



A Buckeye leaf catches a sunbeam near Mirror Lake, The Ohio State University, Columbus, OH

GRADUATE PROGRAM IN HUMAN DEVELOPMENT AND FAMILY SCIENCE GRADUATE STUDENT HANDBOOK 2014-2015

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Preface

Welcome to the Graduate Program in Human Development and Family Science, in the Department of Human Sciences, in the College of Education and Human Ecology at The Ohio State University! We are glad to have you here and wish you success in your time with us. The following pages provide you with advice and information about how best to navigate your time here at Ohio State. You will find the departmental requirements, as well as the OSU Graduate School requirements.

The Graduate School also provides you with the **Graduate School Handbook** online at <http://www.gradsch.osu.edu/graduate-school-handbook1.html>. It contains critical and time-sensitive information, so you should familiarize yourself with it. We have copied some of the more pertinent sections of this Handbook in our handbook. Sections taken from the Graduate School Handbook are in **blue text**.

The Graduate School provides **deadlines** each semester by which certain forms need to be filed in order to graduate that semester (see, <http://www.gradsch.osu.edu/forms-library.html>).

Our graduate program forms are available in an appendix to this handbook or directly from the graduate studies chair or Tim Graham, graham.257@osu.edu, Assistant Director, Graduate Programs & Recruitment, Human Sciences.

Tips for Success:

1. **Meet with your advisor often.** Make appointments to discuss courses to be taken and progress, as well as your research interests.
2. **Get involved in research early on.** It is essential that you become involved in research projects (the earlier the better) in order to get a better grasp of the field and to be competitive for employment upon graduation. Being involved in research leads to presentations at state and national conferences, and conference presentations often lead to publications.
3. **Pay attention to deadlines and announcements.** Advisors may not be aware of when a particular deadline is, or when a form needs to be filed, so you should keep track. You are ultimately responsible for meeting deadlines and submitting necessary forms and paperwork.
4. **Ask questions of the Graduate Studies Chair or any other faculty member.** It is important that you have all the information you need and we cannot always anticipate what that information might be. No question is a “silly” one.
5. **Get to know your fellow graduate students.** Your graduate education/experience is as much about collegial interaction as it is about the courses you take. You can learn much from older graduate students about how they went about milestones such as their candidacy exam, or how to write a conference proposal. They can also be a great source of social support during times of stress. Lifelong friendships are often formed during graduate school.
6. **Be involved in the life of the graduate program.** Actively engage in opportunities in the graduate program like the brown bag lunch series, seminars, journal clubs, etc. If you are offered to join a writing group – do it! If you are invited to a special event, attend. Being actively involved can help you feel connected to our faculty and graduate student community, and can foster informal mentoring relationships and friendships.
7. **Keep track.** Keep track of professional development/teaching activities (e.g. lectures and/or trainings attended), service activities (e.g. picking up a speaker from the airport), and research activities (e.g. conference and fellowship proposals submitted, even if unfunded, paper reviews). At various points throughout your time here, we will ask you to tell us what you have been up to. Keeping track of activities as they occur will make it easier for you to report them.

8. **Have fun!** Enjoy graduate school. Graduate school is one of the last times in your life when you will be able to focus on learning and growing. Savor these moments.

Current Graduate Studies Committee and Support Staff

Graduate Studies Chair:

Claire Kamp Dush kamp-dush.1@osu.edu 614-247-2126

Graduate Studies Committee:

Sarah Schoppe-Sullivan schoppe-sullivan.1@osu.edu 614-688-3437

Jen Wong wong.606@osu.edu 614-292-0876

Kelly Purtell purtell.15@osu.edu 614-688-1896

HDFS GSO student representative

Assistant Director of Graduate Programs & Recruitment, Human Sciences:

Tim Graham graham.257@osu.edu 614- 688-4456

Human Development and Family Science Program Leader:

Sarah Schoppe-Sullivan schoppe-sullivan.1@osu.edu 614-688-3437

Human Sciences Department Chair:

Carl Maresh maresh.15@osu.edu

Nondiscrimination Policy

The Ohio State University is committed to building a diverse faculty and staff for employment and promotion to ensure the highest quality workforce, to reflect human diversity, and to improve opportunities for minorities and women. The university embraces human diversity and is committed to equal employment opportunities, affirmative action, and eliminating discrimination. This commitment is both a moral imperative consistent with an intellectual community that celebrates individual differences and diversity, as well as a matter of law.

Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited. Title IX of the Education Amendments of 1972 prohibits sex discrimination. Title I and Title II of the Americans with Disabilities Act (ADA) of 1990 provide equal employment opportunities and reasonable accommodation, and Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in education programs and activities. Equal access to employment opportunities, admission, educational programs, and all other university activities is extended to all persons.

Program Faculty

We are a multidisciplinary faculty and have a wide variety of interests in the areas of human development and family science. HDFS faculty and staff conduct research in a variety of settings including various research centers and community laboratories. We also work collaboratively with an impressive list of OSU faculty representing a diverse range of disciplines, expertise, and interests.

Graduate Faculty in the Human Development and Family Science Program

[Suzanne Bartle-Haring](#), Professor and Director of the Couple and Family Therapy area of study, Ph.D. University of Connecticut, 1990. Interests: Bowen Family Theory; how individuals maintain a sense of self as separate and connected in relationships; how the process of balancing separateness and connectedness or not impacts health decision-making.

[Michael Betz](#), Assistant Professor, Ph.D. Ohio State University, 2011. Interests: regional and urban economics; poverty; development economics; energy and the community, public policy evaluation.

[Cynthia Buettner](#), Associate Professor, Ph.D. Ohio State University, 2004. Interests: children (particularly those at risk), their families, and the educational, human service, and policy systems that serve them; examining efforts to improve quality of early childhood education systems; relationships between early childhood educators' social-emotional capacity, the creation of social-emotional learning environments, and children's outcomes.

[Xin Feng](#), Assistant Professor, Ph.D. University of Connecticut, 2005. Interests: the interplay of temperament, parenting behavior, and contextual influences in the development of emotion regulation and emotional problems in early and middle childhood; quantitative methods for the analysis of change.

[Claire Kamp Dush](#), Assistant Professor, Ph.D. Pennsylvania State University, 2005. Interests: development of romantic relationships across the lifespan; understanding romantic relationship quality and stability longitudinally; examining how romantic relationship experiences and transitions shape individual development, including adult and child development; family structure; union quality; formation and dissolution; relationship development; family policy; family chaos; longitudinal methods; family demography.

[Keeley Pratt](#), Assistant Professor, Ph.D. East Carolina University, 2010. Interests: 1) intergenerational family factors (parenting styles and practices, feeding styles and practices, family functioning, and parenting around physical activity behaviors) that contribute to or are modifiable in the treatment of child/adolescent obesity; 2) intergenerational outcomes (child, sibling, parent, grandparent) from integrated-multidisciplinary care models in the treatment of child/adolescent obesity; 3) assessing and expanding mental health education to include clinician training on systemic weight-related behaviors in families, and training to work with clients and families who are struggling with overweight and obesity; and 4) Medical Family Therapy.

[Kelly Purtell](#), Assistant Professor, Ph.D. University of North Carolina at Chapel Hill, 2010. Interests: 1) the influence of family poverty on adolescents' expectations and preparation for the transition to adulthood; 2) the role of income support benefits (ex. Temporary Assistance for Needy Families) in the development of children and adolescents in low-income families; 3) Understanding how educational settings, both in early childhood and K-12 grades, influence the academic development of economically disadvantaged youth; 4) quantitative methodology, including longitudinal methods and experimental

design.

[Sarah Schoppe-Sullivan](#), Associate Professor and Program Leader of Program in Human Development and Family Science, Ph.D. University of Illinois at Urbana-Champaign, 2003. Interests: family influences on young children's socioemotional development; coparenting relationships – how effectively adults within the family system coordinate their roles as parents – and the implications of the quality of coparenting relationships for child and family functioning; the roles of fathers in the family system, particularly the roles of fathers within coparenting relationships; the effects of children's characteristics and behavior on family relationships.

[Natasha Slesnick](#), Professor, Ph.D. University of New Mexico, 1996. Interests: families and adolescents with issues pertaining to: homelessness, substance use, child abuse, depression, high risk behaviors; development and evaluation of effective interventions for runaway and homeless youth and their families.

[Anastasia Snyder](#), Associate Professor, Ph.D. Pennsylvania State University, 1999. Interests: family demography; family formation patterns; changing family structure and family contexts for children; how rural residence differentiates family behaviors and attitudes; youth development.

[Deanna Wilkinson](#), Associate Professor, Ph.D. Rutgers University, 1998. Interests: urban Issues (i.e., capacity building, sustainable partnerships, grassroots organizing, communities and crime, youth violence, intimate partner violence, victimization, social control, prevention, polices, and guns); adolescent Development (i.e., contextual and holistic approaches); social justice and change; evaluation research; research methods (i.e., GIS, HLM, qualitative analysis, and mixed-methods research); translating research to practice.

[Jen Wong](#), Assistant Professor, Ph.D., Pennsylvania State University, 2010. Interests: daily stress processes; employment and work-family processes; well-being and physical health; biomarkers of health (e.g., cortisol); midlife and late adulthood; parents of individuals with developmental disabilities.

Human Sciences Faculty affiliated with the Human Development and Family Science Program

[H. Eugene Folden, Jr.](#), Clinical Associate Professor, Ph.D. The Ohio State University, 1995. Human Sciences Program Area: Human Development and Family Science. Interests: how older men cope with loss, especially spousal loss; creativity in later life; maintenance of ties in later life, especially sibling ties; coping with the loss of independence in later life; successful aging; family theory.

[Stephen Gavazzi](#), Professor, Ph.D. University of Connecticut, 1991. Human Sciences Program Area: Human Development and Family Science. Current Position: Executive Dean of The Ohio State University at Mansfield. Interests: families with youth; adolescents at risk; family engagement; the intermediary influence of family factors on the associations between race, gender, family structure, neighborhood conditions, and outcomes variables associated with adolescent problem behavior; adolescent development and wellbeing.

[Jackie Goodway](#), Associate Professor, Ph.D. Michigan State University, 1994. Human Sciences Program Area: Kinesiology. Interests: issues associated with the promotion of motor skill development and physical activity promotion in young children who grow up in disadvantaged environments. Her work has shown that such children demonstrate substantial delays in fundamental motor skill

development. The motoric developmental trajectories of these children are of concern because they grow up in communities where there are significant barriers to physical activity, timely motor development and the ability to engage in an active and healthy lifestyle. Additionally, low motor competence in the early years predisposes the child to a sedentary lifestyle later in childhood and adolescence. As such, early motor skill intervention is essential. She has implemented developmentally and culturally appropriate motor skill interventions in a variety of contexts demonstrating significant improvements in motor competence and perceptions of physical competence showing the beneficial effects of intervening early in the lives of children. Overall, the intent of this line of work is to implement evidence-based motor skill interventions in schools, communities, and families in order to promote positive motor development and a healthy and active lifestyle with this under-served population of children.

[Carolyn Gunther](#), Assistant Professor, Ph.D., Purdue University, 2004. Human Sciences Program Area: Nutrition. Interests: Community-based, family nutrition interventions to improve the food choices and eating behaviors of young children, and ultimately to reduce the incidence of childhood obesity; social marketing campaigns to promote intake of healthy foods and beverages in nutritionally at-risk populations (preadolescents, college students).

[Sherman D. Hanna](#), Professor, Ph.D., Cornell University, 1974. Human Sciences Program Area: Consumer Sciences. Interests: Normative personal finance; Racial/ethnic differences in financial behavior; Household credit decisions; Retirement adequacy; Household saving patterns; Household credit decisions; Financial decisions of couples.

[Dean Lillard](#), Associate Professor, Ph.D., University of Chicago, 1991. Human Sciences Program Area: Consumer Sciences. Interests: health economics, the economics of schooling, and international comparisons of economic behavior. His research in health economics is primarily focused on the economics of the marketing and consumption of cigarettes and alcohol. His research on the economics of schooling includes studies of direct effects of policy on educational outcomes and on the role that education plays in other economic behaviors such as smoking, production of health, and earnings. His cross-national research ranges widely from comparisons of the role that obesity plays in determining labor market outcomes to comparisons of smoking behavior cross-nationally.

[Căzilia Loibl](#), Associate Professor, Ph.D., Technische Universität München, Germany, 2002. Human Sciences Program Area: Consumer Sciences. Interests: analysis of household financial behaviors; design and evaluation of state and national financial literacy interventions; public policy evaluation.

[Catherine P. Montalto](#), Associate Professor, Ph.D. Cornell University, 1992. Interests: family economics; household saving behavior; family economic well-being; intrahousehold resource allocation; household labor supply; student financial wellness; current research projects focus on advancing understanding of how student financial behaviors, stress, and experiences are related to student educational and career outcomes, and how financial wellness affects the college experience and academic and career success.

[Tansel Yilmazer](#), Assistant Professor, Ph.D., University of Texas, 2002. Human Sciences Program Area: Consumer Sciences. Interests: Household Economics, Household Finance, Small Business Finance, Financial Institutions and Services, Health Economics. In particular, I study i) the role of household demographics and health status in household wealth accumulation, saving and portfolio choices; ii) the consequences of the implementation of policies related to savings and investments for the financial well-being of families; and iii) the factors affecting the availability and cost of credit to consumers and small businesses.

Courtesy Faculty

[James S. Bates](#), Assistant Professor, Department of Extension, Family and Consumer Sciences, College of Food, Agriculture, and Environmental Sciences, Ph.D. Syracuse University, 2009. Interests: intergenerational family relationships; men in families; family life education; program design, implementation, evaluation, and analysis; theory development.

HDFS Graduate Student Organization (GSO)

GSO is dedicated to...

- Promoting mutual support and cohesion between graduate students.
- addressing graduate students' academic concerns, issues, and problems.
- helping new students to get accustomed to the department and graduate school through mentoring and advising.
- enhancing the effective communication and collaboration between the graduate students and the faculty.

What do we do?

- **GSO meetings:** An opportunity to get together and share our ideas, issues and concerns about anything to the department. Throw in some ideas for social activities or service to the community! Let us know what you want! GSO meetings are held several times throughout the semester and all graduate students are welcome. If you have any issues and concerns, raise them in GSO meetings, the president will announce them to the faculty on behalf of GSO and will represent graduate students by participating to the departmental meetings.
- **Service to the Community:** Many opportunities for volunteering! GSO service chair organizes voluntary activities that you can participate to serve to Columbus community and beyond.
- **Social activities:** Socialize and have fun! GSO throws several parties, and happy hours for graduate students throughout the year.

General Information on HDFS Graduate Program

What is HDFS?

HDFS emerged from the land grant university mission of applied knowledge – from agricultural productivity to productivity within the family farm setting. Here at OSU and across the country, HDFS departments have evolved to investigate broader issues and populations. Today we are a multidisciplinary department that specializes in understanding the development and behavior of human beings within social contexts, especially within the contexts of intimate and familial relationships. Although as individuals we approach our work from many different perspectives, as a group we are united by systems and bioecological perspectives, which emphasize that individuals are embedded in social contexts and cannot be fully understood out of context, and that human development and adaptation influence and are influenced by multiple interconnected sets of factors (e.g., genes, family relationships, school, community, society). We believe that the health and wellness of human beings is dependent upon multiple factors, but that relationships within contexts such as families, schools, and communities are especially critical. Many of us focus on at-risk populations, such as children in poverty, homeless youth, and unstable families. Some of us focus our work on individuals, whereas others focus more on aspects of the social context. We are not only interested in the origins of human development, behavior, and learning, but also in how to best foster human adaptation through prevention and intervention efforts directed at individuals and the social contexts they inhabit.

The HDFS Graduate Program

We offer a **Doctorate of Philosophy in Human Development and Family Science**. The purpose of the HDFS graduate program is to nurture independent scholars who approach the study of development and behavior of human beings within social contexts from multiple disciplinary perspectives. The training of HDFS graduate students thus encompasses many approaches and paradigms, but is integrated through instruction in systems and bioecological perspectives, which emphasize that individuals are embedded in social contexts and cannot be fully understood out of context, and that human development and adaptation influence and are influenced by multiple interconnected sets of factors (e.g., genes, family relationships, school, community, society). Graduates of the HDFS program not only receive training in these general content areas, but also intensive training in research methods and statistics, and in areas specifically connected to their individual research interests under the direction of their advisors and other HDFS faculty. Students seeking licensure in Couples and Family Therapy also receive training in clinical work with couples and families, and in specific approaches to evaluating the effectiveness of interventions through research. Graduate students also receive training and experience in teaching and mentoring. As such, graduates are well prepared to enter careers focused on research and teaching – whether in academic or other settings.

The Department of Human Sciences

The faculty in the HDFS graduate program reside in the Department of Human Sciences. Human Sciences is comprised of four program areas: Consumer Sciences, Human Development and Family Science, Human Nutrition, and Kinesiology. The Department of Human Sciences advances and improves the human experience by integrating academics, research, and outreach in consumer sciences, human development and family science, kinesiology, and nutrition. The department works to identify and promote healthy physical, social and consumer behaviors through effective intervention and prevention strategies.

Admission

Admission criteria. We accept excellent students who want to do research on topics related to Human Development and Family Science into our graduate program. To be admitted to our graduate program, you must have a minimum score of 151 on the verbal section and 150 on the quantitative section of the GRE, and a minimum of 4.5 on the analytical writing section. You also must have earned at least a 3.0/4.0 undergraduate GPA and a 3.5/4.0 graduate GPA (if you have already completed graduate work). You must also have research interests that overlap with at least one faculty member.

Our program only admits students committed to pursuing a Ph.D.; we do not offer a terminal master's degree. Students interested in applying are encouraged to review the research profiles of HDFS faculty and initiate contact with professors with research interests similar to their own.

Applications can be submitted as early as October 1st to http://gradadmissions.osu.edu/apply_online.htm . The deadline to apply is December 1st.

Application tips

Be yourself. Tell us about yourself, and why you are interested in graduate school. Graduate school is an adventure, and being yourself will help you find the best fitting program for you.

Clearly outline your research interests. Before you apply, take a moment to consider why you want to go to graduate school. Because our graduate program is research-intensive, your central motivation to apply for our program should be that you are passionate about an area of research related to child development, adolescent development, family science, prevention science, family demography, couple and family therapy, or some other area that our faculty members study. While many students narrow, expand, or change their research area after some experience in graduate school, it is important to at least identify an initial topic that you want to explore and to make sure that at least one of our faculty members is currently conducting research on that topic.

Proofread! Before you submit your application, be sure that you proofread each document. If you have a faculty mentor, ask that individual to read and provide feedback on your application documents. Also, try reading your writing sample and statement of purpose out loud. Does it make sense? Does it flow? Have a few friends read it. Can they understand your main points? After doing these activities, revise your documents. Typically, the best applications we receive were revised several times before submission.

Communicate with your reference letter writers. When you ask your references for letters, be sure to give them the information they need to write you a strong letter. This typically includes a resume, a draft of your statement of purpose, unofficial transcripts, and details regarding deadlines and instructions for letter submission. Ask them if they would like you to remind them of your letter deadlines, and don't forget to remind them. The best reference letters come from faculty members who know you well. Thus, it is important to cultivate strong relationships with professors who can serve as references for your application.

List the other universities/graduate programs you are applying to. We are not trying to be nosy by asking this! Ohio State is most likely to award fellowships to students who are actively considering other programs, because part of the purpose of these awards is to recruit top students away from other programs they are considering.

Read all instructions carefully before applying!

Application Instructions

If you have never applied and/or enrolled in graduate program at The Ohio State University:

Submit a completed online application.

- Select your program/plan (Human Development and Family Science Ph.D.).

- Select Autumn Term.
- Applications can be submitted as early as October 1st. The deadline to apply is December 1st.

Submit a nonrefundable application fee:

- Domestic applicants: \$60.00 USD.
- International applicants: \$70.00 USD.

Upload one copy of an official transcript per each college or university ever attended.

- (Ohio State University Transcripts exempt. Instead, please submit a copy of your Ohio State Advising Report on BuckeyeLink). Official transcript(s) listing your terminal degree completion must be submitted upon admission per each college or university level school (exception The Ohio State University) ever attended to:

Graduate Admissions Office
The Ohio State University
105 SAS Building
281 W. Lane Ave.
Columbus, OH 43210-1132

Submit official GRE scores to The Ohio State University (institution code 1592)

- Only the general/revised GRE is accepted. The GMAT is not accepted.
- Scores may not be older than five years at the time of application.
- Test and registration information is available online.

Upload the following documents in PDF format:

- Statement of Intent (up to three pages).
- Curriculum Vitae or Resume.
- Writing sample.
- Submit three (3) letters of recommendation:
Please select three individuals to serve as your references. We encourage you to choose faculty members who can attest to your scholarship, professional development, leadership potential, and personal character. We suggest that you ask these individuals to use our online recommendation system. In the "references" section on page 5 of the online application, please request to have the letters submitted electronically by choosing "yes" for the "use online reference form" option for each recommender. Each recommender will then receive an e-mail with instructions once you complete and submit the application. Each recommender's electronic letter submission will include the graduate school reference form.

Submit official TOEFL scores if you are an applicant whose native language is not English.

- If you have earned a bachelor's degree or equivalent in a country where English is the native language you do not need to take TOEFL.
- Test information can be found online.

If you are currently enrolled in a graduate program at The Ohio State University or have graduated from one of the university's graduate programs:

Apply as an intra-university transfer or a dual degree seeking student.

Submit three letters of recommendation.

- All letters of recommendation must be accompanied by the Ohio State Graduate School reference form. You may use previous letters of recommendation already in your graduate file. However, it will be beneficial to you to obtain letters that reference your ability to do well in the Human Development and Family Science program. If you choose to submit new letters of recommendation, they must be received in signed, sealed envelopes.

Submit statement of intent.

Submit Curriculum Vitae or Resume.

Submit official GRE scores to The Ohio State University (institution code 1592)

In addition, please have your current or former department send us a copy of your admissions file.

- If you discover that this file no longer exists you are required to submit copies of transcripts for all schools attended, (Ohio State University Transcripts exempt. Instead, please submit a copy of your Ohio State Advising Report located at www.buckeyelink.osu.edu).

Application Status and Decisions. Your [application status](#) is available to review at anytime. Receipt of application materials is usually updated weekly. In lieu of calling or emailing our office, please check your application status online. Note that students applying as intra-university transfer or dual degree seeking students must work with our office to ensure receipt of materials. The graduate school will notify students regarding admission decisions. Please be patient! It may take a week or more for the status of application materials to appear online. Until your application is updated, items will show as "Incomplete." When items have been received they will show as "Completed." Applications are forwarded to faculty for review in mid-December. When files are in review, your application status will show as "in academic review."

In general, decisions are released during the months of February, March and April. You must [accept or decline admission](#) to The Ohio State University online. Please visit the [graduate admissions frequently asked questions](#) page for additional questions.

Funding

Fellowships. The Graduate School sponsors several types of merit-based fellowships for new graduate students at Ohio State. In general, students who qualify for fellowships have over a 3.5 GPA and have achieved GRE scores at or above the 75th percentile. All students who apply by the December 1 deadline and meet minimum criteria will receive full consideration. The Human Development and Family Science program is responsible for nominating our best applicants to the university-wide competition. In general, fellowships provide tuition, health insurance and a monthly stipend for 12 months. For more detailed information on the types of fellowships available, please visit the "Financial Support" section on the Graduate School website.

Graduate Associateships (GAs). HDFS graduate students are generally funded for the duration of their graduate study at The Ohio State University. Associateships are typically for the 9-month academic year. Summer funding is possible but dependent on availability.

Types of graduate associateships at Ohio State

- Graduate Research Associate (GRA)
- Graduate Teaching Associate (GTA)
- Graduate Administrative Associate (GAA)

Most students in HDFS are funded as GRAs on grants of the HDFS faculty or as GTAs through the HDFS graduate program. GTAs usually serve as teaching assistants to faculty members initially, and subsequently may teach their own course.

Scholarships and financial aid. The College of Education & Human Ecology has a Scholarship Competition for graduate students each year. Students fill out an online competition and merit-based scholarships are distributed to outstanding students. Information regarding the competition is usually distributed in late fall or early spring semester.

Visit the [Office of Financial Aid](#) and the graduate school for additional [financial aid](#) information.

Doctoral Degree Program – General Information

Now that you are a graduate student, you may wonder – what do I need to do to get a PhD? You have to accumulate 80 credit hours of graduate credit (50 credits if you come in with a master's degree), and complete four major milestones (three if you have an empirical master's degree). Here are the major milestones of graduate school:

Major Milestones

Milestone 1: Qualifying Exam (which you can opt to file for a master's thesis) **or First Year Project** (if you have a nonempirical Master's Degree)

Milestone 2: Advancing to Candidacy

Milestone 3: Candidacy Exam

Milestone 4: Dissertation

You will find more details on each requirement as you read this handbook.

Advisors

Your advisor is a key person for your graduate career. Your advisor will be mentoring you through the milestones of graduate school. Your advisor is here to help you make decisions from which classes to take to what to do your dissertation on. Thus, making decisions regarding who will serve in this critical capacity is one of the most important tasks of graduate school, and even one of the most critical deciding factors of where you should attend graduate school.

Advisors. Upon admission, the Graduate Studies Committee will assign a temporary advisor to you. We will take your interests and preferences into account when assigning you a temporary advisor. You are encouraged to choose regular advisors as soon as possible, preferably by the end of the spring semester of your first year of graduate study in HDFFS. If you want to make your temporary advisor your permanent advisor, there is nothing that you need to do. If you would like to change your advisor, follow the guidelines below.

Changing advisors. Sometimes students decide to change advisors. Perhaps your research interests have changed and you would now like to work with a different graduate faculty member. Perhaps you do not work well with your advisor for whatever reason. Regardless of the reason, the first step should be that you speak with your current advisor, in person, and discuss the situation. (If you are uncomfortable first talking with your current advisor, you may talk with the graduate studies chair or the Human Development and Family Science Program Leader, and he/she will help you figure out an appropriate way to get this process started). After meeting with your current advisor, meet with your preferred advisor to confirm that he/she is willing to serve as your advisor. After you have this confirmation, complete the change of advisor form and give one copy to the Graduate Studies Committee Chair and a second copy to the Assistant Director of Graduate Programs and Recruitment in Human Sciences.

Graduate Advising Best Practices

Graduate advising is best understood as a relationship between graduate student and faculty advisor where both parties can expect that the other party will follow best practices in fulfilling his or her responsibilities as graduate student or advisor.

The relationship between a graduate student and advisor is one that can have a great impact on the academic achievements and life of a graduate student. This relationship can greatly encourage the academic pursuits of the graduate student, proving to be one of the most influential interactions of the scholar's life. A relationship in which mutual expectations are not understood, however, may diminish a graduate student's potential.

Regular and clear communication is essential to good graduate advising. It is recommended that as much communication as possible occur in person or over the phone to enhance clarity, reduce ambiguity and misunderstanding, and to resolve conflict. Written communication, e.g. via mail and e-mail, is appropriate, especially to document situations and potentially contentious issues. Problems that arise should be addressed immediately and clearly so that both parties can work to remedy issues in an expedient manner. Graduate students and advisors should recognize that social media can blur the line between professional and personal lives and should be used only if deemed appropriate by both parties.

Graduate Student Responsibilities

- Conduct academic pursuits in an ethical manner and develop professionally
 - uphold Ohio State's Code of Student Conduct

- pursue opportunities that advance career as a graduate student and beyond
- Take ownership of academic progress
 - devote significant and productive time toward degree completion
 - stay abreast of requirements for degree completion through active and regular discussions with advisor
 - communicate career goals and concerns related to academic progress clearly
 - initiate communication with the advisor
- Respect the responsibilities of the advisor
 - maintain open communication with advisor
 - allow sufficient time for the advisor to provide feedback in advance of deadlines
 - maintain professionalism by keeping up with graduate student responsibilities even when advisor is not present

Graduate Advisor Responsibilities

- Conduct advising in an ethical manner, including when recruiting advisees
 - Communicate clear intentions, expectations, and requirements to potential and current advisees, including how long the advisor expects to stay in his or her current position and the amount of funding support available to advisees
 - Address problems immediately so both parties can remedy issues expediently
 - Maintain communication and interact with graduate students in a professional manner
 - Communicate clear expectations for time to degree completion and publication expectations
 - Provide periodic and regular evaluations of progress toward degree
 - Provide timely written feedback on advisee's professional writing (article drafts, dissertation chapter drafts, etc.)
 - Give students appropriate credit for their work, e.g. as reflected in author strings in journal articles or books
- Aid in preparing students to be the best professional they can be
 - Initiate conversations about academic progress and stay current about degree requirements and procedures
 - Initiate conversations with advisee about career goals
 - Support traditional and non-traditional career goals
 - Help graduate students develop professional skills that will make them competitive for employment in their given field
 - Encourage students to take part in activities that will enrich their academic development, e.g. by participating in professional conferences and other networking activities
- Respect advisees' academic and non-academic commitments and responsibilities
 - Provide prompt and honest feedback on student's work
 - Allow reasonable time for students to prepare requested materials
 - Do not require that a student continue to provide a service (e.g. teaching, laboratory management, mentoring of other students, etc.) under terms that can hinder a student's degree completion

We encourage graduate students and faculty to read [How to Get the Mentoring You Want: A Guide for Graduate Students](#) for excellent advice and thoughts on many more issues related to mentoring.

Credit Hours and Residency Requirements

Minimum Hours. A minimum of 80 graduate credit hours beyond the baccalaureate degree is required to earn a doctoral degree. If a master's degree has been earned by the student, then a minimum of 50 graduate credit hours beyond the master's degree is required. If the master's degree was earned at another university, it must be transferred to this university. A student must be registered for at least three graduate credit hours during the semester(s) or session(s) of the candidacy examination, the semester or session of the final oral examination, and the semester or session of expected graduation.

Master's Credit. When a doctoral student has taken a master's degree at this university and has earned graduate credit in excess of the minimum required for that degree, the student's advisor, with the approval of the Graduate Studies Committee, notifies the Graduate School of the courses to be counted toward the 50 graduate credit hours required for the doctoral degree. This notification must occur no later than the end of the first semester of enrollment beyond completion of the master's degree. Such graduate credit hours would be those normally earned as part of the doctoral degree program.

Petition. The Graduate Studies Committee may petition the Dean of the Graduate School to waive the 80 graduate credit-hour requirement when it imposes an undue delay on a student's earning a doctoral degree. The student must fulfill all other doctoral degree requirements.

Residency. The purpose of the residency requirement is to give students the opportunity to engage in intensive, concentrated study over an extended period of time in association with faculty members and other students in an atmosphere conducive to a high level of intellectual and scholarly activity.

The following requirements must be fulfilled after the master's degree has been earned or after the first 30 hours of graduate credit have been completed:

1. a minimum of 24 graduate credit hours required for the Ph.D. must be completed at this university
2. a minimum of two consecutive pre-candidacy semesters or one semester and a summer session with full time enrollment must be completed while in residence at this university
3. a minimum of six graduate credit hours over a period of at least two semesters or one semester and a summer session must be completed after admission to candidacy

Deactivation. Enrollment eligibility for a pre-candidacy doctoral student who has not registered in the Graduate School within the preceding two full calendar years will be automatically deactivated. Eligibility for doctoral students who have passed the candidacy examination is automatically deactivated at the end of the five-year candidacy period if they have not graduated by then. To reenroll, the student must petition the Graduate Studies Committee for reactivation. If the petition is approved, the Graduate Studies Committee notifies the Graduate School, which then reactivates the enrollment eligibility.

Coursework

Course Load

The number of credit hours attempted each semester or each summer session is mutually determined by the student and the advisor and reflects faculty and student effort and the extent to which university resources are utilized. Course loads for full-time students can vary.

Post-candidacy doctoral students. Full-time status for all post-candidacy doctoral students is three credit hours per semester or summer session.

Continuous Enrollment. All students who successfully complete the doctoral candidacy examination are required to be enrolled in every semester (summer session is excluded) until graduation. These students must be enrolled for at least three credits per semester.

International Students. International students are required to register for a minimum of eight credit hours per semester except in summer session, when the minimum is four, unless they hold appointments as fellows or trainees. International students who are post-candidacy must register for at least three credit hours. These registration requirements can include research hours.

Graduate Associates. Graduate associates holding 50 percent or greater appointments must register for at least eight credit hours per semester, except in summer session, when the minimum is four. GAs holding a 25 percent appointment must register for at least four credit hours per semester or two credits in summer session. Post-candidacy doctoral students must register for at least three credit hours each semester or summer session an appointment is held. These registration requirements can include research hours.

Fellows and Trainees Students. Graduate students holding the titles Graduate Fellow or Graduate Trainee, regardless of the source of the funds, must register for a minimum of 12 credit hours each semester the appointment is held except in summer session when the minimum is six. Graduate Fellows or Graduate Trainees who are post-candidacy doctoral students must register for at least three credit hours per semester or summer session an appointment is held. These registration requirements can include research hours.

See Graduate School Handbook [Section 3.1](#) on Course Load for more information.

Programs of Study

Program of Study. Each student selects a program of study in consultation with an advisor. It must include a reasonable concentration and breadth of study designed to foster research, scholarship, and knowledge of a specialty in relation to allied academic areas, must be approved by the advisor, and is subject to the rules of the Graduate Studies Committee. The rules of the Graduate Studies Committee can be found below under *Required Coursework*.

Registering for Coursework

Registering for classes in graduate school is different from undergraduate. Most graduate courses do not fill (with some statistics courses being an exception). You cannot always tell what a course is by its title; faculty will often offer specialty courses under general numbers. In Human Development and Family Science, we generally use the 8862 (Seminar in Human Development and Family Science) number for seminars in specialized topics such as attachment or intimate partner violence. You may not always want

to take the maximum number of credits allowed so that you have time to focus on research, which is your most important activity as a graduate student. Thus, here are a few tips for registering for courses:

1. **Talk with your advisor.** Talk with your advisor about which courses you should take each semester. They may have specific courses they want you to take, or they may know about a specific seminar being offered that would teach you a specialized skill or knowledge set.
2. **Email the professor.** You may not be able to tell from the title of a course what the course topic will be. If you see a faculty member is teaching a seminar, email them for a course description and/or syllabus. Even if the syllabus is not ready, they will be able to share with you the topic for the seminar. Then, you can decide whether or not to take the seminar.
3. **Take seminars when they are offered.** Faculty often rarely have the opportunity to teach graduate seminars. Thus, if you are interested in a seminar in a specific topic, such as attachment, it may not be offered again for two or more years. Thus, it is smarter to take the seminar when it is offered and delay a required course, because you may not have the opportunity to take the seminar the following year. Most required courses are offered annually.
4. **Make it count.** Choose your electives wisely. For example, try to take electives related to your research interests. You may be able to write a paper for these courses that are related to your research interests and will thus lead you closer to a publication or help you prepare for candidacy. Further, if you are planning to do a [minor or Graduate Interdisciplinary Specialization](#), you should look for electives that will count towards the requirements for the specialization.
5. **Explore other departments.** HDFS is interdisciplinary, and our students often take coursework outside of the department. If you cannot find an elective you are interested in taking in the HDFS course offerings, you might explore electives in Consumer Sciences, Psychology, Sociology, or Communication.
6. **Register for independent studies and thesis credits.** Do not forget to register for independent study and thesis credits! By adding these credits to your load, you will free up time from coursework to focus on your research.
7. **Make sure you take the minimum number of credits needed to be a full-time student.** If you are funded in the graduate associate, or are an international student, you are required to register for eight credit hours per semester except in summer session, when the minimum is four. If you are a graduate fellow, you are required to register for twelve credit hours per semester except summer session, when the minimum is six.
8. **Register early.** Students who register after the deadline for each semester will incur late registration fees. You can find the deadline for each semester on the [Registrar's website](#).

Registration Process. Students may use their Ohio State e-mail account information during the appointed window of time to use the online registration system and to view their approved schedule and Statement of Account on the Registrar's website. The online registration system is available for registration through the first Friday of classes for course additions. Students who register through this means may obtain a fee statement from the [Registrar's website](#). Students may access online registration to drop courses through the fourth Friday of the semester.

New Students. Registration information is available from the [Registrar's website](#). Students admitted immediately before the semester or summer session begins can obtain registration information at the Graduate School.

International Students. New international students initiate registration by reporting to the Office of International Affairs before visiting the Graduate School.

Continuing Students. Continuing students will be e-mailed notification of their registration prior to the intended semester or summer session of enrollment. Students may view the Schedule of Classes online. All continuing students must access online registration.

Early Autumn Registration. Students may participate in Early Autumn Semester Registration. Registration information for those registered spring semester will be e-mailed to students. Those not registered spring semester may request registration information from the Graduate School.

Course Enrollment Permission. Certain courses and certain enrollment designations (e.g., Audit and Undergraduate option) require submission of a completed Course Enrollment Permission in the Graduate School by the fourth Friday of the semester of registration. Forms are available on the Registrar's website.

Late Registration Penalty. Students registering after published semester or summer session registration deadlines will incur substantial late registration penalties. Deadlines are published online on the Registrar's website.

Graduate Credit. A student earns graduate credit by registering in a graduate course, paying fees, and by being enrolled in the Graduate School when the course is completed. Students registered in other enrollment units such as the professional colleges, the undergraduate colleges, or continuing education do not earn graduate credit for any course completed while in one of those enrollment units.

Graduate Credit Only. The level of instruction and the work required in courses numbered 6000 and above is of a highly advanced nature, and therefore these courses are available only for graduate credit. Enrollment in these courses is restricted to graduate students, combined program students, undergraduate students taking courses under Senior Petition, and honors students by petition.

Undergraduate/Graduate Courses. Most 5000-level courses are graduate/undergraduate courses, and can be taken for graduate credit as long as they are not taught by a graduate student enrolled at Ohio State. Instructors will sometimes have additional course requirements for graduate students enrolled in 5000-level courses. Check with the instructor before registering for these courses. We recommend that students take these courses only if they are taught by graduate faculty.

Permission of Instructor. Some courses require instructor permission to register. To enroll in a course requiring faculty permission through email. Find the Course number, Section number, and the name of the instructor on Buckeyelink. Email the Graduate School Registration Services Grad-SchoolRegistrationServices@osu.edu, your advisor, and the instructor, expressing your desire to enroll in the course. Be sure to provide the Course number, Section number, and the name of the instructor in the text of the email.

You will receive a confirmation email that your request has been received from the Graduate School. The instructor will submit an email accepting or denying your request, and the Graduate School will notify you of enrollment or denial.

Required Coursework

Doctor of Philosophy in Human Development and Family Science

Core Requirements (39 Hours)

Seminar Requirements (choose three, 6 hours)

HDFS 6780	Research Seminar (1)
HDFS 6890	Proseminar (1)
HDFS 6892	Professional Development Seminar (1-3)

Foundation Requirements (18 hours)

HDFS 6782	Research Methods (3)
HDFS 8820	Theoretical Perspectives on the Family (3)
HDFS 8824	General Systems Theory (3)
HDFS 7999**	Thesis Research (Independent Study) (6)

***HDFS 7999 prepares students for their qualifying exam. In the event that a Ph.D. student, although successfully completing the qualifying exam, decides that s/he does not want to continue in the program, s/he can use the materials from the qualifying exam to count toward the MS degree. See faculty advisor for more information.*

Choose one, 3 hours

HDFS 7350	Adolescence and Emerging Adulthood (3)
HDFS 7765	Advanced Child Development (3)

Statistics/Methods Requirement (choose five, 15 hours)

See list below

Supporting Courses (35 hours)

Select courses from the following list, for a minimum of 35 hours. Consult with faculty advisor for alternative courses. At least 21 of the supporting course hours must come from HDFS courses. A maximum of 20 ungraded (S-U) credits can be counted toward the degree

HDFS 5340	Intimate Relationships (3)
HDFS 5430	Adult Development and Aging (3)
HDFS 5200^	Foundations of Couple and Family Therapy (3)
HDFS 5350	Families with Adolescents (3)
HDFS 5440	Human Sexuality in Context (3)
HDFS 7189^	Field Experience (3)
HDFS 7350	Adolescence and Emerging Adulthood (3) <i>(if not used in core)</i>
HDFS 7765	Advanced Child Development (3) <i>(if not used in core)</i>
HDFS 7770^	Professional and Ethical Issues in Couple and Family Therapy (3)
HDFS 7780^	Research Methods in Couple and Family Therapy (3)
HDFS 7999	Thesis Research (1 to 12) <i>(beyond minimum required for core)</i>
HDFS 8189.01	Practicum in Research (3)
HDFS 8189.02	Practicum in Teaching (3)
HDFS 8189^	Practicum in Couple and Family Therapy (3)
HDFS 8193	Independent Studies for Doctoral Students (1 to 3)
HDFS 8403	Individuation (3)
HDFS 8404	Adolescence: Risk in Context (3)
HDFS 8825	Theories of Human Development (3)

HDFS 8850	Measurement in Human Development and Family Science (3)
HDFS 8860^	Seminar in Couple and Family Therapy (3)
HDFS 8861	Family in Mid-to-Late Years (3)
HDFS 8862	Seminar in Human Development and Family Science (3) (<i>repeatable</i>)
HDFS 8870^	Family Systems Assessment (3)
HDFS 8874^	Family Therapy Theory I (3)
HDFS 8875^	Family Therapy Theory II (3)
HDFS 8876^	Marital Therapy Theory (3)
HDFS 8878^	Supervision of Couple and Family Therapy (3)
HDFS 8999	Dissertation Research (1 to 12) (<i>beyond minimum required for dissertation</i>)

^ Indicates courses that are part of an accredited curriculum for Couple and Family Therapy. Students wishing to fulfill these requirements must also take either ESCE 6931 or Psych 6853 and 6854.

Dissertation Requirement (6 hours)

Consult with faculty advisor

HDFS 8999	Dissertation Research (minimum 6)
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Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.

Statistics/Methods Requirement Options

AEE 8875, 8850, 8860, 8870, 8880, 8895
COMM 6661, 6760, 6730, 7789, 7790, 8801
COMP STD 6750.02
ESQREM 5892, 5193, 5194, 7897, 6621, 6625, or 6641, 7627, 7684, 7648, 8648, 7661, 7651, 8189, 8193
ESQUAL 7260, 7230, 8280, 8210, 8211, 8211, 7643, 8290
ESEADM 8354
ESCE 6734
KNPE 8865
ESSPED 8861, 8874, 8874
EDUTL 7010, 8421
CONSCI 8280
NURSING 8780, 8781, 8172, 8780, 8780
POLITSC 7780, 7551, 7552, 7783, 8890, 8781, 8700, 7785, 8783, 8380, 8784, 7555, 7683, 8190
PSYCH 6193.06, 7820, 6810, 6811, 6810, 6811, 6810, 6811, 7821, 7824, 7823, 8896, 7825, 7896, 6849, 6861, 8878, 7874, 7874, 8876
SOCWORK 6401, 8401, 8402
SOCIO 6649, 6649, 6655, 7652, 7653, 5194.09, 6650, 6608, 8607, 6708, 6710, 7748, 7752, 7754, 8592, 7850, 7859
STAT 5301, 6201, 6201, 5301, 5301, 5302, 5303, 6060, 6301, 6302, 6540, 6550, 6410, 6450, 6950, 6510, 6560, 6610, 6620, 6640, 6650, 6730, 6740, 6740, 6194, 7410, 7430, 7450, 7460, 7560, 7560, 7620, 7610, 7630, 7730, 7789, 8010, 7303, 7302, 7301, 8570, 8575, 8625, 8460, 8810, 8820, 8860, 8840, 8850, 8830, 8810, 8820, 8860, 8840, 8850, 8830, 8194
WGSST 7760

Those who come with a Master's in HDFS or related field can petition the Graduate Studies Committee to waive some required courses. The petition, which can be filed over email to the graduate studies chair, should include the name of the class requested to be waived, a copy of the syllabus of the course that was previously taken, and the grade earned in the previous course. Your advisor should be copied on this email.

Graduate credit earned at another university may be transferred to this university. The Graduate School places no limit on the graduate credit hours that may be transferred. However, residence and minimum degree requirements determine the number of graduate credit hours that may be counted toward a graduate degree at this university.

The following conditions must be satisfied in order to transfer graduate credit:

- that the graduate credit was earned as a graduate student at an accredited university
- that the student earned at least a grade of "B" or satisfactory in each course for which credit is to be transferred
- that the Graduate Studies Committee approves the transfer

Credits should be transferred at the time the student is admitted but no later than the end of the second semester of enrollment in the Graduate School. Transfer credits count in the student's total earned hours but do not count in the student's graduate cumulative point-hour ratio. The credit hours and the mark "K" appear on the student's official permanent record.

Thus, if you earn your master's degree at another university, you need to fill out the [Transfer of Graduate Credit form](#) no later than your second semester of enrollment in the Graduate School at The Ohio State University. Recently, the Graduate School has implemented an option to transfer the credit at admission. Email the graduate students chair to confirm that you need to file this form.

Qualifying Exam

Students who enter the program without a master's degree complete a qualifying exam to ensure that he/she is ready to move forward for advanced study. The student, advisor and one other Graduate Faculty Member determine the form of the qualifying exam. The "exam" can take one of several forms (i.e. literature review, research project, paper for publication), but students planning to continue in the program through completion of the Ph.D. must complete an empirical master's-level thesis (i.e. a thesis that examines empirical data).

Qualifying exam proposal. Under the supervision of the advisor, the student writes a qualifying exam proposal. The proposal should include the research questions, a review of relevant literature, and a proposed methods section, including detail on the data to be collected or used, and a timeline for completion. The qualifying exam committee meets to approve the proposal (see the appendix for this form) and makes recommendations for revisions to the proposal and the planned study.

Qualifying exam committee. The student, in consultation with their advisor, forms a qualifying exam committee of at least two members, the advisor and at least one additional Graduate Faculty Member.

Qualifying exam. The student, under the supervision of their advisor, completes the written portion of the qualifying exam. An oral examination is also required. The oral examination is a defense of the written examination. [The oral portion of the examination must take place during announced university business hours, Monday through Friday.](#) The oral exam is not to exceed more than two hours. If the student plans to submit the qualifying exam for a master's degree, [the examination is taken after submitting the Application to Graduate form and during the semester or summer session in which the student plans to graduate.](#) A student must be registered for at least three graduate credit hours during the semester or summer session this examination is taken. The committee determines the adequacy of both the written and oral performance on the project.

For students submitting the qualifying exam for a master's degree, [each examiner indicates judgment by signing the Master's Examination Report form that must be submitted to the Graduate School by the published deadline for the semester or summer term of graduation.](#) The advisor notifies the student and the Graduate Studies Committee of the master's examination committee's decision.

[The student is considered to have completed the examination successfully only when the decision of the master's examination committee is unanimously affirmative.](#) If the examination is judged unsatisfactory, the committee must decide whether the student will be permitted to take a second examination in that graduate program. [If a second examination is held, the examination committee must be the same as the original one.](#) Students taking a second exam will receive a warning from the graduate school outlining that they must pass the second exam to continue in the graduate program. If the student passes this second exam, and has the required number of credits, the student can be awarded a master's degree (see below) but may be counseled to leave the program. If the student does not pass this second exam they will be asked to leave the program and will not be able to register for classes in the department.

For those students not filing the qualifying exam for a master's thesis, a form (see Appendix) is submitted to the Graduate Studies Chair stating the satisfactory or unsatisfactory performance on the written and oral portion of the exam. For those students filing the qualifying exam for a master's thesis, all forms go to the Graduate School and no forms are submitted to the Graduate Studies Chair.

Awarding of the Master's Degree. All students have the opportunity, if they choose, to receive an

M.S. degree in HDFS on the way to the Ph.D. Successful completion of the qualifying exam can result in the awarding of a master's degree, if the student has completed 3 hours of the Seminar Requirement, all coursework for the Foundation requirement, and 6 hours of methods/statistics courses (see *Required Coursework*). All together, the student must have completed at least 30 semester hours. The student must also meet all other requirements and deadlines published by the Graduate School.

If a student is planning to leave the program after completing the M.S. degree, the student should discuss that decision with their advisor well in advance of the qualifying exam so that the format of the exam can be shaped accordingly.

The decision regarding whether or not a student will continue in the program beyond the qualifying exam ultimately rests with the student and advisor, with input from the qualifying exam committee and the graduate studies committee via annual reviews of students.

First Year Project

Students with a non-empirical masters degree, that is, students who enter the program with a masters degree that did not require a thesis that examined empirical data, will be required to complete a first-year project. The first-year project, which requires the analysis of empirical data, prepares students to conduct the independent, empirical, rigorous research necessary for the doctoral degree. The first-year project is an empirical paper that evaluates a research question that is relevant to HDFFS. The research project is supervised by a graduate faculty member and the faculty member certifies when the project is completed. The final paper, the first-year project form, and a concrete plan for submission to a peer-review journal are submitted to the Graduate Studies Chair and are placed in the students' permanent file. If a student fails to complete the first-year project by the end of the second year of graduate study, he/she is only allowed to enroll in thesis coursework (HDFS 7999; 8193; 8189.01) until the project is completed; no other coursework will be allowed, including coursework required for the Couple and Family Therapy licensure. Note a failure to complete the first-year project will impede further progress in the graduate program; students must complete the first-year project before moving on to candidacy. The graduate studies committee evaluates whether prior theses and/or student projects are empirical; theses and/or projects are submitted to and evaluated by the committee before the end of the students' first semester in the program.

Candidacy Examination

The Candidacy Exam occurs in two portions. First, the student must apply and be admitted to candidacy. Once admitted, the student completes a written and oral exam. When the exam is passed, the student is then allowed to move on to the dissertation proposal.

Candidacy Examination Committee. The candidacy examination committee is composed of at least four authorized Graduate Faculty members, two of whom must be faculty members in the Human Development and Family Science graduate program including the advisor who acts as chair. The chair of the candidacy examination committee is responsible for coordinating the preparation and conduct of both the written and oral portions of the candidacy examination. The responsibility for the written and oral portion of the candidacy examination and responsibility for evaluating the entire candidacy examination rest with the candidacy examination committee. Note that the membership on the candidacy examination committee does not necessitate membership on the dissertation committee.

The first task of the candidacy examination committee is to advance the student to candidacy.

Advancing to Candidacy

In addition to the completion of the qualifying exam or first-year project, students are required to complete each of the following by the end of their 3rd year in order to advance to candidacy:

(a1) Grant or fellowship application. The student is required to do one of the following: 1) apply for a predoctoral fellowship, 2) apply for a grant to fund the students' research agenda, or 3) contribute significantly to an external grant that has a faculty member as PI (student contribution must be verified by PI).

OR

(a2) Graduate Associate Teaching Award application. The student is required to apply to The Ohio State University Graduate Associate Teaching Award (GATA) by completing a GATA application portfolio.

(b) Publication submitted for peer review. The student will submit a publication for peer review. The paper should be first-authored, or the first-author should verify that the student made a significant contribution to the paper if the paper is coauthored.

(c) Review of an anonymous article, or conference submissions, submitted for peer review with a faculty member. With the journal's or professional organization's permission, the student conducts a peer review of an anonymous article or conference submissions. The peer review is submitted to the faculty member, and both the student and faculty member work together to finalize and submit the review.

(d) Presentation of at least one paper or poster presentation at a national meeting. The student will present a poster or paper presentation at a national meeting as first author.

(e) For students in the Couple and Family Therapy (CFT) area of study: The first 500 clinical-contact hours must be in progress, including 250 relational hours, prior to beginning their internship following the comprehensive exam. For more information see the Couple and Family Therapy Policies and Procedures Manual (Pages 4-13).

(f) Required Coursework with the exception of dissertation credits. The core requirements, including the statistics and methods requirements, as well as supporting coursework, must be completed.

After completing the above requirements, the student schedules a meeting with their Candidacy Committee. Preferably, this meeting will be scheduled in the third year. Two weeks prior to the meeting, the student will submit an e-portfolio to the committee. The e-portfolio is to be created and shared with the committee electronically. The portfolio is to include: 1) current CV, 2) Statement on the Students' Program of Research, 3) Program of Study, 4) Each Previous Annual Review (see graduate studies chair for copies of annual reviews), 5) Grant or Fellowship Application or GATA Application, 6) Submitted Publication(s), 7) Peer Review, 8) Poster or slides from professional presentation, 9) Certification of Completion, or Progress Towards Completion, of 500 hours at the Couple and Family Therapy Clinic, and 10) Detailed statement on professional and educational goals and how the graduate student will prepare to achieve these goals in their remaining time in the program.

During the meeting, the committee discusses the portfolio and makes recommendations to the student on how best to achieve their professional and educational goals. The graduate student is responsible for taking notes on the discussion and distributing the notes to the committee for approval. Once the notes are approved, they are then added to the e-portfolio.

At the conclusion of the meeting, the committee makes a recommendation of (a) approval for continuation to the candidacy exam, (b) disapproval, or (c) deferral, with reassessment to take place within one semester. In the event of a deferral, the student will be given a warning from the graduate school. The advisor submits the recommendation to the graduate studies chair. The graduate studies chair places a copy of the recommendation in the students' file. The student is then allowed to continue on to the candidacy exam.

Candidacy Examination

The candidacy examination is a single examination consisting of two portions, written and oral, administered under the auspices of the Graduate Studies Committee in conjunction with the student's candidacy examination committee and the Graduate School.

The candidacy examination is a test of student's comprehension of the field, allied areas of study, capacity to undertake independent research, and ability to think and express ideas clearly.

Timing. The candidacy examination must be completed no later than two semesters or one semester and a summer session before graduation. The student must be in good standing in the Graduate School and registered for at least three credit hours each semester or session in which any part of the candidacy examination is taken. Students who plan to take the candidacy examination during the summer session are responsible for making certain that committee members are on duty in the summer.

Candidacy Examination Format. The HDFS graduate program requires that the candidacy examination include both a written and an oral portion.

Written Exam

The HDFS graduate program requires that the student and advisor determine the major area(s) of concentration and format of the exam in consultation with the full candidacy exam committee. Written candidacy exams could include a series of four questions to be answered over a few days, one overarching question to be answered in a single day, a grant application to be written over several weeks, or some other form. The advisor submits the exam and the plan for its administration, after approval by the full candidacy exam committee, to Graduate Studies Committee for approval at least 6

weeks prior to starting the examination process. The Graduate Studies Committee must ensure that a rigorous examination is given and that the student's performance is evaluated at the time of the exam.

The advisor is ultimately responsible for the administration of the exam. The advisor, and the members of the candidacy exam committee, are not allowed to assist the student with the exam once the written exam period has begun. The advisor and members of the candidacy exam committee may assist the student in preparing for the exam.

Evaluation of Written Answers. The student is responsible for delivering a copy of the written examination to each member of the candidacy exam committee at least one week prior to the oral examination. Before the oral portion of the Candidacy Examination, the written portion is read and evaluated by the Exam Committee. A written evaluation may be submitted by each Exam Committee member or faculty member submitting questions to the student's advisor. The advisor is responsible for assuring that the committee is in agreement that the response is adequate enough to proceed to the oral portion of the exam.

Waiver. If, based on evaluating the written portion, the advisor or another member of the candidacy examination committee see no possibility for a satisfactory overall performance on the candidacy examination, the student may be advised to waive the right to take the oral portion. The candidacy examination committee may not, however, deny a student the opportunity to take the oral portion.

If the student decides to waive the right to take the oral portion, a written statement requesting the waiver must be presented to the candidacy examination committee. In such a case, the candidacy examination committee records an "unsatisfactory" on the Candidacy Examination Report form and returns it with a copy of the student's waiver request to the Graduate School.

Oral Exam

Scheduling. The oral portion of the candidacy examination lasts approximately two hours and is held after completion of the written portion. The oral portion normally must be completed within one month of the written portion. The Graduate School must be notified **at least two weeks in advance of the oral's proposed time and place by the submission of a Notification of Doctoral Candidacy Exam form.** The candidacy examination must take place during announced university business hours, Monday through Friday.

Deadlines involving Graduate Faculty Representative. In the event of an initial unsatisfactory examination, a second examination is conducted. For second examinations, a typed copy of the questions, the student's responses, together with a statement of the program's examination format, policies, and procedures, must be presented to the Graduate Faculty Representative no less than one week before the oral portion of the exam.

Attendance and Format. Attendance is limited to the student and members of the candidacy examination committee. Except when video conferencing is involved, all members of the candidacy examination committee must be present during the entire oral examination. The oral portion of the candidacy examination lasts approximately two hours. Oral presentation of any proposal or other prepared materials must be made prior to or after the oral examination. Questioning of the student should occupy the entire period of the examination. All committee members are expected to participate fully in the questioning during the course of the examination and in the discussion of and decision on the result of the candidacy examination.

Video Conferencing. With the prior approval of the Graduate School, one remote examination site

may be linked through video conferencing. All doctoral candidacy oral examinations involving video conferencing must adhere to the Graduate School's guidelines for video conferencing, available from the Graduate School (see Graduate School Handbook Appendix B).

Halting an Oral Examination in Progress. If for reasons of illness, fire, or other emergency, the candidacy examination committee members, including the Graduate Faculty Representative (during second examinations), agree that it is necessary to halt the oral portion of the candidacy examination, then the examination shall be rescheduled without prejudice to the student. If, however, the committee members unanimously decide that the examination has been sufficient to reach a decision to pass the student, then they shall consider the examination concluded and report the result to the Graduate School.

Postponement. The oral portion of the candidacy examination is expected to be held as scheduled; however, circumstances (other than failure to pass the written portion) may prompt the advisor to postpone it. Before taking this action, the candidacy examination committee chair must consult the student and other members of the candidacy examination committee, which does not include the Graduate Faculty Representative. Prior to the oral examination, the candidacy examination committee chair must notify the Dean of the Graduate School of the postponement. See Section VII.5 regarding the student's waiver of the oral portion when the candidacy examination committee judges the written portion to be unsatisfactory.

Report Form. The Candidacy Examination Report form is sent to the Chairperson of the Exam Committee, normally the advisor. The advisor is responsible for printing this form and bringing it to the oral exam.

Result of the Candidacy Examination

Decision. The decision about the outcome of the candidacy examination is reached in the absence of the student. After discussion, the satisfactory/unsatisfactory decision is reached by means of a vote. Each examiner indicates judgment by signing the Candidacy Examination Report form that must be submitted to the Graduate School.

Satisfactory. The student is considered to have completed the candidacy examination successfully only when the decision of the candidacy examination committee is unanimously affirmative.

Unsatisfactory. If the examination is judged unsatisfactory, the candidacy examination committee must decide whether the student will be permitted to take a second candidacy examination and must record that decision on the Candidacy Examination Report form.

Second Candidacy Examination. The nature of the second candidacy examination is determined by the candidacy examination committee. Normally the second exam will include both a written and an oral portion. In cases where the student's performance on the first written exam was of such a high caliber that the exam committee does not request any rewrites, then only the oral portion needs to be repeated. The advisor should indicate on the Candidacy Examination Report form from the first attempt that a new written exam will not be required for the second attempt. If any portion of the first written exam was not satisfactory, the exam committee must administer a second written exam. A second oral exam will always be required. The candidacy examination committee for a second exam must be the same as the committee for the first attempt, unless a substitution is approved by the Dean of the Graduate School. A Graduate Faculty Representative will be assigned to serve on the second oral examination. The second candidacy examination must be completed no later than two semesters or one semester and a summer session before graduation. All other rules pertaining to candidacy exams

must be followed.

Failure. A student who fails the candidacy examination twice is not allowed an additional examination. After two unsatisfactory attempts at the candidacy examination (including the supplemental candidacy examination), a student is not permitted to be a doctoral candidate in the same or in any other graduate program at this university. A notation of dismissal will be posted to the student's academic record and further registration will not be allowed. Such students can seek admission to a master's degree program at this university by utilizing the transfer of graduate program procedure and securing a support letter from the graduate studies committee chair of the proposed master's program.

Review. On written appeal by the student or a member of her or his candidacy examination committee, the Graduate School Grievance Committee reviews that student's candidacy examination to ensure its conformity to Graduate School rules and to determine if it was conducted fairly and without prejudice to the student. The Graduate Council has established review procedures (see Graduate School Handbook Appendix D).

Candidacy

Definition of Candidacy. Candidacy is defined as that period in a doctoral student's studies when she or he is deemed ready to undertake independent and original research resulting in a dissertation (Ph.D.). Doctoral students achieve candidacy by passing the written and oral portions of the candidacy examination.

Candidacy should be reached after doctoral students have taken enough course work to become proficient in the field of study, which is generally two years after starting the doctoral program or one year after qualifying or preliminary exams.

Doctoral students who have achieved candidacy are deemed to have:

1. acquired the necessary advanced knowledge of the subject (normally by meeting all of the course requirements for the particular Ph.D. program)
2. developed the needed technical skills (e.g., language, laboratory, computational, etc.) for work in the subject
3. demonstrated the ability to do the research or scholarship necessary to begin work on a dissertation

Admission to Candidacy. Provided that the student is in good standing at the end of the semester or summer session in which the candidacy examination is completed, satisfactorily completing that examination admits the student to candidacy for the doctoral degree in that program at the end of that semester or session.

A student is normally expected to enroll primarily in 8999 or in program-approved courses after satisfactorily completing the candidacy examination. Post-candidacy doctoral students must enroll for at least three credit hours (full time). Post-candidacy doctoral students must also fulfill the post-candidacy residency requirement of a minimum of six graduate credit hours over a period of at least two semesters or one semester and summer session after admission to candidacy. Candidacy status established in one doctoral program is not transferable to another doctoral program.

Continuous Enrollment. All students who successfully complete the doctoral candidacy examination will be required to be enrolled in every semester of their candidacy (summer session excluded) until graduation. Students must be enrolled for at least three credits per semester. While the Graduate School and the individual graduate programs will monitor the enrollment of all post-candidacy students, it ultimately will be the responsibility of each student to ensure that they are meeting the enrollment provisions of this policy.

Non-enrollment. Post-candidacy students who do not enroll in a required semester will be withdrawn from active candidacy status. A student whose candidacy status has been withdrawn will not be allowed to continue on in the doctoral program until reinstated. A hold will be placed on the student's university record preventing any further registration or access to university resources. A student wishing to be reinstated to the doctoral program and active candidacy status will need to petition the Graduate Studies Committee in their program. If approved, the Graduate Studies Chair of the program will send to the Graduate School a formal request to allow the student to resume studies and register. Non-enrollment does not interrupt a student's five year candidacy period.

Upon approval of a post-candidacy reinstatement, the student will be retroactively enrolled in every semester of missed enrollment for three credits of 8999 research hours under their advisor. The student

will be responsible for paying the past tuition charges as well as the current university per semester late registration penalty. All past due charges will need to be paid before the Graduate School will approve the student for any future enrollment.

Leave of Absence. Post-candidacy students who cannot continue in their doctoral program due to extenuating circumstances can request a Leave of Absence from their doctoral studies on a semester by semester basis for up to a maximum overall leave period of one year. While there are many situations upon which a leave can be requested, such as the birth or adoption of a child or a serious medical condition, a leave will not be granted with the sole reason of financial hardship. The initial request for a leave should be submitted by the student to the Graduate Studies Committee in the student's home program. If the leave is approved at the program level, the Graduate Studies Chair will formally request the leave in writing to the Dean of the Graduate School. A request for a leave needs to be submitted before the actual leave period begins. Verification of circumstances should be included as part of the leave request. If a leave is granted, the student's candidacy period will be paused until the student returns to continuous enrollment status.

Time Limit. If a student fails to submit the final copy of the dissertation or D.M.A. document to the Graduate School within five years of being admitted to candidacy, the student's candidacy is cancelled. In such a case, with the approval of the advisor and the Graduate Studies Committee, the student may take a supplemental candidacy examination. If the student passes this supplemental candidacy examination, the student is readmitted to candidacy and must then complete a dissertation or D.M.A. document within two years.

Supplemental Candidacy Examination. The nature of the supplemental candidacy examination and the membership of the candidacy examination committee are determined by the student's advisor within the rules of the Graduate Studies Committee. The examination committee is comprised of the advisor and at least three other authorized Graduate Faculty members. The supplemental candidacy examination must include a written and an oral portion that last approximately two hours. A Graduate Faculty Representative is appointed if a prior unsatisfactory examination result is on record. All other rules pertaining to candidacy examinations must be followed.

The student's original Candidacy Exam Committee will serve as the Examination Committee for the Supplemental Candidacy Exam. If necessary, substitutes will be selected by the advisor and student from the same subject matter area(s) as were represented in the original Examination Committee. Similar to the original written candidacy exam, the nature of the supplemental exam will be determined by the Candidacy Exam Committee. The Supplemental Candidacy Exam must be approved by the Graduate Studies Committee and submitted at least 6 weeks prior to the exam. The oral exam will follow the same procedures as the original candidacy exam and will last two hours.

Withdrawal from Doctoral Program. Post-candidacy students who decide to permanently withdraw from their doctoral program must notify their advisor and the program's Graduate Studies Committee. The Graduate Studies Chair will notify the Graduate School in writing of the student's decision. The student's candidacy status will be deactivated and university records will reflect that the student will not be permitted to enroll without the approval of the graduate program and submission of a Reactivate Enrollment Eligibility form to the Graduate School.

Should the student later be reactivated in the doctoral program, a new candidacy examination will be required, and the student will have five years from the successful completion of this exam to complete the dissertation. A student will also need to complete the post-candidacy residency requirement and may need to complete additional course work at the discretion of the graduate program.

Dissertation

The dissertation is a scholarly contribution to knowledge in the student's area of specialization. By researching and writing a dissertation, the student is expected to demonstrate a high level of knowledge and the capability to function as an independent scholar.

Dissertation Topic. The topic of the dissertation is determined by the student in conjunction with the advisor. Ideally, you have been doing research on a scholarly topic that you are passionate about, that you have been examining throughout your time in graduate school, and you continue with this line of research.

Perhaps you have not had the opportunity to conduct your own independent research, or you have not found that topic that you are really passionate about. Try making a list of potential issues that you want to study. Which ones really jump out at you? Which ones make you want to begin a literature review?

Review the literature in your topic area of interest. What do the leaders in the field say is needed in this area to move the field forward?

Talk to your advisor. Perhaps he or she has some additional information or data on this topic that you were not aware of.

Overall, choose a topic that is novel, interesting to you, and do-able!

Dissertation Committee. When a dissertation topic has been selected, a Dissertation Committee is chosen by the advisor and student. The composition of the Dissertation Committee may differ from that of the Candidacy Examination Committee, depending on the subject matter of the dissertation, the needed expertise in consultants from outside the graduate program and the availability of graduate faculty members. It is often best to meet with a potential committee member regarding the project and to inquire as to whether or not the committee member can serve. A timeline can be helpful for a potential committee member. For example, perhaps the committee member is planning a sabbatical; discussing a timeline ahead of time could uncover potential barriers to service on the committee and allow you to choose another faculty member who may have more availability around when you are planning to defend.

The Dissertation Committee advises the student in the research investigation, approves the dissertation proposal, approves the rough draft of the dissertation, and is kept informed of the student's progress.

The dissertation committee is composed of the advisor who must be a Category P Graduate Faculty member in the student's graduate program and at least two other authorized Graduate Faculty members. Additional Graduate Faculty members also may serve on the dissertation committee. The advisor serves as chair of the dissertation committee. Selection of the committee members is the responsibility of the advisor and is subject to the rules of the Graduate Studies Committee. Non-Graduate Faculty members may be appointed to the dissertation committee by approval of the Graduate Studies Committee in the student's home program and by petition to the Graduate School. Non-Graduate Faculty members are in addition to the required three, current Ohio State Graduate Faculty members.

The dissertation committee is established at a time thought appropriate by the student and the advisor. Students are responsible for making certain that committee members are on duty in the semester or summer session of the defense.

External Members. With the approval of the Graduate School, faculty from other universities or persons with special academic or technical expertise may be appointed to the dissertation committee. Adjunct appointments are not needed for those members.

Dissertation Proposal

Under the supervision of the advisor, the student writes a dissertation proposal. The proposal should include the research questions, a review of relevant literature, and a proposed methods section, including detail on the data to be collected or used, and a timeline for completion. The proposal should also include which format the dissertation will take (see below). The dissertation committee meets to approve the proposal (see the appendix for this form) and makes recommendations for revisions to the proposal and the planned study.

Dissertation Format

The dissertation can take one of two formats. Each format must conform to the Graduate School document formatting requirements as described in the “Guidelines for Formatting Theses, Dissertations, and D.M.A. Documents” available on the Graduate School website.

Traditional format. The traditional format for the dissertation is a dissertation as a single monograph. In the option, the dissertation has a single introduction, methods, results, and discussion sections. While some of these sections may be composed of more than one chapter (i.e. a dissertation could include a results chapter for each hypothesis tested), the overall dissertation is a cohesive, integrated, significant single project.

Three-paper format. The three-paper option for the dissertation is a dissertation that includes a minimum of three solo or first-authored manuscript-length, submission-ready papers. One or more of the papers may already be submitted for publication by the date of the dissertation defense. If a paper is co-authored, the student must have conceptualized and formulated the study and completed all of the writing and data analysis for the paper. Co-authors are allowed to have led or helped with data collection, study/survey design, and/or data coding.

The three papers should represent a coherent and cohesive collection of research on a related topic or topics. An introductory chapter, as well as a final summary chapter, are also required that introduce, summarize, and integrate the three papers together to make an overall statement on the contribution of the body of work to the field of study.

Even if the papers examine the same dataset, each paper must stand alone and have a method and results section. The student should take care to avoid self-plagiarism. That is, large sections of text (e.g. parts of the methods section) of one paper should not be copied and pasted to another. The Publication Manual of the American Psychological Association 6th edition (2010) states the following regarding self-plagiarism:

Just as researchers do not present the work of others as their own (plagiarism), they do not present their own previously published work as new scholarship (self-plagiarism). There are, however, limited circumstances (e.g., describing the details of an instrument or an analytic approach) under which authors may wish to duplicate without attribution (citation) their previously used words, feeling that extensive self-referencing is undesirable or awkward. When the duplicated words are limited in scope, this approach is permissible. When duplication of one’s own words is more extensive, citation of the duplicated words should be the norm. What

constitutes the maximum acceptable length of duplicated material is difficult to define but must conform to legal notions of fair use. The general view is that the core of the new document must constitute an original contribution to knowledge, and only the amount of previously published material necessary to understand that contribution should be included, primarily in the discussion of theory and methodology. When feasible, all of the author's own words that are cited should be located in a single paragraph or a few paragraphs, with a citation at the end of each. Opening such paragraphs with a phrase like "as I have previously discussed" will also alert readers to the status of the upcoming material. (p. 16)

Dissertation

Once the draft of the dissertation is completed, several processes begin.

Draft Approval. Before a defense can be held, the student must submit a complete, word-processed dissertation draft to the dissertation committee for review and approval or disapproval. **All dissertations submitted for format review and approval must be of a caliber similar to that expected of an article submitted to a journal for review. Draft documents that are missing tables, graphs, citations, chapters or sections, etc., are incomplete. Incomplete drafts cannot be submitted for draft approval or defended.**

A dissertation committee member's approval of the dissertation draft means that the committee member judges it to be of sufficient merit to warrant holding the final oral examination. Each dissertation committee member indicates approval of the dissertation draft by signing the Draft Approval/Notification of Final Oral Examination form that must be submitted to the Graduate School **no later than two weeks before the date of the final oral examination**. Thus students should give the draft of the dissertation to the committee no later than two weeks before the form is due to the graduate school to give the committee time to read the draft. After the final oral examination committee has been approved by the Dean of the Graduate School, the Final Oral Examination Report form is sent to the student's advisor. The final oral examination must take place during announced university business hours, Monday through Friday.

The student must submit the complete, word-processed dissertation or D.M.A. document draft to the Graduate School for format review at the time the Draft Approval form is submitted. The dissertation must conform to Graduate School format requirements as described in the "Guidelines for Formatting Theses, Dissertations, and D.M.A. Documents" available on the Graduate School website.

Final Oral Examination

The final oral examination tests originality, independence of thought, the ability to synthesize and interpret, and the quality of research presented. The final oral examination concerns principles and historic perspective as well as data. The final oral examination includes but is not limited to discussion of the dissertation. The examiners often pursue lines of thought and argument from the data and concepts that have contributed to the research and to its critical evaluation by the student.

Final Oral Examination Committee. The final oral examination committee is composed of the student's dissertation committee, plus the Graduate Faculty Representative. Other Graduate Faculty members may be added to the committee, subject to the rules of the Graduate Studies Committee. The advisor serves as chair of the final oral examination committee. The advisor of a doctoral student must be a Category P member of the student's graduate program. Responsibility for conducting and evaluating the final oral examination rests with the student's final oral examination committee.

The student is responsible for finding a meeting time for the final oral examination as well as working

the Human Sciences staff to secure a room for exam. The date, place, and time of the exam are noted on the Draft Approval/Notification of Final Oral Examination Form.

Graduate Faculty Representative. Once the final oral examination is scheduled, the Dean of the Graduate School appoints the Graduate Faculty Representative. The Graduate Faculty Representative is a Category P Graduate Faculty member who is neither a Graduate Faculty member in the student's graduate program nor a member of the dissertation committee. The Graduate Faculty Representative is a full voting member of the final oral examination committee. The Graduate Faculty Representative reports a judgment of the quality of the examination, of the dissertation or document, and of the student's performance to the Graduate School. If the examination is reviewed, the Graduate Faculty Representative also reports to the Graduate School on the fairness of the conduct of the examination and its conformity to Graduate School rules.

No less than one week before the final oral examination, a complete, word-processed dissertation or D.M.A. document draft must be presented to the Graduate Faculty Representative for review and approval. If the Graduate Faculty Representative judges the dissertation or D.M.A. document unsatisfactory or incomplete, the student's advisor and the Dean of the Graduate School are to be informed no later than one day prior to the final oral examination. After consulting with the student and the dissertation committee members, the advisor may elect to hold the examination as scheduled or postpone it until the situation is resolved.

Negative Judgment of Dissertation Draft, Graduate Faculty Representative. If the Graduate Faculty Representative judges the dissertation or D.M.A. document unsatisfactory, the student's advisor and the Dean of the Graduate School are to be informed no later than one day prior to the final oral examination. After consulting the student and the dissertation committee members, the advisor may elect to hold the examination as scheduled or postpone it until the situation is resolved.

Attendance and Format. Except when video conferencing is approved by the Graduate School, all members of the final oral examination committee must be present during the entire examination. All committee members are expected to participate fully in questioning during the course of the examination and in the discussion of and decision on the result. Other faculty members and graduate students may attend the examination, subject to the rules of the Graduate Studies Committee. The final oral examination lasts approximately two hours. A presentation of the dissertation research by the student is allowable. At least one hour of the two-hour examination period, however, must be allotted to discussion of the research and to questions of and answers by the student. Local programs may develop additional local protocols and procedures.

Video Conferencing. With the prior approval of the Graduate School, one remote examination site may be linked through video conferencing. All doctoral final oral examinations involving video conferencing must adhere to the Graduate School's guidelines for video conferencing (see Appendix B).

Postponement. The final oral examination is expected to be held as scheduled; however, circumstances may prompt the advisor to postpone it. Before taking such action, the advisor must consult the student and the other members of the dissertation or D.M.A. document committee, which does not include the Graduate Faculty Representative. Prior to the examination, the advisor must notify the Dean of the Graduate School of the postponement.

Halting an Oral Examination in Progress. If for reasons of illness, fire, or other emergency, the committee members, including the Graduate Faculty Representative, agree that it is necessary to halt the final oral examination, then the examination shall be rescheduled without prejudice to the student.

If, however, the committee members unanimously decide that the examination has been sufficient to reach a decision to pass the student, then they shall consider the examination concluded and shall report the result to the Graduate School.

Reminder. A student must be registered for at least three graduate credit hours during the semester(s) or term(s) of the candidacy examination, the semester or term of the final oral examination, and the semester or term of expected graduation.

Decision. Only the final oral examination committee members are to be present for discussion of the student's performance and the decision about the outcome. After discussion, the satisfactory/unsatisfactory decision is reached by means of a vote. Each examiner indicates judgment by signing the Final Oral Examination Report form that must be submitted to the Graduate School by the posted deadline for the semester or summer session of graduation.

Satisfactory. The student is considered to have completed the final oral examination successfully only when the decision of the final oral examination committee is unanimously affirmative.

Unsatisfactory. If the examination is judged unsatisfactory, the final oral examination committee must decide whether the student will be permitted to take a second final oral examination and must record that decision on the Final Oral Examination Report form. Should the Graduate Faculty Representative cast the only negative vote or find that the examination does not meet required standards, the examination should be halted and the matter referred to the Graduate School for review. The examination may then be rescheduled without prejudice to the student once the issues raised by the GFR have been satisfactorily resolved.

Second Final Oral Examination. If a second examination is held, the final oral examination committee must be the same as the original one unless a substitution is approved by the Dean of the Graduate School. All other rules pertaining to final oral examinations must be followed.

Failure. A student who fails the final oral examination twice is not allowed an additional examination. After two unsatisfactory attempts at the final oral examination, a student is not permitted to be a doctoral candidate in the same or in any other graduate program at this university. A notation of dismissal will be posted to the student's academic record and further registration will not be allowed. Such students can seek admission to a master's degree program at this university by utilizing the transfer of graduate program procedure and securing a support letter from the graduate studies committee chair of the proposed master's program.

Review. Upon written appeal by the student or a member of the final oral examination committee, the Graduate School Grievance Committee reviews that student's final oral examination to ensure its conformity to Graduate School rules and to determine if it was conducted fairly and without prejudice to the student. The Graduate Council has established review procedures (see Graduate School Handbook Appendix D).

Dissertation – Final Copy

Final Approval. Final approval of the student's dissertation cannot occur until the final oral examination has been completed satisfactorily. Each dissertation committee member indicates approval by signing the Final Approval form that must be submitted to the Graduate School by the published deadline for the semester or summer session of graduation.

Restricted Material. Dissertations must not contain material restricted from publication.

Electronic Submission. All doctoral dissertations must be submitted electronically through OhioLink (the Ohio Library and Information Network) by the published deadline for the semester or summer session of graduation. All Ohio State dissertations are also archived with ProQuest/UMI.

Abstract. The student must write an abstract of 500 words or less for entry onto the OhioLink submission screen. The abstract must contain the principal findings of the student's research.

Fees. Appropriate fees must be paid by the published deadline for the semester or summer session of graduation.

Additional Graduation Requirements

Application to Graduate. A student must complete and submit the Application to Graduate form to the Graduate School no later than the third Friday of the semester (or third Friday of May session for summer term commencement) in which graduation is expected. The application is valid for that semester or summer term only. Submitting this application indicates that the student expects to complete all degree requirements by the end of that semester or term. It must be signed by the student, the advisor, and the Graduate Studies Committee chair. The names of the dissertation committee members must be listed on the form. In addition to the doctoral degree requirements described in Section VII, the student:

1. must have earned a cumulative point-hour ratio of at least 3.0 for all graduate credit hours completed at this university
2. must have fulfilled all requirements published by the Graduate Studies Committee
3. must have final grades for all courses received in the University Registrar's Office by the published deadline
4. must have fulfilled all other requirements by the deadlines established by the Graduate School

End of Semester or Summer Term. A student who does not meet published graduation deadlines but who does complete all degree requirements by the last business day prior to the first day of classes for the following semester or summer term may graduate the following semester or summer term without registering or paying fees.

Annual Review

The graduate faculty annually review current graduate students each May on their performance in the previous academic year. The annual review form, found in the appendix, is completed by each student, and then each student schedules a meeting to discuss their review with their advisor. The review, including faculty advisor comments, is due to the graduate studies chair, from the faculty advisor, the final day of the Spring semester. Students receive a written report of their evaluation and are encouraged to discuss it with their advisor. The three types of evaluation are as follows: 1) excellent progress, 2) reasonable progress, or 3) warning.

A student who receives an excellent or reasonable progress designation receives feedback from the graduate studies chair, on behalf of the graduate faculty and based on their discussion, and in the case of excellent progress, is commended for their efforts. A student who receives a warning will be informed by the Graduate School, in consultation with the Graduate Studies Committee who consults with the graduate faculty, of the conditions that must be satisfied in order to demonstrate reasonable progress and continue enrollment in the program. Students who receive a warning will be evaluated by the graduate faculty and the Graduate Studies Committee at the conclusion of the time frame outlined in the warning. Satisfying the terms of the warning will result in the student continuing in the graduate program, hopefully successfully and with renewed passion for their graduate work. Failure to satisfy the terms of the warning will result in the student being denied further registration in the graduate program by the Graduate School. A warning is not recorded on the student's official record; however, the academic action of dismissal from the graduate program is documented on the student's official record. The graduate studies committee proceeds to dismissal in only very rare circumstances. A student receiving a warning and struggling to fulfill the terms of the warning is encouraged to have frank discussions with his/her advisor and the graduate studies chair concerning whether our program continues to be a good fit for the student's professional and personal goals.

Evaluation criteria

- a) Faculty advisor(s) evaluation
- b) Timely completion of program requirements
- c) Publications with attention to order of authorship and journal quality
- d) Grants and fellowships submitted/funded
- e) Presentations with attention paid to scope of conference (national/regional/local) and order of authorship
- f) Grades in graduate courses
- g) Performance as a GTA and/or GRA
- h) Department/college/university service and goodwill
- i) Other indicators of professional participation/training (i.e. workshops, journal reviews, professional service)
- j) Future goals

Reasonable Progress for Students in the Straight-Through PhD Program

First year:

1. Satisfactory evaluation from advisor
2. Minimum 3.0 GPA in coursework
3. Involvement in research project
4. Satisfactory performance as a GTA and/or GRA
5. Evidence of involvement in the program and department

Second year:

1. Satisfactory evaluation from advisor
2. Minimum 3.0 GPA in coursework
3. Near completion of the qualifying project
4. First-authored conference submission
5. Satisfactory performance as a GTA and/or GRA
6. Evidence of involvement in the program and department

Third year:

1. Satisfactory evaluation from advisor
2. Minimum 3.0 GPA in coursework
3. Completion of the qualifying project
4. First-authored conference submission
5. First-authored conference presentation
6. Satisfactory performance as a GTA and/or GRA
7. Evidence of involvement in the program and department

Fourth year:

1. Satisfactory evaluation from advisor
2. Minimum 3.0 GPA in coursework
3. Required coursework completed
4. Admission to candidacy
5. First-authored conference presentation
6. Publication submission
7. Satisfactory performance as a GTA and/or GRA
8. Evidence of involvement in the program and department

Fifth year:

1. Satisfactory evaluation from advisor
2. Minimum 3.0 GPA in coursework
3. Candidacy exam successfully completed
4. Dissertation proposal successfully defended
5. First-authored conference presentation
6. Publication submission
7. Satisfactory performance as a GTA and/or GRA
8. Evidence of involvement in the program and department

After the fifth year (optional):

1. Satisfactory evaluation from advisor
2. Minimum 3.0 GPA in coursework
3. Significant progress on the dissertation completed
4. First-authored conference presentation

5. Publication submission
6. Satisfactory performance as a GTA and/or GRA
7. Evidence of involvement in the program and department

Reasonable Progress for Students who Enter the Program with a Master's Degree

First year:

1. Satisfactory evaluation from advisor
2. Minimum 3.0 GPA in coursework
3. Involvement in research project
4. First-authored conference submission
5. Satisfactory performance as a GTA and/or GRA
6. Evidence of involvement in the program and department

Second year:

1. Satisfactory evaluation from advisor
2. Minimum 3.0 GPA in coursework
3. Completion of the first-year project (if student did not have an empirical master's degree)
4. First-authored conference presentation
5. Satisfactory performance as a GTA and/or GRA
6. Evidence of involvement in the program and department

Third year:

1. Satisfactory evaluation from advisor
2. Minimum 3.0 GPA in coursework
3. Required coursework completed
4. Admission to candidacy
5. First-authored conference presentation
6. Publication submission
7. Satisfactory performance as a GTA and/or GRA
8. Evidence of involvement in the program and department

Fourth year:

1. Satisfactory evaluation from advisor
2. Minimum 3.0 GPA in coursework
3. Candidacy exam successfully completed
4. Dissertation proposal successfully defended
5. First-authored conference presentation
6. Publication submission
7. Satisfactory performance as a GTA and/or GRA
8. Evidence of involvement in the program and department

After the fourth year (optional):

1. Satisfactory evaluation from advisor
2. Minimum 3.0 GPA in coursework
3. Significant progress on the dissertation completed
4. First-authored conference presentation
5. Publication submission
6. Satisfactory performance as a GTA and/or GRA
7. Evidence of involvement in the program and department

Professional Standards, Authorship, and Grievances

Professional Standards

Graduate students are required to observe professional ethical standards in their graduate studies and research. Graduate students should talk with their advisors and their Graduate Studies Committee chair if they have questions about the specific expectations of the local graduate program. The Graduate Student Code of Research and Scholarly Conduct (Appendix C) describes the Graduate School's general expectations for ethics and conduct in graduate research and scholarship. University processes exist to address allegations of research misconduct by graduate students. Graduate students have the responsibility to be aware of and to follow these standards.

Research and Scholarly Misconduct. As a recipient of federal funding, the university is obligated to have an administrative process for reviewing, investigating, and reporting allegations of research misconduct. The University Policy and Procedures Concerning Research Misconduct is available on the Office of Research website.

When a Committee of Inquiry, as defined in the University Policy and Procedures Concerning Research Misconduct, forwards allegations of research misconduct by a graduate student to the Graduate School, the Graduate School follows the "Graduate School Policy on the Investigation of Allegations of Research Misconduct by a Graduate Student" (Appendix C).

Academic Misconduct. The university's Committee on Academic Misconduct is responsible for reviewing charges of academic misconduct against students, including graduate students. The Code of Student Conduct defines the expectations of students in the area of academic honesty. A copy of the code is available on the website of the university's Office of Student Life.

Plagiarism. The Publication Manual of the American Psychological Association 6th edition (2010) states the following regarding plagiarism:

Researchers do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism). Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. (pp. 15)

The key element of this principle is that authors do not present the work of another as if it were their own work. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else's article, that person should be given credit. Given the free exchange of ideas, which is very important to the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications. (pp. 16)

Students are advised to follow these guidelines. Faculty reserve the right to run all theses, dissertations, and graduate work through *Turn It In* to ensure the student did not plagiarize. Though most students often do not intend to plagiarize, students may unintentionally do so. Students are advised to take advantage of readily available plagiarism checkers online and in Carmen.

Graduate Student Code of Research and Scholarly Misconduct

Graduate students and Graduate Faculty aspire to professional behavior that is consistent with the highest ethical and moral standards. The Graduate School at The Ohio State University expects that graduate students will demonstrate responsibility and integrity in pursuing their creative and scholarly interests. The academic enterprise is dependent upon such behavior. Graduate students are responsible for learning about appropriate standards for ethical research and scholarly conduct and for following all university policies related to ethical research and scholarly conduct.

When graduate students join the Ohio State community, they become members of disciplinary, scholarly, and professional communities that extend beyond the university. Graduate students are expected to learn, respect, and abide by the professional codes of ethics and responsibilities that are commonly accepted in their field of study or area of research. These codes include but are not limited to the following: a responsibility to contribute an original body of work to one's chosen discipline and the recognition that one's work is based on the work of others which must be respected and properly acknowledged. Graduate students also have the responsibility to treat university faculty, staff, and other students respectfully and professionally.

Graduate Faculty, advisors, and graduate programs should actively encourage their students to participate as members of their chosen disciplinary, scholarly, and professional communities. Graduate students should be encouraged to seek and share knowledge wherever and whenever possible. Academic advisors and other faculty members should educate graduate students through example and discussion, addressing such issues as academic honesty, research, publication, recruitment, and hiring practices, and applicable fellowship and graduate associateship responsibilities. Disciplinary codes of ethics and norms should be discussed among graduate students and faculty. Such communication is a means of setting high standards of behavior in graduate study and beyond.

Authorship

The Publication Manual of the American Psychological Association 6th edition (2010) states the following regarding authorship:

Authorship is reserved for persons who make a substantial contribution to and who accept responsibility for a published work.

Definition of authorship. Individuals should only take authorship credit for work they have actually performed or to which they have substantially contributed (APA Ethics Code Standard 8.12a, Publication Credit). Authorship encompasses, therefore, not only those who do the actual writing but also those who have made substantial scientific contributions to a study. Substantial professional contributions may include formulating the problem or hypothesis, structuring the experimental design, organizing and conducting the statistical analysis, interpreting the results, or writing a major portion of the paper. Those who so contribute are listed in the byline. Lesser contributions, which do not constitute authorship, may be acknowledged in a note (see section 2.03). These contributions may include such supportive functions as designing or building the apparatus, suggesting or advising about the statistical analysis, collecting or entering the data, modifying or structuring a computer program, and recruiting participants or obtaining animals. Conducting routine observations or diagnoses for use in studies does not constitute authorship. Combinations of these (and other) tasks, however, may justify authorship.

Determining authorship. As early as practicable in a research project, the collaborators should decide on which tasks are necessary for the project's completion, how the work will be divided, which tasks or combination of tasks merits authorship credit, and on what level credit should be

given (first author, second author, etc.). Collaborators may need to reassess authorship credit and order if changes in relative contribution are made in the course of the project (and its publication). This is especially true in faculty– student collaborations, when students may need more intensive supervision than originally anticipated, when additional analyses are required beyond the scope of a student’s current level of training (Fisher, 2003), or when the level of the contribution of the student exceeds that originally anticipated.

When a paper is accepted by an editor, each person listed in the byline must verify in writing that he or she agrees to serve as an author and accepts the responsibilities of authorship (see the section on author responsibilities at the beginning of Chapter 8 [in APA Manual]).

Order of authorship. Authors are responsible for determining authorship and for specifying the order in which two or more authors’ names appear in the byline. The general rule is that the name of the principal contributor should appear first, with subsequent names in order of decreasing contribution, but this convention can vary from field to field. If authors played equal roles in the research and publication of their study, they may wish to note this in the author note (see section 2.03 for more information on author notes).

Principal authorship and the order of authorship credit should accurately reflect the relative contributions of persons involved (APA Ethics Code Standard 8.12b, Publication Credit). Relative status (i.e., department chair, junior faculty member, student) should not determine the order of authorship. Because doctoral work is expected to represent an independent and original contribution devised by students, except under rare circumstances, students should be listed as the principal author of any multiauthored papers substantially based on their dissertation (APA Ethics Code Standard 8.12c, Publication Credit). Unusual exceptions to doctoral student first authorship might occur when the doctoral dissertation is published as part of a collection of studies involving other researchers (Fisher, 2003). Whether students merit principal authorship on master’s-level or other predoctoral research will depend on their specific contributions to the research. When master’s-level students make the primary contributions to a study, they should be listed as the first author. When students are just beginning to acquire skills necessary to make a primary scientific contribution, they may conduct master’s theses that involve the opportunity to learn these skills through collaboration on a faculty-originated project. In such cases, authorship should be determined by the relative contributions of student and faculty member to the project (Fisher, 2003). (pp. 18 – 19).

Students are encouraged to follow the above guidelines in determining authorship, and to have ongoing conversations with their advisor and coauthors as authorship is determined.

Grievances

If a student has a complaint or problem related to their graduate education, they are first encouraged to discuss the situation with their advisor. If the situation is not adequately resolved after discussion with the advisor, the student is then encouraged to speak with the graduate studies committee chair. If the situation remains unresolved, the student should then speak with the Human Development and Family Science program leader, followed by the department chair of Human Sciences. If the situation still remains unresolved the student may speak with College of Education and Human Ecology Associate Dean for Research, followed by the dean of the College of Education and Human Ecology.

The Graduate School is occasionally called upon to address a complaint by a graduate student related to other academic matters. The Graduate School becomes involved in such matters only after all reasonable local efforts to resolve the problem have failed. In accordance with university policy,

complaints of harassment, sexual or otherwise, and allegations of scholarly misconduct are directed to the appropriate offices authorized to address them.

The Graduate School is specifically authorized by the Graduate Council to review grievances related to graduate examinations and graduate associate appointments. The purpose of this document is to outline the process for the systematic review of grievances filed by graduate students related to graduate examinations and graduate associate appointments. The aim of the guidelines is to ensure that a graduate student who is unable to resolve a dispute over a graduate examination or a GA appointment locally has access to a review by a knowledgeable group of neutral faculty and graduate students who are not associated with the student's graduate program or appointing unit or who in any other way have a conflict of interest. See Appendix D of the Graduate School Handbook for more information on the process for grievances related to graduate examinations and graduate associate appointments.

Graduate Student Travel

The Human Sciences Department is committed to supporting graduate student professional travel financially whenever possible. Particular dollar amounts and policies may vary from year to year. Each year the Graduate Studies Chair or Human Development and Family Science Program Leader will distribute information concerning current travel policies. All travel supported by Human Sciences requires pre-approval. That is, students must submit their travel request for approval by the Human Development and Family Science Program Leader, and be approved for the request, **prior** to travel. Requests for travel support submitted after the travel is completed will be denied.

Novel Resources for Graduate Students

Couple and Family Therapy

Couple and Family Therapy Area of Study. The Couple and Family Therapy (CFT) area of study offers doctoral students the opportunity to pursue curriculum that is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). It meets the standards for AAMFT clinical membership, and is designed to prepare students to be clinical scholars and researchers. Students who pursue CFT licensure follow a scholar/clinician model with a heavier emphasis on research and scholarship than on clinical work. Students who pursue the CFT licensure are trained for careers in academia or research related areas; students are trained to train other clinicians, do research in clinically-related areas, and do clinical work.

For students who are primarily interested in conducting clinical work as licensed couple and family therapist, we recommend you pursue a degree in an [accredited couple and family therapy masters program](#).

[Couple and Family Therapy Clinic](#). The Ohio State University Couple and Family Therapy Clinic, located in Mount Hall, serves individuals, couples, and families in the University and greater Columbus communities. The clinic operates on a sliding fee scale. The clinic is also used for research purposes, and is equipped with one way mirrored observation and recording rooms.

Graduate Interdisciplinary Specializations

There are several Graduate Interdisciplinary Specializations relevant to graduate students in HDFFS.

[Graduate Interdisciplinary Specialization in Aging](#)

The Graduate Interdisciplinary Specialization in Aging offers students advanced educational opportunities in the field of aging. The program allows graduate and professional students an opportunity to gain specific expertise in the care of older adults through both required and elective coursework. The Specialization's core curriculum focuses on the basic components of gerontology shared by many disciplines, while the electives allow students to pursue either a research agenda or a more clinically-oriented pathway.

[Graduate Interdisciplinary Specialization in Applied Developmental Science](#)

The Graduate Interdisciplinary Specialization in Applied Developmental Science helps students across a variety of disciplines to develop an understanding of basic developmental research and theory in a substantive area (e.g., reading, motivation), but also how development can be impacted by educational practices, policies, and programs.

[Graduate Interdisciplinary Specialization/Minor in College and University Teaching](#)

The Graduate Interdisciplinary Specialization in College and University teaching allows students to engage in a rigorous, structured exploration of theories and practice of university-level teaching, both in general and in their own discipline, and to develop skills and experience that enable them as reflective, scholarly teachers as they prepare to enter the professoriate.

[Graduate Interdisciplinary Specialization in Global Health](#)

The Graduate Interdisciplinary Specialization in Global Health is a university-wide program that offers current OSU graduate and professional students advanced educational opportunities in the field of global health. The goal of the GISGH is to help prepare graduates to be active participants in the advancement of global health through academic enrichment, service-learning, and research pertaining to issues of

global health.

Graduate Interdisciplinary Specialization in Quantitative Research Methods

The Graduate Interdisciplinary Specialization in Quantitative Research Methods is designed to provide advanced training in data analysis and quantitative research to students across Ohio State. A goal of the program is to expose students to “cross-disciplinary methodologies and research paradigms and complete an independent, advanced quantitative research project resulting in a paper suitable for submission for publication.” This specialization gives students cutting edge training in quantitative research methods and is an excellent addition to a curriculum vitae (the academic equivalent of a resume).

Graduate Interdisciplinary Specialization in Sexuality Studies

The Graduate Interdisciplinary Specialization (GIS) in Sexuality Studies enables graduate students to enrich their regular course of study with course work in Sexuality Studies. The subject of human sexuality has increasingly become the focus of academic research and scholarship from a wide range of perspectives, including the humanities, social sciences, sciences, and many professions. The field looks at how sexual practices, expressions, and representations are shaped by social, educational, religious, historical, psychological, literary, legal, and political contexts. It pays particular attention to the tension between non-normative sexualities and genders, and the concept of heterosexuality against which they are typically defined. Sexuality Studies also investigates the ways that sexuality is shaped by social differences, such as race, gender, (dis)ability, nationality, and social class.

Graduate Minors

There are several Graduate Minors relevant to graduate students in HDFS.

Neuroscience

The Neuroscience Graduate Minor provides students the opportunity to study the basics of the structure and function of the nervous system. Students enrolling will gain training in and exposure to the basics fundamental of nerve cell function and neural systems. The minor consists of graduate-level course work in Neuroscience.

Statistics

The Department of Statistics offers two graduate minor programs. Official recognition of the completion of either of these minor programs will appear on the student's university transcript. The first minor is a Graduate Minor in Statistics. This program includes a theoretical component in addition to applied coursework. Students must have a good calculus background in order to complete this minor degree. The second minor is a Graduate Minor in Statistical Data Analysis. All coursework for this minor is applied. The Graduate Minor in Statistical Data Analysis does not require any formal mathematics beyond the ability to work with simple formulas and equations, material ordinarily covered in a high school algebra course.

Women's, Gender and Sexuality Studies

The Women's, Gender and Sexuality Studies graduate minor is an interdisciplinary minor that focuses on gender. Students learn how gender functions as a socially and culturally constructed phenomenon that affects personal lives, artistic expression, social relationships, politics, and the ways individuals think about themselves and the world. Women's, Gender and Sexuality Studies considers the ways that class, race, ethnicity, sexual orientation and age shapes all experiences. Integrated scholarship and methodology from the humanities, social sciences, sciences, and legal studies (to name a few) are used to teach students how to approach questions from multiple perspectives. This interdisciplinary approach can enrich the knowledge base of students' home disciplines.

Research Centers

[Crane Center for Early Childhood Research and Policy](#). The Crane Center for Early Childhood Research and Policy is a research laboratory dedicated to conducting high-quality empirical research on child development and early education. The center's affiliates are multi-disciplinary, bringing together individuals from diverse disciplines, including speech-language pathology, psychology, reading, special education, and elementary education. In the lab, the center's affiliates focus on answering questions for which answers will make direct and immediate contributions to educational and clinical practices with children and their families. The center hosts monthly colloquia as well as research and training opportunities that are available to students particularly interested in developmental science.

[Institute for Population Research](#). The Institute for Population Research (IPR) is a multidisciplinary center funded by the Eunice Kennedy Shriver National Institute of Child Health and Human Development. The center encourages, organizes, and supports research and training in the population sciences, or the statistical study of human populations. The center focuses on health and population research, and one of its signature strengths is family demography -- the study of the ties that bind individuals into households and family units such as marriage, divorce, and parent-child relationships. Graduate students can become affiliates of the center, and as affiliates, they are able to apply for research space, travel funding, and graduate research assistantships, and are able to meet and interact with other demographers on campus as well as demographers from across the US who come to Ohio State as part of the IPR seminar series. Students are also able to participate in working groups and methodological workshops that IPR sponsors.

Appendix

Form	Submit To	Who's Responsible
Petition for Credit or Waiver of Requirements	Graduate Studies Chair	Student
Change of Advisor	Graduate Studies Chair	Student
Ph.D. Plan of Study Approval Form	Admission to Candidacy Committee	Student
Empirical Project Proposal Approval form	Graduate Studies Chair	Student
Empirical Project Approval form	Graduate Studies Chair	Student
Dissertation Proposal Approval Form	Graduate Studies Chair	Student
End of the Year report	Advisor	Student

The Ohio State University
College of Education and Human Ecology
Graduate Program in Human Development and Family Science

Petition for Credit or Waiver of Requirements

Advisor Signature: _____ Date: _____
Graduate Studies Chair Signature: _____ Date: _____



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Graduate Program in Human Development and Family Science

Change of Advisor Form

Date: _____

Student Name: _____

Current Advisor: _____

New Advisor: _____

Signature of New Advisor: _____

cc. graduate studies chair,
Student file, advisor

**Graduate Program in Human
Development & Family Science**

**Approval of Qualifying Exam
Proposal Form**

College of Education and Human Ecology

Name _____
Qualifying Exam Proposal Title _____

The qualifying exam proposal is approved with the following suggestions or recommendations:

Advisor

Committee Member(s)

Date _____

cc: Student
Advisor
Graduate Studies Chair

Graduate Program in Human Development & Family Science		Approval of Qualifying Exam Form
College of Education and Human Ecology		
Name _____		
Qualifying Exam Title _____		
The oral qualifying exam is approved.		
	_____ Advisor	
	_____ Committee Member(s)	

Date _____		
The written qualifying exam is approved.		
	_____ Advisor	
	_____ Committee Member(s)	

Date _____		

The Ohio State University
 College of Education and Human Ecology
 Human Development and Family Science

Ph.D. Program of Study (POS) Form

Type of Course	Dept/ Number	Title	Credit Hours	Semester Completed/ Planned	Grade	
Core Requirements (39 Hours)	HDFS 6780	Research Seminar	1			
	HDFS 6890	Proseminar	1			
	HDFS 6892	Professional Development Seminar(s)	1 - 3			
	HDFS 6782	Research Methods	3			
	HDFS 8820	Theoretical Perspectives on the Family	3			
	HDFS 8824	General Systems Theory	3			
	HDFS 7999	Thesis Research (Independent Study)	3			
	<i>Choose one</i>					
	HDFS 7350	Adolescence and Emerging Adulthood	3			
	HDFS 7765	Advanced Child Development	3			
	<i>Statistics/Methods Requirement (choose 5, 15 hours)</i>					
Supporting Courses (35 hours)	21 hours from HDFS required					
	HDFS____					
	—					
	HDFS____					
	—					
	HDFS____					
	—					
	HDFS____					
	—					
	HDFS____					

Dissertation Requirement (6 hours)	HDFS 8999				
	HDFS 8999				
	HDFS 8999				
Total graduate credit hours taken					
Total graduate credit hours to take (80 – Total graduate credit hours taken)					

Date

Signatures

Student

Advisor

Candidacy Examination Committee Member

Candidacy Examination Committee Member

Candidacy Examination Committee Member

Graduate Program in Human Development & Family Science

Approval of Dissertation Proposal Form

College of Education and Human Ecology

Name _____
Dissertation Proposal Title _____

The dissertation proposal is approved with the following suggestions or recommendations:

Advisor

Dissertation Committee Members

Date

cc: Student
Advisor
Graduate Studies Chair



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Graduate Program in Human Development and Family Science

End of Academic Year Report Form

****Please note that failure to complete and turn in this report by the deadline will result in an automatic “unsatisfactory progress” report.****

Name: _____ Advisor: _____

Date: _____

Degree Sought: _____

Year you began in the program: _____

In reviewing the last academic year (summer, autumn, and spring semesters), please report on the following:

Courses Taken and Grade (use course number, title and grade by semester)

Course Number	Title	May Term/Summer	Grade/Status
		Winter	
		Spring	

Qualifying Exam/Masters: (N/A if you came into OSU with a master's degree)

Committee Formed: Yes/No
Proposal Approved: Yes/No Date: _____
Defense Scheduled: Yes/No Date: _____
Completed: Yes/No Date: _____

Candidacy Examination:

Committee Formed: Yes/No
Scheduled: Yes/No
Dates (written): _____
Date (oral): _____
Completed: Yes/No Date: _____

Progress on Dissertation:

Proposal Approved: Yes/No Date: _____
IRB Approval for project with human subjects:
Yes/No Date: _____

Number of subjects planned: _____ (use n/a if not applicable)

Number of subjects accrued: _____ (use n/a if not applicable)

Publications: published, in press, and in preparation (use APA citation style and please provide impact factors when available)

Presentations at local, state, national, or international meetings: presented, under review (use APA citation style)

Grants: new, continuing, under review, submitted but not funded

Conferences attended:

Service: Please list any service to the department (i.e. active in GSO), college or university, as well as any local or state presentations made that were not part of a conference. Also, note if you are a student reviewer for journals, conference submissions, etc.

For GTAs Only – please list courses taught, enrollment, and average quantitative SEI scores:

Course Number	Title	Term Taught	Average SEIs

Please describe any teaching awards that you have won or been nominated for in the past year.

Please describe any efforts you have made to improve your teaching within the past year (e.g., sought faculty evaluation, attended teaching seminars through UCAT, etc.).

For CFT Students Only:

Number of client contact hours accrued to date: _____

Number of client contact hours accrued over the last 3 semesters: _____

Number of Supervision hours accrued to date: _____

Please comment on your progress towards your goals this year (contact the graduate studies chair if you need a copy of your annual evaluation from 2012-2013) and your accomplishments in 2013-2014:

Please outline your goals for 2014-2015:

Advisor's Rating:

Unsatisfactory progress

Satisfactory progress

Excellent progress

Advisor's Narrative:

Areas of strength –

Areas for improvement –

Other comments/concerns –

Advisor's Signature: _____

Graduate Faculty's Rating:

Unsatisfactory progress

Satisfactory progress

Excellent progress

Actions taken:

_____ **advisor and student informed of unsatisfactory progress**

_____ **plan to improve progress is requested**

_____ **Graduate School notified of unsatisfactory progress**

Summary of graduate faculty's comment:

Graduate Studies Chair comments:

Graduate Studies Chair's Signature: _____