposal and recommendations for change are, however, the responsibility of the TAC.

   Final approval of the proposal comes in the form of a signed agreement between the student and her/his committee members (see Thesis Proposal Approval Form). This form represents an agreement between the student and the committee regarding requirements for successful completion of the thesis, and any subsequent substantial changes in the components of the thesis may require re-approval from committee members. It is possible that this form will not be signed at the end of the proposal meeting; if during the course of the proposal meeting significant changes are recommended, committee members may ask that written revisions to the proposal be submitted before the committee member will sign off, indicating approval of the project.

3. **Final Thesis Defense** – A formal thesis defense is required and is seen as the “final examination” of the master’s student. Proposal and final thesis defense meetings should be scheduled in different semesters. This meeting is open to the entire University community and students must announce this meeting to the department faculty and students **at least 14 days in advance** of the scheduled defense date. The graduate school requires that the defense be scheduled at least two weeks prior to the actual defense date. Additionally, **the graduate school requires signatures, from all committee members, before the final defense can be scheduled.** Signing this form indicates that committee members believe the student will be ready to defend his/her work at the scheduled defense.

   Thus, committee members need to have read a complete version of the thesis before they can sign off on the form for scheduling a defense date. **This essentially means your thesis must be ready to defend two weeks prior to your defense date; no major changes should be made within these two weeks.** At the time the defense meeting is announced (at least two weeks before the defense date), a copy of the completed thesis must be made available in the main office of the department for review by all faculty and students. **The final oral examination cannot proceed until all other requirements for the degree have been met.**

At the final thesis defense, the student will present a seminar which summarizes the research project and emphasizes the findings and conclusions of the study. This presentation usually lasts between 30 and 45 minutes and is followed by approximately 15 minutes of questions and/or discussion. The oral defense or examination will immediately follow the seminar.

The examination centers around the thesis, but the student should be prepared to address related substantive and theoretical issues emerging from the thesis. The examining committee includes the student's TAC, whose chair presides, and any other member of the faculty in attendance.

At the conclusion of the examination, the committee may stipulate changes before certifying to the graduate school that the student has met the requirements for graduation (i.e., signing off on the thesis). The student is required to make the requested written changes and give copies to each committee member before the committee can sign off on the thesis. Once the committee has so certified, it is the responsibility of the student to prepare the required forms and comply with the Graduate School's guidelines regarding submission of the final version of the thesis. A signed copy of your thesis must be given to Diane in the main office and the chair of your committee.

GETTING IRB APPROVAL FOR YOUR RESEARCH

Federal and University regulations require that all research involving human participants conducted by WSU faculty and students be approved by the Institutional Review Broad (IRB). The intent of the policy is to ensure that participants are treated in an ethical manner. Approval is not required when students are using existing data for which IRB approval has already been secured.

> A project using human subjects must have Institutional Review Board (IRB) approval of the project's protocol. Prior to initiating any portion of the project, approval from the IRB *must* be received.... Failure to comply with university review procedures may make it impossible for the Graduate School to accept theses or dissertations. Protocols should be reviewed by department level committees *prior* to being submitted to the IRB for review.
>
> (OGRD Memo # 4, 1997)

In order to help students complete their thesis requirements in a timely manner, the following sequence for IRB approval is presented:

- **Thesis Advisory Committee Approval** - Prior to applying for IRB approval, students **must** have the approval of their TAC. Such approval is typically given at the conclusion of a committee meeting (e.g., the Preliminary Thesis Meeting or the Thesis Proposal Meeting). Students should be prepared to justify to their TAC their research protocol (e.g., proposed data collection, description of the sample, use of deception, potential risks to participants, and expected benefits to participants and society). Once the Thesis Advisory Committee has approved the student's research protocol, the student can then complete the WSU Human Subjects Form for submission (with required documentation) to the Institutional Review Board (IRB).

- **IRB Approval** – When students submit their application to the IRB, they must determine which type of review is appropriate; exempt, expedited, or full board. Exempt and expedited reviews require approximately 10 working days for approval. Full board reviews are held at monthly IRB meetings (except during summer months), **if** applications are received at least 10 working days prior to the scheduled meeting. If a full board review is required, students will be contacted if they need to attend the IRB meeting to answer any concerns IRB members may have about the proposed research. Once the student's research protocol is approved, the student is free to begin data collection.

STANDARDS FOR THESIS PROPOSALS IN HUMAN DEVELOPMENT

GENERAL OVERVIEW

Using these standards, work with your advisor to create a format that works best for your specific thesis proposal. Although the logic of the proposal will not vary, your thesis advisor may want you to adjust the order of sections, page limits, or the placement of material in sections. For more information, students are strongly encouraged to read key sections from the *Publication Manual of the American Psychological Association*, 6th edition, as well as chapters from Locke, Spirduso, and Silverman's (2000) *Proposals that Work*, 4th edition (specifically Ch. 3, 4, and 6).

Organize the sections of your research proposal to answer the following questions:

- **Introduction** – sections A & B below – What do you intend to do, and why does the work matter?
- **Review of the literature** – sections C & D below – how does your study fit in with previous research and theory in the area? What are your research questions and hypotheses?
- **Method** – section E below – How are you actually going to conduct the research?

The following broad questions may help: Is there enough detail? Does the proposal flow logically from section to section? Include sufficient information in your proposal so that the reader can evaluate your work without referring to another source. Readers appreciate brevity and clarity of presentation. Be specific and informative and avoid redundancies. Headings and figures usually help the reader follow your arguments more easily. Proposals are typically no longer than 40 double-spaced pages. Use APA format (5th edition) throughout, including the use of non-sexist language.

INTRODUCTION

A. **Specific Aims** – State concisely and realistically what the research described in your proposal is intended to accomplish. Detail the aims of the study. Be clear about what is included (and by implication, what is left out). Focus on specific products or end-points of the current project; temper your goal to save the world. This sub-section typically does not exceed two to three pages.

B. **Significance** – Briefly sketch the background to the present proposal, critically evaluating existing knowledge in summary form, and specifically identify the gaps that your project is intended to fill. Try to include a specific statement of the research question either in a sentence or two, or in question form (e.g., in what ways do distressed and non-distressed couples differ in structure of their social interaction?). Typical proposals involve one research question with one or more hypotheses derived from the research question. Typically, significance of the research is addressed in terms of one or more of the following:

   1. filling a gap in previous research
   2. testing or building theory
   3. developing or refining methodology
   4. providing solutions to social needs or problems

   State concisely the importance of the research described in your proposal by relating the specific aims to the longer-term implications of your research question. This sub-section typically does not exceed two to three pages.

REVIEW OF THE LITERATURE

This will be the longest section of your proposal. You can expect that your review of the literature will be between 15 and 30 pages in length. It has to include the research questions, the theoretical rationale for your study, conceptual definitions of key constructs and variables, a review of the related research, and finally, your hypotheses.

C. **Related Research and Theoretical Rationale** – What is the theoretical or conceptual base for your study? Clearly describe the theoretical or conceptual basis for your study. Have you described your theoretical foundation clearly and indicated its relation to your research question? Exactly what concepts and propositions have you taken from the theory or conceptual framework? How does your study test theory or contribute to its extension in some way?

Science is cumulative. In this section, you must place your research question, concepts, and hypotheses in the context of previous work. Discuss your study in relation to previous research. Indicate how your study will expand and extend knowledge about your content area. In the context of previous research and theory, what is the unique contribution of your study? How does previous research and theory justify your research question, concepts and hypotheses?

1. Summarize the pertinent research. Have you examined primary as well as secondary sources? If a study is important, you must read the primary source rather than rely on someone else's summary or review of that work. Have you selected and reviewed the literature that most directly bears on your research problem? Do you include the most recent literature in both content and method? Demonstrate a mastery of the relevant literature in the field. Cite works that explain and legitimate your research question, major concepts, hypotheses, and method.

2. Review the literature selectively. Use the research literature to support and explain the choices you made for your study, not to show that you have read every book and article in your research area. If you insist on a comprehensive literature review of a research question, be clear about where your project fits in to this greater scheme. If there is little literature that is directly relevant to your research question, have you identified and discussed the studies closest to the question? Do you demonstrate that you have made a scholarly attempt to find relevant previous research?

3. Synthesize the previous research. Do not organize your review study-by-study or paper-by-paper. That is, do not have a paragraph that summarizes Singh (1990), followed by a paragraph that summarizes Jones (1992), and on and on. Integrate material so you can draw conclusions across studies. Some studies are so important that you will need to cover them in greater detail. You should have no more than about five studies that deserve such attention. The other material should be presented by integrating studies together to support your general conclusions.

4. Critically evaluate the previous research. Is there consistency or inconsistency across studies? Can you explain any inconsistencies? Are there gaps in the knowledge or limitations in previous conceptualizations? Are there problems with measurement, data collections, sampling, or interpretation or results? Point out what will be distinctive or different about the proposed research compared with previous research. Have you indicated how you will avoid their flaws?

5. Organize your review thematically with headings for each theme or sub-theme. Headings help you organize your thoughts and help the reader follow your reasoning. Also, material does not overwhelm the reader if you use enough headings. If you are not able to break down your review into sections with headings, then you have not thought about the material long enough.

D. **Research Questions and Hypotheses** – Your hypotheses should flow logically from your research question and your review of the literature and theory. A common problem with proposals is that the research question and hypotheses do not flow from the discussion of theory and the review of the literature. You may find it easier to integrate your research question and hypotheses into your literature review rather than present them in a separate section.

METHOD

E. **Method** – The purpose of this section is to tell the reader how you will achieve your specific aims. Overall, use the criterion of replicability. It should be possible for another investigator to reproduce your study, reanalyze the data, and reach similar conclusions about the adequacy and appropriateness of the method and data collection. Be thorough but succinct. The method section will be about 5 to 15 pages long.

   This is the most important section of the proposal for two reasons. First, you are presenting a plan of what you intend to do in your study. Thus, this section represents an understanding or a commitment between you and your committee members. By approving your plan, your committee is indicating that what you intend to do is appropriate for a thesis. Any substantial changes you make will need approval from your committee. Second, the method section is important because it provides you with a blueprint of what you will do in order to complete your thesis. Thus, if you construct a detailed and thorough method section, you will have a clear outline of the steps necessary to complete your project. Method sections typically include the following sub-sections:

   1. **Research Participants** – Describe the population from which you will draw your sample, the method of sampling, and the rationale for the sampling method. What is the target sample size? You may want to ask yourself these questions: Is your sampling unit (e.g., individual, dyad, whole families) consistent with your problem statement and hypotheses? Have you justified your sample size? Have you accounted for response rates, drop-outs, and so on? If you plan to use a convenience sample, have you justified this choice? How will the choice of a convenience sample limit your ability to generalize your results? Is your sampling plan consistent with the statistical procedures you plan to use? Do you have a large enough sample to do the analyses you propose to do? Have you described your sample with respect to demographic characteristics such as gender, age, ethnicity, marital status, socioeconomic status, etc.?

   2. **Design** – This section includes a description of your research approach – experimental, survey, observation, combination of survey and open-ended interviews, etc. What are the strengths and weaknesses of this methodological approach given your specific aims and research problem? Convince the reader that you have chosen the most appropriate approach. For example, if your question is developmental, attend to the issues involved in your choice of design – cross-sectional, longitudinal, and other developmental designs. If you are doing an experimental design, indicate how you will assign individuals to groups. If your assignment is other than random, be sure to justify your procedures.

   3. **Measurement** – Operationally define all variables under study - i.e., how are you measuring your variables? How will you come up with a score for every variable in your study? If you are using someone else's measure, reference it and provide information about reliability and validity. If you plan to develop your own measures, describe your procedures for doing so and give sample items. How do you plan to assess reliability and validity? Have you done any pilot work with your measures?

   4. **Procedures** – This section includes instructions to participants, interviewers, observers, whatever is appropriate. How will you distribute questionnaires, record observations, etc? Have you considered the reactivity of your participants? Will participants be compensated for their time and trouble? Remember, this section has to be written clearly enough so someone else could replicate it.

   5. **Data Analysis** – What statistics do you plan to use? Make it clear how your analyses are connected with your research questions and hypotheses. What assumptions underlie your statistical analyses, and how will you determine whether the assumptions are met? Are your statistics appropriate for the time of measurement – categorical, or continuous? Are your statistics appropriate for your sample characteristics (e.g., sample size)?

      Tables should follow APA format (6th edition). Helpful examples can be found in the appendix.

6. **Ethical Considerations** – What are the ethical issues involved in your study? Does your study involve a special population (such as children)? Will deception be used? Will you compensate your participants in any way? What are the potential risks and benefits to your participants? How will you protect your participants from risk?

7. **Limitations of the Study** – Cite any weaknesses in your study – sampling, measurement, etc. Don't belabor the weaknesses; simply state the qualifications that will accompany the conclusions of your study.

REFERENCES

Remember to use APA style (6^{th} edition).

APPENDICES

Typically, we put things in appendices that must be included in the proposal but that would otherwise interrupt the flow of the writing. Include copies of all measures to be used in the study. Also include copies of consent letters, etc. A copy of your IRB approval (if necessary) will also go in an Appendix.

THESIS PROPOSAL APPROVAL FORM

Student's Name:____

I propose to conduct a research project in the general area of Human Development as contained in the attached proposal, dated ___________________, under the following tentative title:

____

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____

____
Student's Signature

COMMENTS BY MEMBERS OF THE THESIS ADVISORY COMMITTEE

While undertaking this research study, the student is required to address the following issues and concerns:

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APPROVAL

________________________	________________________	____________
Print Chair Name	Signature	Date
________________________	________________________	____________
Print Name	Signature	Date
________________________	________________________	____________
Print Name	Signature	Date
________________________	________________________	____________
Print Name	Signature	Date

This form is available in the main office.

DEPARTMENTAL POLICIES

ACADEMIC PERFORMANCE POLICIES

Although the Department of Human Development expects all students who enter the program to succeed in their academic pursuit, it is necessary to have policies regarding continuance in the program. Continuance in the graduate program is contingent on making normal progress toward the degree as determined by the Graduate school, the Human Development Graduate Program committee, and the student's advisor. Grounds for termination of participation in the graduate program include but are not limited to the following:

1. Failure to make normal progress. Normal progress is defined as:
   - Maintaining a "B" average. Students who fail to maintain an average of 3.0 will be placed on probation.
   - Completing "Incomplete" grades within one semester.
   - For full-time students: Completing requirements for the M.A. within 5 semesters

2. Failure to actively pursue the degree.
   - Full-time students (without funding) are expected to enroll in a full semester course-load (10 credits) fall and spring semesters.
   - Full-time students (with funding) are expected to enroll in 18 credits fall and spring semesters.

3. Failure to remove deficiencies.
   - Provisional Admittance – Students who have been provisionally admitted must satisfy provisions within the prescribed period.
   - Academic Probation – Students who have been placed on academic probation (due to low GPA) must meet probationary criteria for continuance as determined by HD on a case by case basis. Students on academic probation have the right to attend graduate committee meetings regarding their continuance in the program and may present their case to the committee and the student's advisor. The graduate committee and the advisor will evaluate the students' probability of successfully completing the degree. The graduate coordinator will notify the student of decisions regarding continuance.

EVALUATION OF PERFORMANCE

Students are required annually to complete a self-evaluation each year, including submission of a brief description of their academic and professional growth and involvement. This evaluation helps students reflect on their own progress and goals, and aids the department in assessing each student's progress toward their degree. Students are informed by letter of the graduate committee's appraisal of their progress. Self-evaluation information is also used in decisions regarding assistantships and other awards that may be available. A copy of the Progress Evaluation is provided in the back of this handbook.

GRIEVANCE PROCEDURES

Should a graduate student have any grievances regarding the program, their assistantship, or their graduate experience, they should discuss this with the department graduate committee chair. The graduate committee chair will advise the student on formal grievance procedures should such steps be necessary.

EVALUATION OF PROGRESS TOWARD DEGREE

(Please fill out both sides as completely as possible)

Name: ____

Academic Advisor: ______________________________________

Initial Year/Semester in Graduate Program:_____________________

Consistent with the graduate school's requirement for a Master's Degree with thesis, the Department of Human Development requires 27 semester hours of course work, and 6 hours of thesis credit. Graduate courses must be completed with a grade of "B" or better. A grade of "C" could jeopardize a student's funding opportunity. Students who receive a grade of "C" or below are required to meet with their committee to determine how best to make up any deficiency in knowledge.

	Credits	Date Completed	Grade
Basic Theory and Substance of Courses:			
HD 511 - Theory & Substance of HD I	_______	_____________	_______
Program Design/Evaluation:			
HD 535 – Program Development in Child & Family Studies	_______	_____________	_______
HD 540 – Effective Intervention Programs	_______	_____________	_______
Research Methods:			
HD 513 – Research Methods in HD I	_______	_____________	_______
HD 514 – Research Methods in HD II	_______	_____________	_______
Required Seminars/Classes:			
HD 520 - Adolescence	_______	_____________	_______
HD 550 – Seminar on Family Relationships	_______	_____________	_______
HD 558 – Parent-Child Relationships	_______	_____________	_______
HD 560 – Seminar in Child Development	_______	_____________	_______
Electives:			
_______________________	_______	_____________	_______
_______________________	_______	_____________	_______
Research Thesis:			
HD 700 – Master's Research, Thesis, and/or Examination (6 credits required)	_______	_____________	_______

This form is available in the main office

STATUS OF PROGRESS TOWARD DEGREE/PROFESSIONALISM

Thesis Progress: (check the number which represents your progress at this point in time)

1 _______ Topic not decided

2 _______ MA committee formed/being formed

3 _______ MA proposal accepted

4 _______ MA data collected (if not using existing data set)

5 _______ MA thesis defense date set (month/year of defense: _______ | _______

Number on above scale **last** January _______ | _______
Year #

Number on above scale **this** January _______ | _______
Year #

Professional Development: (check each one you have done during the past year)

_________ Authored/Co-authored a publication

_________ Attended a professional conference

_________ Presented at a professional conference

_________ Presented at an HD colloquia

_________ Applied for/Received a grant

_________ Presented an HD dialogue

_________ Other ____

____

If yes to any of the above, please explain further (e.g., dollars granted, name or place of presentations, etc.) in your attached statement of progress (see below).

Financial Support: (list all TA, PA, RA, and scholarship support received while a student in HD - for assistantships, give percent of time; for scholarships give amounts)

Semester/Year	Type of support (TA, etc.)	% of time/$ amount

I verify that the information on this sheet is complete and correct:

____
Please sign and date

Please attach a statement of your program and plans, include any other evidence of your scholarship during this year.

Please complete this form and give to Diane Scott by February 15th

GRAD COURSES – ENTERING CLASS – FALL 2009

Fall, 2009		Spring, 2010	
Credits	Course	Credits	Course
3	HD 520 – Adolescence	3	HD 514 – Research Methods in HD II
3	HD 513 – Research Methods in HD I	3	HD 540 – Effective Intervention Prog
3	HD 535 – Prog Dev in Child & Fam Std	3	HD 560 – Seminar in Child Dev
6	HD 600 – Special Projects	6	HD 600 – Special Projects
3	HD 700 - Thesis	3	HD 700 - Thesis
18		18	

Fall, 2010		Spring, 2011	
Credits	Course	Credits	Course
3	HD 511 – Theory & Substance of HD I	3	HD 558 – Parent/Child Relationships
3	HD 550 – Seminar in Family Relations	3	HD 580 – Public Policy
3	HD 586 – Special Topics	6	HD 600 – Special Projects
3	HD 600 – Special Projects	6	HD 700 - Thesis
6	HD 700 - Thesis		
18		18	

TABLE EXAMPLES FOR MA THESIS

Summary Tables

Many articles in the *Journal of Marriage and Family* report findings for multiple outcomes or findings that are complex in nature (such as interaction effects). If multiple hypotheses are tested, a single table can summarize quite readily which hypotheses were supported. A summary table can help the reader obtain a quick overview of the general pattern of findings. Summary tables also may be useful in guiding the writing of the discussion section.

Goals of a Summary Table

- Simplify complex findings
- Minimize numerical information
- Maximize parsimony
- Prepare the table so that it stands on its own
- If possible, summarize the findings in terms of effects sizes. How effect sizes are judged should be clear in the text and not dependent only on level of statistical significance.

Two examples follow. The first example summarizes findings from three hypotheses that were tested separately for boys and for girls. The second example summarizes differences between partners from heterosexual nonparent couples and partners from gay, lesbian, and heterosexual parent couples across a fairly large set of outcome scores.

Description of Sample Variables

A table is often used to describe the variables, both independent and dependent, that are used in a study. This example includes the range for each variable. In some cases this may be unnecessary. The table also includes alpha as a measure of reliability for those variables for which it is appropriate. Alpha is not appropriate for all tables. When reporting alpha, however, it is important that the alpha is for the sample being analyzed rather than an alpha from other data. Distributional problems with variables should be discussed in the text, but measures of kurtosis and skewness are not typically reported in the table.

The table notes clarify how certain variables are coded. This is required for dummy variables. Sometimes there is room to fit the values in the column along with the variable names. For example, if it were not important to clarify that the gender was that of the youth, we might enter Gender: 0 = *male*, 1 = *female*. This would only be appropriate if there were room for all such variables to be described in this way. For variables with an underlying continuum, higher scores should signify higher values based on the variable name. In the table, a higher score on marital conflict signifies more conflict; a higher score on youth problem behaviors signifies more problems.

Table 1

Youth Reports of Family Process Variables, Youth Demographic Variables, and Youth Problem Behaviors: Descriptive Statistics (N = 350)

Variables	M	*SD*	Range	α
Marital conflict	1.59	.57	1 – 4	.84
Marital role conflict	1.47	.66	1 – 4	.87
Father's parenting quality	1.48	.45	1 – 3	.80
Mother's parenting quality	1.61	.48	1 – 3	.80
Youth gender[a]	.44	.50	0 – 1	
Youth age[b]	.46	.50	0 – 1	
Parent's marital status[c]	.13	.33	0 – 1	
Family economic hardship[d]	.13	.34	0 – 1	
Youth problem behaviors	21.47	17.17	0 – 91	.94

[a]Youth gender: 0 = *male*, 1 = *female*. [b]Youth age: 0 = *preadolescent*, 1 = *adolescent*. [c]Parent's marital status: 0 = *married*, 1 = *divorced or separated.* [d]Family economic hardship: 0 = *less poor*, 1 = *more poor*.

Table 1

Summary of the Effect Sizes Associated With Hypotheses by Gender Regarding Change in Viewing Violent Video Games

	Gender	
Hypothesis	Girls	Boys
Viewing increases linearly from age 8 to 13	Small	Large
Viewing reaches maximum at age 13	Large	Small
Viewing decreases after the age 13	No	Small
Whites view violence with more frequency	No	Small
Whites view more intense violence	No	Large
Parental control reduces viewing	Small	No
Parental support reduces viewing	Strong	Strong
Parents' education reduces viewing	Small negative	Small negative
% of peers viewing increases viewing	Strong	Moderate
% of peers viewing x age increases viewing	No	No

Table 2

Summary of Significant Type-of-Partner Contrasts (Magnitude of Effect Size)

Variable	Type-of-Partner Contrast		
	Gay (G) vs. Nonparent Heterosexual (NP)	Lesbian (L) vs. Nonparent Heterosexual (NP)	Parent Heterosexual (P) vs. Nonparent Heterosexual (NP)
Individual differences			
Private self-consciousness	G > NP (small)	L > NP (small)	
Extraversion		L > NP (small)	
Openness	G > NP (small)	L > NP (medium)	
Relationship schemas			
Affective expression			P < NP (small)
Dyadic cohesion		L > NP (small)	P < NP (small)
Autonomy	G > NP (small)	L > NP (small)	P < NP (small)
Equality		L > NP (medium)	P < NP (small)
Costs		L < NP (small)	
Conflict resolution			
Positive problem-solving		L > NP (small)	
Demand/withdraw			P < NP (small)
Positive communication			P < NP (small)
Source of social support			
Own family	G < NP (medium)	L < NP (small)	
Partner’s family	G < NP (small)	L < NP (small)	

Note: Gay and lesbian partners cohabited but were not parents. Heterosexual partners were married.

Correlation Tables

The correlation table is normally presented using the lower triangle. The first example is a table that does not have to be divided because all variables fit in the table set in landscape format. The second table adds two variables to illustrate what to do when there are more variables than can fit across the page. These examples include descriptive names of the variables in the first column. If abbreviations for variable names are used, it is necessary to define these terms in specific table notes. Correlation tables should include control, predictor, and outcome variables when relevant. It is also important to reporting *M*s and *SD*s. Doing so in correlation tables rather than in a separate descriptive table could save precious journal space. In the first example, the range of each variable is included and the alpha is included for those variables that have one. This information may not be necessary if it is provided elsewhere such as in a sample description table.

Table 1

Youth Reports of Family Process Variables, Youth Demographic Variables, and Youth Problem Behaviors: Correlations and Descriptive Statistics (N = 350)

Variables	1	2	3	4	5	6	7	8	9
1. Marital conflict	–								
2. Marital role conflict	.45***	–							
3. Father's parenting	.37***	.27***	–						
4. Mother's parenting	.42***	.35***	.70***	–					
5. Youth gender[a]	.15**	.13**	.15**	.14**	–				
6. Youth age[b]	.05	.10*	.15**	.17**	.01	–			
7. Parent's marital status[c]	.18***	.10*	-.15**	-.10*	.03	.04	–		
8. Family economic hardship[d]	.10*	.15**	.06	.02	.05	.08	.25***	–	
9. Youth problem behaviors	.47***	.34***	.36***	.41***	.07	.04	.18***	.12*	–

Table 1

Continued

Variables	1	2	3	4	5	6	7	8	9
M	1.59	1.47	1.48	1.61	.44	.46	.13	.13	21.47
SD	.57	.66	.45	.48	.50	.50	.33	.34	17.17
Range	1 – 4	1 – 4	1 – 3	1 – 3	0 – 1	0 – 1	0 – 1	0 – 1	0 – 91
α	.84	.87	.75	.80					.94

[a]Youth gender: 0 = *male*, 1 = *female*. [b]Youth age: 0 = *preadolescent*, 1 = *adolescent*. [c]Parent's marital status: 0 = *married*, 1 = *divorced or separated*. [d]Family economic hardship: 0 = *less poor*, 1 = *more poor*.

$^{*}p < .05$. $^{**}p < .01$. $^{***}p < .001$.

Table 2

Youth Reports of Family Process Variables, Youth Demographic Variables, and Youth Problem Behaviors: Correlations and Descriptive Statistics (N = 350)

Variables	1	2	3	4	5	6	7	8	9
1. Marital conflict	–								
2. Marital role conflict	.45***	–							
3. Father's parenting	.37***	.27***	–						
4. Mother's parenting	.42***	.35***	.70***	–					
5. Youth gender[a]	.15**	.13**	.15**	.14**	–				
6. Youth age[b]	.05	.10*	.15**	.17**	.01	–			
7. Education	-.25***	-.15*	.35***	.33***	-.20***	.10*	–		
8. Social Support	-.10*	-.12*	.09*	.21***	-.11*	.03	.25***	–	
9. Parent's marital status[c]	.18***	.10*	-.15**	-.10*	.03	.04	.02	.21***	–
10. Family economic hardship[d]	.10*	.15**	.06	.02	.05	.08	.25***	.13**	.05
11. Youth problem behaviors	.47***	.34***	.36***	.41***	.07	.04	.18***	.12*	.10*

Table 2

Continued

Variables	1	2	3	4	5	6	7	8	9
M	1.59	1.47	1.48	1.61	.44	.46	.13	.13	21.47
SD	.57	.66	.45	.48	.50	.50	.33	.34	17.17

Table 2

Continued

Variables	10	11
10. Family economic hardship[d]	–	
11. Youth problem behaviors	.47***	–
M	1.59	1.47
SD	.57	.66

Note. [a]Youth gender: 0 = *male*, 1 = *female*. [b]Youth age: 0 = *preadolescent*, 1 = *adolescent*. [c]Parent's marital status: 0 = *married*, 1 = *divorced or separated*. [d]Family economic hardship: 0 = *less poor*, 1 = *more poor*.

**p* < .05. ***p* < .01. ****p* < .001

Multiple Regression

Three tables are presented. The first table is an example of a 4-step hierarchical regression, which involves the interaction between two continuous scores. In this example, structural (or demographic) variables are entered at Step 1 (Model 1), age (centered) is added at Step 2 (Model 2), depression (centered) is added at Step 3 (Model 3), and the interaction between the centered age and centered depression scores is added at Step 4 (Model 4).

The second table is an example of a hierarchical regression that involves the interaction between a categorical score and a continuous score. In this example, structural (or demographic) variables are entered at Step 1 (Model 1), three dummy variables representing information about number of divorces is added at Step 2 (Model 2), depression is added at Step 3 (Model 3), and the interaction between each of the dummy variables and depression is added at Step 4 (Model 4).

Table 3 is an example of a simple regression performed separately for husbands and for wives.

For all regression analyses, some report of effect size should be given for the overall model (such as R^2) as well as for the individual predictors (such as converting the *F*-ratios or *t*-ratios associated with each predictor in the final equation to an effect-size *r*). We recommend reporting both the unstandardized *B* and the standardized β. Additional measures of strength of effects such as squared semipartial correlations might also be reported. See

Rosenthal, R. (1994). Parametric measures of effect size. In H. Cooper & L. V. Hedges (Eds.), *The handbook of research synthesis* (pp. 231 – 244). New York: Russell Sage Foundation.

These tables were prepared so that they would be clear to reviewers. If a manuscript is accepted for publication, the author may be asked to submit a version following APA guidelines on spacing and margins.

Table 1

Summary of Hierarchical Regression Analysis for Variables Predicting Wives' Marital Quality (N = 538)

	Model 1			Model 2			Model 3			Model 4		
Variable	*B*	*SE B*	*β*	*B*	*SE B*	*β*	*B*	*SE B*	*β*	*B*	*SE(B)*	*β*
Education	0.58	0.27	.10*	-0.99	0.59	-.08	-1.67	0.54	-.13**	-1.66	0.55	-.13**
Income	-1.16	0.59	-.10	0.33	0.28	.06	0.12	0.25	.02	0.12	0.25	.02
Age				0.22	0.07	.13**	0.14	0.06	.08*	0.13	0.07	.08*
Depression							-0.71	0.06	-.41**	-0.71	0.07	-.41**
Age x depression										-0.01	0.01	-.01
R^2		.01			.16			.43			.43	
F for change in R^2		2.87			8.94**			105.79**			0.18	

Note: Age and depression were centered at their means.

*p < .05. **p < .01.

Table 2

Summary of Hierarchical Regression Analysis for Variables Predicting Wives' Marital Quality (N = 538)

	Model 1			Model 2			Model 3			Model 4		
Variable	*B*	*SE B*	*β*	*B*	*SE B*	*β*	*B*	*SE B*	*β*	*B*	*SE(B)*	*β*
Age	0.25	0.08	.13**	0.22	0.10	.12*	0.12	0.09	.07	0.12	0.09	.06
Education	-0.95	0.60	-.07	-0.88	0.65	-.07	-1.47	0.59	-.12**	-1.56	0.59	-.12**
Income	0.27	0.28	.04	0.27	0.28	.04	0.02	0.26	.00	0.01	0.26	.00
Number of divorces												
1 versus 0				1.40	1.64	.04	1.43	1.50	.04	3.84	2.06	.12
2 versus 0				-0.13	2.68	.00	0.40	2.44	.00	3.16	3.43	.05
> 2 versus 0				-0.45	3.07	.00	1.41	2.80	.02	-0.46	4.07	-.01
Depression							-0.72	0.06	-.42**	-0.65	0.08	-.37**
Number of divorces × depression												
1 versus 0 × depression										-0.28	0.16	-.11
2 versus 0 × depression										-0.31	0.28	-.06
> 2 versus 0 × depress										0.16	0.28	.03
R^2		.02			.02			.19			.20	
F for change in R^2		4.66**			0.36			106.76**			1.54	

Note: Number of divorces was represented as three dummy variables with 0 divorces serving as the reference group.

$^*p < .05$. $^{**}p < .01$.

Table 3

Summary of Simple Regression Analyses for Variables Predicting Wives' Marital Quality and Husbands' Marital Quality (N = 155)

	Wives			Husbands		
Variable	*B*	*SE B*	β	*B*	*SE B*	β
Neuroticism	-0.34	0.16	-.17*	0.20	0.21	.09
Extraversion	0.08	0.19	.03	0.28	0.25	.11
Openness	0.07	0.19	.02	-0.14	0.18	-.07
Agreeableness	0.74	0.24	.24**	0.48	0.24	.17*
Conscientiousness	0.17	0.21	.06	0.45	0.23	.17*
R^2		.15			.07	
F		5.48**			2.42*	

**p* < .05. ***p* < .01.

Logistic Regression

In reporting logistic regression output it is important to provide enough information for readers to gauge the substantive significance as well as the statistical significance. Readers have difficulty interpreting the unstandardized B estimates and noting which is statistically significant does little to help the reader know which, if any, is substantively significant. For this reason it is important to report the exponetiated B, e^B, often called the odds ratio, along with the B value. An example of how to clarify the interpretation of these values appears in:

Crosnoe, R., Mistry, R., & Elder, Jr., G. (2002) Economic disadvantage, family dynamics, and adolescent enrollment in higher education. Journal of Marriage Family, 64*, 690 - 702. (See the right hand column on page 696.)*

A valuable tutorial on logistic regression appears in:

DeMaris, A. (1995) A tutorial in logistic regression. Journal of Marriage and the Family, 57*, 956 - 968.*

If spacing does not permit a separate column for the odds ratio, this may be placed in parentheses under the B estimates with this explained in the table note.

The odds ratio can give misleading results and other approaches should be considered including estimating probabilities and reporting tables showing outcomes. Where there are not so many predictors that they become too cumbersome, it is also helpful to describe scenarios.

Note that the percentage of participants with an outcome coded as 1 is also included. The percentage is useful in evaluating the odds ratios because doubling the odds of a percentage of 1% is different from doubling the odds of a percentage of 30%, for example. This table does not report the estimates for all predictors. The note at the bottom of the table indicates that several control variables were included in the estimation but these are not reported in the table. This approach simplifies the presentation of the table when there is no need to discuss the parameter estimates of the control variables.

Table 1

Summary of Logistic Regression Analysis for Variables Predicting Decisions to Divorce by Tenth Year of Marriage for Mothers (n = 889) and Fathers (n = 989), Controlling for Background Variables

Predictor	Mother			Father		
	B	*SE B*	e^B	B	*SE B*	e^B
Mother						
Uninvolved style	.58**	.13	1.79		.27	2.34
Permissive style	-.10	.08	.90	-.45**	.11	.64
Authoritarian style	.34**	.07	1.40	.58**	.18	1.79
Satisfaction with parenting role	.10*	.04	1.11	.05*	.02	1.05
Father						
Uninvolved style	.31**	.09	1.36	.25**	.09	1.28
Permissive style	-.22**	.07	.80	.10	.07	1.10
Authoritarian style	.56**	.07	1.75	-.10*	.04	.90
Satisfaction with parenting role	.18**	.06	1.20	.20**	.06	1.22
Constant	-1.05			-1.21		
χ^2		264.15			129.25	
df		9			9	
% divorced by Year 10		26.5			25.6	

Note: Controls are education, income, and race (omitted from the table). e^B = exponentiated *B*. Parenting style predictors (uninvolved, permissive, authoritarian) coded as 1 for *yes* and 0 for *no*. Satisfaction with parenting role scored from 1 for *very dissatisfied* to 5 for *very satisfied*. Authoritative parenting style of both mother and father is the reference category.

**p* < .05. ***p* < .01. ****p* < .001.