

# HANDBOOK

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

REV. APRIL, 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 at the University of Nebraska-Lincoln!**

**Program Mission.** The doctoral program in Education and Human Sciences with a Specialization in Global Family Health and Wellbeing 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.
- Teach and train the next generation of family scientists and Marriage and Family Therapists for global citizenry that has a positive impact on family wellbeing around the world.

**Professional Development Experiences.** We have built our program not on a collection of courses, but a collection of doctoral experiences that underscore the importance of global citizenry. Students will study at a world-class land-grant university that will provide them with on-going professional development experiences. These include:

- Opportunities for students to tailor their program of study to meet their unique career goals
- Studying with internationally recognized faculty, who are doing research internationally
- Engaging with organizations that serve vulnerable/underserved populations
- Teaching experience at the collegiate level, including opportunities to teach both face-to-face and online
- Working with extension and outreach
- Opportunities for international engagement and international 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
- international engagement experience
- Independent teaching at the collegiate level
- Refereed publications and opportunities to work on grant submissions

- National/international presentations
- Experience with Extension or outreach programming
- 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**

<a href="#"><u>Rochelle L. Dalla</u></a>	<a href="#"><u>Gilbert Parra</u></a>	<a href="#"><u>Julie Tippens</u></a>
<a href="#"><u>Maria Rosario de Guzman</u></a>	<a href="#"><u>Paul Springer</u></a>	<a href="#"><u>Natalie Williams</u></a>
<a href="#"><u>Carrie Hanson-Bradley</u></a>	<a href="#"><u>Cody Hollist</u></a>	<a href="#"><u>Yan Ruth Xia</u></a>

## CYAF

Encompassed within the department of Child, Youth and Family Studies (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.



## 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.S./B.A.

- 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.

## Coursework Requirements

**Table 1.2: Coursework Requirements**

Coursework Requirements		Credits ( <i>minimum</i> )
<b>I. Coursework related to Specialization.</b>		<b>36</b>
Students who enter the GFHWB program at the post-bachelor's level (comprehensive program) are encouraged to include the following 7 courses (21 credits) which are required for the master's degree in International Family Studies:		
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
<b>II. Departmental Coursework Required of All GFHWB Students</b>		<b>13</b>
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
<b>III. Research Methodology*</b>		<b>15</b>
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
<b>IV. Doctoral Dissertation</b>		<b>12 - 18</b>
<b>V. Additional Credits Approved by Supervisory Committee</b>		<b>15</b>
Examples include: MFT certificate coursework, **Doctoral Seminar (CYAF 995), independent study, etc... as approved by Supervisory Committee		
<b>TOTAL CREDITS</b>		<b>90</b>

\*An 18 credit hour [Mixed Method Certificate](#) may be obtained via the QQPM program.

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

## Track 1: Comprehensive

**Table 1.3: 5-Year Sample Coursework for Track 1**

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

## Track 2: Entering with Master's Degree

**Table 1.4: 3-Year Sample Coursework for Track 2**

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

*\*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).*



## Coursework Transferability

Coursework is designed to help students develop foundational knowledge and skills related to global family health and wellbeing. There is flexibility in the courses that students can take. To provide some guidance on the types of courses that fit within program goals, transferable course content should reflect one or more of the following seven areas. Sample courses within each are provided for illustrative purposes.

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

## Doctoral Degree Milestones

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

### Supervisory Committee

At the time of admission, students are assigned an advisor (or co-advisors). These initial assignments are made based on match between the student's professional and research interests and those of their faculty mentor(s). Students are admitted into the GFHWB program only after a CYAF member has agreed to serve as their advisor. This person is considered "temporary" 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. In selecting a permanent advisor/chair, consider the following:

- The number of students the faculty member is already working with;
  - Matching research interests;
  - The faculty member's working relationship with other advisees; and
  - Types of opportunities you will have. For instance, 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?
- The Supervisory Committee should be approved before the student completes more than 45 hours towards the Doctoral degree (including hours earned while pursuing the M.S. degree)
    - A member of the GFHWB faculty (see p. 5) must serve as Chair or co-Chair of the Supervisory Committee.
  - Supervisory Committee members are generally chosen jointly by the student and advisor based on their expertise and ability to provide help and guidance in attaining research and career goals.
  - The Supervisory Committee consists of at least four faculty members, one of whom is external to CYAF.
  - Submit completed [Appointment of Supervisory Committee](#) form to the Doctoral Programs Coordinator **prior to the completion of 45 credit hours**.
  - To **change** committee members, the student's advisor must notify the Doctoral Programs Coordinator by submitting the [Change of Supervisory Committee](#).

### Changing Advisors

Sometimes, students wish to change their advisor or advisors want to discontinue their role with a student. On such occasions, the student and/or faculty member should approach the Graduate Chair or Department Chair to facilitate resolution and secure a new advisor.

### Working with a Supervisory Committee (SC)

- Although exceptions exist, *most* CYAF faculty have 9-month contracts. Technically, this means they are not "working" during the summer months.
  - Please be respectful of your committee members' time and, unless exceptions are made, do not schedule committee meetings, defenses, etc... during summer.

## Program of Studies (POS)

- 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 POS, there should be at least 45 hours remaining to be taken.
  - For full policy see [Program of Studies](#) in the Graduate Catalog.
  - Students should meet with their advisor early to discuss course layout, credits brought in, and timeline for the POS. The advisor determines what hours earned toward the MS (for Track 2 students), will be accepted as part of the POS.
- Submit completed [Program of Studies Form](#) to the Doctoral Program 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.
- Changes can be made to the POS via a written email from the advisor to the Doctoral Programs Coordinator (in Graduate College).

## Comprehensive Exam

- The GFHWB comprehensive exam consists of a Doctoral Portfolio (**refer to pages 12-16**). It is expected that students create their Portfolio *throughout* their program so all professional development activities are 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 Graduate Studies.
  - 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 enroll in a specified number of hours within a specific timeframe. This ensures doctoral programs are 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: Competencies, Learning Experiences, and Positionality**

### **Introduction**

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* which demonstrates successful (and on-going) engagement with *intentional learning experiences* that promote critical competencies.

Intentional learning experiences are divided into six areas (see **pages 14-16** 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 you have made as a result of 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 (or anyone) engage in professional service? In other words, 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*?**

## Doctoral Portfolio: Intentional Learning Experiences

**1. Teaching.** Demonstration of professional level performance in teaching to be accomplished through **one of the following (1a – 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 **one of the following:**

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

- If the literature review is included in the portfolio, it may not be “dropped into” the dissertation; the literature can be related but cannot be a simple cut and paste. (Maximum length 30 pages, double spaced 12-point font, standard margins).

2b. Grant proposal written in response to Request for Proposals (RFP) from pre-approved federal agency or foundation mechanism or equivalent demonstrating expertise in content area, gaps in understanding, and proposed research or intervention. (Format must meet RFP guidelines)

**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.

Required documentation shall include:

- One page listing all manuscripts (indicate status: publish/submitted/in process); include a statement of the significance of each article to your scholarship and your contribution.
- 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
- 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** (other similar activities may also be approved in advance by the Supervisory Committee):

- 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

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



## Formatting the Portfolio

**I. 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.

**II. 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)

**III. 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.

**IV. 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).**

## 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. 20-22) 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 Ph.D. Student Progress Report Form

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

Advisor's name: \_\_\_\_\_ Track (*circle*): Tract 1 Tract 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		
<b>Overall Performance Rating</b>		

**Numer of hours worked per week:** \_\_\_\_\_ Fall Semester; \_\_\_\_\_ Spring Semester

\_\_\_\_\_  
Supervisor's Signature                      Date

\_\_\_\_\_  
Department Chair's Signature      Date

\_\_\_\_\_  
Graduate Student's Signature      Date

## 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 (refer to “selecting a permanent advisor”, **page 10**):

- 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. Student must meet with his/her current advisor to discuss a desire to switch programs.
2. Student must also meet with the advisor they desire to work with if the transfer is approved.
3. Student must submit a formal request for transfer letter to the CYAF office, indicating the reason for transfer, the student must also identify a new advisor they would like to work with and with whom the student has already met with (see #2 above).
4. The student’s letter and original graduate application file is reviewed by GFHWB faculty;
  - ❖ The identified advisor may request additional documents (e.g., current writing sample, etc...).
5. If approved (and if the identified chairperson agrees to serve as the new advisor), a formal transfer form (**see page 27**) is signed by: the student, the graduate faculty chairperson, the new committee chair/advisor, and the student’s 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.

❖ 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**

## 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.

## Probation and 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](#); and
  - 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.