

**PH.D. IN FAMILY SCIENCE
and HUMAN DEVELOPMENT**
Doctoral Student Handbook
Fall 2025

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WELCOME!

Congratulations on your acceptance into the PhD Program in Family Science and Human Development-- we are thrilled to have you join our academic family! We also wish to welcome you officially to the PhD Program, the Department of Family Science and Human Development (FSHD), and Montclair State University (MSU). You will find the program and its members to be a vibrant community of scholars and scholar-practitioners dedicated to social justice. As you embark on this next phase of your educational journey, our commitment to you is to provide a professionally and personally rewarding individualized experience. We will do so by supporting you in the acquisition and creation of new and advanced knowledge, and by encouraging you to meet your professional goals. Looking forward, we sincerely expect you will make unique and significant contributions to both the family science and human development profession as well as to individuals, families and communities in our burgeoning global society.

This manual provides information about the policies, procedures and degree requirements of the MSU Graduate School and the PhD Program in Family Science and Human Development. Also included is information about several resources that you might find useful during your time in the program. This manual is meant to supplement, not replace, information contained in the Graduate School's Doctoral Policy Graduate Policy Manual and Dissertation Manuals TGS Dissertation Manual . You are responsible for being familiar with all information in each manual. To benefit from the information in this manual, you must be prepared to take responsibility for your progress in the program. Do not assume that your advisor or other faculty members will automatically remind you of every step that you need to take.

New doctoral students are advised to read this Manual in its entirety and to consult with their advisor if any of the contents described in it are unclear. If questions remain after consultation with your advisor, please direct your questions to the acting Doctoral Program Director (DPD), and copy your advisor and the program associate, Vian Sabat.

On behalf of the Family Science & Human Development faculty, again, we welcome you to the PhD Program. We wish you the best of success in your doctoral education and hope you find it a challenging and rewarding experience.

Warm Regards,

Chih-Yuan Steven Lee, PhD
Professor and Doctoral Program Director

PhD in FAMILY SCIENCE and HUMAN DEVELOPMENT

FACULTY AND STAFF

Chih Yuan Lee, Ph.D.
Program Director

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Program Associate

Doctoral Faculty & Staff

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Professional Research/Interests: Professional Research/Interests: Implications of the social environment for older adults. Specifically, 1) the interplay of older adults' social relationships and well-being; 2) the role of marital status and marital histories among older adults; and 3) ageism and older adults in the community. History of family science and human development as a discipline.

Brad Forenza, Ph.D., Social Work, Rutgers University
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Professional/Research Interests: Social policy, youth development, primary prevention, civic engagement.

Pauline Garcia-Reid, Ph.D., Social Work, Fordham University
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Professional Research/Interests: Culturally-grounded social work practice; Latino/a emphasis; educational outcomes; youth substance use and violence prevention.

Sarah Kelly, Ph.D., Nursing Research, University of Kentucky
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Professional Research/Interests: Vulnerable youth; Effects of exposures and behaviors on youth's development, mental and physical health.

Chih-Yuan Steven Lee, Ph.D., Family Social Science, University of Minnesota
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Professional Research/Interests: Prevention intervention; development and adjustment among emerging adults; family stress, parenting, and child development; depression and suicide prevention; substance abuse; cross-cultural research on parental relationship and family dynamics.

Miriam Linver, Ph.D., Family Studies & Human Development, University of Arizona
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Professional Research/Interests: Positive youth development, ecological contexts of child and youth development—including parents, families, schools, and out-of-school contexts. Questions Dr. Linver's research has addressed include: How do family processes impact the connection between income and children's cognitive and socioemotional outcomes? Do sports matter more than other extra-curricular activities? What are the predictors and outcomes of youth purpose?

Robert Reid, Ph.D., Social Policy, Planning and Policy Analysis, Columbia University
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Professional Research/Interests: Community based participatory research; substance abuse and HIV/AIDS prevention among urban minority youth; structural and environmental interventions to prevent alcohol and tobacco use.

Pearl Stewart, Ph.D., Family Studies, University of Delaware
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Professional Research/Interests: African-American extended families; family diversity; cultural connections between African American and West African families.

David Schwarzer, Ph.D., Ph.D. in Language Reading and Culture, University of Arizona
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Professional Research/Interests: Emergent literacy development in multilingual settings; Research as a tool for empowerment and innovative methodologies in second/foreign language education

Jennifer Brown Urban, Ph.D., Human Development, Cornell University
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Professional Research/Interests: Applied Developmental Science, Character Development, Positive Youth Development, Social Emotional Development, Developmental Systems Theories Out-of-school Activity Involvement and the Impact on Positive and Negative Indicators of Development, Ecological Factors as Context for Development, Effective Means of Integrating Research and Practice, Evaluation and Program Planning Particularly for Character Development/Positive Youth Development Programs and STEM (Science, Technology, Engineering, Mathematics) Programs, Evaluation Capacity Building, Relational Systems Evaluation

Brad van Eeden-Moorefield, Ph.D., Human Development & Family Studies, University of North Carolina Greensboro

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Professional Research/Interests: Relationship dynamics that promote individual and family health and well-being among historically minoritized families; Diversity, Equity, Inclusion, and Social Justice; Impacts of microaggressions, discrimination, and inequities on families; Intersectionality and Identity Development; Remarriage and Stepfamilies; LGBTQ+-headed families; Program Development and Evaluation; Qualitative and Quantitative Internet Methodologies.

Jason Williams, Ph.D., Administration of Justice, Texas Southern University
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Professional Research/Interests: Critical Criminology; Race and Justice, Race and Social Control; Gender and Social Control; Race and Policing; Citizen Reentry and Families; Fatherhood and Motherhood; Violence and Communities; Social Justice; Black Feminist Methodologies; Qualitative Methodologies; Critical Race Theories

Additional FSHD Faculty & Staff

Jonathan Caspi, Ph.D., Social Welfare, University at Albany, S.U.N.Y

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Professional Research/Interests: Sibling relationships; sibling aggression; clinical and educational supervision in social work.

Constance Gager, Ph.D., Sociology, University of Pennsylvania

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Professional Research/Interests: Predictors of relationship quality and divorce; the division of household labor; adolescent time use.

Lyndal Khaw, Ph.D., (Department Chair) Human Development & Family Studies, University of Illinois at Urbana-Champaign

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Professional Research/Interests: Intimate partner violence and other types of family violence; change processes and the impact of change and stress on family boundaries and dynamics; qualitative methods.

Sei Eun Kim, Ph.D., Human Development & Family Science, University of Arizona

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Race, ethnicity, and culture; Impact of structural inequalities on family processes and youth outcomes; Intersections of identity development; Strengths and resources in families, schools, and communities; Quantitative and qualitative methodologies.

Soyoung Lee, Ph.D., Human Development, Virginia Tech

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Professional Research/Interests: Community capacity; reciprocal influences between diverse families and communities; immigrant families; family life education; family program development and evaluation; decision making among young females.

Olena Nesteruk, Ph.D., Family, Child and Consumer Sciences, Louisiana State University

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Professional Research/Interests: Immigration and families; acculturation, parenting, and immigrant family relationships; family stress and coping; qualitative research.

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Lisa Mills, Program Associate, B.A., Rutgers University

Vian Sabat, Program Associate (PhD Program), B.A & M.A., Montclair State University

INTRODUCTION

This Doctoral Student Handbook describes the process of completing your doctoral degree in Family Science and Human Development at Montclair State University. Topics addressed include an overview of the program, course requirements, and policies that guide the coordination of the doctoral program. The Handbook is intended to be a reference to increase your understanding of program expectations and the resources available to you. It is designed as a program introduction and guide to assist you in progressing toward completion of your PhD program. Answers to the questions most frequently asked by students are contained in these pages. Basic program requirements and policies delineated in this guide will apply throughout your program and you are responsible for knowing and abiding by these. While every attempt has been made to include the most current information and forms in this handbook, you are expected to keep yourself informed of any procedural changes that may have been instituted since the date of your original admission. Changes in policies and procedures made by the doctoral program will be disseminated to students by email and/or through the Family Science and Human Development PhD Canvas Community website. Graduate School rules and regulations appear in the Graduate School Policy Manual as well as on the Graduate School website. When you are ready to file a particular form, please obtain and print the most current copy of the forms, which can be obtained from the Registrar's website, Canvas, and/or the Graduate School's website. Note that some forms are beginning to be transferred for online submission.

Family Science & Human Development Department

The PhD Program in Family Science and Human Development is connected to the Department of Family Science and Human Development. The Family Science and Human Development Department provides students with a greater understanding of the interdisciplinary field that teaches you how to understand individuals, families, and communities holistically. Our holistic approach incorporates research from psychology, social work, sociology, economics, history, women and gender studies, biology, and many other fields. We see each of these fields as providing puzzle pieces and our job in family and child studies is to put all of these pieces together. The faculty create a learning environment that supports and encourages the development of forward-thinking practitioners and educators who work with families and children in a variety of settings. The department offers three concentrations at the undergraduate level: Families, Children, and School Settings; Family Services; and Gerontology. Students can obtain a BA or PhD degree in Family Science and Human Development.

FSHD Departmental Mission

The Department of Family Science and Human Development (FSHD) seeks to strengthen the health and well-being of individuals, families, and communities, over the life course, using a multidisciplinary approach, especially those efforts aimed at reducing social inequities. Central to our mission is an unwavering commitment to inclusion and social justice.

DOCTORAL PROGRAM

Program Description

Our PhD program welcomed its first cohort of doctoral students in fall 2013 and has grown each year. Social justice is a core strength of our PhD program in Family Science and Human Development. Our students learn to use a social justice perspective to understand and help strengthen diverse individuals, families and communities through research, policy and prevention and education programming. With the multi and interdisciplinary nature of the program, students come from a variety of fields, such as: family science human development, education, social work, human services, psychology, disability and rehabilitation services, gerontology, and sociology. Graduates from our PhD program find careers as faculty and administrators in higher education as well as program administrators, grant writers, researchers, evaluators, and policy makers in government, nonprofit, and private sectors.

The program's unique strengths include:

- Individually focused areas of study sustained throughout the coursework
- Integrating theory, research, and practice with a focus on context
- Preparation of scholars and practitioners as advocates for positive change that enhance health and well-being

The program prepares students to:

- Bring an interdisciplinary, critical lens to the analysis of challenges and issues that impact the well-being of individuals and families across the life course/lifespan;
- Conduct research that furthers the field of Family Science and Human Development and contributes to the knowledge base of diverse family forms and developmental trajectories;
- Develop an in-depth understanding of an area of Family Science and Human Development of their own choosing through focused study;
- Be effective advocates in their chosen areas of expertise for policies, practices, and interventions that would support the development and well-being of individuals and families across the lifespan/life course.

The Program Learning Goals (PLGs) include:

- Demonstrate advanced critical knowledge and integration of core content competencies in Family Science and Human Development (e.g., human development; family process, family theory, social policy, critical change and advocacy, and power and intersectionality)
- Demonstrate advanced knowledge and application of research methods
- Demonstrate advanced critical knowledge of an area of specialization
- Demonstrate the ability to critically apply a social justice perspective to the understanding of human development or family life.

Program Mission

The mission of the PhD Program in Family Science and Human Development is to strengthen diverse individuals, families and communities through research, policy and prevention and education programs.

Program Areas

Although family science and human development is an inter- and multidisciplinary field, most faculty and graduate students focus their research and teaching interests in one of the four broad program areas below:

- Close Relationships, Marriage and Family Interactions
- Development across the Lifespan/Life-course
- Diversity, Inclusion, and Resilience
- Prevention, Developmental Systems Science and Translational Science

Doctoral Committee

The doctoral committee is chaired by the Doctoral Program Director, and is comprised of all regular Doctoral Faculty, the Doctoral Program Associate, and a Doctoral Student Liaison. The committee is responsible for the formation and approval of program policies, procedures, and the general curriculum. Additionally, the committee is responsible for the recruitment and admissions processes. Each member of the committee also is charged with the implementation and evaluation of each, in accordance with the policies set forth by the Graduate School. The doctoral student liaison takes part in all deliberations and voting except for those related to confidential student and personnel matters.

The committee uses a workgroup model in which each year workgroups are established that align with specific focus areas for that academic year. The workgroups may include:

A. Research: The purpose of this workgroup is to strengthen our research "infrastructure." Such activities might include identifying ways to build research/publishing collaboration and opportunities between and across faculty and students, funding initiatives for students, establishing lists of available data that can be made available for student dissertations or projects, providing methodological and analysis trainings that would benefit faculty and students, identifying and coordinating grants that could be written by groups of us and students that might bring in research opportunities and resources, developing lists of resources, etc.

B. Recruitment and Admissions: The purpose of this workgroup will be to play a role in recruitment activities, such as coordinating our presence at conferences and open houses, meeting with prospective students, helping facilitate webinars, etc. In the spring, the primary task of this work group will be to facilitate the admissions process. This group will assume responsibility for narrowing the application pool for interviews, conducting interviews, and recommending admissions to the full committee for final admissions decisions. Anyone outside of this work group can still be involved throughout the process, of course.

C. Faculty Liaison to the Graduate Student Committee. The GSC will be composed of elected/volunteer representatives from each PhD cohort. The purpose of the committee will be to provide a forum for graduate students to play an active role in developing a graduate culture, discussing needs, implementing the professional development seminars and writing groups, promoting collaboration between programs, and bringing general visibility to grad students (e.g., getting pictures and information about each student to display on FB or other areas, activities). A faculty member will

serve as a liaison to this committee and one doc student will be a liaison to the full doc committee as opposed to having 3 doc students on the full committee.

D. Visibility & Social Justice: This workgroup will focus on communications that work to enhance our visibility primarily on campus and in the surrounding communities with an emphasis on how we do social justice. This group also can coordinate social justice activities/opportunities and may wish to build some community collaborations. Dissemination of such work will be ongoing and one useful way of demonstrating community impact.

E. Other work that comes up will be conducted on an ad-hoc basis through the full committee. An example of this would be any modifications to existing policies and procedures now that those are fairly set or going through minor modifications (i.e., dissertation).

FSHD Graduate Student Advisory Board (GSAB)

Description

The purpose of the GSAB is to provide a forum for graduate students to play an active role in developing a graduate culture, discussing needs, implementing the professional development seminars and writing groups, promoting collaboration between programs, and bringing general visibility to graduate students.

Membership

The GSAB is composed of approximately 4-5 student volunteer representatives (one from each cohort). The GSAB faculty liaison will be the DPD or another doctoral faculty representative.

Composition

It is intended that each program cohort be represented on the GSAB. Additionally, students should be guided by principles of inclusivity as much as possible when determining representatives. Such inclusivity may include, but is not limited to, diversity in terms of part- or full-time status and social positionalities. Terms of membership are for the duration of a student's time in the program up to four years. If a student can no longer serve during their term, they should notify the faculty liaisons such that a replacement representative can be identified. New members will be added each fall with representatives from newly admitted/incoming students.

Roles

Chair: The GSAB shall elect a chair to serve a one-year term. The chair shall be responsible for coordinating meetings and activities, and general leadership of the GSAB. They may elect to establish work groups or ad-hoc committees using principles of transparency, inclusivity, and shared governance to guide decision-making.

Representatives: Representatives shall be responsible for carrying out the work of the GSAB. A primary role is to consistently communicate with and disseminate information to students they represent. The highest concern shall be giving voice to all students in the PhD program.

Doctoral Committee Liaisons: The DPD, the program associate, and/or the faculty volunteer from the doctoral faculty will serve as liaison to the GSAB and at least one doctoral student will be elected by the GSAB to serve as liaison to the full doctoral committee.

PATH TO DEGREE: PROGRESSING THROUGH THE DOCTORAL PROGRAM

The PhD program serves both full- and part-time students. To best meet students' individual needs, it is helpful for students to consider the following:

- You have the primary responsibility for your education journey.
- Your journey is your journey- try not to compare it to others.
- What you do outside of the classroom (e.g., work on manuscripts, presentations, community engaged activities) is critical to your educational and professional development.
- Get to know your program advisor and the faculty as their primary responsibility is to support your educational journey.
- Carefully and repeatedly review the information in the *Doctoral Student Handbooks* and discuss any questions with your advisor.

Below is the path typically followed to complete the PhD Program in Family Science and Human Development.

Below is an abbreviated checklist of your program path. For an extensive and detailed version, please refer to the [Path to Degree](#).

- Admission and acceptance of admission offer.
- Assignment to a faculty advisor.
- Register for Fall classes.
- Doctoral Program Orientation (typically a few evenings in the summer and/or one day the week 'that classes begin')
- Establishment of proposed Plan of Study (by Fall of first year for full-time students; Spring of first year for part-time students - see Appendix for form).
- Establishment of Qualifying Advisory Committee.
- Completion of Coursework.
- Written and Oral Qualifying Examination (Application form required – happens concurrently with completion of coursework).
- Dissertation Committee formed after successful completion of Qualifying Examination: Qualifying Examination Outcome Form and Approval of Dissertation Committee Form completed and signed by DPD and Graduate School Dean.
- Notify Doctoral Program Associate of date of dissertation proposal meeting.
- Dissertation Proposal approved by Dissertation Committee (form required).
- Approval for study from Institutional Review Board (IRB), if using human subjects.
- Collection of dissertation data and completion of dissertation.

- Application for graduation – filed as follows: Sept 1st to Dec 1st for January graduation; Oct 1st to Feb 15th for the following May graduation; (these dates slightly change year to year).
- Final dissertation defense (forms required to schedule defense and to submit results of defense).
- Graduation

ADVISING

Advising PhD students is an intensive individualized process that involves mentorship, guidance, socialization into the program's culture, and quality assurance. The advisor-advisee relationship is at the center of doctoral education and often extends well beyond graduation. PhD advisors provide guidance regarding course selection, funding and resource options, time management, research and teaching, university expectations, IRB processes, as well as helping students balance external pressures with program requirements. This often involves the provision of socio-emotional support and development of professional plans. PhD advisors also help students select and focus their research interests and projects, complete the Plan of Study, prepare for the qualifying assessment, select dissertation committee members, assist in professional development activities (e.g., association memberships, attending colloquia, faculty search presentations, publication opportunities, networking, conference proposals and presentations), as well as helping students with academic writing skills, data analysis processes and software, journal selection, and often with teaching practices. Faculty advisors should be consulted about all phases of your program and development, and a strong component of this will be assistance with learning how to make professional decisions. Advisees should display agency and initiate these processes and interactions.

Assignment of Faculty Advisor

Each entering student will be assigned a faculty advisor based on the student's likely research interests and strengths. This initial assignment is based on the application materials submitted, information garnered during the pre-admission interview, and the current capacity of program faculty. The mentor will advise the student in selecting a course of study that supports the student's goals and objectives and will serve as a resource for the student as she or he progresses through the initial stages of the program. Initial course programs, changes in these programs, substitutions, etc. need to be approved by the faculty mentor and the program director. Students may elect to change advisors with the consent of the new advisor and the program director. (In such instances use Request to Change Advisor Form, Appendix C)

Changing advisors is not a major concern and most often happens if a student changes their research interests or perceives a better fit with another faculty based on a particular mentoring need. It is possible that a change in advisor that occurs late in one's program could result in a delay in program progression. Students should feel free to discuss this openly and candidly with their current advisor without fear of penalty. The process of changing advisors begins by discussing the potential change with your current advisor, the prospective advisor, and the program director. Requests for a change of advisor must be made in writing to the program director. A form for making this request is available from the program associate and requires the signatures of the present and proposed advisors as well as the program director.

What You Can Expect From Your Faculty Advisor

Faculty advisors serve as facilitators of your doctoral learning experience. Early in the program, the primary responsibility of your faculty advisor is to guide you in course selection and offer feedback on your initial research interests. You can anticipate meeting with your advisor approximately every 1-2 weeks to review your research goals, progress in the program, arrange research and teaching experiences, and developing your Plan of Study. However, you should take responsibility for arranging meetings. Later in the program, your meetings may become more or less frequent. During this time, your faculty advisor will guide you through the qualifying assessment, including the selection of your committee and the identification of the qualifying assessment products. Most often, faculty advisors also serve as your dissertation chair (discussed in the dissertation section). In this role, they will guide you through the development, design, analysis, and writing of your doctoral dissertation as well as assist you in forming a dissertation committee and facilitating the dissertation proposal and defense meetings.

Suggested Mentor-Mentee Discussion Topics, Action Steps, and Activities (Based on full-time status or part-time status in which students take 2 courses per semester)

Sem.	Selected Types of Discussions	Action Steps and Outcomes	Vita Builders/ Selected Accomplishments to be Reported
1	<ul style="list-style-type: none"> -Review program procedures and processes including mentor and student roles and expectations -Program acculturation and QUALS planning - Explore career goals - Explore research interests - Discuss ways to be involved (types of conferences, peer review, events) -Discuss pedagogy 	<ul style="list-style-type: none"> -Meetings at least every two weeks (continues every semester) -Attendance at Program Events and Conferences (continues every semester/year) -Complete Plan of Study by end of semester and begin Portfolio work - Identify broad dissertation area and begin to narrow it -Involve student in research activities - Form QAC 	<ul style="list-style-type: none"> -Submit conference proposal - Work on a manuscript and ideally submit it -Arrange two guest lecture experiences - Identify a potential community engagement/presentation activity
2	<ul style="list-style-type: none"> -Discuss integration of material across contexts -Discussion and integration of social justice -Discuss link between research, theory, and practice/policy 	<ul style="list-style-type: none"> -Develop dissertation ideas -Begin identifying and planning for ways to integrate student into professional social networks 	<ul style="list-style-type: none"> - Select portfolio accomplishments and align with action steps and outcomes
3	<ul style="list-style-type: none"> -Increase self-reflection and assessment -Intensify research and integration discussions -Discuss student's teaching philosophy 	<ul style="list-style-type: none"> -Early planning and preparation for qualifying assessment -Encourage student to work on something outside of their research interests -Encourage collaboration with other students and faculty -Identify more narrow dissertation area and begin to specify it 	<ul style="list-style-type: none"> -Submit conference proposal -Submit manuscript -Arrange two guest lecture experiences -Engage in a community engagement/presentation activity

4	<ul style="list-style-type: none"> -Discussion of dissertation plans -Discussion ways to collection additional data, as part of the dissertation, that will provide opportunities for publishing post-PhD (this is particularly important for those on an academic track) 	<ul style="list-style-type: none"> -Qualifying Assessment -Final Plan of Study, if different from original -Apply for Candidacy <p><i>(The last 3 likely will occur for most students in the 5th semester)</i></p>	<ul style="list-style-type: none"> -Have student engage in peer review opportunities -Begin engaging student in campus/organization service opportunities
5+	<ul style="list-style-type: none"> -Job search discussions -Processing of dissertation work -High levels of self-reflection and accountability 	<ul style="list-style-type: none"> -Full Committee Meeting -Proposal Defense -Submit IRB -Dissertation work -Academic job search (likely in the 7th semester) -Final draft of job application materials 	<ul style="list-style-type: none"> -Submit conference proposal -Submit manuscript -Arrange two guest lecture experiences -Engage in a community engagement/presentation activity -Have student engage in peer review opportunities
Last	<ul style="list-style-type: none"> - Transition discussions - Discussions related to planning for continuous professional development 	<ul style="list-style-type: none"> -Dissertation work -Defense and Graduation -Non-academic job search 	<ul style="list-style-type: none"> -Begin engaging student in campus/organization service opportunities

* Note: Many of these suggestions are meant to build and be ongoing, although they are not necessarily repeated in each cell. Each are to be individualized based on student need, career interest, etc.

What is Expected of You

Doctoral study demands advanced intellectual ability and the capacity for independent thought and investigation. As a doctoral student your approach to learning should be distinguished by a spirit of inquiry and the desire to contribute to a collective body of knowledge. To make the most of your doctoral experience, you should play an active role in giving direction to your program of study and research and assume responsibility for the ultimate success of your degree program. As a student in the program, you must formally meet with your faculty advisor to review your program of study and evolving research and practice interests on a regular basis.

Additionally, you should make a committed and dedicated effort to gain the background knowledge and skills needed to pursue research successfully; develop, in conjunction with your advisor, your Plan of Study and timetable for completion of all stages of the degree program, and work studiously to adhere to a schedule and to meet appropriate deadlines; and be thoughtful in using resources provided by your advisor and by the University.

It is your responsibility to become aware of deadlines and other matters related to completing all degree requirements. Doctoral students along with the Advisor, Dissertation Chair, and/or committee members will submit various forms to document their progress throughout the program. The program forms required are included in the appendix at the end of this handbook and are posted on Canvas and the Graduate School website. The forms generated by the Graduate School are available online at the Graduate School website ([Forms](#)) as well as being posted on Canvas. In each instance, it is the students' responsibility to: (a) initiate the approval process for each of the forms; (b) secure appropriate signatures; and (c) submit completed forms to the relevant person (e.g., the Doctoral Program Director, Program Associate).

A helpful tool in navigating your progression in the program is the *Flow of Information and Communication* chart, which can be found in Appendix E.

As you transition into the program and through each milestone, a key to your success will be strong program involvement. It is expected that all doctoral students will participate in the wide array of program offerings in and outside of classes. These include meetings with individual faculty to get to know each other and share research ideas, attending research colloquia and the professional development seminars, membership in national organizations, attendance at conferences, program socials, engage in research activities and manuscript submission, networking, etc. Finally, as new scholars engaged in academic scholarship, you are required to conform to professional standards of honesty and research ethics in order to assure academic integrity and professionalism and acknowledge assistance, materials, and support provided by others.

Annual Student Review

The Annual Review of Progress is intended to evaluate progress toward program completion among Ph.D. students, and to identify any potential areas in need of further professional development. As part of this process, student accomplishments, goals and/or opportunities for additional student mentoring by faculty are identified. Students are expected to submit a current curriculum vitae and a *Goal Statement* outlining general goals for the following year and progress on current goals, if applicable. Students must discuss these goals with their advisor before submitting them. Goals may include: formalizing a dissertation topic, learning a new method of inquiry, submitting a manuscript for review,

etc. Students are encouraged to use the qualifying assessment portfolio requirements during the annual review as a way to help track and convey progress and goal planning. In cases where marginal progress is identified, students, in consultation with their advisor, should develop goals to help reach a satisfactory ranking by the next review. Finally, some program coursework may not show up in the correct section on the unofficial degree audit. Typically, these are elective courses, including extra electives taken, but do not include any pre-reqs. The annual review provides an opportunity to make these corrections. As such, students should review this with their advisor and submit a list of courses that should be moved and into which section. For example, move EDFD 750 out of work not applicable section into the elective section. Please only submit these with the annual review or immediately after successful completion of the qualifying assessment.

The intent of the review is to be supportive in nature and student-centered. Annual reviews occur during the fall semester beginning in a student's second year. Those involved include the student, their advisor, the Doctoral Program Director (DPD), and all FSHD faculty. Below is the timeline for the review (forms are located on Canvas).

Exact dates for each academic year will be emailed to students and faculty each August.

Due Date	Review Requirement	Responsible Person
Late August	Initiate review process via email to faculty and students	DPD, Program Associate
First Wk. of Fall Semester	Student initiates meeting with advisor to review progress and discuss goals for following year	Student
Mid Sept.	Student and Advisor submit CV, goal statement, and self-review to the DPD	Student, Advisor
Last Week of Sept.	All faculty receive student packets for review and copies of all assessment areas. Student packets will include a C.V., Goal Statement, and completed self-assessment form.	Program Associate
Third Week of Oct.	Faculty meet to perform student review	All FSHD Faculty
Last Week of Oct.	DPD performs comprehensive review based on faculty feedback from the review meeting and prepares final annual review of progress letter	DPD
First Week of Nov.	Final review letter shared with student and advisor	DPD
Second Week of Nov.	Student initiates meeting with advisor to discuss review, if needed	Student
Mid Nov.	Clarification period- Student may request clarification or changes. Requests are made to the advisor and DPD.	Student, Advisor, DPD
Last Week of Nov.	DPD consults with the advisor and shares final letter with student and advisor, if changes are made.	DPD
Dec.	Final annual review filed with the TGS	DPD

* If a date falls on a weekend, the new due date falls on the next business day.

PROGRAM OF STUDY

The Ph.D. in Family Science and Human Development is designed to provide students with knowledge in theory, research, and an area of specialization. The program of study includes two components—**coursework** (33 semester hours) and **dissertation research** (a minimum of 12 semester hours of dissertation advisement and a 3 credit dissertation seminar) for a minimum total number of 48 credits. Many students wish to take more than the minimum required and this is encouraged when it will benefit the student's career choices and marketability.

For coursework students will complete:

Four *core courses - conceptual foundations* (12 semester hours)

- These courses are directly focused on the study of theory and processes, intersectionality, and research methodology.

Three *core courses - praxis/application* (9 semester hours)

- These courses will focus on the application of FSHD concepts to policy and practice

One course - *Quantitative Research Technique* (3 semester hours)

One course- *Qualitative Research Techniques* (3 semester hours)

One Course- - *Specialized Research Technique* (3 semester hours)

- These Research Technique courses prepare students by developing their skills and strategies needed to evaluate and conduct research, including inquiry into their own projects and studies.

One Course- Elective (3 semester hours) The course must be at the 500 level or above.

- This course allows students to explore an area of their interest.

In addition to the coursework described above, students are required to take:

Two *Required Dissertation Courses* (6 semester hours)

- These courses prepare students for the process of their dissertation, from conception of their idea, to writing, funding, and executing their dissertation project.

Beyond completing the minimum of 48 semester hours of coursework and dissertation seminar and advisement described above, students must successfully complete the qualifying examination/assessment requirement (Described in a subsequent section of this document).

Part-time Requirements

Part-time students can take zero, one, or two courses per semester but should be aware of two University policies. First, the maximum time to complete a graduate program is seven years. Second, doctoral students are required to always be enrolled in something each semester, even if it is not a regular class. Specifically, if a student decides to not take any classes during a semester, they must enroll in continuous matriculation that semester.

Upon your admission to the program, it will be determined by the Admissions Committee whether you will require any additional coursework to fulfill any prerequisites. In this case, the additional courses do not count toward the 48 required credits.

PLAN OF STUDY: PH.D. IN FAMILY SCIENCE AND HUMAN DEVELOPMENT

The [Plan of Study](#) is meant to provide students with a roadmap for their coursework and other academic requirements (e.g., QUALS portfolio) such that timely matriculation occurs. In developing the plan, students should consult with their advisor(s) and submit the plan to the Doctoral Program Director and Program Associate. Everyone must agree on the final plan. Consultations shall include discussions of career goals, research/practice interests, course planning, and identification of electives consistent with the student's selected area of specialization. Special consideration should also be given to finding a timeline that affords students the opportunity to complete all in and outside of class requirements with high quality while attempting to balance other life responsibilities outside of the program (e.g., family and work responsibilities) and a student's own health and well-being. Dates for qualifying assessment, dissertation proposal meeting, and dissertation defense should be included in the plan. Providing a vitae in advance of these meetings is considered customary and part of the discussion will focus on accomplishments to target during the program (e.g., publications, presentations). It is suggested that the Qualifying Committee be formed and take part in this process.

Procedures

Students must file their plan of study after completing no more than 18 semester hours of coursework. Ideally, students will complete a plan of study by the end of their first semester for full-time students and part-time students taking two classes per semester, and by the end of the first year for part-time students taking only one class per semester. Completing the plan of study after this time may result in delayed program completion or the need to take additional coursework. Plans shall be filed with the Doctoral Program Director and Program Associate with a copy provided to the student's advisor(s). (See Appendix for Plan of Study forms)

In some instances, students may wish to revise their plan of study. The same process shall occur, and a new form needs to be completed and filed. At the time of admission to candidacy, the plan of study must match the student's academic record. If the two do not match, the student's admission to candidacy may be delayed and/or the student may need to complete additional coursework to fulfill the original plan of study. Please note, any course substitutions or changes that have not previously been submitted during the annual review period must be submitted at this time.

MAJOR REQUIRED COMPONENTS FOR STUDENTS ADMITTED TO PROGRAM

I. Core Courses - Conceptual Foundations

Compete 4 courses for **12 semester hours:**

Number	Name	Semester Hours
FSHD 801	Concepts and Theories of Human Development	3
FSHD 842	Family Processes and Theories	3
FSHD 844	Power & Intersectionality of Social Locations	3
FSHD 860	Research Methodology in Family Science & Human Development	3

II. Course Courses Praxis/ Application

Compete 3 courses for **9 semester hours:**

Number	Name	Semester Hours
FSHD 820	Grant Writing and Programming in Family Science & Human Development	3
OR		
FSHD 830	Scientific Writing and Dissemination of Research in Family Science & Human Development	
FSHD 821	Policy in Family Science & Human Development	3
FSHD 850	Advanced Practicum (or any elective course at 500 level or above with advisement	3

III. Quantitative Research Techniques

1. Complete 1 course from the following for **3 semester hours:**

EDFD 821	Quantitative Methods for Educational Research	3
FSHD 506	Introductory Statistical Methods in Family Science & Human Development	3
PSYC 550	Quantitative and Statistical Methods	3
PSYC 739	Multivariate Statistics	3

IV. Qualitative Research Techniques

1. Complete 1 course from the following for **3 semester hours:**

EDFD 820	Qualitative Methods for Educational Research	3
SOCI 569	Interviews and Focus Groups	3

V. Specialized Research Techniques

1. Complete 1 course from the following for **3 semester hours:**

EDFD 504	Action Research	3
EDFD 822	Advanced Methods of Quantitative Inquiry in Education	3
EDFD 823	Advanced Qualitative Research in Education	3
PSYC 740	Theory Building and Model Training	3
PSYC 741	Hierarchical Linear Modeling	3
SOCI 538	Survey Research	3
SOCI 569	Interviews and Focus Groups	3
FSHD 898	Dissertation Seminar	3

FSHD 900	Dissertation Advisement	3
After 12 hours of FSHD 900, complete 1 hour from the following each semester, as required:		
FSHD 901	Dissertation Extension	1
<u>VII. Qualifying Assessment</u>		
Successfully complete the qualifying assessment requirement.		
<u>VIII. Admission to Candidacy</u>		
Following completion of pre-dissertation research courses and the qualifying assessment, you may be admitted to candidacy.		
<u>IX. Dissertation Requirement</u>		
Complete a dissertation in accordance with Graduate School and doctoral program requirements.		
Degree Total: Minimum of 48 Semester Hours		

PROGRAM PLANNING

Below are sample work plans for part-time and full-time students.

Suggested Program Timeline for Full-Time Doctoral Students

Semester	Courses	Action Steps	Forms Needed
1	See course rotation schedule for planning courses	<ul style="list-style-type: none"> -Regular meetings with advisor (continues every semester) -Attendance at Program Events and Conferences (continues every semester/year) -Complete Plan of Study with Advisor by end of semester -Planning and preparation for qualifying assessment -Form QAC and determine format 	<i>-Plan of Study</i>
2 & 3		-Develop dissertation ideas	<i>-Application for Qualifying Assessment Semester 3</i>
4		<ul style="list-style-type: none"> -Qualifying Assessment -Final Plan of Study, if different from original -Apply for Candidacy -If the qualifying is completed early in the semester you can begin with actions located in semester 6 	<i>-Results of Qualifying Assessment</i> <i>-Plan of Study</i> <i>-Candidacy Application</i>
5 and beyond		<ul style="list-style-type: none"> -Full Committee Meeting -Proposal Defense -Submit IRB -Dissertation work -Academic job search (most jobs are posted in the fall to begin the following fall. This means spring defenses are best) 	<i>-Approval of Dissertation Committee Form</i> <i>-Approval of Dissertation Proposal Form</i> <i>-IRB application</i>
Last Semester		<ul style="list-style-type: none"> -Dissertation work -Defense and Graduation -Non-academic job search 	<i>-Application for Dissertation Defense</i> <i>-Results of Dissertation Defense</i>

Suggested Program Timeline for Part-Time Doctoral Students

Semester	Courses	Action Steps	Forms Needed
1	See course rotation schedule for planning courses	-Regular meetings with advisor (continues every semester) -Attendance at Program Events and Conferences (continues every semester/year)	
2		-Complete Plan of Study with Advisor by end of semester -Develop dissertation ideas	<i>-Plan of Study</i>
Summer			
3		-Develop dissertation ideas	
4		-Planning and preparation for qualifying assessment -Form QAC and determine format (End of semester)	
Summer			
5		-Qualifying Assessment (take the semester in which you complete your final regular coursework class, summer excluded) -Final Plan of Study, if different from original -Apply for Candidacy	<i>-Application for Qualifying Assessment</i> <i>-Results of Qualifying Assessment</i> <i>-Plan of Study</i> <i>-Candidacy Application</i>
6 and beyond		-Full Committee Meeting -Proposal Defense -Submit IRB -Dissertation work -Academic job search (most jobs are posted in the fall to begin the following fall. This means spring defenses are best)	<i>-Approval of Dissertation Committee Form</i> <i>-Approval of Dissertation Proposal Form</i> <i>-IRB application</i>
Last Semester		-Dissertation work -Defense and Graduation -Non-academic job search	<i>-Application for Dissertation Defense</i> <i>-Results of Dissertation Defense</i>

This suggestion is based on taking 6 credits per semester and each summer during the first two years, of which one can count as a residency year.

QUALIFYING ASSESSMENT

Goals

The qualifying assessment aims to help students synthesize, integrate, and critically analyze information from the core content and research courses, as well as their substantive areas of interest. In addition, students should demonstrate knowledge of the primary theories, empirical findings, and methodologies that apply to their chosen areas of focus. Students also should demonstrate the ability to

incorporate a social justice perspective across their work. Successful completion of the qualifying assessment is required for doctoral candidacy eligibility.

Assessment Domains

Students taking the qualifying assessment are expected to demonstrate advanced critical knowledge and application of the following (i.e., the domains):

1. Conceptual Foundations
2. Social Justice
3. Research Methods & Methodologies
4. Pedagogy/ Community Engagement
5. Service & Leadership

Eligibility & General Procedures

Students complete their QUALS during the last semester in which they enroll in core program courses, courses other than dissertation credits. For full-time students this typically will be the 4th semester. However, many products included in the QUALS are developed beginning in the 1st semester and continue through submission of the final portfolio in preparation for the oral QUALS defense. The intent is that students plan for their oral defenses to occur in the fall or spring semester before classes end for the semester. Students completing all of their coursework, who have not yet taken/defended their qualifying examination, must maintain continuous enrollment during the semester they plan to complete their qualifying examination. If coursework has been completed, students completing their qualifying exam must register for Qualifying Examination Enrollment (FSHD920). The student will continue to count as “active” in the program. This course may only be taken one time. Students will be charged a portion of tuition and this cost must be covered by the student. That is, if a student has tuition remission funding it cannot be applied to cover extension costs.

Students should apply to take the qualifying assessment by submitting the qualifying assessment form simultaneously to their advisor and DPD (Doctoral Program Director) at the end of the semester prior to that in which they will submit everything to their committee and schedule their oral defense. This requires students to identify, in consultation with their advisors, the three tenured/tenure-track faculty members (1 Chair, 2 Members) involved with the program who will oversee the assessment. Typically, students should form their committee by the end of their first semester and discuss plans for their QUALS simultaneously with the completion of their Plan of Study (POS). This will form the qualifying assessment committee (QAC), sometimes referred to as the Advisory Committee, and begin the process. The earlier a student can identify the form of their “take home” product part of their portfolio and get it approved by their committee, the earlier they can begin work on developing it. Applications will not be accepted during summer months and oral defenses cannot occur during these months (July and August). It is strongly suggested students and advisors form the QAC using members that also are likely to serve on the student’s dissertation committee. Membership requirements for the dissertation and qualifying committee include: a chair who has doctoral faculty status in the FSHD PhD program and two additional members. Of these two additional members, at least one additional member needs to have doctoral faculty status in the FSHD PhD program. Faculty at MSU who do not have doctoral faculty status as part of the FSHD PhD program can serve as the third committee member. If a student wishes to include a faculty member from outside of MSU, they will need to be

included as a fourth committee member. As a note, faculty outside of the program can serve on a committee (as either a third or fourth member) but must be approved- discuss this with your advisor.

Grading Standards

The general standard used by the Graduate School to assess the student's work shall be pass/fail. The exact areas of assessment shall be submitted with the initial application to sit for the qualifying assessment, if they deviate from the core domains. For example, the QAC may wish to assess work and assign a pass/fail for each area of assessment. Additionally, they may wish to assess the student's ability to integrate material, overall writing style, etc.

Outcomes & Reporting

At the conclusion of the oral examination, the QAC shall discuss the final assessment of the student's work based on the standards submitted. Outcomes can include, pass, fail, pass with conditions. Pass with conditions shall be used when only a few corrections or minor re-writes are needed. The QAC will provide the student a timeline for completion (no more than two weeks). Once corrections have been received, the QAC shall inform the student of the final outcome within two weeks. All timelines shall include sufficient time such that final outcomes can be reported to The Graduate School by their deadlines.

Once the assessment is fully complete, the student's advisor will submit Form A and Form A-1(Rubric) to the DPD, Program Associate and Graduate School. If a student receives a pass with conditions, the final outcome is reported only when those conditions have been met successfully. Students who fail their first assessment are eligible to retake the qualifying assessment one additional time. Should a student fail the second time s/he will be dismissed from the program. The form for the qualifying assessment outcome and candidacy admission can be found under forms on the Doctoral Student webpage found on The Graduate School's webpage. Form A-1, will be found on Canvas. Students are responsible for bringing this form to their oral defense.

Qualifying Assessment Structure

Quals are comprised of three components: a portfolio of various works and activities that demonstrate advanced knowledge of each competency, a written assessment decided upon by the student and their committee and that has the student goals and matriculation interests in mind, and the oral defense of all materials submitted.

1. Portfolio. Domains, competencies, and the minimum products and activities that demonstrate advanced knowledge of the domains are found in the portfolio grid below. In many ways, this serves as a useful guide for the types of work students should work on while taking courses as well as discussions they should have when meeting with their advisor(s). One column allows students and faculty to track progress. We strongly suggest this play an integral role during the annual student review and will help ensure students are on track for timely matriculation and marketability post graduation. All products must reflect the highest quality accomplishments available that meet the domain criteria. Note concerning portfolio elements that require publication efforts, or the like: students and their committees have no control over the length of the peer-review process so students shall not be kept from matriculating when something is outside of their control. If this instance occurs, the DPD must be notified.

2.Pre-Doctoral Project. The written portion of the qualifying assessment can take several forms based on an individual student's career goals and matriculation needs, and the QAC should use these to guide the development of the assessment format. Examples of such formats can include:

traditional content question based on an assessment area(s) (responses shall be prepared during one 8-hour in house writing session), preparation of a dissertation funding grant, preparation of a policy brief, curriculum or program development materials, a critical literature review to be submitted for review in a journal, independent research manuscript, etc. Items included in the portfolio cannot be used to meet this part of QUALS.

3. Oral Defense. At least two weeks prior to the oral defense materials must be provided to the QAC. When submitting the qualifying exam, students should also submit a cover letter that clearly explains how students addressed each domain and how social justice was reflected in each domain. It is strongly suggested students include the completed portfolio grid as well.

After materials are submitted to the QAC, an oral defense of the material will be scheduled and occur. The Program Associate will be notified of the date, time, and location. The oral defense can last up to two hours, and generally will provide the opportunity for the QAC to ask for clarification of material, how new material could be integrated, or to have students reconceptualize parts of their work that are less accurate.

All written materials shall be provided in APA style, where applicable.

Domain 1: Conceptual Foundations

This domain covers the conceptual landscape of FSHD that includes general content knowledge, theoretical and conceptual framework knowledge, and demonstrated specialization in an area of the student's choice.

Competencies	Minimum products and activities that demonstrate partial achievement	Student Tracking
<p>Competency 1: Describe the major epistemologies representing diverse ways of knowing</p> <p>Competency 2: Demonstrate awareness of key current issues related to families and family development</p> <p>Competency 3: Demonstrate understanding of human development and issues related to development across the lifespan</p> <p>Competency 4: Demonstrate understanding of primary Family Science and Human Development theories and frameworks</p> <p>Competency 5: Demonstrate ability to connect and apply theory to individual and family life, issues and relationships, and context</p> <p>Competency 6: Demonstrate the ability to critically review theoretical applications and integration of theory with empirical analyses of family science and Human Development literatures.</p> <p>Competency 7: Demonstrate knowledge of literature and issues related to student's specific area of study</p> <p>Competency 8: Demonstrate the ability to apply a social justice perspective to the conceptual foundations of FSHD.</p>	<p>All students must complete the following:</p> <ul style="list-style-type: none"> • 1 Empirical or theoretical, peer-reviewed manuscript submitted by QUALS • 1 peer-reviewed presentation submitted • Take home portion of QUALS <p>Select one of the following:</p> <ul style="list-style-type: none"> • 1 or more class assignments that together demonstrate advanced knowledge of all FSHD core, specialization area, theory, social justice • 1 or more submitted, peer-reviewed manuscripts that together demonstrate advanced knowledge of all FSHD core, specialization area, theory, social justice • Any combination of the above <p>Select at least 2 different products from the following:</p> <ul style="list-style-type: none"> • Research brief, policy brief, grant, program development, translational science piece, TCRM or similar submission, research statement 	
Domain 2: Social Justice		

Competencies	Minimum products and activities that demonstrate partial achievement	Student Tracking
<p>Competency 1: Demonstrate professional capacities to serve various families and individuals through awareness of diversity, injustice and inequalities, self reflection and a firm understanding of their influences on these families.</p> <p>Competency 2-1: Demonstrate your own lived experiences of power, privilege, and oppression through experiential and reflective learning processes (preparing our doc students' their own self-reflection)</p> <p>or</p> <p>Competency 2-2: Demonstrate pedagogical strategies to support students to investigate their own lived experiences of power, privilege, and oppression through experiential and reflective learning processes (preparing our doc students as a teacher).</p> <p>Competency 3: Demonstrate scientific capacities to contextualize social situations that individuals and families are facing and potential biases, power, and privilege that may reinforce inequalities through your own research findings</p> <p>Competency 4: Demonstrate potential suggestions to practitioners and policy makers to support positive development of various individual, families and communities</p>	<ul style="list-style-type: none"> • A 2-page, reflexive social justice statement that used citations and addressed how a student's professional self and program of research or practice incorporate diversity, inclusion, and/or social justice 	
<p>Domain 3: Research Methods & Methodologies</p> <p>This domain reflects demonstrated mastery of various qualitative and quantitative methods and methodologies</p>		

Competencies	Minimum products and activities that demonstrate partial achievement	Student Tracking
<p>Competency 1: Know research methods as well as quantitative and qualitative statistical analyses applying to family science and human development</p> <p>Competency 2: Achieve competency in quantitative research design selection (correlational, cross-sectional, longitudinal, and so on) relevant to studying individuals and families in context.</p> <p>Competency 3: Achieve competency in qualitative research design selection (focus groups, phenomenology, case study, ethnography, and so on) related to studying individuals and families in context.</p> <p>Competency 4: Knowledge of research ethical and human subjects issues, and demonstrated ability to interact with Cayuse for IRB submissions</p> <p>Competency 5: Demonstrate capacity to conduct / coordinate research</p> <p>Competency 6: Demonstrate an ability to effectively utilize technology in research in 3 areas: (1) with online survey tools such as SurveyMonkey, Qualtrics, LimeSurvey; (2) with statistical analysis software such as NVivo, SPSS, Amos; and (3) with data storage technology such as Dropbox, MSU ShareDrive</p>	<p>All students must complete the following:</p> <ul style="list-style-type: none"> • Completion of CITI training • Working on a research project • Research statement <p>All students must submit one or more of the following products. Across these, knowledge of qualitative and quantitative methods and both types of analyses must be addressed</p> <ul style="list-style-type: none"> • 1 assignment from a qualitative course • 1 assignment from a quantitative course • 1 Qualitative, peer-reviewed manuscript submitted • 1 quantitative, peer-reviewed manuscript submitted • Initial dissertation research question and/or hypotheses • Initial dissertation methods section (abbreviated) • Other proposal approved by the committee 	
Domain 4: Pedagogy/ Community Engagement		

Competencies	Minimum products and activities that demonstrate partial achievement	Student Tracking
<p>Competency 1: Develop teaching pedagogy appropriate to post-secondary education and to adult learners in the community.</p> <p>Competency 2: Demonstrate effective teaching at the college level and in the community/ to adult learners.</p> <p>a) Exhibit comfort with the development and delivery of courses and curricula specific to family studies.</p> <p>b) Demonstrate the ability to use technology to facilitate learning (e.g., teaching management systems such as Canvas; various technological tools to facilitate hybrid/online course delivery)</p> <p>Competency 3: Demonstrate effective mentorship, advising, or supervision.</p> <p>Competency 4: Understand the principles of community engagement</p> <p>a) Demonstrate the ability to translate research into practice to address community needs, with a focus on family science-related content areas</p>	<p>All students must complete the following:</p> <ul style="list-style-type: none"> Teaching philosophy Co-teaching, or FCST 850, a course or provide two different guest lectures (products submitted for the latter option shall include information related to preparation and development of the lecture, assignments, and grading examples) Participate in a community engagement activity related to the student's area of specialization (students work with their committee to determine type of engagement) <p>Complete teaching module: Online or In-Person Instructorship Training focusing on Graduate student learning to instruct college level courses. Must be approved by advisor and/or DPD; Students should keep all documentation from course and be prepared to document/write about it.</p>	
Domain 5: Service & Leadership		

Competencies	Minimum products and activities that demonstrate partial achievement	Student Tracking
<p>Competency 1: Demonstrate participation in at least one professional organization related to Family Science and/or Human Development.</p> <p>Competency 2: Develop the ability to share their skills and/or research or practice-based expertise with <u>a relevant scholarly/professional community</u>.</p> <p>Competency 3: Develop the ability to share their skills and/or research or practice-based expertise with <u>the MSU community</u>.</p> <p>Competency 4: Demonstrate knowledge about post-graduation professional opportunities and options, and also about the strategies necessary to facilitate personal career development.</p>	<p>Students must complete the following:</p> <ul style="list-style-type: none"> ● Hold membership in a professional organization ● Hold or perform in a leadership role (student works with the committee to determine an appropriate role) <p>Students must complete at least 4 of the following and provide a short reflection of each:</p> <ul style="list-style-type: none"> ● Advocacy role ● Protest participation or organization ● College service ● Program service ● Attend colloquia/ professional development seminars ● Take part in pedagogical work through online/in-person instructorship training ● Serve in a reviewer capacity ● Writing group ● Attend job talks ● Committee service ● Participate in admissions/recruitment activities ● Mentor a junior student <p>Other (with committee approval)</p>	

DISSERTATION

The dissertation is the culminating experience leading to a Ph.D. in Family Science and Human Development. It is a significant undertaking by the student and faculty involved. The process begins after the student passes their qualifying assessment by identifying and meeting with the dissertation chair and committee, followed by a proposal meeting of the full committee, and ending with an oral defense. However, the process can begin earlier informally, and this is encouraged. The composition of the QAC and Dissertation committee may be different although it strongly is suggested these be the same. Although dissertation completion times vary, students typically should expect the process to take two years from proposal development to defense.

Enrolling in Dissertation Credits

Students enroll in dissertation advisement credits (FSHD 900) with their chair after they complete their qualifying assessment and are admitted to candidacy ([Forms G/H](#)). Typically, students enroll in 3 credits of FSHD 900 in each of the four semesters used to complete the dissertation to meet the minimum 12 credit requirement for graduation. Even though enrollment is for 3 credits, it is expected this represents a full-time commitment to the dissertation process. It is expected that students and their chairs will engage in a frank discussion about the likely timeline to completion and split the dissertation credits across the planned semesters accordingly. If a student completes the minimum 12 credits, but has not yet successfully defended their dissertation s/he must enroll in Dissertation Extension credits (FSHD901). Students must be enrolled in the semester that they defend and complete their dissertation. During the dissertation phase all students are considered full-time and are treated as such in the system. For those receiving financial aid, the federal government views you as meeting the criteria for full-time student as well. To enroll in the Student Health Insurance, a graduate student at the dissertation level (3 credits) is considered a full time student.

Guidelines for Preparing Dissertation Proposal

The following is intended to help students understand the process and expectations for preparing the dissertation proposal. Students should read this section carefully before writing the proposal. Advisors/dissertation chairs should be consulted regarding any specific questions.

The advisor/dissertation chair works closely with the student during the dissertation process. However, the student is ultimately responsible for meeting all Montclair State University deadlines and ensuring that all requirements for graduation are met. Students should consult the University and Graduate School websites to ensure accurate and timely submission of all required forms and documents.

Guidelines for Dissertation Options

Students have two options for presenting their dissertation work. Option A is a traditional dissertation that includes several chapters that report on the independent research project. Option B, or the “manuscript option,” consists of a series of independent (but related) manuscripts that the student has or will submit to journals in the field.

In consultation with the Chair, the student selects Option A or Option B for presentation of dissertation work. Both options require that the student meet rigorous academic standards for scientific research

and scholarly reporting. The student's research must make an original contribution to the discipline. While the content of both options is essentially the same, the presentation of the research is different.

Content of Dissertation Proposal

Dissertation proposals for both Option A and Option B must include, at a minimum, what the Graduate School requires. These requirements are listed below, but students must consult the Graduate School's policy manual to identify any potential updates.

Graduate School Requirements

- Statement of the problem/inquiry
- Justification of proposed research
- Relevant prior research
- Procedures and methods of research/inquiry
- Data sources, if relevant
- Projected findings
- Reference list

Option A: The Traditional Dissertation

The traditional format of the dissertation proposal is the submission of a comprehensive research proposal that is a minimum of 30 pages in length. Often, Chairs require that students submit the first, fully written, three chapters of their dissertation as the dissertation proposal. Regardless, the dissertation proposal must contain all of the elements outlined below although some elements might appear in different chapters/orders than this example.

I: Introduction

1. Introduction
2. Purpose statement
3. Background and significance
4. Theoretical model or philosophical underpinnings
5. Research questions/hypotheses
6. Definition of terms (i.e., main concepts)
7. Summary

II: Literature Review

1. Review of literature (highlighting gaps in the field and connection to theory)
2. Summary

III: Methods

1. Introduction/Purpose/Justification of Research Methodology
2. Research Questions/Hypotheses
3. Design

4. Procedures
5. Sample
6. Informed consent
7. Data collection (who, when, where, how)
8. Measurement, Coding, and/or Interview Protocols
9. Reliability and validity, trustworthiness
10. Data Analysis Plan
11. Preliminary analysis plan
12. Hypothesis/Model Testing or Qualitative Analysis Plan
13. Strengths, limitations and controls

IV: Summary

1. Tables & Figures
2. References
3. Timeline
4. Appendices
 - Sample measures (e.g., interview protocols, coding sheets, surveys, etc.)

Option B: Manuscript Style Dissertation

The manuscript style dissertation option contains the same elements and minimum requirements as a traditional dissertation although they are laid out differently. Basically, the student develops a traditional dissertation plan and then takes the extra step of conceptualizing and splitting it into multiple stand-alone manuscripts early in the process as opposed to after graduation. There are several considerations specific to the manuscript option though:

- The student must be the only author or first author of all manuscripts included in the dissertation.
- Students must complete a minimum of two and a maximum of four manuscripts.
- At least two of these must be empirical articles.
- For at least two of these papers, work can only begin after the student has convened a full committee meeting (with at least 3 committee members) and the committee members have approved the proposal.
- At the proposal defense the committee shall discuss authorship of each manuscript, plans for submission, and potential copyright considerations.
- Reviewer comments and editorial decisions for manuscripts submitted to a journal before a dissertation defense cannot be used to influence the outcome of a dissertation defense.
- An introductory and conclusion chapter must be included that explains how the multiple papers are related to one another and how they collectively inform the literature. The conclusion chapter relates most to the final dissertation document.
- The manuscript option must use a singular referencing convention throughout.

The student should work with their Chair to determine the exact format of the proposal, keeping in mind the Graduate School's and the Program's requirements. It is strongly suggested to do this in writing. Below is an example of Option B.

Example: Manuscript Style Dissertation Proposal Outline

I: Introduction (Focus on introducing the program of research across all manuscripts included in the dissertation)

1. Introduction
2. Overarching purpose statement
3. Background and significance
4. Theoretical model or philosophical underpinnings
5. Overarching research questions
6. Definition of terms (i.e., main concepts)

II: Manuscript 1

1. Introduction
2. Overarching purpose statement
3. Background and significance
4. Theoretical model or philosophical underpinnings
5. Overarching research questions
6. Definition of terms (i.e., main concepts)

III: Literature Review

1. Review of literature (highlighting gaps in the field and connection to theory)
2. Summary

IV: Methods

1. Introduction/Purpose/Justification of Research Methodology
2. Research Questions/Hypotheses
3. Design
4. Procedures
5. Sample
6. Informed consent
7. Data collection (who, when, where, how)
8. Measurement, Coding, and/or Interview Protocols
9. Reliability and validity, trustworthiness
10. Data Analysis Plan
11. Preliminary analysis plan
12. Hypothesis/Model Testing or Qualitative Analysis Plan
13. Strengths, limitations and controls

V: Summary

1. Tables & Figures
2. References
3. Appendices
 - Sample measures (e.g., interview protocols, coding sheets, surveys, etc.)

VI: Follow the same format above for each subsequent manuscript proposed.

VII: Summary (Focus on summarizing the program of research across manuscripts)

1. Timeline
2. General Appendices
 - Publication plan, including proposed journals to which each manuscript will be submitted

A few additional considerations....

The introduction should provide the problem statement and rationale for the research study as well as a presentation of the theoretical model/philosophical underpinnings of the study and specific research questions/hypotheses. The literature review should provide a succinct review of the relevant literature highlighting key gaps in the field and further justification for the proposed research questions/hypotheses. The methods section is the heart of the proposal and should include a detailed description of the study design, including a justification of how and why the proposed design is the most appropriate choice for addressing the research question/hypothesis. The method section should also discuss the strengths and weaknesses of the proposed sampling strategy, power analysis and/or data saturation plan (if appropriate), and descriptions of major concepts, instrumentation, validity, and reliability or trustworthiness, interview protocol, etc. The analysis plan section should include a detailed explanation of how the planned analyses will address the research question/hypothesis or coding of data. This includes (where appropriate) anticipated analysis procedures, strategies for managing, recording, and assuring the quality of data, and a data analytic plan. Remember, this section must be detailed enough that it demonstrates replicability.

Also note students may choose (in consultation with their Chair) to respond to a specific funding opportunity announcement. If this is selected, the student must find and follow the guidelines of the funding announcement rather than the traditional format listed below. This should be discussed with the dissertation Chair early so proposal format expectations are clear. The funding announcement must be appropriate to the topic of study and be for the funding of the student's dissertation work. If this option is selected, the student is expected to submit the proposal for funding. The student should consult with their Chair on the timeline for funding approval and how this may impact the student's ability to complete the dissertation in a timely manner.

Procedures for Proposal Defense

1. The student shall identify a chair of their dissertation. In many instances, the chair will be the student's advisor. However, students can opt to select another faculty as their chair. In selecting a chair, students should consider faculty expertise in order to ensure rigorous oversight and guidance. Chairs must hold doctoral faculty status in the FSHD department.
2. After selecting a chair, students will consult with the chair to identify at least two other committee members, both of whom must be regular faculty at MSU. A fourth member may be selected, and there are no faculty status requirements for this member other than holding a doctorate in a related discipline. That member may be from an outside institution. To have her/him/them appointed please follow the procedures outlined in the graduate school's Dissertation Procedures and Guidelines Manual TGS Dissertation Manual and fill out The Graduate School's Form C: *Request for Approval of Outside Dissertation Committee Member*.
3. In the unusual circumstance that a student wishes to change a dissertation chair, committee member, or a member can no longer serve, approval must be gained from the Dissertation Chair, DPD (Doctoral Program Director), and Graduate Dean.
4. After passing the qualifying assessment and identifying the dissertation committee, the *Approval of the Dissertation Committee* Form B from the Graduate School is filed.
5. Once the committee form is filed, the student, in consultation with the chair, can begin the official work on the proposal. For some, chairs will require an initial proposal meeting so that the committee can provide guidance on initial ideas before work commences on developing the official proposal. Proposals must include the following elements, and many will be drafts of the first three chapters along with a special section on data analysis plans. Statement of the problem or area of inquiry;
 - Justification for the proposed research;
 - Relevant prior research
 - Planned procedures and methods of research including data sources/data collection plan
 - Projected findings and/or implications of the research
 - Reference list

After the chair is satisfied with the draft, the meeting of the full committee can be called. All committee members should receive the proposal at least two weeks in advance of the meeting. The meeting serves as an oral defense of the proposal and is meant to provide students with feedback in order to enhance the likelihood of successful data collection, analysis, and defense of the dissertation. After the meeting, and assuming no major revisions required, the approved proposal must be filed with the Graduate School along with the *Approval of the Dissertation Proposal* Form D. These meetings typically should occur while classes are in session during the fall or spring semesters only.

6. In cases where major revisions are necessary, a subsequent proposal meeting will occur.

7. After the proposal is approved by the dissertation committee and the Graduate School, an IRB application must be submitted. Recruitment or data collection cannot commence before receiving IRB approval. Note that use of secondary data also requires an IRB application.

Procedures for Dissertation Defense

1. Once the Dissertation Chair has indicated to the student that the dissertation is ready for defense, using the Suggested Timelines for Dissertation Defense and Completion information (pages 16-20), the student can consult with the Dissertation Chair and members of the Dissertation Committee to select a date for the dissertation defense.

For a dissertation to be ready for defense, the whole dissertation, including the chapters on data analysis, conclusions/discussion, and the abstract, must be complete. The student and Committee must resolve substantive missing elements of the written dissertation, such as data, analysis, or interpretation, prior to the oral defense. The document should also include the formatting elements required by this Manual so that The Graduate School can check for any errors. All references, citations, and other formatting derived from APA Style or other applicable styles as dictated by the program must also be included. This submission is not the final draft of the dissertation. However, only a limited number of edits should take place after the pre-defense submission to The Graduate School, because of feedback given from the committee during the defense. Please keep in mind that the student will need to carry out a second and final submission of the dissertation, as is described later in this Manual.

By the time the dissertation is approved for defense by the Dissertation Committee Chair, the student should have spent at least a full semester meeting with the committee members collectively or individually and receiving substantive feedback on the different sections or chapters. The expectation should be that the student will pass with no substantive revisions; the need for substantive revisions should be an exception and not the norm.

2. The student and Dissertation Chair will then review the dissertation for compliance with formatting guidelines set forth by this Manual.
3. The student will submit “FORM E - Application for Dissertation Defense Date” to The Graduate School, indicating the date of the tentative defense. The form must be accompanied by an electronic copy of the student’s dissertation. Prior to submitting the form, the student must provide each committee member with a copy of their dissertation.
4. If the Dean of The Graduate School agrees that the student is ready for defense, the date is confirmed and the dissertation defense is scheduled by the student, Chair and/or Doctoral Program Director. The defense details will be posted on The Graduate School’s Doctoral Dissertation Defense Schedule (<https://www.montclair.edu/graduate/current-students/doctoral-students/doctoral-dissertation-defense-schedule/>).
5. Prior to the scheduled defense date, the student must format their signature page and submit it to The Graduate School for approval (see sample signature page in APPENDIX 3. The formatting of this page must be approved by The Graduate School BEFORE the student acquires the committee members’ signatures, and only the approved page by The Graduate School should be signed. The

approved page will then be inserted into the final electronic copy of the dissertation. In order to obtain signature page approval, the student must e-mail the formatted page as a Word document or PDF file to The Graduate School at doctstudy@montclair.edu.

- Upon approval of the signature page by The Graduate School, students must circulate the page among the Dissertation Committee after defense. As of the 2020-2021 academic year, all signatures can now be obtained electronically as was aforementioned in this Manual

Important Notes: (a) A dissertation defense may not occur in the same semester as the approval of the dissertation proposal; and, (b) students must have an approved dissertation proposal within three years of advancement to candidacy (after successfully completing the comprehensive examination).

Institutional Review Board (IRB) Approval

The primary responsibility for ensuring ethical treatment of research participants lies with the student and dissertation chair. Doctoral candidates must receive approval from the IRB before conducting research that involves human participants or animal subjects and prior to submitting the dissertation to The Graduate School for final approval. Students usually complete and submit their IRB application approval request after their dissertation proposal has been formally approved by their committee because the dissertation project plan may change after the proposal meeting. Under the following conditions, students may submit an IRB application prior to receiving approval of their proposal by their Committee and/or receipt of the *Approval of Dissertation Proposal* form from the Graduate Dean:

- (a) A written approval from the chair and all members of the student's Committee must be submitted to the Doctoral Program Director and kept on file;
- (b) The student submits a signed statement to the Doctoral Program Director, noting that the student understands that:
 - Even with IRB approval, students may **not** begin to recruit participants or collect any data related to their dissertation until the proposal has been approved by their Committee and they have received a signed *Approval of Dissertation Proposal* form from the Dean of the Graduate School; and,
 - If their Committee requires any changes to the student's methodology that changes any information submitted on the IRB application, the student must submit an amendment to the IRB and that amendment must be approved before students do any recruitment or data collection.
 - Importantly, IRBs must be submitted even if a student is using secondary data although a different form is used. Please consult the IRB homepage for additional information.
 - (a.) The student plans to use data from an existing, approved data collection project that is already in process and was not started solely for the purpose of the dissertation.

Graduation

Students who have completed all requirements for the doctoral degree, including the successful defense and submission of the dissertation prior to dissertation filing deadlines listed by the Graduate School (on the Graduate School's website), will be invited to attend the appropriate Graduate School Convocation and University Commencement ceremonies. Students must respond to the Graduate School if they intend to attend either one, or both, of these activities. That is the only way to ensure that the student will be called by name at the ceremonies.

Application for Final Audit to Verify Program Completion

Students must file an Application for Final Audit with the Office of the Registrar in order to receive their degree. For filing deadlines, refer to the academic calendar.

UNIVERSITY POLICIES

Time Limitations for Completion of Doctoral Degree Program

Students will have seven years from the date of matriculation, excluding any approved extensions/leaves of absence, to complete their degree.

Note: These time limits apply regardless of whether a student pursues the degree as a full-time or part-time student. By enrolling for only the minimum number of credits, students may not be able to complete their degree program within the specified time allotted.

If a time extension is necessary, a request for the extension must be filed with The Dean of The Graduate School via the Extension of Matriculation Form, which can be found on The Graduate school website. The Dean or designee, in consultation with the Graduate Program Coordinator or Doctoral Program Director, will review the student's progress. Following this review, the Dean of The Graduate School or designee will make a decision. The Graduate School will send an official notification of the decision to the student and the Graduate Program Coordinator or Doctoral Program Director.

Transfer Credit

Up to two courses or six credit hours (which have not been credited towards another degree program that was not completed) can be transferred towards the doctoral degree (*exceptions to this rule will be considered by the doctoral committee in unique circumstances*). The grade in these transfer courses must be a "B" or higher and all transfer credits must be approved by students' Advisory Committee members, the DPD and the Dean of the Graduate School.

Course Load

A course load of nine (9) semester hours constitutes full-time enrollment in fall or spring. Graduate students are limited to 12 credit hours of coursework within any combination of summer sessions. Additional credits beyond this must be granted approval by the Graduate Program Coordinator or Doctoral Program Director and The Graduate School. For additional information related to course load, see section III of the TGS manual.

Independent Study

Following are University regulations related to independent study at the doctoral level.

Requirements for Students to take an Independent Study.

Students may register for independent study in the fall, spring or summer. Independent study is not available for a course that is scheduled any time during that given term.

Students who are admitted to doctoral programs *post-Master's* must have completed at *least 6 credits toward the degree* (their PhD) being pursued and have a GPA of at least 3.0 to engage in independent study.

Application for Independent Study.

Students can register for an Independent Study by filling out the following [form](#). The form must be completed fully as specified in the directions and must be signed by the student, instructor, and

Department Chairperson. The Department Chairperson will then forward the form to the Dean's Office. Then, the completed form is submitted to the the Office of the Registrar at the time of registration.

The student and the faculty member (who must be a FSHD doctoral program faculty OR a FSHD faculty member) must develop a written agreement, which includes: (a) name of student and instructor; (b) the title of the independent study; (c) semester; (d) course number on application form; and (e) brief explanation of goals/learning outcomes, assignments and work products along with dates due, criteria for grading evaluation, and schedule of meetings between student and instructor. The agreement should be signed by the student and instructor and submitted to the Doctoral Program Director along with a copy of the Application for Independent Study form. These will be kept in students' files.

Continuous Matriculation Requirement

Students who do not register for a credit-bearing course or who have not been granted an approved leave of absence in either the fall or spring semesters must register for a 0.5-credit Continuous Matriculation course (GRAD-MC1 for master's/certificate programs, GRAD-DC1 for doctoral programs) in that semester and pay a continuous enrollment fee. This course is not part of the degree program, its credits do not count towards degree requirements, and is not assigned a grade. Students must register for the Continuous Matriculation course by the end of the Add/Drop period (the second week of the semester). Students who do not register for this course by the deadline will have a registration hold placed on their account. Students may enroll for up to 3 semesters of continuous matriculation. Students are still required to complete the program within the prescribed time limits (see Section: Time Limitation for Completion of Program of Study in TGS Manual). Students who have completed coursework, but have not yet completed their comprehensive experience or are not actively engaged in dissertation work, must also maintain continuous matriculation.

Leave of Absence

Students in doctoral programs are eligible for up to two leaves of absence during the entirety of the program.* A leave of absence is considered one semester.** Leaves of absence will be excluded from the time limit for completion of the graduate program. Please contact The Graduate School for any exceptional circumstances that may allow for additional leave time.

* Exceptions to the two-semester leave of absence limit will be granted for pregnancy and/or military deployment.

** By law, a student who requests leave for pregnancy can take up to two consecutive semesters at once.

Requests for a leave of absence must be submitted online to The Graduate School, via the applicable form which can be found on The Grad School website, by the end of the Add/Drop period (the second week of the semester). The student will receive confirmation of the leave of absence from The Graduate School. Students are not required to disclose the reason for requesting a leave of absence. The leave of absence policy applies only to students who have matriculated and cannot be used in lieu of a request to postpone matriculation. The leave of absence will not be granted retroactively.

It is the student's responsibility to officially withdraw from courses in which they are registered. Students will be held responsible for all tuition and fees incurred for registered courses.

Alternative to the Leave of Absence Limit

The University has a Medical Withdrawal Policy and a Student Pregnancy Policy. Leaves and withdrawals that are granted through these policies are excluded from the time limit for completion of the program. TGS does not process requests for Medical Withdrawals, whether for illness or pregnancy. The policies and procedures are available through the Dean of Students website:

Medical Withdrawal: <https://www.montclair.edu/policies/all-policies/medical-withdrawal-policy/>
 Pregnancy: <https://www.montclair.edu/policies/all-policies/student-pregnancy-policy/>

Grades of Incomplete

The grade of "Incomplete" (IN) is used when a student has not completed the required coursework. The IN grade signifies that a grade is being withheld until the required work is completed and approved. The instructor is not required to provide an IN grade. An IN grade cannot be employed to avoid the receipt of a low grade.

Conditions for Receiving an IN Grade For an IN grade to be assigned: a. The student must initiate the request no later than the last day of class. b. A formal agreement must be developed between the student and the instructor delineating the conditions for removing the IN grade using The Contract for an Incomplete Grade. (This contract must be submitted with the Grade Roster.)

Removal of an IN Grade For the IN grade to be removed, students are responsible for completing their work by the following dates: a. February 15 for IN grades assigned for the previous fall and/or winter semesters. b. June 30 for IN grades assigned for the previous spring semester. c. October 15 for IN grades assigned for the previous summer semester.

Extending the Deadline for Removal of an IN Grade If there is reason to extend the deadline for an IN grade removal, it is the student's responsibility to initiate this extension by submitting a Request of Extension of an Incomplete Grade to the Office of the Registrar. The instructor and appropriate Chairperson and College/School Dean must sign this request.

Grades and Maintenance of Grade Point Average

Students matriculated in the PhD Family Science and Human Development Program are required to maintain a minimum overall GPA of 3.0 and must not earn more than one C level grade (C+, C, or C-) throughout their doctoral course work. If a student's GPA falls below 3.0, he or she is placed on Academic Probation and must raise it above 3.0 within two (2) semesters or be dismissed from the Program. A grade of "D" is not available for any courses taken by doctoral students..

Academic Grievance Procedure for Doctoral Students

The Graduate School realizes that there may be occasions when a doctoral student, as a result of dissatisfaction with some aspect of his/her/their academic involvement, has a grievance. It is the declared objective of this University that such a doctoral student may have prompt and formal resolution of his/her/their personal academic grievance and that this is accomplished according to orderly procedures. These procedures (both informal and formal) are clearly delineated in the

University's *Academic Policies for Doctoral Programs Catalog*. Filing a formal academic grievance is a serious matter, and the student is strongly encouraged to seek informal resolution at the program and department level before taking such a step. Informal grievance procedures are outlined below¹:

- I. It is the responsibility of any student wishing to pursue an academic grievance involving a faculty member to first discuss the matter privately with the professor involved. In the event that the student is unable to contact the professor within a two week period, an appointment should be arranged through the doctoral program associate for the first time available. The initiation of the academic grievance must take place within three weeks from the beginning of the next regular (Fall or Spring) semester.
- II. Should the meeting fail to accomplish a resolution between the student and the faculty member, the student should arrange a private conference with the Doctoral Program Director (DPD). The DPD must notify, in writing, the faculty member involved that a meeting has been arranged between the DPD and the student. Following the conference with the student, the DPD must meet privately with the faculty member to discuss the problem and attempt to resolve the conflict.
- III. Should the grievance still not be resolved, it must be reported to the Dean of the College for Community Healths (CCHL). The Dean should attempt to resolve the problem informally, meeting separately or jointly with the individuals involved. The Dean should prepare a written evaluative statement concerning the student-faculty conflict. All concerned parties must receive a copy of the Dean's statement within eight weeks from the beginning of the regular (Fall or Spring) semester.
- IV. If the conflict is still not resolved, the CCHL Dean must notify the Vice Provost for Academic Affairs (VPA) in writing of the unresolved grievance and must forward all paperwork to the Associate VPA within one week of the issuance of the Dean's statement. Both parties to the grievance must also be apprised of this action. The Associate Vice Provost shall decide whether the institution of a formal grievance is warranted (please refer to "Formal Resolution Procedure" on pp. 7-8 of the *Academic Policies for Doctoral Programs Catalog*).

¹ Page 7, *Academic Policies for Doctoral Programs*. The Graduate School, Montclair State University.

TUITION AND FEES

PhD students pay doctoral tuition and fee rates.

Please refer to the Montclair State University tuition and fees page for additional information:

<http://www.montclair.edu/studentaccounts/tuitionandfees/index.html>

<https://www.montclair.edu/red-hawk-central/tuition-fees/graduate-costs/>

Financial Aid

MSU offer several types of financial aid and funding opportunities. For detailed information about availability and applications please see:

<http://www.montclair.edu/graduate/current-students/financial/>

Fellowships and Other Opportunities

The PhD in Family Science and Human Development program offers a few competitive funding options. To be eligible students must be full-time and should not be engaged in outside employment. Once funding is offered to a student, it is the intent of the program to fund that student for 3-4 years, pending budget availability. Should a student not receive funding upon admissions but wishes to be considered for funding in a subsequent year during their program they should inform the DPD in writing by February 1.

- Doctoral Fellowships: Fellowships cover the cost of standard full-time tuition, provide a stipend, and have a work requirement. They provide an opportunity to gain professional or research experience while participating in the academic life of Montclair State University. All assistantships are diverse in nature and encompass a wide variety of responsibilities and duties while allowing students to achieve their academic goals. Recommendations for appointment typically are made during the admissions process. Recommendations then are forwarded to The Graduate School. Verification of a student's eligibility to hold an assistantship at the doctoral level is reviewed. An appointment is not finalized or recognized by the University if The Graduate School has not completed the "Offer of Appointment" paperwork with the student. Fellowships are awarded for one full academic year, typically beginning September 1 and ending June 30. Students can hold such appointments for up to four years in this doctoral program.
- Grant-Funded Assistantships: In addition to the fellowships, we may have grant-funded work and assistantship opportunities, depending upon whether or not faculty have positions available through their current grant projects. Typically, most of these provide the same funding levels as fellowships.
- Doctoral Teaching Assistantships: The program also offers a limited number of teaching assistantships. Students are assigned to a particular faculty and course with the intent on co-teaching that course. A stipend or tuition remission is provided.

- Assistantships: A pilot program exists that allows some students to receive tuition remission in exchange for working with faculty for a few hours per week. Amount of remission available, if any, and work hours may vary by semester. There is no intent of ongoing support from year to year. Students who wish to be considered for some tuition remission in an upcoming year must notify the DPD in writing by February 1st.
- Adjunct Teaching: For students not funded in other ways, including those who are part-time, an adjunct position might be available. To be considered, students should provide the Department Chair with a copy of their vita and let the her/him/them know they wish to be considered for an adjunct position should one become available. Other requirements and processes exist and are overseen by the department and not the PhD program.

Current Graduate Assistants website:

<https://www.montclair.edu/graduate/current-students/grad-assistantships/>

- Student-Initiated Funding: Several grant-funding options exist from national organizations (e.g., NIH, NSF, foundations) for doctoral students across the U.S., especially those at the dissertation phase. Students are encouraged to apply for those. Please see CANVAS for a list of many available opportunities. We also encourage you to search for additional funding calls.

CCHL Student Research and Conference Travel Awards

The College instituted the CCHL Student Research Awards to provide some financial support for students who are presenting at regional, national, or international conferences. Information related to the availability and application for these rewards is disseminated each fall. Typically, awards range from \$100-\$300. For more information see:

<https://www.montclair.edu/graduate/current-students/graduate-student-services/srctf-awards/>

GSO Funding (Runs out quickly, we recommend to apply the first day of the semester)

The link for the GSO application and instructions is:

<https://www.montclair.edu/graduate/wp-content/uploads/sites/58/2018/06/SRCTF-Application-R-7-1-1-8-1.pdf>

CAMPUS RESOURCES

Campus Bookstore

The Campus Bookstore is located on the ground floor of the Student Center. The main telephone line for the store is (973) 655-5460. Bookstore hours are posted on the [bookstore website](#).

Career Services Office

The Career Services Office for the College for Community Health, is located in Cole Hall Suite 300. Career Services is dedicated to preparing all CCHL students for the world of work. Career Services can help both undergraduate and graduate students in all stages of the career planning and decision-making process. Services include one-on-one career counseling, career assessment, resume critiques, and workshops offered throughout the year on various career development topics.

In addition, CCHL Career Services has a Career Resource Room that contains information on graduate school and career guides and materials, as well as postings of current employment opportunities. Students can learn about online career information and websites as well as register for a virtual or in-person mock interview session. To learn more about how Career Services can benefit you, contact Linda Flynn, Director of Career Services at (973) 655-6874, or flynnl@mail.montclair.edu.

Student Research Awards

In spring 2010, the College instituted the CCHL Student Research Awards to provide some financial support for students who are presenting at regional, national, or international conferences. Information related to the availability and application for these rewards is disseminated each fall. Typically, awards range from \$100-\$300.

Center for Writing Excellence

The Center for Writing Excellence is available to all MSU students who are committed to developing and improving as writers. Sessions with experienced writing consultants are designed to provide students with help on every aspect of the writing process, with the goal of enabling students to achieve long-term improvement, confidence, and independence. The writing center is located in Sprague Library, on the first floor, in the far right corner of the reference area. Drop in conferences meet for a maximum of 25 minutes or appointments can be scheduled online.

Computer Services

Computer labs are located throughout the MSU campus at the following locations:
Information Commons Lab - University Hall, UN-5007
Information Commons Lab - University Hall, UN-5008
UNCART Laptop Lending Lab - Inside University Hall, UN-5008
Sprague Laptop Lending Lab - Sprague Library Lower Level
Student Interactive Multimedia (SIM) Lab - Sprague, LB-219
Surf-N-Print Depot - Student Center, SC-004

Doctoral Student Lounge

The CCHL Doctoral Student Lounge is located on the 4th floor of University Hall, room 4017. Students must have a valid MSU ID card to access the lounge. For assistance accessing the lounge, contact Program Associate, Vian Sabat at sabatv@montclair.edu.

Library

The Sprague Library collections contain more than 430,000 monographs as well as materials in diverse formats such as DVDs, CDs, video and audiocassettes, and microforms. The Library subscribes to over 70 online index/abstract databases that provide access to over 30,000 online journals and magazines available through computers in the Library and on and off campus. The Library also subscribes to over 2,000 serials (magazines, journals, newspapers, annuals, and yearbooks) in print format. The Library is a depository for United States and New Jersey government publications that are available in print, microform, CD ROM, and online formats. The New Acquisitions List details the most recent acquisitions, by subject, in all formats.

The Reference Desk is available to answer your questions, offer instruction on the location and use of our collections, or show you how to use our electronic resources and online catalog. Students should not hesitate to ask for assistance in person, by phone, or online.

Materials not held in the Library are obtained through Interlibrary Loan Services for students, faculty and staff. The Library is a member of several regional and national consortia that enable us to establish reciprocal borrowing privileges and to share materials through mail, facsimile and Internet transmission, and CD&L, the delivery system for libraries in the state. Materials can be searched and reserved online through the Sprague Library website. Any change in Library hours will be posted in the Library, available by calling 973-655-4298, or noted on the Home Page.

Registrar

The Office of the Registrar performs numerous functions that are closely related to the academic mission of the University. These include scheduling of courses, registration, academic records maintenance, grades processing, official transcripts, and final audit for graduation. The web page provides 24/7 access to forms and information regarding these functions. The semester Schedule of Course Books are available on the Registrar's website. For further assistance, contact registrar@mail.montclair.edu or call 973-655-4376.

Off Campus Housing Resources

The Office of Residence Life offers the Montclair State University Off-Campus Housing Service which provides information and assistance finding off-campus housing. This web-based service provides students, faculty and staff with a user-friendly, searchable database to find off-campus housing in the Montclair State University area. For more information and questions, contact Reslife@mail.montclair.edu and <https://offcampushousing.montclair.edu/>

PHYSICAL, PSYCHOLOGICAL, SOCIAL, AND, SPIRITUAL WELLNESS--RESOURCES

The Campus Recreation Facility features a six-lane swimming pool; a two-court gymnasium with an elevated running track; two racquetball courts; two-level fitness, strength and cardio training areas; space for aerobics and other fitness activities; and locker rooms. Go to <http://www.montclair.edu/campus-recreation/> for additional information.

The University Health Center (UHC) is a comprehensive outpatient health care facility serving all registered Montclair State students. The department functions in the same manner as a private Health fee which covers most services at UHC. Prescription medication and diagnostic testing are common additional costs. Call 973-655-4361 or visit the UHC website at <https://www.montclair.edu/university-health-center/services/> for additional information.

Counseling and Psychological Services (CAPS) (<http://www.montclair.edu/counseling-and-psychological-services/>) offers individual and group counseling to students, as well as a variety of educational and consultative services designed to promote wellness in the campus community.

Counselors, supervisors, and faculty who have self-insight are more effective in fulfilling their various roles and in reducing the likelihood that any personal issues they may have will negatively impact their clients, supervisees, or students: At any time during the semester if you find yourself having difficulties, Counseling and Psychological Services (located on the 1st floor of Russ Hall; 973-655-5211) is one campus resource available to assist students. Services are free and confidential. Go to <http://www.montclair.edu/caps/> for additional information or ask your advisor for other resources. In addition, at any time during the program, faculty may discuss the possibility of seeking counseling with any students who are observed to be struggling with personal feelings/situations that may be interfering with their work.

The Disability Resource Center (DRC) (<http://www.montclair.edu/drc/>):

Montclair State University is committed to the full inclusion of students with disabilities in all curricular and co-curricular activities as mandated by Section 504 of the Rehabilitation Act of 1973. It is faculty responsibility to provide appropriate services to all students, including those with documented disabilities. Please make an appointment to see your instructors if you need to discuss individual accommodations. If you have questions about available services, contact the Disability Resource Center (DRC 100 Webster Hall) by phone at 973-655-5431 or <http://www.montclair.edu/disability-resource-center/>. The staff of the DRC will assist you in receiving reasonable accommodations and services necessary to equalize access. The DRC provides assistance to students with physical, sensory, learning, psychological, neurological, and chronic medical disabilities.

The Women's Center offers women and men from the campus and surrounding communities an opportunity to explore topics of individual and collective importance to women in an open and comfortable atmosphere. Services offered are meant to support individuals in their search for personal development, their quest for self-esteem and their achievement of individual and social empowerment. The Center is located in room 421 of the Student Center Room 421. Call (973)- 655- 3282 or (973)-655-5114 or go to <http://www.montclair.edu/womenscenter/index.html> for additional information.

The Center for Faith and Spirituality is located in the Student Center Building, Suite 112. The mission of the Center for Faith and Spirituality is to encourage faith-based collaboration, discussion, and exploration within an environment that promotes interfaith understanding. The Center offers a place for students to meditate as well as activities and events throughout the year that support all faith traditions. The Center is fully supported by the Division of Student Development and Campus Life at Montclair State University and by the Council for Faith and Spirituality. Drop by Suite 112 or Contact Esmilda Abreu- Hornbostel at 973-655-7130 for additional information.

The Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) Center, located in room 110 of the Student Center, seeks to create an open, accepting, and affirming atmosphere for LGBT students, faculty, staff and their allies at Montclair State. Through education, programming, and discussion groups, the LGBT Center allows for unique and important conversations to occur regarding LGBT issues. All members of the campus community are welcome. Call 973-655- 7563 or go to <http://www.montclair.edu/lgbt/> for additional information.

MSU Students in need of help with housing, clothing, and/or food:

[MSU Cares](#)

[MSU Student Emergency Fund](#)

[Rocky's Closet](#)

[Red Hawk Pantry](#)

In case of emergencies call the University Police at 973-655-5222

PROFESSIONAL ORGANIZATIONS AND CONFERENCES

Given the inter- and multidisciplinary nature of Family Science and Human Development, our faculty and students are members of a variety of professional organizations and attend their related conferences. As a doctoral student, it is important to connect with at least one professional academic home and conference. Below is a list of some of the most common.

Links for Professional Organizations:

- [National Council on Family Relations \(NCFR\)](#)
- [Kappa Omicron Nu Honor Society](#)
- [American Association of Family and Consumer Sciences \(AAFCS\)](#)
- [New Jersey Association of Family and Consumer Sciences \(NJAFCs\)](#)
- [Association for Gerontology in Higher Education \(AGHE\)](#)
- [Gerontological Society of America \(GSA\)](#)
- [National Society for Experiential Education \(NSEE\)](#)
- [Child Life Council \(CLC\)](#)
- [Society for Research in Child Development \(SRCD\)](#)
- [Society for Research on Adolescence \(SRA\)](#)
- [Society for the Scientific Study of Sexuality \(SSSS\)](#)
- [Society for the Study of Human Development](#)
- [International Association for Relationship Research \(IARR\)](#)
- [Society for Cross-Cultural Research](#)
- [Ethnographic & Qualitative Research Conference](#)

Links on Children:

- [Children, Youth, and Family Consortium](#), building bridges for the well-being of children, youth, and families -- University of Minnesota
- [Children's Defense Fund](#), providing a strong and effective voice for all the children of America, who cannot vote, lobby, or speak for themselves
- [ChildStats.gov](#), The official website of the Federal Interagency Forum on Child and Family Statistics
- [Kids Count](#), a national and state-by-state effort to track the status of children in the United States
- [National Center for Children in Poverty \(NCCP\)](#), whose mission is to identify and promote strategies that reduce the incidence of young child poverty in the United States and that improve the life chances of the millions of children under age six who are growing up poor
- [Trends in the Well-Being of America's Children and Youth, 2002](#)
- [UNICEF](#)
- [Zero to Three](#), a national center for Infants, Toddlers, and Families

Family Links:

- [National Clearinghouse on Families & Youth \(NCFY\)](#)
- [National Survey of America's Families \(NSAF\)](#)

Government and Organization Links:

- [Coalition on Human Needs](#), an alliance of national organizations working together to promote public policies which address the needs of low-income and other vulnerable populations
- [Center on Urban Poverty and Social Change](#)
- [Institute for Research on Poverty\(IRP\)](#)

- [Minnesota Center Against Violence and Abuse](#)
- [The Search Institute](#), Practical research benefiting children and youth

Other Helpful Resources:

- **APA Dissertation and Early Researcher Funding:** [APA Dissertation Awards](#)
- **Predoctoral Research Training Grant Funding through the National Institutes of Health** (Dr. James A. Griffin, Deputy Chief, Child Development & Behavior Branch, *Eunice Kennedy Shriver* National Institute of Child Health and Human Development)
<https://researchtraining.nih.gov/programs/fellowships>
- **American Educational Research Association** AERA Award Nominations,
<https://www.aera.net/About-AERA/Awards/2021-Call-for-AERA-Award-Nominations>
- **SRCD Dissertation Funding Award** (srcd.org/professional-advancement/awards-and-grants
- **National Academy of Education (NAEd) Spencer Dissertation Fellowships**
<https://www.naeducation.org/naedspencer-dissertation-fellowship-program/>
- The **Executive Women of New Jersey** (EWNJ) organization has granted over a million dollars in scholarships in increments of \$5,000-\$7,000 to nontraditional female students attending New Jersey institutions of higher learning who are pursuing graduate level degrees. EWNJ recognizes and invests in the future of women's professional careers. For more information about EWNJ, check out their website, www.ewnj.org. Questions?? Please contact scholarship@ewnj.org.
- **Individual Development Plan** to explore and plan for your career:
<http://myidp.sciencecareers.org>

Appendix A

Course Descriptions

Core Courses - Conceptual Foundations

FSHD 801 Concepts and Theories of Human Development (3 Credits)

Restriction(s): Matriculation into a graduate or doctoral program. Students critically analyze major theories and concepts of human development throughout the lifespan. Students also critically analyze the application of these theories and concepts in contemporary research on human development. The connections between theory and methodology are stressed. In this course, we examine and discuss the historical, philosophical, and theoretical foundations of developmental science. The course stresses relational developmental systems models of development which are at the forefront of our current understanding of human development. These models provide the theoretical grounding for the role that developmental science plays in enhancing positive development across the life span through applications that include community-based programs and social policies. The idea that developmental science, when framed by relational developmental systems models, should contribute to the promotion of social justice and liberty, is also discussed.

FSHD 842 Family Processes and Theories (3 Credits)

Restriction(s): Matriculation in the Family Science and Human Development PhD program. This course examines the theoretical frameworks in the fields of family science and human development and provides students with an advanced understanding of developing theories about family processes. Students consider and critique a variety of family science and human development research and theories. Through the lenses of theory and evidence-based research, students also explore the implication of family processes to research and practice in the fields of family science and human development. Students have the opportunity to tailor their coursework inquiry into family processes to reflect their dissertation research focus

FSHD 844 Power and the Intersectionality of Social Locations (3 Credits)

Restriction(s): Matriculation in the Family Science and Human Development PhD program. In this course, students explore how individuals experience, organize and negotiate their membership in the full range of social categories to which they belong. Individuals have multiple, layered identities that are derived from social relations, history and the operation of structures of power; the intersection of these identities allows for the simultaneous experiences of oppression and privilege. In the course, students explore intersection theory, which holds that modes of inequality based on factors such as race, class and gender can combine in ways that may do violence to individuals and families through institutional and systematic practices antithetical to their well-being. Using this theoretical lens, students explore patterns of inequality based on these interconnecting systems of advantage and disadvantage, which are dependent on the particular social positioning of individuals and families.

FSHD 860 Research Methodology in Family Science and Human Development (3 Credits)

Restriction(s): Students in the Family Science and Human Development doctoral program or departmental approval. This class provides students with a detailed, practical, translationally focused introduction to the methods and procedures used in conducting and evaluating research on human development and family science. Students will explore quantitative methodology, qualitative methodology, and mixed method designs. The course will be comprised of lectures, discussions, and research activities. As part of course requirements, students will learn how to critically evaluate social and behavioral research and will also develop their own ideas for conducting original research. Students will also discuss ethical issues in research on human development and family sciences and will also explore the research dissemination and peer review processes both of which are critical areas of knowledge for graduate students in the social sciences.

Core Courses - Praxis/Application**FSHD 820 Grant Writing and Programming in Family Science and Human Development (3 Credits)**

Restriction(s): Matriculation in the Family Science and Human Development PhD program. This course provides students with an overview of theory, research, and practice in prevention and intervention science and engages them in exploring factors that promote positive change processes in family life. Students are encouraged to examine factors that promote or inhibit healthy development; to apply empirically-based knowledge towards mitigating emotional, behavioral, academic, and social problems; and to promote healthy family development. They explore selected family health, behavior, and social problem areas (e.g., substance abuse, teen pregnancy, youth violence, gerontological sexual risk), depending on their potential dissertation interests. They examine grant funding processes related to prevention and intervention, including the identification of funding opportunities, application procedures, implementation, and evaluation strategies. Students are encouraged to view themselves as agents of change and to actively engage in formulating change models, exploring funding opportunities, and evaluating advocacy approaches. Students also examine the role of context and larger societal structures, such as power and oppression, in family functioning, change processes and advocacy.

FSHD 830 Scientific Writing and Dissemination of Research in Family Science and Human Development (3 Credits)

Restriction(s): Graduate standing. This class exposes students to the process of scholarly writing and a variety of academic writing opportunities across various informational outlets. Specifically, students will explore the writing process for publication in an academic journal, conference proposals, and translational mediums (e.g., blog posts, magazine articles, etc.). The course will consist of lectures, discussions, and research activities. As part of course requirements, students will learn how to write an academic report that can be submitted to an academic journal for publication, write a conference proposal that can be submitted to a conference for presentation, and a translational post that can be submitted to a mainstream media outlet for publication. Students will also get an introductory exposure to the grant writing process for dissertation work, post doctoral work, and non-profit work. Taken

together, students will learn how to write and present scientific information to various audiences, in diverse ways, which are critical skills needed for graduate students in the social sciences.

FSHD 821 Policy in Family Science and Human Development (3 Credits)

Restriction(s): Matriculation in the Family Science and Human Development PhD program. This course is designed as the culmination of graduate studies in policy in family science and human development. In this course, students critically examine issues of power, privilege, and competing political agendas as they are woven through the policy process, focusing on how historical and ideological debates shape current and future policy creation and implementation. Students extend their ability to critically examine and utilize theories, data, and research on policy in family science and human development via a close analysis of an issue in their area of interest. They apply their understanding of policy studies to their area of research, focusing specifically on how past political and historical contexts shape current iterations of policy and on who benefits from the proposed initiatives and current policies and who is placed at risk.

FSHD 850 Advanced Practicum (3 Credits)

Prerequisite(s): [EDFD 820](#) and [EDFD 821](#); and [EDFD 822](#) or [EDFD 823](#). The advanced practicum experience is designed to enhance students' professional skills and development by directly linking and integrating theory and practice. Students can round out their experiences in the doctoral program and add professional dimensions they wish to further develop. Toward that end, they have considerable latitude to design and carry out an experience that directly meets their needs professionally. Students, mentors, and university faculty work closely in the design and implementation of a practicum experience that furthers the professional goals of the student. Experiences could include, but are not limited to, a combination of applied research/policy work, service/community outreach, teaching experiences, and administrative internships. Decisions about the type and location of the practicum are made in consultation with the student's advisor and must be approved by the doctoral program director.

Quantitative Research Techniques

EDFD 821 Quantitative Methods for Educational Research (3 Credits)

Restriction(s): Matriculation in a doctoral program at MSU. This course introduces students to major methodologies and fundamental skills of quantitative research. Students critically examine the features of common research methods, including experimental, quasi-experimental, and non-experimental designs, as well as related sampling techniques. Students study the underlying principles of measurement, focusing on such concepts as validity, reliability, and bias. Students also acquire skills for interpreting basic statistical procedures. Topics include descriptive statistics, introduction to probability and statistical inference, and the presentation and interpretation of statistical data in empirical literature. The course provides students with an opportunity to use statistical computing packages, such as SPSS, to support data analysis and interpretation.

FSHD 506 Introductory Statistical Methods in Family Science and Human Development (3 Credits)

This course provides students with an overview of basic statistics used in family science and human development taking an applied approach. Students develop a conceptual understanding of the methods used in data analysis. They learn about descriptive statistics, normal distributions, confidence intervals, significance tests, correlation, simple linear regression, multiple regression, logistic regression, analysis of variance, and analysis of covariance. Students are also introduced to several advanced statistical methods such as factor analysis, path analysis, and structural equation modeling.

PSYC 550 Quantitative and Statistical Methods (3 Credits)

Restriction(s): Matriculation in Psychology, Clinical Psyc w/conc:Child/Adolesc ClinicalPsyc, Clinical Psyc w/conc:Forensic Psyc, Industrial Organizational Psychology, School Psychologist, Psychological Sciences or PhD in Clinical Psychology programs. This course presents the theory and use of simple and factorial ANOVA, regression, and covariance to analyze representative psychological data. The use of computer packages for analysis is included.

PSYC 739 Multivariate Statistics (3 Credits)

Prerequisite(s): [PSYC 550](#) or departmental approval. Restriction(s): Matriculation in Graduate Psychology Programs. This course provides a survey of multivariate statistical techniques that are typically used in psychological research. Topics covered include but are not limited to multiple regression, logistic regression, factor analysis, and methods for handling missing data. The course includes lecture and laboratory components.

Qualitative Research Techniques

EDFD 820 Qualitative Methods for Educational Research (3 Credits)

Restriction(s): Matriculation in a doctoral program at MSU. This course introduces students to the theories and practices of qualitative research. Students develop skills to critically analyze qualitative studies and the various components of research design. They are also introduced to a rich array of qualitative approaches and possibilities in educational research. They develop an understanding of what is involved in designing original research and have hands-on practice with qualitative data gathering.

SOCI 569 Interviews and Focus Groups (3 Credits)

Restriction(s): Social Research and Analysis majors, Data Collection and Management majors, Customer Experience and User Experience Research Certificate Program students, or by departmental approval. This course introduces students to qualitative research methods used in the social sciences. In this class, students will be exposed to typical qualitative research techniques such as in-depth interviews, ethnographies, focus groups and content analysis. The main components of this course are 1) designing ethnographies 2) conducting in-depth interviews 3) designing focus groups 4) interpreting, tabulating and reporting qualitative data. The course will also focus on coding techniques and writing and reporting qualitative findings.

Specialized Research Techniques

EDFD 504 Action Research (3 Credits)

Principles and techniques of research applicable to classroom situations. Various kinds of classroom research are studied and analyzed. Practice provided in the planning and outlining a research project. The development of experimental designs, and evaluation of the structure and outcomes of classroom research.

EDFD 822 Advanced Methods of Quantitative Inquiry in Education (3 Credits)

Prerequisite(s): [EDFD 821](#). The second in a sequence of two doctoral courses in quantitative research methods, this course enables students to further examine and apply quantitative research methods and tools. Students learn widely-used statistical procedures that are fundamental for the further study of statistics. They study inferential statistical methods and their applications to research. Topics include simple and multiple regression, one-factor analysis of variance, factorial designs, analysis of covariance, and nonparametric methods. Students have multiple opportunities to use statistical computing packages, such as SPSS, to support data analysis. Students further develop the skills for understanding and evaluating the use of quantitative methods in the research literature.

EDFD 823 Advanced Qualitative Research in Education (3 Credits)

Prerequisite(s): [EDFD 820](#). This is the second in a sequence of two doctoral courses in qualitative research methods, building on students' initial understanding of qualitative research from [EDFD 820](#) Qualitative Methods of Research in Education. This course offers students the opportunity to develop a more in-depth understanding of qualitative research and its application to original research, including dissertations. Students explore the interconnections and congruence between theoretical and conceptual framing, research design, and data analysis and representation.

PSYC 739 Multivariate Statistics (3 Credits)

Prerequisite(s): [PSYC 550](#) or departmental approval. Restriction(s): Matriculation in Graduate Psychology Programs. This course provides a survey of multivariate statistical techniques that are typically used in psychological research. Topics covered include but are not limited to multiple regression, logistic regression, factor analysis, and methods for handling missing data. The course includes lecture and laboratory components.

PSYC 740 Theory Building and Model Training (3 Credits)

Restriction(s): Matriculation in the PhD Program in Clinical Psychology or departmental permission. This course explores advanced and specialized topics in psychological research methods. It aims to familiarize students with the nature of psychological theory and causal claims, application of structural equation modeling, and methodological pitfalls in power, measurement, and replication.

PSYC 741 Hierarchical Linear Modeling (3 Credits)

Prerequisite(s): [PSYC 550](#) (or equivalent) and [PSYC 739](#) or by departmental approval. Restriction(s): Matriculation in any Psychology PhD program. This course introduces the theory and application of multilevel statistical models. These models are used in studies where individuals are nested within groups (e.g., therapy dyads, families, teams, organizations, schools) and/or measured repeatedly over time. The course emphasizes application and introduces computer programming using software such as SPSS, R, and Mplus.

SOCI 538 Survey Research (3 Credit)

Restriction(s): Social Research and Analysis majors, Data Collection and Management majors, Customer Experience and User Experience Research Certificate Program students, or by departmental approval. The use of surveys to measure attitudes, behaviors and program outcomes has become widespread in business, research, marketing, politics, and media. In this class, students will learn how to write surveys, collect data, and analyze data for applied research projects. Course topics will include identifying variables, conceptualization, index and scale construction, visual questionnaire presentation, piloting, testing for validity and reliability, and survey administration. Students will also learn the basics of statistics including univariate and bivariate data and descriptive and inferential techniques. An emphasis will be placed on the use of surveys for needs assessments, program evaluations and policy analyses. Equivalent course SOCI 568 effective through Fall 2019.

SOCI 569 Interviews and Research (3 Credit)

Restriction(s): Social Research and Analysis majors, Data Collection and Management majors, Customer Experience and User Experience Research Certificate Program students, or by departmental approval. This course introduces students to qualitative research methods used in the social sciences. In this class, students will be exposed to typical qualitative research techniques such as in-depth interviews, ethnographies, focus groups and content analysis. The main components of this course are 1) designing ethnographies 2) conducting in-depth interviews 3) designing focus groups 4) interpreting, tabulating and reporting qualitative data. The course will also focus on coding techniques and writing and reporting qualitative findings

Required Dissertation Courses

FSHD 898 Dissertation Seminar (3 Credit)

This seminar is designed as a workshop that provides a supportive, focused, yet critical space for doctoral students to conceptualize and write a research proposal to be used as the basis for their dissertations. Much of the work is "hands on" in that students bring drafts of various components of the proposal to class, critique and provide feedback on each other's work, and present their ongoing work to the class as a whole. Students receive feedback from seminar classmates and the instructor to refine and finalize their plans for their proposed research. Students read purposefully in areas related to their proposed research methodologies as well as for their literature reviews.

FSHD 900 Dissertation Advisement (3 - 12 Credit)

Restriction(s): Matriculation in the PhD in Family Studies Program; Advancement to Candidacy. This department requires 12 credits of [FSHD 900](#). While enrolled in FCST 900, students will work with their Dissertation Chair and their Dissertation Committee. Credits are reported as IP (In Progress) while the dissertation is being written. At the conclusion of the dissertation defense, a final grade of Pass or Fail will be recorded.

IF Applicable - After taking 12 credits of FSHD 900 - enroll in FSHD 901

APPENDIX B

College For Community Health

Department of Family Science and Human Development
Ph.D. Plan of Study

Date:

Student's Name:

Degree Sought: Ph.D., Family Science and Human Development

Submission (please circle): Initial Revision Approved by: DPD:

____ Advisor(s): _____

Student: _____ This Plan of Study is approved and will be on file with the DPD and Program Associate. Any changes that are made to the approved plan must be filed with new signatures. At the time a student applies for candidacy, the Plan of Study must be current and match the student's academic record. If this is not the case the student may be required to take additional courses to fulfill the original Plan of Study.

I. Proposed Coursework for Ph.D. Program in Family Science and Human Development

List all courses taken or planned by year and semester, institution, and indicate any grades received (see tables below to add in courses)

No./Title/Institution/Sem/Year/Grade/Credit Hours

- A. Four *core courses - conceptual foundations* (12 semester hours)
- B. Three *core courses - praxis/application* (9 semester hours)
- C. One course - *Quantitative Research Technique* (3 semester hours)
- D. One course- *Qualitative Research Techniques* (3 semester hours)
- E. One Course- - *Specialized Research Technique* (3 semester hours)
- F. One Course- Elective (3 semester hours)

In addition to the coursework described above, students are required to take:

G. 5 Required Dissertation Research & Advisement Courses (15 semester hours)

II. Other Requirements (Indicate date or semester and year planned)

- A. Qualifying Assessment _____
- B. Qualifying Assessment Oral Defense _____
- C. Candidacy Recommendation to Graduate Dean _____
- D. Full Committee Meeting _____
- E. Dissertation Prospectus _____
- F. Dissertation Defense _____

Plan of Study by Semester - also include which semester you plan to take quals and your plan for dissertation credits. Note dissertation credit hours after the QUALS row.

Semester	Course and Credits
QUALS - _____	
	FSHD 900 - Dissertation - 3cr.
	FSHD 900 - Dissertations - 3cr.
	FSHD 900 - Dissertations - 3cr.
	FSHD 900 - Dissertations - 3cr.

Plan of Study by Course Requirements

NOTE - if a blank space is listed - multiple options are available. Please refer to the [program requirements](#)

A: Four *core courses - conceptual foundations* (12 semester hours)

Course (credits)	Semester/YR
FSHD 801 - Concepts and Theories of Human Development	
FSHD 842 - Family Processes and Theories	
FSHD 844 - Power & Intersectionality of Social Locations	
FSHD 860 - Research Methodology in FSHD	

B: Three *core courses - praxis/application* (9 semester hours)

Course (credits)	Semester/YR
FSHD 820 Grant Writing OR FSHD Scientific Writing and Dissemination of Research in Family Science and Human Development	
FSHD 821 - Policy in FSHD	
FSHD 850 - Advanced Practicum (or any elective course)	

C: One course - *Quantitative Research Technique* (3 semester hours)

Course (credits)	Semester/YR

D: One course- *Qualitative Research Techniques* (3 semester hours)

Course (credits)	Semester/YR

E:One course- *Specialized Research Technique* (3 semester hours)

Course (credits)	Semester/YR

F: One course- *Elective* (3 semester hours)

Course (credits)	Semester/YR

G: 5 *Required Dissertation Courses* (15 semester hours)

Course (credits)	Semester/YR
FSHD 898 - Dissertation Seminar	
FSHD 900 - Dissertation Advisement	

Approvals

Student (signature)

Advisor (signature)

Doctoral Program Director (signature)

APPENDIX C

Family Science and Human Development

Doctoral Degree Program

Request To Change Advisor Form

Student must return the completed form to the Doctoral Program Associate, University Hall Room 4131 or email to sabatv@montclair.edu

Student Name (Print) _____ **CWID #** _____

Student
Signature _____ **Date** _____

Current Doctoral Faculty Advisor's Signature _____ **Date** _____

.....

I agree to provide advisement to the above mentioned student.

Name of Doctoral Faculty

New Doctoral Faculty Advisor's Signature _____ **Date** _____

.....

Doctoral Program Director Signature _____ **Date** _____

Distribution: Current Advisor, New Advisor, Program Director, Student

College for Community Health
Department of Family Science & Human Development
Application for the Qualifying Assessment
(To be filed the end of the semester before QUALS will be complete)

Date: _____

Student Name: _____

Semester and year in which the assessment will occur: _____

Proposed form of product to accompany the portfolio: _____

Proposed oral defense date: _____

Advisor/QAC Member: _____

QAC Member: _____

QAC Member: _____

Assessment Criteria (only if different from general assessment areas):

Advisor Name: _____ Student Name: _____

Advisor Signature: _____ Student Signature: _____

Date: _____ Date: _____

cc: DPD, Advisor, QAC, Program Associate

APPENDIX E

Flow of Information and Communications

Person Sharing or Needing Information	Type of Information	Communicate To	When Additional Information is Needed
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Doctoral Student	Questions, comments, or concerns about individual progress, successes, needs, publications, presentations, resource needs, qualifying exam, dissertation, fellowship, teaching, and general assistance/guidance. These are individual level communications.	Advisor/Dissertation Chair- As a general rule students should always go to their advisor(s) or dissertation chair(s) first	Advisor will contact DPD or Doctoral Program Committee
Doctoral Student	Space and resource needs for qualifying assessments, student-planned events, defense rooms and scheduling. Forms and other program documents.	Doctoral Program Associate	FSHD Department, Registrar, or Graduate School
Doctoral Student	Comments or suggestions related to student programming, course offering suggestions, doctoral lounge, and events. These are program level communications that impact most or all students, and may be related to solicited input from the doctoral committee.	Doctoral Student Liaisons	DPD
Doctoral Student Liaisons	Program related communications from cohorts that impact most or all students	Doctoral Program Committee	DPD
Doctoral Program Committee and DPD	Policies, procedures, programming, and their implementation	Advisors/Dissertation Chairs, FSHD Faculty, Doctoral Students	The Graduate School
Advisors and Dissertation Chairs, FSHD Faculty	Student successes, Annual Reviews, Student challenges, Program Suggestions/Needs, Your successes	DPD, Doctoral Program Associate	Doctoral Program Committee

APPENDIX F

Annual Student Review Forms

STUDENT COMPLETES: Annual Progress Review Form- Ph.D. Students in FSHD

Student Name: _____ Date Completed: _____
 Faculty Advisor: _____
 Date Entered Program: _____ Anticipated Qualifying Exam: _____ Anticipated Graduation Date: _____

Reviewer	Student		
Rating: (Please check; SP = Satisfactory Progress; MP = Marginal Progress)	SP	MP; Goal Needed	N/A
Coursework			
Overall quality of written work			

Overall contributions to course discussions			
Conceptual ability			
Research/Inquiry			
Conceptual ability			
Writing quality			
Theoretical knowledge			
Methodological knowledge			
Active engagement in projects			
Dissertation Progress, when applicable			
Identified research area and/or question			
Identified theoretical approach/conceptual model			
Identified methods			
Data collection and analysis planning and engagement			
Writing progress			
General			
Professionalism			
Program involvement outside of class, teaching fellowships, and research fellowships			
Overall rating			

Outcomes Reporting (since last review only):

1. # of publications for the following categories: in progress, in review, revise and resubmit, accepted/in press/published (Please provide individual numbers for each and clearly delineate them)
2. # of referred presentations in review, accepted/given (Please provide individual numbers for each and clearly delineate them)
3. # of community presentations given
4. List of awards, recognitions
5. Curriculum Update – please check your Degree Works audit and list any courses that need to be moved into the correct category. This applies to electives that may be listed in work not applicable, etc. For example, move EDFD 750 out of work not applicable section into the elective section

Goal Statement for the Current Academic Year:

ADVISOR/CHAIR/FACULTY FORM: Annual Progress Review Form- Ph.D. Students in FSHD

(This form is provided so students know the additional areas they are assessed on by faculty, it does not need to be completed)

Student Name: _____ Date Completed: _____
 Faculty Advisor: _____ Reviewer: _____
 Date Entered Program: _____ Anticipated Qualifying Exam: _____ Anticipated Graduation Date: _____

Reviewer	Advisor		
<i>Rating: (Please check; SP = Satisfactory Progress; MP = Marginal Progress)</i>	<i>SP</i>	<i>MP; Goal Needed</i>	<i>N/A</i>
Coursework			
Overall quality of written work			
Overall contributions to course discussions			
Conceptual ability			
Research/Inquiry			
Conceptual ability			
Writing quality			
Theoretical knowledge			
Methodological knowledge			
Active engagement in projects			
Dissertation Progress, when applicable			
Identified research area and/or question			
Identified theoretical approach/conceptual model			
Identified methods			
Data collection and analysis planning and engagement			
Writing progress			
General			
Professionalism			
Program involvement			
Overall rating			
Assessment:			
MP Goals:			

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Course Evaluation: Annual Progress Review Form- Ph.D. Students in FSHD

(This form is provided so students know the additional areas they are assessed on by faculty, it does not need to be completed)

Student Name: _____
 Faculty Advisor: _____

Date Completed: _____
 Reviewer/Doctoral Course(s) Taught: _____

Date Entered Program: _____ Anticipated Qualifying Exam: _____ Anticipated Graduation Date: _____

Reviewer	Teaching Faculty		
<i>Rating: (Please check; SP = Satisfactory Progress; MP = Marginal Progress)</i>	<i>SP</i>	<i>MP; Goal Needed</i>	<i>N/A</i>
Coursework			
Overall quality of written work			
Overall contributions to course discussions			
Conceptual ability			
Research/Inquiry			
Conceptual ability			
Writing quality			
Theoretical knowledge			
Methodological knowledge			
Active engagement in projects			
Dissertation Progress, when applicable			
Identified research area and/or question			
Identified theoretical approach/conceptual model			
Identified methods			
Data collection and analysis planning and engagement			
Writing progress			
General			
Professionalism			
Program involvement			
Overall rating			
Assessment:			
MP Goals:			

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RESEARCH FELLOWS: Annual Progress Review Form- Ph.D. Students in FSHD

(This form is provided so students know the additional areas they are assessed on by faculty, it does not need to be completed)

Student Name: _____

Date Completed: _____

Faculty Advisor: _____

Reviewer: _____

Date Entered Program: _____

Anticipated Qualifying Exam: _____

Anticipated Graduation Date: _____

Review Criteria	Performance Evaluation		
	SP	MP; Goal Needed	NA
Rating: (Please check; SP = Satisfactory Progress; MP = Marginal Progress)			
Conducts literature reviews that are comprehensive, thorough, and accurate			
Coordinates, leads, or assists in methodological design			
Coordinates, leads, or assists with data collection			
Coordinates, leads, or assists with data analysis			
Coordinates, leads, or assists with writing research reports			
Is prepared for and can helpfully contribute to preparing manuscripts			
Coordinates, leads, or assists with preparing presentations at professional meetings			
Interacts appropriately with research collaborators			
Mastery of subject matter			
Completes 20 hours per week of service toward the research fellowship			
Professional demeanor and appearance			
Demonstrates initiative and an ability to follow through on assigned tasks			
Acts as an engaged thought partner			
Overall rating			
Assessment:			

MP Goals:

TEACHING FELLOWS: Annual Progress Review Form- Ph.D. Students in FSHD

(This form is provided so students know the additional areas they are assessed on by faculty, it does not need to be completed)

Student Name: _____

Date Completed: _____

Faculty Advisor: _____

Reviewer/Course(s): _____

Date Entered Program: _____

Anticipated Qualifying Exam: _____

Anticipated Graduation Date: _____

Review Criteria	Performance Evaluation		
Rating: (Please check; SP = Satisfactory Progress; MP = Marginal Progress)	SP	MP; Goal Needed	NA
Coordinates, leads, or assists in the instructional process through course preparation and direct interaction with students			
Meets with students during office hours/ Accessible to students			
Grades papers using helpful feedback that enhances learning			
Grades/proctors exams			
Advises and/or engages student learning outside of the classroom			
Completes 15 to 20 hours per week of service toward the teaching fellowship			
Interacts appropriately with students			
Appropriateness of testing or evaluation method to class level			
Mastery of subject matter			
(Co)Develops class syllabus			
Professional demeanor and appearance			
Demonstrates use of a variety of pedagogical methods and skills			
Develops and implements a sound teaching philosophy			
Overall rating			
Assessment:			

MP Goals: