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

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

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

Welcome to the graduate program in Family Social Science!

Handbook revised July 2013
CONTENTS

MISSION AND GOALS ........................................................................................................... 4

OVERVIEW OF GRADUATE PROGRAM .................................................................................. 4
  Learning Environment, Student Backgrounds, and Student Opportunities .......................................................... 5

FAMILY SOCIAL SCIENCE GRADUATE PROGRAMS ............................................................. 5

ACADEMIC ADVICEING .......................................................................................................... 5
  Advising ........................................................................................................................................ 6
  Assigning/Changing an Adviser and/or Committee Members ................................................................. 7
  Graduate Degree Plan ....................................................................................................................... 7
  Course Substitutions ......................................................................................................................... 8

MASTER’S DEGREE PROGAMS .......................................................................................... 8
  Master’s Degree Plan A (with thesis) Requirements .................................................................................. 9
  Final Steps for the Plan A ................................................................................................................... 9
  Master’s Degree Plan B (without thesis) Requirements .......................................................................... 10
  Final Steps for the Plan B .................................................................................................................. 10
  Master’s Degree Plan C .................................................................................................................... 11

PH.D. DEGREE REQUIREMENTS ........................................................................................ 11
  Couples and Family Therapy Accredited Program .................................................................................. 11
  Coursework ..................................................................................................................................... 12
  Researching Practicum with Faculty Members ..................................................................................... 12
  Supporting Program .......................................................................................................................... 12

PH.D. WRITTEN AND ORAL EXAMINATIONS ................................................................... 13
  Preliminary Written Examination ....................................................................................................... 13
  Critical Review Paper .......................................................................................................................... 13
  Timing of the Critical Review Paper ..................................................................................................... 13
  Rules for Completing the Critical Review Paper .................................................................................... 14
  Evaluation of the Critical Review Paper .................................................................................................. 14
  Special Project .................................................................................................................................... 15
  Timing of the Special Project Proposal .................................................................................................. 15
  Special Project Evaluation .................................................................................................................... 15
  Preliminary Oral Examination .............................................................................................................. 17
DISSERTATION AND DEGREE COMPLETION PROCEDURES ............................................. 18

Dissertation Preparation ............................................................. 18
Dissertation Format Options ....................................................... 18
Ready to Defend Dissertation ..................................................... 19
Scheduling the Final Oral Examination ........................................ 19
Final Oral Examination .............................................................. 20
Finishing Degree ................................................................. 20

GRADUATION COMMENCEMENT CEREMONY PARTICIPATION .............................. 21

FSoS Requirements for Participating in Commencement 
Ceremony .................................................................................... 21

EVALUATION OF STUDENTS .................................................................................... 21

Master’s Plan A and B and Ph.D. ................................................. 21
Master’s Plan C, Parent Education Teacher Licensure, and Parent Education Certificate ....................................................... 22

GRADUATE TEACHING INTERNSHIP ................................................................................. 22

INTERNATIONAL STUDENTS ............................................................................................. 23

T.A. English Language Requirement ........................................... 23

FINANCIAL SUPPORT ........................................................................................................ 23

Financing Graduate Education .................................................... 23
Research and Teaching Assistantships ....................................... 23
Graduate School Fellowship Office .............................................. 24
Departmental Fellowship Funds .................................................. 25
Outside Employment ................................................................. 25
Graduate Student Travel Funds ................................................... 25

ADDITIONAL GRADUATE PROGRAM PRACTICES AND POLICIES .............................. 26

Student Representation.............................................................. 26
Registration .................................................................................. 26
Leave of Absence and Reinstatement from a Leave ................. 26
Registering for Grad 999 .............................................................. 26
Basic Computer Competencies .................................................... 27

EQUAL OPPORTUNITY STATEMENT .............................................................................. 27
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 can seek opportunities to participate in the following activities:

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

OVERVIEW OF GRADUATE PROGRAM

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

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

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

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

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

FAMILY SOCIAL SCIENCE GRADUATE PROGRAMS

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

ACADEMIC ADVISING

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

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

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

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

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

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

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

The three departmental committee members and one “outside” member will constitute the student’s official doctoral committee. To make the committee official the student will launch and submit the Assign/Update Final Oral Examination Committee form with the Grad School [available at http://www.grad.umn.edu/students/forms/doctoral/index.html]. 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.

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

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

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

The Student Personnel Coordinator submits an adviser change for a student with the Grad School. For a committee member change, after receiving approval from the DGS, the student launches the appropriate online form, which needs to be submitted a minimum of one month before any upcoming exam. For master’s students: Assign/Update Examining Committee at 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

Graduate Degree Plan

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 form [http://grad.umn.edu/students/forms/index.html] is used for master’s 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. The student’s adviser, Director of Graduate Studies, and Graduate School approve the Graduate Degree Plan form.

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

- **When to submit the Graduate Degree Plan**
  To remain in good standing, master’s students - Plan A, Plan B, and Plan C - are to file the GDP at end of the second semester, and doctoral students are to file the GDP form at the end of the third semester.

- **Departmental Procedure**
  Complete the GDP online [http://grad.umn.edu/students/forms/index.html], print it, obtain your adviser’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. You will receive an email after the Graduate School has processed the form. Additional information can be found at the Graduate School site: http://www.grad.umn.edu/students/faq/index.html
**Course Substitutions**

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

**Rationale:**

1. All students, especially those entering without a family background, need the unique disciplinary coursework to maintain the credibility of the FSoS degree.

2. The FSoS overall degree program design offers flexibility and choices.

3. Acceptance into the graduate program (Plan A, Plan B, & Ph.D.) 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 adviser 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.

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

**MASTER’S DEGREE PROGRAMS**

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

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

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

Information about the three plans of the master’s degree can be found at the Graduate School website: http://www.grad.umn.edu/students/

Master’s degree students are required by the Graduate School to complete at least 60 percent of the coursework for their official degree programs as registered University of Minnesota Graduate School students. With approval of the adviser, the DGS in the major (and DGS in the minor, if the courses are for a designated minor), and Graduate School, the transfer of up to 40 percent (8 credits for Plan A students, 10 credits for Plan B students, and 12 credits for Plan C students) of the degree program coursework from any combination of the following 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
**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 examination. The Plan A Master’s Graduate Degree Plan is recommended for students who intend to pursue a Ph.D. degree. Graduate-level courses (or their equivalents) on the *Master’s Plan A checklist* comprise the minimum requirements for the degree. This form is available online: http://www.cehd.umn.edu/fsos/current/forms.asp. Students are encouraged to select additional coursework that will fit with their professional goals.

**Final Steps for the Plan A**

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

2. One semester before your final oral examination:
   - Obtain the *Graduation Packet* in 160 Williamson, or request online: http://www.grad.umn.edu/students/masters/index.html
   - Submit the signed *Reviewers’ Report* form, found in the Grad Packet, to the Graduate School (160 Williamson) in order for you to obtain the *Examination Report* form, needed for your final oral.
   - Submit the *Graduate Application for Degree* form, also in the Grad Packet, to One Stop

3. No examination can occur without all committee members present and paperwork available to report the outcome of the examination. It is advisable to schedule (tentatively) with your committee at least one month prior to when you plan to have your oral. It is the student’s responsibility to schedule a date and two hour time-block for the final examination with his/her committee; plan ahead because faculty members are very busy with many students at the end of the semester. 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 – it is an option, not a requirement. This is a joint decision between the adviser and the student. If a presentation is desired, the time and place must be scheduled with Family Social Science support staff. The presentation will be announced in a manner that is consistent with all department presentation announcements. It is the student’s responsibility to provide information about date, time, place, title of thesis, and committee members to the Graduate Student Personnel Coordinator for the announcement.

4. 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 for more information: http://policy.umn.edu/prod/groups/president/@pub/@policy/@esl/documents/policy/masterscompletion_appa.pdf

5. Students must deposit the thesis [http://www.grad.umn.edu/prod/groups/grad/@pub/@grad/documents/asset/udc_deposit_agreement.pdf] by the last business day of the anticipated month of graduation and apply for graduation to have a degree conferred. Degrees are conferred monthly by the University of Minnesota. A student finishing a thesis is requested to share an electronic copy with his/her adviser.
Master’s Degree Plan B (without thesis) Requirements

The 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 Ph.D. degree.

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, and an oral examination. The supporting program might represent anthropological, psychological, sociological, economic, historical, or other approaches to the study of family; or education, policy, counseling, or other applications. The graduate-level courses (or their equivalents) on the Master’s Plan B checklist comprise the minimum requirements for the degree. This form is available online: http://www.cehd.umn.edu/fsos/current/forms.asp

Final Steps for the Plan B

1. Your Graduate Degree Plan must be approved by the Graduate School before you can obtain your Graduation Packet and defend.

2. One semester before your final oral examination:
   - Obtain the Graduation Packet in 160 Williamson, or request online: http://www.grad.umn.edu/students/masters/index.html
   - Submit the Graduate Application for Degree form, found in the Grad Packet, to One Stop.
   - Submit the Final Examination Report/Final Report form.

3. No examination can occur without all committee members present and paperwork available to report the outcome of the examination. It is advisable to schedule a two-hour time block with your committee at least a month prior to when you plan to have your oral. It is the student’s responsibility to schedule a date for the final examination with their committee. The examination is closed to everyone except the student and the student’s committee.

4. A student may elect to make a presentation of his/her master’s thesis work; it is an option, not a requirement. This is a joint decision between the adviser and the student.

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

5. 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) website for more information: http://policy.umn.edu/prod/groups/president/@pub/@policy/@esl/documents/policy/masterscompletion_appb.pdf

6. Students must apply for graduation (instructions in Grad Packet) 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.
Master’s Degree Plan C

Master’s Degree Plan C information provided by the University of Minnesota College of Education and Human Development for students in the Master of Education in Family Education program can be found at: http://www.cehd.umn.edu/current/graduate/advising/MEd/Handbook.pdf. Please note that this handbook includes information for students pursuing a teaching license and may not apply to all M.Ed. students in FSoS. Specific departmental information for students pursuing the M.Ed. (Masters Plan C) in Family Education is available online: http://www.cehd.umn.edu/fsos/programs/ParentEd/pfe-med.asp
Department information for the Parent Ed teaching license and the Parent Ed certificate is also available online: http://www.cehd.umn.edu/fsos/programs/ParentEd/default.asp

PH.D. DEGREE REQUIREMENTS

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

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

The Ph.D. program consists of major/core requirements, a specialization, supporting program (courses outside of the Department of Family Social Science), and dissertation credits. Students in the Couple and Family Therapy specialization will have clinical requirements consisting of practicum and an internship in addition to their coursework and other requirements.

Additional program requirements include:

- written preliminary examination (the Critical Review and Special Projects)
- oral preliminary examination
- final oral examination

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

Couple and Family Therapy Accredited Program

The Couple and Family Therapy (CFT) program involves coursework, practicum experiences, and a supervised internship. Accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), the program trains students to work with individuals, couples, and families, using a systemic and contextual approach. However, the mission goes beyond equipping students with Couple and Family Therapy skills. Combined with graduate study in theory, research, education, and related areas, graduates are able to be research-oriented clinicians, clinically oriented researchers, therapist educators, and clinical supervisors.
Students in the Couple and Family Therapy Program are responsible for selecting a clinical site and reporting monthly client contact and supervision hours throughout the program. Timely reporting of clinical hours is part of the student’s annual evaluation.

Students with a specialization in 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 online: http://www.cehd.umn.edu/fsos/current/forms.asp

Coursework

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

In addition

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

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

The faculty in Family Social Science value both quantitative and qualitative approaches to research. All Ph.D. students are required to take at least 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.

Research Practicum with Faculty Members

All doctoral students are expected to develop competencies in planning, analyzing, conducting, and reporting research by participating in one or more research projects throughout their program of graduate study. Students are encouraged to work with several faculty members during the duration of their graduate study and can receive research credits by enrolling in FSoS 8193 Directed Study or FSoS 8794 Directed Research. Consent of the specific faculty member involved is required.

Supporting Program

The supporting program is comprised of courses taken outside Family Social Science. Coursework for the supporting program consists of either the EdPsy 8251/8252 or EdPsy 8261/8262 stats sequence plus three additional credits of advanced statistics or methods.
PH.D. WRITTEN AND ORAL EXAMINATION

Preliminary Written 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. 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 that 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. Students will write the Critical Review Paper following the timeline outlined below. The purpose of the paper is for the student to provide evidence of the breadth and depth of his/her knowledge and understanding in a particular content area of family social science/studies that is of special interest. It is a measure of the student’s ability to critically analyze existing literature focusing on theoretical concepts, research methodology, and application of the findings on a specific topic.

Students will choose the content area and complete an extensive review of the body of literature. The review will include theory, research, and practice for a decade of time or longer. Students will report in a succinct fashion the results and conclusions of these studies, articles, and books. The paper should critique the theoretical and methodological approaches, including the implicit values and assumptions, missing questions and answers, and the applications of these theories and methods in education, policy, and/or intervention. Based on the reported results and critique, students will outline the implications for research, education, policy, therapy and/or other applications in a manner that demonstrates breadth, depth, creativity, and intelligence. The paper may be background for dissertation research.

Timing of the Critical Review Paper

Step 1: Paper must be started in the second semester of a student’s Ph.D. program.

Doctoral students who enter the program with a master’s degree will consult first with their adviser and then with the additional members of their three-person Family Social Science committee prior to the end of the second semester. Students in the MA/Ph.D. track will consult with their adviser and then with the additional members of their three-person Family Social Science committee prior to the end of the second semester of their doctoral program. The topic for the paper will be agreed upon through this consultative process; the critical review application will be signed by all committee members and submitted to the Graduate Student Personnel Coordinator. The Application for Critical Review Paper is available online [http://www.cehd.umn.edu/fsos/current/forms.asp] and should be filed before the end of a student’s second semester in the Ph.D. program.

Step 2: Paper must be completed in the third semester of a student’s Ph.D. program.

The Critical Review Paper is due no later than the last day of examinations in the third semester of a student’s Ph.D. program. If entering with a master’s degree, this is the student’s first semester of the second academic year. For MA/Ph.D. students, this is the student’s third semester as a doctoral student, which is also the third semester after their change of status paperwork has been submitted.
Maintaining good standing in the program: Students who complete these two steps on time will be making satisfactory progress in the program and will remain in good standing for funding considerations. Students who do not complete these two steps will move to lower priority for receiving departmental funding through teaching and research assistantships, grants, and fellowships.

Rules for Completing the Critical Review Paper

1. Prior to a student beginning the Critical Review Paper, s/he will meet and consult with the three-person committee about the topic, scope, delimitations, and potential references to use in writing the critical review. If the committee desires, it is acceptable to make modifications to the scope of the review or references to be used. This consultation is an optional, but recommended step.

2. The student may give one member of the committee (usually the adviser) a draft of the critical review prior to submitting it to the full committee for evaluation. In order to receive the most benefit from this review, the student’s “draft” should be well developed and, in the student’s opinion, ready for evaluation. Feedback on the draft is not an approval or disapproval of the project. This feedback request is not required (but strongly recommended) 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

1. 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.

2. The three-person committee will meet to discuss the evaluation and arrive at a shared understanding of the strengths and limitations, and whether the critical review paper is satisfactory.

3. Critical Review Papers will be evaluated using the following recommendations: Pass; Revise and Resubmit (applicable for first submission only); or Fail. A decision that the paper has passed must have the agreement of at least two of the three inside department committee members. Students who receive a Revise and Resubmit will be allowed to revise and resubmit once. Students who Fail the critical review will also be allowed to resubmit the paper once. In both cases, the revised paper is due no later than six weeks from the return of the critical review to the student unless an extension is approved by the committee (in the case that additional time is needed for the completion of additional coursework or other extenuating circumstances). Faculty committees may suggest coursework 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.
Special Project

The Special Project gives doctoral students experience with writing for journal publication in the family field, receiving constructive editorial feedback, and working with that feedback to demonstrate an acceptable written product. The Special Project 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 should be empirical (defined broadly) in nature. The final version of the paper, in the judgment of two of the three graduate faculty reviewers, should be publishable in a scholarly journal. However, actual publication is not a program requirement.

The Special Project provides evidence of the student’s research knowledge and experience prior to designing the dissertation research project. The faculty evaluating the Special Project will be able to see the student’s ability to focus the paper appropriately, with conceptual accuracy and sophistication, methodological accuracy and sophistication, organizational coherence, precision and clarity of writing, and technical accuracy. The Special Project needs to demonstrate a thought stream of explicit, logical linkage across theory, research, and application sections.

Timing of the Special Project Proposal

1. The proposal for the Special Project is due to the FSOS Examination and Evaluation (E&E) committee by the end of the semester following the student’s successful passing of the Critical Review Paper and must be approved in advance. The proposal is to be submitted to the E&E committee for pre-screening in order to check for scope and relevance. The Application for Special Project is available online: http://www.cehd.umn.edu/fsos/current/forms.asp. In addition, students are required to select an appropriate scholarly outlet (e.g., refereed journal, edited volume) for their papers and submit a copy of the Instructions to Authors page and two sample articles from previous years’ issues of that journal or volume to the Graduate Student Personnel Coordinator, who will forward to the E&E committee. 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. Proposals for the Special Project will be reviewed promptly by the E&E Committee, typically within one week of submission (during the academic year).

2. Once submitted and approved by the E&E Committee, students have until the end of their fifth semester in the Ph.D. program to complete the Special Project and submit it for review.

Special Project Evaluation

- The criteria established for evaluation of the Special Project include the following: addresses important issues of family science; presents an appropriate and conceptually precise theoretical grounding; demonstrates methodological soundness; offers thoughtful discussion of results; and demonstrates quality in written presentation. The paper should be of high quality and scholarly in tone, using a standard format that is followed by major journals (e.g., the Publication Manual of the American Psychological Association). The Special Project may be an aspect of the content area chosen for the Critical Review Paper, but does not have to be. It must be clearly focused in a way that is appropriate for publication.
• If a student’s master’s thesis is chosen as a basis for the Special Project, 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 Project must be one.

• The Special Project 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 gate-keepers does not guarantee acceptance by the FSoS 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.

• The review will be based on outlined criteria established by the graduate faculty. The E&E Committee chair will appoint reading committees, taking into account the subject matter, theoretical, and methodological expertise of faculty and distribution of workload, recognizing that, in some cases, no graduate faculty member will have primary expertise in the specific topic, but all graduate faculty will have expertise in family. One of the three faculty readers is selected by the student. 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 that the student used). Student’s adviser may be an evaluator if no conflict of interest is present.

• A student who turns in his/her Special Project by October 15 for fall semester and March 15 for spring semester will be guaranteed a review by faculty and still have time to make minor revisions prior to the beginning of the next semester.

• Special Projects will be evaluated using the following recommendations: Accept; Accept, conditional on minor revisions; Revise and Resubmit; or Reject. The decision does not require that readers meet; rather each reader submits an individual evaluation to the Graduate Student Personnel Coordinator.

• After successful completion of the Special Project, the Graduate Student Personnel Coordinator will complete the Preliminary Written Examination Report form for the Graduate School to indicate successful completion of the Preliminary Written Examination. Students who have successfully completed and had their Special Project accepted should schedule their Preliminary Oral Examination for the following semester.

Outcomes include the following:

• Accept: If the readers agree that the Special Project is acceptable as written, readers will check “Accept.” This evaluation means the paper has “passed” and no further revision is necessary. To be considered an “Accept,” the paper must be judged satisfactory by two of the three faculty readers.

• Accept, conditional on minor Revisions: If the readers agree that the Special Project is generally acceptable with minor revisions, 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 completed. Students should complete these minor revisions within six weeks of the return of the evaluated paper. Readers who request minor revisions need to sign-off, indicating their approval of the revised paper.
• **Revise and Resubmit:** If the readers determine 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 completed. Revisions are due within three months of the receipt of the manuscript. Only readers who request changes will be required to review the paper again. A student will be allowed to revise and resubmit a Special Project up to three times. If a student does not make progress on revisions within one year (having no special circumstances), the student will be withdrawn from the program and will be required to re-enroll in the doctoral program.

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. It is highly recommended that students meet with reviewers to clarify individual reviewers’ comments. It is the student’s responsibility to initiate and schedule these meetings. If a student has questions about how to deal with the set of reviewers’ comments, then students should consult the Chair of the E&E Committee.

If the Special Project does not receive a pass after the original submission and three revisions, this portion of the Written Qualifying Exam has been failed and the student cannot proceed in the Ph.D. program.

• **Reject:** If the three readers of the Special Project unanimously judge it to be unacceptable, the outcome is “Reject.” The student will not be allowed to continue in the Ph.D. program.

To remain in good standing, Ph.D. students need to submit their Special Project by the end of their fifth semester in the program and pass it by the end of their sixth semester. Students who do not complete one of these milestones will move to lower priority for receiving departmental funding through teaching and research assistantships, grants, and fellowships.

**Preliminary Oral Examination**

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

• 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 Williamson Hall at least one week in advance. Additional information can be found in the Graduate School catalog: [http://www.catalogs.umn.edu/grad/general.html](http://www.catalogs.umn.edu/grad/general.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 committee (three FSoS faculty and one faculty member from outside the department), which has been approved by the Graduate School. The Preliminary Oral Examination Committee form is found on the Graduate School website: [http://www.grad.umn.edu/students/forms/doctoral/index.html](http://www.grad.umn.edu/students/forms/doctoral/index.html)

• 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 to assess research readiness for focused inquiry, consistent with the policy of the Graduate School: http://www.catalogs.umn.edu/grad/general.html

- After a student has successfully passed his/her Preliminary Oral Examination, the student will be prepared to start work on the dissertation proposal.

- After passing the prelim oral, the Preliminary Oral Report form is 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**

After completion of the Preliminary Oral Examination, the student is to prepare a research proposal for the dissertation proposal meeting. Prior to the meeting, a student launches an online request to Assign/Update Final Oral Examining Committee (http://grad.umn.edu/students/forms/index.html) so that all members of the student’s final oral committee are present at the meeting.

The purpose of the Dissertation Proposal Meeting is to examine the feasibility of the study design and the supporting theoretical ideas and to revise them as needed. The student will present a detailed overview of the study. The meeting concludes with the agreement of all four committee members that the proposal is acceptable or unacceptable for initiation. The 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. The committee needs to reconvene in order for all persons to receive the same information simultaneously and to make a decision. At the end of the proposal meeting, everyone should be in agreement about the depth and content of the dissertation. Once the proposal is approved, Human Subjects (IRB) approval will be required prior to initiation of data collection and/or use of secondary data.

**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 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 Dissertation Proposal 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
  - 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 Dissertation Proposal meeting so that the student can prepare them in advance of the Final Oral Examination; however, the committee may also request supplemental appendices be added after the Final Oral Examination.

Ready to Defend Dissertation

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

To allow faculty to allocate sufficient time to read the dissertation and decide whether it is ready for defense, students must notify their adviser and other members of the final oral examination committee at least six weeks in advance of the date of their proposed final oral. This allows readers time to read the dissertation and students time to make any changes prior to defense.

Scheduling the Final Oral Examination

- Request a Graduation Packet: http://www.grad.umn.edu/students/doctoral/
  The packet will include the Graduate Application for Degree form and Reviewers’ Report form. You can request it in person or online up to one semester before your doctoral final exam.

- 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: http://grad.umn.edu/students/forms/doctoral/index.html. The process of scheduling the final oral triggers the Final Oral Examination Report form to be sent to the chair of the examining committee.

- 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.

- The Reviewer’s Report form must be submitted to the Graduate School, 160 Williamson Hall, at least one week before the final defense. 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.
• Students should reserve a room for their exam (McNeal Hall 278, 375, or 398). To reserve McNeal Hall 274, contact the Department of Design, Housing, and Apparel at 612-624-1240.

• Students are to provide the Graduate Student Personnel Coordinator and Content Strategist with the date, time, place, title of the dissertation, and the names of the Chair and committee members for the official announcement of the 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 (available in the Grad Packet) 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 about steps to completion can be found online: http://www.grad.umn.edu/students/doctoral/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 his/her four person examining (final oral) committee; the meeting is closed to all others.

**Finishing Degree**

If the student has clearly passed or clearly failed the examination and all members have signed the **Final Examination Report** form, the report form must be returned to 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 submitting the doctoral dissertation can be found online: 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 Ph.D. Degree Completion Checklist: http://www.grad.umn.edu/prod/groups/grad/@pub/@grad/documents/asset/otr204_degreecompletion_Ph.D.-ed.pdf
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

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

EVALUATION OF STUDENTS

Master’s Plan A and B and Ph.D.

Students provide their committee with three documents as part of the annual evaluation process. Following the review, students receive written feedback from their adviser.

1. Progress Review Graduate Student Report Sheet:  
http://www.cehd.umn.edu/fsos/current/forms.asp

2. The FSos checklist appropriate for the student’s degree program, available online:  
http://www.cehd.umn.edu/fsos/current/forms.asp

3. A resume/vita OR a document with the following information:
   - Honors and Awards
   - Paper/Poster Presentations at Professional Conferences
   - Exhibitions
   - Publications
   - Community Engagement
   - U of M Appointments
   - Other invited Presentations
   - Experience Abroad
First Year Graduate Students: First year students are evaluated by the full 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 adviser with the evaluation documents.

Subsequent Progress Reviews: Following the first year review, all graduate students are evaluated annually by their inside committee. The purpose of the evaluation is to review students’ progress in the program and to assess strengths, challenges, and concerns.

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

Masters Plan C (M.Ed.), parent education teacher license and parent education certificate students are required to submit materials annually for review. Reviews of first year and subsequent year students are conducted by the student’s adviser. Materials must be submitted no later than May 1. Following the review students not making good progress (GPA <2.8) will be contacted by their advisers for follow-up meetings. However, active students or advisers may request a meeting to review goals and progress. Complete information about the review process and instructions for how to complete and upload materials for review are located in the Parent and Family Education graduate student program handbook.

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 offers structured, supervised teaching opportunities 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. To be eligible a student must complete the Preparing Future Faculty Program (PFF).

The PFF is offered by The Graduate School, providing a teaching and learning forum in which participants engage with a multidisciplinary, cross-cultural mix of doctoral candidates and postdoctoral fellows. Participants discuss learning theory and strategies, develop teaching skills, create classroom and job search materials, and work with faculty from a range of institutional types. To receive a letter of recognition and certificate of program participation, students complete two core courses: GRAD 8101 and GRAD 8200 Practicum for Future Faculty. Students may also register for topics courses offered under the GRAD 8200 designation. For more information: http://www1.umn.edu/ohr/teachlearn/graduate/pff/

Graduate students who have completed the teaching internship sequence may teach selected undergraduate courses, subject to student demand and scheduling priorities. Most of these courses are graduate student designed special topic courses for advanced undergraduates during the summer school term. There will be an announcement with a call for proposals. Students must have completed the PFF sequence to be eligible.
INTERNATIONAL STUDENTS

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 as follows:

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

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

Information about the TOEFL, MELAB, IELTS – English language assessment tests is available online: http://www.policy.umn.edu/Policies/hr/Performance/Language.html

FINANCIAL SUPPORT

Financing Graduate Education

Teaching assistantships, research assistantships, fellowships, and loans provide the most common forms of support for graduate students. Information about financing graduate education is available at http://www.grad.umn.edu/admissions/funding/index.html. Students may find campus-wide assistantships through the Graduate Assistantship Employment Office: http://www1.umn.edu/ohr/gae/

Research and Teaching Assistantships

1. Work hours and expectations

- Responsibilities: Research and teaching assistantships provide important financial benefits and work experiences for graduate students, but they also involve a commitment of time and energy. Assistantships are an employment contract. Work varies with each research project or class. As with any job, there are responsibilities to the faculty member who is your employer and there are work deadlines that must be met. Sometimes the demands of the job take priority over other activities. Students who decide to accept an assistantship are also deciding to make a commitment to the particular job for which they have been hired. The student is responsible for providing the supervisor with a copy of his/ her schedule, including class times
as well as work times. The employment contract begins before classes start and ends after examinations are completed. 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.

- **Hours:** A 50% research or teaching assistantship requires 20 hours of work per week for the semester. A 25% assistant works 10 hours per week for the semester. The student receives a stipend. Assistantships are available to students in good standing and making excellent progress in the program.

2. **Tuition**

- A student holding a graduate assistant appointment of at least 25% (10 hours per week) for the entire semester will receive a tuition remission (based on resident tuition rates, regardless of residency) equal to twice the percentage of your appointment in the term of the appointment only. If you hold an appointment of 50 percent or more for an entire term, you will receive a 100 percent tuition remission. The tuition benefit the student receives is charged to the department and/or grant funding.

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

3. **Registration**

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

4. **Health Insurance**

- **Medical and dental insurance:** The Graduate Assistant Health Plan [http://www.shb.umn.edu/twincities/graduate-assistants/index.htm] through the Office of Student Health Benefits provides medical and dental coverage to eligible Graduate Assistants working 195 hours during the official semester payroll dates. For example, the University pays 47.5 percent for a student with a 25 percent appointment and 95 percent is paid for a student with a 50 percent appointment. For more information on graduate assistant employment benefits refer to Employment Benefits at http://www1.umn.edu/ohr/gae/benefits/index.html

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

**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/
**Departmental Fellowship Funds**

Several fellowships are available through the department on a competitive basis. These fellowships are announced each spring depending upon availability; not all fellowships are offered every year. A faculty committee selects award recipients.

Information about FSoS fellowship opportunities is available online: http://www.cehd.umn.edu/fsos/current/funding.asp

**Outside Employment**

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

**Graduate Student Travel Fund**

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

The Ruth E. Hall application can be found online: 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 four 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 in the number of times they may apply for these funds.

2. **GradSEHD**: Students may apply for a travel grant from GradSEHD. Applicants are eligible for one travel grant per year. Applications must be received in the GradSEHD office approximately two months prior to travel dates. See the application instructions online: http://www.tc.umn.edu/~gradsehd/index_files/Page517.htm

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

4. **COGS Travel Fund**: The Council of Graduate Students (COGS) gives awards to master’s and doctoral students for travel to conferences and educational programs: http://www.cogs.umn.edu/awards.html
ADDITIONAL GRADUATE PROGRAM PRACTICES AND 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), the official student college council representing graduate students on the Twin Cities campus. See 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.

Registration

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

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

Leave of Absence and Reinstatement from a Leave

If a student has a family or medical emergency/situation which does not permit him/her to work toward completion, a student may apply for a LOA; limit is four semesters. A LOA needs adviser, DGS, and college approval. Leave of Absence policy and forms: 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). Ph.D. 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.
Basic Computer Competencies

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

These skills may be attained in many ways. The research and statistical skills are taught formally in 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.

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.

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

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