



# Department of Family Social Science

# **GRADUATE PROGRAM HANDBOOK**

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 ([http://www.grad.umn.edu/current\\_students/](http://www.grad.umn.edu/current_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 Director of Marriage and Family Therapy, the Graduate Student Support Services Assistant, and fellow students. Again, welcome to the graduate program in Family Social Science!

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# MISSION AND GOALS

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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 consider 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

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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 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 to a multifaceted understanding of intergenerational families. International students in the program hail from Barbados, Brazil, Chile, China, Israel, Japan, Korea, Malaysia, Mexico, Russia, Singapore, Taiwan, Turkey, and Vietnam. Our alumni have come from: Canada, Germany, Hong Kong, India, South Africa, Swaziland, and Serbia.

The program is designed to have extensive student-faculty. 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 accredited Marriage and Family Therapy program is available only to doctoral students with a clinical master's degree (e.g., marriage and family therapy, social work, psychology, counseling, psychiatric nursing).

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.

## **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 4 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 Degree Program after completing 10 credits, but no later than 1 semester (term) before they intend to complete their degrees (including final exams). For most students, this is during the second semester in the program.

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 Degree Program 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/current\\_students/masters/index.html](http://www.grad.umn.edu/current_students/masters/index.html).

## ***Master's Degree Plan A (with thesis) Requirements***

The Plan A Master's Degree consists of a minimum 20 credits of coursework, at least 6 credits of which 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 Degree Program 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 Graduate Forms page, <http://www.cehd.umn.edu/fsos/Graduate/forms.asp>.

**TABLE 1: DEGREE PROGRAM - M.A. PLAN A**

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

<b>Thesis (10 Credits)</b>		
FSOS 8777	Thesis Credits: Master's	10
<b>Oral examination over the content and methods of the project</b>		

## *Final Stages for the Plan A*

Your Degree Program 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 316 Johnston, or request online at [http://www.grad.umn.edu/current\\_students/forms/grad\\_packet/masters/confirm.html](http://www.grad.umn.edu/current_students/forms/grad_packet/masters/confirm.html). The Graduation Packet will contain the Reviewers Report form which must be signed and submitted to the Graduate School (316 Johnston) 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 the Office of the Registrar 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 (tentative) 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 their committee. A block of 2 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 announced 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 Support Services Assistant for the announcement.

## *Finishing Degree*

After the examination, submit the Examination Report form, signed by your committee to the Graduate School (316 Johnston). 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/current\\_students/masters/plana.html](http://www.grad.umn.edu/current_students/masters/plana.html)

Students must deposit the thesis and apply for graduation to have a degree conferred. Degrees are conferred monthly by the University of Minnesota. Students finishing a thesis are requested to share a copy with the department for the FSOS Dissertation-Thesis-Project Library. The copy is given to the Graduate Student Support Services Assistant. It is customary for students to share a copy of their thesis with their 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 thus 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 doctoral program in the same way that students from outside the department would apply; PhD applications would be considered once per year for entrance the following fall.

The Plan B Master's Degree consists of a minimum of 26 credits of coursework, at least 6 of which are outside the Department of Family Social Science in a supporting program and a project for at least 4 credits that is presented in written format prior to an oral examination. Supporting programs might represent anthropological, psychological, sociological, economic, historical, or other approaches 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 graduate-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/Graduate/forms.asp>.

**TABLE 2: DEGREE PROGRAM - M.A. PLAN B**

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



## ***Final Stages for the Plan B***

Your Degree Program 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 316 Johnston, or request online at [http://www.grad.umn.edu/current\\_students/forms/grad\\_packet/masters/confirm.html](http://www.grad.umn.edu/current_students/forms/grad_packet/masters/confirm.html). The Graduation Packet will contain the Reviewers Report form which must be signed and submitted to the Graduate School (316 Johnston) 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 the Office of the Registrar 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 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 2 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 their 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 Support Services Assistant for the announcement.

## ***Finishing Degree***

After the examination, submit the Examination Report form, signed by your committee to the Graduate School (316 Johnston). The signed Examination 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/current\\_students/masters/planb.html](http://www.grad.umn.edu/current_students/masters/planb.html)

Students must apply for graduation to have a degree conferred. Degrees are conferred monthly by the University of Minnesota. Students finishing a project are requested to share a copy with the department for the FSOS Dissertation-Thesis-Project Library. The copy is given to the Graduate Student Support Services Assistant. It is customary for students to share a copy with their adviser.

# **PHD DEGREE REQUIREMENTS**

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The degree of Doctor of Philosophy is conferred in recognition of the breadth and depth of scholarly knowledge and of 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 com-

mitted 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 Marriage 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 Degree Program form. Students admitted to the Marriage and Family Therapy program will need the approval of the Director of the Marriage and Family Therapy Program 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: <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 Marriage 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 Marriage and Family Therapy (MFT) are trained to become world-class therapists, trainers of therapists, therapy researchers, supervisors, program developers and administrators. MFT students are prepared to meet clinical standards and to take licensing examinations at the end of their clinical MFT courses, practicum, and internship.

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 - FAMILY SCIENCE SPECIALIZATION****Stage I - Master's Degree or Program Equivalent**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
<b>Major/Core Requirements (10 Credits)</b>		
FSOS 8001	Conceptual Frameworks in the Family	3
FSOS 5014	Quantitative Family Research Methods I	3
FSOS 8013	Qualitative Family Research Methods	3
FSOS 8200	Orientation Seminar for Family Social Science	1
<b>Emphasis or Area of Concentration (4 Credits)</b>		
<i>Additional FSOS coursework in the student's chosen field of concentration</i>		
FSOS 5015	Family Research Laboratory	1
FSOS XXXX	FSOS coursework in the field of concentration (One 3-credit course)	3
<b>Supporting Program (6 Credits)</b>		
<i>Sequence of Data Analysis or Statistical Methods.</i>		
EPSY 8251	Methods in Data Analysis for Educational Research I	3
EPSY 8252	Methods in Data Analysis for Educational Research II	3
EPSY 8261	Statistical Methods I: Probability and Inference	3
EPSY 8262	Statistical Methods II: Regression and the General Linear Model	3
<b>Thesis (10 Credits)</b>		
FSOS 8777	Thesis Credits: Master's	10
<b>If thesis is not research based, the special paper must be a research study</b>		

**Stage II**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
<b>Core Requirements (12 Credits)</b>		
FSOS 8003	Current Issues in Family Science	3
FSOS 8014	Quantitative Family Research Methods II	3
<i>Choose one course of Advanced Quantitative Research Methods, Multivariate Statistics, or Advanced Qualitative Methods. Selection determined with advising committee for degree plan.</i>		3
FSOS 8047	Integrative Research Seminar <i>(register after critical review has been completed)</i>	3
<b>Family Science Specialization (24 Credits)</b>		
<i>Additional FSOS coursework in the student's chosen field of concentration. Select eight of these courses.</i>		
FSOS 5032	Family Systems Theories and Interventions	3
FSOS 8005	Multicultural Issues in Family Science	3
FSOS 8007	Ethical Issues and Moral Dilemmas in Family Life	3
FSOS 8033	Problems in Families	3
FSOS 8035	Assessment of Couples and Families	3
FSOS 8104	Family Policy	3
FSOS 8105	Family Gerontology	3
FSOS 8106	Families from an Economic Perspective	3
FSOS 8550	Advanced Topics in Family Social Science: _____	3
FSOS 8550	Advanced Topics in Family Social Science: _____	3

### **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.*

FSOS 8888	Dissertation Credits	24
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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 Degree Program for the masters program. Stage II, are 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/Graduate/forms.asp>.

Students coming from another family science program easily waive these courses. Students entering from a degree other than family science usually need to take some of these courses as background 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, their first semester in the program.

## ***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.

## ***Marriage and Family Therapy Accredited Program***

The Marriage and Family Therapy (MFT) 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 marriage 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 Marriage and Family Therapy Program are responsible for selecting a site and reporting monthly client contact and supervision hours. The Policies and Procedures 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 Marriage and Family Therapy Accreditation Program is only available to students who have a qualifying clinical master's program. The degree consists of core course requirements in individual and family studies, research courses, classroom clinical courses, clinical contact courses, and electives. The University of Minnesota requires a 12 credit supporting program outside of Family Social Science (MFT 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 waiver proposal must be presented to Director of Marriage and Family Therapy Program for approval.

The Stage I is the master's degree for students in Family Social Science MA (Plan A-thesis). Students coming from other programs may petition to waive some of these courses, if they have completed an equivalent course. The FSoS 8200 is required of all students the semester they enter any Family Social Science Program.

**TABLE 4: DOCTORAL DEGREE - MARRIAGE AND FAMILY THERAPY SPECIALIZATION**

Course	Title	Credits
<b>Family Social Science Core (1 Credit)</b>		
FSOS 8200	Orientation Seminar for Family Social Science	1
<b>Marriage and Family Therapy Accreditation Requirements Individual and Family Studies Core Requirements (24 Credits)</b>		
FSOS 8001	Conceptual Frameworks in the Family	3
FSOS 8003	Current Issues in Family Science	3
FSOS 8005	Multicultural Issues in Family Science	3
FSOS 8007	Ethical Issues and Moral Dilemmas in Family Life	3
<i>Two of the following four family science courses</i>		
FSOS 8104	Family Policy	3
FSOS 8105	Family Gerontology	3
FSOS 8106	Families from an Economic Perspective	3
FSOS 8550	Advanced Topics in Family Social Science	3
<i>The next two courses can be applied to a supporting program</i>		
CPSY 8606	Advanced Developmental Psychopathology	
CPSY 8302	Developmental Psychology: Social and Emotional Processes	
<b>Core Research Courses (21 Credits)</b>		
FSOS 8013	Qualitative Family Research Methods	3
FSOS 8014	Quantitative Family Research Methods II	3
FSOS 8036	Couple and Family Therapy Research	3
FSOS 8047	Integrative Research Seminar <i>(Register after the critical review has been completed)</i>	3

<i>Three research core courses can count in supporting program credits (one 6-credit sequence and an additional course as listed below).</i>		
EPSY 8251	Methods in Data Analysis for Educational Research I	3
EPSY 8252	Methods in Data Analysis for Educational Research II	3
EPSY 8261	Statistical Methods I: Probability and Inference	3
EPSY 8262	Statistical Methods II: Regression and the General Linear Model	3
One course of Advanced Quantitative Research Methods, Multivariate Statistics or Advanced Qualitative Methods Course. Selection determined with advising committee for degree plan.		
<b>Classroom Clinical Courses (33 Credits)</b>		
FSOS 5032	Family Systems Theories and Interventions	3
FSOS 8031	Family of Origin	3
FSOS 8033	Problems in Families	3
FSOS 8034	Marriage and Family Supervision	3
FSOS 8035	Assessment of Couples and Families	3
FSOS 8037	Ethics, Legal, and Professional Issues	3
FSOS 8039	Clinical Interventions for Couples	3
FSOS 8275	Clinical Consultation with Couples and Families	3
FSOS 8560	Advanced Clinical MFT Topic: _____	3
FSOS 8560	Advanced Clinical MFT Topic: _____	3
<i>Classroom Clinical Course that can count as supporting program course</i>		
SW 8051	Psychopathology and Social Work Practice	3
<b>Clinical Contact Courses</b>		
FSOS 8295	Family Therapy Practicum <i>(Must register every semester until enrolled in internship course)</i>	
FSOS 8296	Family Therapy Internship	Variable
<b>Supporting Program (12 Credits)</b>		
<i>A coherent supporting program with courses outside of Family Social Science, a minor in another department, or free-standing interdisciplinary minor. MFT Courses are noted that may be used for the supporting program</i>		
<b>Dissertation (24 Credits)</b>		
<i>Can only be taken after preliminary written examination and preliminary oral examination are passed. See guide to program for details of examinations.</i>		
FSOS 8888	Dissertation Credits	24

Students with a specialization in Marriage and Family Therapy who have taken equivalent coursework in a clinical master's degree program, may petition the Director of the Marriage and Family Program to waive course requirements. Forms for MFT students and the Graduate Program Petition form can be found at the FSoS Graduate Forms web page: <http://www.cehd.umn.edu/fsos/Graduate/forms.asp>. Family Social Science Core and Core Research Courses require the signature of both the adviser and the Director of Graduate Studies. A student, who has not completed the basic research required in the master's program, will work closely with their intake adviser to determine the competency needed. Note that Research Methods I (FSOS 5014 & FSOS 5015) are required for the advanced course (FSOS 8014).

## ***Supporting Program (12 credits)***

The supporting program is comprised of courses taken outside of Family Social Science. Course-work 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 MFT 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**

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Core courses are offered every year. Family Science and Marriage 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.

Consult the FSoS Schedule of Course Offerings available online at: <http://www.cehd.umn.edu/fsos/assets/pdf/Graduate/ScheduleofCourseOfferings.pdf>.

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 syllabus 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 - Marriage 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 Marriage 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 Marriage 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

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## *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/prospective\\_students/Financing/index.html](http://www.grad.umn.edu/prospective_students/Financing/index.html).

If you are a graduate assistant with an appointment of at least 25 percent (10 hours per week), 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 (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 semester hours, 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*

University-subsidized health insurance is available to graduate assistants holding appointments of 25 percent or more. 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/](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 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 their supervisor with a copy of their schedule including class times as well as work times. Students who receive research and teaching assistantships are evaluated by the faculty with whom they work. Students also have an opportunity to evaluate the assistantship experience.

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 cred-

its. 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 who are paid by the department and 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 6 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/>.

## ***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/Graduate/fellowshipOpp.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 application for professional development funds can be found on the Graduate Forms page, <http://www.cehd.umn.edu/fsos/Graduate/forms.asp>. Attach documentation (e.g., letter of invitation, program with name listed) and apply for funds no later than two weeks prior to travel.

After students graduate, they will be encouraged to contribute to the travel fund for future students' support – a fund built on reciprocity. Students are not limited by the number of times they may apply for these funds.

# GRADUATE PROGRAM POLICIES

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## *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/> 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/current\\_students/registration/active\\_status.html](http://www.grad.umn.edu/current_students/registration/active_status.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 they decide to request a leave of absence, the student will need to fill out a form and get their adviser's and Director of Graduate Studies' signature and have the form filed in the college office. To learn more about this policy, please visit: <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 (FSoS faculty voted 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.iss.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.grad.umn.edu/prospective\\_students/Application\\_Information/TOEFL.html](http://www.grad.umn.edu/prospective_students/Application_Information/TOEFL.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](mailto:eoaa@umn.edu). Website at, [www.eoaa.umn.edu](http://www.eoaa.umn.edu).

# ACADEMIC ADVISING AND EVALUATION

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## *Academic Advising*

One of the great strengths of our program is that students work closely with faculty mentors and advisors. 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 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 come up during a student's time here -- 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 are also available to help you 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 their 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 your first year in the program.

Your first year in the program is a time to get to know faculty members. During Orientation to Family Social Science (FSOS 8200), 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 they have an interest in having them as a member of their 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/Graduate/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.

It is recognized that students' topics may change, faculty may become unavailable, or more appropriate faculty may be available, 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, knowing the student, 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 their 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://www.grad.umn.edu/faculty\\_rosters/faculty.html](http://www.grad.umn.edu/faculty_rosters/faculty.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 review meeting until the student has completed the Preliminary Oral Examination (and is a doctoral candidate).

The three departmental committee members and one "outside" member will constitute the student's official doctoral committee, which is recommended to the Graduate School when the student's program of study is filed with the Graduate School. 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.

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://www.grad.umn.edu/faculty\\_rosters/faculty.html](http://www.grad.umn.edu/faculty_rosters/faculty.html).

## ***Evaluation of Students***

All graduate students are evaluated annually. First-year students are evaluated by the graduate faculty toward the end of spring semester of their first year. The purpose of the evaluation is to review students' progress in the program and to assess strengths and weaknesses.

After the first year, the student's committee of graduate faculty members reviews progress annually. Students receive written reports of these evaluations from their advisers. Students provide the graduate faculty a written self-assessment of progress as part of the evaluation process.

## ***Preparing for the Evaluation of First Year Graduate Students***

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 should 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**

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### ***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 recommends that all graduate students become familiar with the following computer uses early in their programs. These basic skills will be important to master for use in your writing, class assignments, and research projects. Most students will need computer skills that exceed those listed here.

### **WORD PROCESSING**

- creating, editing, printing, saving, spell checking a document
- basic document formatting i.e., margins, spacing, bold, underlining, entering, etc.
- text manipulation i.e., moving, copying, indenting, etc.

### **INFORMATION RETRIEVAL**

- University of Minnesota Library System
- access and use indexes available on the university library website
- Internet access information via the Web of Science and Google Scholar

### **COMMUNICATION**

- send and receive e-mail and files (attachments)
- access bulletin boards, listservs, and newsgroups

### **KNOWLEDGE OF STATISTICAL PACKAGE (SPSS AND/OR OTHER SOFTWARE)**

- creation of file definition programs, format for reading data
- issues and techniques for data cleaning
- data transformations (recodes, computes)
- generation and printing of statistical output



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.

## **DEGREE PROGRAM FORM**

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### ***What is the Degree Program form?***

The official Degree Program is your plan of study for your degree. It is considered to be a contract between the student, graduate program, and the Graduate School. The Degree Program ([http://www.grad.umn.edu/current\\_students/forms/g89a.pdf](http://www.grad.umn.edu/current_students/forms/g89a.pdf)) form is used for masters, certificate, and doctoral students. On the Degree Program form 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 Degree Program is also considered official notification of your committee. Filing the Degree Program form acknowledges the work of the faculty member advising you. Master's students will also list the names of the individuals who will be serving on their final examining committee. Doctoral students will list the name of individuals who will be serving on their preliminary oral examining committee. For most students, selecting the person who will serve as the outside member of their committee is the most difficult. Begin with your adviser who can assist you with planning your degree program and with identifying potential outside committee members.

### ***When should I submit the Degree Program form?***

The Graduate School recommends that master's and certificate students submit the Degree Program after completing 10 credits, but no later than 1 semester (term) before they intend to complete their degrees (including final exams). Doctoral students are recommended to submit the Degree Program after completing 10 credits, but no later than 1 semester (term) before they plan to take the Preliminary Oral Exam.

Family Social Science recommends master's students completing a plan B file the Graduate School Degree Program form at the end of their second semester in the program. Masters students completing a Plan A are encouraged to file the degree program form at end of the second semester, but not later than their third semester in the program.

Doctoral students are expected to file the Graduate School Degree Program form at the end of the third semester. In addition to the three faculty members selected from within Family Social Science, an outside member who is on the graduate faculty must be selected. Students are encouraged to work with the three-person 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. For a supporting program, any member of the graduate faculty can serve. The outside person is part of the examining committee for the preliminary oral examination, the dissertation, and the final oral examination. Some minors may have additional requirements. Your adviser and chair of your oral exam must be two different people.

## ***Departmental Procedure***

Complete the Degree Program form online, print it, obtain your adviser's signature and place the form in the Graduate Student Support Services Assistant'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 form has been signed and sent to the Graduate School. Additional information can be found at the Graduate School site, Frequently Asked Questions, [http://www.grad.umn.edu/current\\_students/faq.html](http://www.grad.umn.edu/current_students/faq.html).

## ***How do I know when my Degree Program is approved?***

An approved copy is sent to you in the mail at the address you indicated on the Degree Program. The copy will be stamped "approved" by the Graduate School.

## ***Changing an Adviser and/or Committee Members to an Approved Degree Program***

If a student desires to change advisers or committee members, the Director of Graduate Studies must be notified in writing. 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 and the Graduate Student Support Services Assistant will process the request with the Graduate School.

# **PHD WRITTEN AND ORAL EXAMINATIONS**

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## ***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 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, the student's first semester of the second academic year. If entering with a Bachelor's degree, 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/Graduate/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 whole committee about the topic, scope, delimitations, and potential references to use in writing the critical review. The committee may meet to discuss the application from the student. 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 to the Graduate Student Support Services Assistant by the last day of examination week in the semester it is to be turned in. Faculty committee members will receive and evaluate the review. The three-person committee must 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 can expect the committee to meet regarding the decision within the first six weeks of the following semester.

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 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. A doctoral student who completed a master's degree without a research thesis must complete a research project for the Special Paper.

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 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. The E&E Committee chair will appoint reading committees, taking into account the subject matter expertise of faculty and distribution of workload. 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, forms will be filed with the graduate school to indicate successful completion of the Preliminary Written Examination.

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 Examination and Evaluation Committee. The Application for Special Project Paper is available online at the FSoS website (<http://www.cehd.umn.edu/fsos/Graduate/forms.asp>). Students are required to select an appropriate scholarly outlet (e.g., refereed journal, edited volume) for their paper and submit 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 Examination and Evaluation Committee, typically within one week of submission (during the academic year).

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 Examination and Evaluation 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 Examination and Evaluation Committee.

## *Preliminary Oral Examination*

*This is scheduled after students have passed the written preliminary exam (Critical Review and Special Paper).*

It is the responsibility of the student to schedule the preliminary oral with the examiners and with the Graduate School, 316 Johnston 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>

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 degree program, consistent with the policy of the Graduate School (<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 their Oral Preliminary Examination, the student will then be prepared to start work on the dissertation proposal and the credits required for the dissertation process. Forms are then filed with the Graduate School, indicating that the Preliminary Oral Examination has been completed. Once these forms have been filed, the student is considered a "Doctoral Candidate," or "All But Dissertation" (ABD).

## **DISSERTATION AND DEGREE COMPLETION PROCEDURES**

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### *Dissertation Preparation*

A research proposal for the dissertation is required. This proposal may be prepared upon completion of the preliminary oral examination. Students who pass the preliminary examination are designated PhD candidates and sometimes informally referred to as "ABD"—all but dissertation.

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. A 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 cases where the proposal was not acceptable to the committee, the student would revise it and then get the adviser's approval before resubmitting to the committee. It would probably be necessary for the committee to convene in order for all persons to receive the same information at the same time 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.

Following this meeting, the student will file the Graduate School *Thesis/Project Proposal* form [http://www.grad.umn.edu/current\\_students/forms/GS63A.PDF](http://www.grad.umn.edu/current_students/forms/GS63A.PDF). This form is signed by the student's adviser and the DGS. This form is important, because it designates the chair for the final oral examination and the readers who certify the dissertation is ready for defense. It triggers a requirements check in the Graduate School that the courses on the degree plan have been completed. If there is a course on the Degree Plan that has not been completed it must be reconciled. If it is a required course, it must be completed. If it is an elective, a petition must be filed to clear the course from the Degree Program. The *Thesis/Project Proposal* form should be submitted the term after a student passes the preliminary oral examination.

The *Thesis/Project Proposal* form must be approved by the Graduate School in order for the student to obtain the Graduation Packet. One semester before the final oral examination, the student must obtain the Graduation Packet in 316 Johnston, or request online at [http://www.grad.umn.edu/current\\_students/forms/grad\\_packet/doctoral/confirm.html](http://www.grad.umn.edu/current_students/forms/grad_packet/doctoral/confirm.html).

## ***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://www.grad.umn.edu/current\\_students/finalschedule/](http://www.grad.umn.edu/current_students/finalschedule/).

Submission of the *Reviewers' Report* form to the Graduate School (316 Johnston), signed by your reviewers, is among the requirements that must be met prior to release of the *Final Examination Report* form and the Graduate School's authorization for the student to take his/her final examination. The *Graduate Application for Degree* form must be submitted to the Office of the Registrar 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 Kathy Guiney in the Department of Design, Housing, and Apparel at 612-624-1240.

Students are to provide the Graduate Student Support Services Assistant with the date, time, place, and title of the dissertation 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 formally designated by the Graduate School as "readers" must review the draft dissertation and sign a 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/gen/phd.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 out the seminar. The student presents for about 40 minutes and has 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 appointed by the Graduate School and is closed to all others. A member of the dissertation committee other than the student's adviser is appointed by the Graduate School to "chair" 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 submitting the doctoral dissertation can be found at, [http://www.grad.umn.edu/current\\_students/degree\\_completion/doctoral/ElectronicDissertationSubmission.html](http://www.grad.umn.edu/current_students/degree_completion/doctoral/ElectronicDissertationSubmission.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. Students finishing a dissertation are requested to share a copy with the department for the FSoS Dissertation-Thesis-Project Library. This copy is given to the Graduate Student Support Services Assistant. It is customary for students to share a copy of their bound dissertation with their adviser.

Consult The Graduate School website for degree requirements:

- Degree Completion Checklist Master's Plan A (with thesis)  
[http://www.grad.umn.edu/current\\_students/masters/plana.html](http://www.grad.umn.edu/current_students/masters/plana.html)
- Degree Completion Checklist Master's Plan B (without thesis)  
[http://www.grad.umn.edu/current\\_students/masters/planb.html](http://www.grad.umn.edu/current_students/masters/planb.html)
- PhD Degree Completion Checklist  
[http://www.grad.umn.edu/current\\_students/doctoral/phdeddchecklist.html](http://www.grad.umn.edu/current_students/doctoral/phdeddchecklist.html)

## *Dissertation Format Options*

The Graduate Faculty has adopted a policy (4/93) 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 committee may also request supplemental appendices be added after the Final Oral Examination.

## **GRADUATION COMMENCEMENT CEREMONY PARTICIPATION**

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Family Social Science encourages all graduate students to participate in commencement and celebrate the accomplishment of receiving a degree. Commencement exercises for graduate students transitioned from the Graduate School to collegiate ceremonies beginning with the academic year, 2010-2011. Commencement exercises for graduate students are held at the end of each spring semester.

### *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. Students who have not yet passed the final

oral must file a special request with the college to participate in commencement. This approval is usually filed early in the semester of graduation (e.g., March 1). The student's adviser and Director of Graduate Studies must sign this form. In order to obtain departmental approval, the following conditions must be met:

- 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.*

*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.