

# **GRADUATE STUDENT HANDBOOK**

Department of  
Family, Consumer, and Human Development

Emma Eccles Jones College of  
Education and Human Services

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## GENERAL SEQUENCE AND RECOMMENDED TIMELINE

### M.S. Students

1. Select Major Advisor (1st/2nd semester)
2. Form *Supervisory Committee* (1st/2nd semester) *Form required*
3. Complete and file *Program of Study* form (2nd semester) *Form required*
4. Qualifying Review (2nd semester and at least 9 semester hours completed)
5. Thesis Proposal, *IRB* (2nd or 3rd semester) *Forms required*
6. Complete thesis research (4th semester)
7. Defend and revise thesis (4th semester) *Forms required*
8. Graduation *Forms required*

### Ph.D. Students (Post-M.S.)

1. Select Major Advisor (1st/2nd semester)
2. Form *Supervisory Committee* (1st/2nd semester) *Form required*
3. Complete and file *Program of Study* form (2nd semester) *Form required*
4. Qualifying Review (2nd semester and 9 semester hours completed)
5. Complete Comprehensive Exam Process, File Application for *Candidacy*  
(4th semester) *Form required*
6. Dissertation Proposal, IRB (4th or 5th semester) *Forms required*
7. Complete dissertation research (5th/6th semester)
8. Defend and revise dissertation (6th semester) *Forms required*
9. Graduation *Forms required*

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## INTRODUCTION

This handbook was written to explain the FCHD graduate program requirements and what to expect as a student. This departmental handbook supplements information and is superceded by the School of Graduate Studies section of the current Utah State University Catalog or online at <http://www.usu.edu/graduateschool/index.cfm>. Students are responsible for knowing and meeting the requirements of both the Department and the University.

Upon favorable recommendation of the Department, each student is admitted by the School of Graduate Studies for work toward a specific degree (M.S., MFHD, or Ph.D.). To help each student progress in his or her individual graduate program, the Department designates a faculty member to be their "sponsor" (temporary advisor). Sponsors answer questions and help students make decisions about the program until a major professor is selected.

*The supervisory committee.* Once the student has selected a major professor, the student and their major professor collaborate to identify other members of the supervisory committee. The supervisory committee specifies and approves course requirements for the degree, approves thesis and dissertation proposals, and assists students with their thesis or dissertation research. The supervisory committee will also conduct the oral defense of the thesis or dissertation. For master's level students, the supervisory committee includes a minimum of three individuals: the major professor, one member that represents the student's area of specialization, and at least one member from outside the area of specialization. For doctoral students the supervisory committee must include a minimum of five faculty members with doctoral degrees who are approved by the Dean of the School of Graduate Studies. Three members must be from within, and at least one must be from outside the department. Students are encouraged to select their major professor and formalize supervisory committees (by submitting the *Supervisory Committee form* to the School of Graduate Studies with a copy to the department office) during

their second semester at Utah State University.

Students in the master's and doctoral programs are responsible for carefully planning how to complete the graduate program in their chosen field of specialization; thus, courses should be considered thoroughly. Students are expected to work closely with the major professor and supervisory committee to structure a quality program that is consistent with individual academic and professional goals and that fits within the departmental degree requirements. A proposed plan is then reviewed with the major professor and supervisory committee for approval. The Program of Study form is filled out by the student, approved and signed by the committee, the student, and the department head, and forwarded to the School of Graduate Studies for final approval.

For students in the MFHD program, an advisor is selected by the program coordinator with input from the students. No supervisory committee is required. Students in the MFHD program also take a prescribed set of courses that are the same for all students in the cohort.

#### **MASTER'S LEVEL GRADUATE PROGRAM DESCRIPTIONS (M.S., MFHD)**

The main goal of graduate study in the Department is to provide advanced training for individuals wishing to study human development, families, consumer science, and the interplay between individual and family development, with other social institutions. The present coursework and configuration of the faculty create the expertise for six program specializations in the M.S. program: (1) marriage and family therapy; (2) marriage and family relations; (3) consumer science; (4) infancy and childhood; 5) youth and adolescence; and 6) adult development and aging. These specializations not only reflect areas of concentration within the Department, but are also helpful in guiding students toward possible career areas and future professional placement opportunities. These specializations/areas of concentration include the following:

1. *Marriage and Family Therapy:* Includes courses, clinical practice, and professional development for students who are primarily interested in marriage and family therapy as a professional career. Theory and practice are emphasized within a context of human development and marital/family relations. Students are provided with basic academic and initial clinical practice requirements for Utah state licensure as marriage and family therapists and for clinical membership in the American Association for Marriage and Family Therapy. The program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education.
2. *Marriage and Family Relationships:* Includes courses and professional development for students who are primarily concerned with the study of marital formation, marriage and family interaction, socialization for parenthood, interface of marriage and family with other social structures, family crises, and various forms of marriage and family. Examples of current research opportunities include projects on marital adjustment in the early years of marriage, marital quality in diverse populations, and remarriage and stepfamily research.
3. *Consumer Science:* Students study economic interactions of families and consumers with an emphasis on the analysis of household consumption, household financial management, human capital investment, and allocation of time. Theories in economics, finance, sociology, psychology, and quantitative methods are applied to investigate policy questions and decisions made by consumers/households. Examples of current research opportunities include projects on bankruptcy, family economics, and consumer and housing issues.
4. *Infancy and Childhood:* Includes courses and professional development for students who are primarily interested in birth through the school age years.

Examples of current research opportunities include infant development, attachment, social development and competence, language development, early parent-child interaction, and developmentally appropriate practice.

5. *Youth and Adolescence*: Includes courses and professional development for students who are primarily concerned with young people in the second decade of life as they interact with their families, peers, the educational system, and related social issues pertaining to achieving maturity in a modern world. Examples of current research opportunities include projects on parenting of early adolescents, teenage sexual behavior, pregnancy and early parenthood, substance abuse, youthful sex offenders, cognitive autonomy, and identity formation.
6. *Adult Development/Aging*: Includes courses and professional development for students who are primarily concerned with issues facing young, middle-aged, and older adults as they develop within the context of families, the work environment, institutions, and the larger social structure. Examples of current research opportunities include projects on elder care, qualitative methods in aging research, how stress and other psychosocial factors influence affective, physical, and cognitive health in older adults, and intergenerational relations.

FCHD graduate programs are structured to provide students with an integration of theoretical and empirical knowledge, empirical research training, and practicum experience. Coursework and individual training provide the knowledge and skills that are necessary for professional employment. All graduate students receive a strong base in theory and research, research methodology, statistics, complementary coursework, and applied practicum experiences in a specialization which provides in-depth expertise in the selected area.

All six specializations are studied in the context of current issues affecting individuals

and families. Recipients of the M.S. degree in FCHD qualify for careers in teaching, extension activities, administration, prevention/intervention programs, financial counseling, and agencies serving consumers, individuals, families, and children. Recipients of M.S. and Ph.D. degrees may also qualify for careers involving research. M.S. level students with the Marriage and Family Therapy specialty qualify for careers in therapy.

The Master of Family Human Development (MFHD) is designed to prepare students for professional roles providing education and services to individuals and families in applied settings. The MFHD is a practice-oriented degree especially suitable for individuals already working in the family or social services sectors, education, corrections, and those who seek employment in applied settings. The MFHD is not a therapy training degree; a person completing this degree is not eligible to become a licensed therapist or counselor. It will, however, provide excellent preparation for those wanting to gain a greater understanding of children, youth, and families in order to work with them more effectively in providing services and education. Courses are delivered via interactive satellite television to continuing education sites in Utah.

## **ADMISSION PROCEDURES**

### *Application*

Applications for admission are processed online by the School of Graduate Studies <http://www.usu.edu/graduateschool/apply>. As part of the application process, applicants must provide contact information for persons familiar with their *academic* and *professional* backgrounds. The School of Graduate Studies will then request letters of recommendation from these individuals. Applicants for the M.S., and MFHD degrees must take either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) and submit their scores with their applications. Applicants for the Ph.D. must take the GRE. These scores should be sent to the

School of Graduate Studies at Utah State University (Code 4857). Completed applications and letters of reference are submitted online. Official transcripts should be sent to:

School of Graduate Studies  
Utah State University  
0900 Old Main Hill  
Logan UT 84322-0900

**Applicants for the Marriage and Family Therapy Specialty (MFT) are required to provide additional materials and should request additional application and program information from:**

Director, Marriage and Family Therapy  
Department of Family, Consumer, and Human Development  
Utah State University  
2700 Old Main Hill  
Logan UT 84322-2700

#### *Deadlines*

Applications are reviewed by the Department's Graduate Admissions and Finance Committee beginning January 15 of each academic year – MFT applications are reviewed beginning January 2. All application materials including application, letter of interest, three [3] letters of recommendation, transcripts, and test scores (GRE or MAT scores for students seeking master's degrees, GRE scores for students seeking doctoral degrees) should be submitted to the School of Graduate Studies rather than the academic department. For MFT applicants, supplementary materials must be submitted directly to the MFT program director. ***The review of an application does not begin until all required materials have been received by the School of Graduate Studies.*** Marriage and Family Therapy applications also are reviewed by the Marriage and Family Therapy faculty, after Departmental criteria are met<sup>1</sup>. Therefore, in order to meet the Department's normal deadline of March 15 for awarding financial support, the following dates are important.

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<sup>1</sup> MFT emphasis students are admitted once each year.

Before:

- January 15 Applicants must submit all required application materials to the School of Graduate Studies (and the marriage and family therapy admission essay to the MFT director by January 2).
- March 15 Department informs students regarding admission and financial aid decisions.
- April 15 Student applicants are requested to notify the Department regarding their decision to enroll, (in accordance with the Council of Graduate Schools resolution).

The Chair of the Graduate Admissions and Finance Committee may request review of applications for admission at other times during the academic year if all of the following criteria are met:

1. No financial assistance is requested
2. Applicant shows exceptional promise, and
3. Applicant is not requesting MFT or MFHD specialization

#### *Standards for Admission*

The following guidelines have been developed by the Department as the *minimum standards* necessary for an individual's application to be considered for admission:

1. Overall GPA of 3.0 for last 90 quarter credit hours or 60 semester credit hours.
2. GRE *verbal* and *quantitative* scores at or above the 40th percentile, OR
3. MAT score (*Master's level only*) at or above the 40th percentile.
4. In addition to these minimum standards, the applicant's completion of the B.S. or B.A. degree usually has included the equivalent of at least a minor in family, consumer, or child studies. However, competent students have been admitted from a wide variety of backgrounds. An applicant who does not have the

required undergraduate background may be admitted to the master's program, but will be required to demonstrate proficiency by completing prerequisite coursework or exam equivalency before being matriculated. Prerequisite coursework may be taken at USU or other institutions; procedures for demonstrating proficiency via exam equivalency are available in the FCHD department.

- For applicants to all specializations, prerequisite coursework includes:
    - Statistics
    - Social Science Research Methods [FCHD, Psych, Soc acceptable]
  - For students specializing in Family Studies, Human Development, Marriage and Family Therapy, Marriage and Family Relationships, Infancy and Childhood, and/or Youth and Adolescence, this prerequisite coursework includes:
    - Lifespan Human Development or Child or Adolescent Development
    - Marriage and Family Relations
  - For students specializing in Consumer Science, this coursework includes
    - Consumer and the Market
    - Family Finance
5. The interests and goals of the applicant must be compatible with departmental programs. It is recommended that applicants address the following issues in the letter of interest
- (a) previous experience and fit with proposed training;
  - (b) type of employment to be sought; and
  - (c) short- and/or long-term professional goals upon graduation.

In writing the "Letter of Interest" required in the application for admission, applicants

should avoid ambiguity and generalities, specify their career directions and goals, and recognize that this is an important statement seriously evaluated by the Admissions Committee. Marriage and Family Therapy applicants must submit additional application materials to the director of the MFT specialization (contact the MFT program director for more information). All students must demonstrate appropriate writing and speaking skills.

Students for whom English is a second language must demonstrate English proficiency on the TOEFL (contact department for satisfactory score requirement).

### *Admission Decisions*

Each application is reviewed by the Department's Graduate Admissions and Finance Committee, which will make one of three decisions:

1. *Admission and matriculation* - candidate is admitted unconditionally to the Department.
2. *Admission - Provisional Status* - When MS or MFHD applicants lack prerequisite courses, but are otherwise qualified for admission, they may be admitted on a provisional basis. Students who are admitted on a provisional basis can either (1) complete the prerequisite requirement by taking relevant coursework (human development, consumer science, family relations, research methods, and/or statistics) and earning a minimum grade of B, or (2) demonstrate proficiency in prerequisite areas by scoring 80% or higher on a written examination for each of the needed prerequisites (Contact the graduate coordinator to schedule exams). Provisional status students who complete prerequisite requirements are then moved to matriculated status (up to 12 graduate credits can be taken before becoming fully matriculated). Failure to complete prerequisite requirements will result in being excused from the program.
3. *Non-acceptance* to the Department.

## FINANCIAL AWARDS

Teaching and research graduate assistantships are available for applicants to both the M.S. and Ph.D. degree programs (excluding MFHD students; MFHD students are not eligible for scholarships, assistantships, or fellowships). Fellowships and scholarships from both the department and college are also available for well-qualified Ph.D. and M.S. students. Assistantships and fellowships will often include out-of-state tuition awards. Students are encouraged to establish residency after 18 credits. Tuition awards also are available for all full-time (9 credits per semester) Ph.D. students and for a limited number of M.S. students who do not receive financial assistance. Admission to the program does not guarantee financial support. Applications (see page 27) for financial awards, scholarships, assistantships, and fellowships will be reviewed by March 15; applicants must accept or decline offers of financial support by April 15 (in accordance with the Council of Graduate Schools' resolution).

Assistantships require that students perform services in return for salary. Fellowships are financial awards and recognition that require no service from the recipient. All graduate students are eligible to apply for several scholarships in the department (including the Widtsoe and Carter) and college. The Snow Scholarship is open to all female graduate students. The application form for departmental assistantships and in-state tuition awards is located in this handbook (p. 27). Applications for graduate scholarships can be obtained from the Office of the Dean, Emma Eccles Jones College of Education and Human Services, Utah State University, Logan, UT 84322-2800. Fellowship and assistantship decisions for the coming Fall Semester are usually finalized by the end of March. ***Individuals (including presently enrolled graduate students) interested in consideration for teaching or research assistance must complete and return the assistantship request form (p. 27).***

## GRADUATE REQUIREMENTS

### *Qualifying and Annual Reviews*

In order to best advise students, all M.S. and Ph.D. students are reviewed after 2 semesters and at least 9 semester credits in the program. Students are reviewed by faculty who have interacted with them through courses, assistantships, or related activities (see Qualifying Review Form on page 14). If a student is making satisfactory progress in regard to writing, command of knowledge in their emphasis area, command of knowledge and skills in theory, methods, and overall program fit, then the student receives a letter inviting them to continue on the planned course for the degree. If there are issues/concerns noted by the review, the student is advised to do additional work, or seek a different program or career.

MFHD students meet with their advisor at the end of the first year of the program, and again prior to beginning the final project.

### *Grievance Procedure*

Students with a grievance regarding academic matters should meet first with the faculty member involved. If the matter is not successfully resolved between student and faculty, the student may meet with the graduate coordinator and/or the department head. The MFT program director will also be involved with MFT students submitting a grievance. If the matter is still not resolved, the student is referred to the USU General Catalog to follow the procedure outlined there or in article VII of the Code of Policies and Procedures for students at Utah State University.

**QUALIFYING REVIEW FOR \_\_\_\_\_ DATE \_\_\_\_\_**

In which of the following capacities have you worked with this student? Check all that apply.  
 \_\_\_ Classes    \_\_\_ Teaching Assistant    \_\_\_ Research Assistant    \_\_\_ Sponsor or Major Advisor  
 \_\_\_ Committee Member

Don't Know DK		1	2	3	4	High 5	
1.	Goodness of fit in FCHD	DK	1	2	3	4	5
2.	Command of knowledge in Family Area	DK	1	2	3	4	5
3.	Command of knowledge in Consumer Science Area	DK	1	2	3	4	5
4.	Command of knowledge in Human Development Area	DK	1	2	3	4	5
5.	Command of knowledge in Research Methods	DK	1	2	3	4	5
6.	Motivation as a student	DK	1	2	3	4	5
7.	Commitment and participation in dept	DK	1	2	3	4	5
8.	Speaking ability	DK	1	2	3	4	5
9.	Writing ability	DK	1	2	3	4	5
10.	Recommendation for this student						
	a. _____ Allow to continue without reservations						
	b. _____ Allow to continue, but require remedial work						
	c. _____ Dismiss from program						
11.	If recommending b or c, please explain or provide suggestions: _____						
	_____						
	_____						
12.	Please describe the student's strengths: _____						
	_____						
	_____						
13.	Please describe any areas of concern about this student:						
	_____						
	_____						
	_____						
	_____						

## M.S. and MFHD DEGREE REQUIREMENTS

All students earning an M.S. degree, as part of the 30 credit minimum M.S. requirement [MFT students are required to have more credit hours], must complete the following: (a) a general core consisting of 18 semester credits, and (b) 12 semester credits in their specialization (see Table 1). The core requirement consists of foundation courses in family relations, consumer science, and human development, a research methods course, a statistics course, and thesis. These courses are to be chosen by the student in consultation with the major professor and approved by the supervisory committee *prior to* enrollment. Table 2 provides a sample of course offerings for students enrolled in the MFHD program. ***Master's students have six years to complete degree requirements from the time of matriculation. Coursework older than eight years must be repeated. Out-of-date courses will not be revalidated.***

## PH.D. DEGREE REQUIREMENTS (Post-M.S.)

The Ph.D. is awarded as the mark of highest achievement in preparation for active scholarship and research. The Ph.D. in Family and Human Development provides strong integrative training in theory, research methods, and statistics relevant to Family Relations and Human Development. Doctoral students develop their primary (either Family Relations or Human Development) and secondary (either Family Relations or Human Development) emphases by their choices of elective coursework and dissertation work. Post-M.S. Ph.D. students are required to complete the common 41-hour core in Family and Human Development, which includes a minimum of 20 credits for the dissertation research. The required and recommended courses in these areas are shown in Table 3. ***Ph.D. students have eight years to complete degree requirements (from the time of matriculation). Coursework older than eight years must be repeated. Out-of-date courses will not be revalidated.***

**Table 1**

**MASTERS DEGREE IN FAMILY, CONSUMER, AND HUMAN DEVELOPMENT  
UTAH STATE UNIVERSITY**

<u>Core in Family, Consumer, and Human Development</u>			
Select at least <u>two</u> from 6050, 6060, 6070			
FCHD 6050	Consumer Science Theories	3	
FCHD 6060	Human Development Theories	3	
FCHD 6070	Family Theories	3	6
FCHD 6030	Research Methods		3
XXXX XXXX	Statistics		3
FCHD 6970	Thesis Research		<u>6</u>
<b>TOTAL CORE</b>			<b>18</b>
<u>SPECIALIZATION*</u> (Human Development, Family Relations, Consumer Science; MFT Specialty on next page).			
Select at least one from 6010, 6020, 6040			
FCHD 6010	Survey of Family Relations Research, <u>or</u>	3	
FCHD 6020	Survey of Human Development Research, <u>or</u>	3	
FCHD 6040	Survey of Family Economics	3	3
<u>Topical Seminars</u>			
Select at least one class from the following			
FCHD 6200*	Topical seminar in Family Relations		
FCHD 6210	Cultural Diversity		
FCHD 6220	Interpersonal Relationships		
FCHD 6230	Social Policy		
FCHD 6400*	Topical seminar in Consumer Science		
FCHD 6410	Family Financial Problems		
FCHD 6420	Housing Policy and Issues		
FCHD 6430	Economics of Aging		
FCHD 6500*	Topical seminar in Human Development		
FCHD 6510	Infancy		
FCHD 6520	Early Childhood		
FCHD 6530	Adolescence		
FCHD 6080	Professional Development		3
FCHD 6910	Parenting		
FCHD 6920	Aging		
<u>Electives</u>			
6 CREDITS (may include any of the above or classes from other departments as approved by Supervisory Committee)			6
<b>TOTAL EMPHASIS</b>			<u>12</u>
<b>TOTAL PROGRAM</b>			<b>30</b>

Table 1 continues

\*Course is repeatable

<u>Marriage and Family Therapy Specialization</u>		
FCHD 6310	Survey of MFT	29
FCHD 6320	Foundations of MFT	
FCHD 6330	MFT Practice I: Traditional	
FCHD 6340	MFT Practice II: Contemporary	
FCHD 6350	Clinical Practice in MFT	
FCHD 6360	Ethical and Professional Development in MFT	
FCHD 6380	Survey of Marital and Family Therapy Research	
FCHD 6370	Assessment in MFT	
FCHD 6390	Practicum in MFT (8 credits minimum)	
<u>A minimum of one from the following:</u>		
FCHD 6010	Survey of Family Relations Research	3
FCHD 6020	Survey of Human Development Research	
	<b>TOTAL EMPHASIS</b>	<b>32</b>
	<b>TOTAL PROGRAM</b>	<b>50</b>

**Table 2**

**SAMPLE MFHD DEGREE PROGRAM SCHEDULE  
UTAH STATE UNIVERSITY**

Semester/Class Number	Class Title
First Year Fall Semester	
FCHD 6010	Survey Family Relations Research
FCHD 6060	Human Development Theories
First Year Spring Semester	
FCHD 6030	Research Methods
FCHD 6200 or 6500	Topical Seminar in Human Development or Family Relations
	<u>1<sup>st</sup> Campus visit, May</u>
First Year Summer Semester	
FCHD 6070	Family Theories**
FCHD 6230	Family Social Policy**
Second Year Fall Semester	
FCHD 6020	Survey of Human Development Research
FCHD 6900	Applied Statistics for Practitioners*
Second Year Spring Semester	
PSY/EDUC 6010	Introduction to Program Evaluation
FCHD 6980	Graduate Practicum
Second Year Summer Semester	
FCHD 6900	Topical Seminar in FCHD, Capstone Seminar
	<u>Campus visit early August – Capstone Presentation</u>

\* Available to MFHD students only

\*\*Taught On-line

**Table 3**

**PH.D. DEGREE IN FAMILY AND HUMAN DEVELOPMENT (POST-M.S.)  
UTAH STATE UNIVERSITY**

<u>Core in Family and Human Development</u>			
FCHD 7060	Advanced Research and Theory in Human Development (prerequisite FCHD 6060 or equivalent)	3	
FCHD 7070	Advanced Research and Theory in Family Relations (prerequisite FCHD 6070 or equivalent)	3	6
XXXX XXXX	Research Methods		9
XXXX XXXX	Statistics		6
FCHD 7970	Dissertation Research		<u>20</u>
<b>TOTAL CORE</b>			<b>41</b>
<u>AREA OF CONCENTRATION: 12 CREDITS</u>			
FCHD 7050	Advanced Research and Theory in Consumer Science		
FCHD 7080	Professional Development		
FCHD 7980*	Advanced Graduate Practicum		
FCHD 7200*	Topical Seminar in Family Relations		
FCHD 7210	Seminar in Family Diversity		
FCHD 7220	Interpersonal Relationships		
FCHD 7230	Social Policy		
FCHD 7400*	Topical Seminar in Consumer Science		
FCHD 7410	Family Financial Problems		
FCHD 7420	Housing and Policy Issues		
FCHD 7430	Economics of Aging		
FCHD 7500*	Topical Seminar in Human Development		
FCHD 7510	Infancy		
FCHD 7520	Early Childhood		
FCHD 7530	Adolescence		
FCHD 7900*	Topical Seminar in Family and Human Development		12
FCHD 7910	Parenting		
FCHD 7920	Aging		
<u>ELECTIVES: 9 CREDITS</u>			
May include any of the above or classes from other departments, as approved by Supervisory Committee			9
<b>TOTAL EMPHASIS</b>			<b>21</b>
<b>TOTAL PROGRAM</b>			<b>62</b>

\*Course is repeatable

## PH.D. DEGREE REQUIREMENTS (Post-B.S.)

Post-B.S. Ph.D. students are required to complete the common 65-hour core in Family and Human Development. Required and recommended courses in these areas are shown in Table 4. ***As with the post-M.S. degree requirements, students have eight years to complete degree requirements from the time of matriculation. Coursework older than eight years must be repeated. Out-of-date courses will not be revalidated.***

### *Ph.D. Comprehensive Exam*

We expect graduates from our Ph.D. program to possess a comprehensive understanding of the theories that guide research on contemporary issues in family relations and human development, as well as the research tools that are used to investigate these issues. Therefore, the purpose of the comprehensive exam is to ensure that Ph.D. graduates are capable of integrating perspectives on family relations, human development, and research methods. Successful completion of the comprehensive exam provides assurance that our Ph.D. graduates have acquired a level of understanding that would qualify them for teaching introductory courses in human development and family relations, and enable them to use this knowledge in integrative, intelligent, and creative ways. We also expect that the comprehensive exam process (preparation, written responses, and oral performance) will provide optimal preparation for professional situations, such as employment interviews, where participants are required to think quickly and respond to questions with a working knowledge of family relations and human development.

While much of the material necessary for successful completion of the comprehensive exam is addressed in required and elective coursework within the program, we expect that Ph.D. level students will find additional reliable resources from scholarly materials outside of curricular requirements (such as preparing a literature review for a research project or class, finding resources for a class lecture, gathering resource materials for a thesis or dissertation).

**Table 4**  
**PH.D. DEGREE IN FAMILY AND HUMAN DEVELOPMENT (POST-B.S.)**  
**UTAH STATE UNIVERSITY**

<u>Core in Family and Human Development</u> (all Post-B.S. students, regardless of emphasis)			
FCHD 6060	Human Development Theories	3	
FCHD 6070	Family Theories	3	
FCHD 7060	Advanced Research and Theory in Human Development (prerequisite FCHD 6060 or equivalent)	3	
FCHD 7070	Advanced Research and Theory in Family Relations (prerequisite in FCHD 6070 or equivalent)	3	12
Select either 6010 or 6020			
FCHD 6010	Survey of Family Relations Research	3	
FCHD 6020	Survey of Human Development Research	3	3
FCHD 6030	Research Methods		3
FCHD 7080	Professional Development		3
XXXX XXXX	Research Methods		9
XXXX XXXX	Statistics		9
FCHD 7980	Graduate Practicum (Research - 3 credits end of 2nd year, 3 credits end of 4th year)		6
FCHD 7970	Dissertation Research		<u>20</u>
<b>TOTAL CORE</b>			<b>65</b>
<u>AREA OF CONCENTRATION. 9 CREDITS</u>			
FCHD 7050	Advanced Research and Theory in Consumer Science		
FCHD 7980*	Advanced Graduate Practicum		
FCHD 7200*	Topical Seminar in Family Relations		
FCHD 7210	Cultural Diversity		
FCHD 7220	Interpersonal Relationships		
FCHD 7230	Social Policy		
FCHD 7400*	Topical Seminar in Consumer Science		
FCHD 7410	Family Financial Problems		
FCHD 7420	Housing and Policy Issues		
FCHD 7430	Economics of Aging		
FCHD 7500*	Topical Seminar in Human Development		
FCHD 7510	Infancy		
FCHD 7520	Early Childhood		
FCHD 7530	Adolescence		
FCHD 7900*	Topical Seminar in Family and Human Development		9
FCHD 7910	Parenting		
FCHD 7920	Aging		
<u>Electives: Remaining coursework from the following:</u> (May include Topical seminars FCHD 7200/7500/7900/7980 or 6000/7000 level classes from other departments as approved by Supervisory Committee)			
Minimum			16
<b>TOTAL EMPHASIS</b>			<u>25</u>
<b>TOTAL PROGRAM</b>			<b>90</b>

\*Course is repeatable

The comprehensive exam, consisting of a written and an oral segment, is required of all Ph.D. students. During the six hour written portion of the comprehensive exam, students respond to three questions. Students are given two hours to respond to questions appropriate to their Primary Emphasis area (Family Relations or Human Development); two hours to respond to questions appropriate to Research Methods; and, two hours to respond to a question appropriate to their Secondary Emphasis area (Family Relations or Human Development). Students may elect to take one, two, or all three portions of the Comprehensive Exam during a scheduled examination period.

Primary Emphasis	2-hour written exam
Secondary Emphasis	2-hour written exam
Research Methods	2-hour written exam

The comprehensive exam is offered twice per year (within the first six weeks of fall and spring semesters). To participate in the:

- **Research Methods Comprehensive Exam**, students must have 9 credits completed including 6 credits graduate level Research Methods and 3 credits graduate level Statistics
- **Human Development Major Emphasis Comprehensive Exam**, students must have 9 credits completed including 7060 and 6 credits from 6060, 7500, 7510, 7520, 7530
- **Family Relations Major Emphasis Comprehensive Exam**, students must have 9 credits completed including 7070 and 6 credits from 6070, 7200, 7210, 7220, 7230
- **Human Development Minor Emphasis Comprehensive Exam** students must have 6 credits completed including 7060 and 3 credits from 6060, 7500, 7510, 7520, 7530;
- **Family Relations Minor Emphasis Comprehensive Exam** students must have 6 credits completed including 7070 and 3 credits from 6070, 7200, 7210, 7220, 7230.

Doctoral students who have not met all of the prerequisite course requirements may petition the Examining Committee to request participation in a comprehensive examination.

Requests are considered on a case-by-case basis and usually involve transfer credits from another university, department, or degree program, that may substitute for prerequisite course work requirements, or concurrent enrollment situations where the petitioner will be enrolled in one or more of the required prerequisite at the same time as the comprehensive examination. To be given full consideration, **the request for waiver, including a list of relevant course work, grades, and date of completion (signed by the student and their major advisor) will be submitted to the Graduate Coordinator at least two months prior to the scheduled comprehensive examination. An approved request for waiver is confirmation of the student's intent to participate in the next scheduled comprehensive exam.**

***Students planning to take the comprehensive exam must notify the department head or graduate coordinator at least two months prior to the scheduled exam date.***

#### *The Written Exam*

Questions for each of the three comprehensive exam areas (primary emphasis, secondary emphasis, and research methods) are written by faculty in that area who constitute an area committee. An examining committee conducts both the written and oral components of the comprehensive exam. The examining committee consists of five members, including the chairs of the three area committees (Family Relations, Human Development, and Research Methods), the graduate coordinator, and the FCHD department head. Written responses for each exam area are read and evaluated anonymously by respective area committees. Area committees provide a summary of their evaluations and recommendations to the examining committee for each anonymous response. The examining committee also reads the anonymous student responses and reviews feedback from the area committees in their evaluation of exam responses. The examining committee will render a judgment of PASS/FAIL for each of three responses (Primary Emphasis, Secondary Emphasis, and Research Methods) submitted by each student participating in the comprehensive exam. Students who pass one

or more area questions will proceed to the oral exam.

### *The Oral Exam*

The examining committee will conduct an oral exam within six weeks of the written comprehensive exam. Major professors are invited to attend their student's oral exams; and to participate in discussions regarding pass/fail/remediation following the oral exam. Written comprehensive exam responses that receive a FAIL will not be addressed in the oral

### *Comprehensive Exam Process*

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Area Committees	A committee consisting of 3 faculty members for each area (Family Relations, Human Development, Research Methods).
	Area Committees use similar criteria for breadth, complexity, and time needed to answer.
	Approved questions are included in the exam pool.
	Area committees evaluate the written responses as pass or fail. The area committee suggests deficiencies to be addressed in the oral exam, and suggests remediation if deficiencies are not adequately addressed.

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Examining Committee selects questions	The 5-member examining committee, made up of the chairs of the three area committees, the graduate coordinator, and the department head selects questions from the pool.
	All students in an exam cohort take the exam at a set time. Six hours are allocated for the written exam (2 hours each for the primary and secondary emphases and research methods questions). A page limit of 6 double-spaced pages per question is allowed.
	Examining Committee conducts the oral examination
	The examining committee specifies passing performance, remediation, or fail. Needed remediation is set, supervised, and evaluated by the examining committee.

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examination. The examining committee will inform the student of this decision during the oral exam and clarify procedures for completing remedial requirements and/or repeating the written exam.

### *Outcomes for Written and Oral Comprehensive Exams*

#### *Initial Exam:*

Pass written in all three areas and pass oral in all three areas, SUCCESSFUL COMPLETION OF COMPREHENSIVE EXAM.

Pass one or more questions on written, proceed to orals. If pass, SUCCESSFUL COMPLETION OF COMPREHENSIVE. If fail, RETAKE (written and oral) FAILED AREA(S).

Fail all three areas, MEET WITH EXAMINING COMMITTEE TO DISCUSS RETAKE.

#### *Retake Exam:*

Pass all questions (written and oral), SUCCESSFUL COMPLETION OF COMPREHENSIVE EXAM.

Fail one question on written, proceed to orals to discuss remediation (student may be counseled out of the program).

Fail two or more questions, meet with examining committee (student may be counseled out of the program)

### *Competencies*

The Ph.D. program also requires satisfactory completion of a set of competencies dealing with teaching, research, service, and professional development (see Table 5). Within each of these four areas, certain skills have been identified as being essential for Ph.D. graduates to possess. Specific procedures for acquiring and demonstrating these respective skills have been identified within each of these four areas. Acquisition of these skills constitutes a vital part of the training and evaluation during the doctoral experience. It is believed that most students will have sufficient structured experiences during the doctoral program to enable them to acquire these skills. The major professor and supervisory committee have the responsibility to ascertain that all Ph.D. students complete these competency requirements and to confirm their completion to the Department Head.

## *Dissertation*

Doctoral students are encouraged to begin thinking about the dissertation topic, familiarize themselves with related literature, and begin forming their supervisory committee early in their doctoral program. However, doctoral students cannot officially begin their dissertation research until a dissertation proposal has been approved by the supervisory committee. The Application for Candidacy form, which includes completion of the comprehensive exams, must be filed at least three months before the dissertation defense.

\* 3-hour equivalent; students who did not complete a thesis as part of their master's degree may be asked to complete the research competency prior to submitting a dissertation proposal.

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**Table 5**  
**SKILLS AND PROCEDURES FOR PH.D. LEVEL COMPETENCIES**  
**FOR FAMILY, CONSUMER, AND HUMAN DEVELOPMENT**

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<p><b>I.    <u>TEACHING*</u></b></p> <p>1.    Skills: <u>Prepare</u>,  <u>deliver</u>, and <u>evaluate</u> a  curriculum</p> <p>2.    Procedures:</p> <p style="padding-left: 20px;">A.    Teach college level  3-hour course</p> <p style="padding-left: 20px;">B.    Multiple arenas--  Department,  Extension, other</p>	<p><b>II.   <u>RESEARCH*</u></b></p> <p>1.    Skill: <u>Apply</u> appropriate  scientific methods to the  <u>assessment</u> of substantive  areas within the student's  area(s) of concentration.</p> <p>2.    Procedures:</p> <p style="padding-left: 20px;">A.    Research proposal  (grant)</p> <p style="padding-left: 20px;">B.    Publishable  research paper</p>
<p><b>III.   <u>SERVICE*</u></b></p> <p>1.    Skills: <u>Assess</u> a need,  <u>develop</u> a program which  addresses the need,  <u>disseminate</u> research-  based data, and <u>evaluate</u></p> <p>2.    Procedures such as:</p> <p style="padding-left: 20px;">A.    3 Newspaper  articles</p> <p style="padding-left: 20px;">B.    Workshop</p> <p style="padding-left: 20px;">C.    Public service</p> <p style="padding-left: 20px;">D.    Community-based  primary prevention  program</p> <p style="padding-left: 20px;">E.    Mass media project</p> <p style="padding-left: 20px;">F.    Training project</p>	<p><b>IV.   <u>PROFESSIONAL</u></b>  <u>DEVELOPMENT</u></p> <p>1.    Skills: <u>Develop</u>  professional networks;  share program results with  peers</p> <p>2.    Procedures:</p> <p style="padding-left: 20px;">A.    Membership and  participation</p> <p style="padding-left: 20px;">B.    Present - papers or  posters</p>

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**DEPARTMENT OF FAMILY, CONSUMER, AND HUMAN DEVELOPMENT: REQUEST FOR TEACHING OR RESEARCH ASSISTANTSHIP FORM**

(Students seeking admission to the program should complete this form and send it directly to: Department of Family, Consumer, and Human Development, Utah State University, Logan, Utah 84322-2905. New and continuing students who want to be considered for financial aid must complete and return this form by March 1). **To be considered for assistantship support, continuing graduate students must have submitted to the School of Graduate Studies a Supervisory Committee Form and a Program of Study Form.**

FAX (435) 797-3845

[teresa.bodrero@usu.edu](mailto:teresa.bodrero@usu.edu)

Name: Last \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

Current Mailing Address \_\_\_\_\_

Tel. No. \_\_\_\_\_ A Number \_\_\_\_\_

<u>Ph.D. Degree Emphasis</u>	<u>M.S. Degree Specialization</u>	<u>GRE Scores:</u> _____	Verbal _____
<input type="checkbox"/> Infancy and Childhood	<input type="checkbox"/> Infancy and Childhood		Quantitative _____
<input type="checkbox"/> Adolescence and Youth	<input type="checkbox"/> Adolescence and Youth		
<input type="checkbox"/> Adult Development/Aging	<input type="checkbox"/> Adult Development/Aging	<u>MAT Score:</u> _____	
<input type="checkbox"/> Marriage and the Family	<input type="checkbox"/> Marriage and the Family		
	<input type="checkbox"/> Consumer Science		
	<input type="checkbox"/> Marriage and Family Therapy		

Date Entered/Entering Program \_\_\_\_\_

Legal Resident of Utah \_\_\_\_\_ Yes \_\_\_\_\_ No  
If Non Resident, what state? \_\_\_\_\_

Undergraduate Training University (Institution) \_\_\_\_\_  
Degree & Year \_\_\_\_\_ Major \_\_\_\_\_ Overall GPA \_\_\_\_\_

Graduate Training University \_\_\_\_\_  
Degree & Year \_\_\_\_\_ Major \_\_\_\_\_ Overall GPA \_\_\_\_\_

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Graduate Training at USU  
Current USU Graduate GPA \_\_\_\_\_ Number of credits earned  
(Exclude incompletes)

Previous Graduate Assistantships/Fellowships at USU (list all)

<u>Type</u>	<u>Duties</u>	<u>Dates</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

What type of support would you most desire? \_\_\_\_\_ Research \_\_\_\_\_ Teaching  
\_\_\_\_\_ Extension \_\_\_\_\_ Child Development Lab

Do you prefer a 1/4 time (10 hour) or 1/2 time (20 hour) assistantship?  
\_\_\_\_\_ 1/4 time \_\_\_\_\_ 1/2 time



## FACULTY LISTING

*SCOT ALLGOOD*, associate professor (marriage and family therapy, marital assessment and enrichment, family strengths, family therapy process). Current projects: conflict resolution and divorce prediction; marital therapy interventions and communication responses; pre-therapy changes; rituals and family strengths. PhD in marriage and family therapy, Brigham Young University, 1988.

*ANN M. B. AUSTIN*, professor (children's development from birth to age 12 years; development of school readiness skills in out-of-home child care; child development in rural Paraguay). *Current projects*: development of school readiness skills in out-of-home child care, and child development in rural Paraguay and other developing world countries. PhD in child development, Iowa State University, 1981.

*TROY E. BECKERT*, associate professor (life-span human development, middle childhood, adolescence, research methods). *Current projects*: parent strengths and needs with early adolescent children; parent as a teacher of kindergarten children; cognitive autonomy and self-evaluation in adolescents. PhD in educational psychology, Arizona State University, 1998.

*LISA BOYCE*, research assistant professor FCHD, associate director Emma Eccles Jones Early Childhood Center, research scientist Early Intervention Research Institute, (early language development, emergent literacy, parent supports of children's language and regulation skills, program evaluation, early childhood professional development, early intervention). *Current projects*: development and examination of the effectiveness of the Storytelling for the Home Enrichment of Language and Literacy Skills (SHELLS) curriculum with Migrant families, development and examination of the effectiveness of an adaptation of the SHELLS curriculum with toddlers with language delays, examination of the early predictors and mediators of school readiness skills of children

born prematurely, exploration of early predictors of English/Spanish language development and school readiness skills of Latino children living in poverty. PhD in human development, Utah State University, 1999.

*KAY BRADFORD*, associate professor (interparental conflict, couple dynamics, parenting, adolescent well-being). *Current projects*: Community healthy marriage initiatives, cross-national analysis of interparental conflict, healthy parenting. Licensed marriage and family therapist; AAMFT clinical member and approved supervisor. PhD in marriage, family, & human development, Brigham Young University, 2002.

*LUCY DELGADILLO*, associate professor (housing policy and housing issues, consumer policy and consumer issues, home ownership sustainability, foreclosures, rural housing and predatory lending, Latino housing issues). *Current Projects*: housing sustainability, housing finances, reverse mortgages, predatory lending, rural loans, non-traditional loans, housing theory, international consumer policy. PhD in family life/consumer sciences, Utah State University, 2000.

*JEFFREY DEW*, assistant professor (family relationship consequences of financial issues, family time use, parenting, union formation and dissolution, financial assets and liabilities). *Current Research Projects*: financial issues and relationship quality among cohabiting and married couples, parenting time and spouses' time together, alternative financial institutions. Dual-title PhD in human development and family studies; demography. Pennsylvania State University, 2007.

*KELLY ESPARZA*, lecturer (early childhood education, human development, infancy and early childhood); director, Little Brigham Aggies child development laboratory. MS in family and human development, Utah State University, 1998.

*ELIZABETH FAUTH*, research assistant professor (adult development and aging, behavior problems of people with dementia, stress and well-being of caregivers of people with dementia, evaluating intervention programs for dementia caregivers, daily functioning of the oldest-old, psychosocial predictors of independence and disability in the oldest-old). PhD in human development and family studies, minor in gerontology, Penn State University, 2005.

V. *WILLIAM HARRIS*, lecturer and coordinator/advisor for the Family Life Studies online bachelor's degree. *Primary research focus* centers on close relationships (i.e., relationship quality/process/education). *Related research interests* include individual, group, and societal change, affect, marriage and parent education, teaching methodology and curriculum enhancement, diverse cultures, and the sociology of religion. PhD in family, consumer, and human development, Utah State University, 2006.

*BRIAN J. HIGGINBOTHAM*, assistant professor and extension specialist (development and enhancement of healthy relationships over the life course, factors influencing remarriage quality, stepfamily functioning). PhD in human development and family studies, Auburn University, 2005.

*ALENA JOHNSON*, senior lecturer (high school financial education, college students and debt, teaching children about money, money management methods). *Current projects*: financial checkup booklet, financial remedies booklet, the step-down principle. MS in consumer sciences, Utah State University, 2001.

*RANDALL M. JONES*, professor, associate department head, and graduate coordinator (adolescent identity, environmental influences, relationships, and problem behavior, research methods, professional development). *Current projects*: environmental influences, behavior, and identity development, technology and adolescent

psychological and social development. PhD in educational psychology, The University of Arizona, 1984.

*DAVID D. LAW*, associate professor, (how parenting practices impact the development of the child's attachment, self-regulation, and competencies, relationship marriage and family therapy has with health care utilization). *Research projects*: 12 week psycho-educational parenting program currently offered along the Wasatch Front and Uintah Basin, evaluator of Circles of Care grant with the Ute Indian Tribe. PhD in marriage and family therapy, Brigham Young University, 1997.

*SHIRLENE LAW*, lecturer and director, USU Uintah Basin Regional Campus Child Development Laboratory, (early childhood education, human development) . Areas of Interest: Early childhood art, literacy, and dramatic play. MS in education, University of Wisconsin-Stout, 1992.

*THOMAS R. LEE*, professor, department head, and extension specialist, (parent-adolescent relationships, adolescent social problems, parent education, marriage education, family strengths, family assessment). *Current projects*: Follow-up study of couples married five years. PhD in family and child development, Virginia Polytechnic Institute and State University, 1982.

*YOON G. LEE*, associate professor (consumer issues, family finance, consumption and saving behavior, human capital investments, economic well-being of family-owned businesses, and the economics of aging). *Current projects*: financial security of single older women, elderly debtors, bequest motives, inter-generational transfers of wealth, working poor, saving and borrowing behavior of baby boomers, women's employment in family-owned businesses, consumption patterns of single parents, elderly, and boomers, and time use of American families. PhD in consumer sciences, University of Missouri-Columbia, 1995.

*SHELLEY L. KNUDSEN LINDAUER*, professor, associate dean of School of Graduate Studies, associate department head, and director of the Adele and Dale Young Child Development Laboratory (socialization and social competence in young children, early childhood education including program development/curriculum/evaluation, teacher training practices, developmentally appropriate practice, kindergarten transition). *Current projects*: examination of preservice teachers' developmentally appropriate beliefs/practices; investigation of the relationship between the developmentally appropriate beliefs/practice of kindergarten teachers and the problems they report on children during the transition to kindergarten. PhD in human development, Oregon State University, 1983.

*JEAN M. LOWN*, professor (financial planning for women – emphasis on retirement, late retirement saving strategies, credit use and bankruptcy). *Current projects*: analyzing Utah bankruptcy data to determine why Utah ranks #1 in consumer bankruptcies; how to motivate women to invest for financial security in later life. PhD in consumer sciences, Virginia Polytechnic Institute and State University, 1979.

*BRENT C. MILLER*, professor, vice president for research (adoption, adolescent sexuality, pregnancy and parenting, parent-child reciprocal influences, marital satisfaction and adjustment, research methods). *Current projects*: analyzing adjustment of adopted teens using the National Longitudinal Study of Adolescent Health. PhD in family sociology, University of Minnesota, 1975.

*THORANA S. NELSON*, professor. *Current projects*: basic skills in family therapy, training and supervision in marriage and family therapy, gender and culture in family therapy, treatment of women and substance abuse. PhD in counseling and human development, University of Iowa, 1987.

*MARIA C. NORTON*, associate professor (gerontology, adult development, epidemiology of aging psychiatric disorders, effects of social supports, stressful life events, religious involvement, genes, and gene-environmental interactions on risk for dementia, depression, and mortality, research methodology and statistics in large population-based studies). *Current projects*: Cache County Memory Study, lifespan stressors and Alzheimer's disease, dementia progression study. PhD in psychology, Utah State University, 2001.

*KAELIN OLSEN*, lecturer and child development laboratory teacher (infant and toddler development, developmentally appropriate practice, preschool curriculum, child guidance). MS in family and human development, Utah State University, 2003.

*D. KIM OPENSHAW*, associate professor, adjunct associate professor, psychology (Pro-Sci; marriage and family therapy--enhancing client motivation, development and assessment of intervention strategies and intimacy, youthful sexual offending--conceptualization, intervention and program evaluation, resiliency--identification of attributes and development, implementation and assessment of resiliency enhancement strategies, personal development--self-esteem, self-discipline/motivation, factors associated with success, self-hypnosis). PhD in family studies, Brigham Young University, 1978. Licensed marriage and family therapist, and clinical social worker, State of Utah. AAMFT clinical member and approved supervisor. Certified clinical hypnotherapist and consultant in clinical hypnosis (ASCH).

*KATHLEEN W. PIERCY*, associate professor and coordinator of distance master's degree program (caregiving, health care utilization in families, mid-late life adult development, divorce adjustment, family policy, qualitative research methods). *Current projects*: longitudinal study of dementia caregivers, study of senior volunteers. PhD in family

and child development, graduate certificate in gerontology, Virginia Polytechnic Institute and State University, 1996.

*LORI A. ROGGMAN*, professor (mother-child and father-child interaction and parenting behavior in relation to attachment security and other positive developmental outcomes). *Current projects*: observational measurement of parenting interactions, Early Head Start longitudinal follow-up research, parent-toddler interaction and early development in relation to later social and academic outcomes in 12<sup>th</sup> grade, interventions and predictors linked to language and literacy among bi-lingual children. PhD in developmental psychology, University of Texas, 1988.

*JAY D. SCHVANEVELDT*, emeritus professor (marriage and family relationships, parent-child relationships, family life education, international family studies). PhD in sociology and interdivisional program in marriage and the family, Florida State University, 1964.

*LINDA SKOGRAND*, associate professor and extension specialist (marriage and family relationships). *Current projects*: transcending traumatic childhoods, marriage; strong marriages in diverse cultures, diversity. PhD in education with an emphasis in family life education, University of Minnesota, 1989.

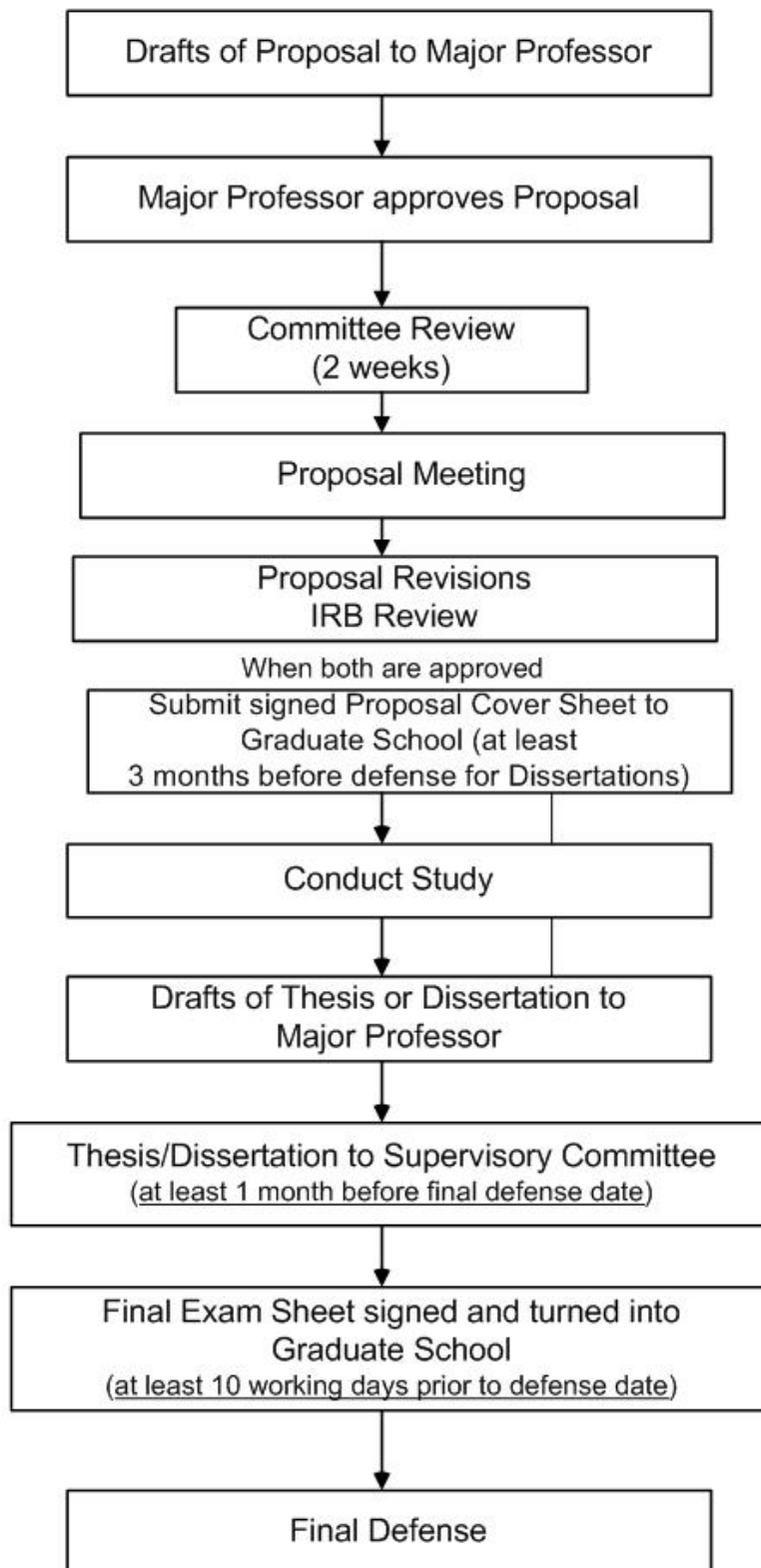
*SUSAN TALLEY*, associate professor (pre-adolescents, prosocial behavior, attachment behavioral systems, using focus groups to understand socially constructed behavior, evaluation, culture, identity and diversity, school configuration). PhD in educational psychology, University of Toledo, 2000.

## **ADJUNCT FACULTY LISTING**

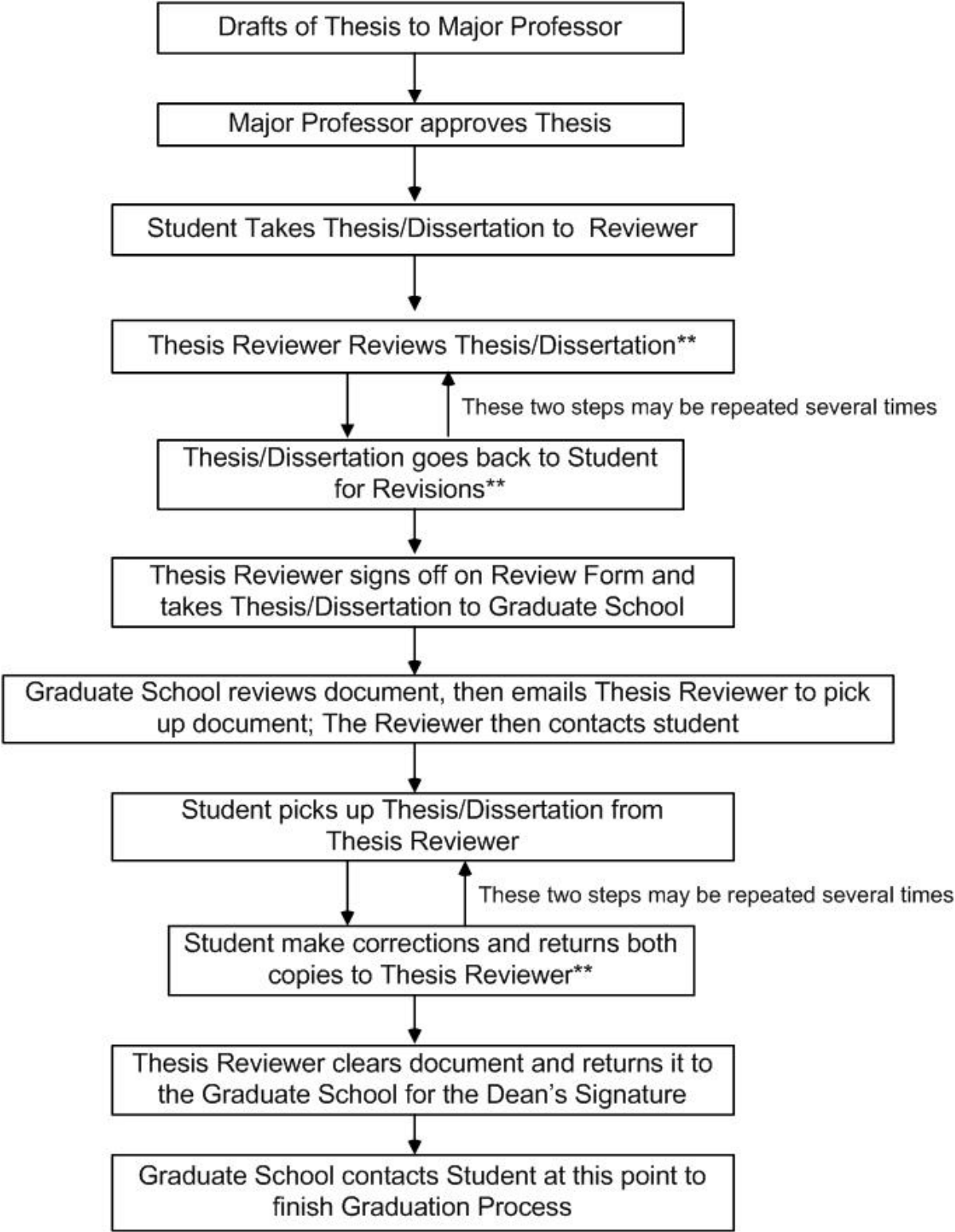
*KEVIN BARLOW*, adjunct lecturer, marriage and family therapy supervision. MS in family & human development with a specialization in marriage and family therapy, Utah State University, 1998.

*CAROL M. BAUMANN*, adjunct clinical assistant professor, PhD in clinical social work, Institute for Clinical Social Work, Chicago, Illinois.

## Thesis/Dissertation Proposal to Completion Process



# Thesis/Dissertation Completion Process from Defense to Graduation



\*\*Turn around time is one week. However, two weeks before a semester begins or ends, turn around time will be two weeks (**No Exceptions**).

# Notes

# Notes

## Dates for Graduation

### IMPORTANT DEADLINES

#### ***M.S. Degrees***

*Program of Study* form and *thesis proposal* must be completed, signed, and submitted to the School of Graduate Studies. Approved *Supervisory Committee form* should be on file at the School of Graduate Studies.

The final examination in defense of the thesis must be completed. The *defense sign-up sheet* (available online at <http://www.usu.edu/graduateschool/>) must be submitted to the School of Graduate Studies **10 working days prior to the date of the defense.**

Committee-approved thesis must be submitted to the Family, Consumer, and Human Development Thesis Reviewer for review.

Approved thesis is *submitted* to the School of Graduate Studies for review.

All graduation forms must be completed and submitted to the School of Graduate Studies along with proof of payment of all fees. Forms: alumni card, commencement data card. Fees: graduation fee, microfilm fee, binding fee. These forms/fees are not optional.

Thesis must be *approved* by the School of Graduate Studies Dean

Incomplete grades *must* be changed and posted on transcript.

One copy of the approved thesis must be submitted to the School of Graduate Studies for review, then two copies to the library for binding. These are required copies. Additional copies may be bound as desired.

#### ***Ph.D. Degrees***

*Program of Study, Application for Candidacy, dissertation proposal* must be completed, signed, and submitted to the School of Graduate Studies. Approved *Supervisory Committee form* should be on file at the School of Graduate Studies.

The final examination in defense of the dissertation must be completed. The *defense sign-up sheet* (available at <http://www.usu.edu/graduateschool/>) must be submitted to the School of Graduate Studies **10 working days prior to the date of the defense.**

Committee-approved dissertation must be submitted to the Family, Consumer, and Human Development Thesis Reviewer for review.

Approved dissertation must be *submitted* to the School of Graduate Studies for review.

All graduation forms must be completed and submitted to the School of Graduate Studies along with proof of payment of all fees. Forms: alumni card, commencement data card, Survey of Earned Doctorate. Fees: graduation fee, microfilm fee, binding fee. These forms/fees are not optional.

Dissertation must be *approved* by the School of Graduate Studies Dean.

Incomplete grades *must* be changed and posted on transcript.

One copy of the approved dissertation must be submitted to the School of Graduate Studies for review, and then two copies to the library for binding. These are required copies. Additional copies may be bound as desired.

