

## FCHD Graduate Courses in Mentored (Non-classroom) Learning

Course Title	Number	Degree Elective or Requirement
Graduate Practicum	6980	MFHD requirement
Capstone	6900	MFHD requirement
Readings and Conferences	6960 or 7960	All degrees elective
Thesis	6970	MS requirement
Advanced Graduate Practicum	7980	post-BS PhD requirement post-MS PhD elective
Dissertation	7970	PhD requirement

### *The following procedures apply to all of the above courses*

**Registration:** Students meet with their desired mentor/chair prior to the semester to identify whether the faculty member is willing and able to mentor the proposed project/practicum/readings and conferences.

The mentor then sends an email to DD (and cc's the student) asking her to set up the course in banner, and lets DD know of the desired credits

**Determining Hours and Credits:** As a general rule, 1 credit is equivalent to roughly 50 hours of student learning (including meetings, readings, paper preparations and so on). It is up to the faculty mentor's discretion as to how a student records/submits his or her hours for these mentored and independent learning experiences.

Even if the faculty mentor does not require the student to submit hours, it is wise for students to track/record their hours so as to document time and effort (e.g. if this is challenged by the faculty), and to assist the student in self-identifying if proper time and effort is being allocated

**Program of Study Considerations:** All of these classes need to be on the students' Program of Study to count towards their degree requirements

A student needs to be registered for at least 3 credits the semester that (s)he defends a thesis or dissertation, however these do not *need to be* thesis/dissertation credits (6970 or 7970) per se. It is common for these credits to be thesis/dissertation, but technically any 3 credits will do.

- 1) If a student has completed all coursework, and has registered for thesis/dissertation credits but does not complete his/her project in the intended semester, (s)he should *not* keep registering for additional thesis/dissertation credits beyond what is required for the degree. These students should enroll in Continuing Graduate Advisement. See the [Graduate Catalog](#) for more details in *Graduate Registration, Continuous*
- 2) A full-time matriculated graduate student must be one of the following:
  - Registered for 9 or more graduate credits.
  - Registered for 6 or more graduate credits if employed as a graduate assistant for 15 hours per week or more\*.
  - Registered for 3 graduate credits with all required coursework completed and only the research component of the degree remaining (the student's Program of Study must have been submitted to the School of Graduate Studies).
  - Registered for at least 3 graduate credits during the semester of the final thesis/dissertation defense or, in a nonthesis degree program, the last semester of coursework required on the student's Program of Study.

## FCHD 6980 Graduate Practicum

**Catalog Description:** Application of family and human development skills and knowledge in a supervised setting, as arranged by advisor.

**Grading and Credits:** Pass/Fail. 1-9 credits but 3 are required for MFHD; Repeatable for credit

### Notes:

- This class is **required for MFHD** (non-thesis Master's students).
- The course requires a background check and use of a handbook (currently being updated and available online; "old version" is available via pdf by contacting Beth).
  - There are 2 levels of background check, and it is up to the student to determine that they get the background check that is at the required level for the practicum site.
- If a student already has a job at an agency, s(he) can use this as a practicum site, however the practicum goals, objectives, and projects, should involve work and effort above and beyond existing paid responsibilities.
- It is up to the student to identify sites and make all arrangements with the practicum site, and it is up to his/her faculty chair to determine if a site is suitable.
- Ideally the practicum site and learning objectives should inform the MFHD capstone project (a separate 3-credit requirement). However some students participate in practicum, and decide this area is not what they want to pursue for their capstone, which is acceptable and should be discussed with the faculty mentor/committee chair
- It is rare for a non-MFHD student to register for this course, however MS students are able to use this class as an elective, if it is determined as important, and is approved by the MS thesis committee on the Program of Study

### Purpose:

- It is designed to give students hands-on experience working in human services agencies, related to career goals.
- Full course objectives are outlined in the 6980 handbook.

### Examples of Practicum Sites:

- Head Start
- Afterschool Club
- Area Agency on Aging
- Refugee Center
- Stokes Nature Center
- Children's museum
- Housing and Financial Counseling at the Family Life Center

### Faculty role:

- Faculty mentors for this class are typically the MFHD students' chair.
- Faculty mentors will meet with the student prior to registering to discuss site options.
- Faculty have an advisory and evaluative role throughout the practicum, **as identified in the 6980 handbook** (approving student goals/objectives, reviewing the mid- and final site supervisor evaluation forms (and following up as necessary when problems are identified))
- Grading the final 3-5 page paper.

## FCHD 6900 Capstone

(Note this is the same course # for Topical Seminar)

**Description:** Final paper or project for MFHD (non-thesis Master's students).

**Grading and Credits:** Pass/Fail. Capstone should be 3 credits; Repeatable for credit

### Notes:

- This class is **required for MFHD** students.

### Purpose:

- To create a project or paper that integrates Master's-level coursework, peer-reviewed research, and (often) the student's graduate practicum experience, addressing a targeted issue in an applied setting, or further development and improvement of an existing curriculum or intervention.
- It is highly encouraged that students include an oral presentation of the final project to an appropriate audience (their agency, faculty and students in FCHD).

### Examples:

- Creating and delivering a curriculum/training/assessment tools for an applied setting, such as
  - Caregiver support group
  - Refugee organization
  - Afterschool Club
  - Other community group or agency
- Creating and delivering training for service providers, such as
  - Early childcare providers or other educators
  - Counselors/leaders of child and youth organizations
  - Extension faculty
  - Direct care providers
- Creating an empirically-supported resource binder on a topic, appropriate for distribution at a human services agency
- Creating a detailed development plan (and associated paperwork) for a human-services business or non-profit

### Faculty role:

- **Committee Chairs** work one-on-one with students in mentoring them in their project/paper topic, and providing feedback on the final project, and attending a final presentation

## FCHD 6960 or 7960 Readings and Conferences

**Catalog Description:** Directed independent study of topics preselected by faculty and student.

**Grading and Credits:** A – F. Repeatable for credit

**Notes:**

- This class is an elective for all graduate degrees.
- This course is sometimes used to increase students' credit hours to bring him or her to full time graduate status (e.g. they need only 1 more credit to be full-time, AND they have a good idea of what they can do for this course to expand their learning)
- Credit hours should be determined based on the rules described on page 1, with the student work load adjusted, as it corresponds to the number of registered credits
- While using and repeating this course with additional topics/faculty mentors is an option, faculty committees should be cautious in approving too many of these credits in a program of study. The student should be able to justify why these courses are necessary, and why there are not any other face-to-face options available for this topic, in or out of the department

**Purpose:**

- Some students seek to utilize faculty expertise to learn about an area not covered in our existing course options (in or out of the department).

**Faculty Role:**

- The faculty mentor identifies (and co-identifies with the student) scholarly readings, which the student locates and reads independently.
- The faculty mentor and student meet regularly, typically once a week, with specified topics of discussion related to the assigned reading
- A priori or, within reason throughout the discussions, Faculty may require that written assignments accompany the readings.

## FCHD 6970 Thesis

**Catalog Description:** Research for master's thesis, arranged with advisor.

**Grading and Credits:** Students are assigned an I (incomplete) for this course each semester they take it. After the student defends the thesis, the committee chair uses an electronic grade change form (see link at bottom of page: <http://www.usu.edu/registrar/faculty-staff/grading>) to change the I's to P's (Pass). Credits range 1-6 but 6 are required for MS; Repeatable for credit

### Notes:

- Six credits are **required for MS** students.
- [Graduate catalog](#) states: "The semesters during which a student registers for thesis credit should correspond as closely as possible to the semesters in which the thesis work is done and faculty supervision is provided". Typically students register for 3 credits the semester they propose, and 3 credits the semester they defend, but see page 1 for more details.
- Rarely can a student register for all 6 credits and propose and defend in the same semester, but this is discouraged. Per graduate school policy, the proposal and defense need to be separated by 3 months, so the only scenario where this could occur in a single semester would be if, for example, the student proposed the thesis January 31<sup>st</sup> and defended May 1.

### Purpose:

- To conduct literature review leading directly to the thesis proposal, to write the proposal and present it, to collect data, analyze data, write and defend the thesis

### Faculty role:

- **Committee Chairs** work one-on-one with students in mentoring them in all of the above steps, and ensure any documents that are circulated to the committee members (proposal, thesis) are edited and in their final state before circulation.
- Committee Chairs also review with the student, and encourage the student to understand and follow graduate school policies and procedures. **Both** the faculty mentor and the student should review the [Graduate Catalog](#), which includes information on
  - [Timelines](#) (e.g. circulating the thesis to committee members, dates to defend in order to graduate)
  - [Forms](#) (e.g. Master's Proposal Approval Form)
  - **IRB:** faculty may serve as the lead on the IRB Protis submission and designate the project as part of a student thesis
  - [Scheduling the defense:](#) this is student responsibility but the faculty should confirm that proper forms have been submitted
- Post-defense, committee chairs should facilitate corrections as soon as possible following the defense. Students have one year from their defense date to make all final changes and format corrections to the document. If they do not complete the corrections and submit the document to the graduate school after one year, they will need to re-defend.
- **Committee members** should
  - Make themselves available for ad hoc assistance in their area of specialty throughout the preparation of the proposal and thesis
  - Read and provide feedback on all documents (proposal, thesis)
  - Sign various forms upon completion of the thesis (Data and Copyright form, Plans for Publication form).

## FCHD 7980 Advanced Graduate Practicum (Mentored Research Experience)

**Catalog Description:** Professional supervision of doctoral students, applying general principles from the study of research in family and human development.

**Grading and Credits:** Pass/Fail. 1-9 credits. Repeatable for credit

### Notes:

- This class is **required** for BS-to-PhD students
  - 3 credits required in year 2
  - 3 credits required in year 3
  - 3 credits any other time (9 total)
- This class is an **elective** for post-MS PhD students

### Purpose:

- To gain experience in mentored research that directly impacts research products, such as manuscripts or grants. BS-to-PhD students do not have Master's thesis experience, therefore the projects they participate in for 7980 credit in years 2 and 3 should gain them similar research experience, with, ideally, publishable outcomes.
- In some cases the student works with their committee chair on these projects, however students may consider taking on research projects with other faculty mentors, if those projects/faculty gain the student additional skills, networking, and additional mentorship.

### Examples:

- Writing and submitting a refereed manuscript
- Writing and submitting a dissertation grant
- Data collection (typically NOT data used in thesis/dissertation, and not data collected "for" another faculty) that will result in publication
- Laboratory experience outside of FCHD, Extension program development, and/or projects in agencies are also good choices, but should only be considered if they are related to research skill development, or research product development

### FCHD 6980 vs 7980

- **If a student seeks "hands on experience" in the field to better understand the structure and working dynamics of that agency, to gain practical skills, or to gain more experience working with a targeted population, they should register for FCHD 6980 (as an elective) and complete the Graduate Practicum Handbook with their faculty mentor and site supervisor.**
- Students should avoid registering for 7980 if it involves continuation of prior experience with no additional skills or research products developed
- 7980 is reserved for faculty-mentored research experiences, resulting in research products

## FCHD 7970 Dissertation

**Catalog Description:** Research for dissertation, arranged with advisor.

**Grading and Credits:** Students are assigned an I (incomplete) for this course each semester they take it. After the student defends the dissertation, the committee chair uses an electronic grade change form (see link at bottom of page: <http://www.usu.edu/registrar/faculty-staff/grading>) to change the I's to P's (Pass). Credits range 1-9. 14 are required; Repeatable for credit

### Notes:

- 14 credits are **required for PhD** students.
- [Graduate catalog](#) states: "The semesters during which a student registers for thesis credit should correspond as closely as possible to the semesters in which the thesis work is done and faculty supervision is provided". Typically students register for 3 credits the semester they propose, and 3 credits the semester they defend, but see page 1 for more details, and the remaining credits are used to help the student prepare the dissertation on other semesters.
- Rarely a student *can* propose and defend in the same semester, but this is discouraged. Per graduate school policy, the proposal and defense need to be separated by 3 months, so the only scenario where this could occur in a single semester would be if, for example, the student proposed January 31<sup>st</sup> and defended May 1.

### Purpose:

- To conduct literature review leading directly to the dissertation proposal, to write the proposal and present it, to collect data, analyze data, write and defend the dissertation

### Faculty role:

- **Committee Chairs** work one-on-one with students in mentoring them in all of the above steps, and ensure that any documents circulated to the committee members (proposal, dissertation) are edited and in their final state before circulation.
- Committee Chairs also review with the student, and encourage the student to understand and follow graduate school policies and procedures. **Both** the faculty mentor and the student should review the [Graduate catalog, which includes information on](#)
  - [Timelines](#) (e.g. circulating the thesis to committee members, dates to defend in order to graduate)
  - [Forms](#)
  - **IRB:** faculty may serve as the lead on the IRB Protis submission and designate the project as part of a student thesis
  - [Scheduling the defense](#): this is student responsibility but the faculty should confirm that proper forms have been submitted
- Post-defense, committee chairs should encourage corrections as soon as possible following the defense. Students have one year from their defense date to make all final changes and format corrections to the document. If they do not complete the corrections and submit the document to the graduate school after one year, they will need to re-defend.
- **Committee members** should
  - Make themselves available for ad hoc assistance in their area of specialty throughout the preparation of the proposal and dissertation
  - Read and provide feedback on all documents (proposal, dissertation)
  - Sign various forms upon completion of the dissertation (**Data and Copyright** form, **Plans for Publication** form).