The University of Minnesota Graduate School requires that all entering students receive a program handbook. This handbook is designed to provide information about the master’s and doctoral programs, and to be a guide to the student’s degree plan. Also included are websites that provide up-to-date information about policies and procedures. Students are responsible for knowing and following the procedures and rules in the Graduate School Catalog at http://www.grad.umn.edu/students/.

The University of Minnesota uses email as its official means of distributing information to the University community. The Department of Family Social Science (FSoS) will send students emails to alert them to information on policies and program matters.

While navigating through the FSoS graduate program, students may feel free to ask questions of the following individuals: their adviser, the Director of Graduate Studies (DGS), the program director of Couple and Family Therapy (CFT), the program director of Parent and Family Education, Graduate Student Services Support, and fellow students. Welcome to the graduate program in Family Social Science!

Handbook revised January 2017
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MISSION AND GOALS

The Department of Family Social Science’s mission is to enhance the well-being of diverse families in a changing world through teaching, research, and outreach. This understanding can ultimately lead to the development of strong families and to the enhancement of family functioning for future generations. The mission of Family Social Science is implemented through the interdependent activities of teaching, research, and outreach.

The goals of graduate education in Family Social Science involve assisting students in (a) integrating family theory, research, and practice; (b) producing family research; (c) developing teaching scholarship; and (d) demonstrating competencies in substantive areas of family social science.

Students receiving graduate degrees in Family Social Science are expected to have a broad knowledge of family science, to be able to engage in independent research related to families, and to be specialized in areas of application to human problems and issues for families and society.

To meet these goals, students can seek opportunities to participate in the following activities:

- Coursework in Family Social Science and related fields
- Coursework in statistics and research methods
- Supervised research
- Supervised teaching
- Cooperative writing opportunities
- Field experiences
- Independent/Directed study opportunities
- Work with several departmental faculty
- Professional development
- Interaction with other students

OVERVIEW OF GRADUATE PROGRAM

Family Social Science is a multidisciplinary department offering a unique opportunity for an integrated program of study at the master’s and doctoral levels, using the knowledge and methods of social science to examine family systems and their interactions with various environments. Faculty members are committed to research and the application of knowledge for the enhancement of individual and family life. Their activities encompass a wide range of social, economic, and political issues that affect families locally, nationally, and internationally. The program’s goals are accomplished by:

- Teaching individuals to serve as researchers, theorists, educators, therapists, consultants, and/or administrators.
- Conducting research to improve understanding of family processes and development over the life span, as well as to further understanding of the interaction of individuals and families with their external environments.
- Disseminating research-based information at state, regional, national, and international locations for scholars, professionals, policymakers, and the general public.
- Involving students in engagement and professional activities.
Learning Environment, Student Backgrounds, and Student Opportunities

The University of Minnesota’s graduate program in Family Social Science has been identified as a leader in the nation. FSoS graduate students contribute to a rich learning environment through the varied personal and professional experiences they bring to the program. Professional backgrounds of recent students include therapist, lobbyist, teacher, researcher, center director, parent, minister, program manager, program evaluator, nurse, and hospital chaplain.

The diversity of students’ backgrounds in ethnicity, sexual orientation, and national origin also adds a multifaceted understanding of intergenerational families. International students in the program have come from Barbados, Belize, Brazil, Chile, China, Germany, Hong Kong, India, Israel, Japan, Korea, Malaysia, Mexico, Russia, Singapore, South Africa, Swaziland, Serbia, Taiwan, Turkey, and Vietnam.

The program is designed to have extensive student-faculty collaboration. Students are also encouraged to support each other’s progress through formal and informal mechanisms. During the program, students frequently have opportunities to present papers at professional conferences, contribute to co-authored publications, teach undergraduates, develop online materials based on their research and/or teaching experience, and develop materials for community outreach. Many times these are co-authored with a faculty member.

Family Social Science Graduate Programs

Graduate students in Family Social Science may seek a master’s degree with thesis (Plan A), a master’s degree without thesis (Plan B), a master’s degree in Family Education (Plan C), or a doctoral degree. Admission to the COAMFTE-accredited Couple and Family Therapy specialization is available only to doctoral students with a clinical master’s degree (e.g., Couple/Marriage and Family Therapy, social work, psychology, counseling, psychiatric nursing) or to those who have achieved equivalent clinical experiences as determined by the Couple and Family Therapy (CFT) faculty.

ACADEMIC ADVISING

One of the great strengths of our program is that students work closely with faculty mentors and advisers. Family Social Science supports this student-faculty relationship in many ways including advising, Orientation Seminar for Family Social Science, FSoS Colloquium, and other group meetings. The student-faculty relationship and the student-to-student connection is supported by the manner in which the program is introduced and the activities that students choose to be involved with during their time in the graduate program.

The program requires a great deal of writing and research by students, and faculty members are available to develop and improve the conceptualization, organization, and other aspects of their projects. One indication that the process works is that students and recent graduates of this program have won a number of national awards for their work.

Of course, not all advising and mentoring is about writing and research; faculty help with other issues that arise during a student’s time in the department – including making choices about which courses to take, renewing motivation, developing as a teacher or therapist or other kind of professional, and finding the best employment niche. We highly encourage student-faculty interaction.
Advising

Students are assigned an adviser to guide their program prior to matriculation. During FSoS 8200 Orientation for Family Social Science, offered fall semester, students work together to meet one of their goals as first-year students: to get to know faculty members in the department. Students are encouraged to schedule follow-up conversations to get better acquainted, especially if a student has an interest in having a particular faculty member on their examination committee.

- **Master’s Degree Plan A and Plan B:** At the end of the first year, master’s degree students will designate two members of the graduate faculty to serve as the inside members of the examination committee, one as adviser. The examination committee is comprised of two FSoS committee members along with one member from outside the major. The student needs to complete the departmental form, *Designation of Departmental Committee Members (M.A.)* available at: http://www.cehd.umn.edu/fsos/current/forms.asp, and submit to Graduate Student Services Support for filing.

- **Master’s Degree Plan C:** Master’s Plan C students are encouraged to set up a time to meet with assigned advisers before beginning, and no later than, the first semester of classes. Students can contact advisers by email and arrange meetings to take place in person on the St. Paul campus or virtually - via phone or Skype/Google Hangout. At the end of the student’s program, two faculty members will serve as the student’s review committee, which usually includes the student’s adviser and one other faculty member. No form is required to formally designate the Plan C review committee.

- **Ph.D Degree:** By the end of the first year in the doctoral program, students will identify the three inside members of their doctoral examination committee to guide their work and critical review examination. These three FSoS faculty members will guide the student’s completion of the Critical Review Paper and evaluate the paper upon its completion. This committee will also conduct the student’s annual progress review. The student needs to complete the *Designation of Departmental Committee Members (Ph.D.)* form by May of the first year, available at http://www.cehd.umn.edu/fsos/current/forms.asp, and submit to the Graduate Student Services Support for filing.

The three departmental committee members and one “outside” member will constitute the student’s official doctoral examination committee. For most students, selecting the person who will serve as the outside member is the most difficult. Students are encouraged to work with their adviser and inside committee members to select the outside member. If the student has declared a minor, then the Graduate School list of faculty for the specific minor applies: https://apps.asr.umn.edu/faculty_roles/. Some minors may have additional requirements. The four-person doctoral examination committee will then conduct the Preliminary Oral Examination, Dissertation Proposal Meeting, and Final Oral Examination. Continuity of committee membership is desirable for all three steps. After successfully submitting an approved graduate degree plan in the Graduate Planner and Audit System (GPAS), the student will make the committee official by submitting the electronic form, Assign/Update Prelim Oral Committee, with the Graduate School [available at http://www.grad.umn.edu/current-students-forms/forms doctoral].

Except for special circumstances, all committee members for master’s and Ph.D. graduate programs must be members of the faculty with graduate education responsibilities. The Graduate School maintains a central list of faculty with graduate education responsibilities, available at: http://grad.umn.edu/students/examiningcommitteesnew/index.html.
Assigning/Changing an Adviser and/or Committee Members

It is recognized that students' topics may change, faculty may become unavailable, or more appropriate faculty may be available, thus necessitating a change in committee membership. Regardless of committee oversight, the student’s adviser has the ultimate responsibility for communicating with the student, monitoring the student’s progress, mentoring the student, and holding the student to department, Graduate School, and University rules.

If a student desires to change advisers or committee members, the DGS must be notified. It is the faculty’s expectation that students will work with a variety of faculty members during their graduate career. Changing an adviser or other committee member means that a better match for the completion of the degree work has been determined. Students are responsible for informing their current adviser/committee member as well as obtaining consent of the new adviser/committee member prior to notifying the DGS. To make changes to your adviser or committee members, e-mail the DGS. Request approval to change from Professor X to Professor Y and provide your rationale. Include your student ID number and the degree sought in your e-mail. You must copy all affected faculty members on this email. The DGS must approve all changes.

For an adviser change, after receiving approval from the DGS, Graduate Student Services Support submits an adviser change for the student with the Graduate School.

For a committee member change, after receiving approval from the DGS, the student submits the appropriate electronic form, which needs to be submitted a minimum of one month before any upcoming exam. For master’s students: Assign/Update Examination Committee: http://www.grad.umn.edu/students/forms/masters/index.html. For Ph.D. students: Assign/Update Preliminary Oral Examination Committee or Assign/Update Final Oral Examination Committee: http://www.grad.umn.edu/students/forms/doctoral/index.html

Graduate Planning & Audit System

The Graduate Planning and Audit System (GPAS) is your graduate degree plan (GDP) of study in obtaining your degree, and is considered to be a contract between the student, graduate program, and the Graduate School. GPAS consists of two parts that work together: the planner and the audit (or advisement report). The planner allows you to map out the coursework you plan to complete while finishing your degree(s). The audit will show how the coursework you’ve completed and plan to complete fulfill the requirements for your degree(s). In GPAS you will indicate the coursework you are using to meet your graduate program’s coursework requirements as well as the Graduate School’s minimum credit requirements, including transfer coursework. The student’s adviser, DGS, and CEHD approve GPAS.

The Graduate School requires that two-thirds of the credits for degree programs be completed on the A-F grading system. Core courses must be taken A-F. A minimum grade point average of 3.50 (on a 4 point scale) is required by the department for a student to remain in good standing in any of its Plan A, Plan B, or Ph.D. graduate degree programs. Transfer credits from other graduate programs may be requested by petition and must be approved by the adviser and DGS.

- When to submit the GPAS: To remain in good standing, master’s students - Plan A, Plan B, and Plan C - are to file the GPAS at end of the second semester, and doctoral students are to file the GDP by the end of the third semester. Instructions on how to use the GPAS planner is available at: http://onestop.umn.edu/special_for/gpas/gpas_planner.html
• Departmental Procedure:
  1. Complete the checklist appropriate to your degree program, available on the forms page: http://www.cehd.umn.edu/fsos/current/forms.asp
  2. Review checklist with your adviser
  3. Email checklist to Graduate Student Services Support
  4. Graduate Student Services Support will work with students to complete the planner in GPAS, and advise students when to submit
  5. Submit online form which will be routed for electronic approval by your adviser and DGS

Course Substitutions

Course substitutions need the approval of the student’s adviser and the DGS. The Petition to Substitute a Course is available at: http://www.cehd.umn.edu/fsos/current/forms.asp.

Substitutions for the FSoS core classes are not allowed. The core courses offer content unique to the discipline and involve processes that make learning objectives very challenging, if not impossible, to address with course and/or independent study substitutions.

Rationale:

1. All students, especially those entering without a family background, need the unique disciplinary coursework to maintain the credibility of the FSoS degree.
2. The FSoS overall degree program design offers flexibility and choices.
3. Acceptance into the graduate program (Plan A, Plan B, and Ph.D.) assumes availability to take a full-time course load.
4. In extremely rare circumstances, when events are beyond a student’s control, a student could be allowed to create a substitute learning experience for a maximum of one core course. The student and adviser should consult with the faculty member who teaches the core course in question. The student and adviser should explore alternatives with the main discussion of the student’s request to be reviewed by the student’s inside examination committee members, and then be brought to the DGS for review.

MASTER’S DEGREE PROGRAMS

Family Social Science offers the master’s degree under three different plans:

- Plan A consists of 20 credits of coursework and 10 thesis research credits.
- Plan B consists of 26 credits of coursework plus a project for 4 credits.
- Plan C requires 30 graduate course credits.

The department does not offer CFT training at the master’s level.

Information about the differences between the three plans of the master’s degree can be found on the Graduate School website: http://www.grad.umn.edu/students/masters/index.html.

Master’s degree students are required by the Graduate School to complete at least 60 percent of the coursework for their official degree programs as registered University of Minnesota Graduate School
students. With approval of the adviser, the DGS in the major (and DGS in the minor, if the courses are for a designated minor), and the Graduate School, students may transfer up to 40 percent (8 credits for Plan A students, 10 credits for Plan B students, and 12 credits for Plan C students) of the degree program coursework from any combination of the following:

- other recognized Graduate Schools
- registration for graduate credit by non-admitted students
- registration through other University of Minnesota units in pursuit of graduate-level degrees

**Master’s Degree Plan A (with thesis) Requirements**

The Master’s Degree Plan A consists of a minimum 20 credits of coursework, of which at least six credits are outside the Department of Family Social Science in a supporting program; and a research thesis for 10 credits that is presented in written format, followed by an oral examination. The Master’s Degree Plan A is recommended for students who intend to pursue a Ph.D. degree. Graduate-level courses (or their equivalents) on the M.A. Plan A Checklist comprise the minimum requirements for the degree. This form is available at http://www.cehd.umn.edu/fsos/current/forms.asp. Students are encouraged to select additional coursework that will fit with their professional goals.

**Final Steps for the Plan A**

1. Your **Graduate Planning and Audit System** must be approved by the Graduate School before you can obtain your Graduation Packet and defend your thesis.

2. One semester before your Final Oral Examination:
   - Request the **Graduation Packet** from Graduate Student Services and Progress (GSSP): http://www.grad.umn.edu/students/masters/index.html.
   - Submit the signed **Reviewers’ Report** form, found in the **Graduation Packet**, to GSSP (333 Robert H. Bruininks Hall) in order to obtain the **Final Examination Report** form, needed for your Final Oral Examination.
   - One month prior to graduating, complete the Application for Degree, found in MyU on the academics tab (http://www.grad.umn.edu/current-students-graduate-student-services-progress/application-degree).

3. No Final Oral Examination can occur without all committee members present and paperwork available to report the outcome of the examination. It is advisable to schedule (tentatively) with your committee at least one month prior to when you plan to have your oral examination. It is the student’s responsibility to schedule a date and two hour time-block for the final oral examination with his/her committee. Plan ahead because faculty members are very busy with many students at the end of the semester. The Final Oral Examination is closed to everyone except the student and the student’s committee.

4. Students may elect to give a presentation of their master’s thesis work; it is an option, not a requirement. This is a joint decision between the adviser and the student. If a presentation is desired, the time and place must be scheduled with FSoS support staff. The presentation will be announced in a manner that is consistent with all department presentation announcements. It is the student’s responsibility to provide information about date, time, place, title of thesis, and committee members to Graduate Student Services Support and Communications Associate for the announcement.
5. After the examination, submit the Examination Report form, signed by your committee, to Graduate Student Services Support or GSSP (333 Robert H. Bruininks Hall). The signed Examination Report form must be submitted by the last business day of the month you intend to graduate. Consult the Graduate School Degree Completion Check List Master’s Plan A website for more information: http://www.grad.umn.edu/students/masters/index.html

6. Students must deposit the thesis [http://www.grad.umn.edu/current-students-graduate-student-services-progress/thesis-submission] by the last business day of the anticipated month of graduation and apply for graduation to have a degree conferred. Degrees are conferred monthly by the University of Minnesota. A student finishing a thesis is requested to share an electronic copy with his/her adviser.

**Master’s Degree Plan B (without thesis) Requirements**

The Master’s Degree Plan B is available to students who wish to further their education so that they may hold positions of responsibility serving families. Although the instruction is based on research in the field, the Plan B degree is not intended to provide intensive research training.

The Plan B degree program is understood to be a terminal degree and is not recommended for students who intend to pursue a Ph.D. degree.

The Master’s Degree Plan B consists of a minimum of 26 credits of coursework, six of which are outside the Department of Family Social Science in a supporting program, and a project for four credits that is presented in written format, and an oral examination. The supporting program might represent anthropological, psychological, sociological, economic, historical, or other approaches to the study of family; or education, policy, counseling, or other applications. The graduate-level courses (or their equivalents) on the M.A. Plan B Checklist comprise the minimum requirements for the degree. This form is available at http://www.cehd.umn.edu/fsos/current/forms.asp.

**Final Steps for the Plan B**

1. Your Graduate Planning and Audit System (GPAS) must be approved by the Graduate School before you can obtain your Graduation Packet and defend.

2. One semester before your Final Oral Examination:
   - Request the Graduation Packet from Graduate Student Services and Progress (GSSP): http://www.grad.umn.edu/students/masters/index.html.
   - One month prior to graduating, complete the Application for Degree, found in MyU on the academics tab [http://www.grad.umn.edu/current-students-graduate-student-services-progress/application-degree].

3. No examination can occur without all committee members present and paperwork available to report the outcome of the examination. It is advisable to schedule a two-hour time block with your committee at least a month prior to when you plan to have your oral. It is the student’s responsibility to schedule a date for the final examination with his/her committee. The examination is closed to everyone except the student and the student’s committee.
4. After the examination, submit the Examination Report form, signed by your committee, to Graduate Student Services Support or GSSP [333 Robert H. Bruininks Hall]. The signed Examination Report form must be submitted by the last business day of the month you intend to graduate. Consult the Graduate School Degree Completion Check List Master’s Plan B (without thesis) website for more information: http://www.grad.umn.edu/students/masters/index.html

5. One month prior to graduating, complete the Application for Degree, found in MyU on the academics tab (http://www.grad.umn.edu/current-students-graduate-student-services-progress/application-degree). A student finishing a project is requested to submit an electronic copy with his/her adviser.

**Master’s Degree Plan C**

Master’s Degree Plan C information provided by the University of Minnesota College of Education and Human Development for students in the Master of Education in Family Education program can be found at: https://sites.google.com/a/umn.edu/pfe-guidebook/home. Please note that this handbook includes information for students pursuing a teaching license and may not apply to all M.Ed. students in FSOS. Specific departmental information for students pursuing the M.Ed. (Master’s Plan C) in Family Education is available in the Family Education Program Manual on the FSOS website: http://www.cehd.umn.edu/fsos/current/forms.asp.

Information for the Parent Education licensure and the Parent Education certificate is available on the FSOS website: http://www.cehd.umn.edu/fsos/future/default.asp.

**PH.D. DEGREE REQUIREMENTS**

The degree of Doctor of Philosophy is conferred in recognition of the breadth and depth of scholarly knowledge and demonstrated ability to investigate problems independently, rather than simply completing specific courses within a stated period of time. The student’s program of study must be rationally unified; that is, courses must contribute to an organized program of study and research. To attain doctoral level knowledge, a student must go far beyond coursework and credits and be committed to learning and researching independently and collaboratively, striving constantly for breadth, seeking the greatest depth of knowledge, and developing competencies in critical thinking.

A Ph.D. in Family Social Science is offered in two specialization areas: Family Science and Couple and Family Therapy. The student and the faculty adviser plan the Graduate Planning and Audit System (GPAS) for the Ph.D. by the end of the third semester of study. Students admitted to the Couple and Family Therapy program will need the approval of the Couple and Family Therapy Program Director prior to receiving approval from the DGS.

The Ph.D. program consists of major/core requirements, a family science specialization, statistics coursework, directed research, and dissertation credits. Students in the Couple and Family Therapy specialization will have clinical requirements consisting of practicum and an internship, in addition to their coursework and other requirements.
Additional program requirements include:

- Preliminary Written Examination (the **Critical Review**)
- Preliminary Oral Examination
- Portfolio
- Final Oral Examination

Students who have not completed the basic research requirement in their master’s program will work closely with their adviser to determine the competency needs.

**Couple and Family Therapy Accredited Program**

The Couple and Family Therapy (CFT) program involves coursework, practicum experiences, and a supervised internship. Accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), the program trains students to work with individuals, couples, and families, using a systemic and contextual approach. However, the mission goes beyond equipping students with Couple and Family Therapy skills. Combined with graduate study in theory, research, education, and related areas, graduates are able to be research-oriented clinicians, clinically oriented researchers, therapist educators, and clinical supervisors.

Students in the CFT program are responsible for selecting a clinical site and reporting monthly client contact and supervision hours throughout the program. Timely reporting of clinical hours is part of the student’s annual evaluation.

Students with a specialization in CFT, who have taken equivalent coursework in a clinical master’s degree program, may petition the CFT Program Director to waive course requirements. Forms for CFT students can be found at: [http://www.cehd.umn.edu/fsos/current/forms.asp](http://www.cehd.umn.edu/fsos/current/forms.asp)

**Coursework**

Minimum requirements for the Ph.D. degree include those courses listed in the applicable Ph.D. checklist: [http://www.cehd.umn.edu/fsos/current/forms.asp](http://www.cehd.umn.edu/fsos/current/forms.asp). In addition:

- Students coming from other programs should work with their adviser to determine if they can petition to waive courses if they have completed equivalent courses. The **Petition to Substitute/Waive Courses** is available at: [http://www.cehd.umn.edu/fsos/current/forms.asp](http://www.cehd.umn.edu/fsos/current/forms.asp)
- Students can also transfer course credits from other Universities. Graduate School policies are followed: [http://www.policy.umn.edu/Policies/Education/Education/GRADCREDITDEGREE.html](http://www.policy.umn.edu/Policies/Education/Education/GRADCREDITDEGREE.html)
- Students may apply to take early thesis credits by completing the **Early Thesis Credit Registration Request** form: [http://www.cehd.umn.edu/fsos/current/forms.asp](http://www.cehd.umn.edu/fsos/current/forms.asp)

All students are required to register for **FSoS 8200 Orientation for Family Social Science** their first semester in the program.

The faculty in Family Social Science value both quantitative and qualitative approaches to research. All Ph.D. students are required to take at least two 8000 level research methods courses in each. Choice of methodology depends on one’s research questions, and is made in consultation with the supervising professor. At least one major project (master’s thesis, empirical publication documented in the portfolio, doctoral dissertation) must be quantitative in nature. The three-person inside examination committee is the final decision maker for the depth of the quantitative or qualitative work.
Research Practicum with Faculty Members

All doctoral students are expected to develop competencies in planning, analyzing, conducting, and reporting research by participating in one or more research projects throughout their program of graduate study. Students are encouraged to work with several faculty members during the duration of their graduate study and can receive research credits by enrolling in FSoS 8794 Directed Research. Consent of the specific faculty member involved is required. Students must complete a Contract for Directed Research, which can be found at: http://www.cehd.umn.edu/fsos/current/forms.asp.

Statistics Supporting Program (9 credits)

The supporting program is comprised of courses statistics/methods courses taken inside and outside the Department of Family Social Science. Coursework for the supporting program consists of the EdPsy 8251/8252 stats sequence plus three additional credits of statistics coursework.

PH.D. WRITTEN AND ORAL EXAMINATIONS

Timeline for Written and Oral Preliminary Examinations and Dissertation Proposal

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<tr>
<td>Preliminary Written Examination-</td>
<td>4th semester of doctoral program, for most Ph.D. students this will be spring of their second year</td>
</tr>
<tr>
<td>Critical Review</td>
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<tr>
<td>Preliminary Oral Examination</td>
<td>5th semester of doctoral program, for most Ph.D. students this will be fall of their third year</td>
</tr>
<tr>
<td>Dissertation Proposal</td>
<td>6th semester of doctoral program, for most Ph.D. students this will be spring of their third year</td>
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Note: To be competitive for dissertation funding, students will want a strong dissertation plan early in the spring semester.

While most students will be on a traditional academic year plan, there are special circumstances such as a leave of absence that can alter their timing. For example, if a student were to take a leave of absence in fall semester of their second year, spring semester would count as their 3rd semester in the program.

Preliminary Written Examination: Critical Review Paper

All doctoral students are required to pass a written examination in the major field. The preliminary written examination in FSoS is the Critical Review Paper.

Students will write the Critical Review Paper following the timeline outlined below. The purpose of the paper is for the student to provide evidence of the breadth and depth of his/her knowledge and understanding in a particular content area of family social science/studies that is of special interest. It is a measure of the student’s ability to critically analyze existing literature focusing on theoretical concepts, research methodology, and application of the findings on a specific topic. It is an exam to determine whether or not the student is prepared to continue in the Ph.D. program.
Students will choose the content area and complete an extensive review of the body of literature. The review will include theory, research, and practice for a decade of time or longer. Students will report in a succinct fashion the results and conclusions of these studies, articles, and books. The paper should critique the theoretical and methodological approaches, including the implicit values and assumptions, missing questions and answers, and the applications of these theories and methods in education, policy, and/or intervention. Based on the reported results and critique, students will outline the implications for research, education, policy, therapy and/or other applications in a manner that demonstrates breadth, depth, creativity, and intelligence. The paper may be background for dissertation research.

The faculty evaluating the Critical Review will be able to see the student’s ability to focus the paper appropriately, with conceptual accuracy and sophistication, methodological accuracy and sophistication, organizational coherence, precision and clarity of writing, and technical accuracy. The Critical Review needs to demonstrate a thought stream of explicit, logical linkage across theory, research, and application sections.

Timing of the Critical Review Paper

Step 1: Paper must be started in the third semester of a student’s Ph.D. program.
Doctoral students who enter the program with a master’s degree will consult first with their adviser and then with the additional members of their three-person inside FSoS examination committee, prior to the end of the third semester. Students in the M.A./Ph.D. track will consult with their adviser and then with the additional members of their three-person inside FSoS examination committee, prior to the end of the third semester of their doctoral program. The topic for the paper will be agreed upon through this consultative process; the Application for Critical Review Paper will be signed by all committee members and submitted to Graduate Student Services Support. The Application for Critical Review Paper is available at: http://www.cehd.umn.edu/fsos/current/forms.asp, and should be filed before the end of a student’s third semester in the Ph.D. program.

Step 2: Paper must be completed in the fourth semester of a student’s Ph.D. program.
The Critical Review Paper is due no later than the last day of examinations in the fourth semester of a student’s Ph.D. program.

Maintaining good standing in the program: Students who complete these two steps on time will be making satisfactory progress in the program and will remain in good standing for funding considerations. Students who do not complete these two steps will move to lower priority for receiving departmental funding through teaching and research assistantships, grants, and fellowships.

Rules for Completing the Critical Review Paper

1. Prior to a student beginning the Critical Review Paper, s/he will meet and consult with the three-person inside FSoS examination committee about the topic, scope, delimitations, and potential references to use in writing the critical review. If the committee desires, it is acceptable to make modifications to the scope of the review or references to be used. This consultation is required.
2. The student may give one member of the committee (usually the adviser) a draft of the Critical Review prior to submitting it to the full committee for evaluation. In order to receive the most benefit from this review, the student’s “draft” should be well developed and, in the student’s opinion, ready for evaluation. Feedback on the draft is not an approval or disapproval of the project. This feedback request is required and is restricted to one committee member and one review.

3. Prior to submitting the paper to Graduate Student Services Supprrt, students must consult with their committee to determine the committee’s availability to review over the summer term.

4. The maximum number of pages for the Critical Review is 30 double-spaced pages (one-inch margins), excluding references and appendices. The font should be 12 point.

5. The minimum number of studies to be reviewed is 12, although the committee may vary these instructions in special circumstances. There is no maximum for studies that could be reviewed.

**Evaluation of the Critical Review Paper**

1. The student should send an electronic copy of the Critical Review Paper to Graduate Student Services Support by the last business day of examination week in the semester it is to be submitted.

2. The three-person inside FSoS examination committee will meet to discuss the evaluation and arrive at a shared understanding of the strengths and limitations, and whether the Critical Review Paper is satisfactory.

3. Critical Review Papers will be evaluated using the following recommendations: Pass; Revise and Resubmit (applicable for first submission only); or Fail. A decision that the paper has Passed must have the agreement of at least two of the three-person inside FSoS examination committee members. Students who receive a Revise and Resubmit will be allowed to revise and resubmit once. Students who Fail the critical review will also be allowed to resubmit the paper once. In both cases, the revised paper is due no later than six weeks from the return of the critical review. Faculty committees may suggest coursework or areas of learning the student would need to complete prior to the second submission of the paper.

If the Critical Review Paper does not receive a pass after the original submission and one revision, the Written Qualifying Exam has been failed and the student will not be permitted to continue in the Ph.D. program.

4. After successful completion of the Critical Review, Graduate Student Services Support will notify the Graduate School to indicate the student’s successful completion of the Preliminary Written Examination. This milestone must be posted in the student’s record before the preliminary oral examination can be scheduled. Students need to plan ahead to allow time for processing milestones (at least one week). Students schedule their Preliminary Oral Examination no later than the following semester.
Preliminary Oral Examination

This is scheduled after students have passed the Preliminary Written Exam (Critical Review Paper).

The Preliminary Oral Examination will focus on the student’s doctoral program coursework, the Critical Review Paper, and include a preliminary Portfolio Review.

This two-hour examination will include the student and the four members of his/her examination committee (three FSoS faculty and one faculty member from outside the department), which has been approved by the Graduate School. The Assign/Update Preliminary Oral Examination Committee electronic form is found on the Graduate School website: http://www.grad.umn.edu/students/forms/doctoral/index.html

It is the responsibility of the student to schedule the Preliminary Oral Examination with the examiners (full committee) and online with the Graduate School (http://grad.umn.edu/students/prelimschedule/index.html) at least one week in advance.

After passing the Preliminary Oral Examination, the Preliminary Oral Report form is filed with the Graduate School, indicating that the Preliminary Oral Examination has been completed. After a student has successfully passed his/her Preliminary Oral Examination, the student will be prepared to start work on the Dissertation Proposal. The student is considered a “Doctoral Candidate,” or “All But Dissertation” (ABD).

Purpose

1) The FSoS Preliminary Oral Exam provides an opportunity for doctoral students to reflect, synthesize, and articulate who they are becoming as a scholar. This includes their broad knowledge of the field and deeper command of the scholarly literature in their area of focus, including theory, methodology, and application. Further, students share their progress toward expected competencies as outlined in the doctoral portfolio – Theory, Teaching & Advising, Research, Outreach & Engagement, and Professional Service & Leadership.

2) The FSoS Preliminary Oral Exam provides the student’s examination committee the opportunity to evaluate the scholar’s development. This involves an evaluation of the student’s broad knowledge of the field, their specific scholarly focus, and their portfolio competencies (theory, research, teaching & advising, outreach & engagement, and professional service & leadership). It serves as an evaluation of the student’s progress in the program to date, and their readiness to move toward degree completion, primarily their readiness to successfully undertake their dissertation research.

Process

The Preliminary Oral Exam involves a review and discussion about the student’s doctoral portfolio and progress toward the program’s stated competencies. Specifically, students must document evidence of attaining or making significant progress toward the competencies outlined in the Doctoral Portfolio Requirements document in the Family Social Science Graduate Program Handbook by the time of the oral exam (See column titled Required products/activities and documentation to be included in the portfolio).

Students should have a well-developed draft of their Teaching & Advising, Research, Outreach & Engagement, and Professional Service & Leadership statements at this stage in their program. These statements, the Critical Review paper, published articles, and papers written for doctoral courses (e.g., theory papers), will serve as a springboard for discussion at the exam.
Students prepare for the Preliminary Oral Exam by: 1) reviewing key ideas related to theory, methodology, and content, 2) demonstrating competencies via an up-to-date electronic doctoral portfolio, and 3) developing specific plans for completion of competencies by the time of the final defense.

Students submit the following documents to their committee members electronically at least two weeks prior to the scheduled preliminary oral exam:

1. Doctoral Portfolio Progress and Plans document (also used in annual progress reviews)
2. Current CV
3. Link to Electronic Portfolio

Committee members should review items 1 - 3 above, especially the statements in each of the competency areas.

At the exam, students will present a 10-15 minute introduction that highlights key aspects of their portfolio statements, progress on each of the competency areas (i.e., Theory, Teaching & Advising, Research, Outreach & Engagement, and Professional Service & Leadership), and future scholarship goals and plans. Because the Preliminary Oral Exam determines readiness to successfully undertake dissertation research, particular attention should be paid to emphasizing achievements that illustrate one’s potential to complete the dissertation.

Not all competencies will be achieved at the time of the Preliminary Oral Exam. However, committees will evaluate progress toward the portfolio competencies. It should be noted that particularly for scholarship products that involve significant time investment and lengthy processes (such as publishing a manuscript in an academic journal), progress at the time of the Preliminary Oral Exam should be evident.

At the time of the Preliminary Oral Exam, it is reasonable for committees to expect students to have at least one manuscript published or currently under review. A well-developed draft of a second manuscript should also be completed by the exam. This will provide reasonable assurance that students will achieve the ‘two published or in press manuscripts’ research competency requirement by the time of their dissertation defense. Failure to achieve that research competency by the time of the defense will result in delayed graduation until it is satisfactorily met. It should be noted that committees have discretion in determining what ‘progress’ means for each student. At the very least, they will look for specific plans including action steps and timelines for completion of those competencies. (Note: vague statements such as “I plan to do XYZ before I graduate” are not acceptable at this point in the program.)

**Outcomes**

A *Pass* vote indicates that the student has demonstrated excellence in all of the following:

- Depth of knowledge about the literature in their area of focus;
- The ability to critically engage with questions about content, theory, methodology, and application;
- Significant progress toward competencies in Theory, Teaching & Advising, Research, Outreach & Engagement, and Professional Service & Leadership.
A *Pass with Reservations* vote indicates that the student has not yet reached the level of excellence in one or more of the aforementioned areas. The committee will follow graduate school policy and instructions for how the student must demonstrate competency in the specific area(s) in which excellence has not yet been achieved. Please see Section IV. Doctoral preliminary Written and Oral Examinations at http://policy.umn.edu/education/doctoralperformance for the most up-to-date policy information.

A *Fail* vote indicates that the competencies expected of a Family Social Science doctoral student at this juncture in their program have not been achieved. Please see Section IV. Doctoral preliminary Written and Oral Examinations at http://policy.umn.edu/education/doctoralperformance for the most up-to-date policy information.

**DOCTORAL PORTFOLIO REQUIREMENTS**

The Ph.D. is a research degree and it is expected that students will develop excellence in the skills associated with scholarship. Scholarship can be demonstrated through accomplishments in publishing and presenting research, teaching, outreach, and professional engagement. The categories in the portfolio are designed to mirror the professional activities in the discipline.

Because the portfolio serves as partial fulfillment for the doctoral degree, all students must meet the portfolio requirements. The criteria are the minimum requirements for portfolio approval, but many of our students engage in scholarship, teaching, and service that exceed the minimum requirement. Only activities accomplished during your doctoral program (or your M.A./Ph.D. program) at the University of Minnesota can be included.

You must complete your portfolio and obtain approval from your committee prior to the scheduling of your *final oral examination* (dissertation defense) with the department. The original signed *Doctoral Portfolio Requirements* form should be submitted to Graduate Student Services Support.

**Competencies and Portfolio**

This document is designed to reflect the reality that students have different goals, and that faculty have different approaches to research, teaching, and mentoring. This document is designed to provide a structure with enough flexibility to allow faculty and students to focus on some areas, give less emphasis to others, and ultimately co-create the learning experiences and learning outcomes that are ideal for the student and his/her goals.

Students should begin to compile their portfolio in their first year of the program; the portfolio will be reviewed annually during the student’s progress review, and be used by the student and the student’s committee to create goals for the student and track progress toward students’ goals. A final portfolio review with the student and his/her committee should occur before the student’s *Final Oral Examination* (dissertation defense). A student cannot hold the *Final Oral Examination* until the portfolio is complete.
<table>
<thead>
<tr>
<th>Domains of graduate student outcomes</th>
<th>Ways students develop and demonstrate these competencies: Varying by student</th>
<th>Products/activities and documentation to assess student outcomes: Varying by student (documentation can count in multiple areas – this should be negotiated with the committee)</th>
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<tbody>
<tr>
<td><strong>THEORY: Knowledge of family discipline content and theory.</strong></td>
<td>1-4. FSoS 8000 level theory courses, qualitative research methods, clinical supervision, CFT forum</td>
<td>At least 3 examples of application of theory or integration of theory into research.</td>
</tr>
<tr>
<td>1. Describe the major epistemologies representing diverse ways of knowing</td>
<td>5-8. demonstrated through written preliminary examinations as well as publications and course assignments</td>
<td>1. Paper/completed assignments from department theory courses</td>
</tr>
<tr>
<td>2. Understand the concepts and assumptions of the foundational theories that undergird the development of more targeted family conceptual frameworks</td>
<td></td>
<td>2. Written preliminary exam - Critical review paper</td>
</tr>
<tr>
<td>3. Compare and contrast the primary conceptual frameworks and theories of family science (this includes C/MFT theories)</td>
<td></td>
<td>3. Theory Construction and Research Methodology (TCRM) submission to NCFR</td>
</tr>
<tr>
<td>4. Integrate applicable constructs and assumptions from family conceptual frameworks with empirical analyses based on selected research questions</td>
<td></td>
<td>4. Theoretical or empirical publication</td>
</tr>
<tr>
<td>5. Demonstrate the ability to write research questions reflecting the major constructs and assumptions of the primary family science conceptual frameworks and theories</td>
<td></td>
<td>5. Couple and Family Therapy theory of change paper</td>
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<tr>
<td>6. Demonstrate the ability to critically review theoretical applications and integration of theory with empirical analyses of family science literature</td>
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<tr>
<td>7. Demonstrate conceptual precision in both concept definition and assumption application of family theories grounding student’s research</td>
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<tr>
<td>8. Demonstrate the ability to connect theory and application</td>
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### Domains of graduate student outcomes

**RESEARCH: Research and methodological skills relevant to the field.**

1. **Know research methods applying to family social science**
   - a) Identify methodological issues relevant to family research.
     - i. Family shared variance and nested data methods
     - ii. Understand use of both family and individual level data sets and person/family centered approaches to data analysis.

2. **Identify research designs for basic and prevention/intervention research studies.**
   - a) Demonstrate knowledge of qualitative methods (e.g., phenomenology, ethnography, focus groups) relevant to studying families and individuals within contexts.
   - b) Demonstrate knowledge of quantitative methods and analyses (e.g., HLM, SEM) relevant to studying families and individuals within contexts.

3. **Describe, apply, and critically evaluate the literature and the conceptual frameworks or theories specific to the student’s area of interest.**

4. **Describe, apply, and critically evaluate methods that apply to the student’s program of research.**

5. **Demonstrate effective research dissemination through publications in peer-reviewed journals and presentations at peer-reviewed conferences.**

6. **Demonstrate the ability to effectively utilize technological advances to facilitate research.**
   - a) Understand technological tools for data collection, intervention, data management, and data analysis.
     - i. Demonstrate competence with online survey tools (e.g., Qualtrics, RedCap).
     - ii. Demonstrate competence with data management and data analyses programs (e.g., NVIVO, SPSS, Mplus, STATA, Lisrel).
     - iii. Demonstrate competence with data storage and computing technologies (e.g., Cloud Computing).

7. **Demonstrate the capacity to conduct, coordinate, or take leadership in a research study.**
   - a) Actively participate in research studies as a team member, leader, or investigator/principal investigator.
   - b) Understand and comply with human subjects and ethical issues related to family research.

<table>
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<tr>
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<th>Products/activities and documentation to assess student outcomes: Varying by student (documentation can count in multiple areas - this should be negotiated with the committee)</th>
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<td>Directed research, two qualitative methods courses, two quantitative methods courses, statistics courses</td>
<td>Students must complete all of the following:</td>
</tr>
<tr>
<td>Demonstrated through Master’s thesis or project, written preliminary exams, dissertation, as well as other publications, and assistantship work</td>
<td>1. Develop a statement of research interest and approach.</td>
</tr>
<tr>
<td></td>
<td>2. Submit at least 2 peer-reviewed publications (at least 1 first-author). At least one must be empirical. No more than one of these publications can be purely theoretical. Articles should be published or in press by the dissertation defense unless another arrangement is made with the committee.</td>
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<td></td>
<td>3. Complete at least 2 peer-reviewed scholarly presentations. Presentations should be completed before the final portfolio review.</td>
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- Demonstrated through Master’s thesis or project, written preliminary exams, dissertation, as well as other publications, and assistantship work

Students must complete all of the following:

1. Develop a statement of research interest and approach.

2. Submit at least 2 peer-reviewed publications (at least 1 first-author). At least one must be empirical. No more than one of these publications can be purely theoretical. Articles should be published or in press by the dissertation defense unless another arrangement is made with the committee.

3. Complete at least 2 peer-reviewed scholarly presentations. Presentations should be completed before the final portfolio review.
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<td><strong>TEACHING &amp; ADVISING:</strong> Pedagogy/training for teaching</td>
<td></td>
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<tr>
<td>1. Describe effective pedagogy appropriate to post-secondary education and to adult learners.</td>
<td>Independent summer teaching, teaching outside the University, PFF coursework, working with faculty on research teams, directed research, TA opportunities inside or outside the department, student teaching practicum</td>
<td>Students must complete all of the following:</td>
</tr>
<tr>
<td>2. Demonstrate effective teaching at the post-secondary level and/or to adult learners.</td>
<td></td>
<td>1. Develop a teaching statement</td>
</tr>
<tr>
<td>a) Demonstrate comfort with the development and delivery of courses and curricula specific to family social science.</td>
<td></td>
<td>2. Demonstrate teaching ability through one or more of the following teaching opportunities (this could be teaching online courses or courses at other universities, teaching evaluations should be included in the portfolio):</td>
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<tr>
<td>b) Demonstrate the ability to use technology to facilitate learning.</td>
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<td>a) Complete coursework related to Preparing Future Faculty</td>
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<tr>
<td>i. Demonstrate ability to use teaching management systems (e.g., Moodle).</td>
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<td>b) Have at least one independent teaching opportunity (1 or more credit)</td>
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<td>3. Demonstrate effective mentorship, advising, or supervision.</td>
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<td>c) Have at least one teaching assistantship opportunity</td>
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<td>d) Participate in community-based teaching experiences (e.g., training a group of professionals, student teaching as part of teacher license requirements)</td>
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<td></td>
<td>e) Mentor at least one undergraduate student or graduate student through an undergraduate or graduate research or teaching internship opportunity</td>
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<td></td>
<td>3. Complete teaching methods courses required for teacher licensure</td>
<td></td>
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<tr>
<td><strong>OUTREACH &amp; ENGAGEMENT:</strong> Practical application of knowledge</td>
<td>Directed research, assistantships, community engagement experience or coursework.</td>
<td>Students must complete all of the following:</td>
</tr>
<tr>
<td>1. Describe principles and practices of community outreach and engagement.</td>
<td></td>
<td>1. Develop a statement of community engagement.</td>
</tr>
<tr>
<td>2. Demonstrate ability to translate research into practice in order to meet community needs regarding family science-related content areas.</td>
<td></td>
<td>2. Demonstrate ability to translate research into practice in order to meet community needs regarding family science-related content areas through at least one of the following:</td>
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<tr>
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<td></td>
<td>a) Write publications or conduct presentations aimed at a lay, family professional, or media audience.</td>
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<td>b) Complete a directed study with Extension or Prevention Science [e.g. minor, training grant] or Community-Based Participatory Research programs.</td>
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<td></td>
<td></td>
<td>c) Participate in a community-based research study related to families.</td>
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<td>d) Demonstrate competence in assets-based community programming.</td>
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<td>e) Demonstrate ability to translate research into practice for policy purposes.</td>
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<td>f) Evaluate a community-based program related to families, or develop a program evaluation plan.</td>
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<td>g) Local involvement with community groups or events.</td>
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<td></td>
<td>h) For CFT students only: Clinical engagement [this will be practicum and internship]</td>
</tr>
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<tr>
<td><strong>PROFESSIONAL SERVICE &amp; LEADERSHIP</strong></td>
<td>Orientation seminar for first year MA and PhD students, advising, directed research</td>
<td>Students must complete all of the following:</td>
</tr>
</tbody>
</table>
| 1. Join scholarly organizations relevant to families (e.g., AAMFT, AFCPE, NCFR, SPR, GSA, SRCD) and the student’s area of interest.  
  a) Participate in early career sections of organizations relevant to specialization.  
  b) Participate in leadership positions or volunteer with a professional organization.  
  2. Participate in scholarly peer review.  
  3. Participate in leadership and volunteer opportunities at the departmental, University, or institutional level. | 1. Develop a statement of professional identity.  
  2. Join/be an active member of at least one scholarly organization.  
  3. Demonstrate professional service and leadership through at least two of the following:  
  a. Participate in early career sections and leadership positions with a professional organization.  
  b. Review journal articles for scholarly publication or conference presentation abstracts.  
  c. Service to the department, college, or University. This could include participating in the FSoS graduate student group (Shark). |
DISSERTATION AND DEGREE COMPLETION PROCEDURES

Dissertation Preparation

After completion of the Preliminary Oral Examination, the student is to prepare a research proposal for the Dissertation Proposal Meeting. Prior to the meeting, a student submits an electronic form to Assign/Update Final Oral Examination Committee (http://grad.umn.edu/students/assigndocfinalcommittee/index.html) so that all members of the student’s final oral examination committee are present at the meeting. The “chair,” a member of the Final Oral Examination committee other than the adviser, is chosen by the student and approved by the Graduate School. The chair conducts the Final Oral Examination and informs the student of the outcome immediately after the examination session.

The purpose of the Dissertation Proposal Meeting is to examine the feasibility of the study design and the supporting theoretical ideas and to revise them as needed. The student will present a detailed overview of the study. The meeting concludes with the agreement of all four committee members that the proposal is acceptable or unacceptable for initiation. The FSoS Completion of Dissertation Proposal Meeting form is signed by all committee members when the student is ready to proceed with the dissertation. In a case where the proposal is not acceptable to the committee, the student would need to revise it and then obtain the adviser’s approval before resubmitting to the committee. The committee needs to reconvene in order for all persons to receive the same information simultaneously and to make a decision. At the end of the proposal meeting, everyone should be in agreement about the depth and content of the dissertation. Once the proposal is approved, Human Subjects (IRB) approval will be required prior to initiation of data collection and/or use of secondary data.

At this time check your GPAS to determine if any course changes need to be made. If you have course changes, contact Graduate Student Services Support.

Dissertation Format Options

The graduate faculty adopted a policy that allows students two options for the dissertation format. In addition to the traditional volume-length dissertation, students may negotiate with their committee for multiple (minimum of two) journal articles. Suggested procedural details follow. However, students, advisers, and committees are free to work out the specific details for each dissertation, within the overall spirit and the general guidelines of this policy.

- The Dissertation Proposal consists of an introduction, literature review, conceptual framework, and detailed methodology for the proposed study.

- After discussing the dissertation format with the adviser, the student will write a letter specifying the desired format for the dissertation (traditional or journal articles). This letter will be sent to the student’s official Preliminary Oral Examination committee along with the Dissertation Proposal. The committee will approve or modify the format request at the Dissertation Proposal Meeting. If the student is proposing journal articles, then s/he should also propose appropriate journals whose format (length/style) will be used for the dissertation.
• If the journal format is selected, then the final dissertation submitted to the committee and eventually to the Graduate School must also include:

◊ a revised dissertation proposal which includes any changes required by the committee after the Preliminary Oral Examination along with a revision of the methodology section to describe the procedures actually used

◊ committee members may ask to examine tables and other information for which there is not space in the journal articles, and the student may be asked to include appendices that archive methodological details, data analyses, data, and other information that would flesh out the research for a reader who wants more than an article would provide. An example might be including the coding manual in an appendix. Ideally, recommendations about appendices should be made at the Dissertation Proposal Meeting so that the student can prepare them in advance of the Final Oral Examination; however, the committee may also request supplemental appendices be added after the Final Oral Examination.

**Ready to Defend Dissertation**

All members of the Final Oral Examination committee read the dissertation, although only those designated as reviewers sign the report form certifying that the dissertation is ready for defense. Certification of the dissertation as ready for defense is a necessary step toward the Final Oral Examination, but in no way diminishes the significance of that examination. The student works with the adviser to determine when to deliver the dissertation to reviewers and all other members of the Final Oral Examination committee.

To allow faculty to allocate sufficient time to read the dissertation and decide whether it is ready for defense, students must notify their adviser and other members of the Final Oral Examination committee at least six weeks in advance of the date of their proposed Final Oral Exam, and provide a complete document at least three weeks in advance. This allows readers time to finish the dissertation and students time to make any changes prior to defense.

The portfolio must be completed and approved before the dissertation defense can be scheduled with the department. The original signed Doctoral Portfolio Requirements form should be turned in to Graduate Student Services Support.

**Scheduling the Final Oral Examination**

1. Request the Graduation Packet from GSSP: [http://www.grad.umn.edu/students/doctorial/](http://www.grad.umn.edu/students/doctorial/) The Graduation Packet will include the Reviewers’ Report form. You can request it in person or online up to one semester before your doctoral final exam.

2. The student must schedule the Final Oral Examination as soon as a date is set but no later than one week before the examination with both the committee and the Graduate School. The meeting should be scheduled for two hours. Final oral examination scheduling is available at [http://grad.umn.edu/students/forms/doctoral/index.html](http://grad.umn.edu/students/forms/doctoral/index.html). The process of scheduling the Final Oral Examination triggers the Final Oral Examination Report form to be sent to the chair of the examination committee.

3. Students should reserve a departmental room for their exam (McNeal Hall 278 or 375). To reserve McNeal Hall 274, contact the Department of Design, Housing, and Apparel at 612-624-1240.

4. Students email Graduate Student Services Support and the Communications Associate with the date, time, location, title of the dissertation, and names of the Chair and committee members for the official announcement of the defense.
5. The three committee members approved by the Graduate School as “readers” must review the draft dissertation and sign the *Reviewer’s Report* form (available in the Graduation Packet) indicating that it is “ready for defense.” This form must be submitted to GSSP [333 Robert H. Bruininks Hall] at least one week before the final defense.

6. One month prior to graduating, complete the Application for Degree, found in MyU on the Academics tab [http://www.grad.umn.edu/current-students-graduate-student-services-progress/application-degree].

**Final Oral Examination**

1. **Students** are responsible for being aware of the various deadlines associated with this final process, including the Graduate School’s policies about dissertation credits and about the time between advancing to doctoral candidacy and taking the Final Oral Examination. Additional information about steps to completion can be found at: http://www.grad.umn.edu/students/doctoral/index.html.

2. The Final Oral Examination covers the defense of the doctoral dissertation as well as other aspects of the student’s knowledge in the field of family social science.

3. All committee members must be present at the examination (either physically or via telecommuting); the absence of any member results in an invalid examination.

4. The Final Oral Examination in the Department of Family Social Science begins with a formal presentation of the dissertation in a public forum to which all faculty, staff, and graduate students in the department are invited. The chair of the examination committee will introduce the student and topic as well as close the seminar. The student presents for approximately 40 minutes, leaving time for questions from the guests at the presentation. No committee member can ask questions during the open-quesiton portion of the presentation.

5. Following the formal presentation, the candidate meets with his/her final oral examination committee; the meeting is closed to all others.

**Finishing Degree**

If the student has clearly passed or clearly failed the examination and all members have signed the *Final Examination Report* form, the report form must be returned to GSSP [333 Robert H. Bruininks Hall] no later than the first workday following the examination. The student is responsible for making any and all corrections requested by the committee to the dissertation. Current information about preparing and submitting the doctoral dissertation can be found at: http://www.grad.umn.edu/students/doctoral/index.html

It is the student’s responsibility to submit the completed dissertation/project and ensure that all remaining degree requirements are met by the last working day of the month s/he intends to graduate (see *Graduation Instructions* sheet, included in the *Graduation Packet*). Degrees are conferred monthly by the University of Minnesota. A student is requested to share an electronic copy of the completed dissertation with the adviser.

Consult the Graduate School website for the *Ph.D. Degree Completion Checklist*: http://www.grad.umn.edu/students/doctoral/index.html.
GRADUATION COMMENCEMENT CEREMONY PARTICIPATION

The Department of Family Social Science encourages all graduate students to participate in the college commencement and celebrate the accomplishment of receiving a degree. Commencement exercises for graduate students are held at the end of spring semester. In March/April, the college will send an email directing students to sign up for participation in commencement. The sign-up triggers a workflow approval request to the student’s adviser and DGS.

FSoS Requirements for Participating in Commencement Ceremony

Students should not participate in the commencement ceremony until they have successfully defended their thesis (Master’s Plan A)/submitted their final project (Master’s Plan B)/passed their oral exam (Master’s Plan C) or successfully defended their dissertation. In addition, at the time of commencement sign-up, for students who have not already had their Final Oral Examination, the adviser must attest that the student’s likelihood of successfully completing the Final Oral Examination or project before commencement is very high. The adviser decides whether a student who has not yet passed may participate in commencement.

ANNUAL EVALUATION OF STUDENTS

Master’s Plan A and B, and Ph.D.

Progress Reviews: All students are evaluated by the full graduate faculty toward the end of spring semester. At least two weeks prior to the April or May graduate faculty meeting at which students will be evaluated, students will provide their adviser with the evaluation documents. The purpose of the evaluation is to review students’ progress in the program and to assess strengths, challenges, and concerns.

Students may be evaluated on any program requirements as outlined in the student handbook. Students are primarily evaluated based on their timely progress toward program milestones (for example, selecting a committee, submitting a graduate degree plan, making progress towards completion of coursework, proposing and submitting critical review, scheduling and completing oral examination, progress towards portfolio, and proposing and completing dissertation), incompletes, and GPA. CFT students may additionally be evaluated based on any component of the CFT manual, including completion of clinical hours and internship and writing theory of change papers.

Evaluations can be “satisfactory” or “unsatisfactory.” Most students receive satisfactory evaluations. Those students who receive unsatisfactory evaluations will be given clear instructions and a time frame for how to return to or remain in good standing in the program.

Students provide their committee with three documents as part of the annual evaluation process. Ph.D. students, starting with cohort 2014, provide an additional document, Portfolio Progress and Plans. Following the review, students receive written feedback from their adviser.
All documents can be found at: http://www.cehd.umn.edu/fsos/current/forms.asp.

1. Progress Review Graduate Student Report Sheet
2. The FSoS checklist appropriate for the student’s degree program
3. Portfolio Progress and Plans document for PhD students, cohort 2014 & later
4. A vita (must use APA format) that includes, at a minimum:
   - Honors and Awards
   - Paper/Poster Presentations at Professional Conferences
   - Exhibitions
   - Publications
   - Community Engagement
   - U of M Appointments
   - Other invited Presentations
   - Experience Abroad

**Master’s Plan C, Parent Education Teacher Licensure, and Parent Education Certificate**

Master’s Plan C (M.Ed.), parent education teacher license, and parent education certificate students are required to submit materials annually for review. Reviews of first year and subsequent year students are conducted by the student’s adviser. Materials must be submitted no later than May 1. Following the review, students not making satisfactory progress (GPA <2.8) will be contacted by their advisers for follow-up meetings. However, active students or advisers may request a meeting to review goals and progress. Complete information about the review process and instructions for how to complete and upload materials for review are located in the *Family Education Program Manual*: http://www.cehd.umn.edu/fsos/current/forms.asp

**GRADUATE TEACHING INTERNSHIP**

The University of Minnesota has a strong interest in the preparation of graduate students for teaching in the undergraduate curriculum. The Department of Family Social Science offers structured, supervised teaching opportunities to graduate students who will be educating FSoS students of the future. The overall objective is to provide students with the theory, research, and practice foundations needed for future roles as college teachers and family life educators. To be eligible a student must complete the *Preparing Future Faculty Program (PFF)*.

The PFF is offered by the Graduate School, providing a teaching and learning forum in which participants engage with a multidisciplinary, cross-cultural mix of doctoral candidates and post-doctoral fellows. Participants discuss learning theory and strategies, develop teaching skills, create classroom and job search materials, and work with faculty from a range of institutional types. To receive a letter of recognition and certificate of program participation, students complete two core courses: *GRAD 8101 and GRAD 8200: Practicum for Future Faculty*. Students may also register for topics courses offered under the *GRAD 8200* designation. For more information: http://www1.umn.edu/ohr/teachlearn/graduate/pff/
Graduate students who have completed the **PFF** sequence may teach selected undergraduate courses, subject to student demand and scheduling priorities. Most of these courses are graduate student designed special topic courses for advanced undergraduates during the summer school term. There will be an announcement with a call for proposals. Students must have completed the **PFF** sequence to be eligible.

**INTERNATIONAL STUDENTS**

The Department of Family Social Science welcomes international students from all over the world. **International Student and Scholar Services (ISSS)** is part of the Office of International Programs. ISSS located at 190 Hubert H. Humphrey Center, serves the University’s international community. Information about **ISSS** is available at: [http://www.isss.umn.edu/](http://www.isss.umn.edu/)

**T.A. English Language Requirement**

The **TOEFL**, **MELAB**, or **IELTS** is generally required of all applicants whose native language is not English, regardless of U.S. citizenship status. The operational standards for admission to the University of Minnesota are listed as follows:

- Official scores will be required prior to enrollment or before the Graduate School can issue visa documents. All English language test scores are valid for two years from the date the test was taken.

- Applicants who have completed 24 quarter credits/16 semester credits (within the past 24 months) in residence as a full-time student at a recognized institution of higher learning in the United States or other English-speaking country before entering the University of Minnesota are generally exempt from this requirement.

Information about the **TOEFL**, **MELAB**, **IELTS** – English language assessment tests is available at, [http://www.policy.umn.edu/Policies/hr/Performance/Language.html](http://www.policy.umn.edu/Policies/hr/Performance/Language.html)

**FINANCIAL SUPPORT**

**Financing Graduate Education**

Teaching assistantships, research assistantships, fellowships, and loans provide the most common forms of support for graduate students. Information about financing graduate education is available at: [http://www.grad.umn.edu/admissions/funding/index.html](http://www.grad.umn.edu/admissions/funding/index.html)

Students may find campus-wide assistantships through Graduate Assistantship Employment Services ([http://humanresources.umn.edu/find-job/graduate-assistant-jobs](http://humanresources.umn.edu/find-job/graduate-assistant-jobs)) located at 545 West Bank Office Building, 1300 South 2nd Street, Minneapolis, MN 55454.
Research and Teaching Assistantships

1. Work hours and expectations
   - **Responsibilities:** Research and teaching assistantships provide important financial benefits and work experiences for graduate students, but they also involve a commitment of time and energy. Assistantships are an employment contract. Work varies with each research project or class. As with any job, there are responsibilities to the faculty member who is your employer and there are work deadlines that must be met. Sometimes the demands of the job take priority over other activities. Students who decide to accept an assistantship are also deciding to make a commitment to the particular job for which they have been hired. The student is responsible for providing the supervisor with a copy of his/her schedule, including class times as well as work times. The employment contract begins before classes start and ends after examinations are completed (specific appointment dates are listed on appointment letters). Students are required to be on the job for the entire time of the contract. When classes are not in session, your assistantship continues except for official University holidays. More information on holidays and working during scheduled break periods (e.g. winter/spring breaks) can be found in the Graduate Assistant Employment Work Rules policy: http://policy.umn.edu/hr/gradstudentemployment-appg. Each student must have an employment discussion with their faculty supervisor at the beginning of the semester so that everyone understands what is expected.
   - **Hours:** Students are expected to work 10 hours per week for a 25% appointment (195 hours per semester) and 20 hours per week for a 50% appointment (390 hours per semester). Students are expected to set a work schedule with supervisor[s] for each appointment. Students receive a stipend.
   - **Policy:** Assistantships are available to students who are in good standing and making excellent progress in the program. The policy that governs the employment of graduate students in graduate assistant (GA) appointments at the University is available at: http://policy.umn.edu/hr/gradstudentemployment.

2. Tuition
   - A student holding a graduate assistant appointment of at least 25% (10 hours per week) for the entire semester will receive a tuition remission [based on resident tuition rates, regardless of residency] equal to twice the percentage of your appointment in the term of the appointment only. If you hold an appointment of 50 percent or more for an entire term, you will receive a 100 percent tuition remission. The tuition benefit the student receives is charged to the department and/or grant funding.
   - Former graduate assistants, who have completed two semesters of a graduate assistantship at 195 work hours per semester, and their immediate family members (spouse, children, or legal ward living in the household), may be eligible to receive resident tuition rate reductions for up to four semesters, based on the number of qualifying GA appointments.

3. Registration
   - All students who hold assistantships must register for at least six credits to maintain full-time status and may register for up to 14 credits without paying additional tuition.

4. Health Insurance
   - **Medical and dental insurance:** The Graduate Assistant Health Plan [http://www.shb.umn.edu/twincities/graduate-assistants/index.htm] through the Office
of Student Health Benefits provides medical and dental coverage to eligible Graduate Assistants working 195 hours during the official semester payroll dates. For example, the University pays 47.5 percent for a student with a 25 percent appointment and 95 percent is paid for a student with a 50 percent appointment. For more information on graduate assistant employment benefits, refer to Employment Benefits: http://humanresources.umn.edu/graduate-assistant-employment/ga-employee-benefits

- **Reciprocity**: A student who is a resident of Wisconsin, North Dakota, South Dakota, or Manitoba may qualify for reciprocity. What the student pays depends upon the student’s state of residence and the program to which the student is admitted: http://onestop.umn.edu/finances/costs_and_tuition/tuition_and_fees/index.html

### Graduate School Fellowship Office

Graduate fellowships, awards based on academic merit, are available to new and currently enrolled graduate students at the University of Minnesota. The Graduate School Fellowship Office administers University-wide fellowships. Applications may be obtained from the Fellowship Office or may be filled out online, printed, and sent to the Fellowship Office by the designated deadline. The Fellowship Office also administers the National Science Foundation program and the Fulbright program. Additional information is available at: http://www.grad.umn.edu/fellowships/

### Departmental Fellowship Funds

Several fellowships are available through the department on a competitive basis. These fellowships are announced each spring depending upon availability; not all fellowships are offered every year. A faculty committee selects award recipients. Information about FSoS fellowship opportunities is available at: http://www.cehd.umn.edu/fsos/current/funding.asp

### Outside Employment

Graduate experiences will be optimized when students can participate fully in the many informal opportunities for interaction among faculty and graduate students, including research projects, practicum, independent study, and small group seminars. Students are encouraged to participate in the program on a full-time basis. The department attempts to provide financial support for students in the form of teaching and research assistantships, or fellowships. Part-time outside employment is occasionally necessary for graduate students.

### Graduate Student Travel Fund

1. **Ruth E. Hall Fund for Graduate Student Professional Development**: Gift money from Department of Family Social Science alumni, faculty, and friends is allocated in the amount of $400 for out-of-state travel and up to $600 for travel to international professional conferences to support graduate students who present scholarship and/or have major roles in a conference.

   The **Ruth E. Hall application** can be found at: http://www.cehd.umn.edu/fsos/current/forms.asp. Submit to Graduate Student Services Support (290B McNH) the following documents at least two weeks before domestic travel, and four weeks before international travel: application, evidence of the role of presentation must accompany the application,
Travel Authorization Form available online at https://sites.google.com/a/umn.edu/cehd-fso/employee-travel. Email the APA-style citation of your presentation. If your presentation is a poster, submit your poster to the department communications associate when you return.

Students traveling outside the U.S. are also required to register with the Global Programs & Strategy (GPS) Alliance office: http://global.umn.edu/travel/registration/index.html. Submit copies of your University-approved international travel, health, and security insurance, and the Student Release and Waiver form along with your Ruth E. Hall application.

After students graduate, they will be encouraged to contribute to the Ruth E. Hall fund for future student support; this fund is built on reciprocity. Students are not limited in the number of times they may apply for these funds.

2. **GradSEHD:** Students may apply for a travel grant from GradSEHD. Applicants are eligible for one travel grant per year. Applications must be received in the GradSEHD office approximately two months prior to travel dates. See the website for application instructions: http://www.cehd.umn.edu/gradsehd/Grants/travel.html

3. **Neubeck/Maddock Scholarship:** This award is to be presented to a student who is giving a paper, who is a recipient of an award, or who is meeting some other professional responsibility at NCFR or another organization appropriate to the content of family social science. Two grants of up to $600 may be awarded to FSoS graduate students working towards a master’s or doctoral degree. The department sends out an announcement in September when applications are due. More information is available at: http://www.cehd.umn.edu/fsos/current/funding.asp

4. **COGS Travel Fund:** The Council of Graduate Students (COGS) gives awards to Master’s and Ph.D. students for travel to conferences and educational programs: http://www.cogs.umn.edu/awards.html

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## ADDITIONAL GRADUATE PROGRAM PRACTICES AND POLICIES

### Student Representation

Students interested in serving as a student representative at faculty meetings are encouraged to volunteer. Advantages include developing an understanding of departmental concerns, getting to know faculty members, and learning about the University at large. Each cohort is invited to have a representative at graduate faculty meetings.

Students may also serve as a representative on the Council of Graduate Students (COGS), the official student council representing graduate students on the Twin Cities campus. For more information, see https://sites.google.com/a/umn.edu/e47eb18e/home

Students are also encouraged to become involved in student activities within the College of Education and Human Development.
**Registration**

ALL Graduate School students are required to register in the Graduate School every fall and spring term until they graduate in order to maintain active status.

Maintaining active status is required in order to participate in the University community as a Graduate School student. Participating in the University community includes registering for coursework, taking examinations, submitting milestone forms, and filing for graduation. Students not registered every fall and spring term are considered to have withdrawn; their Graduate School records are deactivated. Those who wish to resume graduate work must reapply and be readmitted to reactivate their status. Information about maintaining active status is available at: http://onestop.umn.edu/special_for/MaintainingActiveStatus.html

**Leave of Absence and Reinstatement from a Leave**

If a student has a family or medical emergency/situation which does not permit him/her to work toward completion, a student may apply for a Leave of Absence (LOA); limit is four semesters. LOA needs adviser, DGS, and college approval. LOA policy and forms: http://www.policy.umn.edu/Policies/Education/Education/GRADSTUDENTLEAVE.html

**Registering for Advanced Status and Grad 999**

If coursework is completed, all dissertation credits taken, students can register for Advanced Status – (FSOS 8333/8444, 1-cr) for two semesters. Application forms are found on the graduate school website: http://www.grad.umn.edu/current-students/gssp.

Grad 999 is a zero-credit, zero-tuition, non-graded registration option for those graduate students who must register solely to meet the Graduate School’s registration requirements. Grad 999 is not designed for students not making progress. Except under unusual circumstances, the department limits registration to those graduate students who have passed their final oral exam, and have not submitted their dissertation to the graduate school, but need to register to maintain active status. Ph.D. students may register twice and master’s students once. Adviser and DGS permission is required.

(Voted and approved by the FSoS faculty on November 17, 2008)

Family Education: Master’s of Education, additional licensure, and post-baccalaureate certificate students are eligible to register once at any point during their program.

**Basic Computer Competencies**

The graduate faculty expect that all graduate students have basic computer competencies, including word processing, information retrieval, communication, and knowledge of statistical package (SPSS and/ or other) software.

These skills may be attained in many ways. The research and statistical skills are taught formally in FSoS classes at the 5000 and 8000 levels, and through classes in departments such as Educational Psychology and Sociology. Computer skills may be attained through workshops offered every semester by the University’s computing offices and by using various manuals available through the department. Questions about these skills should be directed to the departmental Information Technology Coordinator.
Conflict Resolution

The Family Social Science faculty make efforts to ensure the learning and working environment for students and faculty is safe and civil. However, disagreements or conflict may arise between students or between students and their faculty advisors, instructors, or employers. The FSoS program encourages open and honest dialogue between involved parties. If suitable resolution cannot be made through this method the Director of Graduate Studies and/or the Department Head can be involved in mediating conflict (as appropriate). If students feel the need to file a formal grievance the college has an identified policy and procedure for proceeding (http://sky.cehd.umn.edu/governance/default/committees/student-scholastic-standig-committee/).

Additional university policies and resources are available to help resolve conflicts in the workplace (including for student workers: http://policy.umn.edu/hr/conflictresolution) as well as two specific conflict resolution offices (the Office of Conflict Resolution (http://ocr.umn.edu/) and the Student Conflict Resolution Center (http://www.sos.umn.edu/) that can assist with negotiating the formal grievance process.

EQUAL OPPORTUNITY STATEMENT

The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

Inquiries regarding compliance may be directed to the Director, Office of Equal Opportunity and Affirmative Action, University of Minnesota, 274 McNamara Alumni Center, 200 Oak Street S.E., Minneapolis, MN 55455, (612) 624-9547, eoaa@umn.edu. Website is: https://diversity.umn.edu/eoaa/

This publication/material is available in alternative formats upon request. Please contact Graduate Student Services Support, Department of Family Social Science, 1985 Buford Avenue, 290B McNeal Hall, St. Paul, MN 55108 or telephone: 612/625-3116.

The information in this handbook and other University catalogs, publications, or announcements is subject to change without notice. University offices can provide current information about possible changes.