

Graduate Student Handbook

2019

This document provides information about the graduate programs offered in the Department of Family and Child Sciences at Florida State University, including the policies and procedures for the M.S. and Ph.D. degree programs.

Department of Family
and Child Sciences

STUDENT HANDBOOK GRADUATE PROGRAMS FAMILY AND CHILD SCIENCES FLORIDA STATE UNIVERSITY 2019 - 2020

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INTRODUCTION

Welcome to the Department of Family and Child Sciences, College of Human Sciences, at Florida State University ("FSU")! Knowing the requirements of, and steps towards completing, your graduate program is essential to your success. This handbook is designed to provide that information. To benefit from the information in this handbook, you must responsibility for your progress in the program. All students should be familiar with University regulations and policies for graduate students as described in the FSU General Bulletin, Graduate Edition. The information provided here adds to that which is covered in the FSU General Bulletin, Graduate Edition. New graduate students are advised to read this handbook in its entirety and to consult with their major professor or the Graduate Program Director if any of the requirements described in it are unclear. Do not assume that your advisor, other faculty members, or staff will automatically remind you of every step that you need to take. Marriage and Family Therapy doctoral students should also refer to the MFT Program Handbook.

Helpful Information

To facilitate a smooth transition into your program, we offer some links to important resources, helpful information on the FSU community and resources available, and a checklist of must-dos.

Links to Important Resources

- [Graduate School Information Booklet](#)
- [New Graduate Student Checklist](#)
- [International Students](#) - The Center for Global Engagement (CGE) is the office assigned by the University to provide comprehensive immigration services and advising to international students, scholars, faculty and staff. Also, CGE staff plans and conducts various workshops and programs.

FSU Basics - Fundamentals for the Well-Informed Graduate Student

- [Graduate Student Handbook](#) - The Graduate Student Handbook contains information concerning resources at FSU, degree requirements, Electronic Thesis, Treatises, Dissertations Guidelines, and more.
- [Graduate Bulletin](#) - The Graduate Bulletin includes, but is not limited to, information on policies, degree requirements, graduate faculty, and academic programs.
- [Course Search](#) - Is it time to register for classes? Do you need to look up courses for next semester? Here is a helpful link detailing the process.
- [myFSU](#) - This is a centralized site that will enable you to register for classes, update your permanent address, and pay fees online.
- [Campus Map](#) - Here is an interactive campus map to help you find your way.

Must Dos

- [Health Insurance](#) - New full-time students (those taking at least nine graduate credit hours) and all international students entering FSU must show proof of health insurance. Select graduate assistants and fellows will be provided a health insurance subsidy towards the purchase of the university sponsored health insurance plan. The subsidy will be disbursed by semester (fall; spring; summer). Information on the health subsidy and a summary of the health insurance plans are available at <http://www.gradschool.fsu.edu/funding-awards/subsidy-benefit>.
- [Residency](#) - It is essential that domestic students coming to Florida from other states claim Florida as their domicile and undertake the steps required to achieve in-state status immediately upon arrival.

OVERVIEW OF GRADUATE PROGRAMS

Master's Program

The Department of Family and Child Sciences offers a Master's of Science (M.S.) degree program in Family and Child Sciences. Students are admitted to the M.S. Program non-thesis track. Students in the non-thesis track complete a minimum of 30 credit hours, including a 3-credit hour capstone Special Project (FAD 5970) experience. Students may apply for admission to the thesis track after their first semester if they are in good academic standing and have the support of their major professor. A minimum of 30 credit hours is required for the thesis option, including 6-credit hours of thesis and a 0-credit hour thesis defense course. Students should select courses at the 5000 level; courses at the 6000 level may be selected with the approval of the instructor and major professor in advance of enrolling in the course. Be advised that courses designated as "advanced" assume some understanding of the field, and the content extends that of a baccalaureate degree. The M.S. program prepares students for careers in higher education, government agencies, and agencies and businesses in the private sector. Many students go on to pursue doctoral degree programs, and others pursue careers in postsecondary education, public policy and other agencies and organizations providing services to children and families.

Doctoral Programs

Programs leading to the Doctor of Philosophy (Ph.D.) degree are offered with emphases in Human Development and Family Science (HDFS) or Marriage and Family Therapy (MFT). Doctoral programs are designed for students who wish to conduct research and teach in institutions of higher education or work in government agencies or in the private sector as researchers and scholars. Graduates of these programs have secured careers in colleges and universities, child advocacy organizations, cooperative extension services, marriage and family therapy agencies, and organizations conducting policy research and program development and evaluation.

Coursework counted toward a Master's Program prior to admission to a Doctoral Program in the Department cannot be counted toward meeting the requirements of the doctoral program. The doctoral programs have different minimum requirements for credit hours. More than the minimum requirements are normally taken because the program of study is individually developed to assist each student to meet his or her professional goals. In addition to a broad range of subject matter courses, students are provided a strong foundation in research methods and statistics.

Research is an essential component of graduate study in the Department of Family and Child Sciences. Department faculty members are actively involved in acquiring and carrying out funded and non-funded research projects, and there are ample opportunities for students to gain research experience and participate in various research teams.

STUDENT FINANCIAL SUPPORT & ASSIGNMENTS

Assistantships

The Department is committed to providing students with continuous financial support in the form of assistantships throughout their doctoral preparation. Specifically, it is our goal to provide four years of continuous financial support for students with a previous master's degree that have been admitted into one of our doctoral programs and six years of support for students admitted to the In-Flight (M.S./Ph.D.) Program. Assistantships are generally not provided to students pursuing a terminal master's degree.

Assistantships provide students with a financial stipend and tuition waiver for up to 12 credits/term, the financial value of which is the same regardless of assistantship type. Students assigned an assistantship are expected to work 20 hours/week for a half-time appointment (0.50 full-time equivalent) or 10 hours/week for a quarter-time appointment (0.25 full-time equivalent) in service to that assignment. If the workload of the assignment can be completed in less than the allotted time, the student is expected to discuss the best use of the remaining available time with the major advisor.

Assistantships are classified as 1) research assistantships or 2) teaching assistantships. Research assistantships are assignments wherein the student performs tasks on a research project under the direct supervision of a faculty investigator. Specific tasks vary from investigator to investigator and from project to project, but most involve working with data (collecting, entering, analyzing and interpreting), reading and writing summaries of previous research, and administrative activities like participating in lab meetings, copying and collating data collection forms, and filing and managing paper and electronic forms.

Graduate teaching assistants fall into three primary roles: "Online Mentor," "Assistant in Teaching" and "Instructor of Record." Each of these roles is described in detail in the ***Graduate Teaching Assistant Manual***, but is summarized here. The Online Mentor works under the supervision of a faculty or designee in executing the designed online course. Activities vary from course to course and instructor to instructor, but frequently include monitoring a caseload of students to help students stay on track and supporting the instructor in answering student questions and grading assignments. Assistants in Teaching typically engage in tasks like grading assignments or exams, supervising required activities like in-class exercises, and preparing and occasionally delivering lectures. The Instructor of Record role is where the teaching assistant assumes responsibility for the design and implementation of the entire course and may direct the activities of another graduate students serving as an Online Mentor or Assistant in Teaching.

Student Assignment of Assistantships

All assistantships are governed by the [Collective Bargaining Agreement](#) of Florida State University and the United Faculty of Florida, Florida State University, Graduate Assistants United. Student assignments are delivered in writing in a timely fashion - 30 days before the beginning of each academic semester, if possible.

Research assistantships are assigned to students based solely on faculty request. Faculty investigators select the doctoral student to receive the research assistantship. Usually, the faculty investigator will discuss the research project and expectations of the assistantship with prospective students before making a final selection. The faculty investigator selects the student to receive the assistantship and works with the Department Chair (or Assistant Department Chair) and the FCS Office Administrator to issue the assignment. It is entirely appropriate for faculty investigators to prioritize their advisees when selecting a research assistant. Doctoral students are encouraged to ask faculty regularly about the availability of research assistantships and, if a research assistantship is desired, to make that desire known.

Online Mentor is the most common teaching assistant role assumed by FCS doctoral students. All first-year doctoral students are typically assigned teaching assistantships in the role of Online Mentor. This practice reflects the Department's priority of creating a smooth entry for students into doctoral preparation as involvement in online courses frequently allows the most flexibility. Assignments to specific courses, either in the role of Online Mentor or Assistant in Teaching, are based on departmental need (the number of assistants needed for each course), and to the extent possible, students' stated preference and "fit" of the course within the students' broad area of professional

interest and development. Students usually make their preferences known through an informal survey taken every semester.

The Department has a limited number of Instructor of Record assignments and these assignments are restricted to eligible students (please see the ***Graduate Teaching Assistant Manual*** for criteria). Eligible doctoral students can receive an Instructor of Record assignment for both online and traditional in-class formats of instruction. The Department strives to ensure all students are Instructor of Record for both an online course and a traditional course over the course of the degree program, but every student will have at least one Instructor of Record assignment to complete the program's teaching requirement. Instructor of Record assignments are based on departmental need and, to the extent possible, students' preference both in terms of subject and instructional format (online versus traditional). Students usually make their preferences known through an informal survey taken every semester. Students needing to complete the teaching requirement of their program are prioritized for Instructor of Record assignments.

Other Financial Support

The College of Human Sciences (CHS) offers a variety of competitive scholarships to graduate students in good standing. All scholarship opportunities are implemented through a centralized application system called FSU4U. For more information, please see <https://humansciences.fsu.edu/the-college/scholarships/>.

The FSU Graduate School maintains an [online fellowship application system](#) to enable participation in a variety of institutional awards. Finally, the [FSU Office of Graduate Fellowships and Awards](#) (OGFA) supports current graduate students in identifying and applying for external fellowships, scholarships, grants, and awards.

PROGRAM OF STUDY (POS) SUPERVISORY COMMITTEE

All graduate students are assigned a **temporary advisor** upon acceptance into the program. During the first semester, students meet the faculty members in the Department and learn about their research as part of CHD 5617: Professional Development in Family and Child Sciences. Students are encouraged to identify a major professor and assemble a supervisory committee during their first semester of enrollment.

Terminal master's students in the non-thesis track are required to select a major professor from within the department. Thesis-track master's students are required to have a major professor and 2 committee members from within the department. All doctoral students must have a major professor from within the department and at least 4 committee members; 3 from the Department (including the major professor) and 1 from outside the College of Human Sciences. The outside member must be tenured and serves as the University Representative. For MFT students, 1 of the required departmental members must be designated as MFT clinical faculty. The MFT faculty representative does not have to be the student's major professor. All committee members must hold appropriate Graduate Faculty Status.

Major Professor

Students are encouraged to select a major professor in consultation with Department Chair, Graduate Program Director, or Director of the MFT Program. A major professor should be selected quickly but no later than prior registration for the third semester. The major professor must have Graduate Faculty

Status and competence in the student's proposed area of study or research. The designation as major professor must be mutually agreeable to the student, major professor, and Department Chair.

Establishing the Doctoral Program of Study Supervisory Committee

The major professor assists the student in identifying potential members of the Program of Study Supervisory Committee. It is the responsibility of the student to secure agreement from each member and complete the necessary form designating the constituency of the Program of Study Supervisory Committee. This form is then submitted to the Department Chair and the Associate Dean for Research and Graduate Studies for approval no later than prior to registration for the third semester. Students cannot register for their third semester if the Program of Study Supervisory Committee form is not on file in the CHS Office of the Associate Dean for Research and Graduate Studies. Members of the Program of Study Supervisory Committee should be chosen for their potential contribution to the selection of appropriate content of study required to prepare the students for their professional goals.

Supervisory Committees vary on how they prefer to approve the Program of Study. Some major professors and committee members prefer a face-to-face meeting of all members and the student to discuss the Program of Study and determine the fit between what is proposed and the student's professional goals. Other committees prefer to provide approval without such a meeting. The major professor is expected to provide leadership in the process.

GRADUATE CURRICULUM

M.S. in Family and Child Sciences

M.S. in Family and Child Sciences (Non-Thesis) Curriculum

<u>Required Core Courses:</u>		<u>7 credit hours</u>
CHD 5617	Professional Development in FCS	1
CHD 5266	Advanced Child Development	3
	OR	
FAD 5263	Advanced Family Studies	3
CHD 6261	Theories of Child Development	3
	OR	
FAD 6436	Theories of Family Sciences	3
<u>Required Research Courses:</u>		<u>11 credit hours</u>
CHD 5915	Methods of Research	4
FAD 5700	Applied Research in Human Sciences	4
FAD 5970	Special Project	3
<u>Elective Courses Within FCS (examples):*</u>		<u>12 credit hours</u>
CHD 5618	Policy Development and Analysis in FCS	3
CHD 5919	Grant Writing in FCS	3
CHD 5940	Practicum in Child Development	3-9
FAD 5906	Directed Individual Study (topics vary)	1-3
FAD 5256	Parent and Child Relations	3
FAD 5261	Families in Crisis	3

FAD 5481	College Teaching in Family Sciences	2-3
FAD 5900	Readings in FCS (topics vary)	3
FAD 5912	Supervised Research	1-3
FAD 5942	Supervised Teaching	1-3

* Courses are selected with approval from the Advisory Committee in developing the program of study.

TOTAL MINIMUM **30 credit hours**

Note: A minimum of 21 credit hours must be letter graded courses.

M.S. in Family and Child Sciences (Thesis) Curriculum

Required Core Courses: **10 credit hours**

CHD 5266	Advanced Child Development	3
CHD 5617	Professional Development in FCS	1
FAD 5263	Advanced Family Studies	3
CHD 6261	Theories of Child Development	3
	OR	
FAD 6436	Theories of Family Sciences	3

Required Research Courses: **14 credit hours**

CHD 5915	Methods of Research	4
FAD 5700	Applied Research in Human Sciences	4
FAD 5971	Thesis	6
FAD 8976	Thesis Defense	0

Elective Courses Within FCS (examples):* **6 credit hours**

CHD 5618	Policy Development and Analysis in FCS	3
CHD 5919	Grant Writing in FCS	3
CHD 5940	Practicum in Child Development	3-9
FAD 5906	Directed Individual Study (topics vary)	1-3
FAD 5256	Parent and Child Relations	3
FAD 5261	Families in Crisis	3
FAD 5481	College Teaching in Family Sciences	2-3
FAD 5900	Readings in FCS (topics vary)	3
FAD 5912	Supervised Research	1-3
FAD 5942	Supervised Teaching	1-3

* Courses are selected with approval from the Advisory Committee in developing the program of study.

TOTAL MINIMUM **30 credit hours**

Note: A minimum of 18 credit hours must be letter graded courses.

Ph.D. in Human Sciences, Human Development and Family Science Concentration, with In-Flight Master's

The Ph.D. In-Flight degree program in Human Sciences with a concentration in Human Development and Family Science (HDFS) is a post-Baccalaureate doctoral program in which students earn (1) a M.S. in Family and Child Sciences and (2) a Ph.D. in Human Sciences with a concentration in HDFS. The M.S. portion of the degree program requires a minimum of 27 semester hours in coursework plus 3

semester hours in special research project beyond the bachelor's degree (minimum total = 30). Students in the M.S. portion of this program should select courses at the 5000 level; courses at the 6000 level may be selected with the approval of the instructor and major professor in advance of enrolling in the course. Students must complete the M.S. within 3 years of enrollment in the program.

The Ph.D. portion of the degree program requires a minimum of 36 semester hours in coursework plus 24 semester hours in dissertation beyond the master's degree. Courses that were not included on the M.S. POS but that were taken prior to a student being awarded the M.S., may be included on the Ph.D. POS and counted toward the degree. At least 21 semester hours of graduate courses are selected within the Department, and no more than 6 credits of courses graded with S/U are allowed. Students are encouraged to include a cognate or minor area of study to reflect their professional goals.

A Program of Study, developed in consultation with and approved by the Supervisory Committee, must be filed within the first two semesters of enrollment in the program.

Ph.D. in Human Sciences, Human Development and Family Science with In-Flight Master's Curriculum

In-Flight Master's (Family and Child Sciences)

Required Core Courses 7 credit hours

CHD 5266	Advanced Child Development	3
	OR	
FAD 5263	Advanced Family Studies	3
CHD 5617	Professional Development in FCS	1
CHD 6261	Theories of Child Development	3

Required Research and Statistics 11 credit hours

CHD 5915	Methods of Research	4
FAD 5700	Applied Research in Human Sciences	4
FAD 5970	Special Project	3

FCS Departmental Elective Courses (examples) 12 credit hours

CHD 5618	Policy Development and Analysis in FCS	3
CHD 5919	Grant Writing in FCS	3
FAD 5900	Readings in FCS (topics vary)	1-3
FAD 5906	Directed Individual Study (topics vary)	1-3

TOTAL MINIMUM M.S. (includes special research project credits) 30 credit hour

Note: A minimum of 21 credit hours must be letter graded courses.

Doctoral

Required Core Courses 11-14 credit hours

HOE 6366	Research Best Practices in Human Sciences	2
FAD 5481	College Teaching in Family Sciences	2-3
CHD or FAD 5942	Supervised Teaching	1-3
FAD 6436	Theories of Family Science	3
FAD 6930r	Special Topics in MFT: Family Diversity	3

Required Research and Statistics **31-33 credit hours**

FAD6935r	Special Topics in FCS: Qualitative Methods	3
FAD or CHD 5912r	Supervised Research	1-3
FAD 6917	Research Methods in FCS	3
FAD or CHD 8964r	Preliminary Doctoral Exam	0
FAD or CHD 6980	Dissertation	24
FAD or CHD 8985r	Dissertation Defense Examination	0

Data Analytic Electives (examples) **15 credit hours**

COM 5317	Content Analysis in Communication Research	3
EDF 5402	Adv. Topics in Analysis of Variance Apps.	3
EDF 5406	Multivariate Analysis Applications	3
EDF 5409	Causal Modeling	3
EDF 5410	Nonparametric Analysis Applications	3
SOW 6407	Survey Research Methods	3
STA 5179	Applied Survival Analysis	3
STA 5856	Time Series and Forecasting Methods	3

FCS Departmental Elective Courses (examples) **3 credit hours**

CHD 5618	Policy Development and Analysis in FCS	3
CHD 5919	Grant Writing in FCS	3
FAD 5900	Readings in FCS (topics vary)	3
FAD 5906	Directed Individual Study (topics vary)	1-3
FAD 6608	Effectiveness and Translation Research in MFT	3
FAD 6916	Outcome Research in MFT	3

TOTAL MINIMUM Ph.D. (includes 24 credits for dissertation) **60 credit hours****TOTAL MINIMUM M.S. / Ph.D.** **90 credit hours****Ph.D. in Human Sciences, Concentration in Human Development and Family Science**

The Ph.D. degree program in Human Sciences with a concentration in HDFS requires a minimum of 56 semester hours in coursework plus 24 semester hours in dissertation beyond the master's degree (minimum total = 80). At least 44 semester hours of graduate courses are selected within the Department, and no more than 9 credits of courses graded with S/U are allowed. Students are encouraged to focus their program of study to reflect their professional goals. A Program of Study is developed in consultation with and approved by the Supervisory Committee; these forms must be filed within the first two semesters of enrollment in the program.

Ph.D. in Human Sciences, Human Development and Family Science Curriculum**Required Core Courses** **15-18 credit hours**

HOE 6366	Research Best Practices in Human Sciences	2
CHD 5617	Professional Development in FCS	1
FAD 5481	College Teaching in Family Sciences	2-3
FAD 5942	Supervised Teaching	1-3
CHD 6261	Theories of Child Development	3
FAD 6436	Theories of Family Science	3
FAD 6930r	Special Topics in MFT: Family Diversity	3

Required Research and Statistics		39-41 credit hours
CHD 5915	Methods of Research	4
FAD 5700	Applied Research in Human Sciences	4
FAD 6935r	Special Topics in FCS: Qualitative Methods in FCS	3
FAD 5912r	Supervised Research	1-3
FAD 6917	Research Methods in FCS	3
FAD 8964r	Preliminary Doctoral Exam	0
FAD 6980	Dissertation	24
FAD 8985r	Dissertation Defense Examination	0
Data Analytic Electives (examples)		12 credit hours
COM 5317	Content Analysis in Communication Research	3
EDF 5402	Adv. Topics in Analysis of Variance Apps.	3
EDF 5406	Multivariate Analysis Applications	3
EDF 5409	Causal Modeling	3
EDF 5410	Nonparametric Analysis Applications	3
SOW 6407	Survey Research Methods	3
STA 5179	Applied Survival Analysis	3
STA 5856	Time Series and Forecasting Methods	3
Elective Courses (examples)		14 credit hours
CHD 5618	Policy Development and Analysis in FCS	3
CHD 5266	Advanced Child Development	3
CHD 5919	Grant Writing in FCS	3
FAD 5263	Advanced Family Studies	3
FAD 5900	Readings in FCS (topics vary)	3
FAD 5906	Directed Individual Study (topics vary)	1-3
FAD 6930r	Special Topics in MFT: Intervention Research	3
FAD 6916	Outcome Research in MFT	3
TOTAL MINIMUM (includes 24 credits for dissertation)		80 credit hours

Ph.D. in Marriage and Family Therapy

The Ph.D. degree program in Marriage and Family Therapy (MFT) requires a minimum of 85 credit hours of which 21 are clinical/supervision and 24 are dissertation. A Program of Study is developed in consultation with and approved by the Supervisory Committee; these must be filed within the first two semesters of enrollment in the program.

Ph.D. in Marriage and Family Therapy Curriculum

Required Core Courses		15-18 credit hours
HOE 6366	Research Best Practices in Human Sciences	2
CHD 5617	Professional Development in FCS	1
FAD 5481	College Teaching in Family Sciences	2-3
FAD 5942	Supervised Teaching	1-3
FAD 6916	Outcome Research in MFT	3
FAD 6605	Advanced Clinical MFT Theory	3
FAD 6930r	Special Topics in MFT: Family Diversity	3

Required Research and Statistics		41 credit hours
CHD 5915	Methods of Research	4
FAD 5700	Applied Research in Human Sciences	4
FAD 6935r	Special Topic in FCS: Qualitative Methods in FCS	3
FAD 6917	Research Methods in FCS	3
FAD 6930r	Special Topics in MFT: Intervention Research	3
FAD 8964r	Preliminary Doctoral Exam	0
FAD 6980r	Dissertation	24
FAD 8985r	Dissertation Defense Examination	0
Research and Data Analytic Electives (examples)		3 credit hours
FAD 6608	Effectiveness and Translation Research in MFT	3
COM 5317	Content Analysis in Communication Research	3
EDF 5402	Adv. Topics in Analysis of Variance Apps.	3
EDF 5406	Multivariate Analysis Applications	3
EDF 5409	Causal Modeling	3
EDF 5410	Nonparametric Analysis Applications	3
SOW 6407	Survey Research Methods	3
STA 5179	Applied Survival Analysis	3
Clinical Practice Requirements		21 credit hours
FAD 6606	Supervision in MFT	3
FAD 6940r	Practicum in MFT	12
FAD 8944r	Internship in MFT	6
Elective Courses (examples)		5 credit hours
CHD 5266	Advanced Child Development	3
CHD 5919	Grant Writing in FCS	3
FAD 6436	Theories of Family Science	3
FAD 5263	Advanced Family Studies	3
FAD 5906r	Directed Individual Study (topics vary)	1-3
TOTAL MINIMUM (includes 24 credits for dissertation)		85 credit hours

Graduates of Non-COAMFTE Master's Programs

Graduates from MFT Master's programs not accredited by the COAMFTE must complete the Foundational Curriculum. The MFT Program Director will review transcripts of students from non-accredited programs to determine what additional coursework is required. Students can request to count Master's level courses toward the Foundational Curriculum requirements. To do so, students must complete a course substitution form available from the MFT Program Director and attach syllabi. The MFT Program Director will review these materials and determine which courses may be counted toward the Foundational Curriculum. No Foundational Curriculum course will be waived. Students will then prepare an initial Program of Study by the middle of their first semester that includes the additional required courses which may not be counted toward meeting the required minimum credit hours for the doctoral degree. Students must complete the Foundational Curriculum before taking the preliminary doctoral examination.

Transferring Graduate Credit

In cases where a graduate student is transferring to our graduate program, the student may request to transfer some graduate credit. Specifically, if graduate courses taken from another institution were not counted toward a previous degree and the student earned a “B” or better, the student may request courses to be posted to his/her FSU transcript. The college limit on transfer credits is 6 hours. These courses will not count toward fulfilling minimum credit hour requirements or count in their GPA calculation. If the student earned a master’s degree, the university requires the doctoral student to satisfy the scholarly engagement requirement, pass the preliminary exam, take a minimum of 24 dissertation hours, and pass the dissertation defense. In addition, the college requires that at least 6 credit hours, counting toward the degree and offered by the college, be taken in the summer semester(s).

If the content covered in the graduate course taken outside FCS is similar to content addressed in an FCS required course, as evidenced by the course syllabus and any other requested documentation, the student may request that the course substitute for an FCS required course. To do this, the student should present the syllabus and any other supporting documentation to their major professor. If the major professor agrees the content is similar, the request is then brought to the student’s supervisory committee for approval. If approved, the student will prepare a POS that reflects the approved substitution.

To transfer credits, students are encouraged to schedule a meeting with the Graduate Academic Program Specialist (i.e., Tara Hartman) to discuss the steps required to transfer credits. All decisions about transfer of credits and substitutions are made on a case-by case basis. These requests are to be submitted before the end of the student’s first semester of FCS graduate studies.

SCHOLARLY ENGAGEMENT REQUIREMENT

Please consult the current Florida State University (FSU) Graduate Bulletin for an overview of the Scholarly Engagement requirement for all FSU doctoral students. To meet the Scholarly Engagement requirement, doctoral students in the Department of Family and Child Sciences must submit evidence of Scholarly Engagement via the doctoral portfolio annual evaluation system. These activities may include presenting at conferences, preparing publishable manuscripts, submitting grant applications (see <http://ogfa.fsu.edu/> for opportunities and grant development resources), and other scholarly work determined as appropriate by the student’s committee. Attending departmental and college guest lectures is also expected. Students are required to fulfill scholarly requirements each year. An action plan will be developed by the student’s supervisory committee in instances when a student does not meet this requirement as indicated by an annual evaluation summary that is below “*satisfactory*.” The action plan will enumerate measurable benchmarks that must be completed by the student during the next academic year in order to achieve a satisfactory rating and consequences if those benchmarks are not achieved. This action plan will be signed by the student and major professor. If the benchmarks are not completed the following academic year, the student will not be allowed to progress to the next stage of the degree (e.g., sit for the preliminary exam, prospectus or dissertation defense) until concerns are resolved and benchmarks achieved.

DOCTORAL PORTFOLIO

A requirement for receiving the Ph.D. in HDFS or MFT is the satisfactory (i.e., “Meets Expectations”) completion of the Ph.D. Student Graduation Portfolio. The portfolio covers the domains of teaching, research, and service. The portfolio will be evaluated each year by the Supervisory Committee at the

time of the “Annual Review.” Students will upload required documents to the portfolio evaluation system. The portfolio is developmental in that items are to be added when completed with the requirement that the portfolio be submitted in its entirety at least four weeks prior to the end of the semester in which the student plans to graduate. The annual review of the Portfolio will help you and your advisor keep track of your progress in the program.

Ph.D. Student Graduation Portfolio	
<i>Domain</i>	<i>Portfolio Item</i>
	Current curriculum vitae
Research	A draft of a grant application
	A publishable manuscript
	Evidence of research presentation at a national or international professional conference
	Statement of program of research
Teaching	Evidence of successful teaching in traditional format
	Evidence of successful teaching in an on-line format
	Statement of teaching philosophy
Service	Evidence of service to the program, Department, College, University, or professional organization

Students should follow the instructions provided during the Spring semester for uploading their portfolio to the portfolio evaluation system.

ANNUAL PROGRESS REVIEW FOR Ph.D. STUDENTS
Department of Family and Child Sciences
Florida State University

Student: _____ Major Professor: _____

First Semester in Program: _____ Expected Graduation Semester: _____

Year of Current Evaluation: _____

Portfolio Review:

The intent of the annual review is to assure that each student has the opportunity for scholarly engagement and continues to make timely progression toward completion of the degree program. Students are to be evaluated based on their stage in their degree program. Progress is assessed by the doctoral portfolio using the evaluation system below. After review of the portfolio, the appropriate box is to be marked.

Supporting materials must be submitted by the student to the annual evaluation portfolio system by March 1st of each year. A copy of the completed and signed report is due to the department chair and associate dean (1) prior to the end of classes of the graduating semester or (2) the Friday after spring grades post if the student is continuing in the same program. The major (or co-major) professor(s) should also submit a completed and signed copy to the student.

	Not yet applicable	Needs Improvement	Meets Expectations	Exceeds Expectations
1) Current CV				
		- CV not uploaded <i>or</i> - Low quality (e.g., Poorly formatted, lack of information, lack of detail, unnecessary information)	- CV uploaded - Complete information	- Up to date, thoroughly edited and organized with currently accepted formatting
Comments				
2) Draft of a grant application (SLO 1.3) Students will produce a draft of a grant application relevant to their area of research				
		- Grant not uploaded <i>or</i> - Low quality, not suitable for submission	- Grant appropriate to student's research program - Ready for submission	- Grant appropriate to student's research program <i>and</i> was submitted
Comments				
3) Publishable Manuscripts (SLO 1.2) By graduation, students will submit at least 3 manuscripts for publication within a focused and systemic program of research, of which the student will be the lead author on at least of 1 of those publications				
		- Fewer than three manuscripts submitted to peer-reviewed scientific journals	- Three manuscripts submitted to peer-reviewed scientific journals of which the student is the lead author on at least 1	- More than three manuscripts submitted to peer-reviewed scientific journals and the student is the lead author on at least 1
Comments				
4) Research presentations (oral or poster) at a national or international professional conference (SLO 1.2) By graduation, students will submit at least 3 conference presentations within a focused program of research, of which the student will be				
		- Fewer than three research presentations submitted to national or international professional conferences	- Three research presentations submitted to national or international professional conferences	- More than three research presentations submitted to national or international professional conferences

the lead on at least of 1 of those presentations				
Comments				
5) Statement of Program of Research				
		- Program of Research not uploaded <i>or</i> - Poorly written or organized	- Program of Research uploaded with adequate writing - All elements present, clear statement of research	- Focused program of research with exemplary writing and organization
Comments				
6) Evidence of successful teaching in a face-to-face or online format (if student was an instructor of record) (SLO 3.2) Students will successfully teach at least one undergraduate course in a traditional or online format and in doing so will demonstrate knowledge and skills of effective teaching in traditional or non-traditional instructional formats.				
		- SPCI mean rating of < 3.0 (if student was instructor of record)	- SPCI mean ratings of > 3.0 (if student was an instructor of record)	-SPCI mean ratings of > 4.0 (if student was an instructor of record) - Nomination for teaching award -PIE Teaching Training Recognition
Comments				
7) Statement of Teaching Philosophy				
		-Statement not uploaded <i>or</i>	- Statement uploaded with adequate writing	- Exemplary writing and organization

		- Low quality, not suitable for submitting with a job application	- All elements present, clear statement of teaching philosophy	
Comments				
8) Evidence of service to the Department, College, University, or professional organization				
		-Not a member of at least one national professional / scientific association -No events / activities	-Member of at least one national professional / scientific association -Average of at least one service event/activity per year	-More than one event / activity <i>or</i> served as a journal reviewer-in-training <i>or</i> reviewer for conference presentations
Comments				
9) Other career-related applied activities				
		-Little or no activity	-Active in career-related activities/service in community	-Active in career-related activities/service in community and evidence of leadership (e.g., service award, officer, etc.)
Comments				
*Required for MFT Students 10) Clinical Development and Professionalism (SLO 2) Goal 2: Students will demonstrate advanced, multiculturally-informed clinical practice competencies and supervision skills in meeting the needs of diverse individuals, couples, and families.				
		-Below satisfactory practicum evaluation assessment on any domain criteria 1-7 on the practicum syllabus or below standard quality performance indicators on internship evaluations; -Inability to maintain requisite clinical load; -Behavior below standards of professional practice	- Satisfactory practicum evaluation assessments on domains 1-7 on the practicum syllabus or adequate quality performance indicators on internship evaluations; - Maintains requisite clinical load; -Behavior represents standards of professional practice	- Evaluation assessments of “very good” on practicum on domains 1-7 on the practicum syllabus or high-quality performance indicators on internship evaluations; - Maintains requisite clinical load; -Behavior exceeds standards of professional practice
Comments				

Students will be evaluated on 8 of the 9 criteria for HDFS students and 9 of 10 criteria for MFT students as appropriate to their career goals and as approved by their supervisory committee (Note: Criteria 10 is required of all MFT students and will be completed annually by the MFT Clinical Faculty).

Overall Status of Student’s Progress for Year (Required):

Unsatisfactory	Cause for Concern	Satisfactory

For Students in their 2nd Year or Beyond - Developmental Review:

Whereas an annual evaluation is required, the overall aim is to accrue and use information to assist in students' professional development through the program. The below criteria are to be used to provide an appraisal of the student's growth and trajectory.

1) Academic Progression	Academic Progression Apart from grades. Examples include but are not limited to: <ul style="list-style-type: none"> • Intentional development of POS • Informed decisions about coursework and opportunities • Capacity to integrate content from different courses to inform command of body of knowledge 		
	-No evidence of academic progression	-Some evidence of academic progression	- Clear evidence of academic progression
	Comments		
2) Research Progression	Research Progression Apart from articulating a research program and submitting papers/conference abstracts. Examples include but are not limited to: <ul style="list-style-type: none"> • Independent articulation of research questions and hypotheses • Ability to independently test hypotheses, troubleshoot and manage data • Ability to articulate state of knowledge in research area • Demonstrated progress toward the development of a focused program of research • Articulation of the “so what” of their research program 		
	-No evidence of research progression	-Some evidence of research progression	-Clear evidence research progression
	Comments		
3) Professional Development	Professional Development Apart from specific activities like service to the field, completing reviewer-in training. Examples include but are not limited to: <ul style="list-style-type: none"> • Effective time management • Work ethic • Professional conduct both within the FSU community and in the broader professional arenas 		
	Comments		

	• Successfully situating oneself for success in future aspirations		
	-No evidence of growth toward professional aspiration	-Some evidence of growth toward professional aspiration	-Clear evidence of growth toward professional aspiration
Comments			

Program Milestones:

Passed Preliminary Exam	Passed Prospectus Defense	Passed Dissertation Defense
Comments:	Comments:	Comments:

Additional Comments:

Signatures below indicate that this progress report has been reviewed by both the student and the major professor(s) together.

Student Signature: _____ Date: _____

Printed Name: _____

Major Professor: _____ Date: _____

Printed Name: _____

Co-Major Professor: _____ Date: _____

Printed Name: _____

DOCTORAL PRELIMINARY EXAMINATION

For students admitted to a doctoral program after completing a Master's degree, a preliminary examination is usually completed within 3 years but no longer than 5 years of beginning coursework. For students admitted to the Doctoral program with an In-Flight master's, a preliminary examination is usually completed within 4 years but no longer than 8 years of beginning course work. When the examination is completed, the student may be admitted to candidacy for the doctoral degree. No student may register for dissertation hours prior to passing the preliminary examination. The preliminary examination is designed to test scholarly competence and knowledge and to afford the

examiners the basis for recommendations concerning the student's subsequent program of study and research activities (e.g., dissertation).

Preliminary Exam Eligibility Criteria

To be eligible to take the preliminary examination the student must:

- Complete all but 9 hours of course work as indicated on the signed Program of Study.
- Attain a grade of B- or better on all course work that is part of the Program of Study and an overall GPA of 3.0 in the doctoral program.
- Ensure that any modifications to the Program of Study were filed with the Associate Dean for Research and Graduate Studies, College of Human Sciences by the student and approved by all Supervisory Committee members.
- Be registered for CHD 8964 or FAD 8964.
- Prior to the examination, the student's Supervisory Committee will determine whether the student has progressed sufficiently in the study of the discipline and its research tools to begin independent research in the area of the proposed dissertation. This decision will be based at least on the recency and adequacy of the courses that the student has completed, given the current state of knowledge in the area of concentration.

Procedure for Preliminary Examination

Meet with Major Professor to determine the recency and adequacy of completed courses
If all eligibility criteria have been met, register for FAD 8964r (0 credits)
Schedule the examination and reserve the room for the oral defense
Sign a statement that the student will work independently on the written responses
Receive the questions from the major professor and write and submit the written responses to the committee within 7 calendar days. Provide committee members with e-copy of the exam responses at least 2 weeks before the oral examination/defense.
Participate in the oral examination
Submit requisite paperwork to the committee, department chair, and office of the CHS Associate Dean for Graduate Studies

The Program of Study Supervisory Committee serves as the examining committee. Others may be invited to participate in the oral portion of the examination as follows: The Dean of the College of Human Sciences, the Chair of the Department of Family and Child Sciences, and the Director of the MFT Program (if the student is in the MFT program). They may attend any session of the Supervisory committee as a non-voting member.

The doctoral student, in consultation with his or her Program of Study Supervisory Committee, establishes the time and dates of the preliminary examination. The major professor is ultimately responsible for the examination content and presides at the exam. The preliminary examination is given in two parts: written and oral. The Supervisory Committee is responsible for the grading of the examination as a whole; a majority of positive votes by the members is required for passing.

The Program of Study Supervisory Committee will design the examination questions covering 3 areas: Theory, Content, and Methods (i.e., the student's area of research). Department faculty who teach doctoral level courses may be invited to contribute to the writing of the exam questions. Because the

preliminary examination is inclusive of the student's academic program, the student should be prepared for questions in areas that may not have been covered by the written part of the examination.

The major professor will electronically provide the 3 exam questions to the student. The student will confirm receipt of the questions and will then have one week (7 calendar days) to complete the written portion of the exam. The student may submit a reference list in advance for the major professor's input and approval; however, draft responses will not be reviewed by faculty. The student may rely on published materials, texts, and internet resources, but it is required that the student complete the exam independent of any outside assistance, and the student will be required to sign a statement attesting to their understanding of this policy before taking the written exam.

By 5pm EST on the 7th day, the student will email the written responses to all the committee members. The committee will have 2 weeks to review the exam before the oral defense date.

The preliminary examination is graded on pass (P) - fail (F) scale.

Following the oral examination, the Program of Study Supervisory Committee will report the outcome of the examination as pass, re-exam, or fail. If the student does not pass either the written or oral portion of the preliminary examination, only one repeat examination is permitted. The report following the reexamination must indicate whether the student passed or failed. The results are reported to the Office of the University Registrar for inclusion in the student's permanent record. Failure on repeat examination will result in dismissal from the program.

Following successful completion of the preliminary examination, the student must:

1. Complete the Admission to Candidacy Form and submit it to the Department Chair, who will forward it to the Associate Dean for Research and Graduate Studies;
2. Bring a completed Preliminary Examination Results form to the oral portion of the preliminary exam to obtain committee members' signatures. The major professor will submit the exam and signed forms to the Department Chair within 1 week, who will forward it to the Associate Dean for Research and Graduate Studies. Students should not be handling completed paperwork that indicates a vote;
3. Select a Dissertation Supervisory Committee for the dissertation and complete the Supervisory Committee Form.

Once admitted to candidacy, the student may retroactively add dissertation hours during the semester in which the preliminary examination is passed, but this **MUST BE** done before the 7th week of classes. That is, students may receive credit toward the required 24 hours of dissertation by having enrolled in 1-6 hours of a directed independent study (DIS) or Readings and then convert those hours to dissertation hours. To do so, students must register for the DIS or Readings during the same semester they pass the exam, and all necessary forms must be completed no later than the 7th week of classes. Importantly, the time limit for completion of remaining requirements of the doctoral degree is no less than 6 months and no more than 5 calendar years from the time of passing the preliminary exam.

Preliminary Exam Statement of Independence

Statement of Independence

I, _____, as stated in the Program Policy and Procedures Handbook, will not receive or ask for assistance from anyone including faculty or students while writing responses to the preliminary examination. Submitted responses will be from my authorship or appropriately referenced.

Printed student's name

Signed student's name

Date

Preliminary Exam Questions

Theory

Select two theories that explain [insert student's research area]. Describe each theory, including key concepts, propositions, and how it applies to [student's research area]. Justify why each theory fits the focal research. Identify the strengths and limitations of each theory in promoting an understanding of [student's research area]. Be explicit and use examples to clarify your points. For MFT students, at least one theory must be an MFT theory.

Content

This is your opportunity to demonstrate your depth of understanding in [student's research area] – as well as to communicate your ability to critically discern the literature. Please present a conceptual model that reflects [student's research area]. Critically review extant research and synthesize the literature to provide a description of the current state of knowledge. Your discussion of the strengths and limitations of research should include, but is not limited to, theory, design, variables (including potential mediators and moderators), measurement strategies, analytic strategies, and outcomes. Conclude by providing recommendations for future research.

Methods

Your area of research is [student's research area]. This question asks you to propose a “doable” study that should: (a) be designed such that it would meaningfully contribute to the literature; and (b) be feasible for a researcher to complete with limited resources (e.g., designing a “doable” dissertation).

Please complete the following:

1. Draw or describe your operational model. This model could be the whole or part of your conceptual model. Propose your hypotheses or research questions. Describe the motivating force that leads you to propose such a study.
2. Sample: Describe the features of the population to whom the scientific question is intended to generalize, including criterion for inclusion and exclusion as appropriate. How do you plan to obtain participants? What are the strengths and limitations of your plan? Provide information about the sample size and sample demographic characteristics relative to the target population (or characteristics essential for understanding the experiences of the population).
3. Measures: How will concepts of interest identified in your operational model be measured? If instruments or devices are to be used, how will you derive or construct variables reflecting those concepts? If appropriate, discuss the psychometric properties of your proposed measurement strategies.
4. Analysis: What specific approach will you use to test your hypotheses or answer your research questions? Provide a rationale and justification for the proposed approach.

5. Identify the potential limitations of the proposed study.

Please do not assume that the audience is knowledgeable about research design, qualitative methods or statistics - this is your opportunity to show us how much you know.

Preliminary Exam Grading Rubric

Expectation	Evaluation		
	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<i>Theory Performance Expectations:</i> Students will: (a) select and accurately describe theories appropriate for their area of research; and (b) demonstrate critical thinking by presenting a compelling description of the strengths and limitations of the selected theories or frameworks in relation to their program of research.			
Select and accurately describe theories appropriate for their area of research	The theory is clearly described, with central elements elaborated on in detail and free of conceptual error; the applications of the theories are appropriate and adequate	Justification is developed, central aspects of the theories are present but there are minor omissions or elements that are unclear, application to the research area is adequate or appropriate with minor inadequacy	Justification and/or aspects of the theories are underdeveloped or inaccurate, or application is not appropriate
Demonstrate critical thinking by presenting a compelling justification and description of the strengths and limitations of the selected theories or frameworks	The rationale and justification for the proposed theory is thoughtful and consistent with its origins or is a novel extension of the theory's origins; accurate and insightful description of the strengths and limitations of the selected theories	Description of the strengths and limitations of the selected theories is accurate, but there are omissions or need for additional clarification	Description of the justification or strengths and limitations of the selected theories is unclear, underdeveloped or inaccurate
<i>Content Performance Expectations:</i> Students will: (a) present and describe a conceptual model; (b) demonstrate the ability to critically review extant research; (c) synthesize extant research in their content area; (c) describe the current state of knowledge and recommendations for future research.			
Present and describe the conceptual model	The conceptual model is appropriate, and associations are clearly described	The conceptual model is appropriate, minor issues or need for additional clarification	The conceptual model is not appropriate, or the description is not clear
Demonstrate the ability to critically review extant research	Critical review depicts a comprehensive understanding of	Critical review depicts an understanding of research methods and analyses but the	Critical review is unclear, underdeveloped, or inaccurate

	research methods and analyses	support for critique(s) is limited	
Synthesis of extant research in their content area	Synthesis of extant research is well developed and reflective of the literature	Synthesis of extant research is well developed but there are minor omissions or need for additional clarification	Synthesis of extant research is unclear, underdeveloped, or there are key omissions or inaccuracies
Describe the current state of knowledge and recommendations for future research	Description is thoroughly developed and recommendations well supported	Description is developed and recommendations supported but there are minor omissions or need for additional clarification	Description is underdeveloped or there are key omissions or inaccuracies
<i>Methods Performance Expectations:</i> Students will demonstrate the ability to design a study by: (a) diagramming an operational model and writing sound research question(s); (b) designing a methodologically sound study; (c) identifying limitations of the proposed design.			
Describe model and research question(s)	The model is appropriate, and the research questions or hypotheses are well conceptualized and clearly follow from the operational model	The model is appropriate; the research questions are well conceptualized but are in need of refining	The conceptual model and/or research questions are unclear, underdeveloped or inappropriate
Design a methodologically sound study	Proposed methods are congruent with the research question, and feasible, and clearly described	Methods are congruent and feasible but there are areas that need of refining	Methods are underdeveloped and/or inappropriate
Identify limitations of the proposed design.	Limitations are clearly described and accurate	Limitations are clearly described but there are some omissions	Limitations are not clearly described
<i>Integration Expectations:</i> Students will demonstrate integration of ideas across responses to theory, content and methods.			
Demonstrate integration of ideas	Sophisticated integration of ideas across theory, content, and methods	Integration is well developed but there are minor inconsistencies, contradictions or omissions	Little integration of ideas across theory, content and methods, or there are significant inconsistencies, contradictions or omissions
<i>Writing Style Performance Expectations:</i> Students will demonstrate: (a) the ability to write at a scholarly level comparable to expectations of ISI ranked, peer-reviewed journals; and (b) consistently use an approved academic writing style (e.g., APA, MLA, Chicago).			
Ability to write at a scholarly level comparable to	Writing ability is comparable to expectations of ISI	Writing ability comparable to expectations of ISI	Writing ability is below standards of ISI

expectations of ISI ranked, peer-reviewed journals	ranked, peer-reviewed journals	ranked, peer-reviewed journals with the exception of minor areas that warrant additional clarification	ranked, peer-reviewed journals
Writing style* *Style should be determined in consultation with the committee. APA is most common but other formats such as MLA, Chicago, etc. may be applied as appropriate.	Writing style format is accurately followed	Writing style format is mostly followed but there are minor errors	Writing style format is not followed
Oral Defense Performance Expectations: Students will demonstrate the ability to orally explain and defend their written work and related questions posed by the committee.			
Orally explain and defend their written work and related questions	Oral explanations are focused and accurate. Responses demonstrate an understanding of the doctoral exam content equivalent to a doctoral level of understanding	Oral explanations are focused and accurate but there are areas in which the communicated understanding is unclear or inaccurate	Oral explanations are unfocused and/or inaccurate

Dissertation Supervisory Committee

The Dissertation Supervisory Committee usually includes the same members as the Program of Study Supervisory Committee. However, the student may decide to make a change in the Committee membership, or a faculty member may decline to continue. The student should make sure members of the Program of Study Supervisory Committee are willing and able to continue serving on the Dissertation Supervisory Committee, if that is the student's desire.

THESIS AND DISSERTATION POLICIES AND PROCEDURES

Master's Degree: Thesis Option

It is the responsibility of the major professor to supervise (a) the preparation of the thesis prospectus, (b) the research, and (c) the preparation of the thesis document.

Thesis Prospectus

Students work with their Supervisory Committee to design an acceptable thesis prospectus. This document will be a contract between the student and Supervisory Committee to be carried out within a limited time frame. Once the major professor has approved the prospectus, it should be sent to the other members of the Supervisory Committee. This committee should have at least **2 weeks** to read

the prospectus prior to a committee meeting to discuss the proposal. It is the student's responsibility to schedule the proposal meeting when all members of the committee may be present. No more than one committee member may participate via distance technology. Graduate students are encouraged to attend prospectus meetings to support their colleagues, engage in department scholarly activities, and become familiar with prospectus meeting procedures.

Thesis Defense Procedure

The student will submit a copy of the thesis approved by the major professor to Supervisory Committee members at least 10 days before the scheduled oral defense. The oral defense will be scheduled at discretion of the major professor.

The student is responsible, with the approval of the major professor, for arranging the time, place, and date of the oral defense. The student is then responsible for completing the on-line scheduling form through The Graduate School site. This then puts the defense on the University Defense Announcement Calendar. In addition, students are required to announce the time, place, and date of their defense to the faculty and graduate students of the department. Students should ask the office administrator to distribute this information to the department at least 2 weeks before the defense meeting. Graduate students are encouraged to attend oral defenses of theses to support their colleagues, engage in department scholarly activities, and become familiar with oral defense meeting procedures. Graduate students in attendance must exit the examination room when the committee confers on its evaluation of the defense.

Immediately after approval by the Supervisory Committee and after appropriate corrections are made, the student must:

- a. Submit a copy of the thesis to Department Chair for review and signature indicating receipt of the thesis.
- b. Submit a copy of the thesis to the Office of the Associate Dean of Research and Graduate Studies, allowing 6 days for the review of the thesis and for the signature.
- c. Theses are to be submitted to the Graduate School in electronic format (see <http://www.gradstudies.fsu.edu/academics-research/thesis-treatise-dissertation> for procedures).
- d. Copies of the thesis should be provided to the major professor.
 - Consult your major professor to determine which form (hardcopy or electronic) of the thesis that they prefer to receive.
 - One labeled electronic copy for the Department.
 - Other copies as desired by the student.

Master's Degree: Non-Thesis Special Project Option

Proposal for a Special Project

The student must identify an agency or program that works with individuals or families, such as the Senior Citizens Planning Council, Planned Parenthood, Child Guidance Center, or Hospice.

Next, the student must schedule an appointment with the Director of the agency. The aim of the appointment is to determine whether the agency is willing to host a special project undertaken by the student, and if so, to discuss the parameters of the project (e.g., objectives, timeline, resources if any, etc.). It is expected that at times the student may be doing some of the basic tasks of the agency or program, such as office work. However, the majority of the time should be spent engaged in activities and tasks that facilitate learning about the multifaceted elements of the agency or program. Part of the

student's responsibilities should involve some opportunities for leadership, direction of activities, or development of materials. The special project should involve a minimum of 90 hours of service; however, many students report that spending additional time in this experience is valuable.

The student is required to write a 4- to 5-page proposal about a potential special project, including the following components:

- a) Introduction to the Special Project -- What is the importance of the problem and/or reason for doing this particular project? This includes a brief review of the relevant literature.
- b) Discussion of the agency or program -- What is the program? Who does it serve? Why does it service this population? When and how was it established?
- c) Discussion of the proposed Special Project -- What will the student do? What goals will be achieved? (Be specific.)
- d) Evaluation -- What is the format of the proposed evaluation (e.g., paper, seminar, letter of recommendation or evaluation from supervisor)?
- e) Conclusion -- How will this Special Project contribute to the student's professional development and knowledge of families or children?

The proposal is to be submitted to the major professor. The major professor must approve the proposal. Once the major professor has indicated approval by signing the document, it must be submitted to the Department Chair and the Associate Dean for Research and Graduate Studies for their approval. The proposal must be approved before any work begins on the special project.

Final Paper for the Special Project

After completing the various activities involved in the special project, a 20- to 25-page paper is required. It should include the following components:

1. Introduction to Special Project -- What is the importance of the problem and/or reason for doing this particular project? Include a review of literature pertinent to the topic.
2. Discussion of Agency or Program
 - a. Description of the agency or program -- What is the program, who does it serve, and why? When and how was it established? What are the goals and objectives of the agency? How was the program funded? Who are the staff members (size, credentials, training, etc.)?
 - b. Evaluation of agency or program -- Analyze the strengths and weaknesses of the program. How could this program be improved?
3. Discussion of your experiences in the Special Project
 - a. Description of your experiences -- What did you do in this project? How did you accomplish your goals?
 - b. Evaluation of your experiences -- Analyze the strengths and weaknesses of your involvement in the program? Discuss some of your successful experiences, as well as those which could have been better. What did you learn from your involvement in this experience?
4. Conclusion -- How did this Special Project contribute to your professional development and knowledge of families or children?
5. Appendix -- Insert a letter of evaluation from your supervisor; include copies of any materials you developed that pertain to the program.

The student should type and submit this project report to the major professor. Because this is a professional paper, it should be written as such, attending to format and APA guidelines. After the

major professor has reviewed and provided feedback on the paper, the student makes any necessary revisions and is given permission to arrange a public presentation of the final paper to a Special Project Committee consisting of the major professor and two other Family and Child Sciences faculty who with Graduate Faculty status. Others such as the Dean of the College of Human Sciences, the Academic Dean, and the Chair of the Department of Family and Child Sciences may attend any student presentation as a non-voting member of the Special Project Committee. The major professor must be given at least 1 week to read the paper prior to the presentation. After the successful completion of the presentation, the student must make any necessary revisions and submit to her/his major professor for final approval. Then, a PDF of the project report should be distributed to the major professor, Department Office, and Associate Dean's Office. The final PDF of the project report will be submitted to the Department Chair and Associate Dean for Research and Graduate Studies for their signatures.

Earning the In-Flight Master's Degree: Special Research Project

Students in the Doctoral Human Sciences Program, Human Development and Family Sciences Concentration with In-Flight Master's must complete a special research project for the completion of the Master's Degree. The special research project should be in the form of an original empirical study that results in a publishable scientific manuscript. It is the responsibility of the major professor to supervise (a) the preparation of the special research project proposal, (b) the research, and (c) the preparation of the final special research project document.

Special Research Project Proposal

Students enrolled in the HDFS PhD with In-Flight Master's Degree should form a Supervisory Committee made up of their Major Professor plus two other Graduate Faculty members. Students work with their Special Project Committee to design an acceptable project. This document will be a contract between the student and Special Project Committee to be carried out within a limited time frame. Once the major professor has approved the project proposal, it should be sent to the other members of the Special Project Committee. This committee should have at least **2 weeks** to read the proposal prior to a committee meeting to discuss the proposal. It is the student's responsibility to schedule the proposal meeting when all members of the committee may be present. No more than one committee member may participate via distance technology. Graduate students are encouraged to attend proposal meetings to support their colleagues, engage in department scholarly activities, and become familiar with proposal meeting procedures.

Special Research Project Defense Procedure

The student will submit a copy of the publishable manuscript approved by the major professor to Special Project Committee members at least 10 days before the scheduled oral defense. The oral defense will be scheduled at discretion of the major professor.

The student is responsible, with the approval of the major professor, for arranging the time, place, and date of the oral defense. Students are required to announce the time, place, and date of their defense to the faculty and graduate students of the department. Students should ask the office administrator to distribute this information to the department at least 2 weeks before the defense meeting. Graduate students are encouraged to attend oral defenses of special research projects to support their colleagues, engage in department scholarly activities, and become familiar with oral defense meeting procedures. Graduate students in attendance must exit the examination room when the committee confers on its evaluation of the defense.

Master's Degree: Application for Degree

During the first 3 weeks of the semester in which the student expects to receive a degree, they must apply in the Office of Registrar for the degree (see <http://registrar.fsu.edu> for deadlines). At that time, the student must have a B average for the course of study attempted. For MS students in the thesis track, registration is required in the final term in which a degree is granted. The Graduate School requires master's thesis students to be enrolled in a minimum of 2 hours of thesis in the final semester. If the student filed previously for a diploma but did not receive the degree, they must reapply. In case the student does not complete the requirements, they should delete their name from the graduation list by notifying the Program Specialist in the Office of the Associate Dean before date of intended graduation. The Department has established a three-year limit for Master's students to complete their degree. Students who fail to do so will not be permitted to continue in the program.

Final Degree Clearance

The Academic Program Specialist will verify that the student has met all the program requirements. Verification includes:

1. Submission of clearance form to major professor at same time the thesis is submitted.
2. Submission of completed clearance form to Department Chair at same time the thesis is submitted.
3. Submission of clearance form to the Associate Dean's Office at same time the thesis is submitted.

Doctoral Dissertation

When all required course work has been completed and preliminary (written and oral) exam passed, formal application may be made for admission to candidacy for the doctoral degree. After the student has been admitted to candidacy, they must submit a research dissertation prospectus on a topic within the student's major field of study to the Dissertation Supervisory Committee. The dissertation must be an achievement of original research constituting a significant contribution to knowledge and represent a substantial scholarly effort on the part of the student. (Note: Pre-prospectus meetings are allowed but not required of students).

Doctoral students admitted to the program after earning a Master's degree have a limit of 5 years from beginning coursework to be admitted to candidacy. Doctoral students admitted to the In-Flight master's program have a limit of 8 years from beginning course work to be admitted to candidacy. Once candidacy is conferred (passed the preliminary examination), students in all doctoral degree programs have a limit of 5 additional years to complete the degree program. Pursuit of a graduate degree must be continuous from the time of entry through the completion of all required course work including the dissertation. Thus, students must enroll in at least **THREE** credit hours each semester and summer when completing their dissertation work to maintain continuous enrollment. Failure to meet these time limits will result in termination from the program.

In accordance with University policies, the typical language of the dissertation, treatise, or thesis is English. Under special circumstances the Major Professor, the Academic Unit Head and the Supervisory Committee may approve writing the body of the thesis/dissertation in a language other than English if doing so is essential for scholarly reasons. Lack of sufficient English competency is not an acceptable justification for using an alternative language. The Major Professor shall immediately notify the Dean of the College and the Dean of the Graduate School for all cases where such approval has been granted. Notification is accomplished by submitting the completed ETD Alternative Language for the Dissertation /Treatise/ Thesis Form to the appropriate parties. All committee members must be

proficient in the alternative language. It is the responsibility of the Major Professor and the Supervisory Committee to ascertain that the candidate's thesis/dissertation is written in acceptable English or an alternative language, in an appropriate scholarly style. All non-English-language dissertations, treatises, or theses must have the preliminary pages and main section headings in English. This would include the content of the title page, committee page, acknowledgments, abstract and biographical sketch. All main section headings, including chapter and appendix headings, must be in English, but chapter/appendix titles may be in the chosen language. The defense shall be conducted in English as well.

Doctoral Prospectus

Students work with their Dissertation Supervisory Committee to design an acceptable prospectus. This document will be a contract between the student and Supervisory Committee to be carried out within a limited time frame. Once the major professor has approved the prospectus manuscript, it should be sent to the other members of the Supervisory Committee. This committee should have at least 2 weeks to read the prospectus prior to a prospectus defense. It is the student's responsibility to schedule the proposal meeting when all members of the committee can be present. No more than one committee member may participate via distance technology, excluding the University Representative who must attend in person. Students must submit an announcement (e.g. email) to FCS faculty and graduate students with information about the date, time, and location of their proposal meeting at least 2 weeks prior to the meeting. Graduate students are encouraged to attend prospectus meetings to support their colleagues, engage in department scholarly activities, and become familiar with prospectus meeting procedures. Graduate students in attendance must exit the examination room when the committee confers on its evaluation of the defense.

The primary function of the prospectus defense is to evaluate the merits and feasibility of the proposed research. The committee also serves to provide conceptual and technical assistance on selected, limited aspects of the research, but not to help the student develop major aspects of the project from the beginning. After the prospectus has been approved by the Doctoral Supervisory Committee and signatures secured, it will be submitted to the Departmental Chair and the Associate Dean for review and signature. Data collection is not to occur prior to having a signed prospectus and approval of the Institutional Review Board (IRB) on research involving human subjects.

An approved dissertation prospectus is considered a contract between the student and the Dissertation Supervisory Committee, as the representatives of the University. That is, once the committee approves the rationale, questions, proposed methods and proposed analyses, the committee must accept the outcomes of the research. This protects the student from additional, after-the-fact requirements, unless, the project was not conducted in accordance with the prospectus. A digital copy of the approved prospectus is kept on file in the Office of the Associate Dean for Research and Graduate Studies.

Dissertation Research Manuscript

The Dissertation Supervisory Committee will supervise the student's dissertation research. The student who has been admitted to candidacy must register for at least three (3) dissertation credits each semester until graduation (CHD 6980 or FAD 6980). The major professor shall determine the exact number of dissertation credit hours to be enrolled in per semester based on the proportion of faculty/staff time, facilities, and other resources needed to support the student. The minimum number of dissertation hours for completion of the doctoral degree is 24 semester hours. The student may not register for CHD 6980 or FAD 6980 before the semester in which the preliminary examination is passed.

The student is expected to keep the major professor informed as the dissertation progresses and to consult with the major professor and other committee members periodically. Oversight of the dissertation process is the responsibility of the major professor. Typically, the major professor decides when the written dissertation is sufficiently acceptable and defensible, before giving approval for the student to schedule a meeting of the entire committee. Note that time necessary to develop an acceptable dissertation varies across students and may exceed the student's preferred timetable. As with the proposal, the final dissertation should not, in the major professor's opinion, need major foreseeable revisions. On the other hand, the student should understand that what consider to be a final copy is still a draft and that revisions will almost certainly be forthcoming.

A copy of the dissertation must be submitted to the Dissertation Supervisory Committee **4 weeks** before the scheduled oral defense. Most faculty members are not on appointment during the summer months, as this time is dedicated to the completion of a number of other professional responsibilities. As such, faculty members are not expected to work with students during the summer months unless such an agreement has been discussed and agreed upon in advance. Further, students should not schedule their dissertation defense during this period, when faculty members are not required to be available to students. Careful planning is the responsibility of the student.

After the student has successfully completed the oral defense of his or her dissertation, and the dissertation has been signed by the Dissertation Supervisory Committee, it should be submitted to the Department Chair for review and to the Office of the Associate Dean for review (allow 6 business days). Once any requested changes have been made, the major professor will indicate content approval through The Graduate School's online portal.

Note: Students should obtain a copy of the Guidelines for Theses and Dissertations. This publication is available free from The Graduate School website <http://www.gradstudies.fsu.edu/academics-research/thesis-treatise-dissertation>. It specifies in great detail all of the university requirements for dissertations and graduation.

Dissertation Oral Defense Procedure

The student must register for the dissertation defense (CHD 8985 or FAD 8968) during the semester in which the dissertation is to be completed. At least 4 weeks prior to the date of the oral examination in defense of the dissertation, and after discussion with the major professor, the student will submit an announcement of the defense through The Graduate School online portal). In addition, students are required to announce the time, place, and date of their defense to the faculty and graduate students of the department. Students should ask the FCS Office Administrator to distribute this information to the department at least 2 weeks before the defense meeting.

The defense must be attended by all committee members and the student. No more than one committee member may participate via distance technology, excluding the University Representative who must attend in person. Graduate students are encouraged to attend dissertation defense meetings to support their colleagues, engage in department scholarly activities, and become familiar with dissertation defense meeting procedures. Graduate students in attendance must exit the examination room when the committee confers on its evaluation of the defense.

It is the responsibility of the Dissertation Supervisory Committee to determine standards for passing the defense. Approval is based on established criteria for evaluating a dissertation at FSU and the overall scientific merit of the work. Final approval of the dissertation by the Committee is a prerequisite to the awarding of the degree. If acceptable, the dissertation manuscript will be provided to the Department Chair and the Associate Dean for review.

Following a successful defense, the student is responsible for completing all items in The Graduate School's online portal as well as having any necessary forms on file in the Office of the Associate Dean for Research and submitting an electronic copy of the dissertation through ProQuest.

Dissemination of Dissertations. The results of dissertation research will be submitted to appropriate outlets so the academic, research, government, and family service communities will benefit from the knowledge gained through the research process. Publication of the dissertation research through journals is expected. At the time of the prospectus defense, students will identify several potential outlets for the proposed study. At that time, the Dissertation Supervisory Committee will evaluate the proposed project for its potential for being published, using criteria such as the fit of the proposed project to current publications in identified journals, attention to levels of statistical methods at least comparable to that used in the field currently, and the tightness of the proposed study for being able to assess the research questions.

For the findings to be released in a timely manner, students will be encouraged to submit their findings to an appropriate journal within one year of completion of the project. Authorship of the manuscript will be decided by the student and major professor, according to APA Guidelines.

With the written permission of the student, the major professor will have the option of preparing a manuscript for submission, if one has not been submitted for publication within one year of the student's successful defense of the project. Authorship of the manuscript will be decided by the student and major professor.

COMMENCEMENT

All degree requirements must be met before a student will be allowed to participate in the commencement procession. Doctoral students are allowed to use the Ph.D. designation only after the degree has been officially conferred.

EVALUATION POLICIES AND PROCEDURES FOR DOCTORAL STUDENTS

Doctoral students receive regular evaluation and feedback through the following mechanisms:

1. Students are evaluated in each course according to the syllabus for that course.
2. MFT students receive clinical evaluation in each practicum from the practicum supervisor.
3. As stated in the [Florida State University Graduate and Professional Student Handbook](#), students are evaluated annually by their major professor and supervisory committee. All Ph.D. students are evaluated in part by the Doctoral Portfolio rubric.
4. At the conclusion of all coursework, students are evaluated through the preliminary examination process described above.
5. Students receive evaluation of their dissertations through the prospectus defense and dissertation defense.

OTHER IMPORTANT GRADUATE POLICIES

Provisional Graduate Student Policy

As approved by the University Graduate Policy Committee (GPC), an academic program may

recommend that a student be admitted to the University as a provisional graduate student. This requires that the program stipulate conditions that the student must meet during the initial semester of enrollment. The student will remain in this provisional category for only one semester and must meet all of the stipulated conditions during the initial semester to continue in the program. Students entering the University under this category register in the same manner as regular degree-seeking students. International students cannot be admitted into the provisional category.

A provisional graduate student in the Department of FCS must be reviewed by the FCS Graduate Curriculum Committee and the University at the end of the initial semester to determine whether the stipulated conditions were met. If the conditions were not met, the student will not be able to continue in the program. While in provisional status, a graduate student must register for graded graduate-level coursework (5000-level or above; excludes S/U courses) commensurate with the load requirements of the program and must earn at least an average of 3.0 for all graduate-level coursework taken.

A hold blocking future enrollment will be placed on the record of a student who fails to meet the stipulated conditions during the initial provisional semester; such students will be ineligible to continue in the academic program. Students who met the minimum requirements for admission to the University either initially or during the provisional semester, but failed to meet the program-specific conditions, may subsequently seek admission to a different academic program as a degree or non-degree seeking student.

A provisional student who does not earn at least a 3.0 average during the initial provisional term is not eligible for probationary status in the subsequent semester. Otherwise, a provisional graduate student is subject to the retention and dismissal regulations appropriate to a regular graduate student. For information on non-degree classification, see the subsection on 'Non-Degree Students' in the University graduate materials.

Anti-Discrimination and Grievance Polies

Florida State University, including the Department of Family and Child Sciences, is “committed to a policy of non-discrimination for any member of the University’s community on the basis of race, creed, color, sex, religion, national origin, age, disability, veterans’ or marital status, sexual orientation, gender identity, gender expression, or any other protected group status” (from the University Equal Opportunity and Non-Discrimination Statement found at:

http://www.hr.fsu.edu/PDF/Publications/diversity/EEO_Statement.pdf). Further, the University prohibits acts of harassment against students (or other members of the university community) based on membership in one of these protected groups. A student seeking to file a grievance may contact the Dean of Students Department, the Director of Multicultural Affairs, and/or the Office of Diversity and Compliance in University Human Resources.

Criminal History Background Check Policy

The University requires all staff and OPS employees to inform their supervisor within two (2) business days if arrested for any felonies or first degree misdemeanors (or the equivalent thereof in another state). The employee must also notify their supervisor of the final disposition of their case within two (2) business days. In both circumstances, the supervisor must immediately consult with the Human Resources’ Employee and Labor Relations Office to determine if the offense is job related and for further guidance. Failure to comply with this policy could result in disciplinary action, up to and including dismissal.

Leave of Absence Policy

In accordance with University policies, under special circumstances, graduate students may apply for a leave of absence from the university for a specific period of up to three consecutive semesters (includes summer term). The circumstances justifying a leave include, but are not limited to: personal or family medical conditions, call to active military duty, parental leave, death in immediate family, or completion of an off-campus internship. The student must provide appropriate documentation and a rationale for the leave request.

To apply for a leave of absence, a student must complete the Request for Leave of Absence Form (available on the Graduate School website) and submit it with appropriate documentation to the major professor and the Graduate Program Director or MFT Program Director. If the major professor and Program Director approve the application, it should then be forwarded to the Department Chair and subsequently to the Associate Dean for consideration. If approved at all of these levels, the associate dean's office will notify the Registrar and the Dean of the Graduate School of the decision. The Associate Dean will also notify the student of the decision (approved or denied). If approved, the Registrar will place a notation on the student's record. A student who is denied a request for leave at any step may appeal the decision to the Dean of The Graduate School.

An approved leave of absence preserves the student's academic status in his or her degree program, and the time off will not be counted against the time limits for awarding degrees. Consequently, registration is not allowed during the leave period and the student need not re-apply to the program to return to active status at the end of the approved leave period. A leave may be extended for additional consecutive semesters (includes summer term). A student should apply for the leave extension no later than four weeks prior to the end of the final semester/term of his or her initial leave to allow time to consider and process the request. Extension of a leave is subject to approval of the program, college, and the Graduate School. The cumulative number of consecutive leave semesters (including summer term) shall not exceed six. The total consecutive or non-consecutive leave time a student is not registered in the program shall not exceed 24 months. At the conclusion of the approved leave, a student must enroll at Florida State University and return to active status no later than the start of the next academic semester. Students cannot be on leave during their semester of graduation.

A student on a leave of absence may terminate the leave of absence at any time prior to the approved ending date. In such cases, the student would be immediately subject to the continuous enrollment and registration policies. Students returning from a leave of absence of more than one year will be required to disclose any legal or campus disciplinary charges that arose during the leave and provide updated contact and mailing address, residency documentation, and other biographical information as required by the University for reporting and processing purposes.

While on leave a student will not have access to campus facilities and personnel. This means a student will not have access to labs, libraries, and online resources that require an FSUID. Students on leave cannot remain in student housing. There is no guarantee that financial aid will be continued. Students with financial aid or student loans should confer with the Financial Aid Office and review their loan agreements prior to requesting a leave of absence to ascertain the consequences a leave will have on their loan status. University assistantship and fellowship support will be discontinued for the duration of the leave. Programs are not obligated to reinstate funding support that was provided prior to the leave though they are encouraged to do so if funds are available. Students receiving external support, e.g. an NSF Graduate Research Fellowship, should check the terms of the award to determine the impact of being on leave. In-state residency status may be impacted if the student moves out of the State of Florida, and then returns to resume the degree program. Students should seek guidance from the Registrar on the potential impact on in-state residency. International students should check with the Center for Global Engagement to determine if a leave would adversely affect their visa status. Students

should also consider other factors that might impact their circumstances upon their return to active status. For example, a major professor might depart from the university or a degree program might be suspended or terminated. The University has an obligation to provide a path to completion for enrolled students as well as students on a formally approved leave of absence.

Dismissal from a Graduate Program

Program terminations (dismissal for a reason other than GPA) are may occur for a number of different reasons, including but not limited to:

1. Inability to conduct research in a fashion appropriate with the accepted norms of our discipline,
2. Inability to function within a team environment to the degree that it negatively affects the learning, practice and/or research of fellow graduate students,
3. Failure to meet one or more major milestone requirements (i.e., failing a retake of the preliminary exam), and
4. Failure to make progress towards the dissertation.

Steps for Dismissing a Student from a Graduate Program

Step 1: A graduate student is identified by his/her the department as not making sufficient progress towards the degree, failing to complete the degree within the specified time-period, or whose academic performance is substandard, regardless of GPA.

Step 2: The graduate student meets with his/her major professor and the Graduate or MFT Program Director (for MFT Students) to develop a remediation plan for the incomplete degree requirement or scholarly/behavioral objectives. This should take place within the semester that a concern is identified.

- The department will provide a written remediation plan or written academic “warning” to the student.
- The academic dean will be notified of the situation, the deficiencies and the remediation steps presented to the student.

Step 3: If the graduate student fails to resolve/remediate the specified and documented deficiency in the time period indicated in the remediation plan, the department may initiate a program termination. If the program chooses to terminate the academic progress of the student, the following steps will be completed prior to notification given to the student.

- The department will consult with the academic dean of the intent to pursue program termination. The consultation will include the remediation steps taken, the student’s efforts to date to resolve or address the deficiencies and the grounds for the program termination.
- At the time of dismissal, the major professor and/or department chair may petition the academic dean for consideration of special circumstances that the major professor/department chair thinks constitute justification for an exception to this termination.
- The academic dean’s office will inform the Registrar’s Office and the Graduate School of its intent to move forward with program termination. In conjunction, the three offices will tailor a letter specific to the circumstances of the student, including language and alternatives, if any.

- HDFS Doctoral students with In-Flight Master's who have not yet been awarded the M.S. may be offered a chance to complete the master's program only, but this is at the department's discretion.

Step 4: A dismissal letter will be sent to the graduate student via mail and e-mail which specifies the following information:

- The termination reasons,
- Benchmarks missed,
- The fact that an academic hold will be placed on registration on registration and effective date/semester,
- Dismissal from the program constitutes dismissal from the University,
- Any limitations on future enrollment in courses offered by the department/college, should the student reapply to the university in a different program,
- Alternatives a student could request, e.g., graduating with only a master's instead of Ph.D. for HDFS In-Flight students (assuming coursework and degree requirements are met),
- Timeline to complete specific coursework, if any,
- Notification of the right to appeal and information about how to do so, and
- A deadline for any appeal submittal.

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