The University of Minnesota Graduate School requires that all entering students receive a program handbook. Our handbook is designed to provide information about the master’s and doctoral programs and to be a guide to your degree plan. You will be directed to sites 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. Family Social Science (FSoS) will send you e-mails to alert you to information on policies and program matters.

As you navigate through the FSoS graduate program, please feel free to ask the following individuals your questions: your adviser, the Director of Graduate Studies (DGS), the program director of Couple and Family Therapy (CFT), the Graduate Student Personnel Coordinator, and fellow students. Again, welcome to the graduate program in Family Social Science!

Handbook revised July 2012
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MISSION AND GOALS

The FSoS 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. Students are also encouraged to take relevant courses in anthropology, psychology, social work, education, sociology, history, public health, law, economics, political science, public affairs, child development, women’s studies, ethnic studies, immigrant studies, statistics, and research methods.

To meet these goals, students should participate in the following activities:

- Coursework in Family Social Science and related fields
- Supervised research
- Supervised teaching
- Cooperative writing opportunities
- Field experiences
- Independent study opportunities
- Work with several departmental faculty
- Professional development
- Student interaction

OVERVIEW OF GRADUATE PROGRAM

Family Social Science is a multidisciplinary department offering a unique opportunity for an integrated program of study at the masters or doctoral level, 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 hail from Barbados, Brazil, Chile, China, Japan, Korea, Malaysia, Mexico, Russia, Singapore, Taiwan, Turkey, and Vietnam. Our alumni have come from: Canada, Germany, Hong Kong, India, Israel, South Africa, Swaziland, and Serbia.

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 materials for the internet 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), or a doctoral degree. A PhD minor in Family Social Science is available to graduate students from other departments at the University of Minnesota. Admission to the COAMFTE-accredited Couple and Family Therapy program is available only to doctoral students with a clinical master’s degree (e.g., Couple and Family Therapy, social work, psychology, counseling, psychiatric nursing) or to those who have achieved equivalent clinical experiences as determined by the CFT faculty.

The Graduate School requires that two-thirds of the credits for degree programs must be completed on the A-F grading system. A minimum grade point average of 3.20 (on a 4 point scale) is required by the department for a student to remain in good standing in any of its graduate degree programs. Course substitutions and transfer credits from other graduate programs may be requested by petition and must be approved by the adviser and Director of Graduate Studies.

Course Substitutions

Substitutions for the seven FSoS core classes (19 total credits) are not allowed. The seven 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 course work 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 assumes availability to take a full-time course load.
4. In extremely rare circumstances when events are out of 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 be in consultation with the faculty member who teaches the core course in question. The student and advisor should explore alternatives with the main discussion of the student’s request to be reviewed by the student’s internal review committee, and then be brought to the DGS for review.

The Petition to Substitute Course is found online at www.cehd.umn.edu/fsos/current/forms.asp

MASTER’S DEGREE PROGRAMS

Family Social Science offers the master’s degree under two different plans: Plan A, requiring coursework and a thesis; and Plan B, which requires additional coursework and a special project instead of a thesis. 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 four credits. The master’s degree program of study is planned by the student and the faculty adviser, approved by the Director of Graduate Studies, and submitted to the Graduate School. The Graduate School recommends that master’s students submit the Graduate Degree Plan after completing 10 credits, but no later than one semester (term) before they intend to complete their degrees (including final exams). For most students, this is during the second semester in the program. The department does not offer CFT training at the master’s level.

Master’s degree students are required by the Graduate School to complete at least 60 percent of the coursework for their official degree programs (excluding thesis credits) as registered University of Minnesota Graduate School students. With approval of the adviser, director of graduate studies in the major (and director of graduate studies in the minor, if the courses are for a designated minor), and Graduate School, the transfer of up to 40 percent of the degree program coursework from any combination of the following is permitted: 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. The maximum of eight credits transferred into a Plan A Graduate Degree Plan and a maximum of 10 credits for a Plan B.

Master’s degree programs in Family Social Science consist of several components: (a) the major / core requirements, (b) an emphasis or area of concentration, (c) a supporting program, and (d) a thesis (Plan A) or project (Plan B).

Information about the master’s degree can be found at the Graduate School website for more specific requirements, http://www.grad.umn.edu/students/.

Master’s Degree Plan A (with thesis) Requirements

The Plan A Master’s Degree 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 presentation and examination. The Plan A Master’s Graduate Degree Plan is recommended for students who intend to pursue a PhD degree. Course requirements listed below represent only a minimum number of credits that need to be taken. Students are encouraged to select additional coursework that will fit with their professional goals. The minimum requirements for the degree are equivalent to Stage I of the PhD program. The following graduate-level courses (or their equivalents) comprise the minimum requirements for the degree. This form is available on the FSoS Forms page, http://www.cehd.umn.edu/fsos/current/forms.asp.
Final Stages for the Plan A

Your Graduate Degree Plan must be approved by the Graduate School before you can obtain your Graduation Packet and defend. About one semester before your final oral examination, obtain the Graduation Packet in 160 Williamson, or request online at http://www.grad.umn.edu/students/masters/index.html. The Graduation Packet will contain the Reviewers’ Report form which must be signed and submitted to the Graduate School (160 Williamson) in order for you to obtain the Examination Report form. Also in the packet is the Graduate Application for Degree form which must be submitted to One Stop by the first business day of the month you intend to graduate. The signed Examination Report form must be submitted by the last business day of the month you intend to graduate. Keep the Graduation Packet in a safe place. No examination can occur without all committee members present and paperwork available to report the outcome of the examination.

Final Examination—Master Plan A

All committee members must be present. It is advisable to schedule (tentatively) with your committee at least a month prior to when you plan to have your oral. Faculty members are very busy with many students at the end of the semester, so checking for dates may take some time. It is the student’s responsibility to schedule a date for the final examination with his/her committee. A block of two hours should be scheduled. The examination is closed to everyone except the student and the student’s committee.

A student may elect to give a presentation of their master’s thesis work. This is a joint decision between the adviser and the student. It is an option, not a requirement. If a seminar is desired, the time and place must be scheduled with Family Social Science support staff. The seminar will be an-
nounced in a manner that is consistent with all seminar announcements in the department. It is the
student’s responsibility to provide information about date, time, place, title of thesis, and committee
members to Graduate Student Personnel Coordinator for the announcement.

Finishing Degree

After the examination, submit the Examination Report form, signed by your committee to the Graduate
School (160 Williamson). 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 web site for more information:  http://www.grad.umn.edu/students/masters/plana/
index.html

Students must deposit the thesis (http://www.grad.umn.edu/prod/groups/grad/@pub/@grad/docu-
ments/asset/udc_deposit_agreement.pdf) and apply for graduation to have a degree conferred. De-
grees are conferred monthly by the University of Minnesota. A student finishing a thesis is requested
to share an electronic copy with his/her adviser. A student must submit the thesis by the last busi-
ness day of the anticipated month of graduation.

Master’s Degree Plan B (without thesis) Requirements

The Plan B Master’s degree program 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 Master’s degree program is understood to be a terminal degree and is not recommended
for students who intend to pursue the PhD degree. If the student later decides to pursue a PhD, he or
she would need to complete the thesis-equivalent and the additional research methods and statistics
courses required for the Plan A master’s degree. Such students would apply for entrance to the doc-
toral program in the same way that students from outside the department would apply; PhD applica-
tions would be considered once per year for admittance the following fall.

The Plan B Master’s Degree consists of a minimum of 26 credits of coursework, at least six of which
are outside the Department of Family Social Science in a supporting program and a project for at least
four credits that is presented in written format prior to an oral examination. Supporting programs
might represent anthropological, psychological, sociological, economic, historical, or other approach-
es to the study of family; or education, policy, counseling, or other applications. Course requirements
listed below represent only a minimum number of credits that need to be taken. The following grad-
uate-level courses (or their equivalents) comprise the minimum requirements for the Plan B Master
M.A. degree. This form is available on the FSOS Graduate Forms page, http://www.cehd.umn.edu/
fsos/current/forms.asp
Final Stages for the Plan B

Your Graduate Degree Plan must be approved by the Graduate School before you can obtain your Graduation Packet and defend. About one semester before your final oral examination, obtain the Graduation Packet in 160 Williamson, or request online at http://www.grad.umn.edu/students/masters/index.html. The Graduation Packet will contain the Graduate Application for Degree form and the Final Examination Report /Final Report form. The Graduate Application for Degree form must be submitted to One Stop by the first business day of the month you intend to graduate. The signed Final Examination Report /Final Report form must be submitted by the last business day of the month you intend to graduate. Keep the Graduation Packet in a safe place. No examination can occur without all committee members present and paperwork available to report the outcome of the examination.

Final Examination—Master Plan B

All committee members must be present. It is advisable to schedule (tentatively) 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 their committee. A block of two hours should be scheduled. The examination is closed to everyone except the student and the student’s committee. A student may elect to make a presentation of his/her master’s thesis work. This is a joint decision between the adviser and the student. It is an option, not a requirement, and it is unusual for a student to choose the seminar option.

If a seminar is desired, the time and place must be cleared with Family Social Science support staff. The seminar will be announced in a manner that is consistent with all seminars presented in the department. It is the student’s responsibility to provide information about the date, time, place, title of the thesis, and committee members to Graduate Student Personnel Coordinator for the announcement.

TABLE 2: MASTER’S DEGREE PLAN - M.A. PLAN B

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major/Core Requirements (7 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSOS 8001</td>
<td>Conceptual Frameworks in the Family</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 8200</td>
<td>Orientation Seminar for Family Social Science</td>
<td>1</td>
</tr>
<tr>
<td>Select one of the following 3 credit research methods courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSOS 5014</td>
<td>Quantitative Family Research Methods I</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 8013</td>
<td>Qualitative Family Research Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Evaluation Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Emphasis or Area of Concentration (13 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSOS 5015</td>
<td>Family Research Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>FSOS XXXX</td>
<td>FSOS coursework in the field of concentration</td>
<td>12</td>
</tr>
<tr>
<td>(Four 3-credit courses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Program (6 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPSY 8261</td>
<td>Statistical Methods I: Probability and Inference</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>One 3-credit course outside FSOS designator</td>
<td>3</td>
</tr>
<tr>
<td>Project (4 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSOS 8755</td>
<td>Master’s Paper: Plan B Project</td>
<td>4</td>
</tr>
<tr>
<td>Oral examination over the content and methods of the project</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Finishing Degree**

After the examination, submit the *Final Examination Report /Final Report* form, signed by your committee to the Graduate School (160 Williamson). The signed *Final Examination Report /Final Report* form must be submitted by the last business day of the month in which you intend to graduate. Consult the Graduate School Degree Completion Check List Master’s Plan B (without thesis) web site for more information: [http://www.grad.umn.edu/prod/groups/grad/@pub/@grad/documents/asset/otr201_degreecompletion_master.pdf](http://www.grad.umn.edu/prod/groups/grad/@pub/@grad/documents/asset/otr201_degreecompletion_master.pdf)

Students must apply for graduation to have a degree conferred. Degrees are conferred monthly by the University of Minnesota. A student finishing a project is requested to submit an e-copy with his/her adviser and the Graduate Student Personnel Coordinator for the FSoS Thesis Project Library.

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**PHD 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 PhD 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 program of study for the PhD by the **end of the third semester of study**. The student’s adviser, Director of Graduate Studies, and Graduate School approve the *Graduate Degree Plan* form. 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 Director of Graduate Studies.

The PhD program consists of several components. Stage I courses satisfy requirements for the Family Science Master’s Plan A program. Consult the Graduate School Catalog for information concerning the transfer of credits to a doctoral degree program online at [http://www.catalogs.umn.edu/grad/gen/phd.html](http://www.catalogs.umn.edu/grad/gen/phd.html)

Stage II has major/core requirements, a specialization, supporting program (courses outside of the Family Social Science Department), 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.

In addition to coursework, program requirements include:

- a written preliminary examination (the Critical Review and Special Project papers),
- an oral preliminary examination,
- final oral examination.

**Coursework for PhD**

Minimum requirements for the PhD degree include those courses listed below in addition to Stage I requirements. Courses must be taken A-F. Consult the Graduate School Catalog for information concerning the transfer of credits to a doctoral degree program.
Students specializing in Family Science gain a broad knowledge of families across the lifespan, are able to engage in independent research related to families, and select supporting interdisciplinary coursework focused on the student’s interests and goals (e.g., child psychology, program evaluation, research methods, minor in gerontology, family policy, life course, families, and health). Students specializing in Couple and Family Therapy (CFT) are trained to become world-class therapists, trainers of therapists, therapy researchers, supervisors, program developers, and administrators. CFT students are prepared to meet clinical core competencies and to take licensing examinations once they have satisfied state-maintained educational and clinical experience requirements.

The degree consists of stage I and II. Stage I is the master’s degree or program equivalent. Stage II consists of core requirements, a 24 credit Family Science specialization, 12 credit supporting program outside of Family Social Science, preliminary written examination, preliminary oral examination, 24 dissertation credits, and final oral examination.

### TABLE 3: DOCTORAL DEGREE PLAN - FAMILY SCIENCE SPECIALIZATION

#### Stage I - Master’s Degree or Program Equivalent

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major/Core Requirements (10 Credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSOS 8001</td>
<td>Conceptual Frameworks in the Family</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 5014</td>
<td>Quantitative Family Research Methods I</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 8013</td>
<td>Qualitative Family Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 8200</td>
<td>Orientation Seminar for Family Social Science</td>
<td>1</td>
</tr>
<tr>
<td><strong>Emphasis or Area of Concentration (4 Credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional FSOS coursework in the student’s chosen field of concentration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSOS 5015</td>
<td>Family Research Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>FSOS XXXX</td>
<td>FSOS coursework in the field of concentration (One 3-credit course)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Supporting Program (6 Credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequence of Data Analysis or Statistical Methods. Choose one sequence 8251/8252 OR 8261/8262</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPSY 8251</td>
<td>Methods in Data Analysis for Educational Research I</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 8252</td>
<td>Methods in Data Analysis for Educational Research II</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 8261</td>
<td>Statistical Methods I: Probability and Inference</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 8262</td>
<td>Statistical Methods II: Regression and the General Linear Model</td>
<td>3</td>
</tr>
<tr>
<td><strong>Thesis (10 Credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSOS 8777</td>
<td>Thesis Credits: Master’s</td>
<td>10</td>
</tr>
</tbody>
</table>

*If thesis is not research based, the special paper must be a research study*

#### Stage II

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Requirements (12 Credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSOS 8003</td>
<td>Current Issues in Family Science</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 8014</td>
<td>Quantitative Family Research Methods II</td>
<td>3</td>
</tr>
<tr>
<td>Choose one course of Advanced Quantitative Research Methods, Multivariate Statistics, or Advanced Qualitative Methods. Selection determined with advising committee for degree plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSOS 8047</td>
<td>Integrative Research Seminar (register after critical review has been completed)</td>
<td>3</td>
</tr>
</tbody>
</table>
The Stage I satisfies requirements for the Family Social Science Master’s Plan A (with thesis). Students who entered the program for a MA/PhD in Family Science will complete all the courses and file a Graduate Degree Plan for the master’s program. Stage II satisfies PhD requirements. Students, who have not completed the basic research requirement in the master’s program, will work closely with their intake adviser to determine the competency needs. Note that Research Methods I (FSOS 5014 & FSOS 5015) are required prior to the advanced course (FSOS 8014).

Students coming from other programs may petition to waive courses if they have completed an equivalent course. Students work with their adviser to determine if a course taken at another institution can be waived. The FSoS Graduate Program Petition form is available on the FSoS Graduate Forms web page http://www.cehd.umn.edu/fsos/current/forms.asp.

Students coming from another family science program easily waive these courses. Students entering with a degree other than family science usually need to take some of these courses as a foundation to be successful in the PhD program. All the Graduate School rules for courses from other Universities are followed. They must be recent and have been taken as a graduate student for graduate credit.

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

**Supporting Program (12 Credits)**

A coherent supporting program with courses outside of Family Social Science, a minor in another department, or free-standing interdisciplinary minor.

**Dissertation (24 Credits)**

Can only be taken after preliminary written examination and preliminary oral examination are passed. See guide to program for details of examinations.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSOS 8888</td>
<td>Dissertation Credits</td>
<td>24</td>
</tr>
</tbody>
</table>

The supporting program is comprised of courses taken outside Family Social Science. Coursework for the supporting program is selected in one of the following three ways: (a) a coherent group of courses taken in various departments outside Family Social Science, such as psychology, sociology, anthropology, economics, child development, gerontology, political science, speech communication, or philosophy, (b) an established graduate minor in another department (recognized by the university), or (c) one of the Graduate School’s free-standing interdisciplinary minors (such as Interpersonal Rela-
tionships Research, Family Policy, Gerontology, Feminist Studies, Population Studies, Prevention Science). Please note that only options “b” and “c” are recognized by the university as official minors. At the doctoral level, statistics and methodology courses taken outside the department may count as a supporting program if the student has elected statistics or methods as his/her area of concentration. The School of Statistics offers a “Minor in Statistics” program for both the M.S. and PhD degrees.

**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 Couple and Family Therapy Program are responsible for selecting a clinical site and reporting monthly client contact and supervision hours throughout the program. The CFT program document contains information about the program, practicum, continuous clinical experience, internship, and licensure. Timely reporting of clinical hours is part of the student’s evaluation. Students in good standing have their clinical hours reports and other requirements up to date.

The Couple and Family Therapy Program is only available to students who have a qualifying clinical master’s program or who have achieved equivalent clinical experience as determined by the CFT faculty. The degree consists of core course requirements in individual and family studies, research courses, clinical courses, clinical contact requirements, and electives. The University of Minnesota requires a 12 credit supporting program outside of Family Social Science (CFT requirements which can be used for this are noted), preliminary written examination, preliminary oral examination, 24 dissertation credits, and a final oral examination. Some courses can be waived if they duplicate the learning in the course. A *Petition to Waive Course* (http://www.cehd.umn.edu/fsos/current/forms.asp) must be presented to the Couple and Family Therapy Program Director for approval. The *FSoS 8200 Orientation to Family Social Science* is required of all students the semester they enter any Family Social Science Program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family Social Science Core (1 Credit)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSOS 8200</td>
<td>Orientation Seminar for Family Social Science</td>
<td>1</td>
</tr>
<tr>
<td><strong>Couples and Family Therapy Accreditation Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Individual and Family Studies Core Requirements (24 Credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSOS 8001</td>
<td>Conceptual Frameworks in the Family</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 8003</td>
<td>Current Issues in Family Science</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 8005</td>
<td>Multicultural Issues in Family Science</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 8007</td>
<td>Ethical Issues and Moral Dilemmas in Family Life</td>
<td>3</td>
</tr>
</tbody>
</table>
Two of the following four family science courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSOS 8104</td>
<td>Family Policy</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 8105</td>
<td>Family Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 8106</td>
<td>Families from an Economic Perspective</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 8550</td>
<td>Advanced Topics in Family Social Science</td>
<td>3</td>
</tr>
</tbody>
</table>

The next two courses can be applied to a supporting program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 8606</td>
<td>Advanced Developmental Psychopathology</td>
</tr>
<tr>
<td>CPSY 8302</td>
<td>Developmental Psychology: Social and Emotional Processes</td>
</tr>
</tbody>
</table>

Core Research Courses (21 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSOS 8013</td>
<td>Qualitative Family Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 8014</td>
<td>Quantitative Family Research Methods II</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 8036</td>
<td>Couple and Family Therapy Research</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 8047</td>
<td>Integrative Research Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

(Register after the critical review has been completed)

Three research core courses can count in supporting program credits (one 6-credit sequence and an additional course as listed below).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 8251</td>
<td>Methods in Data Analysis for Educational Research I</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 8252</td>
<td>Methods in Data Analysis for Educational Research II</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 8261</td>
<td>Statistical Methods I: Probability and Inference</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 8262</td>
<td>Statistical Methods II: Regression and the General Linear Model</td>
<td>3</td>
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</tbody>
</table>

One 3-credit course of Advanced Quantitative Research Methods, Multivariate Statistics or Advanced Qualitative Methods Course. Selection determined with advising committee for degree plan.

Classroom Clinical Courses (33 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSOS 5032</td>
<td>Family Systems Theories and Interventions</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 8031</td>
<td>Family of Origin</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 8033</td>
<td>Problems in Families</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 8034</td>
<td>Marriage and Family Supervision</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 8035</td>
<td>Assessment of Couples and Families</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 8037</td>
<td>Ethics, Legal, and Professional Issues</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 8039</td>
<td>Clinical Interventions for Couples</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 8275</td>
<td>Clinical Consultation with Couples and Families</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 8560</td>
<td>Advanced Clinical CFT Topic: ______________________</td>
<td>3</td>
</tr>
<tr>
<td>FSOS 8560</td>
<td>Advanced Clinical CFT Topic: ______________________</td>
<td>3</td>
</tr>
</tbody>
</table>

Classroom Clinical Course that can count as supporting program course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 8051</td>
<td>Psychopathology and Social Work Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Clinical Contact Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSOS 8295</td>
<td>Family Therapy Practicum</td>
<td></td>
</tr>
</tbody>
</table>

(Must register every semester until enrolled in internship course)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSOS 8296</td>
<td>Family Therapy Internship</td>
<td>Variable</td>
</tr>
</tbody>
</table>
Supporting Program (12 Credits)

A coherent supporting program with courses outside of Family Social Science, a minor in another department, or free-standing interdisciplinary minor. CFT Courses are noted that may be used for the supporting program.

Dissertation (24 Credits)

Can only be taken after preliminary written examination and preliminary oral examination are passed. See guide to program for details of examinations.

| FSOS 8888 | Dissertation Credits | 24 |

Students with a specialization in Couple and Family Therapy, who have taken equivalent coursework in a clinical master’s degree program, may petition the Director of the Couple and Family Therapy Program to waive course requirements. Forms for CFT students can be found at the FSoS Graduate Forms web page: http://www.cehd.umn.edu/fsos/current/forms.asp. A student who has not completed the basic research required in the master’s program will work closely with his/her intake adviser to determine the competency needed. Note that Research Methods I (FSOS 5014 & FSOS 5015) is required for the advanced course (FSOS 8014).

Supporting Program (12 credits)

The supporting program is comprised of courses taken outside of Family Social Science. Coursework for the supporting program is selected in one of the following three ways: (a) a coherent group of courses taken in various departments outside Family Social Science, such as psychology, sociology, anthropology, economics, child development, gerontology, political science, speech communication, or philosophy, (b) an established graduate minor in another department [recognized by the university], or (c) one of the Graduate School’s free-standing interdisciplinary minors (such as Interpersonal Relationships Research, Family Policy, Gerontology, Feminist Studies, Population Studies, Prevention Science). Please note that only options “b” and “c” are recognized by the university as official minors. At the doctoral level, statistics and methodology courses taken outside the department may count as a supporting program if the student has elected statistics or methods as his/her area of concentration. The School of Statistics offers a “Minor in Statistics” program for both the M.S. and PhD degrees. The CFT specialization has some required courses that are allowed to be included as part of the supporting program. Check with your adviser to determine if you can count these in your supporting area.

GRADUATE COURSES OFFERED IN FAMILY SOCIAL SCIENCE

Core courses are offered every year. Family Science and Couple and Family Therapy Specialization courses are offered every other year by odd or even year. Required clinical courses, the Plan B project, Plan A thesis, and dissertation credits are offered every semester, including summer.


You can view the Class Schedule and Course Guide on One Stop http://onestop.umn.edu/ (see Quick Links on the right side of the page). The FSoS Courses website has syllabi for the current courses.
FSOS 5014 - Quantitative Family Research Methods I
FSOS 5015 - Family Research Laboratory
FSOS 5032 - Family Systems Theories and Interventions
FSOS 5150 – Special Topics in Family Social Science
FSOS 8001 - Conceptual Frameworks in the Family
FSOS 8003 - Current Issues in Family Science
FSOS 8005 - Multicultural Issues in Family Social Science
FSOS 8007 - Ethical Issues and Moral Dilemmas in Family Life
FSOS 8013 - Qualitative Family Research Methods
FSOS 8014 - Quantitative Family Research Methods II
FSOS 8031 - Family of Origin
FSOS 8033 - Problems in Families
FSOS 8034 - Couples and Family Therapy Supervision
FSOS 8035 - Assessment of Couples and Families
FSOS 8036 - Couple and Family Therapy Research
FSOS 8037 - Ethical, Legal and Professional Issues in Mental Health Practice: Issues with Couples and Families
FSOS 8039 - Clinical Interventions for Couples
FSOS 8043 – Family Theory Development: A Systemic Perspective

FSOS 8047 - Integrative Research Seminar
FSOS 8101 - Family Stress, Coping, and Adaptation
FSOS 8104 - Family Policy Seminar
FSOS 8105 - Family Gerontology
FSOS 8106 - Seminar: Families from an Economic Perspective
FSOS 8107 – Family Values Research: Theories and Critical Methods
FSOS 8150 - Topics in Family Social Science
FSOS 8160 - Topics in Couples and Family Therapy
FSOS 8193 - Directed Study in Family Social Science
FSOS 8200 - Orientation for Family Social Science
FSOS 8275 - Clinical Consultation with Couples and Families
FSOS 8295 - Family Therapy Practicum
FSOS 8296 - Family Therapy Internship
FSOS 8297 - Supervision of Supervision
FSOS 8550 - Advanced Topics in Family Social Science
FSOS 8560 - Advanced Clinical Topics in Couples and Family Therapy
FSoS 8666 - Doctoral Pre Thesis Credits
FSOS 8777 - Thesis Credits: Master’s
FSOS 8888 - Thesis Credits: Doctoral
FSoS 8755 - Master’s Paper: Plan B Project
FSOS 8794 - Directed Research in Family Social Science
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.

If you hold a graduate assistant appointment of at least 25 percent (10 hours per week) for the entire semester, you will receive a tuition remission (based on resident tuition rates) 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. Nonresident students holding an assistantship of at least 25 percent for an entire term (and work at least 195 hours during the semester payroll dates) will be assessed tuition at resident rates.

If program funds are limited, students may find campus-wide assistantships through the Graduate Assistantship Employment Office.

Former graduate assistants, who have completed two semesters of a graduate assistantship at 195 work hours per semester, and their immediate family members (spouse/registered same-sex domestic partner, 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.

Health 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 at http://www1.umn.edu/ohr/gae/benefits/index.html.

If you are a resident of Wisconsin, North Dakota, South Dakota, or Manitoba, you may qualify for reciprocity. What you pay depends upon your state of residence and the program to which you are admitted, http://onestop.umn.edu/finances/costs_and_tuition/tuition_and_fees/reciprocity/.

Research and Teaching Assistantships

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 taught. 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.

A fifty percent research or teaching assistantship requires 20 hours of work per week for the semester. The student receives a stipend, plus partial health insurance, and may register for up to 14 credits. A quarter-time assistant works 10 hours per week for the semester and receives one-half the health insurance coverage and one-half of the tuition benefit for up to 14 credits. The tuition benefit
the student receives is charged to the department and/or grant funding. Assistantships are available to students in good standing and making excellent progress in the program.

All students who hold assistantships must register for at least six credits. The employment contract begins before classes start and ends after examinations are completed. Students are required to be on the job for the entire time of the contract. Each student must have an employment discussion with his/her faculty supervisor at the beginning of the semester so that everyone understands what is expected.

**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 out, 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/](http://www.grad.umn.edu/fellowships/).

**Departmental Fellowship Funds**

Several scholarships and tuition awards 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 committee comprised of faculty select award recipients.

Information about FSoS fellowships opportunities is available at [http://www.cehd.umn.edu/fsos/current/funding.asp](http://www.cehd.umn.edu/fsos/current/funding.asp). Fellowships are competitive and require an application plus letter or letters of support. Students who are awarded fellowships are required to write a report indicating accomplishments during the time of the scholarship or fellowship.

**Graduate Student Travel Fund**

Gift money from Family Social Science alumni, faculty, and friends is allocated in the amount of $400 for out-of-state travel to support graduate students who present papers at national and international professional conferences.

The *Ruth E. Hall Fund for Graduate Student Professional Development* application can be found on the Graduate Forms page, [http://www.cehd.umn.edu/fsos/current/forms.asp](http://www.cehd.umn.edu/fsos/current/forms.asp). Attach documentation (e.g., letter of invitation, program with name listed) and apply for funds no later than three weeks prior to international travel and no later than two weeks prior to domestic travel. Students traveling outside the US are also required to complete the [CISI International Insurance Application](http://global.umn.edu/travel/documents/CISI_student_app.pdf) and the [Student Release and Waiver](http://global.umn.edu/travel/resources/release_and_waiver.html).

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

Students may also 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 webpage for application instructions: [http://www.tc.umn.edu/~gradsehd/index_files/Page517.htm](http://www.tc.umn.edu/~gradsehd/index_files/Page517.htm).
**Graduate Program Policies**

**Student Representation**

Students interested in serving as a student representative at general or graduate 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), which is the official student college council representing graduate students on the Twin Cities campus. See [http://www.cogs.umn.edu/](http://www.cogs.umn.edu/) for more information.

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

**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.

**Registration**

**ALL Graduate School students will be required to register in the Graduate School every fall and spring term in order to maintain active status.**

Maintaining active status is critical and 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, or 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 request readmission to the Graduate School (and if readmitted, must register) to reactivate their status. Information about maintaining active status is available at [http://www.grad.umn.edu/students/registration/activestatus/index.html](http://www.grad.umn.edu/students/registration/activestatus/index.html).

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

The university expectations are that graduate students maintain active status by registering each semester until they graduate. Students are required to speak to their adviser, the Director of Graduate Studies, and other relevant offices to determine if taking a leave of absence is appropriate for them. If a student decides to request a leave of absence, the student will need to complete a *Leave of Absence Request* and obtain the adviser’s and Director of Graduate Studies’ signatures and then submit to the Graduate Student Personnel Coordinator, who will file the form with the college office. To learn more about this policy and download the form, please visit: [http://www.policy.umn.edu/Policies/Education/Education/GRADSTUDENTLEAVE.html](http://www.policy.umn.edu/Policies/Education/Education/GRADSTUDENTLEAVE.html).
Registering for Grad 999

Grad 999 is a zero-credit, zero-fee, non-graded registration option for those graduate students who must register solely to meet the Graduate School’s registration requirements. Except under unusual circumstances, the department limits registration to those graduate students who have completed all their coursework and thesis/dissertation credits, but need to register to maintain active status (voted and approved by the FSoS faculty on November 17, 2008). PhD students may register twice and master’s students once without prior permission of the Director of Graduate Studies. Additional registration requires that the student petition the Director of Graduate Studies for permission to register.

International Students

Family Social Science welcomes international students from all over the world. International Student & Scholar Services (ISSS) is part of the Office of International Programs. ISSS located at 190 Hubert H. Humphrey Center, 301 19th Avenue South, Minneapolis, Minnesota 55455, serves the University’s international community. Information about ISSS is available at 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 below.

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 exempted 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

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 www.eoaa.umn.edu.
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 the advising system, 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 we introduce the program to you and the activities that you choose to be involved with during your graduate program.

The program requires a great deal of writing and research by students, and faculty members are available to work with students to develop and improve the conceptualization, organization, and other aspects of their projects. One sign 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, and faculty work hard to speak to and 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. Faculty members are also available to help find solutions. We highly encourage student-faculty interaction.

First Year Advising

The Director of Graduate Studies appoints an intake adviser for each entering student. The intake adviser will guide the student’s first year of study in the program. The intake adviser is automatically terminated at the end of the first year. Students may ask their intake adviser to continue, if they want them to serve as their degree adviser or the student may select a different adviser. Students may ask any of the graduate faculty in Family Social Science to serve as their adviser. It is the student’s responsibility to contact potential committee members to ask whether they would be willing to serve on the student’s committee. Faculty members who already have heavy advising loads or other responsibilities may decline, which is why it is so important to get to know several faculty members during the first year in the program.

The first year is a time to get to know faculty members. During FSoS 8200 Orientation to Family Social Science, offered fall semester, students work together to devise a plan to get to know all faculty members in the department. This is an excellent way to learn about faculty without each student having an individual meeting with faculty. Students are encouraged to schedule follow-up conversations with faculty to get better acquainted, especially if a student has an interest in having a particular faculty member on the student’s examining committee.

Students are expected to select committee members by the end of the second semester in the program. The departmental form, Designation of Departmental Committee Members (available online at http://www.cehd.umn.edu/fsos/current/forms.asp), is submitted to the intake adviser at the time of the first year evaluation. The choice of adviser and committee members rests primarily with the student. After procuring the adviser’s approval, the student submits the form to the Graduate Student Personnel Coordinator for filing.

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.

**Advising of Master’s Students**

At the end of the first year, Master’s degree students will designate two members of the graduate faculty to serve on the student’s committee, one as adviser. The examining committee is comprised of FSoS committee members along with one member from outside the major. All committee members must be members of the faculty with graduate education responsibilities. The Graduate School maintains a central list of faculty with graduate education responsibilities as a service to graduate students, advisers, directors of graduate studies, and other members of the graduate education community. Faculty are assigned student-related responsibilities associated with graduate education (e.g., adviser for a Ph.D. student, or member of a preliminary oral or final oral examining committee) in accordance with program, departmental, and collegiate governance policies, procedures, and criteria. A list of faculty with Graduate Education Responsibilities is available at [http://grad.umn.edu/students/examiningcommitteesnew/index.html](http://grad.umn.edu/students/examiningcommitteesnew/index.html).

**Advising of Doctoral Students**

By the beginning of the second year in the doctoral program, students will identify the three “inside” members of their official doctoral committee to guide their work and critical review examination. These three Family Social Science (FSoS) faculty 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.

The three departmental committee members and one “outside” member will constitute the student’s official doctoral committee. For most students, selecting the person who will serve as the outside member is the most difficult. Students are encouraged to work with the adviser and inside committee to select the outside member. If the student has declared a minor, then the Graduate School list of faculty for the specific minor applies. Some minors may have additional requirements. For a supporting program, any member of the graduate faculty can serve. The four-person dissertation committee will then conduct the Preliminary Oral Examination, Dissertation Proposal Meeting, and Final Oral Examination. Continuity of committee membership is desirable for the Preliminary Oral Examination, Dissertation Proposal Meeting, and Final Oral Examination. The Adviser and Chair of the oral exam must be two different people.

All committee members must be members of the faculty with graduate education responsibilities. The Graduate School maintains a central list of faculty with graduate education responsibilities as a service to graduate students, advisers, directors of graduate studies, and other members of the graduate education community. Faculty are assigned student-related responsibilities associated with graduate education (e.g., adviser for a Ph.D. student, or member of a preliminary oral or final oral examining committee) in accordance with program, departmental, and collegiate governance policies, procedures, and criteria. A list of faculty with Graduate Education Responsibilities is available at [http://grad.umn.edu/students/examiningcommitteesnew/index.html](http://grad.umn.edu/students/examiningcommitteesnew/index.html).

**Assigning/Changing an Adviser and/or Committee Members**

If a student desires to change advisers or committee members, the Director of Graduate Studies 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 means that a better match for the completion of
the degree work has been determined. Students are responsible for informing their current adviser as well as obtaining consent of the new adviser prior to notifying the Director of Graduate Studies. To make changes in your committee members, e-mail the Director of Graduate Studies. 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. The Director of Graduate Studies must approve all changes.

After the student receives approval from the DGS, the student launches the appropriate online form, which needs to be submitted a minimum of one month before each exam. For master’s students: Assign/Update Examining Committee at [http://www.grad.umn.edu/students/forms/masters/index.html](http://www.grad.umn.edu/students/forms/masters/index.html). For Ph.D. students: Assign/Update Preliminary Oral Examining Committee or Assign/Update Final Oral Examining Committee at [http://www.grad.umn.edu/students/forms/doctoral/index.html](http://www.grad.umn.edu/students/forms/doctoral/index.html).

EVALUATION OF STUDENTS

Progress Reviews

All graduate students are evaluated annually. The purpose of the evaluation is to review students’ progress in the program and to assess strengths and weaknesses.

Students provide their committee a written self-assessment of progress as part of the evaluation process. Students receive written reports of these evaluations from their advisers.

Preparing for the Evaluation of First Year Graduate Students

First year students are evaluated by the graduate faculty toward the end of spring semester of their first year. At least two weeks prior to the April or May graduate faculty meeting at which first year students will be evaluated, a first year student will provide her or his advisor with the following:

- A list of your academic accomplishments in the program (courses taken and grades; class projects and major papers; summary of research and/or teaching experiences; a summary of any special academic honors or experiences you have had this year).
- A Professional and Personal Assessment (your professional and personal goals as stated when entering the program; your self-assessment of progress toward those goals; an outline of plans to achieve remaining goals; changes in goals (if any) and their implications for your future work here; personal comments on your experiences in the department so far.

DEVELOPING SPECIALIZED COMPETENCIES

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. The research practicum involves working with faculty members on research. 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 8193 Directed Study or FSoS 8794 Directed Research. Consent of the specific faculty member involved is required. Students also gain research experience
during the writing of the special project. Many students find faculty who have data available and work with them to complete the research project.

**Research Competencies**

The faculty in Family Social Science value both quantitative and qualitative approaches to research. All PhD students are required to take at least one 8000 level research methods course in each. Choice of methodology depends on one’s research questions and is made in consultation with the supervising professor. At least one of three major projects (master’s thesis, special project, doctoral dissertation) must be quantitative in nature. The three-person advising committee is the final decision maker for the depth of the quantitative or qualitative work.

**Graduate Teaching Internship**

The University of Minnesota has a strong interest in the preparation of graduate students for teaching in the undergraduate curriculum. Family Social Science faculty believe that structured, supervised teaching opportunities should be available to graduate students who will be educating family social science students of the future. The overall objective for the teaching internship sequence is to provide students with the theory, research, and practice foundations needed for future roles as college teachers and family life educators.

The Family Social Science department collaborates with the Preparing Future Faculty (PFF) program of the Graduate School. Through the PFF program, graduate students have an opportunity to learn theory and practice of teaching college students. This collaboration also provides an opportunity to work within the department to develop skills specific to the teaching of the family social science curriculum.

Students enter the program by taking GRAD 8101 (3 credits). This course provides a solid grounding in theory and practice of college teaching. During the second semester of the PFF program, students take GRAD 8102 (3 credits) while also participating in a teaching practicum experience. In this practicum, students are involved in team teaching and assisting with *FSoS 1101 Intimate Relationships*, an undergraduate core course that serves the entire university. Each intern participates in a weekly team teaching seminar and takes responsibility for leading a breakout discussion section of students in FSoS 1101. Performance in the breakout sections is supervised and forms the basis for working through the day-to-day issues that face any college-level teacher. Student interns receive a 25% teaching assistantship during the semester they are engaged in the practicum.

The teaching internship program is available to all FSoS graduate students, with consent of the internship coordinator. Students may take GRAD 8101 at any time in their program, although the sequence is not typically begun until after the student’s first year has been completed. The prerequisite for GRAD 8102 is completion of GRAD 8101 and acceptance for the practicum. For further information, consult the teaching internship coordinator.

Graduate students who have completed the teaching internship sequence may teach selected undergraduate courses up to a maximum of six offerings, subject to student demand and scheduling priorities. Most of these courses are special topics for the summer school term. There will be an announcement with a call for proposals. Students must have completed the PFF sequence to be eligible.
Basic Computer Competencies

The graduate faculty expects that all graduate students have basic computer competencies, including word processing, information retrieval, communication, 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 Family Social Science 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.

GRADUATE DEGREE PLAN (GDP)

What is the Graduate Degree Plan (formerly named the Degree Program Form)?

The official Graduate Degree Plan (GDP) is your plan of study in obtaining your degree and is considered to be a contract between the student, graduate program, and the Graduate School. The GDP (http://grad.umn.edu/students/forms/index.html) form is used for masters, certificate, and doctoral students. On the GDP 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.

When should I submit the Graduate Degree Plan?

The Graduate School recommends that master’s and certificate students submit the GDP after completing 10 credits, but no later than one semester (term) before they intend to complete their degrees (including final exams). Masters students Plan A are encouraged to file the GDP at end of the second semester, but not later than their third semester in the program. Family Social Science recommends master’s students Plan B file the GDP at the end of their second semester in the program. Doctoral students are expected to file the GDP form at the end of the third semester, but no later than one semester before planning to take the Preliminary Oral Examination.

Departmental Procedure

Complete the GDP online (http://grad.umn.edu/students/forms/index.html), print it, obtain your advisor’s signature and place the form in the Graduate Student Personnel Coordinator’s mailbox along with a copy of the checklist appropriate to your degree program and a brief statement explaining how the classes you’ve selected for your supporting area create a cohesive supporting area. You will receive an email after the Graduate School has processed the form. Additional information can be found at the Graduate School site, Frequently Asked Questions, http://www.grad.umn.edu/students/faq/index.html.
How do I know when my Graduate Degree Plan (GDP) is approved?

An approved copy will be emailed to you at your U of MN email account.

PHD WRITTEN AND ORAL EXAMINATIONS

Preliminary Written Examination

On the way to earning a Ph.D., students complete a number of program requirements other than formal courses. These include the Research Practicum, Preliminary Written Examination (which consists of the Critical Review Paper and Special Paper), Preliminary Oral Examination, Dissertation Proposal Meeting, and Final Oral Examination. All doctoral students are required to pass a written examination in the major field. The preliminary written examination in Family Social Science consists of two papers, the critical review paper and the special project paper. After both papers have been approved, the Preliminary Written Examination Report form (http://grad.umn.edu/students/forms/index.html) is filed with the Graduate School declaring the student has passed the preliminary written examination. This form must clear the Graduate School before the preliminary oral examination can be scheduled. Students need to plan ahead to allow time for processing forms (at least one week).

Critical Review Paper

The Critical Review Paper is the first part of the Preliminary Written Examination for Ph.D. Students will write the Critical Review Paper following the established timeline. 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 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.

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, and missing questions and answers, as well as 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.

Timing of the Critical Review Paper

- Step 1: Paper must be started in the second semester.

Ph.D. students who enter the program with a Master’s degree will schedule a meeting with their three-person Family Social Science committee prior to May 16 of the first year (second semester) of their doctoral program. Students in the MA/PhD track will be scheduled for a meeting with their three-person Family Social Science committee members prior to the end of the second semester following their change of status paperwork being submitted (second semester of their doctoral program). The topic for the paper will be agreed upon at the end of the committee meeting, and ideally, the critical review application will be submitted.
• **Step 2: Paper must be completed in the third semester.**
  The critical review paper is due no later than the last day of examinations for the following semester (If entering with a Master’s degree, this is the student’s first semester of the second academic year. If entering with a Bachelor’s degree, this is the student’s third semester as a doctoral student).

• **Maintaining good standing in the program.**
  Students who complete these two steps on schedule will be making satisfactory progress and will remain in good standing. Students who do not complete these two steps will receive a letter of concern from the Director of Graduate Studies that will be placed in their file. In addition, they will move to lower priority to receive funding through teaching and research assistantships. Students who have not finished the critical review by the end of the second year will receive a hold on registration for not having passed the qualifying exam.

In summary, the topic is selected by the student with the approval of their three person inside committee. The Application for Critical Review Paper is available on the FSoS Graduate Forms web page [http://www.cehd.umn.edu/fsos/current/forms.asp](http://www.cehd.umn.edu/fsos/current/forms.asp) and should be filed at the end of the second semester in PhD program. The critical review paper is evaluated by the student adviser and inside committee members. Many students meet with their three person committee after they have filed the application. Students should not begin writing until the application is approved.

**Rules for Completing the Critical Review Paper**

1. The student may consult with the full committee about the topic, scope, delimitations, and potential references to use in writing the critical review. The committee may meet to discuss the student’s application. If the committee desires, it is acceptable to make modifications to the scope of the review or references to be used. This consultation is an optional step.

2. The student may work with one member of the committee (usually the adviser) on the outline for the paper. 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. Feedback on the draft is not an approval or disapproval of the project. This feedback request is not required and is restricted to one committee member, and one review.

3. 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.

4. 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**

The student should send an electronic copy of the Critical Review Paper to the Graduate Student Personnel Coordinator by the last business day of examination week in the semester it is to be submitted. Students can expect the committee to meet within the first six weeks of the following semester. The three-person committee will meet as a group to discuss the evaluation and arrive at a shared understanding of the strengths and limitations, and whether it is satisfactory. A decision that the critical review paper is satisfactory must have the agreement of at least two of the committee members.

Students who fail the critical review will be allowed to revise and resubmit it once. Faculty committees may suggest course work or areas of learning the student would need to complete prior to the second submission of the paper. Students failing the second evaluation of the critical review will not be permitted to continue in the Ph.D. program.
Date for Implementing the Policy

The policy outlined above is effective Fall 2005.

Special Paper

The Special Paper gives doctoral students experience with writing for publication in the family field, receiving constructive editorial feedback, and working with that feedback until a consensus of the reviewers has indicated that the written product is acceptable. The Special Paper is a paper reflecting a focused area of competency related to the family field. It must involve family content, utilize theories and methods used in the family field, and have implications for family issues. The paper must be scholarly in nature rather than written for a lay audience. Acceptable projects include empirical research, theoretical articles, and scholarly literature reviews. The final version of the paper should be publishable in a scholarly outlet in the judgment of the graduate faculty. However, actual publication is not a program requirement.

The Special Paper provides evidence of the student’s research knowledge and experience prior to designing the dissertation research project. The faculty evaluating the Special Paper will be able to see the student’s ability to focus the paper appropriately, and contain conceptual accuracy and sophistication, methodological accuracy and sophistication, organizational coherence, precision and clarity of writing, and technical accuracy. Integration may be indicated by explicit, logical linkage across theory, research, and application.

The criteria established for evaluation of the Special Paper include the following: addresses important issues of family sciences; presents an appropriate conceptual basis, demonstrates methodological soundness, offers thoughtful discussion of results, and demonstrates quality in written presentation.

The Special Paper may be an aspect of the content area chosen for the Critical Review Paper but does not have to be so. It must be clearly focused in a way that is appropriate for publication. If the Masters’ thesis were to be chosen as a basis for the Special Paper, then it would require more than condensing the length of the text. It would require additional work, such as data analysis, interpretation, and additional application. If the student’s master’s thesis was not an empirical research project, the Special Paper must be one.

The Special Paper may be based on work completed at the University of Minnesota or elsewhere, but approval of the Family Social Science graduate faculty is required. Prior publication or acceptability by other individuals, committees, or editorial gatekeepers does not guarantee acceptance by the FSosS graduate faculty. The Special Paper may involve co-authors, but the student’s contribution must be substantial enough to merit sole or first authorship. Criteria for determining authorship are discussed in the APA Publication Manual. A doctoral student who completed a master’s degree without a research thesis must complete a research project for the Special Paper.

The proposal for the Special Paper is to be submitted to the Examination and Evaluation (E&E) committee for pre-screening in order to check for scope and relevance. The student’s subject and approach chosen for the Special Paper must be approved in advance by adviser and the E&E Committee. The Application for Special Project Paper is available online at the FSosS website (http://www.cehd.umn.edu/fsos/current/forms.asp). Students are required to select an appropriate scholarly outlet (e.g., refereed journal, edited volume) for their paper and submit to the Graduate Student Personnel Coordinator the following with the application; a copy of the Instruction to Authors page and two sample articles from previous years’ issues of that journal or volume. These articles need not be similar in content to the proposed Special Paper. Rather, if approved, they will serve as guidelines for the general approach, format, and style of the paper. If the student’s choice is judged to be inappropriate,
s/he will be asked to select another publication outlet and/or type of project. Pre-approval requests will be reviewed promptly by the E&E Committee, typically within one week of submission (during the academic year).

The completed paper should be submitted to the E&E Committee for review when the student feels it is ready. The review will be based on outlined criteria established by the graduate faculty according to the above purposes. The E&E Committee chair will appoint reading committees, taking into account the subject matter expertise of faculty and distribution of workload. The committee will include three readers, none of whom may have a conflict of interest with the student’s written paper (e.g., none of the reviewers should be a co-author or should be the director of the data set the student used.) A student’s adviser may be an evaluator if no conflict of interest is present. A decision that the Special Paper is satisfactory will be based on the positive evaluation of all three faculty readers. The decision would not require that committee members meet. The decision of acceptance would then allow the student to proceed to the Preliminary Oral Examination. The paper should be submitted to a journal, but would not have to be accepted for publication. After successful completion of the Special Paper, the Preliminary Written Examination Report form [http://www.grad.umn.edu/students/forms/doctoral/index.html] will be filed with the Graduate School to indicate successful completion of the Preliminary Written Examination.

Students who turn in their Special Paper by October 15 for fall semester and March 15 for spring semester will be guaranteed a review by faculty and still leave time for minor revisions prior to the beginning of the next semester. This should allow students who have successfully completed and passed their Special Paper to schedule their Preliminary Oral Examination the following semester.

Students who turn in their Special Paper on dates later during the semester should not expect to schedule their Preliminary Oral during the first two weeks of the next semester, especially not fall semester. Also students who require more than minor revisions may not be able to schedule their Preliminary Oral during the first two weeks of the next semester.

Special Paper Evaluation

The Special Paper will be considered successfully completed when the following criteria have been met:

- The paper is of high quality and scholarly in tone, using a standard format that is followed by major journals (such as the Publication Manual of the American Psychological Association.)
- The paper is judged satisfactory on the evaluation criteria listed on the attached document “Criteria for Evaluation of the Special Paper.”

The paper must be judged satisfactory by at least three faculty readers, one of whom is selected by the student. Other readers are selected by the E&E Committee. (Note: A faculty member who is working with the student on research reported in the Special Paper or whose research data are used for the Special Paper cannot be an evaluator, since this could be a conflict of interest.) All three readers must agree for the Special Paper to be considered a “Pass.” Approval of the Special Paper by the faculty is decided without regard to whether the paper had already been published or approved for publication. In the past, students have had to revise specials despite the fact that they had been published elsewhere.
Other outcomes include the following:

- **Pass with Completed Revisions**: If the readers agree that the paper is generally acceptable with revisions, then it will be returned to the student for appropriate revisions. This outcome means that the Special has “passed,” but that the revisions must be made to the readers’ satisfaction before the project is judged to have been completed. This is used for minor revisions.

- **Revise and Reconsider**: If the readers feel that the paper requires a significant amount of reworking and that the final outcome will depend on the revised paper, the manuscript and readers’ comments will be returned to the student for appropriate revisions. Changes must be made to the readers’ satisfaction before the project is judged to have been completed.

- **Fail**: On first submission or following a “Revise and Reconsider” decision, if consensus does not emerge among readers, the paper will be submitted to additional readers. If any three readers agree that the paper is not acceptable, then you will be asked to select another subject for the Special Paper.

Just as with the review of a journal article, one revision may not necessarily lead to completion of the paper. In fact, sometimes a revised manuscript clarifies some points but makes other problems more apparent to the reviewers. If students have questions about the meaning of individual reviewers’ comments, they should consult each reviewer directly. If they have questions about how to deal with the set of reviewers’ comments, then students should consult the Chair of the E&E Committee.

### Preliminary Oral Examination

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

It is the responsibility of the student to schedule the preliminary oral with the examiners and online with the Graduate School [http://grad.umn.edu/students/forms/index.html](http://grad.umn.edu/students/forms/index.html) or in person at 160 William Hall at least one week in advance. The Graduate School requires that doctoral students successfully complete their Preliminary Oral Examination before enrolling in dissertation credits. Additional information can be found in the Graduate School catalog at, [http://www.catalogs.umn.edu/grad/gen/phd.html](http://www.catalogs.umn.edu/grad/gen/phd.html).

The Preliminary Oral Examination will focus on the student’s doctoral program coursework, the Critical Review Paper, and the Special Paper. This two-hour examination will include the student and the four members of his/her officially appointed committee (three FSoS faculty and one faculty member from outside the department.)

The Examination must cover the content of the major field and minor field or supporting program. It is an opportunity for the student to clearly articulate his/her knowledge of the fields of study and the various ways of knowing, explain how his/her previous works were located in the greater literature of the field, and to identify the nature of the unique contributions. The faculty may examine on anything important in the field and on the student’s GDP, consistent with the policy of the Graduate School [http://www.catalogs.umn.edu/grad/gen/phd.html](http://www.catalogs.umn.edu/grad/gen/phd.html). Faculty members would be able to assess research readiness for focused inquiry. Once a student has successfully passed his/her Preliminary Oral Examination, the student will then be prepared to start work on the dissertation proposal and the credits required for the dissertation process. The Preliminary Oral Report form is then filed with the Graduate School, indicating that the Preliminary Oral Examination has been completed. The student is considered a “Doctoral Candidate,” or “All But Dissertation” (ABD).
Dissertation and Degree Completion Procedures

Dissertation Preparation

A research proposal for the dissertation is required. This proposal may be prepared upon completion of the preliminary oral examination. Prior to the dissertation proposal meeting it is recommended that you launch an online request to Assign/Update Final Oral Examining Committee [http://grad.umn.edu/students/forms/index.html] so that all members of your final oral committee are present at the meeting.

The Dissertation Proposal Meeting will be held to examine the feasibility of the study design and the supporting theoretical ideas and to revise them as needed. This meeting will include all members of the student’s official doctoral committee, as appointed by the Graduate School. The student will present a detailed overview of the study (equivalent to chapter one and two of the dissertation containing a review of literature that contributes to the topic) and a detailed plan for the method/methodology (equivalent to chapter three of the dissertation). The meeting concludes with the agreement of the committee that the proposal is acceptable or unacceptable for initiation. The Family Social Science form Completion of Dissertation Prospectus Meeting 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. Then it would be necessary for the committee 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.

One semester before your final oral examination, request a Graduation Packet, which includes the Graduation Application for Degree form and Reviewer’s Report form. You may request it in person at 160 Williamson Hall or online [http://grad.umn.edu/students/doctoral/index.html] up to one semester before your doctoral final exam.

Ready to Defend Dissertation

All members of the final oral examining committee read the dissertation, although only those designed 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. At the time the candidate submits a draft of the dissertation to the reviewers, copies must also be provided to 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. This allows readers time to read the dissertation and students time to make any changes prior to defense.
Scheduling the Final Oral Examination

The student must schedule the 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. Final oral examination scheduling is available online at http://grad.umn.edu/students/forms/doctranal/index.html. The process of scheduling the final oral triggers the Final Oral Examination Report form to be sent to the chair of your examining committee.

The Graduate Application for Degree form must be submitted to One Stop by the first business day of the month the student intends to graduate. The Reviewer’s Report form must be submitted to the Graduate School, 160 Williamson Hall, at least one week before the final defense.

Students should reserve a room for their exam (McNeal Hall 278, 375, or 398). To reserve McNeal Hall 274, contact Kathy Guiney in the Department of Design, Housing, and Apparel at 612-624-1240.

Students are to provide the Graduate Student Personnel Coordinator and Communications Associate with the date, time, place, title of the dissertation, and the names of the Chair and committee members for the official announcement of your defense.

Final Oral Examination

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. Prior to scheduling the Final Oral Examination, the three committee members approved by the Graduate School as “readers” must review the draft dissertation and sign the Reviewer’s Report Form indicating that it is “ready for defense.” This form must be returned to the Graduate School before clearance to hold the Final Oral Examination is granted.

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 can be found in the Graduate School catalog at http://www.catalogs.umn.edu/grad/index.html

All committee members must be present at the examination (either physically or via telecommuting); the absence of any member results in an invalid examination. The Final Oral Examination in 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 Final Examination 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 seminar. No committee member can ask questions during the open seminar. Following the formal presentation, the candidate meets with the examining committee approved by the Graduate School; the meeting is closed to all others. The “chair,” a member of the dissertation 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.

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 the Graduate School 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 sub-
mitting 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 e-copy of the completed dissertation with the adviser.

Consult The Graduate School website for degree requirements:

- Degree Completion Checklist Master’s Plan A (with thesis)  
  http://www.grad.umn.edu/prod/groups/grad/@pub/@grad/documents/asset/otr201_degreecompletion_master.pdf
- Degree Completion Checklist Master’s Plan B (without thesis)  
  http://www.grad.umn.edu/prod/groups/grad/@pub/@grad/documents/asset/otr202_degreecompletion_master.pdf
- PhD Degree Completion Checklist  
  http://www.grad.umn.edu/prod/groups/grad/@pub/@grad/documents/asset/otr204_degreecompletion_phd-ed.pdf

**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 a journal article format. 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, presented in conjunction with the Preliminary Oral Examination, 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 article format). This letter will be sent to the student’s official Preliminary Oral Committee along with the dissertation proposal. The committee will approve or modify the format request at the Preliminary Oral Examination meeting. If the student is proposing a journal article format, then s/he should also propose an appropriate journal whose format (length/style) will be used for the dissertation.

- If the journal length format is selected, then the final dissertation submitted to the committee and eventually to the Graduate School will consist of:
  - 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, and
  - a journal length manuscript presenting the full study.

- Committee members may ask to examine tables and other information for which there is not space in the journal article, 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 Preliminary Oral Examination so that the
student can prepare them in advance of the Final Oral Examination; however, the com- mittee may also request supplemental appendices be added after the Final Oral Exami- nation.

GRADUATION COMMENCEMENT CEREMONY
PARTICIPATION

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 each spring semester. In March or 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

The Graduate Faculty believes that students should not participate in the commencement ceremony until they have successfully defended their dissertation. In order to participate, a student must satisfy the following conditions:

- Final Oral Examination must be scheduled.
- Dissertation must have been distributed to committee members.
- Adviser must attest that the student’s likelihood of successfully completing the Final Oral Examination before commencement is very high.

If these events do not occur before commencement, the student may not participate in the ceremony.

Again, to participate in commencement a student must have passed their final oral or submitted a final draft of the project, thesis, or dissertation to their adviser prior to commencement and their adviser confirms receipt of the draft and agrees that there is a very high probability that the student will finish in time to have the final oral prior to graduation ceremonies. The adviser decides whether a student who has not passed their final oral may participate in commencement.