

Department of
Family Social Science



Graduate Program Handbook (revised September 2006)

INTRODUCTION AND OVERVIEW

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

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

Learning Environment and Student Backgrounds

The graduate students in Family Social Science contribute to a rich learning environment through the varied personal and professional experiences they bring to the program. Professional backgrounds of recent students include therapist, lobbyist, teacher, researcher, center director, parent, minister, program manager, program evaluator, nurse, and hospital chaplain. The diversity of students' backgrounds in ethnicity, sexual orientation, and national origin also adds to a multifaceted understanding of intergenerational families. International students in the program hail from Canada, India, Israel, Japan, Kenya, Korea, Russia, South Africa, and Taiwan.

Student Opportunities

The program is designed to have extensive interaction between students and faculty. Students are also encouraged to support each other's progress through formal and informal mechanisms. All students in a new cohort are matched with a student in the program for a system of peer advising. During the program, students frequently have opportunities to present papers at professional conferences, contribute to co-authored publications, teach undergraduates, develop materials for the internet based on their research and/or teaching experience, and develop materials for community outreach. Many times these are co-authored with a faculty member.

Top Ranking University Graduate Program

The University of Minnesota's graduate program in Family Social Science has been identified as a leader in the nation. In a 1992 survey of family scholars, Minnesota was ranked first out of twenty-eight doctoral degree-granting programs in training family theorists, researchers, and family life educators and tied for second in training marriage and family therapists.

Studies in 1985 and 1988 also ranked the Family Social Science program as the top one in the family field. The Outstanding Student Award presented annually by the National Council on Family Relations has been awarded several times to Minnesota graduate students, as has the Sage Dissertation Book Award. Many members of the Family Social Science faculty have received research awards and have served as presidents of national or international organizations: National Council on Family Relations; American Association of Marriage and Family Therapy; Society for Cross Cultural Research; American Association of Sex Educators, Counselors and Therapists; Groves Conference on Marriage and Family; and the Association of Financial Counseling and Planning Education. They have also served on the board of directors of the American Council on Consumer Interests and American Association of Family and Consumer Science.

Studies cited are: Lundell, C.E., Bagley, R., Burr, W.R., Hawley, J., Brooke, P., Sheridan, R., Nelson, D. Faculty *Perceptions About Family Science Graduate Programs*. (November, 1992). Paper presented at the meeting of the National Council on Family Relations, Orlando, FL.

Middleton, S. G. "Graduate Family Science Departments in 1985". (1986). Unpublished Doctoral Dissertation, Brigham Young University.

Burr, W. Schvaneveldt, J. D., Roleder, G., Marshall, C. *Selected Impressions in the Eminence of Family Science Program*. (October, 1989). National Council on Family Relations annual meeting, San Francisco, CA. October 19, 1989.

MISSION AND GOALS

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

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

Students receiving graduate degrees in Family Social Science are expected to have a broad knowledge of family science, to be able to engage in independent research related to families, and to be specialized in areas of application to human problems and issues for families and society. Students are also encouraged to take relevant courses in anthropology; psychology; social work; education; sociology; history; public health; work, community and family education; law; economics; political science; public affairs; child development; women's studies; Afro-American and African studies; immigrant studies; statistics; and research methods.

To meet these goals, students should consider the following activities:

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

ADMISSION PROCESS

Admission Requirements

The number of graduate applicants admitted into the program varies from year to year, depending on availability of faculty advisers, financial support, and qualifications of applicants. The most competitive applicants will meet the following minimum requirements for entry into the graduate program. A student lacking some of these minimum requirements but admitted to the program will be advised to take make-up courses in the first year of graduate work.

A strong applicant will have the following:

- Two family courses
- One course in economics, political science, government, or public policy
- One course in sociology or anthropology
- One course in psychology
- One course in statistics or research methods
- Experience in working with families through paid employment or volunteer work
- Interest in developing competence in research

Required for MFT Applicants

- Clinical Master's Degree

Required for Ph.D. Applicants

Students may enter the Ph.D. program after receiving a bachelor's or master's degree. Students entering the Ph.D. program with a bachelor's degree will be expected to fulfill the requirements for an M.A. degree in the process of working toward the Ph.D. degree.

Students who apply after completing a master's program are expected to have the above requirements plus three additional courses in social and behavioral sciences and two additional statistics or research methods courses. There should be evidence of interest in research and in the development of research competencies.

Students applying to the Marriage and Family Therapy Program must have a clinical master's degree. *Clinical training at the master's level is not offered in this department.*

Admission Procedures

1. For applicants to the doctoral program and Plan A master's program (with thesis), all materials need to be sent to the Graduate School **and** to the Department of Family Social Science as specified below by **December 15th** of every year for admission the following fall. Except under unusual circumstances, applications for the doctoral program and Plan A master's program

(with thesis) are reviewed only once each year, a few weeks after our December 15 deadline. Applications for the Plan B master's program (with project, not thesis) are considered once they are complete, and students may begin graduate study the semester after the application is approved. Students completing the Plan A or Plan B master's program ARE NOT eligible for admission to the MFT Ph.D. program.

2. The Graduate School application for admission must be submitted online and all required supporting materials sent to the Graduate School:

Graduate School Office of Admissions
University of Minnesota
309 Johnston Hall
101 Pleasant St. SE
Minneapolis, MN 55455-0421

- All transcripts/credentials and fees requested by the Graduate School. You may mail photocopies or fax a legible copy of your transcript/credentials. If you do fax or send a photocopy, do not send official transcripts/credentials; if you are admitted, official or certified transcripts/credentials will be requested..
- Scores on the TOEFL, IELTS or the MELAB test are required for students whose first language is not English, except for students who have completed 24 quarter credits or 16 semester credits within the past 24 months as a full time college or university student in the United States.

3. Send the following to Family Social Science,

University of Minnesota, 290 McNeal Hall,
1985 Buford Avenue, St. Paul, MN 55108:

- Family Social Science application form
- A statement of at least 500 words regarding your personal and professional goals, research interests, and how graduate work in Family Social Science will help you achieve these goals.
- A sample of your writing, such as a term paper or research paper for publication.
- A description of your activities and experiences related to families, including past and current employment, coursework not appearing on transcripts, volunteer work, organization memberships, and workshops attended.
- Copies of transcripts that indicate your grade point average and grades for all of your undergraduate and graduate work. An undergraduate grade point average of 3.00 is preferred for admission to the graduate program. The most competitive applications will have a much higher GPA.
- Three letters of recommendation by professors, employers, or supervisors. These letters should address your potential for successfully completing this academic research program. Please be sure to give your writers the letter to Writers of Letters of Recommendation regarding the content for letters of recommendation.
- Graduate Record Examination scores (General Test).
The institution code for the test is **6874**; department code, **2299**.

MFT Applicants Only – Complete the section of the application for students applying to the Marriage and Family Therapy program. Applicants for the accredited Marriage and Family Therapy Program must include at least two letters of recommendation from therapists familiar with the student's clinical skills.

ACADEMIC ADVISING AND EVALUATION

Academic Advising

One of the great strengths of our program is that students work closely with faculty mentors and advisors. The program requires a great deal of writing and research by students, and faculty are available to work with students to develop and perfect the conceptualization, organization, and other aspects of their projects. One sign that the process works is that students and recent graduates of this program have won a number of national awards for their work. Of course, not all advising and mentoring is about writing and research, and the faculty work hard to speak to and help with other issues that come up during a student's time here -- including making choices about which course to take, renewing motivation, developing as a teacher or therapist or other kind of professional, and finding the best employment niche.

The Director of Graduate Studies appoints an intake adviser for each entering student. At the end of the first year, the student may select a different faculty adviser from among the graduate faculty in Family Social Science. Master's degree students will designate two members of the graduate faculty to serve on their committee, one as adviser. Ph.D. students will select three FSoS faculty members to guide their work and critical review examination. One person will serve as adviser, the other two as committee members.

The first year in the program is a time to get to know faculty members. The student is expected to select committee members by the end of the second semester in the program. The departmental form (Designation of Departmental Committee Members) is submitted to the intake adviser at the time of the first year evaluation. The choice of adviser and committee members rests primarily with the student. The intake relationship is automatically terminated at the end of the first year. Students are expected to ask the intake adviser to continue, if they want them to be their degree adviser. Contact potential committee members to ask whether they would be willing to serve on your committee. Faculty members who already have heavy advising loads or other responsibilities that will limit the time available to you, may decline, which is why it is so important to get to know several faculty during your first year in the program. Committee members along with one member from outside the major comprise the examining committee.

Master's students with a plan B will be expected to file an official Degree Program with the Graduate School at the end of the second semester. Master's students with a Plan A are encouraged to file at end of the second semester and no later than third semester in the program. The Graduate School's minimum requirements for composition of the examining committee for Master's final examination is 3 examiners – 2 from the major; 1 from outside the major (minor if declared). This means that students will need to identify their area of interest and select someone to guide the degree work.

Doctoral students are expected to file an official Degree Program with the Graduate School at the end of the third semester. In addition to the three faculty members selected within Family Social Science, an outside member, who is on graduate faculty must be selected. Students are encouraged to work with the three-person inside committee to select the member. If the student has declared a minor, then the Graduate School list for the persons eligible applies. The outside person is part of the examining committee for the preliminary oral examination, the dissertation, and the final oral examination. Some minors may have additional requirements.

The adviser and the Director of Graduate Studies sign the Degree Plan. Once the plan has been submitted and approved, the adviser and Director of Graduate Studies must approve any changes. If the student desires to change the advisers or committee members, the Director of Graduate Studies must be notified in writing. It is the faculty's expectation that students will work with a variety of faculty members during the degree. Changing an adviser means that a better match for the completion of the degree work has been determined. Students are responsible to tell the current adviser as well as obtain consent of the new adviser prior to notifying the Director of Graduate Studies.

The Degree Program Form requires the approval of your adviser and the Director of Graduate Students. The form is available online at the Graduate School website:
http://www.grad.umn.edu/current_students/forms/index.html.

The Degree Program Form is a critical milestone form, as it is the official record of who your faculty adviser is; what coursework you will be using to meet degree requirements; whether you are formally declaring a minor; what (if any) language proficiencies you must demonstrate; and who will be serving on your masters or doctoral final examination. The Degree Program Form is used as an advising tool by your adviser and Director of Graduate Studies (DGS) and as a reference for you as you proceed through your masters or doctoral studies. The Graduate School also depends on this form as an advising tool and as a (required) reference when clearing you to graduate.

Evaluation of Students

All graduate students are evaluated annually. All first-year students are evaluated by the graduate faculty toward the end of the spring semester of their first year. The purposes of the evaluation are to review students' program progress and to assess strengths and weaknesses. After the first year, a committee of three graduate faculty members reviews each student's progress annually. Students receive written reports of these evaluations from their advisers. Students provide the graduate faculty a written self-assessment of progress as part of the evaluation process. Details may be found in the "Guide to Program Requirements."

FAMILY SOCIAL SCIENCE GRADUATE PROGRAMS

Graduate students in Family Social Science may seek a master's degree with thesis (Plan A), a master's degree without a thesis (Plan B), or a doctoral degree. A Ph.D. minor in Family Social Science is available to graduate students from other departments at the University of Minnesota. Admission to the accredited Marriage and Family Therapy program is available only to doctoral students with a clinical master's degree. The Graduate School requires that two-thirds of the credits for degree programs must be completed on the A-F grading system. A minimum grade point average of 3.20 (on a 4 point scale) is required by the department for a student to remain in good standing in any of its graduate degree programs. Course substitutions and transfer credits from other graduate programs may be requested by petition and must be approved by the adviser and Director of Graduate Studies.

Master's Degree Programs

The Master’s degree is offered under two plans: Plan A, requiring a thesis, and Plan B, which substitutes coursework and special projects for the thesis. Plan A consists of 20 credits of coursework and 10 thesis research credits. Plan B consists of 26 credits of coursework plus a project for 4 credits. The Master’s degree program of study is planned by the student and the faculty adviser, approved by the Director of Graduate Studies, and filed with the Graduate School. Students are expected to file an official program for the degree by the time they have completed 10 credits.

Master’s degree students are required by the Graduate School to complete at least 60 percent of the coursework for their official degree programs (excluding thesis credits) as registered University of Minnesota Graduate School students. With approval of the adviser, director of graduate studies in the major (and director of graduate studies in the minor, if the courses are for a designated minor), and Graduate School, the transfer of up to 40 percent of the degree program coursework from any combination of the following is permitted: other recognized graduate schools, registration for graduate credit by non-admitted students, registration through other University of Minnesota units in pursuit of graduate-level degrees.

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

Degree Requirements For Plan A Master's Degree (With Thesis)

The Plan A Master's Degree consists of a minimum 20 credits of coursework, at least 6 credits of which are outside the Department of Family Social Science in a supporting program, and a research thesis for 10 credits that is presented in written format followed by an oral presentation and examination. The Plan A Master's Degree Program is recommended for students who intend to pursue a Ph.D. degree. Course requirements listed below represent only a minimum number of credits that need to be taken. Students are encouraged to select additional coursework that will fit with their professional goals. The minimum requirements for the degree are equivalent to Stage I of the Ph.D. program. The following graduate-level courses (or their equivalents) comprise the minimum requirements for the degree.

Table 1. Degree Program –M.A. Plan A

Major / Core Requirements (10 credits)				
Course	Title	Credits	Semester Completed	Grade
FSoS 8001	Conceptual Frameworks in the Family	3		
FSoS 5014	Quantitative Family Research Methods I	3		
FSoS 8013	Qualitative Family Research Methods	3		
FSoS 8200	Orientation Seminar for Family Social Science	1		
Emphasis or Area of Concentration (4 credits)				
Additional FSoS coursework in the student’s chosen field of concentration				
Course	Title	Credits	Semester Completed	Grade
FSoS 5015	Family Research Laboratory	1		
FSoS				

Table 1. Degree Program-M.A. Plan A continued

Supporting Program (6 credits)				
Course	Title	Credits	Semester Completed	Grade
EPsy 8261	Statistical Methods I: Probability and Inference	3		
EPsy 8262	Statistical Methods II: Regression and the General Linear Model	3		
Thesis (10 credits)				
Course	Title	Credits	Semester Completed	Grade
FSoS 8777	Thesis Credits: Master's			
Oral examination over the content and methods of the project				

Degree Requirements For Plan B Master's Degree (Without Thesis)

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

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

The Plan B Master's Degree consists of a minimum of 26 credits of coursework, at least 6 of which are outside the Department of Family Social Science in a supporting program, and a project for at least 4 credits that is presented in written format prior to an oral examination. Supporting programs might represent anthropological, psychological, sociological, economic, historical, or other approaches to the study of family; or education, policy, counseling, or other applications. Course requirements listed below represent only a minimum number of credits that need to be taken. Students are encouraged to select additional coursework that will fit with their professional goals. The following graduate-level courses (or their equivalents) comprise the minimum requirements for the degree.

Table 2. Degree Program –M.A. Plan B

Major / Core Requirements (7 credits)				
Course	Title	Credits	Semester Completed	Grade
FSoS 8001	Conceptual Frameworks in the Family	3		
Select one research methods course	FSoS 5014 (Quantitative Family Research Methods I), FSoS 8013 (Qualitative Family Research Methods), or Evaluation Research Methods	3		
FSoS 8200	Orientation Seminar for Family Social Science	1		

Table 2. Degree Program-M.A. Plan B continued

Emphasis or Area of Concentration (13 credits)				
Additional FSoS coursework in the student's chosen field of concentration				
Course	Title	Credits	Semester Completed	Grade
FSoS 5015	Family Research Laboratory (if taking FSoS 5014)	1		
FSoS		3		
FSoS		3		
FSoS		3		
FSoS		3		
Supporting Program (6 credits)				
Course	Title	Credits	Semester Completed	Grade
EPsy 8261	Statistical Methods I: Probability and Inference	3		
(course outside FSoS)		3		
Project (4 credits)				
Course	Title	Credits	Semester Completed	Grade
FSoS 8755	Master's Paper: Plan B Project	4		
Oral examination over the content and methods of the project				

All master's degree students should check the Graduate School website for graduate requirements: http://www.grad.umn.edu/current_students/forms/masters.html

Degree Requirements for the Ph.D. Degree

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

A Ph.D. in Family Social Science is offered in two specialization areas: Family Science and Marriage and Family Therapy. The student and the faculty adviser plan the program of study for the Ph.D. by the end of the third semester of study. The student's adviser, Director of Graduate Studies, and Graduate School must approve the Degree Program form. Students who select Marriage and Family Therapy will need additional approval from the Director of the Marriage and Family Therapy Program prior to receiving approval from the Director of Graduate Studies.

The Ph.D. program consists of several components. The stage I is the course taken for a Family Science Plan A at University of Minnesota, or another Family Science Master's degree program. Consult the Graduate School Catalog for information concerning the transfer of credits to a doctoral degree program (<http://www.catalogs.umn.edu/gen/phd.html>). Stage II has

major/core requirements, a specialization, supporting program with courses outside of the Family Social Science Department, and a dissertation.

In addition to coursework, the program requirements include (a) a written preliminary examination (the Critical Review and Special Project papers), (b) an oral preliminary examination, (c) the dissertation, and (d) final oral examination. [Details about these requirements can be found in the "Guide to Program Requirements."]

Coursework requirements listed represent a minimum number of credits that need to be taken. A student is expected to choose additional coursework at his/her option. The minimum requirements for the Ph.D. degree are the following courses that are in addition to the Stage I requirements listed in the Plan A Master's Degree. The courses must be taken A-F. Consult the Graduate School Catalog for information concerning the transfer of credits to a doctoral degree program.

Table 3. Doctoral Degree with Family Science Specialization				
The degree consists of stage I and II. Stage I is the master's degree or program equivalent. Stage II consists of core requirements, a 24 credit Family Science specialization, 12 credit supporting program outside of Family Social Science, preliminary written examination, preliminary oral examination, 24 dissertation credits, and final oral examination.				
Course	Title	Credits	Semester completed	Grade
Core Requirements (10 Credits)				
FSoS 5014	Quantitative Family Research Methods I	3		
FSoS 8001	Conceptual Frameworks in the Family	3		
FSoS 8013	Qualitative Family Research Methods	3		
FSoS 8200	Orientation Seminar for Family Social Science	1		
FSoS electives (4 credits)				
FSoS 5015	Family Research Laboratory	1		
FSoS ____		3		
Supporting Program (6 credits)				
EPsy 8261	Statistical Methods I: Probability and Inference	3		
EPsy 8262	Statistical Methods II: Regression and the General Linear Model	3		
Thesis (10 Credits)				
If thesis is not research based, the special paper must be a research study				
FSoS8777	Thesis Credits: Master's	10		

The Stage I is the master's degree for students in Family Social Science MA (Plan A-thesis). Students coming from other programs may petition to waive some of these courses, if they have completed an equivalent course. The form (FSoS Graduate Program Petition) is available on the FSoS Forms web page <http://fsos.che.umn.edu/graduate/programinfo/gradforms.html>. FSoS 8200 is required of all students the first semester they register in any Family Social Science Program.

Stage II

Course	Title	Credits	Semester completed	Grade
Core Requirements (12 credits)				
FSoS 8003	Current Issues in Family Science	3		
FSoS 8014	Quantitative Family Research Methods II (Prereq FSoS 5014 & 5015)	3		
One course of Advanced Quantitative Research Methods, Multivariate Statistics or Advanced Qualitative Methods Course. Selection determined with advising committee for degree plan.				
		3		
FSoS 8047	Integrative Research Seminar (register after critical review has been completed)	3		
FSoS Family Science Specialization (24 credits)				
Select 8 of the courses				
FSoS 5032	Family Systems Theories and Interventions	3		
FSoS 8005	Multicultural Issues in Family Science	3		
FSoS 8007	Ethical Issues and Moral Dilemmas in Family Life	3		
FSoS 8033	Problems in Families	3		
FSoS 8035	Assessment of Couples and Families	3		
FSoS 8104	Family Policy	3		
FSoS 8105	Family Gerontology	3		
FSoS 8106	Families from an Economic Perspective	3		
FSoS 8550	Advanced Topics in Family Social Science: _____	3		
FSoS 8550	Advanced Topics in Family Social Science: _____	3		

Supporting Program (12 credits)

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

		3		
		3		
		3		
		3		

Dissertation (24 credits)

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

FSoS 8888	Dissertation Credits	24		
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*Students who complete a Plan A in Family Social Science have the stage I of the Ph.D. completed. Students who come to the program from another master's degree program work with their adviser to waive courses they have completed elsewhere or to accept the courses to be placed on the Degree Plan. Students coming from another family science program easily waive these courses. Students entering from a degree other than family science will sometimes need to take some of these courses as background to be successful in the Ph.D. program. All the Graduate School rules for courses from other Universities are followed.

Table 4. Doctoral Degree with Marriage and Family Therapy Specialization				
Course	Title	Credits	Semester completed	Grade
Family Social Science Core				
FSoS 8200	Orientation to Family Social Science	1		
Marriage and Family Therapy Accreditation Requirements Individual and Family Studies Core Requirements (24 Credits)				
FSoS 8001	Conceptual Frameworks in the Family	3		
FSoS 8003	Current Issues in Family Science	3		
FSoS 8005	Multicultural Issues in Family Science	3		
FSoS 8007	Ethical Issues and Moral Dilemmas in Family Life	3		
Two of the following four family science courses:				
FSoS 8104	Family Policy	3		
FSoS 8105	Family Gerontology	3		
FSoS 8106	Families from an Economic Perspective	3		
FSoS 8550	Advanced Topics in Family Social Science: _____	3		
The next two courses can be applied to a supporting program				
Cpsy 8606	Advanced Developmental Psychopathology			
Cpsy 8302	Developmental Psychology: Social and Emotional Processes			
Core Research Courses (21 Credits)				
FSoS 8013	Qualitative Family Research Methods	3		
FSoS 8014	Quantitative Family Research Methods II (Prereq FSoS 5014 & 5015)	3		
FSoS 8036	Couple and Family Therapy Research	3		
FSoS 8047	Integrative Research Seminar (register after critical review has been completed)	3		
Three research core courses can count in supporting program credits				
EPsy 8261	Statistical Methods I: Probability and Inference	3		
EPsy 8262	Statistical Methods II: Regression and the General Linear Model	3		
One course of Advanced Quantitative Research Methods, Multivariate Statistics or Advanced Qualitative Methods Course. Selection determined with advising committee for degree plan.				
Classroom Clinical Courses (33 Credits)				
FSoS 5032	Family Systems Theories and Interventions	3		
FSoS 8031	Family of Origin	3		
FSoS 8033	Problems in Families	3		
FSoS 8034	Marriage and Family Supervision	3		
FSoS 8035	Assessment of Couples and Families	3		
FSoS 8037	Ethics, Legal, and Professional Issues	3		
FSoS 8039	Clinical Interventions for Couples	3		
FSoS 8275	Clinical Consultation with Couples and Families	3		
FSoS 8551	Advanced Clinical MFT	3		

Table 4. Doctoral Degree with Marriage and Family Therapy Specialization				
Course	Title	Credits	Semester completed	Grade
	Topic: _____			
FSoS 8551	Advanced Clinical MFT Topic: _____	3		
Classroom Clinical Course that can count as supporting program course				
SW 8051	Psychopathology and Social Work Practice	3		
Clinical Contact Courses				
FSoS 8295	Family Therapy Practicum	Must register every semester until in internship course		
FSoS 8296	Family Therapy Internship	variable		
Marriage and Family Therapy Specialization Elective				
FSoS 8297	Supervision of Supervision (Practicum)	3		
Supporting Program (12 credits)				
A coherent supporting program with courses outside of Family Social Science, a minor in another department, or free-standing interdisciplinary minor. MFT Courses are noted that may be used for the supporting program.				
		3		
		3		
		3		
		3		
Dissertation (24 credits)				
Can only be taken after preliminary written examination and preliminary oral examination are passed. See guide to program for details of examinations.				
FSoS 8888	Dissertation Credits	24		

Students with a specialization in Marriage and Family Therapy who have taken equivalent coursework in a clinical master's degree program, may petition the Director of the Marriage and Family Program to waive course requirements. Family Social Science Core and Core Research Courses require the signature of both the adviser and the Director of Graduate Studies. Forms for MFT students and the Graduate Program Petition form can be found at the FSoS Graduate Forms web page: <http://fsos.che.umn.edu/graduate/programinfo/gradforms.html>.

Supporting Program (12 credits)

The supporting program is constituted in one of the following three ways: (a) a coherent group of courses taken in various departments outside Family Social Science, such as work, community, and family education, psychology, sociology, anthropology, economics, child development, gerontology, political science, speech communication, or philosophy, (b) a full minor in another program, or (c) one of the Graduate School's free-standing interdisciplinary minors (such as Interpersonal Relationships Research, Family Policy, Gerontology, and Feminist Studies). At the doctoral level, statistics and methodology courses taken outside the department may count as a supporting program if the student has elected statistics or methods as his/her area of concentration. The School of Statistics offers "Minor in Statistics" programs for both the M.S. and Ph.D. degrees.

Written Preliminary Examination

There are two parts for the Ph.D. preliminary examination in the Family Social Science Program. The first is a critical review paper usually done at the beginning of the second year in the Ph.D. program. The other is a special project paper. See the "Guide to Ph.D. Program Requirements" for the specifics. Both of these written assignments are graded. When the student passes both assignments, a form is filed in the Graduate School declaring the student has passed the written preliminary examination.

The **critical review paper** is completed first and is a measure of the student's ability to critically analyze existing literature focusing on theoretical concepts, research methodology, and application of the findings on a specific topic. The topic is selected by the student with the approval of the three person inside committee guiding the degree of the student. The Application for Critical Review Paper is available on the FSoS website and should be filed at the end of the second semester.

The **special project** is designed to assist students in learning to write for publication in professional journals, in addition to serving as a measure of student progress toward the doctoral degree. The Application for Special Project Paper is available on the FSoS website.

Oral Preliminary Examinations

The Graduate School requires that doctoral students successfully complete preliminary oral examinations before enrolling in dissertation credits. To help students in a timely manner, guidelines have been established for the special paper. See the Department of Family Social Science "Guide to Program Requirements" for details.

Research Practicum with Faculty Members

All doctoral students are expected to develop competencies in planning, analyzing, conducting, and reporting research by participating in one or more research projects throughout their program of graduate study. Students are encouraged to work with several faculty members during the duration of their graduate study and can receive research credits by enrolling in FSoS 8193 Directed Study or FSoS 8794 Directed Research. Consent of the specific faculty member involved is required. Student who have not been employed as a research assistant often register for these courses.

Research Competencies

The faculty in Family Social Science value both quantitative and qualitative approaches to research. All Ph.D. students are required to take at least one 8000 level methods course in each. Choice of methodology depends on one's research questions and is made in consultation with the supervising professor. At least one of three major projects (master's thesis, special project, doctoral dissertation) must be quantitative.

Marriage and Family Therapy Accredited Program

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

The MFT program is available only to applicants with a clinical master's degree that includes a clinical practicum. Students generally apply to the MFT program simultaneously with their application to the Department of Family Social Science. Applicants are involved in screening and review procedures to assess clinical and interpersonal skills. At least two letters of recommendation are required from therapists familiar with the student's clinical skills.

Detailed information on the accredited MFT Program is available online at the Family Social Science website (<http://fsos.che.umn.edu/graduate/programinfo/mft.html>) or contact the Department of Family Social Science, University of Minnesota, 290 McNeal Hall, 1985 Buford Avenue, St. Paul, MN 55108, 612/625-3116.

Ph.D. students should consult The Graduate School website for degree completion requirements http://www.grad.umn.edu/current_students/degree_completion/index.html and information about commencement http://www.grad.umn.edu/current_students/degree_completion/commencement/index.html.

Minor in Family Social Science

Doctoral students from other programs wanting to minor in Family Social Science must take a minimum of 12 credits in departmental courses. This would include taking Conceptual Frameworks in the Family (3 credits--FSoS 8001).

FINANCIAL SUPPORT

Graduate students interested in applying for financial support should indicate that on the Family Social Science application form under "Fellowship Desired," "Teaching Assistantship Desired," or "Research Assistantship Desired."

Research and Teaching Assistantships

A half-time research or teaching assistant in 2005-2006 was paid \$15.25 an hour for 20 hours per week for nine months, plus partial health insurance, if eligible; a quarter-time assistant received half the amount cited, and worked 10 hours per week. According to current Graduate School policy, partial or full tuition is waived up to 14 credits for students receiving assistantships (50% assistantship = full waiver; 25% assistantship = one-half waiver). Since full-time resident tuition for two semesters is \$8,748 for 2005-2006, the tuition waiver is a significant benefit. An assistantship of at least 25% allows the student to pay resident (in-state) rates.

Research and teaching assistantships provide important financial benefits and work experiences for students, but also involve a commitment in terms of time and energy. A 25% assistantship requires 10 hours of work each week, whereas a 50% assistantship requires 20 hours of work each week. The work will vary with the stage in the research process or with the time of the semester in the case of teaching. As with any job, there are responsibilities to the faculty member who is the employer and work deadlines that must be met. Sometimes the demands of the job take priority over other activities. Students who decide to accept an assistantship are also deciding to make a commitment to the particular job for which they have been hired. You are responsible for providing your supervisor with a copy of your schedule including class times as well as work times. Students who receive research and teaching assistantships are evaluated by the faculty with whom they worked. Student also have an opportunity to evaluate the assistantship experience.

Graduate School and University Wide Fellowships

Graduate School Fellowship (for entering students)

Faculty may nominate entering doctoral students for a Graduate School Fellowship, depending upon the availability of these fellowships from the Graduate School. In 2005, these fellowships will be \$17,500 for the academic year, plus tuition and a portion of health insurance. Fellowship awards are based on GRE scores, potential for research, and supporting experiences that demonstrate excellence and a high potential for success in the graduate program. The Fellowship may not be deferred to another academic year. It is a non-renewable award; its taxability is governed by the 1986 Tax Reform Act.

Diversity of Opportunity and Views Fellowship (DOVE)

Faculty may nominate entering students for this University wide honor. This fellowship of \$17,500 plus tuition and a portion of health insurance is awarded for full-time study. The Fellowship may not be deferred to another academic year. It is a non-renewable award, the taxability of which is governed by the 1986 Tax Reform Act.

Graduate School Doctoral Dissertation Fellowship

This fellowship of \$17,500 (in 2005) plus tuition and a portion of health insurance assists graduate students in completing their doctoral dissertation. The department recommends approximately one student per year to the Graduate School for this award. Only students make excellent progress in the program can be considered. Approximately sixty of these fellowships are awarded each year across the entire university.

Graduate School fellowships require nomination by a faculty member.

University – Wide Fellowships

Several University – wide fellowship opportunities are available to students; see the Graduate School Catalog for a listing.

Departmental Fellowship Funds

Several scholarships and tuition awards are available through the department on a competitive basis. These fellowships are announced each spring depending upon availability, not all fellowships are offered every year. A committee comprised of faculty select award recipients.

Mary Ellen McFarland Assistantship

The purpose of the assistantship is to provide a Family Social Science graduate student with support to work on a research or teaching project with a member of the faculty. Students would normally propose: (1) a program of research that would lead to a dissertation, thesis or research paper, or (2) the co-development of a course or educational program.

Masters and doctoral students in Family Social Science are eligible. Selection will be based on the potential contribution of the assistantship to the graduate student's scholarly development and productivity; the potential contribution to the student's degree completion; the student's overall professional promise; the importance of the proposal to the family field; the extent to which the faculty member is available to guide, supervise, and to work with the student, and the career goals of the student.

Neubeck Scholarship

This travel award is available annually for a student presenting a paper at the National Council on Family Relations or at other professional conferences in the family field. Currently the award is \$300. Students should submit a one-page letter of proposal and attached documentation (of accepted paper by the conference) to the departmental Fellowship Awards Committee.

M. Janice Hogan Fellowship

A fellowship to honor the work of M. Janice Hogan, professor of Family Social Science who is well known for her work in family resource management and gender roles. She has focused broadly on families, administration of programs that support families, international students, and administration in our College of Human Ecology. Two \$5000 fellowships (or one \$10,000 fellowship) will be awarded to support Family Social Science graduate student projects. Projects will be judged on the basis of anticipated benefit to the student and the family field from the granting of the fellowship(s).

David H. Olson Doctoral Dissertation Fellowship

A fellowship to honor David H. Olson, a retired professor of Family Social Science who is well known for his work linking family theory, research, and practice. A \$10,000 fellowship to be awarded across fall and spring semesters. Recipients of this fellowship are also eligible to receive up to a 25% departmental assistantship. Priority will be given to a student whose dissertation reflects the innovative and academic spirit of Dr. David Olson's work. This includes the development of family theory, couple/family research methods, and the linkage among family theory, research, and application. The topic of the dissertation can be on any aspect of the Circumplex Model of Marital and Family System. It can include using the Clinical Rating Scale or FACES IV in an empirical study or a qualitative study of different family systems. A combination of a quantitative and qualitative study also is encouraged. The population to be studied is totally open and could include comparisons of different ethnic groups. In addition, FACES data on premarital and married couples (and their family of origin) are also available from the PREPARE/ENRICH database. Publication(s) from the dissertation are an expectation. Dr. Olson will receive a copy of the dissertation abstract and a copy of publications stemming from this project.

Graduate Student Travel Fund

Gift money from Family Social Science alumni, faculty, and friends is allocated in the amounts of \$300 for out-of-state travel and \$600 for international travel to support graduate students who present papers at national and international professional conferences. Students should submit a one-page letter of application and attach documentation (e.g., letter of invitation, program with name listed) no later than two weeks prior to travel. After students graduate, they will be encouraged to contribute to the travel fund for future students' support – a fund built on reciprocity. Students may apply for these funds only once per academic year.

GRADUATE PROGRAM POLICIES

Student Representation

Students interested in serving as a student representative at general or graduate faculty meetings are encouraged to volunteer. Advantages include developing an understanding of the concerns of the Family Social Science Department, getting to know the faculty members, and learning about the larger University. Students alternate with each other as representatives.

Students may also serve as a representative on the Council of Graduate Students, which is the official student college council representing graduate students on the Twin Cities campus (See the Graduate School Catalog for more information), or as a representative on the Student Council in the Department of Family Social Science.

Outside Employment

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

Registration

All graduate students must be registered by the first day of classes each semester. See current Class Schedule for information on how to register.

Human Rights Statement

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

Inquiries regarding compliance may be directed to the Director, Office of Equal Opportunity and Affirmative Action, University of Minnesota, 419 Morrill Hall, 100 Church Street S.E., University of Minnesota, Minneapolis, Minnesota 55455, (612) 624-9547, eoaa@umn.edu. Website at www.eoaffact.umn.edu

GRADUATE COURSES OFFERED IN FAMILY SOCIAL SCIENCE

- [FSoS 5014](#) - Quantitative Family Research Methods I
- [FSoS 5015](#) - Family Research Laboratory
- [FSoS 5032](#) - Family Systems Theories and Interventions
- [FSoS 8001](#) - Conceptual Frameworks in the Family
- [FSoS 8003](#) - Current Issues in Family Science
- [FSoS 8005](#) - Multicultural Issues in Family Social Science
- [FSoS 8007](#) - Ethical Issues and Moral Dilemmas in Family Life
- [FSoS 8013](#) - Qualitative Family Research Methods
- [FSoS 8014](#) - Quantitative Family Research Methods II
- [FSoS 8031](#) - Family of Origin
- [FSoS 8033](#) - Problems in Families
- [FSoS 8034](#) - Marriage and Family Therapy Supervision
- [FSoS 8035](#) - Assessment of Couples and Families
- [FSoS 8036](#) - Couple and Family Therapy Research
- [FSoS 8037](#) - Ethical, Legal and Professional Issues
- [FSoS 8039](#) - Clinical Interventions for Couples
- [FSoS 8047](#) - Integrative Research Seminar
- [FSoS 8103](#) - Family Decision Making
- [FSoS 8104](#) - Family Policy Seminar
- [FSoS 8105](#) - Family Gerontology
- [FSoS 8106](#) - Seminar: Families from an Economic Perspective
- [FSoS 8150](#) - Topics in FSoS
- [FSoS 8160](#) - Topics in Marriage and Family Therapy
- [FSoS 8193](#) - Directed Study in FSoS
- [FSoS 8200](#) - Orientation for Family Social Science
- [FSoS 8275](#) - Clinical Consultation with Couples and Families
- [FSoS 8295](#) - Family Therapy Practicum
- [FSoS 8296](#) - Family Therapy Internship
- [FSoS 8297](#) - Supervision of Supervision
- [FSoS 8550](#) - Advanced Topics in FSoS
- [FSoS 8560](#) - Advanced Clinical Topics in Marriage and Family Therapy
- FSoS 8666 - Doctoral Pre Thesis Credits
- [FSoS 8777](#) - Thesis Credits: Master's
- [FSoS 8888](#) - Thesis Credits: Doctoral
- FSoS 8755 - Master's Paper: Plan B Project
- [FSoS 8794](#) - Directed Research in FSoS

GRADUATE TEACHING INTERNSHIP

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

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

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

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

Graduate students who have completed the teaching internship sequence may teach selected undergraduate courses up to a maximum of six offerings, subject to student demand and scheduling priorities.

THE UNIVERSITY

The University of Minnesota, the state's major Land Grant and urban university, offers graduate students a comprehensive range of programs, and the opportunities to learn from colleagues drawn from around the world. Excellence is the hallmark of the University's graduate programs and faculty.

Recent national surveys have ranked many of the University's programs among the country's top 10, including those in chemical engineering, economics, geography, political science, psychology, and family social science. National rankings note also the distinguished productivity of faculty in these programs and others, including cellular and molecular biology, computer

science, family social science, electrical engineering, history, mechanical engineering, and microbiology.

An internationally renowned faculty drives research achievements in many fields. Development of super grains, (Era and Wheaton wheat and Robust barley), determination of acid rain and its effects on northern Minnesota lakes, and development of techniques for successful bone marrow and organ transplants are some examples of the pioneering research accomplished by University faculty.

The University consists of a network of four campuses throughout the state - in the Twin Cities, Duluth, Morris, and Crookston - and numerous research stations, where experiments are conducted in family social science, agriculture, biology, forestry, horticulture, and natural history.

The Twin Cities campus, by far the largest in the University system, is really two campuses; one in Minneapolis, and one in St. Paul. The Department of Family Social Science is located on the St. Paul campus, but students will take courses on the Minneapolis campus.

The St. Paul campus is situated in the heart of a pleasant wooded residential neighborhood, lending it more of a small-town than urban feeling. Located here are the Colleges of Human Ecology, Biological Sciences, Natural Resources, Veterinary Medicine, Ecology, and Agricultural, Food, and Environmental Sciences. The Department of Family Social Science is one of four departments within the College of Human Ecology.

The Minneapolis campus is further divided by the Mississippi River into East and West Banks, each with a distinctive character. On the East Bank are the older buildings and the grassy, tree-lined central mall of a traditional college campus. Located here are the Institute of Technology and many departments of the College of Liberal Arts, as well as a new health sciences complex and two prize-winning underground buildings.

The West Bank features several high-rise structures and most of the University's newest buildings, housing the Law School, the School of Music, the Hubert H. Humphrey Institute of Public Affairs, the Carlson School of Management, studio arts and theater buildings, and the remainder of the liberal arts departments.

THE TWIN CITIES

The Twin Cities of Minneapolis and St. Paul offer much exciting entertainment, recreational, and cultural activities. Minneapolis is the home of the nationally renowned Guthrie Theater that presents classics, musicals, drama, and comedy. The theater district near the University's Minneapolis campus boasts seven theaters, four of them on campus. St. Paul is the home of the Ordway Theater and the Penumbra Theater. Musical activity flourishes led by the Minnesota Orchestra, the St. Paul Chamber Orchestra, the Minnesota Opera Company, and many early music ensembles.

The Twin Cities is also becoming a popular hub for pop recording artists such as Grammy award winning music producer Jimmy Jam, The Artist formerly known as Prince, Bobby McFerrin, and The Sounds of Blackness. Minnesota movie productions have also flourished, with the making of Fargo, Jingle All the Way, Grumpy Old Men, the Mighty Ducks, Untamed Heart, Purple Rain, and others.

Sports fans can enjoy football (Minnesota Vikings), baseball (Minnesota Twins, St. Paul Saints), basketball (Timberwolves and Lynx), and the new hockey team (The Minnesota Wild). Other highlights of the metropolitan area include touring Broadway musicals, high-quality local and national dance performances, the Science Museum of Minnesota (with its Omnitheater), historic Fort Snelling, The Minnesota Zoo, Valley Fair, the annual Renaissance Festival, Winter Carnival, Aquatennial, and Minnesota State Fair. The ethnic diversity of the Twin Cities has grown within the past few years and is represented in an increasing number of cultural celebrations, festivals, restaurants and other businesses.

The Twin Cities is also the home of the Mall of America, the second largest shopping mall and entertainment attraction in the world. . In the summer, there are many outdoor activities such as sailing, outdoor camping, jet skiing, water skiing, fishing, canoeing, rock climbing, picnics in the parks, etc. Yes, winters are cold; but tunnels or skyways connect many buildings (campuses included) and the cities are well equipped to handle snow removal. Many winter days are sunny and bright and invite outdoor activities such as cross-country skiing, downhill skiing, ice-skating, snowmobiling, bob sledding, etc.

For additional information about Minnesota please visit the Explore Minnesota website: <http://www.exploreminnesota.com/>.

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

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