

# GRADUATE STUDENT HANDBOOK

Department of  
Family, Consumer, and Human Development

Emma Eccles Jones College of  
Education and Human Services

Utah State University  
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[www.usu.edu/fchd](http://www.usu.edu/fchd)

## GENERAL SEQUENCE AND RECOMMENDED TIMELINE

### M.S., MFHD, MMFT Students

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

### Ph.D. Students

1. Select Major Advisor (1<sup>st</sup> semester)
2. Form *Supervisory Committee* (1<sup>st</sup>/2<sup>nd</sup> semester) *Form required*
3. Complete and file *Program of Study* form (2<sup>nd</sup> semester) *Form required*
4. Qualifying Review (2<sup>nd</sup> semester)
5. Complete Comprehensive Exam Process
6. File Application for *Candidacy* (4<sup>th</sup> semester) *Form required*
7. Dissertation Proposal, *IRB* (4<sup>th</sup> or 5<sup>th</sup> semester) *Forms required*
8. Complete dissertation research (5<sup>th</sup>/6<sup>th</sup> semester)
9. Defend and revise dissertation (6<sup>th</sup> semester) *Forms required*
10. 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 This departmental handbook supplements information and is superseded by the School of Graduate Studies section of the current Utah State University Catalog or online at 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.**

Graduate programs in the Department of Family, Consumer, and Human Development 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 for professional employment. All specializations provide students with a strong base in theory, research methodology, statistics, complementary coursework, and opportunities for applied practicum experience which provides in-depth training in the selected specialization.

Upon favorable recommendation by the Department, eligible students are admitted by the School of Graduate Studies for work toward a specific degree (M.S., MFHD, MMFT, or Ph.D.). To help each student progress in his or her individual graduate program, the Department designates a faculty member to be their temporary advisor (sponsor). Faculty sponsors help students make decisions about the program until the **student selects a major professor** (1<sup>st</sup> Semester; M.S., MMFT, MFHD).

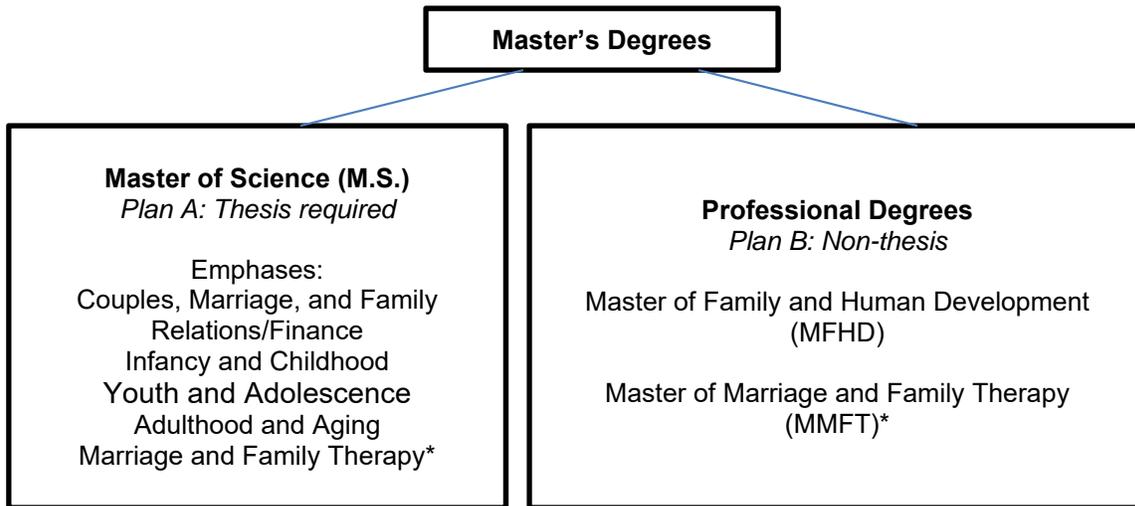
*The supervisory committee.* Once a student has selected a major professor, the student and his or her major professor collaborate to identify other members of the supervisory committee (M.S., MMFT, Ph.D.). The supervisory committee suggests and approves course requirements for the degree, approves thesis/dissertation 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 faculty members**: the major professor, one faculty member that represents the student's area of specialization, and at least one faculty member from outside the area of specialization. For doctoral students the supervisory committee must include a minimum of **five doctoral-level faculty members** who are approved by the Vice President for Research and Dean of the School of Graduate Studies. Three committee members must be from within, and at least one must be from outside the department. **Both doctoral and master's degree 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 1<sup>st</sup> or 2<sup>nd</sup> semester at Utah State University.**

All FCHD graduate students are responsible for carefully planning their graduate program; thus, courses should be considered thoroughly. Students are expected to work closely with their major professor and supervisory committee to structure a quality program that is both consistent with the student's academic and professional goals and that fits within the departmental degree requirements. The 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 all members of the supervisory committee, the student, and the department head, and then forwarded to the School of Graduate Studies for final approval.**

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

The main goal of graduate study in the Department is to provide advanced training for individuals who are interested in human development, families, and family relations, and their interplay with other social institutions. Several options are offered for our master's students:



\* The Marriage and Family Therapy program requires additional application materials, licensure requirements, etc. See [http://www.usu.edu/fchd/graduate/apply\\_mft.cfm](http://www.usu.edu/fchd/graduate/apply_mft.cfm)

### **Master of Science (M.S.)**

Coursework and faculty expertise provide a strong foundation for five program specializations at the master's-level: (1) couples, marriage, and family relationships; (2) infancy and childhood; (3) youth and adolescence; (4) adult development and aging; and (5) marriage and family therapy. 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.

FCHD specializations are studied in the context of current issues affecting individuals and families. Masters-level graduates qualify for careers in teaching, extension, administration, prevention and intervention programs, financial counseling, and agencies serving consumers, individuals, families, and children. Recipients of FCHD M.S. and Ph.D. degrees may also qualify for careers involving research. Masters-level students with the Marriage and Family Therapy specialty qualify for careers in therapy.

1. *Couples, Marriage, and Family Relationships/Finance*: Provides professional development for students who are primarily concerned with the study of couples, marital formation, marriage and family interaction, family finance, socialization for

parenthood, the interface of marriage and family relationships with other social structures, family crises, and various forms of marriage and family. Examples of current research opportunities include marital adjustment in the early years of marriage, marital quality in diverse populations, and remarriage and stepfamily research. Master's degree graduates in this specialization are competitive for careers including research for state and federal agencies, program development, family life education, extension positions (family finance, financial counseling), teaching at colleges and universities, and administration for local, state, and federal government (agencies that advocate for individuals, families, children, and/or consumers).

2. *Infancy and Childhood*: Provides professional development for students who are primarily interested in birth through the school-age years. Examples of current research opportunities include infant attachment, social development and competence, language development, early parent-child interaction, and developmentally appropriate practice. Master's degree graduates in this specialization are competitive for positions as teachers at colleges and universities, administrative positions and teaching in preschools, and extension.
3. *Youth and Adolescence*: Provides professional development for students who are primarily concerned with young people in the second and third decades of life as they interact with their families, peers, the educational system, and social institutions pertaining to achieving maturity in a modern world. Examples of current research opportunities include parenting of early adolescents, substance abuse, social media, cognitive autonomy, social media, adolescent environments, and identity development. Master's degree graduates in this specialization are

- competitive for teaching positions at colleges and universities, administration and program development positions in residential treatment centers, rape prevention educators, after school programs, program evaluation, organize and manage volunteer programs (after school programs, mentors, big brothers/sisters), and extension (4-H).
4. *Adult Development and Aging*: Provides 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, social institutions, and the larger social structure. Examples of current research opportunities include health and well-being of family members caring for older adults, the onset and progression of Alzheimer's disease and other dementias care, qualitative methods in aging research, how stress and other psychosocial factors influence psychological, physical, and cognitive health in older adults, intergenerational relations, and economic issues relevant to aging individuals. Master's degree graduates with this specialization are competitive for the following professional careers: administrative and organizational positions at senior centers, assisted living facilities, and non-profit organizations benefitting older adults; division of aging services; and extension programs; and as health promotion educators.
  5. *Marriage and Family Therapy*: Provides professional development for students who are primarily interested in marriage and family therapy as a career. This specialization requires additional application materials beyond what is required for other M.S. specializations ([http://www.usu.edu/fchd/graduate/apply\\_mft.cfm](http://www.usu.edu/fchd/graduate/apply_mft.cfm)). Theory and practice are emphasized within a context of human development and marital/family

relations. Students are provided with opportunities to achieve the 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. This degree program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education. Graduates in the MFT specialization are competitive for positions as therapists in state and private therapy agencies and in residential treatment facilities for adults and adolescents,

### **Professional Master's Degrees**

1. *MFHD*: The Master of Family Human Development (MFHD) program 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, or corrections, and for 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.** The MFHD program will, however, provide excellent preparation for those wanting to gain a greater understanding of children, youth, and families in order to optimize their ability to provide services and education. MFHD students complete a final capstone paper in lieu of a thesis.
2. *MMFT*: The Master of Marriage and Family Therapy (MMFT) is a professional degree program for students interested in marriage and family therapy. Like the MS with a specialization in marriage and family therapy, the MMFT degree is accredited by the COAMTE and requires extensive coursework and supervised clinical experience. In lieu of a thesis, students create a final Theory of Change project.

## Ph.D. IN FAMILY AND HUMAN DEVELOPMENT: PROGRAM DESCRIPTION

The Doctor of Philosophy (Ph.D.) is the 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 the dissertation. Most of our Ph.D. graduates are currently teaching and/or conducting research at the university level. Some are employed at research organizations or in research extension positions.

For more information about our M.S. and Ph.D. opportunities, including faculty/student research activities, visit <http://www.usu.edu/fchd/people/index.cfm>, click on a faculty member, and below the vita button, their **research projects** are listed. By clicking on each research project you will find a listing of recent M.S. and Ph.D. graduates, their thesis/dissertation titles, and examples of the professional development opportunities (publications and professional presentations) that they participated in while completing their graduate degrees in the Department of Family, Consumer, and Human Development at Utah State University.

## 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 (email addresses) 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., MFHD, and MMFT degrees must take either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) and submit their scores with their applications. MAT and/or GRE scores should be sent to the School of Graduate Studies at Utah State University (Code 4857). Applicants for the Ph.D. program must take the GRE. Completed applications are submitted online. Official transcripts should be sent to:

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

#### *Deadlines*

Applications to the **M.S., MFHD, and Ph.D.** programs are reviewed beginning January 15. A complete application includes the official application, a letter of interest, contact information for three (3) references, transcripts, and test scores (GRE or MAT scores for students applying to master's-level graduate programs, GRE scores for students applying to the doctoral program) should be submitted to the School of Graduate Studies rather than the academic department. **The review of an application does not begin until the application is complete (all required materials have been received by the School of Graduate Studies).**

Applications to the MFT and MMFT specializations are reviewed beginning January 10. In addition to the application materials required from all applicants, **applications to the MFT and MMFT specializations require additional materials** (contact the [MFT program director](#) for more information) **which must be submitted directly to:**

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

## Summary of Application Deadlines for All Degree Programs

In order to meet the Department's deadline of March 15 for awarding financial support, the following deadlines are important.

Before:

- January 10 Applicants to the MFT/MMFT specialization must submit a complete application (including application, transcripts, GRE or MAT scores, and contact information for references) to the School of Graduate Studies and supplementary materials to the Marriage and Family Therapy program director.
- January 15 Applicants to the M.S., MFHD, and Ph.D. degree programs must submit a complete application (including application, transcripts, GRE or MAT scores, and contact information for references) to the School of Graduate Studies.
- 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 (as per the Council of Graduate Schools resolution).

The Graduate Coordinator may initiate 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 the MFT specialization or MMFT degree

### *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. Students for whom English is a second language must demonstrate English proficiency on the TOEFL  
<http://catalog.usu.edu/content.php?catoid=3&navoid=418>
5. In addition to these minimum standards, the applicant's undergraduate education should have included the equivalent of at least a minor in family relations, child studies, or human development. However, competent students have been admitted from a wide variety of backgrounds, including psychology, sociology, social work, etc. An applicant who has not completed the necessary undergraduate coursework may be admitted to the master's program (provisional matriculation), but will need to demonstrate proficiency by completing prerequisite coursework or exam equivalency before being matriculated. Prerequisite coursework may be taken at USU prior to or concurrent with graduate coursework, or at other institutions. Procedures for demonstrating proficiency via exam equivalency are available from the Graduate Coordinator.
  - For all applicants, prerequisite coursework must include:
    - at least one junior- or senior-level statistics course;
    - at least one junior- or senior-level Research Methods course  
[FCHD, Psychology, Sociology acceptable];
    - at least one Lifespan Human Development or

Child/Adolescent/Adult Development course;

-at least one Marriage and Family Relations/Finance course.

6. The applicant's educational and occupational interests and goals must be compatible with FCHD programs and FCHD faculty expertise. It is recommended that applicants address the following issues in their letter of interest

- (a) previous experience and fit with desired training;
- (b) type of employment to be sought; and
- (c) short- and/or long-term professional goals following graduation.

In writing the "Letter of Interest," applicants should avoid ambiguity and generalities, specify their career directions and goals, and recognize that this is an important statement that is seriously evaluated by the Graduate Admissions Committee. All students must demonstrate appropriate writing and speaking skills.

#### *Admission Decisions*

Each application is evaluated and assigned one of three decisions:

1. *Admission and Matriculation* - candidate is admitted unconditionally to the department.
2. *Admission - Provisional Matriculation Status* – When M.S., MFHD, MMFT applicants lack prerequisite coursework, but are otherwise qualified for admission, they may be admitted to the graduate program on a provisional matriculation basis. **Students who are admitted provisionally are not eligible for financial assistance until they are fully matriculated.** These students can (1) complete the necessary prerequisite requirement(s) by taking relevant coursework (human development, 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). Provisionally matriculated students who complete prerequisite requirements are then matriculated into the graduate program (no more than 12 graduate credits can be taken before becoming fully matriculated). Students who fail to complete prerequisite requirements within one year of provisional matriculation will be excused from the program.

3. *Non-acceptance* to the Department.

## FINANCIAL AWARDS

Admission to the program does not guarantee financial support. Teaching and research graduate assistantships are available for students who are matriculated into FCHD master's- and doctoral-level degree programs. Assistantships require that students perform services in return for salary. Fellowships and scholarships **from both the department and college** are **also** available for well-qualified master's- and doctoral-level students. Fellowships are financial awards and recognition that require no service from the recipient. Many of the assistantships and fellowships also include out-of-state tuition awards; nevertheless, students are encouraged to establish residency (after the completion of 18 graduate credits) within the first 12 consecutive months in Utah.

In-state tuition awards are also available for all full-time (9 credits/semester) Ph.D. students and may be available for a limited number of master's-level students who do not receive financial assistance. Applications (see p. 33) for financial awards, scholarships, assistantships, and fellowships will be reviewed by March 15 -- students must accept or decline offers of financial support by April 15 (as per the Council of

Graduate Schools).

Ph.D. students are supported .50 time during the first year of study and at .25 time for subsequent years in the program. These students will need to find an additional .25 financial support (faculty grants, teaching, etc.) in order to qualify for tuition awards which require half-time (.50) employment. Master's students are funded at .25 during the first year and should seek additional funding opportunities for subsequent years (faculty grants, teaching, etc.) of study.

All graduate students are eligible to apply for several scholarships in the Family, Consumer, and Human Development department (including the Widtsoe and Carter), the Emma Eccles Jones College of Education and Human Services, and the School of Graduate Studies. The Snow Scholarship is open to all female graduate students. 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 and/or research assistance must complete and return the assistantship request form (p. 33) prior to March 1st.***

## GRADUATE REQUIREMENTS

### *Qualifying Reviews*

In order to best advise students, all FCHD graduate students complete a qualifying review prior to beginning their second year graduate work. Students are reviewed by faculty who know them through coursework, assistantships, or related activities (see Qualifying Review Form on page 19). Students who are making satisfactory progress in their writing, knowledge in their emphasis area, and knowledge

and skills in theory and methods, are invited to continue on the planned course for the degree. If issues/concerns are noted in the qualifying review, the student will be advised to do additional work, or to seek a different program or career.

### *Grievance Procedure*

Students with a grievance regarding academic matters should meet first with the faculty member involved. If the matter is not successfully resolved, the student may meet with the graduate coordinator and/or the department head. For students in the marriage and family therapy specialization (M.S., MFT, MFHD), the MFT program director will also be involved in reviewing a grievance. If the matter is still unresolved, 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					High
	DK	1	2	3	4	5
1. Goodness of fit in FCHD	DK	1	2	3	4	5
2. Command of knowledge in Family Relations	DK	1	2	3	4	5
3. Command of knowledge in Human Development	DK	1	2	3	4	5
4. Command of knowledge in Research Methods	DK	1	2	3	4	5
5. Motivation as a student	DK	1	2	3	4	5
6. Commitment and participation in the department	DK	1	2	3	4	5
7. Speaking ability	DK	1	2	3	4	5
8. Writing ability	DK	1	2	3	4	5
9. Recommendation for this student						
a. _____ Allow to continue without reservations						
b. _____ Allow to continue, but require remedial work						
c. _____ Dismiss from program						
10. If recommending b or c, please explain or provide suggestions: _____						
_____						
_____						
11. Please describe the student's strengths: _____						
_____						
_____						
12. 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 (33 for MFHD) minimum requirement [MFT and MMFT students are required to complete additional credit hours], must complete the following course work: (a) a general core consisting of 21 semester credits (18 for the MFHD), and (b) 9 semester credits in their specialization (15 for the MFHD; see Table 1). The core requirement includes foundation courses in family relations and human development, two research methods courses, a statistics course, and thesis. Courses are to be chosen by the student in consultation with the major professor and approved by the supervisory committee *prior to* enrollment.

***Master's students have six years to complete all degree requirements (from the time of matriculation). Coursework older than eight years must be repeated. Out-of-date coursework will not be revalidated.***

## Ph.D. DEGREE REQUIREMENTS

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 the dissertation. ***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 coursework will not be revalidated.***

*Ph.D. (Post M.S.)*

Students who have completed a master's degree and who are pursuing a Ph.D. (Post M.S. Ph.D. students) complete the common 35-hour core in Family and Human Development, which includes a minimum of 14 credits for dissertation research. Additionally, post M.S. Ph.D. students must complete 15 credits in their area of

Table 1

**MASTER'S DEGREES IN FAMILY, CONSUMER, AND HUMAN DEVELOPMENT  
UTAH STATE UNIVERSITY**

<b>CORE</b>		<b>MS</b>	<b>MFHD</b>
FCHD 6060	Human Development Theories	3	3
FCHD 6070	Family Theories	3	3
FCHD 6031	Research Methods	3	3
FCHD 6032	Measurement (or, a focused methods course – such as qualitative methods, longitudinal design/analysis, single-subject replication designs – as recommended and approved by the Supervisory committee)	3	3
XXXX XXX	Statistics	3	3
FCHD 6900	Capstone Project		3
FCHD 6980	Graduate Practicum (see Major Advisor)		3
FCHD 6970	Thesis	6	
FCHD 6960	Graduate Student Orientation	1 <sup>a</sup>	
FCHD 6961	Introduction to Teaching in FCHD	1 <sup>a</sup>	
<b>TOTAL CORE</b>		<b>21</b>	<b>18</b>
MS (Pick 1 from 6010, 6020, 6040)			
FCHD 6010	Survey of Family Relations Research		3
FCHD 6020	Survey of Human Development Research		3
FCHD 6040	Survey of Family Economics Research		
		<b>3</b>	<b>6</b>
<b>SPECIALIZATION (3 credits)</b>			
FCHD 6200*	Topical Seminar FCHD		
FCHD 6210	Cultural Diversity		
FCHD 6220	Interpersonal Relationships		
FCHD 6230	Social Policy		
FCHD 6050	Family Economics across the Lifespan		
FCHD 6045	Financial Health		
FCHD 6510	Infancy		
FCHD 6520	Early Childhood		
FCHD 6530	Adolescence		
FCHD 6540	Adult Development/Aging		
FCHD 6910	Parenting		
		<b>3</b>	<b>3</b>
<b>ELECTIVES (3 credits)</b>		<b>3<sup>b</sup></b>	<b>6<sup>c</sup></b>
		<b><u>30</u></b>	<b><u>33</u></b>

\*Course is repeatable

<sup>a</sup> Required for teaching and/or research assistantship: Course credit does not count toward degree requirements

<sup>b</sup> Electives may include any of the specialization courses, or courses from other departments as approved by your Supervisory Committee

<sup>c</sup> Electives may include any of the specialization courses, or courses from departments as approved by your MFHD Major Advisor

(table continues)

<b>CORE</b>	<b>MFT</b>	
FCHD 6310	Survey of MFT	
FCHD 6320	Foundations of MFT	
FCHD 6325	Cultural Diversity	
FCHD 6330	MFT Practice I: Traditional	
FCHD 6340	MFT Practice II: Contemporary	
FCHD 6350	Clinical Practice in MFT	
FCHD 6355	Play Therapy	
FCHD 6360	Ethical & Professional Development in MFT	
FCHD 6370	Assessment in MFT	
FCHD 6380	Survey of Marital and Family Therapy Research	
FCHD 6390	Practicum in MFT (8 credits minimum)	35
	<b>TOTAL EMPHASIS</b>	<b>32</b>
	<b>TOTAL CORE</b>	<b>18</b>
	<b>TOTAL PROGRAM</b>	<b>53</b>

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concentration and 12 elective credits (total = 62 credits). The required and recommended courses in these areas are shown in Table 2.

*Ph.D. (Post B.S.)*

Post B.S. Ph.D. students complete the common 53-hour core in Family and Human Development, which includes a minimum of 14 credits for dissertation research. Additionally, post B.S. Ph.D. students must complete 15 credits in the area of concentration and 15 elective credits (total = 83 credits). The required and recommended courses for post B.S. Ph.D. students are shown in Table 3.

**Table 2**

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

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**CORE**

FCHD 7060	Advanced Research and Theory in Human Development	3 <sup>a</sup>
FCHD 7070	Advanced Research and Theory in Family Relations	3 <sup>b</sup>
FCHD 7033	Modeling	3 <sup>c</sup>
FCHD 7034	Extant Data	3 <sup>c</sup>
XXXX XXXX	Research Methods	3
XXXX XXXX	Statistics	6
FCHD 7970	Dissertation Research	14
<b>TOTAL CORE</b>		<b>35</b>

FCHD 6010	Survey of Family Relations Research	
FCHD 6020	Survey of Human Development Research	
FCHD 6040	Survey of Family Economics Research	
FCHD 7080	Professional Development	
FCHD 7200*	Topical Seminar FCHD	
FCHD 7210	Cultural Diversity	
FCHD 7220	Interpersonal Relationships	
FCHD 7230	Social Policy	
FCHD 6050	Family Economics across the Lifespan	
FCHD 7045	Financial Health	
FCHD 7510	Infancy	
FCHD 7520	Early Childhood	
FCHD 7530	Adolescence	
FCHD 7540	Adult Development/Aging	
FCHD 7910	Parenting	
FCHD 7980*	Advanced Graduate Practicum	
<b>CONCENTRATION</b>		<b>15</b>

**ELECTIVES (12 credits)**

May include any of the above classes or classes from other departments as approved by the Supervisory Committee

<b>ELECTIVES</b>	<b>12</b>
<b>TOTAL CREDITS</b>	<b><u>62</u></b>

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<sup>a</sup> Prerequisite: FCHD 6060 or equivalent as approved by Supervisory Committee

<sup>b</sup> Prerequisite: FCHD 6070 or equivalent as approved by Supervisory Committee

<sup>c</sup> Prerequisites: FCHD 6031, FCHD 6032, and EDUC/PSY 7610, or equivalents as approved by Supervisory Committee

\*Course is repeatable

**Table 3**  
**DOCTORAL DEGREE IN FAMILY AND HUMAN DEVELOPMENT (POST-B.S.)**  
**UTAH STATE UNIVERSITY**

<b>CORE (53 credits)</b>		
FCHD 6060	Human Development Theories	3
FCHD 6070	Family Theories	3
FCHD 7060	Advanced Research and Theory in Human Development	3 <sup>a</sup>
FCHD 7070	Advanced Research and Theory in Family Relations	3 <sup>b</sup>
FCHD 7033	Modeling	3 <sup>c</sup>
FCHD 7034	Extant Data	3 <sup>c</sup>
XXXX XXXX	Research Methods	6
XXXX XXXX	Statistics	6
FCHD 7980	Advanced Graduate Practicum (Research - 3 credits 2nd year & 3 credits 3rd year)	9
FCHD 7970	Dissertation Research	14
<b>TOTAL CORE</b>		<b>53</b>
<b>AREA OF CONCENTRATION (15 credits)</b>		
FCHD 6010	Survey of Family Relations Research	
FCHD 6020	Survey of Human Development Research	
FCHD 6040	Survey of Family Economics Research	
FCHD 6050	Family Economics across the Lifespan	
FCHD 7080	Professional Development	
FCHD 7200*	Topical Seminar FCHD	
FCHD 7210	Cultural Diversity	
FCHD 7220	Interpersonal Relationships	
FCHD 7230	Social Policy	
FCHD 7040	Survey of Family Economics Research across the Lifespan	
FCHD 7045	Financial Health	
FCHD 7510	Infancy	
FCHD 7520	Early Childhood	
FCHD 7530	Adolescence	
FCHD 7540	Adult Development/Aging	
FCHD 7910	Parenting	
FCHD 7980*	Advanced Graduate Practicum	
<b>CONCENTRATION</b>		<b>15</b>
<b>ELECTIVES (15 credits)</b>		
May include any of the above classes or classes from other departments as approved by Supervisory Committee		
<b>ELECTIVES</b>		<b>15</b>
<b>TOTAL CREDITS</b>		<b><u>83</u></b>

<sup>a</sup> Prerequisite: FCHD 6060 or equivalent as approved by Supervisory Committee

<sup>b</sup> Prerequisite: FCHD 6070 or equivalent as approved by Supervisory Committee

<sup>c</sup> Prerequisites: FCHD RM-1, FCHD RM-2, and EDUC/PSY 7610, or equivalents as approved by Supervisory Committee

\*Course is repeatable

### *Ph.D. Comprehensive Exam*

We expect our Ph.D. graduates to possess a comprehensive understanding of the theories that guide research on contemporary issues in family relations and human development, as well as mastery of the research and statistical 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 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 converse with a working knowledge of family relations, human development, and research methods.

The comprehensive exam, consisting of a written and an oral examination, is required of all Ph.D. students. During the 7-hour written portion of the exam, students respond to a multi-part question that requires 1) theoretical integration within the major emphasis, 2) a brief research prospectus that outlines a study from beginning to end (i.e., research question(s), testable hypotheses, a sample section, a measurement section, a research design section, and a proposed data analysis), and 3) a critique of the prospectus from one or more of the theoretical perspectives from the student's secondary emphasis.

While much of the material necessary for completion of the comprehensive exam is addressed in required and elective coursework within the program, **we expect that doctoral students who are preparing for a comprehensive exam will find additional**

**reliable resources from scholarly materials outside of curricular requirements**

(such as preparing a literature review, a research proposal, grant application, class lecture, and gathering resource materials for a thesis or dissertation. All of these activities require the use of original resources).

The written portion of the comprehensive exam is offered twice per year (during the week before classes begin in the fall and spring semesters). The written portion of the exam will occur over two consecutive days (1<sup>st</sup> day 3 hours for Part 1, 2<sup>nd</sup> day 4 hours for Parts 2 & 3). All students in an exam cohort take the exam at a set time. Seven hours are allocated for the written exam (not to exceed 18 double-spaced pages).

Eligibility to participate in the comprehensive exam requires completion of the following coursework:

**Human Development (major emphasis), Family Relations (secondary emphasis):**

9 credits Human Development coursework including 7060 and 6 credits from 6020, 6060, 7510, 7520, 7530, 7540. Additional preparation is advised.

6 credits Family Relations coursework, including 7070 and 3 credits from 6070, 7210, 7220, 7230. Additional preparation is advised.

12 credits Research Methods/Statistics coursework including 6 credits of graduate-level Research Methods (6031 and 6032, or equivalent coursework as approved by the Supervisory committee) and 6 credits of graduate-level Statistics (6600, 7610 or equivalent coursework as approved by the Supervisory committee). Additional preparation is advised.

**Family Relations (major emphasis), Human Development (secondary emphasis)**

9 credits Family Relations coursework including 7070 and 6 credits from 6010, 6070, 7210, 7220, 7230. Additional preparation is advised.

6 credits Human Development coursework including 7060 and 3 credits from 6060, 7510, 7520, 7530, 7540 (additional preparation is advised);

12 credits Research Methods/Statistics coursework including 6 credits of graduate-level Research Methods (6031 and 6032, or equivalent coursework as approved by the Supervisory committee) and 6 credits of graduate-level Statistics (6600, 7610 or equivalent coursework as approved by the Supervisory committee). Additional preparation is advised.

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 relevant transfer credits from another university, department, or degree program that may substitute for the required coursework. 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) must be submitted to the Graduate Coordinator at least six weeks 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. *Doctoral students planning to take the comprehensive exam must notify the Department Head or Graduate Coordinator at least six weeks prior to the scheduled exam date.*

#### *Graduate Examination Committee*

The graduate examination committee will administer and evaluate both the written and oral portions of students' comprehensive exams. The graduate examination committee will generally consist of five members, including the department head, the graduate coordinator, and three additional tenured or tenure-track faculty. These three additional members are designated, for the purposes of the committee only, as the human development representative, the family relations representative, and the research methods/statistics representative. Between these five members, the committee will include at least two representatives with expertise in each of the three areas (human

development, family relations, and research methods/statistics). If the committee does not have such representation (e.g., four of the five committee members are from one area), then the department head will invite another faculty member, with expertise in the underrepresented area, to be a sixth member. In order to serve as a member of the examining committee, faculty must be tenured (or tenure track) who have taught a doctoral-level core class during the past three academic years and/or who possess current knowledge in the field sufficient to evaluate comprehensive exam responses.

Students who desire/require accommodations for the written and/or oral portions of the comprehensive exam must consult with the Disability Resource Center (DRC) prior to the scheduled exam. The department will comply with the DRC's assessment and recommendations. If accommodations are not recommended by the DRC, no accommodations will be provided.

#### *The Comprehensive Exam Process*

*The Written Exam.* Questions for the comprehensive exam are written by faculty with experience in doctoral education who constitute the Examining Committee. The Examining Committee conducts both the written and oral components of the comprehensive exam. After students have completed the written portion of the exam, all five members of the examining committee, two with expertise in the student's primary emphasis area (Family Relations or Human Development) and two with expertise in the student's secondary emphasis area (Family Relations or Human Development) will evaluate all three parts of the written response. If the written response receives a pass (majority vote among members of the examining committee), an oral exam date will be set. Failed written exams are not eligible for an oral exam.

*The Oral Exam.* A short period of time (usually between two to six weeks) exists between the written portion of the comprehensive exam and the oral defense. Students are encouraged to utilize this time to prepare for the oral defense of their written

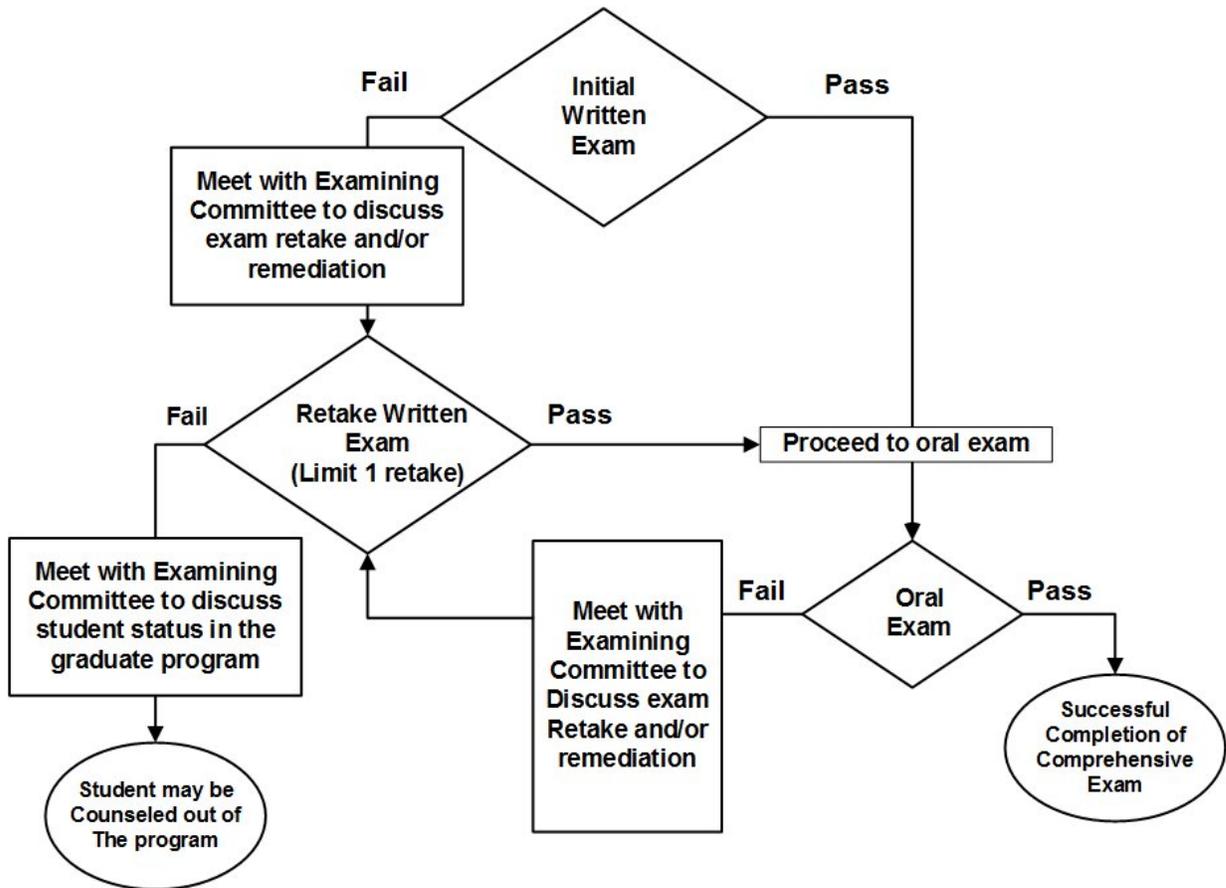
response. For example, they may want to evaluate their written response(s) to find weaknesses, and then spend time consulting written resources to strengthen their understanding of those areas. Students may consult scholarly journal articles, books, internet resources, class notes, etc. as they prepare for their oral defense.

We expect that students will prepare for their oral examinations individually. They will not consult with others, INCLUDING peers in their exam cohort, as part of these preparations. One of the main purposes of the comprehensive exam is to ensure that doctoral students “have acquired a level of understanding.” It would be contrary to this purpose if students prepared for the oral portion of the exam by consulting with their major advisor, faculty members, and other graduate students who have already completed the comprehensive exam.

The Examining Committee will conduct an oral exam within six weeks of the written comprehensive exam. Participating students may invite their major professor to attend their oral exam, but major professors cannot vote regarding pass/fail following the oral exam. The Examining Committee will inform the student of their decision (Pass/Fail) during the oral exam and clarify procedures for repeating the written exam or remediation if necessary.

While participating in the oral exam, students are encouraged to bring a copy of the exam question and their written response (students are permitted to write notes in the margins of the written response that they bring to the oral exam). Any additional materials such as books, peer-reviewed studies, former class PowerPoint slides, handouts, etc., will not be permitted during the oral examination.

### Outcomes for Written and Oral Comprehensive Exams



### Competencies

The Ph.D. program also requires satisfactory completion of a set of competencies in teaching, research, and professional development (see Table 4). Procedures for acquiring and demonstrating these competencies have been identified within each of these three areas. These competencies constitute a vital part of training and evaluation during the doctoral experience. Most students will have sufficient structured experiences within the doctoral program to enable them to complete these competencies. Ph.D. students are responsible for planning and completing the competency requirements. 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.

Table 4

**SKILLS AND PROCEDURES FOR Ph.D.-LEVEL COMPETENCIES**

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1. **TEACHING: Prepare, deliver, and evaluate a curriculum.**  
Procedures: A. Teach 3-credit college-level course (e.g., Department, Extension, other).
  2. **RESEARCH: Apply appropriate scientific methods to the assessment to substantive areas within the student's area(s) of concentration.**  
Procedures: A. Write and submit a grant proposal, **OR**  
B. Write and submit a research manuscript for journal publication.
  3. **PROFESSIONAL DEVELOPMENT: Develop professional networks; share research and/or program results with peers.**  
Procedures: A. Membership and participation (presentation of papers or posters) in a professional organization (e.g., NCFR, SRA, AAMFT, NAEYC, GSA, APA),  
**OR**  
B. Develop, implement, and evaluate a needs-based program (e.g., workshops, public service, community-based prevention, mass media, training), and disseminate findings (newspaper articles, presentations) to relevant constituents.
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*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 the doctoral program. **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 requires completion of the comprehensive exams, must be filed at least three months prior to the dissertation defense. 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.

**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 a Supervisory Committee Form and a Program of Study Form to the School of Graduate Studies.

FAX (435) 797-7220

Rhonda Jacobs

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

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

Telephone No. \_\_\_\_\_ A Number \_\_\_\_\_

<u>Ph.D. Degree Emphasis</u>	<u>Masters' Specialization</u>	<u>GRE Scores:</u> _____	Verbal _____
____ Marriage/Family Relations	____ Infancy and Childhood		____ Quantitative
____ Human Development	____ Adolescence and Youth	<u>MAT Score:</u> _____	
	____ Adult Development/Aging		
	____ Marriage and the Family		
	____ 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 \_\_\_\_\_

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?  
 \_\_\_\_\_ Teaching \_\_\_\_\_ Research  
 \_\_\_\_\_ 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*, professor and department head (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 and director of the Center for Women and Gender (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.

*KELLI BARKER*, lecturer (children in middle years; preschool methods and curriculum; child development lab seminar; and family life education). MFHD, Utah State University, 2008.

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

*LISA BOYCE*, associate professor and executive director of the Dolores Doré Eccles Center for Early Care and Education (early language development; dual language learners; 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 a classroom bookmaking and peer coaching intervention on Head Start children's school readiness skills, dissemination of the Storytelling for the Home Enrichment of Language and Literacy Skills (SHELLS) curriculum developed with Migrant families; evaluation of the new initial education curriculum in Ecuador; examination of predictors of early language and literacy development of dual language learners. PhD in Family Life, Utah State University, 1999.

*KAY BRADFORD*, associate professor (couple education; couple dynamics; parenting).

*Current projects*: Community healthy marriage initiatives; intersection of family life education and therapy. Licensed marriage and family therapist and AAMFT clinical member and approved supervisor. Licensed marriage and family therapist; AAMFT clinical member and approved supervisor. PhD in marriage, family, & human development, Brigham Young University, 2002.

*LUCY DELGADILLO*, professor (financial education and financial literacy;

homeownership affordability; financial issues with couples and families; and consumer credit market). *Current projects*: financial education for diverse audiences; financial assets for low-income populations; impact evaluation of financial education programs. PhD in family life, Utah State University, 2000.

*TRAVIS DORSCH*, assistant professor (sport and physical activity as family contexts;

human development; family socialization; parent-child interaction; family communication). PhD in kinesiology (specialization: psychology of sport and exercise), Purdue University, 2013.

*ARYN DOTTERER*, assistant professor (human development; adolescence; family relations; parenting; parent-adolescent relationships; racial/ethnic minority families). *Current projects*: school and family experiences study; parent involvement and STEM. PhD in human development and family studies, The Pennsylvania State University, 2006.

*ELIZABETH FAUTH*, associate professor (adult development and aging, stress, depressive symptoms, functional ability, well-being of family caregivers of people with dementia). *Current projects*: evaluating intervention programs for dementia caregivers; behavior problems of people with dementia; depressive symptoms and well-being in late life; 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.

*BRIAN J. HIGGINBOTHAM*, professor and associate vice president for extension (relationship education and enhancement; factors influencing remarriage quality, and stepfamily functioning). *Current projects*: stepfamily and remarriage education; divorce orientation; community healthy relationship initiatives. PhD in human development and family studies, Auburn University, 2005.

*ALENA JOHNSON*, senior lecturer (couples and money; 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 human environments, Utah State University, 2001; Accredited Financial Counselor, AFCPE, 1999.

*RANDALL M. JONES*, professor, associate department head, and graduate coordinator

(adolescent identity, environments, social relations, and problem behavior; research methods; professional development). *Current projects*: social and environmental influences on identity development; behavioral residue and identity; technology and identity. PhD in educational psychology, The University of Arizona, 1984.

*DARCIE A. KEADY*, lecturer (marriage and family therapy, family and couple relationships, parenting, family policy, human development, divorce and stepfamily issues, stress, human sexuality, medical sociology). M.S. in family and human development with an emphasis in marriage and family therapy, Utah State University, 1999.

*DAVID D. LAW*, professor (how parenting practices impact the development of the child's attachment, self-regulation, and competencies; can family life educators in training effectively facilitate marital enrichment via distance education technology?). *Current projects*: 12-week psychoeducational parenting program currently offered along the Wasatch Front, Uintah Basin, and Minneapolis. Can undergraduate FCHD students effectively facilitate a marital enrichment program offered via distance education technology? PhD in marriage and family therapy, Brigham Young University, 1997.

*SHIRLENE LAW*, lecturer and director of the Utah State University Uintah Basin Child Development Laboratory (early education and human development). *Areas of interest*: early childhood art; writing development; literacy; dramatic play; teacher training. MS in education, University of Wisconsin-Stout, 1992.

*YOON G. LEE*, associate professor (consumer issues; family finance; retirement security of women; human capital investments; economic well-being of family-owned

businesses; the economics of aging). *Current projects*: analyzing cohort differences in mortgages and home equity debt; examining the relationship between bequest motives and household portfolio choice; investigation of factors associated with the likelihood of holding negative net worth among near-retirees; examination of the influence of goal orientation on the level of profit growth among small businesses. PhD in consumer economics, University of Missouri-Columbia, 1995.

*SHELLEY L. KNUDSEN LINDAUER*, professor, associate department head, associate dean for graduate studies, Emma Eccles Jones College of Education and Human Services (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/practices of kindergarten teachers and their perceptions of children's kindergarten transition. PhD in human development, Oregon State University, 1983.

*JOSHUA NOVAK*, assistant professor (nexus of relationships and health behaviors, support processes and health outcomes, attachment theory, process research in MFT, stats and research methodology). *Current Projects*: operationalizing attachment behaviors in couple relationships; differentiation and sex in intimate relationships; support processes in couples with chronic illnesses). PhD in Marriage and Family Therapy, Brigham Young University, 2015.

*MEGAN OKA*, assistant professor (marriage and family therapy; child and play therapy; addictions and violence; gender and ethnicity). *Current projects*: daily diary and

couple therapy; attachment, partner violence, and relational aggression; MFT COR project. PhD from Texas Tech University, 2010.

*DAVE ROBINSON*, professor and director of the marriage and family therapy program.

*Current projects:* community-based participatory research; rural mental health; medical family therapy; distance deliverer of mental health services. PhD in marriage and family therapy, Brigham Young University, 1998.

*LORI A. ROGGMAN*, professor (mother and father parenting behavior in relation to children's developmental outcomes; interventions to promote developmentally supportive parenting in at-risk populations). *Current projects:* involving students in exploratory research working with parents of infants and young children; studying programs, such as home visiting, that promote developmentally supportive parenting; developing observational measures of parenting interactions and home visiting quality; using archive of longitudinal data from infancy to adolescence in high-risk and low-risk samples to answer questions about how experience and development predicts later outcomes. PhD in developmental psychology, University of Texas, 1988.

*DAVID SCHRAMM*, assistant professor and state extension specialist (relationship, marriage, and parent education and predictors of relationship quality). *Current projects:* examining character strengths and relationship thoughts and actions as predictors of relationship quality. Developing a relational-connectivity model of well-being. Also developing, refining, and implementing relationship and parent education curricula across the state. PhD in human development and family studies, Auburn University, 2007.

*RYAN B. SEEDALL*, assistant professor (marriage and family therapy; couple therapy

process; change process; couple interaction; couple support processes; assessment; addictive behaviors; infidelity). *Current projects*: attachment and couple interaction; social justice in MFT; the process of infidelity disclosure; parental monitoring and substance use outcomes. PhD in marriage and family therapy, Michigan State University, 2011.

*LINDA SKOGRAND*, professor and extension specialist (marriage and family relationships). *Current projects*: couple relationships; couples relationships in diverse cultures; diversity; bringing 4-H programming to American Indian communities. PhD in education with an emphasis in family life education, University of Minnesota, 1989.

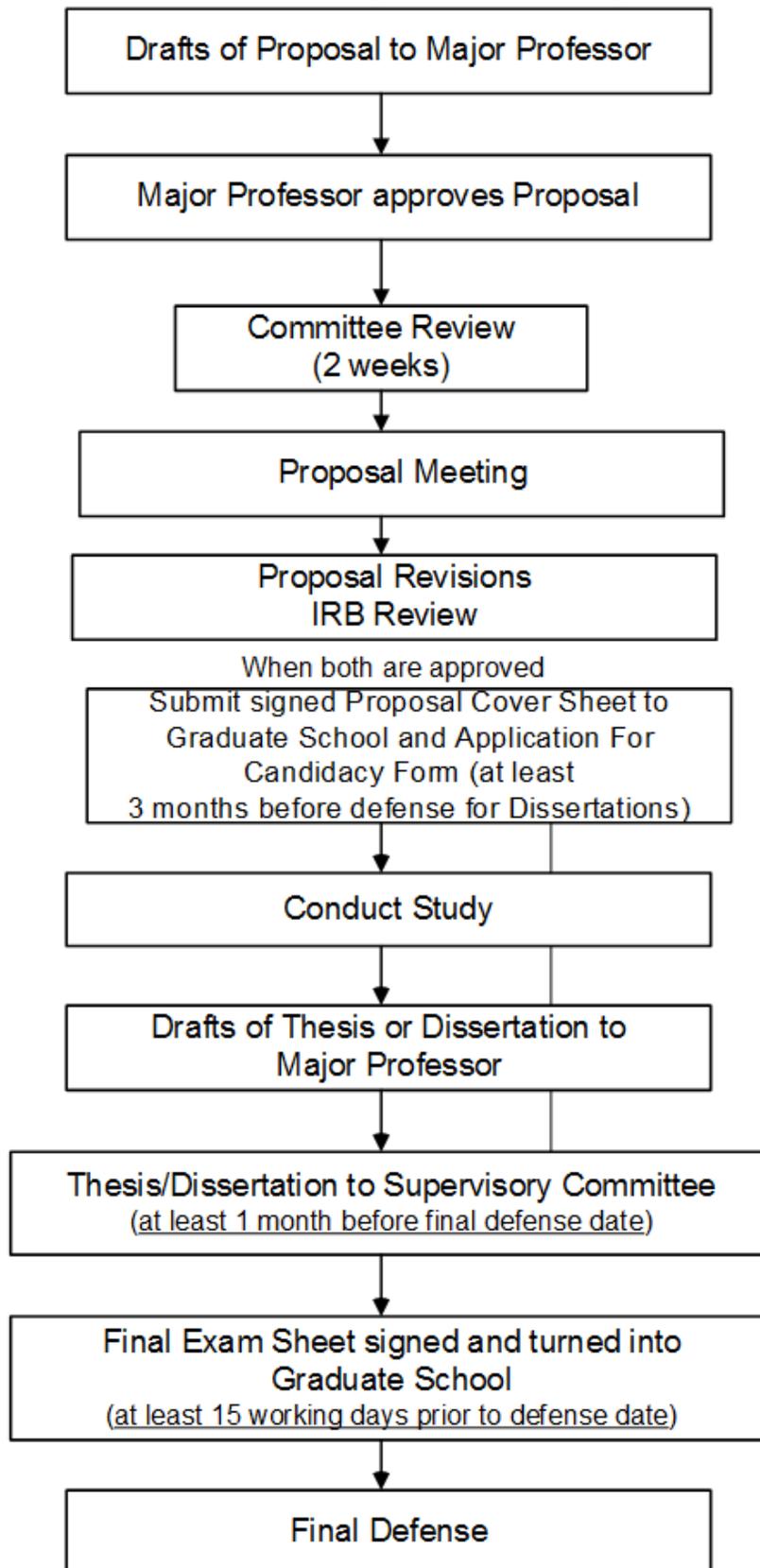
*CINDY STOKES*, lecturer

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

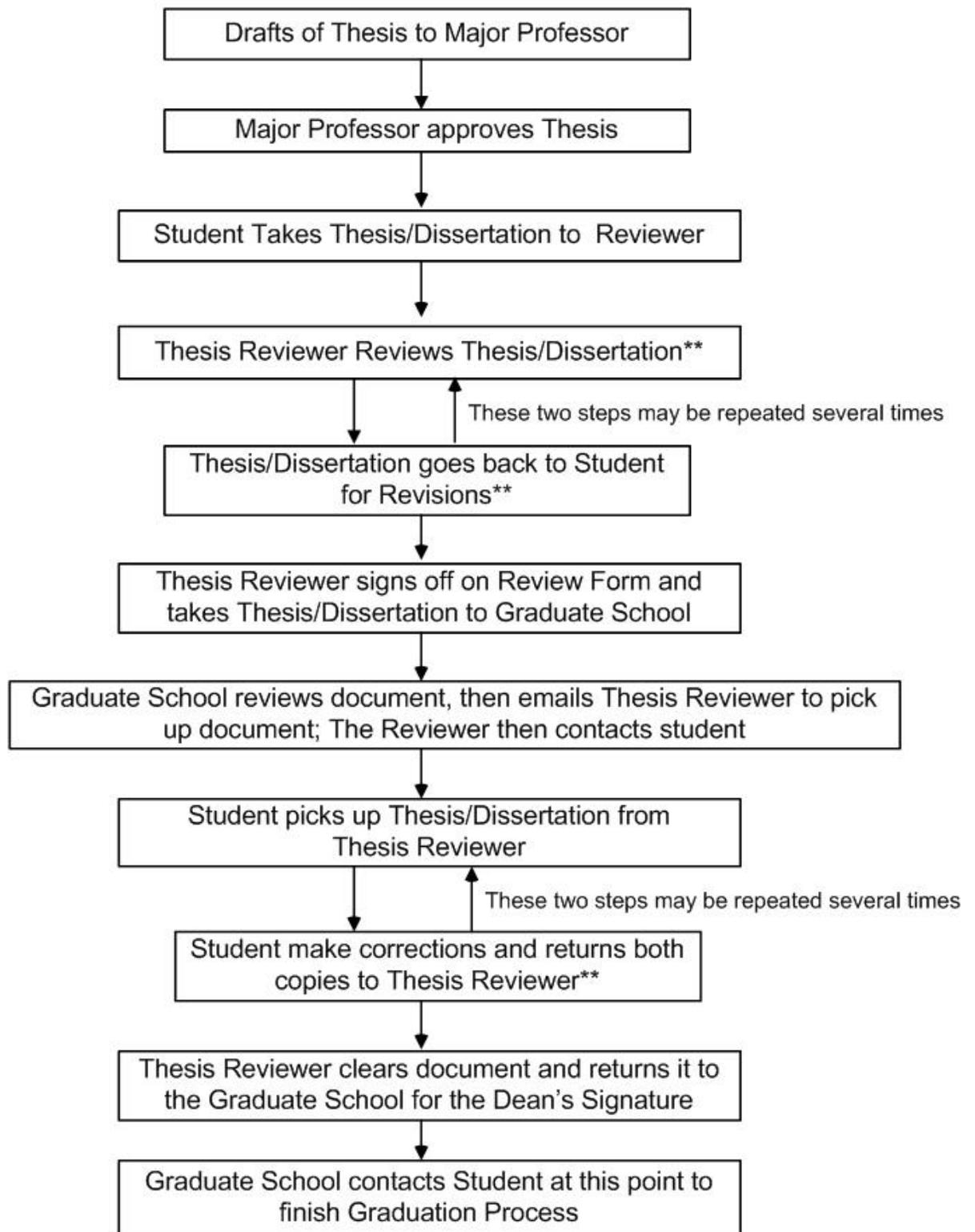
*SARAH TULANE*, clinical assistant professor and online coordinator (developmental courses; family life education practices). Interests: human development; adolescent media use; improving practices in education. PhD in family and human development, Utah State University, 2012.

*SHAWN WHITEMAN*, associate professor

## 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) must be submitted to the School of Graduate Studies **15 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 Vice President for Research and Dean of the School of Graduate Studies.

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

One copy of the approved thesis by the School of Graduate Studies goes to the library for binding. This is a required copy. 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.

*Comprehensive Exams*, see pp. 21-30. Students must notify the graduate coordinator four months prior to the exam of their intent to participate.

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 **15 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 Vice President for Research and Dean of the School of Graduate Studies.

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

One copy of the approved dissertation by the School of Graduate Studies goes to the library for binding. This is a required copy. Additional copies may be bound as desired.

