

HANDBOOK

**Ph.D. in Education and Human Sciences with a
Specialization in
Global Family Health and Wellbeing**

REV. SEPT, 2019

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Overview and Welcome

Welcome to the Global Family Health and Wellbeing (GFHWB) specialized doctoral program in the Department of Child, Youth and Family Studies (CYAF) at the University of Nebraska-Lincoln (UNL)!

Program Mission. The GFHWB doctoral program specialization in Education and Human Sciences prepares doctoral level professionals to:

- 1) Improve outcomes for families around the world through scholarship, research, outreach, and advances in clinical practice; and
- 2) Advance international perspectives of family, couple and individual health and well-being (including physical, emotional, psychological and relational health).

TAG LINE:
Global Scope, Local Impact

Career Opportunities. Graduates of the program will:

- Work in research, instructional, administrative, supervisory, and/or clinical position in universities, private and public research firms, NGOs, and other entities whose missions include advancing international and holistic perspectives of family wellness.
- Start and administer international programs.
- Possess skills to address modern threats to child and family wellbeing around the world through evidence based research and practice.
- Focus on the most vulnerable, underserved populations.
- Identify ways to foster resilience in disadvantaged and/or vulnerable communities.
- Be leaders in how to conduct research in an international context.
- Have skills for creating connections among academic, government, and non-government entities to advance scholarship and practice within cultural contexts around the world, recognizing that multidisciplinary collaborations produce the greatest impact.
- Increase understanding of how global issues impact on family health.
- Train the next generation of family scientists and marriage and family therapists for global citizenry with positive impact on family wellbeing around the world.

Professional Development Experiences. The GFHWB program is built on a collection of doctoral experiences that underscore the importance of global citizenry. Students study at a world-class land-grant university and receive on-going professional development experiences including:

- Opportunities to tailor their program of study to meet their unique career goals
- Studying with internationally recognized faculty, who conduct international research
- Engaging with organizations that serve vulnerable/underserved populations
- Collegiate level teaching opportunities for both face-to-face and online instruction
- Working with extension and outreach
- Opportunities for international engagement and experience

Student Outcomes. By the end of the program, every student will have:

- An immersion experience (either within the U.S. or in another country) in an area that expands cultural understanding and competency

- Independent teaching at the collegiate level
- Refereed publications and opportunities to work on grant submissions
- State, national, and/or international professional presentations
- A guided program of study tailored to student career goals
- Development and defense of a Doctoral Portfolio.

Program Faculty

Table 1.1: GFHWB Core Faculty

| | | |
|---|-------------------------------|----------------------------------|
| Rochelle L. Dalla | Gilbert Parra | Julie Tippens |
| Maria Rosario de Guzman | Paul Springer | Natalie Williams |
| Carrie Hanson-Bradley | Cody Hollist | Yan Ruth Xia |

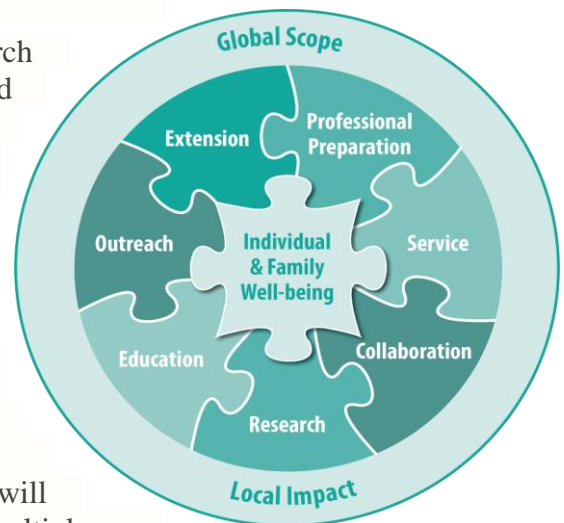
CYAF

The Global Family Health and Wellbeing specialization reflects the mission and values of the department.

Mission of CYAF: *Child, Youth and Family Studies is committed to enhancing the wellbeing of children, youth, adults and families in the state, nation and world by improving the environments in which they live and learn.*

In CYAF, we place particular value on:

- **Disciplined Inquiry.** Both basic and applied research contributes to understanding human functioning and how education, prevention, and intervention efforts improve lives.
- **Holistic Perspectives.** Perspectives that consider the interplay between biological, psychological, ecological, social, relational, and educational dimensions create a context for understanding human functioning.
- **Intra and Interdisciplinary Collaboration.** We believe that the greatest impact in working toward solutions to the most challenging human problems will be achieved as researchers and practitioners from multiple disciplines work together in sharing their disciplinary expertise.
- **International Engagement and Global Citizenry.** Through international engagement, a focus on international perspectives, and an integration of content across courses, we will develop global citizenry among students, faculty and staff. Global citizenry will extend our perspectives and the impact of our work.
- **Innovation.** We create and use innovative tools (e.g., distance technology) to enhance curriculum and services and to make programming, curricula, research, and services available to diverse audiences.



Overview of Program Tracks

The GFHWB doctoral specialization consists of two tracks: 1. Comprehensive Ph.D. program that combines a M.S. and Ph.D. into one program; 2. Ph.D. program for students with a M.S. degree.

Track 1: Comprehensive

B.A/
B.S

- Students at the post-bac level are accepted into the GFHWB PhD program.
- Comprehensive students *must complete a thesis*.

M.S.

- **Steps for obtaining an M.S.:**
 - 1. M.S. committee consists of three CYAF faculty members. At least one of whom *must be a member of* the GFHWB faculty (see pg. 5)
 - 2. M.S. degree *must be completed* within Child, Youth and Family Studies [e.g., International Family Studies (IFS), Youth Development (YD), CYAF, etc...]; However, the IFS program is recommended.
 - 3. **Student** works with committee to determine coursework and develop [Memorandum of Courses](#) (MOC).
 - 4. **Submit** MOC prior to completing 1/2 of required coursework; Refer to page 8 for sample coursework.
 - 5. **Complete** written exam (thesis) and final oral exam (thesis defense).
 - 6. The [Final Examination Report for Masters Degree](#) form must be filed with the Office of Graduate Studies.
 - 7. **Refer** to [Master's Degree Milestones](#) for deadline dates.

Ph.D.

- The minimum amount of graduate credit is 90 semester hours, including a dissertation. Not fewer than 45 semester hours must be completed at the University of Nebraska after the filing of the program of studies

Track 2: Entering with Master's Degree

M.S.

- The master's degree may be completed at the University of Nebraska-Lincoln or another regionally accredited university or equivalent.
- M.S. credits earned may count for up to 30 credits.
- Must have attained a **B or better** for any graduate level course work to be transferred in.
- Unless the course transfers in as an elective, courses must meet one or more of the **GFHWB core competencies (refer to page 9)**.

Ph.D.

- The minimum amount of graduate credit is 90 semester hours, including a dissertation.
- At least 45 semester hours must be completed at the University of Nebraska *after filing the program of studies*.
- **Refer to pages 10-11** for detailed steps on completing the GFHWB doctoral program.

Optional & Required Coursework

Table 1.2: Required & Optional Coursework

| Coursework | | Credits (<i>minimum</i>) |
|--|--|-------------------------------|
| I. Coursework related to Specialization. | | 36 |
| Track 1 (comprehensive) GFHWB students are <u>encouraged</u> , but not required, to include the following 7 courses ¹ as partial fulfilment of the 36-hour specialization requirement. Additional Specialization coursework may come from CYAF or related fields including, but not limited to: education, sociology, psychology, anthropology, & criminal justice. | | |
| CYAF 811 | Family Immigration and Migration | 3 |
| CYAF 815 | Family Violence in the Global Context | 3 |
| CYAF 844 | Family Centered Practices Across the Life Course Approaches | 3 |
| CYAF 884 | Foundations in Family Studies | 3 |
| CYAF 885 | Families and Cultural Diversity | 3 |
| CYAF 886 | Strengths and Challenges of Families Across the World | 3 |
| CYAF 887 | International Perspective on Family Policy | 3 |
| II. Departmental Coursework Required of All GFHWB Students | | 13 |
| CYAF 901 | Professional Development Seminar (1 credit each semester for first two years in program) | 4 |
| CYAF 900 | Philosophy in Child, Youth and Family Studies | 3 |
| CYAF 920 | Teaching Practicum | 3 |
| CYAF 972 | Theories of Human Development and Family | 3 |
| III. Research Methodology* | | 15 |
| CYAF 865 | Research Design and Methods | 3 |
| PSYC 941 or EDPS 941 | Fundamentals of Research Design and Analysis I Intermediate Statistics: Experimental Methods | 3 |
| PSYC 942 or EDPS 942 | Fundamentals of Research Design and Analysis 2 Intermediate Statistics: Correlational Methods | 3 |
| CYAF 982 | International Research Methods for Advanced Global Scholars | 3 |
| XXXX | TWO additional courses selected by student and advisor(s) | 6 |
| IV. Doctoral Dissertation | | 12 - 18 |
| V. Additional Credits Approved by Supervisory Committee | | 15 |
| Examples include: MFT certificate coursework, **Doctoral Seminar (CYAF 995), independent study, etc... as approved by Supervisory Committee | | |
| TOTAL CREDITS | | 90 |

*An 18 credit hour [Mixed Method Certificate](#) may be obtained via the QQPM program, but *requires* EDPS course selection.

****Doctoral Seminar (CYAF 995):** Students may take up to 15 credit hours of doctoral seminar (enrolling for 1 – 6 credits within any single semester).

¹ These courses form the CYAF master's degree in International Family Studies.

Track 1: Comprehensive

Table 1.3: Five-Year Sample Coursework

| | Fall | Spring |
|---------------|---|---|
| Year 1 | <ul style="list-style-type: none"> • CYAF 901: Pro seminar • CYAF 972: Theories • CYAF 865: Research Methods • One of seven IFS courses | <ul style="list-style-type: none"> • CYAF 901: Pro seminar • CYAF 900: Philosophy • Statistics/Methods • Two of seven IFS courses |
| Year 2 | <ul style="list-style-type: none"> • CYAF 901: Pro seminar • PSYC 941: Fundamentals of Research Design and Analysis 1 • Two of seven IFS courses • CYAF 899 Thesis (variable credits) | <ul style="list-style-type: none"> • CYAF 901: Pro seminar • PSYC 942: Fundamentals of Research Design and Analysis 2 • One of seven IFS courses • CYAF 899 Thesis (variable credits) |
| Year 3 | <ul style="list-style-type: none"> • CYAF 920: Teaching Practicum • CYAF 982: International Research Methods • Statistics/Methods • Additional Credits (variable credits) | <ul style="list-style-type: none"> • One o • f seven IFS courses • Content Course • Additional Credits (variable credits) |
| Year 4 | <ul style="list-style-type: none"> • Two Content Courses • Additional Credits (variable credits) • Dissertation (variable credits) | <ul style="list-style-type: none"> • Content Course • Additional Credits (variable credits) • Dissertation (variable credits) |
| Year 5 | <ul style="list-style-type: none"> • Content Course • Additional Credits (variable credits) • CYAF 999 Dissertation (variable credits) | <ul style="list-style-type: none"> • Additional Credits (variable credits) • CYAF 999 Dissertation (variable credits) |

Track 2: Entering with Master's Degree

Table 1.4: Three-Year Sample Coursework

| | Fall | Spring |
|---------------|---|---|
| Year 1 | <ul style="list-style-type: none"> • CYAF 901: Pro seminar • PSYC 941: Fundamentals of Research Design and Analysis 1 • CYAF 865: Research Methods • Content Course or Additional Credits | <ul style="list-style-type: none"> • CYAF 901: Pro seminar • CYAF 972: Theories or CYAF 900: Philosophy • PSYC 942: Fundamentals of Research Design and Analysis 2 • Content Course or Additional Credits |
| Year 2 | <ul style="list-style-type: none"> • CYAF 901: Pro seminar • CYAF 982: International Research Methods • Content Course or Additional Credits | <ul style="list-style-type: none"> • CYAF 901: Pro seminar • CYAF 972: Theories or CYAF 900: Philosophy • Statistics/Methods • Content Course or Additional Credits |
| Year 3 | <ul style="list-style-type: none"> • CYAF 920: Teaching Practicum • Statistics/Methods • Additional Credits (e.g., CYAF 995) • CYAF 999 Dissertation (variable credits) | <ul style="list-style-type: none"> • Content Course • Additional Credits (e.g., CYAF 995) • CYAF 999 Dissertation (variable credits) |

*Track 2 students may transfer in 30 credit hours from M.S. coursework (e.g., research methods, coursework related to specialization) determined by advisory committee (refer to pg.9).

Track 2: Coursework Transferability

Coursework develops foundational knowledge and skills related to global family health and wellbeing. Flexibility exists in courses students can take, and in what they are able to transfer into the doctoral program. The Supervisory Committee **must approve** all transfer coursework; guidance on types of courses that are likely to be approved follow; sample courses within each content area are illustrative only.

| | |
|-----------------------|---|
| Global Issues | <ul style="list-style-type: none">• Immigration, Migration, and Refugee Settlements• Cultural Diversity• Social Justice |
| Family Functioning | <ul style="list-style-type: none">• Family Violence• Internal Family Dynamics• Foundations of Family and Interpersonal Theory |
| Human Development | <ul style="list-style-type: none">• Brain and Behavior• Evolutionary Principles in Human Development• Sociocultural Foundations of Development |
| Health and Wellbeing | <ul style="list-style-type: none">• Social Determinants of Health• Health and Human Rights• Family and Community Health |
| Stress and Adaptation | <ul style="list-style-type: none">• Fragile Families and Behavioral Intervention• Family Adaptation & Resilience• Biosocial Factors in Stress, Development & Health |
| Research Design | <ul style="list-style-type: none">• Research Ethics• Qualitative/Quantitative Methods |
| Statistics | <ul style="list-style-type: none">• Applied Statistics• Structural Equation Modeling• Multiple Regression |
| Program Evaluation | <ul style="list-style-type: none">• Working with Multi-Sector Partners• Program Evaluation and Ethical Reporting |

III.

Master's Degree Milestones

GFHWB specialization Track 1 students *must* complete a M.S. thesis (Option I on the Memorandum of Courses/MOC). Guidelines for successfully defending the M.S. thesis are included here.

- The [Office of Graduate Studies Master's Degree Milestones](#) should be consulted *early and often* for clear guidance on procedures and paperwork necessary for successfully meeting the M.S. degree requirements.

Suggested Two-Year Timeline

- **Coursework:** students must enroll in 6 credit hours of thesis (CYAF 899). These credits can be taken all at once or divided across multiple sessions (spring, summer, fall). Refer to Table 1.3 (p. 8) for guidance.

1. First Year

a. First Semester:

- Meet with advisor to confer regarding the composition of his/her thesis committee.

b. Second Semester:

- Conduct preliminary research to formulate a topic;
- Form advisory committee: major professor, two faculty from department; committee should be formed based on similar research interests and “gaps” in content knowledge (e.g. methods);
- Consult with advisor on topic; continue to narrow focus based on course work, independent reading, and other professional experiences.

c. Summer Session:

- Begin writing proposal;
- Complete CITI training as needed (refer to Conducting Human Subject Research, p. 24).

2. Second Year

a. First Semester:

- Schedule a Proposal Meeting with supervisory committee;
- Complete proposal which includes Chapters 1 – 3 (refer to page 11-12);
 - Proposal should be given to committee members 2 weeks before the meeting;
 - The purpose of the thesis proposal is to provide thesis committee members with information about the students’ study early in the graduate program so the committee will be able to understand, provide appropriate guidance, and approve implementation of the study;
- Revise proposal as needed;
- Obtain IRB approval as needed.

b. Second Semester:

- Collect and analyze data;

- Complete chapters 4 and 5 of thesis;
- Schedule thesis defense.
 - Copies should be given to committee members two weeks before the defense date.
 - The student may pass without revisions; pass with revisions, or fail.
 - Refer to [Office of Graduate Studies Master's Degree Milestones](#) for *deadlines* on submitting final forms necessary for graduation.

Thesis Components

1. Chapter One: Introduction, Purpose of Study, and Significance

- The first part of the Introduction should clearly state the purpose of the study;
- Statement of the Hypothesis or Research Question: A clear statement(s) that identifies the precise research question should be included;
- Significance: Identify significance of study as well as its *uniqueness*. In other words, how will your study contribute to the current state of knowledge and what gaps will it fill?

The following sections *may* be included (consult with advisor):

- Definitions: Provide simple list of definitions of terms that directly pertain to this study and of which might be unclear to the reader.
- Delimitations, Limitations, and Assumptions (typical in quantitative studies):
Delimitations: factors controlled by the researcher. *Limitations*: factors not under the control of the researcher. *Assumptions*: factors assumed by the researcher and/or that the researcher assumes were taken into consideration.

2. Chapter Two: Literature Review (LR)

- Divide LR into headings and smaller sub-headings. For each, provide a thorough examination of the current literature (as well as seminal studies) that influences or is representative of research on that topic and subtopic. The LR should collectively support the process and purpose of the study, with contradictory literature addressed.
 - The theoretical framework for the investigation must be included.

3. Chapter Three: Methods

- Clearly present each aspect of the process by which the research will be completed;
 - **Suggestion:** Pretend you are explaining the methods to an audience that is completely unfamiliar with your work but hopes to replicate it exactly as you did.
- Sub-sections include:
 - Participants: This section should identify requirements for inclusion, estimated sample size, and composition of sample.
 - Procedures: Should describe process for participant recruitment and data collection process.
 - Instrumentation: Describe the tool(s) used for collection of data collection as well as their psychometric properties. For interviews (or focus groups): include the research questions and sub-questions to be asked.

- Plan of Analysis: How will the data be analyzed?

Suggestion: For each research question (or hypothesis) identify the specific analysis that will be used to address it.

- **For Qualitative Studies:** Include a section on researcher biases (or positionality); and, for sensitive topics or studies including vulnerable populations, include a section on ethical responsibility and protection of participants.

4. Chapter Four: Results

- Order of Presentation: Describe results in the order that corresponds to how the hypotheses or research questions were presented. So, for instance:
 - ✓ Hypothesis 1 (restated): Followed by Results OR
 - ✓ Research Question 1 (restated): Followed by Results
- Provide only the results here; avoid discussion or interpretation of results.

5. Chapter Five: Conclusions

- Provide inferences and implications that the results of the study provide you and the reader or others who may have interest in the results. This is a time to expound on your results and offer insight into what your study does or does not contribute to the body of information on your topic.
 - Here, the results of your study must *integrated with* the broader literature. To what extent does this study support or contradict the work of others?
 - Future directions for research, service, practice or policy: What recommendations do you have to use this investigation as a springboard for continued scholarly advancement or service or policy?
- **Limitations:** Provide a sub-section that outlines study limitations. These could refer to sample (size, representativeness, recruitment procedures, etc...), methods (instruments used, procedures, unanticipated problems, etc...), and/or analyses.
- **Conclusions:** Include a final section that offers specific conclusions resulting from your study. Offer specific insight to what your findings reveal. This section should synthesize your findings with a “big picture” statement or two.

References: Should appear at the end of the Thesis.

Appendices: These may include, for instance, IRB approval, instrumentation/interview questions, recruitment materials, etc... and should appear after the reference section.

APA: The entire thesis, include all tables, references, heading/sub-heading levels, in-text citations, use of quotes, etc... should follow the APA (American Psychological Association) manual for style. **Purchase a copy of this if you do not already own one.**

Instructions for compiling the thesis [front matter](#), [body](#), and [back matter](#) as well as [sample pages](#) are provided.

Doctoral Degree Milestones

For complete details, including deadlines for each milestone based on target graduation date, see [steps to degree completion](#).

Supervisory Committee

Students are admitted into the GFHWP program only after a CYAF member has agreed to serve as their advisor. This person is considered a “temporary” advisor until a Supervisory Committee has been appointed (usually during the first year of full-time study) and, in many cases, will become the permanent Chair (or co-Chair) of the Supervisory Committee.

- The Supervisory Committee should be approved before the student completes more than 45 hours towards her/his Doctoral degree (including the hours earned while pursuing the M.S. degree).
 - A member of the GFHWP faculty (see p. 5) must serve as Chair or co-Chair of the Supervisory Committee.
- The Supervisory Committee members are generally chosen jointly by the student and major professor based on their expertise in terms of the student's research and their ability to provide help and guidance in the student's achievement of research and career goals.
- Supervisory Committee consists of at least four faculty members; at least one member external to CYAF must be included.
- Submit completed [Appointment of Supervisory Committee](#) form to the Doctoral Programs Coordinator **prior to the completion of 45 credit hours**. Students are notified by email when the committee is approved.
 - To **change** committee members, the student's advisor must notify the Doctoral Programs Coordinator by submitting the [Change of Supervisory Committee](#).

Working with a Supervisory Committee

- Although exceptions exist, please be advised that *most* CYAF faculty have 9-month contracts. Technically, this means they are not formally “working” during the summer months.
 - Please be respectful of your committee members' time and, unless approved by all committee members, do not schedule committee meetings, defenses, dissertation draft reviews, etc. during the summer months.

Program of Studies

- The doctorate degree requires a minimum of 90 total credit hours, including a minimum of 12 hours (maximum 55) of dissertation. At the time of the filing of the Program of Studies, a minimum of 45 should remain.
 - For full policy see [Program of Studies](#) in the Graduate Catalog.
 - Students should meet with their advisor early to discuss course layout and credits brought in, as well as timeline for the Program of Studies meeting.
- Submit completed [Program of Studies Form](#) to the Doctoral Programs Coordinator **within the same term (semester or summer) as approval of the Supervisory Committee**.

- The time limit on granting the doctoral degree is eight years from the time of filing the student's Program of Studies in Graduate Studies.
- The Supervisory Committee will determine what course work taken prior to filing of a Program of Studies, including hours earned toward the master's degree(s), will be accepted as part of the program's hours.
- Changes can be made to the Program of Studies via a written memo/email from the student's advisor to the Doctoral Programs Coordinator in the Graduate College, outlining the additions, deletions, or substitutions.

Comprehensive Exam

- The GFHWB comprehensive exam consists of a Doctoral Portfolio (**refer to pages 15-21**). Students are expected to create their Portfolio *throughout* the program. It is strongly recommended that all professional development activities be documented as you participate in them!

Application for Candidacy

- After the Doctoral Portfolio has been approved, and **at least 7 months before final oral exam**, submit the [Application for Admission to Candidacy Form](#) to the Doctoral Programs Coordinator.
 - Once candidacy is established, registration is required each fall and spring until the student graduates. Failure to do so will result in termination of candidacy.

Academic Residency

- Academic residency requires the doctoral student to enroll in a specified number of hours related to the degree within a specific timeframe. This ensures that each doctoral program is reasonably compact, continuous, and cohesive, and that a substantial portion is done under close supervision by the University. For a student beginning a doctoral program:
 - With a **bachelor's degree**: The requirement is 27 hours of graduate work within a consecutive 18-month period, and 15 of these 27 hours must be taken after receiving a master's along the way or completing 30 hours.
 - With a **master's degree**: The requirement is 27 hours of graduate work within a consecutive 18-month period.
 - As **University staff or a person employed full-time in their major field**: The requirement is 24 credit hours of graduate work within a consecutive two-year period, and 12 of these 24 hours must be taken after receiving a master's along the way or completing 30 hours.
- Satisfy the academic residency requirement **before you schedule your final oral exam**. The Doctoral Programs Coordinator will note this on your Program of Studies.

Final Oral Exam

- The Oral Exam **must be announced**. To do so, provide the CYAF Communications Associate with the scheduled defense date, a head shot, and the dissertation abstract.

Doctoral Portfolio

Satisfactory completion of the Doctoral Portfolio is required for candidacy and replaces the traditional comprehensive examination. The Portfolio incorporates: 1) demonstration of attainment of critical competencies via successful engagement with six areas of intentional learning; and 2) articulation of professional identity via statements of research, teaching, and service positionality.

Critical Competencies

Graduates of the GFHWB will demonstrate the following *critical competencies*:

1. Global family health and well-being disciplinary knowledge including depth and breadth of literature, including synthesis of the literature, gaps, and strengths and weaknesses;
2. Disciplinary research knowledge;
3. Ability to conduct semi-autonomous research; and
4. Ability to engage in semi-autonomous teaching, in either formal or informal settings.

Development of these competencies is emphasized throughout the GFHWB program. However, a unique feature of the GFHWB specialization is the expectation that students will engage in *specific and intentional learning experiences* designed to *promote* successful attainment of the four critical competencies.

Intentional Learning Experiences

The Doctoral Portfolio is a scholarly **product** that demonstrates successful (and on-going) engagement with intentional learning experiences that promote critical competencies.

Intentional learning experiences are divided into six areas (see **pages 17-19** for details):

- Teaching (formal and/or informal)
- Subject area content expertise
- Global engagement and citizenry
- Scholarly dissemination
- Professional citizenship
- Leadership

Positionality describes an individual's world-view including, assumptions about human nature and agency and refers to how one's identity influences, and potentially biases, understanding of and outlook on the world. Self-reflection is a necessary prerequisite to be able to clearly identify, construct, critique and articulate one's positionality.

Rather than a collection of activities, each student must articulate his/her unique professional identity, *achieved via engagement with the six areas of intentional learning experiences*, through *positionality statements* in relation to teaching (formal or informal), research and service to the profession. Positionality statements should reflect how specific learning experiences impacted one's professional growth and development.

Questions to Consider when Preparing Positionality Statements

I. Teaching Positionality:

- What are your primary learning objectives for your student learners?
 - How do you assess those objectives?
- What type of learning environment do you aspire to?
 - What actions/activities help you achieve that type of environment?
- What are your values as an instructor (philosophy of teaching)?
 - How do you convey those values to your students?
 - How, if at all, have those values changed through time? What processes or experiences shaped your teaching values?
- What are your responsibilities to your students?
- To what extent do you engage in self-reflection as an instructor?
 - What activities help you engage in self-reflection?
 - Describe changes made as a result of critical self-reflection.
- **How have *intentional learning experiences* impacted your teaching values, student learner expectations, and self-reflection activities? Please describe.**

II. Research Positionality:

- Describe your research interests—what do you investigate and why?
- What theories guide your research?
 - How are those theories applied in your research?
 - How do these theories reflect and convey your world view?
- What methodologies do you gravitate toward and why?
 - What do these methodologies convey about your values of epistemology, and/or your worldview and the value of your scholarship?
- What are your *responsibilities*, as an empirical scholar, to the profession, to your participants, to the academic or research community?
- What are your research biases? What are your research assumptions?
 - How do you maintain research rigor while simultaneously acknowledging those biases and assumptions?
 - In what ways do those biases and assumptions impact your research?
- **Describe specific *intentional learning experiences* and their impact on your theoretical lens, methodological approach, values, and biases and assumptions.**

III. Service or Outreach Positionality:

- Why should you engage in professional service—that is, what is its value?
- What does professional service indicate about you as a scholar and member of a professional community?
 - How are your values reflected in the types of professional service you engage in?
- **What have you learned about professional service, its value to the profession, and your responsibilities to contribute to that community, via *specific intentional learning experiences*?**

Intentional Learning Experiences

1. Teaching. Demonstration of professional level performance in teaching to be accomplished through **one of the following (1a, 1b, or 1c):**

1a. Full responsibility for at least one course at the University of Nebraska-Lincoln.

Required documentation shall include:

- Course syllabus
- Student evaluations
- Evaluation of faculty supervisor that includes a live observation of teaching

1b. Extension/Outreach options will illustrate the student's expertise in a specific content area relevant to his/her program, as well as translational skills in applying that knowledge. The extension/outreach option should also reflect knowledge about the United States land-grant and extension system. Specific projects and documentation will be determined by the committee and can include the following:

- Development of scholarly output that translates empirical research for direct dissemination to lay audiences. Models of these types of projects include NebGuides and policy briefs;
- Development of an evaluation plan for an existing program;
- Development of an evaluation report for an existing program (e.g., with permission from Extension faculty/staff who have program evaluation data);
- Development of a curriculum or set of activities around a particular content area.

1c. For those on a clinical track, clinical supervision of a mental health professional trainee lasting at least 6 months. Required documentation shall include:

- Statement of philosophy and approach to supervision
- Case example that illustrates your approach to supervision
- Evaluation of your supervision by your supervisor
- Evaluation of your supervision by your supervisee(s)

2. Global Family Health and Well-Being Subject Area Content Expertise. Demonstration of both depth and breadth of expertise in a select content area may be evidenced through:

2a. Extensive review of scholarly literature including seminal pieces, development through time, and current state of the field;

- An outline of the proposed literature review and process for completion (e.g., sources consulted, type of literature reviewed) must be approved by the supervisory committee;
- Before beginning your LR, it is *strongly* recommended that you:
 - Consult with the Research Librarian;
 - Read [The PRISMA Statement for Reporting Systematic Reviews](#); and
 - Consult additional resources as needed: [How to Write a Literature Review](#); [Concordia Library Writing a LR](#); [UNF Conducting a Literature Review](#); and [Conducting a Literature Review](#);
- The literature review must be completed *independently*; and

- The final review included in the Portfolio must be: written in APA formatting style, of 30 pages maximum, double-spaced, with 12-point font and standard margins.

2b. In rare circumstances, unique opportunities may arise that could serve as alternatives to the literature review requirement by serving the same purpose (i.e., demonstration of depth and breadth of expertise in select content area).

- A written proposal to replace the literature review component of the Portfolio, with an alternative of equal rigor, must be in writing and accompanied by a proposal for an alternative, specifying the content of the alternative and process for completion.
- The proposal must be approved by the entire supervisory committee before writing begins.

3. Global Citizenry. Demonstration of global citizenry through international engagement **in one or more of the following (3a-3d):**

3a. Participate in short- or long-term study abroad experience approved by Supervisory Committee.

3b. Attendance/Presentation at a professional conference related to family studies, MFT, global mental health or other area related to global family health in a country other than the United States and Canada.

3c. Presentation at a **national** conference with International Reach OR presentation at **national** conference with a focus on culture or global citizenry.

3d. Other international experience approved by the Supervisory Committee.

4. Scholarly Dissemination. Demonstration of competency in disseminating information relevant to Global Family Health through **both 4a and 4b:**

4a. Two presentations at meetings of professional/academic organizations. One of these presentations must be at national/international meetings. Poster presentations are acceptable. The student should demonstrate that their contribution to these products is significant and that they took a leadership role in their development and/or in the work that lead to their development. Please also list any other presentations and indicate the significance of these presentations to your scholarship.

Required documentation shall include:

- One page listing all presentations that includes a brief statement of the content, the significance of each presentation to your scholarship and your contribution to each.
- A copy of the abstract and materials submitted for the presentation to be considered.
- A copy of the acceptance letters
- Copy of the listing of the presentation in the conference brochure and conference materials (if available).
- Copies of handouts and presentation materials (if available).
- Copies of participant evaluations (if available).

4b. Minimum of one **submitted** article in a peer-reviewed journal in which the student is author or co-author. As described in the APA Manual (pp.350-351) Authorship is determined based on the following:

“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.” (Refer to: https://peabody.vanderbilt.edu/docs/pdf/cepi/Coauthorship_Guidelines.pdf)

Required documentation shall include:

- A list of all peer reviewed manuscript submissions with citations written in APA format and indication of publication status of each (i.e., published/submitted/in process);
- A statement of the significance of each article to your professional training;
- A description of your contribution to each publication;
- The most recent version of the manuscript (in the case of a manuscript, not yet accepted, with positive reviews, it should be in a state of readiness for resubmission)
- All correspondence with the journal, including editorial feedback; and
- Evidence that the journal is peer reviewed (if not apparent)

5. Professional Citizenship. Demonstration of professional citizenship through **both (5a and 5b):**

5a. Maintain simultaneous membership in *two professional organizations* (e.g., AAFCS, AAMFT, APA, CFHA, CFHC, IFTA, ISSBD, SRA, SRCD, STFM, NCFR) for at least one year prior to submission of Portfolio. Students should discuss potential organizations with their supervisory committee to determine best fit. Required documentation shall include:

- List of memberships in professional organizations, including initiation dates
- Proof of membership

5b. Satisfactory participation in CYAF 901: Professional Doctoral Seminar.

6. Leadership. Participation in leadership and/or professional activities. Document **at least two of the following:**

- reviewing proposals for presentations or publications
- service on departmental, university or professional organization committees
- membership on professional or service organization boards
- volunteer work at state, multistate, or national conferences
- election to office in state, multistate or national organizations
- appointment or election for committee involvement in state, multistate or national organizations
- moderation of a session at a professional meeting
- significant involvement in the departmental or college graduate student organization
- additional activities, approved by supervisory committee, may be included.

The Supervisory Committee may **require** the student to **engage in specific learning experiences** (e.g., based on perceived knowledge/skill gaps).

Formatting the Portfolio

Cover Letter. The portfolio must be introduced with a cover letter (maximum 1 page) outlining:

- Introduces the file;
- Provides an overview of your major accomplishments and critical professional growth experiences; and
- Summarizes career goals.

Positionality Statements. The portfolio must include each of three positionality statements.

- Each statement must be limited to 3 – 5 pages, double-spaced, standard 12-point font, 1 inch margins.
- These should appear at the beginning of the portfolio, immediately after the Cover Letter.
- Positionality Statements should make reference to the remainder of the portfolio (specific Intentional Learning Experiences).

Intentional Learning Experiences. The portfolio **must include documentation** for each of the six types of intentional learning experiences.

- No specified section length.
- However, depending upon each student's unique career goals, the Supervisory Committee would expect those sections *most relevant* to the student's unique career trajectory (e.g., teaching, research) to demonstrate the student's involvement in learning experiences geared toward those specific career goals.
- The student determines whether materials/resources should be embedded within the learning experiences segments of the Portfolio or included as part of an appendix.

Additional Items. Depending on each student's unique doctoral experiences, the following items may be considered for inclusion as part of the Portfolio:

- Letters of support from students in courses taught;
- Letters of support from those (e.g., undergraduate or M.S. level students) who were supervised as part of a research team;
- Letters of support from community members, extension specialists, or agencies/organizations in which the student completed informal teaching and/or training or research;
- Annual evaluation letters;
- Letters of support from faculty in which you have worked as a Research or Teaching Assistant;
- Other (speak with Supervisory Chair about items not included here).

Portfolio Defense

Defense Process

- The defense should be scheduled for a 2-hour block of time;
- All Supervisory Committee members should receive an electronic copy of the Portfolio at least two weeks prior to the defense;
- The student will provide a brief (10-15 minute) overview at the beginning of the defense;
- The remainder of the defense consists of questions from Committee members and discussion between the Committee and the student;
- Note that the portfolio should be comprised of *independent* work; while the advisor is expected to assist with coordination, s/he will not assist with the portfolio (development, editing, feedback, etc.).

Defense Outcomes

- Based on the oral defense, the Supervisory Committee determines exam results:
 - PASS: The student successfully demonstrates mastery of the *four critical competencies* via engagement in required *intentional learning experiences* and articulation of *teaching, research, and service positionality*.
 - RE-WRITE: The student has successfully demonstrated mastery of some but not all *critical competencies*. The student may be asked to re-write any section of the Doctoral Portfolio or Positionality Statements.
 - The student and Supervisory Committee determine an appropriate deadline for which the re-write is due;
 - All members must agree unanimously to PASS the student following a re-write.
 - FAIL: The student has failed to demonstrate mastery of any of the *four critical competencies*. If a student [fails the comprehensive exam](#):
 - A letter is submitted by the chair of the Supervisory Committee to the Dean for Graduate Studies stating the conditions under which the student may attempt another examination.
 - Only one attempt may be made per academic term. Only two attempts overall are permitted, unless additional attempts are approved by the Supervisory Committee.
- **The Supervisory Committee Chair(s) and two additional committee readers must approve the defense outcome (Pass, Re-Write, or Fail).**

Dissertation Procedures

A Ph.D. dissertation represents the beginning of an individual's scholarly work, not its culmination. As such, dissertation research should provide students with hands-on, directed experience in the primary research/evaluation methods of their discipline and should prepare students for the type of research/scholarship that will be expected of them after receiving the Ph.D. degree. More specifically, the Ph.D. dissertation should:

- (a) reveal a student's ability to analyze, interpret, and synthesize information;
- (b) demonstrate the student's knowledge of the literature relating to the project and acknowledge prior scholarship underlying the dissertation;
- (c) describe the methods and procedures used;
- (d) present results in a sequential and logical manner;
- (e) discuss fully and coherently the meaning of the results; and
- (f) demonstrate the student's ability to convey information clearly through writing. The work must contain sufficient detail to permit replication of the study by an independent investigator.

Dissertation Proposal

Students will draft the Introduction/Literature Review and Methods chapters to describe their research questions, rationale for those questions and procedures and proposed analysis for the dissertation study. All Committee members will read the proposal and meet together to share their approval or suggest improvements for the study. The student must receive approval from the Committee before proceeding to secure IRB approval or collecting data.

The **dissertation** is of no fixed length. The **dissertation abstract** may not exceed 350 words in length. See [Preparing a Dissertation](#) for formatting required by Graduate Studies.

Dissertation Readers

At least 3-4 weeks prior to the planned dissertation defense, the student must send a copy of the dissertation to the two designated "Readers" of the dissertation for review. This will be a complete dissertation document with Abstract, Table of Contents, and chapters for an Introduction, Literature Review, Methods, Results and Discussion, References, and Tables and Figures as necessary. If the Readers believe the dissertation is ready for defense, they are to sign the [application for final oral exam](#) and submit it to the Graduate Coordinator at least two weeks prior to the scheduled oral defense date.

A meeting will then be held (a minimum of ten (10) working days after each Supervisory Committee member receives a copy of the proposal), attended by all members of the Supervisory Committee. At this meeting, the student will defend the proposal as a contribution to the body of knowledge in the field.

Approval of the proposal by the Supervisory Committee will be done by a motion and vote of each Committee member. Upon a passing vote. Supervisory Committee members indicate approval by signing the cover page. If the Committee requests changes in any aspect of the proposal, the student will revise the proposal and resubmit to the Committee members, who then indicate their approval

by signing the cover page. Evaluation of the Supervisory Committee members may include: approval, approval of concept/refinement of content or methodology, or unacceptable.

A signed proposal constitutes a contract between the student and the Supervisory Committee. Should the student wish to change the dissertation substantially, written agreement must be obtained from the Supervisory Committee.

Final Oral Examination

The final examination for the doctoral degree is oral and open to the University community and the public. The Supervisory Committee determines the defense's character and length. The examination may be devoted to the special field of the dissertation or to the Candidate's general knowledge, or it may be designed to test judgment and critical powers.

- The Oral Exam **must be announced**. To do so, provide the CYAF Communications Associate with the scheduled defense date, a head shot, and the dissertation abstract.
- All persons may be present during the dissertation presentation and general questioning. However, this is followed by a closed questioning portion of the examination for which all persons except the Candidate, Supervisory Committee, and invited faculty must be excused.
- The final oral examination over the dissertation may be waived only with the consent of the Dean for Graduate Studies.

Results

1. If the committee agrees unanimously that the student has passed: A [Report of Completion](#) is signed by all committee members present for the defense.
2. If only one member dissents: The dissenting member files a letter of explanation in Graduate Studies, but the student is approved for the degree and a Report of Completion is signed accordingly.
3. If more than one member dissents: The student fails to pass the final oral exam. The committee files a report on the failure in Graduate Studies, indicating what the student must do before attempting another examination. A student may attempt a final oral exam only once per term.

The Supervisory Committee reports the results of the final oral examination to Graduate Studies.

Conducting Human Subjects Research

Before beginning ANY data collection for ANY project, you must have your research protocol approved (or exempted) by the UNL IRB.

Failure to follow this requirement will result in disciplinary action by both the IRB and the Department of Child, Youth and Family Studies.

Required Training in the Protection of Human Subjects

All personnel involved in the conduct of exempt and non-exempt human participant research must receive training in the protection of human participants as required by federal law [see: [Federal Policy for the Protection of Human Subjects \('Common Rule'\)](#)]. Training in the protection of human participants begins with completion of a web-based training program, the [Collaborative IRB Training Initiative \(CITI\)](#). All doctoral students in CYAF will complete their CITI training in the first semester of their enrollment in CYAF 901: Professional Development Seminar.

Social Science and Behavioral Research (SSBR)

In CYAF, most of the research you will be involved in is social and behavioral research. UNL's IRB specifies the following:

“Social science and behavioral research includes all research performed with intent to develop generalizable knowledge (i.e., test a hypothesis and draw conclusions) about behaviors, attitudes and interactions among and between individuals, groups, and cultures. Generally, this category of research has no intent of producing a diagnostic, preventive, or therapeutic benefit to the participant who is not seeking nor expecting a health benefit from the research. There may, or may not, be any prospect of direct participant benefit associated with this category of research.”

Research involving human participants considered SSBR include, but are not limited to:

| | | |
|-------------------------|----------------------|-----------------------------|
| • Qualitative Research | • Survey research | • Observational research |
| • Ethnographic research | • Education research | • Criminal Justice research |
| • Oral History research | • Program evaluation | • Mixed-Methods research |

Annual Review of Doctoral Students

CYAF conducts an annual review of doctoral students in order to evaluate each student's progress, identify areas for improvements, and proactively address concerns so corrective action can occur. Suggestions for further growth and opportunities to develop appropriate scholarly skills will be made to allow for outstanding student accomplishments to be brought to the attention of the faculty.

Evaluation Process

1. Each spring, students will complete the *CYAF Doctoral Student Annual Evaluation Progress Report Form* (see pp. 26-28) summarizing the progress they made toward their degree and professional goals. Here, students will reflect on progress made toward their goals in the prior year and identify specific goals to guide their scholarly development in the upcoming year. In addition to this form, students will submit an updated CV and unofficial transcript. Supporting documents (e.g., teaching evaluations, extension/outreach products, conference presentations, published papers) generated during the evaluation year may also be included. Students will be responsible for uploading these documents into their **CYAF Box folder** annually by **April 15**. Evaluations of assistantship performance (submitted by assistantship supervisors) will be added by the graduate programs administrative assistant prior to faculty review.
2. The student's primary mentor(s) and one additional faculty member will review the file.
3. The program area faculty will meet and review each student's progress. Discussions of individual students will be led by the student's mentor and faculty member reviewer, but all faculty will share relevant information (e.g., class performance). Program area meetings should occur no later than **May 10**.
4. The student will meet with their faculty advisor and additional reviewer to discuss the results of the evaluation prior to the last working day of the spring term.
5. A letter summarizing results of the student's annual review will be generated by the primary mentor. The student will review an electronic copy of the letter and a paper copy will be placed in the student's permanent department file.
6. Students have the right to respond to the evaluation letter within 5 working days of receipt. Their letter will be reviewed by the Graduate Executive Committee and included in their file along with the annual review letter.

Evaluation Outcomes

Students will receive one of three overall ratings from the review.

1. Satisfactory progress indicates that faculty believe the student is progressing in their degree as expected or better.
2. Concerns with progress means the faculty have identified specific issues that must be addressed in the coming year. It is a warning. Students who receive a rating of "concerns" may not be prioritized for assistantship funding in the coming year. Students for whom the faculty have concerns in consecutive years receive the rating "unsatisfactory" in the second year.
3. Unsatisfactory progress indicates the faculty believe previously identified concerns have not been adequately addressed and/or the student is seriously off track in the program. Students with this rating will not be eligible for assistantship support for the coming year. A student rated "unsatisfactory" in one year must attain a rating of "satisfactory" during the following year or he/she will be recommended for dismissal from the program.

Annual Student Progress Report Form

Student's name: _____ Program (*circle*): GFHWB CD/ECE

Advisor's name: _____ Track (*circle*): Tract 1 Track 2

Current academic year: _____

Basic Information

1. List the semester and year you began the doctoral program: _____
2. What year do you expect to complete your Ph.D. degree? _____
3. Number of course credits completed in current program at the end of this academic year: _____
4. Degree(s) completed (list degree, field, institution, date):
5. Will you request assistantship or fellowship funding for the next academic year? ___Yes ___No
 - i. Briefly describe the types of assistantship experiences you would most benefit from:
6. List your history of previous graduate funding at UNL:

| Assistantship (e.g., course/project) | Type of Assistantship (TA or RA) | Dates of Employment | Faculty Supervisor |
|---|-------------------------------------|---------------------|--------------------|
| | | | |
| | | | |
| | | | |
| | | | |

Progress toward Degree Completion

7. Filed Supervisory Committee form? ___Yes ___No
 - 7a. List your Supervisory Committee members:
8. *Comprehensive students only* (Track 1): Filed Memorandum of Courses (MOC)? ___Yes ___No
9. Filed Program of Studies (POS)? ___Yes ___No
10. Specific the dates on which you completed the CITI training and any other research ethics training (e.g., IRB Responsible conduct of Research) requirements:

11. Master's thesis or master's project status: (circle all that apply, indicate dates as specified)
 - i. Obtained Master's degree with empirical thesis project before entering program
 - ii. Proposal not yet defended. *Anticipated defense date:* _____
 - iii. Proposal defended. *Date of defense:* _____
 - iv. Obtained IRB approval. *Date:* _____; *Project ID#:* _____
 - v. Data collection/analysis underway
 - vi. Master's thesis not defended. *Anticipated defense date:* _____
 - vii. Master's thesis defended: *Date of defense:* _____

12. Comprehensive Examination status: (circle status, indicate dates as specified)
 - viii. Not yet taken: *Anticipated date:* _____
 - ix. Passed. *Date:* _____
 - x. Rewrite. *Anticipated date:* _____

13. Dissertation Status: (circle all that apply, indicate dates as specified)
 - xi. Developing proposal (list anticipated defense date): _____
 - xii. Arranged for or applied for funding to support dissertation, if needed.
 - xiii. Proposal defended. *Date:* _____
 - xiv. Obtained IRB approval. *Date:* _____; *Project ID#:* _____
 - xv. Data collection/analysis underway
 - xvi. Dissertation defense scheduled. *Date:* _____

Development of Professional Identity & Evidence of Scholarship

14. Briefly identify the type of job you are hoping to get after graduating with your doctoral degree as well as the type of setting/institution:
 - i. What skills are needed to obtain this job?

15. Did you receive any honors or awards this academic year?

16. List any special trainings you attended in current academic year:

17. Publications. Include articles that are in print, accepted, or under review. Do NOT include anything that is in preparation but not actually under review. Citations should be in complete and correct APA format. List your earliest publication first, then list in ascending temporal order.

18. Conference Presentations. List in ascending temporal order, starting with first conference presentation. Citations should be in complete and correct APA format. Do NOT include anything that has not yet been submitted, accepted, and/or presented.

19. Describe your engagement in any other activities relevant to your professional development, if applicable:

Self-Evaluation and Goal Setting

20. Evaluation of progress since last year:
 - i. List up to 3 graduate study goals you have accomplished since your prior review.
 - ii. List up to 3 graduate study goals that were not accomplished fully since the prior review, and provide explanations for delayed progress.
21. Future graduate study goals:
 - i. List at least one but no more than 5 specific things that you intend to improve or accomplish in the coming academic year.
22. Are there particular topics/concerns we could address in regular student-faculty meetings that would be helpful to facilitate your professional development?

Graduate Assistantships

Graduate assistantships are offered by the Department as funds are available. Although [graduate assistantship applications](#) are accepted at any time, applications are reviewed each February for the following academic year. Students holding assistantships must reapply.

Assistantships are competitively awarded and typically require **13 to 20 hours of service per week**. Graduate assistants are required to register during the fall and spring semesters if employed during that time, but not in the summer.

Purpose of the Assistantship

1. To provide an opportunity for mentoring between faculty and student.
2. To provide opportunities for the development of scholarship in the areas of teaching and research.
3. To assist the student in the creation of a foundation for career development.

Benefits

- Tuition remission of up to 12 hours per semester of appointment is provided as a benefit of eligible assistantship employment. Some GAs provide summer tuition remission.
- Basic individual student health insurance.
- **If a student resigns or the assistantship is terminated during the semester before 4 full months of service have been completed, all tuition benefits will be lost. The student is then responsible for paying the total tuition cost and health insurance premium.**

To be eligible for benefits, an assistantship must meet all of the following criteria:

1. The appointment is continuous for 4 full months within the semester.
2. The stipend meets the minimum requirement set by the Office of Graduate Studies.
3. The assistantship or combination of assistantships in one or more departments totals at least 13.33 hours and no more than 20 hours per week.

Overall GA Responsibilities

1. Complete a plan of work for each semester with the supervising faculty person and file that plan in the student's file in the Department office.
2. Complete assignments within the plan of work.
3. Participate in an evaluation session at the conclusion of each semester with the faculty supervisor.

Teaching Assistant (TA) Responsibilities:

Work cooperatively with supervising faculty and other teaching assistants to accomplish the tasks set out by the TA assignment.

- Give adequate attention to the teaching role by conscientious efforts in planning, preparing, and implementing TA assignments.

- Take advantage of orientation and training opportunities offered as professional development; use the library and other services provided by Graduate Studies on teaching and learning.
- Engage in reflective evaluation of teaching activities.

✚ Refer to the [graduate teaching assistant handbook](#) for complete details!

Research Assistant (RA) Responsibilities:

- Learn the research methods and ethical dimensions of the discipline.
- Maintain integrity in collecting, analyzing, and presenting research data.
- Preserve the data collected during experiments or noted during research to avoid future confusion or disputes about access or ownership.
- Recognize that the faculty advisor is responsible for monitoring the accuracy, validity, and integrity of the student's research. Careful, well-conceived research reflects favorably on the student, the faculty advisor, and the University of Nebraska.
- Maintain the confidentiality of the faculty advisor's professional activities and research prior to presentation or publication, in accordance with existing practices and policies of the discipline.

Guidelines for Determining GA Assignments

1. Graduate assistant hours are determined on the basis of approved projects and not on the basis of faculty appointment (research vs. teaching).
2. All nontenured faculty will be given an additional number of hours of graduate assistant time when funding is available.
4. The faculty supervisor and the graduate student will determine a work program that mutually assists the faculty member's needs and that facilitates the learning of the graduate student.
5. The graduate assistantship should be a professional development experience for the student.

Graduate Assistant Evaluation

At the close of each semester, the faculty member evaluates the quality of the GA's work (see below). The faculty member and GA are encouraged to discuss the evaluation together, prior to signing or submission to the Department Chair.

- ✚ **A poor** (i.e., overall performance rating of 1) GA evaluation may result in termination of assistantship and/or jeopardize future assistantship awards.

See [graduate funding](#) for additional funding options.

Supervisor's Evaluation of Graduate Assistant

Student: _____ Evaluation Period (Sem/Year): _____

Supervisor: _____

Directions: Please evaluate this student's performance objectively. Use the scale shown below.

3-Exceeds expectations 2-Satisfactory 1-Needs improvement N/A Not Applicable

| Performance Item | Rating | Comments, Examples |
|---|--------|--------------------|
| Quality of work (accuracy, thoroughness) | | |
| Quantity of work (speed, deadlines) | | |
| Oral communications, expression of ideas | | |
| Written communication skills | | |
| Completion of assignments | | |
| Acceptance of responsibility | | |
| Response to constructive criticism | | |
| Working relationships with others | | |
| Takes initiative, seeks assignments | | |
| Shows enthusiasm, interest in job | | |
| Appropriate appearance, dress | | |
| Resourcefulness, creativity | | |
| Attendance, punctuality | | |
| Understanding/adhering to rules, procedures | | |
| Overall Performance Rating | | |

Numer of hours worked per week: _____ Fall Semester; _____ Spring Semester

Supervisor's Signature Date

Department Chair's Signature Date

Graduate Student's Signature Date

Additional Information and Resources

This section of the Handbook provides important information on critical doctoral studies content; topics discussed include:

- Change in specialization in CYAF Doctoral Program (i.e., from ECE to GFHWB)
- Probation and Termination
- Leave of Absence
- Professional Development Activities, and
- Resources for Assistance

Change of Specialization in CYAF Doctoral Program

Although infrequent, students may determine that the specialization program in which they are studying is not the best fit and, instead, a different specialization is more appropriate for their professional growth. Change in specialization is possible, however, student cannot progress in any doctoral program without a faculty mentor. In seeking to identify a new faculty advisor students are encouraged to carefully consider the following:

- The number of students the faculty member is already working with.
- Connection between the faculty member's research program and student research interests.
- The faculty member's working relationship with other advisees and the demands on their time that may make them less available to mentor you.
- The types of opportunities you will have:
 - What kinds of research experiences will you get?
 - Will there be publication opportunities? Grant writing opportunities?
 - What kinds of opportunities will you get to apply your knowledge in the service of others or in a policy context?

For students wishing to change specialization programs within CYAF, the following process must be followed:

1. Students must meet with their advisor in their current program to discuss a desire to switch programs.
2. Student must meet with advisor they desire to work with if the transfer is approved.
3. Student must submit a formal request letter for transfer indicating the reason for transfer and, in the letter, identify a new advisor in the specialization are they intend to switch to.
4. The student's letter and original graduate application file is reviewed by GFHWB faculty;
5. If approved (and if the identified chairperson agrees to serve as the new advisor), a formal transfer form (**see page 33**) is signed by student, grad faculty chairperson, new committee chair/advisor and former advisor.
6. The form remains in student's file.

*Students may not transfer in the first semester of the program or after having submitted a Plan of Studies form to the Office of Graduate Studies.

A student wishing to change specializations should first consult with area faculty before submitting a formal request. Faculty in the new program area will review all transfer application materials. The student will be formally notified of the decision. Approval for transfer requests is at the sole discretion of area program faculty and the department chair.

Please note that continuing financial support is not guaranteed to students transferring specializations.

Specialization Transfer Form

Student Name: _____

Original Doctoral Specialization Program: _____

Date Entered Program: _____

Former Faculty Advisor/Chairperson: _____

CYAF Specialization Program Transferring Into: _____

New Faculty Advisor/Chairperson: _____

Signatures:

Student

Date

New Faculty Advisor/Chairperson

Date

Former Faculty Advisor/Chairperson

Date

Probation & Termination

High quality graduate education depends upon the professional and ethical conduct of the participants. Faculty members and graduate students have complementary responsibilities in the maintenance of academic standards and the creation of high quality graduate programs. Excellence in graduate education is achieved when both faculty and students are highly motivated, possess the academic and professional backgrounds necessary to perform at the highest level, and are sincere in their desire to see each other succeed.

Students who do not adhere to university expectations of professionalism or maintain satisfactory progress may be subject probation, be terminated from a degree program, or be denied permission to continue graduate studies at the University.

Upon termination from a graduate degree program and/or dismissal from the Graduate College, students may apply for admission to another degree or admission as a non-degree-seeking student only with the approval of the Dean of Graduate Studies. No student on probation may receive a Graduate degree.

For all graduate students at UNL, probation or termination recommendations may be made under the following conditions:

- violations of the [Student Code of Conduct](#);
- failure to satisfy [Scholastic Grade Requirements](#);
- failure to pass the comprehensive examination or final degree examinations; or
- failure to master the methodology and content of one's field in a manner that is sufficient to complete a successful dissertation.

- ✚ Termination may occur if a student fails to satisfy conditions required for removal of probationary status.

Leave of Absence

Doctoral students in candidacy are required to maintain active status through continuous registration from the time they advance to candidacy until they graduate. In the event that a student is unable to continue active participation, the student must complete an Academic Leave of Absence in order to temporarily suspend his/her graduate studies.

However, before taking a leave, you should explore alternatives, discuss the impact on their plan of study with the graduate chair and their faculty advisor, and develop a strategy for completing the degree program.

Graduate Studies Policies

[An Academic Leave of Absence](#) is granted to students for illness or injury, to provide care or assistance for family and dependents, to meet military service obligations, or for other personal reasons. A leave can be used to suspend study for one semester up to a full academic year during which the student is not expected to make progress toward their degree.

- The one-year time limit can be extended for military service or in other cases subject to approval by Graduate Studies. A leave may be granted for current and/or future semesters only, not for prior semesters.

Students granted a leave are not required to register for any credit hours for the period covered by the leave. With no enrollment, no tuition and fee costs are accrued during the leave. The time limit for reaching candidacy or for completing the Ph.D. is extended only by the number of semesters the student is on leave. For Ph.D. students in candidacy, an approved leave satisfies the continuous enrollment requirement. Students returning from an approved leave do not need to be readmitted.

Requirements

To be eligible for academic leave, you must:

- Be a doctoral student in good standing (3.0 or above), with at least one semester of prior graduate enrollment at UNL.
- Be admitted into candidacy by Graduate Studies.
- Get approval from your graduate program.
- Have no course enrollments for the duration of the leave. If you are already enrolled during the leave, you must officially withdraw from courses.
- If you are an international student, you must get approval from the International Student and Scholars Office (ISSO). SEVIS updates may be needed and immigration regulations may restrict eligibility; ISSO can help to identify other possible courses of action.

Implications of Taking a Leave

While on academic leave, students are unable to make academic progress, as they are unable to:

- 1) Take qualifying examinations for advancement to candidacy or final examinations for the degree (although language competency examinations are allowed);
- 2) File a thesis or dissertation;
- 3) Make extensive use of faculty/staff time or resources (except for planning a return from leave);
- 4) Receive academic credit for work done during the leave at another institution (unless approved in advance by the faculty advisor and Graduate Studies); or
- 5) Register for classes and therefore are unable to receive the benefits, services, and eligibility associated with registered-student status. This includes receiving fellowships, a graduate assistantship and associated benefits (e.g., tuition remission, student health insurance and services at the University Health Center, @unl.edu email address), and access to the UNL Campus Recreation Centers or other campus facilities (e.g., research laboratories, equipment, and other controlled-access campus facilities).

If you have federal financial aid or loans it is your responsibility to consult the Office of Scholarships and Financial Aid and/or your loan agency before applying for a leave, to determine how a leave could affect aid, eligibility to defer loan repayment, and loan status.

Procedures

Students should consult their faculty advisor and the department's graduate chair to determine whether a leave is an appropriate course of action. If you decide to take a leave, you must:

- Submit a completed Academic Leave of Absence form to Graduate Studies with the required signatures.
- If approved by Graduate Studies, an email notification with a copy of the signed form is sent to the student, graduate chair, and faculty advisor.
- To extend an approved leave, you must notify the graduate program chair and your advisor at least four weeks prior to the end of the semester in which the leave terminates.
 - An extension requires approval of the department and ISSO if you are an international student
- Students must notify Graduate Studies of their intent to return, in writing, at least four weeks prior to the end of the leave.

Professional Development Opportunities

Conferences & Travel Funding

An important part of your development as a scholar is learning to share your work in professional contexts with your disciplinary peers. You are strongly encouraged to talk with your advisor about their professional organization memberships and the conferences that they attend.

As a doctoral student, you should be disseminating your work (via posters or oral presentations) at local, state, national or international professional meetings during your doctoral studies. This helps build your CV, provides a pathway to manuscript publication, develops your breadth and depth of content expertise, and facilitates professional connections.

Conference attendance is expensive and can create a financial burden for students. Several resources are available to help students defray the costs (e.g., air travel, hotel, conference registration, meals) associated with attending and presenting their work at professional conferences. These include the following:

4. CYAF offers travel grants for graduate students to present at scholarly meetings. Students may receive up to \$200 in funding per academic year. To request funding, please send an email to CYAF Office Coordinator. CEHS also offers travel grants to encourage and support graduate student presentations at regional, national, or international conferences. Awards are based on merit of the request, the relative merit of the conference, the student's academic progress, and the availability of funding. The maximum award amount to one individual is \$350. Information about is here: <https://cehs.unl.edu/documents/cyaf/gradStudentTravelGrants.pdf>.
5. Students whose mentor(s) have an IANR research appointment are eligible to apply for the Larrick/Whitmore Graduate Student Travel Grants Program. The maximum award is \$400 and provided on a competitive basis. Students may only receive one travel grant per degree program (1 for M.S. and 1 for Ph.D.). For additional information see: <https://ard.unl.edu/larrickwhitmore-graduate-student-travel-grants>. To determine if you are eligible for this grant please speak with your mentor.

6. Travel awards are available through the Office of Graduate Studies and provide support for student travel to present at professional conferences or travel for work directly related to dissertation/thesis projects. Up to \$1,500 may be requested per academic year. Refer to: <https://www.unl.edu/gradstudies/funding/travel-awards>.

Preparing Future Faculty Program (PPF)

The Preparing Future Faculty program at UNL is a professional development opportunity for advanced doctoral students whose career goals include pursuing a faculty position. As part of the program, students learn about faculty roles and responsibilities (research/scholarship, teaching, service) and gain direct knowledge of the diversity of higher education institutions (large public research, liberal arts, comprehensive, private religious, etc.) through a structured mentoring experience with partner institution mentors.

If you are interested in the PFF program, please review additional details the PFF website (<https://www.unl.edu/gradstudies/professional-development/preparing-future-faculty>) and discuss with your faculty mentor. Students wishing to be recommended for the program should then contact the CYAF Graduate Chair.

Campus-Wide Workshops for Teaching Assistants

The Office of Graduate Studies offers workshops on teaching and professional development topics throughout the year. Teaching workshop topics vary by semester, but may include:

- inclusive teaching and diversity statements,
- teaching online,
- teaching statements and portfolios, and
- understanding student motivation.

Professional Development workshops generally focus on CVs/resumes and cover letters, interviewing, Individual Development Plans, wellness and time management, and more. For more information, see: <https://www.unl.edu/gradstudies/professional-development/ta-workshops>.

Institute for International Teaching Assistants

International students for whom English is not their native language and who expect to receive instructional assignments must successfully complete the Institute for International Teaching Assistants. The Institute prepares international graduate teaching assistants from various UNL departments to teach American undergraduates.

- Participants attend a two-week intensive training program that focuses on instructional strategies, classroom management and active learning, English pronunciation and intonation, and cross-cultural communication.
- Morning sessions are devoted to teaching and language development, while the afternoon sessions consist of micro-teaching practice where participants receive immediate feedback on their teaching skills from ITA faculty, undergraduate students, and ITA peers.
- Applications are not accepted from students. Students who will need to participate in their training should contact the Graduate Chair, who will complete and submit the ITA Institute application on behalf of the student. Additional information is here: <https://www.unl.edu/gradstudies/professional-development/ita>.

UNL Research Fair

The UNL Research Fair is a campus wide celebration of research and creative activity. Since 2000, the Research Fair has been a chance to celebrate faculty success, showcase student work and engage in professional development. The Research Fair is held each semester, with faculty and postdoc events in the fall, and graduate and undergraduate activities in the spring. Each event is tailored to UNL's research priorities and broader campus interests. Students may present posters that they have prepared and presented (or will present) at other professional conferences. This is an excellent opportunity to make connections on campus, share your work, and practice your presentation skills. Please see the Office of Sponsored Program page for more details: <https://research.unl.edu/researchfair/>.

ORED Grant Writing Workshop

UNL's Office of Research and Economic Development (ORED) offers a grant writing seminar, "Write Winning Grant Proposals," each spring semester (<https://research.unl.edu/grant-writing-seminar/>). This free seminar is offered annually for UNL faculty. However, if spots are available, graduate students are welcome to attend. The seminar addresses practical and conceptual aspects important to the proposal writing process, including idea development, identification of appropriate granting agencies, how to write for reviewers, and tips and strategies of proven value in presenting an applicant's case to reviewers. Students and faculty who have attended this program in the past have found it extremely beneficial.

Resources to Support Student Success

General Questions:

[CYAF Departmental Website](#)
[UNL Office of Graduate Studies](#)
[UNL Registrar](#)

Writing, Statistical Support, and Design:

[Writing Center](#)
[NEAR Center](#)
[Pixel Lab](#)
[University Libraries](#)

Technology Support:

[Information Technology/CEHS](#)

Physical and Mental Well-Being:

[Counseling and Psychological Services \(CAPS\)](#)
[Campus Recreation and Outdoor Education](#)
[Health resources](#)

Living in Lincoln, NE:

<https://www.lincoln.ne.gov>