

**University of Maryland, College Park**

**Department of Family Science**

**Ph.D.  
Student Handbook**

**2014-2015**

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Welcome to the doctoral programs in the Department of Family Science at the University of Maryland, College Park. We hope your participation in one of our programs will be professionally fulfilling and personally rewarding. This doctoral student handbook is designed to guide you through your academic experience. However, changes and additions may occur. Do not hesitate to contact me or other faculty members regarding clarification, explanation, or new information contained in this handbook.

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## **DEPARTMENT OF FAMILY SCIENCE**

### **History of Department**

The Department of Family Science was founded as the Department of Family and Community Development (FMCD) in 1968. It was located in the College of Home Economics, which then became the College of Human Ecology. The first graduate degree was granted in 1972 from the Master of Science Program. In 1992, the Department was renamed Family Studies and transferred to the College of Health and Human Performance. The doctoral program in Family Science (FMSC) was implemented in the Fall of 2000. In July 2007, the college became the Maryland School of Public Health and the department was renamed the Department of Family Science. At the same time, an additional Maternal and Child Health (MCH) Ph.D. program was added.

The Department's faculty members hold degrees in many disciplines, including family science, child and human development, medicine, epidemiology, maternal and child health, psychology, sociology, social work, law, economics, education, and public policy. Faculty actively participate in research and direct externally funded projects, as well as provide service to the community. The faculty's research is recognized in national and international media. Faculty members have outreach appointments with Maryland Cooperative Extension. Additionally, the Family Science faculty is recognized throughout the University of Maryland for their outstanding teaching.

The Department is proud of the rich diversity of its faculty and students, as well as its research focus on diverse families. In 1992, 1997, 2004, and 2012, the Department was awarded the Outstanding Academic Unit by the President's Commission on Ethnic Minority Issues. Family Science faculty members have been named the University's Outstanding Woman (2000), Outstanding Woman of Color (1996), and Outstanding Minority Faculty Member (1990). As leaders of campus diversity initiatives, faculty has participated in the Curriculum Transformation Project and the World's Women Polyseminar, promoting greater gender, class, and racial sensitivity in the University's curriculum. The faculty serve as advisors to national and international health and social agencies including the World Health Organization and Centers for Disease Control and Prevention (CDC).

### **Philosophy**

The Family Science Department offers doctoral degrees in both Family Science and Maternal and Child Health according to our belief that knowledge in these two complementary disciplines enhances students' abilities to promote the well-being of children, mothers, fathers, and communities.

The Ph.D. program in Family Science (FMSC) provides an interdisciplinary, research-oriented approach to the discovery and application of knowledge about families. The program examines both internal family processes and the dynamic interaction of families with the biological, psychological, social, political, and economic aspects of their environment. The

program of study provides doctoral students with a broad knowledge of family theory, research methodology, family policy, family programs, ethnic families, and major issues confronting contemporary families. Students also learn to design and implement culturally sensitive interventions addressing family needs, to design and perform culturally sensitive evaluations, and to analyze the consequences of public/private policies on family well-being.

The Ph.D. program in Maternal and Child Health (MCH) trains students to promote the well-being of mothers, children, and their families through scholarship, leadership, and partnership. The program focuses on physical, psychological, and social growth and development of children, including those with special needs. The program prepares the next generation of MCH investigators, practitioners, and leaders by conducting research and evaluation, and by developing model MCH programs and policies. The MCH curriculum fosters critical thinking and examination of separate and interacting biological, behavioral, and social determinants, processes, and mechanisms influencing health and well-being. Students examine the health of individuals and populations within home, school, work place, and diverse community contexts, and explore the effects of community, state, and national MCH policies. This MCH Ph.D. program is unique because of its strong emphasis on the family as society's primary social institution.

### **Educational Objectives**

The major objective of the Family Science and Maternal and Child Health Ph.D. programs is to develop scholars who are capable of producing and disseminating scientific and applied knowledge for promoting family health and functioning. Graduates are well-prepared to conduct this work in the public, non-profit, and private sectors. Towards these ends, the programs provide doctoral students with:

- An integrated knowledge of the major theoretical, historical, demographic, and multi-generational approaches to studying families with special emphasis on ethnic-minority families.
- An interdisciplinary perspective on the biological, psychological, social, political, and economic influences on the health and functioning of families.
- An understanding of how family science and maternal and child health inform one another, resulting in a more comprehensive approach to the study of children, mothers, and families.
- Expertise in the design, execution, and analysis of social science and public health research on family and health issues.
- Expertise in the development and analysis of culturally competent public policies for federal, state, and local agencies and programs serving families.
- Knowledge of the formative influence of race/ethnicity, culture, religion, class, sexual orientation, physical/developmental ability, and age on families and their health.

## **Program Competencies**

### **FMSC**

- Design and evaluate programmatic interventions to address social, behavioral, health, economic, and other family issues.
- Demonstrate cultural competence in research, program planning and evaluation, and policy related to family health and well-being.
- Analyze family health policy, evaluate health care policy issues and conduct a family impact study.
- Design and implement a theory-based research project that addresses a significant family or family health issue and write an empirical manuscript for publication.

### **MCH**

- Describe the independent and interdependent determinants of health, disease, and disparities; including individual, familial, social, cultural, racial/ethnic, medical and environmental factors.
- Design a study to test hypotheses on an MCH issue. Review literature, select appropriate design, data and methods, analyze data, draw appropriate conclusions, and summarize findings for publication.
- Identify, analyze, and evaluate U.S. health care policy, program, and data surveillance systems.
- Synthesize and translate MCH knowledge into understandable information to advance health literacy.
- Formulate advocacy strategies to implement MCH policy while balancing interests of diverse stakeholders.

## **FACILITIES AND RESOURCES**

The University of Maryland, College Park campus, is in an ideal location for the study of families. Research and training opportunities exist in the revitalized multi-ethnic city of Baltimore, the international city of Washington, D.C., the historic Maryland capital of Annapolis, and the suburban and rural communities of Maryland. Also nearby are such institutional resources as the Library of Congress, the National Institute of Mental Health (NIMH), and the National Center for Health Statistics.

In addition to these many resources in the surrounding areas, the University provides a wealth of information and resources on campus. The University's library system contains approximately 2,000,000 volumes and maintains subscriptions to more than 15,000 periodicals and newspapers. The university provides modern audio-visual and computer services, and it augments research, training, and outreach support through a number of institutes and centers.

The Department of Family Science is part of The School of Public Health (SPHL). The Department also works closely within the school with three research centers: the Center for Health Equity, the Center for Health Literacy, and the Center on Young Adult Health and Development.

The Department cooperates with many research centers and academic units on campus, providing each student with flexibility in his/her course of study as well as access to additional faculty resources. Among these units are the Maryland Population Research Center (<http://www.popcenter.umd.edu/>) and the departments of Government and Politics, Criminology, Human Development, Psychology, Sociology, Public Community Health, the Center on Aging, Women's Studies, and Afro-American Studies. The Department of Family Science also operates the Center for Healthy Families and the Center on Young Adult Health and Development.

### **The Center for Healthy Families**

The Center for Healthy Families is the Couple and Family Therapy clinic operated by the Department of Family Science. The Center provides family therapy to residents of surrounding communities, training for the Department's clinical graduate students, and a site for clinical research. The Center for Healthy Families serves approximately 500 area families and couples each year. The Center is directed by Dr. Carol Werlinich.



## **ACADEMIC ADVISING**

### **Graduate Director**

The Director of Graduate Studies in the Department of Family Science assists students with the logistics of meeting Graduate School requirements and answers questions regarding the policy and procedures of the doctoral program.

### **Faculty Advisor**

Each student is assigned a faculty advisor for the first year of the doctoral program. The faculty advisor serves as a contact person for the student until the student selects a dissertation committee chair. All electives must be pre-approved by the faculty advisor (or dissertation chair once selected). A student may change advisors by informing the Department's Director of Graduate Studies of the change in writing. Most students select an advisor who shares their research interests in the family area.

### **Choosing Mentors**

All doctoral students should choose mentors who can help them with dissertation, research, publications, teaching, progress to degree, and job prospects. Our guide, Mentoring: Advice for Graduate Students (<http://sph.umd.edu/sites/default/files//files/mentoring.pdf>) is filled with tips for selecting one or more mentors and establishing successful mentor/advisee relationships.

### **Dissertation Committee Chair**

During the second or third year of their program, students will be responsible for selecting their own dissertation committee chair based upon shared research interests and mutual agreement between the student and faculty member. The dissertation committee chair must be a Member of the University Graduate Faculty. A student's dissertation committee chair will then oversee the student's individual study plan and guide the student in the development and completion of his or her dissertation.

### **Course and Degree Time Limits**

The Graduate School has specific limits on the number of years that courses are considered valid in counting towards one's degree, and on the number of years the student has to complete their doctoral degree. Information about these limits can be found in the Graduate Catalog (<http://www.gradschool.umd.edu/catalog/>) on the University web site. The Graduate School does grant extensions of time limits in certain circumstances (usually a one-year extension for completing the degree; an additional one-year extension is much more difficult to obtain).

## DEGREE REQUIREMENTS

### Individual Study Plan

Each student will develop an individual study plan with his/her advisor or dissertation committee chair. The study plan will include required core courses, research methods courses, elective courses in an area of specialized interest (focus), potential topics for a research internship, and the Dissertation Plan. As each program component is planned, the student will add it to his/her study plan, along with a rationale for his/her choices. These plans are submitted to the advisor in writing on a department form (see appendix A & B) and updated regularly. The student should select one doctoral level policy course outside the department which complements her or his program focus. The selection must be approved by the advisor prior to be taken. A selection of an external policy course other than those listed below must also be approved by the Graduate Director. In addition, the student's advisor must approve and sign the study plan prior to any elective being taken. Any waiver and/or substitution must be approved by the advisor and submitted to the Graduate Director for final approval **at least 2 months prior** to being implemented.

### Family Science

The Family Science Ph.D. program requires 51 graduate credit hours beyond the Master's degree, including 30 core credits (theory, issues, research methodology, statistics), 6 elective credits, 3 research internship credits, and 12 dissertation credits. All Ph.D. students must complete foundation coursework required for a Master's degree in Family Science (see Appendix A). At the discretion of the Department's Graduate Faculty Committee, students entering the Ph.D. program with a Master's degree in a related discipline may be required to make up deficiencies in coursework through classes taken at the beginning of the program. All Ph.D. students must pass a qualifying examination with its oral defense and complete a dissertation with its oral defense.

<b>Ph.D. Program in Family Science</b>		
	<b>Course Title</b>	<b>Credits</b>
<b>Family Science Core (18 credits)</b>	FMSC 810 Theory in Family Systems and Family Health	3
	FMSC 760 Legal Issues and Families	3
	FMSC 606 Ethnic Families and Health Disparities <i>or</i> FMSC 745 Gender and Ethnicity in Family Therapy and Service Delivery	3
	FMSC 660 Program Planning and Evaluation in Family Science	3
	FMSC 750 Family and Health Policy	3
	Family Policy <i>or</i> Health Policy Elective	3
	<b>Research Methods (12 credits)</b>	FMSC 780 Qualitative Methods in Family and Health Research
EDMS 646 Quantitative Research Methods		3
EDMS 651 Applied Multiple Regression Analysis		3
FMSC 850 Maternal and Child Health Epidemiology		3

<b>Electives (6 credits)</b>	2 Electives: Selected with advisor	6
<b>Internship (3 credits)</b>	FMSC 689 Research Internship	3
<b>Dissertation (12 credits)</b>	FMSC 899 Doctoral Dissertation Research	12
<b>Total Credits for Proposed Family Science Ph.D. Program</b>		<b>51</b>

### **Elective Courses**

Students who enter the Family Science Ph.D. program will be required to complete 6 units of elective credits. The electives provide students with an opportunity to examine and build expertise in a specialized area of academic and career interest, such as family policy, ethnic families, gender issues, gerontology, substance abuse/addictions and the family, clinical issues, maternal and child health, or human services for families. In an individual study plan, students will justify selection of their elective courses, demonstrating how the courses enhance their acquisition of knowledge in an area of special interest.

Students may select their elective courses from the Family Science Department or from a wide range of courses offered by other departments in the University of Maryland System. Among the FMSC graduate courses which may be taken as electives are: FMSC 630, Theory and Research in Human Sexuality; FMSC 698A, Trauma and Addictions in the Context of the Family; FMSC 710, Maternal and Child Health from a Life Course Perspective; FMSC 730, Key Topics in Maternal and Child Health; and courses in Couple and Family Therapy, such as FMSC 790, Couple and Family Therapy Supervision. (Please see full list of courses on page 11.) Students may also select supportive coursework from other UMCP departments or schools such as Anthropology; Behavioral and Community Health; Human Development; Measurement; Statistics and Evaluation; Psychology; Public Affairs; Sociology; Epidemiology and Biostatistics; and Women’s Studies, or from approved courses at other institutions such as the University of Maryland at Baltimore or the University of Maryland, Baltimore County.

## Maternal and Child Health

The MCH Ph.D. curriculum requires 51 graduate credit hours beyond the master's degree public health core (15 credits), including maternal and child health core courses (18 credits), research methods courses (12 credits), research internship (3 credits), electives (6 credits) and the dissertation (12 credits). Students in the Ph.D. program advance to candidacy after completing required coursework and passing a written qualifying examination. After advancement to candidacy, students must complete a dissertation proposal and oral defense, followed by the doctoral dissertation and oral dissertation defense.

Doctoral students are required to have completed five courses in the Public Health core during their Master's program. These include:

- Biostatistics I
- Introduction to Health Systems
- Health Behavior
- Foundations of Environmental Health
- Foundations of Epidemiology

Knowledge of introductory epidemiologic methods is required for success in the program, including timely progress to degree. MCH students are expected to be well versed in concepts that are usually presented in introductory classes in epidemiology. Entering doctoral students are to demonstrate their knowledge in this area through their performance on an exam on introductory epidemiologic methods. Results of this exam are used by a student's advisor to recommend a course of study. This exam is usually administered prior to the first week of classes in fall that a student begins the program.

	<b>Course Title</b>	<b>Credits</b>
<b>MCH Core Courses (27 credits)</b>	FMSC 710 Maternal and Child Health from a Life Course Perspective	3
	FMSC 720 Maternal and Child Health Study Design, Research Methods, and Epidemiological Applications	3
	FMSC 730 Key Topics in Maternal and Child Health	3
	FMSC 606 Ethnic Families and Health Disparities	3
	FMSC 750 Family and Health Policy	3
	FMSC 660 Program Planning and Evaluation	3
	Electives (2): Course related to MCH, selected with advisor	6
<b>Research Methods Courses (12 credits)</b>	EPIB 611 Intermediate Epidemiology	3
	EPIB 651 Biostatistics II	3
	FMSC 780 Qualitative Methods in Family and Health Research	3
	FMSC 850 Maternal and Child Health Epidemiology	3
<b>Internship</b>	FMSC 689 Research Internship	3
<b>Dissertation (12 credits)</b>	FMSC 899 Doctoral Dissertation Research	12
	<b>Total Credits for MCH Ph.D. Program</b>	<b>51</b>

## **CITI Training**

Within the first month of your doctoral training all students are required to complete the CITI (Collaborative Institutional Training Initiative) Training in conducting Human Subjects Research. You will not be able to join any research team until this is completed. Students who have completed the training at another university and still have a valid completion certificate may be able to have it transferred to UMD. See <https://www.citiprogram.org/> for complete instructions.

## **Research Internship**

The FMSC Department considers an empirical research internship to be an essential educational component in the preparation of doctoral level specialists in the family discipline. Therefore, the Department will require all Ph.D. students to complete empirical research in an internship course (FMSC 689) designed to enhance students' research skills and productivity. The three-unit internship must be approved and supervised by an FMSC faculty member. A one-page abstract and an approval form should be submitted to the potential mentor and to the department Chair prior to beginning the internship. As the major requirement of the research internship, students will complete a scholarly article to be submitted for publication in a peer-reviewed journal. The article must be based on a student-analyzed data set and use quantitative, qualitative, or mixed research methods. If a doctoral student plans to write a policy paper, the article must include analysis of empirical data related to that policy. Students must be the first author, but the article may have coauthors (e.g., faculty mentor).

- 1) All students are to work under the direction of an FMSC faculty. Exceptions to work with another faculty in the university must be approved by the student's advisor and the Director of Graduate Studies
- 2) Once a topic and mentor is chosen a time line for completion should be filed with the Department Chair's Administrative Assistant. The Chair will meet with all students working on the research internship periodically throughout the year to track their progress
- 3) The student may work as part of a research team, but should be the first author of the paper and should be involved in all aspects of the research and manuscript development. It is the research mentor's responsibility to see that the student has a full learning experience - including conceptualization, analysis, and writing - in the process of conducting and publishing research.
- 4) While there may be multiple authors on the paper, authors should only be included if they meet APA or AMA standards for authorship and have contributed to the manuscript in some meaningful way; as determined by the student and mentor.

- 5) The purpose of the research internship paper is to strengthen and expand students experience and skills as a researcher. Therefore, students may not use a revision of their thesis as their research internship paper.

**Students must complete the research internship prior to taking the qualifying exam.**

**Preparing Future Faculty and Professionals Seminar (PFFP)**

The Family Science (FMSC) Department requires that Ph.D. students participate in the Preparing Future Faculty and Professionals program during their first two years of doctoral study. This program was adapted from the national Preparing Future Faculty model (developed by the Council of Graduate Schools and Association of American Colleges and Universities), and first implemented in FMSC in 2003. Monthly seminars focus on the development of skills necessary to obtain and succeed in academic and non-academic positions in family science and public health. Topics include: career mapping, networking, teaching/teaching portfolios, independent research, publishing, grant writing, program and policy evaluation, consulting, job search, interviewing and negotiation, mentoring, diversity, work-family balance, and ethical issues in the workplace. Periodic visits to universities and government/nonprofit employers.

Students must register for one credit of PFFP course (FMSC 879) for each semester of participation.

**Learning Outcome Assessments (LOAs)**

The Department of Family Science has four periods of learning outcome assessment for the PhD programs in Family Science and in Maternal and Child Health.

1. At the completion of the first year the Progress to Degree form (See following section) will be used to assess satisfactory completion of all required courses and corresponding competencies, as well as professional activities
2. At the completion of the second year the Progress to Degree form will be used to assess satisfactory completion of all required courses and corresponding competencies, as well as professional activities
3. The qualifying exam and oral defense will be evaluated using the Qualifying Exam Form (see Appendix C)
4. The dissertation and dissertation defense will be evaluated using the Dissertation LOA Form (See Appendix D)

## Progress to Degree

### Progress to Degree Guidelines

Students are expected to make consistent progress towards the doctoral degree. Faculty will evaluate each student's progress annually. The following is the official departmental policy on progress towards the doctoral degree.

#### **By the end of the first academic year, students will:**

- Have completed a minimum of 18 credits with a B average or better.
- Show evidence of involvement in an FMSC faculty member's program of research. Involvement in a non-departmental UMD faculty member's program of research may be possible with the approval of the Graduate Director. (The purpose of this requirement is to socialize students into the research process and can be met through various activities, such as attending research team meetings, data coding and entry, or conducting interviews.)
- Show evidence of involvement in professional development activities at departmental, campus, state or national level. Examples of acceptable activities include, participation in PFFFFP or UMCFR, serving as a student representative on a campus committee, or attending an annual meeting of a professional association such as NCFR, AAMFT, or APHA.

#### **By the end of the second academic year, students will:**

- Have completed a minimum of 36 credits with a B average or better, including all FMSC core courses.
- Have completed the research internship (FMSC) or internship/practicum (MCH)
- Have successfully passed comprehensive exams.
- Show evidence of submission of papers for publication/presentation at departmental, campus, state, or national level.
- Show evidence of involvement in professional development activities at departmental, campus, state or national level.

#### **By the end of the third academic year, students will:**

- Have the dissertation proposal accepted.
- Be teaching or have taught an undergraduate class **OR**
- Have or have had a professional internship/externship.

#### **By the end of the fourth academic year, students will:**

- Have defended the dissertation.

### **Annual Assessment of Progress to Degree**

#### **March**

All graduate students prepare review packet to include:

- Revised CV
- Updated transcript

- Discussion and evidence of progress to degree

#### **April**

Review packet due to Graduate Committee

Packets reviewed by two faculty members each (not including student's advisor)

#### **May**

Faculty meeting and discussion of student progress to degree

#### **June**

Graduate Director forwards a letter to each student summarizing the results of the faculty review and, if necessary, outlining actions the student needs to take in the following year to be in compliance with "progress to degree" guidelines. A copy of the letter will be forwarded to the student's advisor and placed in the student's permanent file.

### **Qualifying Examination/Oral Defense of Qualifying Examination**

Students will take the qualifying exam in the spring following the completion of all coursework for the Ph.D., including the research internship for FMSC students. The purpose of the qualifying exams is:

To assess:

- Foundational knowledge of the field
- Independence of thought and critical thinking
- Ability to synthesize material
- Ability to express ideas clearly
- Readiness to conduct research
- Ability to demonstrate entire body of learning and professional preparation, not just material learned in class

The Graduate Committee will design two qualifying exams, one for FMSC students and one for MCH students, consisting of three questions that integrate and synthesize all the core course work. The exam will be a take-home exam. The student will have two weeks to complete the exam. Fifteen pages, double-spaced, for each question will be considered an appropriate length. The committee will grade the written exam. An oral defense of the exam will be conducted within 2-4 weeks following the grading of the written exam. The Graduate Director will appoint an examination committee consisting of three faculty teaching doctoral courses for each student taking the exam. The comprehensive exam committee will determine whether students have passed the exam, and may require one or two questions to be edited/expanded/rewritten/defended. The committee also has the prerogative to request further work by student and to meet with a student to give additional feedback on subsequent versions of an answer. If all three questions need to be rewritten, the student must retake the qualifying exam. Students who fail will receive a written document from their committee outlining the shortcomings and the course of action/study that need to be taken in the following semester to prepare to retake the exam. Students who fail the qualifying exam will take it again in the following semester. Students may attempt the examination two times; those who fail two times may be dismissed from the program.



## **Dissertation**

Twelve credits of doctoral dissertation research will be required of all Ph.D. students. The dissertation will be prepared in accordance with the requirements outlined in the University's *Style and Policy Manual for Master's Theses and Doctoral Dissertations*.

With the guidance of the dissertation committee chair, the student will prepare and distribute a proposal to the dissertation committee. The dissertation committee will meet with the student for an oral discussion/review of the proposal. The dissertation proposal must be approved a semester before the final defense of the dissertation.

After the oral proposal meeting, the student will proceed with the process of researching and writing the dissertation, and will orally defend his/her work. The dissertation committee must be provided a minimum of two weeks to read the dissertation. In accordance with Graduate School requirements, the student must complete the doctoral program within nine years of beginning the program.

## **Dissertation Committee**

A committee must consist of at least five members and be chaired by an FMSC faculty member who is a Full Member of the University Graduate Committee. Adjunct members who are not faculty at UMD must be approved by a review of their CV by a faculty voice. Adjunct Members may serve as a co-chair only, but may not chair a committee alone. The dissertation committee will consist of at least three members of the Family Science faculty and one representative of the Graduate School. The representative of the Graduate School must be a UMD tenured faculty member in a department other than FMSC. Other members will be determined by the student in conjunction with the dissertation chair.

## **Dissertation Format**

For Family Science Ph.D. students, the writing style of the dissertation, including citations, should follow that of the American Psychological Association (APA), as set forth in Publication Manual of the American Psychological Association, Sixth Edition. For Maternal and Child Health students, the writing style of the dissertation, including citations, should follow that of the American Medical Association (AMA). The format should adhere to the Style and Policy Manual for Master's Theses and Doctoral Dissertations distributed by the Graduate Studies Information Center (2125 Lee Building). The final draft of the dissertation should include a title page, an approval sheet, and a 100-word abstract.

[http://www.gradschool.umd.edu/current\\_students/etd\\_style\\_guide.html](http://www.gradschool.umd.edu/current_students/etd_style_guide.html)

## **Dissertation Defense**

An announcement of the date and time of the dissertation defense, as well as an abstract of the dissertation, must be distributed to all departmental faculty members, students, and staff at least two weeks prior to the defense. In addition, committee members should receive a final

typed version of the dissertation in time to have at least two weeks in which to read the dissertation.

### **Graduation Requirements and Deadlines**

The student must be officially registered during the term of the dissertation defense. He or she must register for a minimum of one credit hour of FMSC 899. Thesis credits taken prior to completion of the dissertation will receive a grade of I for incomplete. After completion, all I's will be replaced with a letter grade.

The student is responsible for adhering to the deadlines of the Graduate School for the submission of forms. The Graduate School publishes a calendar of important deadlines for graduate students each semester:

[http://www.gradschool.umd.edu/current\\_students/deadlines\\_for\\_graduate\\_students.html](http://www.gradschool.umd.edu/current_students/deadlines_for_graduate_students.html)

Students should note these dates and be prepared to submit forms at the beginning of the semester in which they plan to graduate.

Students should review the "Checklist for Submission of Master's Theses and Doctoral Dissertations," as well as the Style and Policy Manual for Master's Theses and Doctoral Dissertations:

[http://www.gradschool.umd.edu/current\\_students/etd\\_style\\_guide.html](http://www.gradschool.umd.edu/current_students/etd_style_guide.html)

The forms submitted for graduation and the approximate deadlines are as follows:

1) Application for Graduation

Typically due within the first 10 calendar days of each semester. It is better to submit the form, even if your plans are unsure. If you do not finish that semester, the application must be filed each successive term in which you plan to graduate.

2) Nomination of Dissertation Committee Form.

Committee form must be submitted at least 6 weeks before the scheduled defense (see "Important Dates" schedule above. The form may be obtained from the Graduate School, 2125 Lee Building, or on-line at <http://www.gradschool.umd.edu/>

3) IRB Approval is required of all research involving human subjects.

See <http://www.umresearch.umd.edu/IRB/> for full instructions.

The approval form must be submitted with the Nomination of Dissertation Committee form. If you are using a secondary data set your research may not require Human Subject approval. You should complete a Determination of Human Subject Form so that determination can be made as to whether you should submit a complete IRB application (see <http://www.umresearch.umd.edu/IRB/nonresearch.html> for further instructions). Consult your advisor or the chair of the department's Human Subjects Committee for information about how to complete both the DHS and IRB forms.

4) Final Submission of Dissertation and Submission of the Report of the Oral Examining Committee (see "Important Dates" schedule on page 19).

Dissertations are to be submitted electronically through the University of Maryland Electronic Thesis and Dissertation submission site: <http://www.etdadmin.com/cgi-bin/school?siteId=76> to register for this site, you will need a valid, current email address, your dissertation Abstract, subject categories and six keywords, your Adviser's full name, the full text of your dissertation in PDF format, any supplementary files, a printing, processing, and archiving fee (which will be billed to your student account), and an optional registration and copyright fee, if you would like.

Additionally, students must provide a hard bound and electronic copy to their dissertation committee chair. Bound copies, not necessarily hard bound, should be provided for any other members of the student's committee who request them.

The Report of the Oral Examining Committee, a sign-off sheet, is submitted by the committee chairperson to the Graduate School. A copy remains in the student's departmental file.

## **COURSE WAIVERS/SUBSTITUTIONS**

Unless a waiver or substitution is granted in writing from the Graduate Director of Family Science, it is expected that all core course requirements will be completed.

### **Waivers**

Core courses may be completed in any sequence as long as specific course prerequisites are met. Students who have had previous graduate coursework equivalent to a core course may request a waiver for that course. If a course requirement is waived, it will need to be replaced with another graduate course approved by the Graduate Director (to complete the required 51 credits post Master's Degree). To request a waiver, complete the form titled REQUEST FOR WAIVER OF GRADUATE COURSE REQUIREMENT available from the department office. The request should be signed by the student's advisor and submitted to the Graduate Director for final approval. *All requests for waivers should be made no later than the semester in which the first 12 credits are completed.*

### **Substitutions**

Requests to substitute another course, either within or outside the department, for a core course requirement may be made. Such requests will be considered when a student can demonstrate that such a course is equivalent to the core course in question or can provide a rationale to justify taking the alternative course (e.g., substitution for waiver of a core course). To request a substitution, complete the form titled REQUEST FOR SUBSTITUTION OF GRADUATE CORE REQUIREMENT available from the departmental office. The request should be signed by the student's advisor and submitted to the Graduate Director for final approval at least two months prior to when the student would like to take the substitution course.

## **COMMITTEES**

### **Dissertation Committee**

The Dissertation Committee is responsible for supervising the completion of the dissertation and the dissertation oral defense. The Dissertation Committee is made up of 5 faculty members selected by each student. All must be members of the University Graduate Faculty<sup>1</sup> or Adjunct Members or Special Members. Members of the latter two categories cannot chair the committee, unless approved by the Dean of the Graduate School. The student selects a committee chair from the Family Science Department who is a Member of the University Graduate Faculty. Two additional committee members must be Family Science faculty. The fourth member of the Dissertation Committee can either be a Family Science faculty member or a faculty member of another department. On occasion an individual from outside the university may be approved as a committee member if he/she meets the criteria set for by the Graduate School for committee membership (e.g., tenured faculty member from another university, NIH research scientist). The approval of committee members from outside the university does take several months and the student and dissertation chair are responsible for submitting an application to the FMSC Graduate Director several months in advance of the proposal meeting. <http://www.gradschool.umd.edu/images/uploads/NominationThesis.pdf>

The fifth member represents the Dean of the Graduate School and, therefore, must be selected from members of the University Graduate Faculty and a department other than Family Science. Assistant Professors and Adjunct or Special Members cannot serve as the Dean's Representative on dissertation examination committees. The Graduate School provides a form for submitting committee member's names.

### **Departmental Graduate Committee**

The Graduate Committee consists of the Director of Graduate Studies, and additional members of the faculty all appointed by the Department Chair. The Graduate Faculty Committee is responsible for developing and implementing the policies and procedures for all graduate programs.

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<sup>1</sup> University Graduate Faculty are individuals approved by the Graduate School to serve on dissertation committees. Three membership categories are Member, Adjunct Member, and Special Member.

## **HUMAN SUBJECTS POLICY**

Research is defined as systematic investigation designed to develop or contribute to generalized knowledge. Research projects and activities that deal with human subjects, whether federally-funded or not, are subject to review by the Department and University Institutional Review Boards. There are usually three steps in obtaining approval for the use of human subjects. First, complete the University Institutional Review Board (IRB) application on-line <http://www.umresearch.umd.edu/RCO/New/index.html>. Second, the application must be approved by the FMSC Human Subjects Committee. The committee chair will sign off electronically once it is approved at the departmental level. Third, the campus Institutional Review Board (IRB) reviews for approval the application of faculty, staff, and students involving human subjects to determine whether or not the welfare and rights of subjects are affected, and if so, to insure that they are preserved.

Human subjects approval must be received prior to the signing of the dissertation proposal form. This is a detailed process that assumes the safety of participants and typically takes one to two months.

Some research projects are exempt from review because they do not involve risks to humans. The decision whether research is made by the IRB committee. Students should submit a Non-Human Subjects Determination Form to determine if additional review is necessary. The form is available at: <http://www.umresearch.umd.edu/IRB/nonresearch.html>

If a proposed project is not exempt from review, it is then reviewed by the IRB. The proposal submitted to the Human Subjects Committee must detail how the investigator plans to insure that participation is voluntary, that informed consent is given, that privacy is ensured, and that any risks to be incurred are minimized. An outline for addressing these issues accompanies the IRB proposal form.

# **ACADEMIC DISHONESTY POLICY**

## **Introduction**

The University is an academic community with the fundamental purpose of the pursuit of knowledge. Like all other communities, the University can function properly only if its members adhere to clearly established goals and values. Essential to the fundamental purpose of the University is a commitment to the principles of truth and academic honesty. Accordingly, the *Code of Academic Integrity* is designed to ensure that the principle of academic honesty is upheld. While all members of the University share this responsibility, the *Code of Academic Integrity* is designed so that special responsibility for upholding the principle of academic honesty lies with the students.

## **Definitions**

1. **ACADEMIC DISHONESTY:** any of the following acts, when committed by a student, shall constitute academic dishonesty:
  - a. **CHEATING:** intentionally using or attempting to use unauthorized materials information, or study aids in any academic exercise.
  - b. **FABRICATON:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
  - c. **FACILITATING ACADEMIC DISHONESTY:** intentionally or knowingly helping or attempting to help another to violate any provision of this *Code*.
  - d. **PLAGIARISM:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For further reference see:

Code of Academic Integrity  
Student Honor Council  
2118 Mitchell Building  
(301) 314-8204

## ACADEMIC DISHONESTY<sup>2</sup>

Academic dishonesty is a serious offense at the University because it diminishes the quality of scholarship on our campus and defrauds those who may eventually depend upon our knowledge and integrity. Such dishonesty includes:

### A. CHEATING

Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.

#### Comments:<sup>3</sup>

1. Faculty members are encouraged to state in advance of examinations and academic exercises, their policies and procedures concerning the use of shared study aids, examination files, and related materials and forms of assistance.
2. Students completing any examination should assume that external assistance (e.g., books, notes, calculators, conversation with others) is prohibited unless specifically authorized by the instructor.
3. Students must not allow others to conduct research or prepare any work for them without advance authorization from the instructor. This comment includes, but is not limited to, the services of commercial term paper companies.
4. Substantial portions of the same academic work may not be submitted for credit or honors more than once without authorization.

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<sup>2</sup> The definitions and penalties set forth in this pamphlet were adopted by the Board of Regents on January 25, 1980 and were derived from a model code of academic integrity, found in the School Law Journal 55 (1978). Most portions of the "Procedures" section are also reproduced in the University Undergraduate Catalog. Other comments and suggestions were reviewed by staff members in the various academic divisions and in the Office of the Vice Chancellor for Academic Affairs. Requests for additional copies should be directed to the Judicial Programs Office.

<sup>3</sup> Comments provide explanations and illustrative material, but do not necessarily exhaust the scope of any section.



## B. FABRICATION

Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

### Comments:

1. “Invented” information may not be used in any laboratory experiment or other academic exercise without notice to and authorization from the instructor. It would be improper for example, to analyze one sample in an experiment and covertly “invent” data based on that single experiment for several more required analyses.
2. One should acknowledge reliance upon the actual source from which cited information was obtained. For example, a writer should not reproduce a quotation from a book review and indicate that the quotation was obtained from the book itself.
3. Students who attempt to alter and resubmit returned academic work without notice to the instructor would be in violation of this section.

## C. FACILITATING ACADEMIC DISHONESTY

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

### Comment:

For example, one who knowingly allowed another to copy from his or her paper during an examination would be in violation of this section.

## D. PLAGIARISM

Intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.

### Comments:

1. *Direct Quotation:* Every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text, according to APA guidelines.

EXAMPLE: The following is an example of an un-cited direct quotation from a case in which the student in question was found guilty of plagiarism.

Original Source: “To push the comparison with popular tale and popular romance a bit further, we may note that the measure of artistic triviality or works such as *Sir Degare* or even *Havelok the Dane* is their casualness, their indifference to all but the simplest elements of literary substance. The point is that high genre does not certify art and low genre does not preclude it.” (From Robert M. Joran, *Chaucer and the Shape of Creation* / Howard University Press, 1967 / p.187.)

Student Paper: “*To push the comparison with popular tale and popular romance a bit further, you can note that the measure of the artistic triviality in some works of Chaucer’s time period is their casualness. Their indifference to all but the simplest elements of literary substance. The point is that high genre does not certify art and low genre does not preclude it.*”

2. *Paraphrase*: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Locke’s comment...” and conclude with a reference identifying the exact location of the paraphrased material.

A reference acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.

## **GRIEVANCE POLICY**

A policy for the resolution of problems concerning arbitrary and capricious grading has been developed by the Committee on Academic Standards of the Graduate Council of the University of Maryland, College Park. Students are encouraged to resolve other types of grievances with the particular faculty or staff involved before recourse to the departmental Director of Graduate Studies, the Chair, and/or the Dean of the College.

The following is the procedure for the resolution of grading problems:

### Procedures for Review of Alleged Arbitrary and Capricious Grading

#### A. DEFINITIONS

1. "Arbitrary and capricious grading"
  - a. the assignment of a course grade to a student on some basis other than performance in the course, or
  - b. the assignment of a course grade to a student by unreasonable application of standards different from standards that were applied to other students in that course, or
  - c. the assignment of a course grade by a substantial and unreasonable departure from the instructor's initially articulated standards.
2. "Day" or "Days" refer to working days at the University of Maryland, excluding Saturdays, Sundays, and holidays.
3. "Administrator" refers to the administrative head of the academic unit offering the course.

#### B. INFORMAL PROCEDURE

1. A student who believes he or she has received an improper final grade in a course should inform the instructor promptly. The instructor shall meet with the student at a mutually convenient time and place within ten days of receipt of the information. The purpose of the meeting is to attempt to reach a resolution.
2. If the instructor has left the University, is on approved leave, or cannot be reached by the student, the student should contact the Department Chairperson. The Department Chairperson, or a designee, shall meet with the student as described above to attempt to solve the problem.

## C. FORMAL APPEAL

A formal appeal is available only upon a showing that the informal process has been exhausted.

### 1. General Requirements

- a. An appeal must be made in writing, addressed to the Graduate Dean and contain:
  - (i) the course title and number;
  - (ii) the instructor's name,
  - (iii) a statement detailing why the grade is believed to be arbitrary and capricious as defined in this policy, and providing all relevant supporting evidence.
- b. An appeal must be received in the Dean's Office within twenty (20) days of the first day of instruction of the next semester (excluding summer).

### 2. Procedures

- a. Each academic unit shall have a standing committee of two tenured professors and two graduate level students to hear appeals of arbitrary and capricious grading. The appeal shall be heard within the academic unit offering the course. If the instructor of the course is a member of the committee, that instructor shall be replaced by an alternate designated by the Department Chairperson.
- b. Each written appeal is to be reviewed by the entire committee for a decision by the majority. The committee shall either dismiss the appeal, or move it forward.
- c. Grounds for dismissal are:
  - (i) The student has submitted the same complaint to any other grievance procedure;
  - (ii) The allegations, if true, would not constitute arbitrary and capricious grading;
  - (iii) The appeal was not timely;
  - (iv) The informal process has not been exhausted.
- d. If the appeal is dismissed, the committee shall notify the student in writing within ten days of the decision, and include the reason or reasons for the dismissal.

- e. If the appeal is not dismissed, the committee shall submit a copy of the appeal to the instructor. The instructor must reply in writing to the committee within ten days.
- f. If, based on the instructor's reply, the committee feels there is a viable solution, that solution should be pursued with the student and the instructor.
- g. If no solution is reached, a fact-finding meeting with the student and the instructor shall be held promptly. It is to be non-adversarial and informal; with neither party represented by an advocate. Witnesses may be asked to make statements to the committee if the committee is informed prior to the meeting. The meeting shall not be open to the public.
- h. The committee shall meet privately at the close of the fact-finding meeting to decide whether a majority believe the evidence supports the allegation of arbitrary and capricious grading beyond a reasonable doubt.
  - (i) The committee shall notify the student, the instructor, and the Dean in writing of the decision within five days of the meeting.

#### AUTHORITY OF THE COMMITTEE

- 3. The committee has the authority to take any action it believes will bring about substantial justice, including but not limited to:
  - a. Directing the instructor to grade the student's work anew;
  - b. Directing the instructor to administer a new final exam or paper;
  - c. Directing the cancellation of the student's registration in the course;
  - d. Directing the award of a grade of "pass" in the course.
- 4. The committee does not have the authority to:
  - a. Assign a letter grade for the course;
  - b. Reprimand or take disciplinary action against the instructor.
- 5. The decision of the committee is final, and binding on both parties. The decision may not be appealed to any other body within the University of Maryland or the University of Maryland System.

#### IMPLEMENTATION

The Graduate Dean shall be responsible for implementing the decision of the committee.

The definitions and procedures set forth in the grievance section were adopted by the President on August 1, 1991.

University of Maryland Graduate Policy and Procedures for Review of Alleged Arbitrary and Capricious Grading. Retrieved August 19, 2004, from University of Maryland, Consolidated USMH & UM Policies and Procedures Manual Web site: <http://www.inform.umd.edu/PRES/policies/iii120a.html>

## **Graduate-Level Courses (excluding clinical practicum)**

- FMSC 600    Family Theories (3)  
An overview of the theoretical frameworks underlying research on the family. Survey of research findings.
- FMSC 606    Ethnic Families & Health Disparities (3)  
Historical, psychosocial, economic, and political factors influencing the structure and functioning of ethnic families. Overview of racial/ethnic health disparities over the life course and ways in which they are influenced by multi-level contextual factors. Cultural competency in research, service delivery, and development of family/health policy initiatives for ethnic families.
- FMSC 610    Research Methods in Family Science (3)  
Prerequisite: EDMS 645 or equivalent. Research methods in family science. The role of theory, design, use of qualitative and quantitative measurement techniques, data collection and data analysis. Development of research proposals.
- FMSC 630    Theory and Research in Human Sexuality (3)  
Prerequisite: A basic course in human sexuality or permission of instructor. Survey of theory and research in human sexuality and examination of implications for contemporary family and community life.
- FMSC 640    Family Therapy: Theory and Techniques (3)  
Fundamental theoretical concepts and clinical procedures in marital and family therapy. Emphasis on those therapies which operate from a family systems perspective.
- FMSC 641    Couples Therapy: Theory, and Techniques (3)  
Prerequisite: FMSC 640.  
Exploration of the dynamics of the couple relationship and methods of facilitating growth and interaction within that relationship. Emphasis on couples with conflicting needs and expectations, dysfunctional communication and conflict-negotiation skills. Alternative theoretical approaches and methods of marital therapy.
- FMSC 642    Normal and Abnormal Individual and Family Development (3)  
Prerequisite: FMSC 640.  
Normal development and psychopathology and their effects on the family system: implications for assessment, diagnosis, and therapeutic interventions. Emphasis on families with school-age children, parent-child relationships, and the application of the current Diagnostic and Statistical Manual of Mental Disorders (DSM) within the family context.

- FMSC 645      Sexuality: Issues in Family Therapy and Service Delivery (3)  
Prerequisite: a basic course in human sexuality and permission of instructor.  
Typical, dysfunctional, and pathological sexual functioning: effects on individuals, couples, and family systems. Sensitizes students to sexual issues, explores how perceptions of such issues affect work with people, and emphasizes implications for couple and family therapy.
- FMSC 646      Sex Therapy: Theory, Skills and Practice (3)  
Prerequisite: FMSC 645 or permission of the department.  
Introduction to theory and practice of sex therapy, including information about human sexual function and dysfunction and appropriate intervention methods. Emphasis on the relationship system and the dynamics of sexual functioning within that system.
- FMSC 647      Theory and Techniques of Family Mediation (3)  
An introduction to family mediation as an approach to helping families deal effectively with the issues associated with separation and divorce. Theory, practice and techniques of negotiation, with an emphasis on custody, property division and constructive restructuring of the family relationship.
- FMSC 660      Program Planning and Evaluation in Family Science (3)  
Program planning and evaluation for family services and maternal and child health programs, including assessment, consumer/community participation, capacity building, evaluation methods, and ethical issues; emphasis on both process and impact analysis. Development of proposals for evaluating impact of health interventions.
- FMSC 689      Internship (3-6)  
Prerequisite: permission of instructor and department.  
Field experience related to the student's chosen specialization.
- FMSC 691      Family-Community Consultation (3)  
The enhancement of family and community services through the consultation process. Techniques and approaches to consultation, including both the role of the consultant and the needs of agencies. Individual field experience.
- FMSC 699      Independent Study (1-6)  
Prerequisite: Permission of instructor and department.  
Repeatable to maximum of 6 credits.
- FMSC 700      Applications of Advanced Quantitative Methods to Family Research (3)  
Prerequisite: FMSC 610 or equivalent; EDMS 651  
Optimal use of various designs, statistical methods and procedures in behavioral research in families. Development of a research study, including theory selection, hypothesis development, data analysis and preparation of findings for publication.



- FMSC 710 Maternal and Child Health from a Life Course perspective (3)  
Survey of current science in MCH informed by a life course perspective. The surveyed topics include inutero exposure to toxins, feeding and growth, and effects of chronic stress.
- FMSC 720 Maternal and Child Health Study Design and Epidemiological Applications (3)  
Detailed discussion of key study designs employed in epidemiology with applications to MCH. Discuss the strengths and weaknesses of different study designs. Design appropriate study designs to investigate specific research questions and critically assess epidemiologic studies. Consider sources of bias associated with each type of study design. Describe approaches for measuring exposures and outcomes.
- FMSC 730 Key Topics in Maternal and Child Health (3)  
Review of key issues on the frontier of MCH research and practice within broad public health and socio-cultural context. Examines current MCH issues such as ethics, child and family health, health and socioeconomic disparities, child nutrition and obesity, military family health, and global health.
- FMSC 745 Gender and Ethnicity in Family Therapy and Service Delivery (3)  
Major critiques of sources of racial, cultural, and gender bias in marital and family therapy and family service delivery. Addresses these issues in program development, clinical practice, and policy.
- FMSC 750 Family and Health Policy (3)  
Development and analysis of public policies affecting families, and the values that enter into family policy debates.
- FMSC 758 Supervision of Couple and Family Therapy Supervision (3)  
The development of supervisory abilities of marriage and family therapists. Focuses on live videotape or audiotape of therapy and supervision. This course is required for supervisors in training in the AAMFT. The practice of supervision accompanying didactic course FMSC 790.
- FMSC 760 Legal Issues & Families (3)  
Analysis of marriage and family issues from a legal perspective. Review of legal decisions affecting families, including procreative rights, marriage, termination of marriage, parental and child rights, adoption, child custody, and child/family medical treatment. Relationship between family law and family policy.
- FMSC 780 Qualitative Methods in Family and Health Research (3)  
Theoretical perspectives and methodological tools to conduct research with individuals and families across the life span. Review of research designs, participant fieldwork, observation and interview projects, data collection, computer-assisted data analysis, and development of grounded theory.

- FMSC 789 Non-thesis Research (1-3)  
Non-thesis research papers.
- FMSC 790 Couple and Family Therapy Supervision (1-3)  
Prerequisite: Permission of instructor.  
Principles and methods of supervision of couple and family therapy. The didactic aspect of supervision of couple and family therapy accompanying the experiential course FMSC 758.
- FMSC 799 Master's Thesis Research (1-6)
- FMSC 810 Theory in Family Systems and Family Health (3)  
Theory and research on family interaction and family coping with normative health and mental health transitions and non-normative crises across the family life cycle. Micro-analysis of family process in communication, decision-making, problem-solving, and compliance to health regimens. Examination of dysfunctional patterns and effective coping strategies.
- FMSC 850 Maternal and Child Health Epidemiology (3)  
Determinants and trends in maternal and child health, including analysis of the role of economic inequalities, race/ethnicity, community contexts, and psychosocial factors across the life course. Overview of methods and data systems used to monitor maternal and child health. Development of a complete population health study.
- FMSC 879 Preparing Future Faculty (1)  
Development of skills necessary to obtain and succeed in academic and non-academic positions in family science and public health. Topics include: career mapping, networking, teaching/teaching portfolios, independent research, publishing, grant writing, program and policy evaluation, consulting, job search, interviewing and negotiation, mentoring, diversity, work-family balance, and ethical issues in the workplace. Periodic visits to universities and government/nonprofit employers.
- FMSC 899 Doctoral Dissertation Research (1-12)

## PROGRAM CHECKLIST

Following is a checklist for the Ph.D. degree program which outlines, in sequence, a series of recommended steps for completing the degree program. This checklist may be used as a guide to help plan activities throughout the program. **Each year, the Graduate School publishes a listing of key dates that a student is responsible for meeting.**

- \_\_\_\_\_ 1. Attend department Graduate Student Orientation at the beginning of the first semester of the program. The orientation provides a comprehensive explanation of degree requirements, academic policies and regulations, and procedures for completing the program.
- \_\_\_\_\_ 2. If eligible, submit a written request for waiver and/or substitutions of any required core course to the Director of Graduate Studies prior to completing 12 credit hours.
- \_\_\_\_\_ 3. Select a doctoral committee and chair to assist in the development of individualized study plan.
- \_\_\_\_\_ 4. File completed/authorized study plan with the Director of Graduate Studies.
- \_\_\_\_\_ 5. Complete all coursework.
- \_\_\_\_\_ 6. Meet with doctoral committee to arrange for comprehensive exams.
- \_\_\_\_\_ 7. Complete comprehensive exams and oral defense of exams.
- \_\_\_\_\_ 8. Select dissertation committee and chair and with consultation develop dissertation proposal.
- \_\_\_\_\_ 9. Submit dissertation proposal to committee for approval. If human subjects will be involved, you must also apply to department and campus human subjects review committees for approval.
- \_\_\_\_\_ 10. Following approval of dissertation proposal and human subjects review, begin dissertation research.
- \_\_\_\_\_ 11. Submit form requesting appointment of doctoral dissertation examining committee to Graduate School (at least 90 days prior to defense).
- \_\_\_\_\_ 12. Complete research and prepare dissertation manuscript. Then, submit manuscript to dissertation chair for review and revise as necessary.
- \_\_\_\_\_ 13. Apply for diploma. **THERE IS A SPECIFIC DEADLINE FOR SUBMITTING THIS FORM.** Consult the card titled **IMPORTANT DATES FOR ADVISORS AND STUDENTS** available from the Graduate School.
- \_\_\_\_\_ 14. Submit dissertation manuscript to other members of your dissertation committee for review at least two weeks prior to your oral defense.
- \_\_\_\_\_ 15. Schedule and complete oral defense of doctoral dissertation.
- \_\_\_\_\_ 16. By the Graduate School deadline and after your oral defense, submit your dissertation online at <http://dissertations.umi.com/umd>. Once you make all necessary formatting corrections, the Graduate School will accept the document and begin the graduation clearance process. Give the Chair of your committee a bound and electronic copy of your dissertation. A printed copy of your dissertation must also be given to any committee member that requests one.

## Appendix A: Family Science Study Plan: Ph.D. Degree

Name: \_\_\_\_\_

UID Number \_\_\_\_\_

### I. Core Courses (30 credits)

Course	Course Title	Semester	Grade	Waived
FMSC 760	Legal Issues and Families (3)			
FMSC 606 or FMSC 745	Ethnic Families(3) or Gender and Ethnicity in Family Therapy and Service Delivery (3)			
FMSC 660	Program Planning and Evaluation (3)			
FMSC 750	Family and Health Policy (3)			
Family Policy or Health Policy elective	List Course: _____ (3)			
FMSC 780	Qualitative Methods in Family and Health Research (3)			
EDMS 646	Quantitative Research Methods II (3)			
EDMS 651	Intermediate Statistics in Education (3)			
FMSC 850	Maternal and Child Health Epidemiology (3)			
FMSC 810	Theory in Family Systems and Family Health (3)			

### II. Research Internship (3 credits)

FMSC 689	Research Internship (3 credits)			
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Advisor/Project \_\_\_\_\_

### III. Two Elective Courses (6 credits)

Two courses from FMSC or other campus departments in student's area of focus (6)

Course	Course Title	Semester	Grade	Advisor Approval

Area of Focus \_\_\_\_\_

IV. Doctoral Dissertation Research (12 credits)

		Semester	Grade	Credits
FMSC 899	Doctoral Dissertation Research			
FMSC 899	Doctoral Dissertation Research			
FMSC 899	Doctoral Dissertation Research			
FMSC 899	Doctoral Dissertation Research			
FMSC 899	Doctoral Dissertation Research			
FMSC 899	Doctoral Dissertation Research			

Dissertation Committee Members (5) \_\_\_\_\_ Chair

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

V. Comprehensive Examination

Date \_\_\_\_\_ Results \_\_\_\_\_ Date \_\_\_\_\_ Results \_\_\_\_\_

VI. Dissertation Plan and Title \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

VII. Dissertation Proposal (Date Approved) \_\_\_\_\_

VIII. IRB Approval (Date Approved) \_\_\_\_\_

IX. Dissertation Defense (Date Approved) \_\_\_\_\_

\_\_\_\_\_

## Appendix B: Maternal and Child Health Study Plan: Ph.D. Degree

Name: \_\_\_\_\_

UID Number \_\_\_\_\_

Course	Course Title	Semester	Grade	Waived
<b>Public Health Core (required Master's coursework)</b>	EPIB 650 Biostatistics I or equivalent Course that met requirement:			
	EPIB 610 Foundations of Epidemiology or equivalent Course that met requirement:			
	HLSA 601 Introduction to Health Systems or equivalent Course that met requirement:			
	HLTH 665 Health Behavior I or equivalent Course that met requirement:			
	MIEH 600 Foundations of Environmental Health or equivalent Course that met requirement:			
<b>MCH Core Courses (27 credits)</b>	FMSC 710 Maternal and Child Health from a Life Course Perspective			
	FMSC 720 Maternal and Child Health Study Design, Research Methods, and Epidemiological Applications			
	FMSC 730 Key Topics in Maternal and Child			
	FMSC 606 Ethnic Families and Health Disparities			
	FMSC 750 Family and Health Policy			
	FMSC 780 Qualitative Methods in Family and Health Research			
	FMSC 660 Program Planning and Evaluation			
	Elective (2): Course related to MCH, selected with advisor			
<b>Research Methods Courses (12 credits)</b>	EPIB 611 Intermediate Epidemiology			
	EPIB 651 Biostatistics II			
	FMSC 689 Internship / Practicum: Field experience related to research methods, program design, evaluation and administration, selected with advisor			
	FMSC 850 Maternal and Child Health Epidemiology			
<b>Dissertation (12 credits)</b>	FMSC 899 Doctoral Dissertation Research			

Doctoral Dissertation Research (12 credits)

		Semester	Grade	Credits
FMSC 899	Doctoral Dissertation Research			
FMSC 899	Doctoral Dissertation Research			
FMSC 899	Doctoral Dissertation Research			
FMSC 899	Doctoral Dissertation Research			
FMSC 899	Doctoral Dissertation Research			
FMSC 899	Doctoral Dissertation Research			

Dissertation Committee Members (5) \_\_\_\_\_ Chair

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Comprehensive Examination

Date \_\_\_\_\_ Results \_\_\_\_\_      Date \_\_\_\_\_ Results \_\_\_\_\_

Dissertation Plan and Title \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

X. Dissertation Proposal (Date Approved) \_\_\_\_\_

XI. IRB Approval (Date Approved) \_\_\_\_\_

XII. Dissertation Defense (Date Approved) \_\_\_\_\_

## APPENDIX C: LOA QUALIFYING EXAM ASSESSMENT FORMS

### DEPARTMENT OF FAMILY SCIENCE – Family Science Qualifying Exam Evaluation Form

Each member of the assembled faculty committee should complete one of these forms for each student taking the qualifying exam. Turn forms into the Graduate Director at the completion of the orals.

Ph.D. Qualifying Examination: Date \_\_\_\_\_

Student Name: \_\_\_\_\_

<b>Criteria for written components:</b>	<b>Check one for each listed criterion</b>		
	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
Statement of problem/intervention is clear and well-conceptualized.			
The exam demonstrates a thorough understanding of conceptual frameworks for the discipline.			
The knowledge of relevant literature is appropriate and thorough.			
There is appropriate use of primary sources.			
Research methods are well-selected and well-executed.			
Conclusions are well-justified			
The exam includes well-developed implications for policy, practice, and/or future research.			
The exam is well-written.			
Appropriate bibliographic format for the field			

<b>Criteria for oral components:</b>	<b>Check one for each listed criterion</b>		
	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
The student answered the questions faculty asked.			
The student spoke with clarity and sense of organization, and gave a compelling oral performance.			
The student answered questions in ways that deepened the discussion.			

Comments (optional):



**DEPARTMENT OF FAMILY SCIENCE – MCH Qualifying Exam Evaluation Form**

Each member of the assembled faculty committee should complete one of these forms for each student taking the qualifying exam. Turn forms into the Graduate Director at the completion of the orals.

Ph.D. Qualifying Examination: Date

Student name: \_\_\_\_\_

<b>Criteria for written components:</b>	<b>Check one for each listed criterion</b>		
	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
Statement of problem/intervention is clear and well-conceptualized.			
The exam demonstrates a thorough understanding of MCH paradigms.			
Conclusions are well-justified.			
Research methods are well-selected and well-executed.			
The research base is appropriate and thorough.			
The exam includes well-developed implications for policy, practice, and future research.			
There is appropriate use of primary and secondary sources.			
The exam is well-written and uses AMA format.			

<b>Criteria for oral components:</b>	<b>Check one for each listed criterion</b>		
	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
The student answered the questions faculty asked.			
The student spoke with clarity and sense of organization, and gave a compelling oral performance.			
The student answered questions in ways that deepened the discussion.			

Comments (optional):

## APPENDIX D: LOA DISSERTATION ASSESSMENT FORM

Student's Name: \_\_\_\_\_ Student's Graduate

Program: \_\_\_\_\_

Dissertation Progress Rubric-Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

Attribute	Does Not Meet Expectations <i>Provide a short explanation for each attribute that you select in this category.</i>	Meets Expectations	Exceeds Expectations
<b>Overall quality of presentation</b>	<input type="checkbox"/> Poorly organized <input type="checkbox"/> Poor presentation <input type="checkbox"/> Poor communication skills <input type="checkbox"/> Slides and handouts difficult to read	<input type="checkbox"/> Clearly organized <input type="checkbox"/> Clear presentation <input type="checkbox"/> Good communication skills <input type="checkbox"/> Slides and handouts clear	<input type="checkbox"/> Well organized <input type="checkbox"/> Professional presentation <input type="checkbox"/> Excellent communication skills <input type="checkbox"/> Slides and handouts outstanding
<b>Overall breadth of knowledge</b>	<input type="checkbox"/> Presentation unacceptable <input type="checkbox"/> Presentation reveals critical weakness in depth of knowledge in subject matter <input type="checkbox"/> Presentation does not reflect well developed critical thinking skills <input type="checkbox"/> Presentation is narrow in scope	<input type="checkbox"/> Presentation acceptable <input type="checkbox"/> Presentation reveals some depth of knowledge in subject matter <input type="checkbox"/> Presentation reveals above average critical thinking skills <input type="checkbox"/> Presentation reveals the ability to draw from knowledge in several disciplines	<input type="checkbox"/> Presentation superior <input type="checkbox"/> Presentation reveals exceptional depth of subject knowledge <input type="checkbox"/> Presentation reveals well developed critical thinking skills <input type="checkbox"/> Presentation reveals the ability to interconnect and extend knowledge from multiple disciplines
<b>Quality of response to questions</b>	<input type="checkbox"/> Responses are incomplete or require prompting <input type="checkbox"/> Arguments are poorly presented <input type="checkbox"/> Respondent exhibits lack of knowledge in subject area <input type="checkbox"/> Responses do not meet level expected of a Ph.D. graduate	<input type="checkbox"/> Responses are complete <input type="checkbox"/> Arguments are well organized <input type="checkbox"/> Respondent exhibits adequate knowledge in subject area <input type="checkbox"/> Responses meet level expected of a Ph.D. graduate	<input type="checkbox"/> Responses are eloquent <input type="checkbox"/> Arguments are skillfully presented <input type="checkbox"/> Respondent exhibits superior knowledge in subject area <input type="checkbox"/> Responses exceed level expected of a Ph.D. graduate
<b>Overall assessment</b>	<input type="checkbox"/> Does not meet expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations

**Constructive Comments for Student:**

<b>Attribute</b>	<b>Does Not Meet Expectations</b> <i>Provide a short explanation for each attribute that you select in this category.</i>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>Overall quality of science</b>	<input type="checkbox"/> Arguments are incorrect, incoherent, or flawed <input type="checkbox"/> Objectives are poorly defined <input type="checkbox"/> Demonstrates rudimentary critical thinking skills <input type="checkbox"/> Does not reflect understanding of subject matter and associated literature <input type="checkbox"/> Demonstrates poor understanding of theoretical concepts <input type="checkbox"/> Demonstrates limited originality <input type="checkbox"/> Displays limited creativity and insight	<input type="checkbox"/> Arguments are coherent and clear <input type="checkbox"/> Objectives are clear <input type="checkbox"/> Demonstrates average critical thinking skills <input type="checkbox"/> Reflects understanding of subject matter and associated literature <input type="checkbox"/> Demonstrates understanding of theoretical concepts <input type="checkbox"/> Demonstrates originality <input type="checkbox"/> Displays creativity and insight	<input type="checkbox"/> Arguments are superior <input type="checkbox"/> Objectives are well defined <input type="checkbox"/> Exhibits mature, critical thinking skills <input type="checkbox"/> Exhibits mastery of subject matter and associated literature <input type="checkbox"/> Demonstrates mastery of theoretical concepts <input type="checkbox"/> Demonstrates exceptional originality <input type="checkbox"/> Displays exceptional creativity and insight
<b>Contribution to discipline</b>	<input type="checkbox"/> Limited evident of discovery <input type="checkbox"/> Limited expansion upon previous research <input type="checkbox"/> Limited theoretical or applied significance <input type="checkbox"/> Limited publication impact	<input type="checkbox"/> Some evidence of discovery <input type="checkbox"/> Builds upon previous research <input type="checkbox"/> Reasonable theoretical or applied significance <input type="checkbox"/> Reasonable publication impact	<input type="checkbox"/> Exceptional evidence of discovery <input type="checkbox"/> Greatly extends previous research <input type="checkbox"/> Exceptional theoretical or applied significance <input type="checkbox"/> Exceptional publication impact
<b>Quality of writing</b>	<input type="checkbox"/> Writing is weak <input type="checkbox"/> Numerous grammatical and spelling errors <input type="checkbox"/> Organization is poor <input type="checkbox"/> Documentation is poor	<input type="checkbox"/> Writing is adequate <input type="checkbox"/> Some grammatical and spelling errors apparent <input type="checkbox"/> Organization is logical <input type="checkbox"/> Documentation is adequate	<input type="checkbox"/> Writing is publication quality <input type="checkbox"/> No grammatical or spelling errors apparent <input type="checkbox"/> Organization is excellent <input type="checkbox"/> Documentation is excellent
<b>Overall assessment</b>	<input type="checkbox"/> Does not meet expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations
<b>Constructive Comments for Student:</b>			