

UNIVERSITY OF MINNESOTA
Graduate School

Minutes, Graduate School Executive Committee
Meeting of Tuesday, December 20, 1983
2:00 p.m., 303 Johnston Hall

Members present: Faculty representatives--Professors James Boen, Jerome Hammond, Dale Lange, David Thompson, Gerhard Weiss; administrative representatives--Deans Robert Holt (chair), Judson Sheridan, Kenneth Zimmerman; Duluth representative--Professor Stephen Hedman; Fellowship Committee representative--Professor Gary Gray; student representatives--Elin Anderson, Kevin Anderson, Robert Stevens; Civil Service representative--Paul Larson; guests--Rebecca Dorsett, Stephen Hoenack; staff--Andrew Hein, Myrna Smith; secretary--Vicki Field

Dean Holt began the meeting by making the following observations:

- 1) The legislative appropriation to the University over the next decade will be based on the mandate that tuition cover a fixed percentage of direct instructional cost--for the University, 32 percent.
- 2) The Graduate School is currently far from the 32 percent goal. Tuition last year was at a level of about 18 percent of instructional cost and increased to about 25 percent of instructional cost this fall. If progress toward cost-related tuition advanced by only an additional 25 percent next year, tuition would stand at roughly \$94 per credit. Moving directly to 32 percent of instructional cost in 1984-85 would result in graduate tuition at approximately \$134 per credit. (These figures reflect an inflation rate of 4-5 percent and assume constant enrollments.) Dean Holt saw little possibility of altering the tuition formula to reduce per credit tuition costs for graduate students.
- 3) Competition for graduate students for fall 1986 will be fierce, and the Graduate School must have a firm tuition and financial aid structure in place by January 1986 to remain competitive.
- 4) High per credit tuition and the absence of a general credit requirement for the Ph.D. degree pose a potentially serious problem. For example, under these circumstances students are encouraged to sit in on courses without registering for them, and programs may reduce their credit modules without a concomitant change in course work and faculty effort. The immediate result will be increased tuition, and the long-term effect will be departmental budget reductions as graduate student FTE's decline.

With these points in mind, the Committee discussed the following three possible tuition schemes:

1) **Per Credit Tuition Structure**

per credit tuition plus a minimum credit requirement for the Ph.D. degree

2) Dual Tuition Structure

1-5 credits charged at one-half the flat rate
6-15 credits charged at a full flat rate
plus minimum residence requirement for the Ph.D. degree

3) Hybrid Tuition Structure

1-7 credits charged on a per credit basis but with a higher cost for
the first credit
8-14 credits charged at a flat rate
15 credits and above charged at the flat rate plus a per credit fee
plus some degree minima

PER CREDIT TUITION SCTRUCTURE

Professor Boen proposed that graduate tuition be charged by the credit and that a minimum credit requirement be established for the Ph.D. degree (this minimum could include thesis credits as well as course credits). The following advantages and disadvantages were mentioned:

Advantages

- conservative strategy--would generate minimal change and simplify collection of tuition

Disadvantages

- widely varying credit requirements already established by programs would make it difficult to set general minimum requirement acceptable to all programs
- per credit tuition would encourage students to make choices on economic rather than academic grounds
- per credit tuition may encourage programs with high credit modules to reduce them
- minimum credit requirement may encourage programs with low credit modules to increase them
- minimum credit requirement would require careful consideration of transfer of credit from other institutions as well as from master's to Ph.D. degrees here
- minimum credit requirement may result in less educational breadth, since students would be encouraged to do only minimal work
- visible costs may discourage students from coming here

- distinction between full-time and part-time students is not clear
- per credit tuition will keep costs high since students will take fewer courses under a per credit system and this will discourage part-time students
- minimum credit requirement may prolong study for TA's who, because of assistantship obligations, must take a reduced course load

Professor Hammond said he would like to see flexibility in the number of required thesis credits, and he suggested that this flexibility might be possible under Professor Boen's proposed tuition scheme if the minimum credit requirement could include both thesis and course credits.

Mr. Anderson pointed out that teaching assistants' workloads reduce the number of courses they may take, therefore their academic careers may be prolonged. A minimum credit requirement for the Ph.D. degree would exacerbate this situation for some students. Mr. Stevens suggested turning the teaching assistantship experience into a course offered for credit as a solution to this problem.

There was little support for a per credit tuition structure combined with a minimum credit requirement for the Ph.D. degree.

DUAL TUITION STRUCTURE

Dean Holt said that this system without the minimum residence requirement was the tuition structure in effect until 1976-77. He briefly reviewed this alternative tuition plan, noting that tuition at one-half the flat rate (1-5 credits) would be pegged at about \$325 per quarter and at \$600-700 for the full flat rate (6-15 credits). Under both this scheme and the hybrid tuition structure the maximum number of credits for which a student could register in a given quarter would need to be specified to prevent registration for an exorbitant course load. The residence requirement for the Ph.D. could be defined as nine quarters of registration at the full flat rate prior to taking the preliminary examinations; for part-time students, one-half quarter of residence could be earned for each quarter of registration at one-half the full tuition rate. The total cost for the degree would thus be the same for part-time and full-time students. There was agreement that a minimum residence requirement (rather than minimum credit requirement) would be needed to avoid the incentive to sit in on courses without formally registering for them. It was also mentioned that without a minimum requirement for the degree, students would be encouraged to take fewer courses under this tuition scheme.

Advantages

- administratively simple

- clearly distinguishes between full-time and part-time students
- would not motivate decisions on financial grounds
- provides incentive to take more rather than fewer courses
- recognizes needs of part-time students

Disadvantages

- minimum residence requirement may prolong study for TA's who, because of assistantship obligations, must take a reduced course load

X
Professor Boen pointed out that Immigration and Naturalization Service (INS) regulations require that full-time status be defined in terms of course credits. He believed this is a better indicator of student effort than the amount of tuition paid, which would serve to identify full-time students under the proposed dual tuition plan. Dean Hein mentioned that the INS currently allows the individual institution to define full-time student status.

Professor Hammond wondered whether this scheme would yield sufficient tuition revenue. Dean Holt said the plan would require examination in light of current credit loads. Both the dual and hybrid tuition structures will tend to encourage full-time registration, which should result in reduced tuition costs, although they also make concessions to the part-time student.

HYBRID TUITION STRUCTURE

Dean Holt called attention to Dean Zimmerman's draft proposal. Degree minima could be defined in several ways, for example a minimum credit requirement designed so that it would not provide a financial incentive to register on a part-time rather than a full-time basis, or a minimum number of quarters of full-time registration (on this scheme, course credits could be converted into weeks, following Wisconsin's model). Minimum credit and residency requirements at several institutions were briefly reviewed. Dean Holt thought that under a minimum residence requirement all course work completed in a master's degree program at Minnesota would need to be allowed to count toward the Ph.D. No suggestions were made for a policy governing the transfer of credit from other institutions to graduate degree programs here and how these credits might be applied toward a residence requirement. (Dean Hein stated the present transfer of credit policy for the Ph.D. which does not place a limit on the number of credits which may be transferred from other recognized graduate institutions to Ph.D. programs here. It is not unusual for 50 percent of the course work completed toward a Ph.D. elsewhere to be transferred to Minnesota, he said.)

The question was raised whether the upper bound of 15 credits on the dual and hybrid tuition models was too high. Dean Holt pointed to the importance of an upper limit under a minimum credit requirement, but said this makes little difference if a minimum residence requirement is used. Mr. Hoenack cited an MPIS study which showed that increased enrollment by graduate students in advanced courses results in little additional instructional cost. He saw no reason why an unlimited number of courses could not be taken for a flat fee, once the residency requirement had been met. Dean Holt clarified that thesis credits were not reflected in the dual or hybrid models. Students could not register for thesis credits within the full-time bands, he said.

Dean Holt asked MPIS to examine the three proposed tuition structures and to run simulation models to determine what the tuition rates would be under the various systems. The Committee will be consulted when the results of this study are known.

Professor Weiss raised the possibility of tuition remission. Dean Holt said this was more closely related to student aid than to tuition.

Discussion turned to tuition increases for 1984-85 and beyond and the figures mentioned by Dean Holt at the outset of the meeting. In response to a question from Mr. Stevens, Mr. Hoenack clarified that thesis credits will be calculated in the tuition formula for 1984-85. Dean Holt said their effect will be to reduce per credit tuition as thesis credit registration is phased in.

If per credit tuition rises to the \$90-range next year, an additional internal allocation of \$1 million will be needed for graduate student support to offset the increase, Dean Holt said. Together with the special allotment of \$500,000 already made, this sum would bring the Graduate School fellowship fund to \$2.5 million. A similar amount would be sought from the legislature in the next biennium. Thus, if tuition doubles from the 1982-83 rate, graduate student support will need to quintuple. Dean Holt mentioned that he and others have been asked by Vice President Keller to advise the Budget Executive on student financial aid for next year. He reiterated the need to have a tuition/aid structure in place by January 1986 to compete successfully for students for the following fall.

The Committee discussed the proposed distribution for 1984-85 of the \$500,000 in recurring fellowship funds (as described in the draft document dated November 30, 1983). Dean Holt emphasized that awards will be made on the basis of student, not program, quality and should thus be effective in strengthening programs.

The meeting was adjourned.

Respectfully submitted,

Vicki Field, Assistant to the Dean

UNIVERSITY OF MINNESOTA
TWIN CITIES

Family Social Science
290 McNeal Hall
1985 Buford Avenue
St. Paul, Minnesota 55108
(612) 373-1578

GRADUATE SCHOOL
W.F.
JAN 19 1982
1/19/82
OFFICE OF THE DEAN

January 14, 1982

Dr. Warren Ibele
Dean, Graduate School
321 Johnston Hall
University of Minnesota

Dear Dean Ibele:

This letter is designed to respond to the issues raised by the Graduate School regarding the proposed Master's and Doctoral Program in Family Social Science. After meeting with you and your committee, our Graduate Faculty met on January 4th and discussed the issues raised by your committee. The Graduate Faculty then approved several motions relating to these issues. The following were the issues which were discussed:

1. Graduate School requirements of 18-24 credits in a Minor or Supporting Program.
2. Description of specific admission requirements FSoS Master's and Doctoral Program.
3. Increasing FSoS course requirements for Master's Program.
4. Increasing flexibility of FSoS course requirements for Ph.D. Program.

I will now briefly indicate the decisions made by the Graduate Faculty and indicate our rationale for the proposed changes.

1. Graduate School Requirement of 18-24 Credits in Minor and Supporting Program.

Although the Graduate School requirements of 18 to 24 credits was consistently followed for the graduate students receiving Ph.D.'s in Home Economics, this requirement was not included in the proposed program because it was assumed it was already a Graduate School requirement.

In order to clarify the fact that this is, indeed, a requirement for the proposed Ph.D. program in Family Social Science, a statement to that effect will now be included in the program description.

2. Admission Requirements for FSoS Master's and Doctoral Program

A. Requirements for Master's Program:

The following was proposed as a minimum requirement for admission to the Master's Program:

1. Two family courses (6 quarter credits)
2. Four courses in Social and Behavioral Sciences (12 quarter credits).
Two family courses can be counted towards this requirement.
3. One quantitative course (3 quarter credits).

B. Doctoral Program Requirements

1. Two family courses (6 quarter credits).
2. Eight courses in Social and Behavioral Sciences (24 quarter credits). Two family courses can be counted toward this requirement.
3. Introductory Statistics course (3 quarter credits).
4. Two additional research and/or quantitative courses (6 quarter credits).

In addition, the following motion was approved regarding admission to the Doctoral Program:

"Admission to the Doctoral Program is contingent on ~~satisfactory~~ ^{step 0} completion of the Master's Degree."

3. Increasing FSoS Course Requirements for Master's Program
requirements of

In the initial proposal, a total of 8 quarter credits in Family Social Science course work was required, and it was suggested that at least three courses be taken in the following areas:

Family Economics and Management
Family Social Psychology
Family Sociology

The Graduate Faculty approved the motion that one course in each of these three areas is required. With that change in the program, there are now 20 quarter credits required in FSoS coursework for the Master's Degree Program. These include the following:

Two Term Process Seminar (FSoS 8-261 and 8-262)	4 credits
One Term Proseminar (FSoS 8-255)	4 credits
At least one course in each of the following 3 areas:	

Family Economics & Management	4 credits
Family Social Psychology	4 credits
Family Sociology	4 credits
	<u>20 credits</u>

Suggested courses for completing requirements for Master's Program are as follows:

- A. Family Economics & Management (e.g. FSoS 5260: Dynamics of Family Decision Making; FSoS 5219: Problems in Family Financial Management).
- B. Family Social Psychology(e.g. FSoS 5202: Introduction to Social Psychology with application to the family; FSoS 8-203: Family Stress, Coping and Adaptation).
- C. Family Sociology (e.g. FSoS 5200: Family Relations; FSoS 5201: Family in American Social Structure; FSoS 5255: Public Social Policy and the American Family).

4. Increasing Flexibility of FSoS Course Requirements for Ph.D. Program

After considerable discussion, the Graduate Faculty approved the following motion which stated that 40 credits of family coursework are required for the Ph.D. Program, and 36 of these credits are required courses in FSoS.

It is assumed that doctoral candidates will take considerable family coursework in other departments to meet the requirements of a minor or supporting field. The 36 credit requirement in FSoS was considered critical because FSoS is a multi-disciplinary department in which individuals from these various disciplines bring particular expertise focusing specifically on the interface of their field with the family.

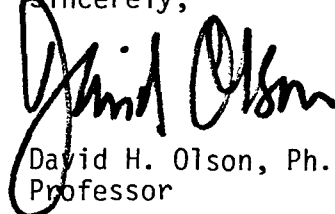
The following are the specific 36 credits required in FSoS.

Process Seminar: 8-261 and 8-262	4 credits
Proseminar: 8-255	4 credits
Research Methods: 8-205 & 8-206	10 credits
Family Economics & Management	3 credits
Family Social Psychology Course	5 credits
Family Sociology Course	5 credits
One FSoS Elective Course	5 credits
	<u>36 credits</u>

I hope this letter clarifies and effectively deals with the issues raised by the Executive Committee. We believe that their suggestions have been helpful and that we have built upon their suggestions to improve the quality and rigor of the proposed Master's and Doctoral Program.

I look forward to meeting with you and the Executive Committee at the February 9th meeting. Please inform me of the specific date, place, and time that you would like me to appear before your Committee.

Sincerely,



David H. Olson, Ph.D.
Professor

CC: Dean McFarland,
Dr. McCubbin, Head FSoS



UNIVERSITY OF MINNESOTA
TWIN CITIES

Family Social Science
290 McNeal Hall
1985 Buford Avenue
St. Paul, Minnesota 55108
(612) 373-1578

GRADUATE SCHOOL
W.I.
OCT 26 1981
10268
OFFICE OF THE DEAN

October 22, 1981

Dean Warren E. Ibele
Graduate School
Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455

Dear Dean Ibele:

Thank you for your letter of October 16, 1981 requesting additional information concerning the establishment of the M.A. and Ph.D. in the field of Family Social Science.

First, we are attaching with this letter a list of Graduate Programs in Family Studies which was published under the auspices of the National Council on Family Relations. We have selected four key universities to determine the length of time the programs have been in existence.

Secondly, concerning your question about the area of youth studies, the Center for Youth Development & Research is considered an outside field.


Thirdly, this was an oversight in our proposal concerning the role of the Director of Graduate Studies. This is to be an insert under CHOICE OF ADVISOR AND PROGRAM COMMITTEE Paragraph #C.

The final decision on doctoral committee members must meet with the approval of the Director of Graduate Studies who is responsible for supervision and coordination of Graduate Studies within Family Social Science.

We hope that we have clarified your questions and our proposal can now proceed through the appropriate committees.

Thank you for your assistance in this matter.

Sincerely,



Hamilton I. McCubbin, Ph.D.
Professor & Head

HIMcC/h

GRADUATE PROGRAMS IN FAMILY STUDIES*

<u>NAME OF INSTITUTION</u>	<u>TITLE OF PROGRAM</u>	<u>DEGREE LEVELS</u>	<u>APPROXIMATE SIZE</u>		<u>LENGTH OF TIME</u>
			<u>STUDENTS/GRADUATE</u>	<u>FACULTY</u>	
UNIVERSITY OF ARIZONA	Child Development & Family Relations	M.S.	34	4	
AUBURN UNIVERSITY	Family & Child Development	M.S. (thesis option only)	22	7	
BRIGHAM YOUNG UNIVERSITY	Family Studies	M.S., Ph.D.	95	19	
COLORADO STATE UNIVERSITY	Dept. of Child Development & Family Relationships	M.S., M. H. Ec.	17	10	
UNIVERSITY OF CONNECTICUT	Dept. of Child Development & Family Relations	M.A. Child Dev. & Family Relations Ph.D., Family Life	87	9	
COLGATE ROCHESTER DIVINITY SCHOOL	Family Ministries	D. Min. M.A. M. TH.		6	
TEACHERS COLLEGE COLUMBIA U.	Family & Community Relations	M.A., M. Ed., Ed.D.	50	3	
CORNELL UNIVERSITY	Department established 1925 - Family Life Name change 1945 Name change 1970 - Department of Human Development & Family Studies	M.S., Ph.D. M.A.	58	23	
EAST CAROLINA UNIVERSITY	Master of Science Degree Major-Child Development & Family Relations	M.S.	40	5	
FLORIDA STATE UNIVERSITY	Interdivisional Doctoral Program In Marriage & the Family	Ph.D.	25	15	
SCHOOL OF HOME ECONOMICS	Dept. of Child & Family Development	M.S. Master of Home Economics	32	19	
UNIVERSITY OF IDAHO	School of Home Economics	M.S., M.A.T, Ph.D.	23		

<u>NAME OF INSTITUTION</u>	<u>TITLE OF PROGRAM</u>	<u>DEGREE LEVELS</u>	<u>APPROXIMATE SIZE</u>		<u>LENGTH OF TIME</u>
			<u>STUDENTS/GRADUATE</u>	<u>FACULTY</u>	
KANSAS STATE UNIVERSITY	Family & Child Development	M.S., Ph.D.	65	15	
MICHIGAN STATE UNIVERSITY	Family Ecology - then combine with Child Sciences	M.A. Family Economics & Management Ph.D. Family Ecology	33	3	1969 7/1/80
UNIVERSITY OF NEBRASKA	Human Development & the Family	M.S.	46	8	
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO	Dept. of Child Development & Family Relations, School of Home Economics	Ph.D., M.S., MSHE, M. Ed.	79	8	
NORTH DAKOTA STATE UNIVERSITY	Dept. of Child Development & Family Relations	M.S., Ph.D.	8	3	
OHIO STATE UNIVERSITY	Family & Child Development Family Relations & Human Development	M.S., Ph.D.	70	5	
PENNSYLVANIA STATE UNIVERSITY	Human Development & Family Studies	Ph.D., M.S., M. Ed., D. Ed.	100	7	1971
PURDUE UNIVERSITY	Child Development & Family Studies	M.S., Ph.D.	62	11	1966
ST. PAUL UNIVERSITY	Pastoral Care of the Family	Master in Pastoral Studies	127	9	
TEXAS TECH UNIVERSITY	Family Studies	M.S., Ph.D.	75	11	
UTAH STATE UNIVERSITY	Dept. Family & Child Development	M.S.	21	9	
UNIVERSITY OF WISCONSIN	Child & Family Studies - School Family Resources & Consumer Sciences	M.S., Ph.D.	54	10	

*STUDENT PERSPECTIVES - A RESOURCE GUIDE FOR GRADUATE PROGRAMS IN FAMILY STUDIES.

PUBLISHED UNDER THE AUSPICES OF THE NATIONAL COUNCIL ON FAMILY RELATIONS
SPRING 1976 THIRD EDITION.



UNIVERSITY OF MINNESOTA
TWIN CITIES

Institute of Child Development
51 East River Road
Minneapolis, Minnesota 55455

GRADUATE SCHOOL
W.I.
OCT 20 1981
10/21/81
OFFICE OF THE DEAN

October 19, 1981

Dean Warren E. Ibele
Graduate School
Johnston Hall
101 Pleasant Street S.E.
Minneapolis Campus

Dear Dean Ibele:

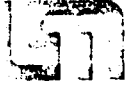
Thank you for sending the proposal for M.A. and Ph.D. programs in Family Social Science. The activities of the Family Social Science department are familiar and I have examined the written proposal.

While there are numerous points of intersection between the proposed program and existing programs in Child Psychology, there is no duplication. Most of the proposed training in Family Social Science concerns the family as a social system and/or clinical problems in marriage and family counseling. Neither of these emphasis duplicates existing graduate programs in Child Psychology. Some students in the latter program concern themselves with parent-child relations in their doctoral work or otherwise examine family influences on children, but this is different from the offerings in Family Social Science. The disciplinary emphasis in the Family Social Science major is also primarily sociology (or social psychology) and not that of developmental psychology.

Sincerely yours,

Willard W. Hartup
Professor and Director

WWH/sah



UNIVERSITY OF MINNESOTA
TWIN CITIES

Graduate School
Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455

October 16, 1981

Professor Hamilton I. McCubbin
Chair, Department of Family Social Science
290 McNeal Hall
St. Paul Campus

Dear Professor McCubbin:

The proposal for the establishment of M.A. and Ph.D. programs in the field of Family Social Science was discussed at a meeting of graduate deans and staff on October 15. The proposal is now ready to go forward to the meeting of the Social Sciences Policy and Review Council to be held on October 28. Several questions were raised during our discussion, however, and we would appreciate a letter responding to these for distribution at that meeting together with the proposal.

First, in order to assist in the broad discussions which will occur within the Minnesota Higher Education Coordinating Board in the final stages, we would like information regarding other graduate programs in the field within the United States, in particular, information with regard to the titles of these programs, the degree levels which are offered, the approximate size, if this is known, and the length of time the programs have been in existence.

Secondly, with respect to this proposal, it is our assumption that if the program is approved, other areas of Home Economics (e.g., design, textiles and clothing, etc.) will be considered outside areas in developing student course work programs. We have a question about the area of youth studies. Will this area be considered a part of the program in Family Social Science or will it, too, be regarded as an outside field?

Thirdly, it was noted that in the discussion on "Choice of Advisor and Program Committee" no mention is made of the role of the Director of Graduate Studies in the process. We assume that this was simply an oversight.

The clarification of these issues will expedite the processing of the proposal. Thank you for your help in this matter.

Sincerely,

A handwritten signature in cursive script, appearing to read "Warren E. Ibele".

Warren E. Ibele
Dean

WEI:mt

UNIFORM PROGRAM
INVENTORY AND
PROPOSAL FORM

SECTION I
Program Proposal Abstract and Cover Sheet
(See Attached Instructions)

1 Unit, Campus or College FAMILY SOCIAL SCIENCE, COLLEGE OF HOME ECONOMICS, ST. PAUL Code No. 2

I. General Information

A. Program Title FAMILY SOCIAL SCIENCE (PROPOSAL MA & Ph.D. PROGRAMS IN THE GRADUATE SCHOOL)

B. Program Review Category: Regular
(check one) Experimental (If Experimental, give Reporting Date: ___/___/___)

C. Proposed Implementation Date: 9 / 16 / 81

D. Program Length: Total Cr/hr 36 Master's (44 quarter hours) 40
Ph.D. (65-75) Classroom 46 Laboratory 53

E. Administrative Unit Immediately Responsible for Program: FAMILY SOCIAL SCIENCE DEPARTMENT
GRADUATE FACULTY

F. Describe the Program (in 50 words or less):

The program focuses on enhancement of family functioning with a multi-disciplinary application. Social, psychological, economic and cultural theories and concepts are integrated and applied to family functioning. The aim is to prepare graduates to conduct research, teach, develop and evaluate educational programs, and become family therapists.

G. Expected student interest in the program during the first year of operation, and when the program reaches full operating level:

	First Year: <u>81</u> (Yr.)		Full Operation: <u>82</u> (Yr.)	
	Number (Headcount) Expected	Student Credit or Contact Hours	Headcount Capacity	Student Credit or Contact Hours
a. Enrollment				
Program Enrollees	55	1485	66	1782
Other Students	1200	9000	1200	9000
Total	1255	10,485	1266	10,782
b. Program Graduates/Completers				
8 Masters	360		10 Masters	450
4 Ph.D.	300		12 Ph.D.	900

FORM NO. 25

Includes graduate students from Sociology, Psychology, Social Work, Anthropology, Women Studies, Home Economics Education, Youth Development, Public Health and Nursing.

A. Projected Costs of the Program:

II. Budget Data

6

7

	First Year 1981								Full Operation 1982							
	New				Re-assigned				New				Re-assigned			
	No. FTE	Annual Cost		No. FTE	Annual Cost		No. FTE	Annual Cost		No. FTE	Annual Cost		No. FTE	Annual Cost		
a. Faculty	10	12	16	20	57	59	63	67	10	12	16	20	57	59	63	67
		\$		17.22	\$470,663					\$		17.22	\$470,663			
b. Civil Service	13	15	21	25	60	62	68	72	13	15	21	25	60	62	68	72
		\$		8.	\$93,208					\$		8.	\$93,208			
c. Equipment, Supplies, etc.																
		\$			\$12,875					\$			\$12,875			
Total Direct Costs (a+b+c)		\$			\$					\$			\$			
d. One-time Costs		\$			\$					\$			\$			
e. Space Rental		\$			\$					\$			\$			
f. Indirect Costs		\$			\$					\$			\$			
g. Total Program Costs (a+b+c+d+e+f)		\$			\$576,746					\$			\$576,746			

B. Expected Sources of Funds for Program:

8

9

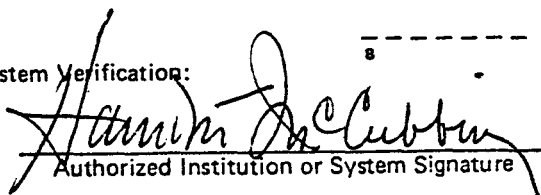
	First Year: 1981						Full Operation: 1982					
	Dollar Amount		% of Annual Expend.	One Time Input		Dollar Amount		% of Annual Expend.	One Time Input			
a. Local	\$			\$		\$			\$			
b. State	\$*661,416	93%		\$		\$661,416	93%		\$			
c. Tuition	\$			\$		\$			\$			
d. Federal	\$*20,769	3%		\$		\$*20,769	3%		\$			
e. Private	\$			\$		\$			\$			
f. Dedicated Fees	\$			\$		\$			\$			
g. Other (Specify): SEE ATTACHED SHEET	\$*27,680	4%		\$*18,980		\$*27,680	4%		\$			
h. Total	\$709,365	100%		\$18,980		\$709,365	100%		\$			

10

* INCLUDES RESEARCH FUNDS

C. If there are any formal arrangements with other institutions or agencies, (e.g. clinical sites, cooperation, joint programs) explain, giving names of institutions: SEE ATTACHED SHEET

D. System Verification:

Authorized Institution or System Signature


PROFESSOR & HEAD
 Title

MAY 1, 1981
 Date

11. B. g. (other specify)

Aid Association for Lutherans	\$22,000
Gillette Hospital	18,980
Inventory of Marriage & Family Literature	4,904
Stress Packets	776
	<hr/>
	\$46,660

11. C. If there are any formal arrangements with other institutions or agencies (e.g., clinical sites, cooperation, joint programs) explain, giving names of institutions:

Training sites for graduate students enrolled in marriage and family counseling sequence include:

- 1) Boynton Health Service
410 Church Street, S.E.
Minneapolis, Minnesota 55455
- 2) Family & Childrens Service
414 South Eighth Street
Minneapolis, Minnesota 55404
- 3) Burnsville Family Consultation Center
The Ridges, 200 Nicollet Blvd. East
Burnsville, Minnesota 55337
- 4) Fairview-Southdale Hospital
6401 France Avenue South
Minneapolis, Minnesota 55435

SECTION II

Summary Description of Family Social Science

The mission of the Department of Family Social Science is to prepare family life educators, family researchers, family therapists, and family management-economics specialists. For over a decade, graduate students enrolled in the program have chosen to specialize in Family Social Science. Other areas of concentration within Home Economics include housing, design, textiles and clothing (food science and nutrition have become named programs). Increasingly, students have chosen to specialize in Family Social Science and request that the program be named to reflect their specialization. Of the 122 graduate students in Home Economics, 55 have a concentration in Family Social Science (15 Masters; 40 Doctoral).

In the context of the departmental structure, guided by the principle of faculty governance, and housed within the College of Home Economics, this program involves a multi-disciplinary faculty with a commitment to the Family as a field of study. The proposed Masters of Arts (2 year program) and Doctor of Philosophy (3 year) programs are designed to develop individuals skilled in teaching, research and counseling. With an established record of scholarly research, quality teaching and an integrated set of course offerings on the family, the department is capable of providing a complete graduate program in this field of study.

The department is staffed with a Head, six additional full professors, four associate professors, six adjunct professors, four assistant professors, one instructor and ten teaching assistants. Additionally, the department is supported by one administrative secretary, four senior secretaries, one accounts specialist, three secretaries and one office assistant. The total department and its activities is housed within McNeal Hall, College of Home Economics with space allocations including a Resource Center (special materials on the family) and a computer terminal (1004). Faculty, teaching associates and research assistants have offices assigned, with a total number of 28 office spaces allocated to the department. The department staff have individual typewriters for secretaries along with a CPT word processor. The personnel, operating and research budget for the Department of Family Social Science was \$682,185.00 for 1980-81.

Need for the Program

The Family Social Science Department has received recognition for quality research and teaching on the family and attracts large numbers of applicants who wish to specialize. This proposed graduate program at the Masters and Doctoral level is advanced as a deliberate step forward to name a formal educational offering in this area of family studies and counseling. The demand for family oriented and

trained researchers and counselors has continued to increase in recent years in response to the need for individuals qualified to teach, conduct systematic investigations, and to work with families faced with personal, interpersonal, and economic hardships. Entrance into the range of professional positions available in the family field calls for training and education at a graduate level. And, the area of specialization should be reflected in the title of the program to assist graduates in more accurately describing their expertise. Certification and accreditation are not prerequisites to entrance or continuation in this graduate program. Family counselors trained within the graduate program are encouraged to pursue certification with the American Association of Family Therapists, a National Organization. The graduate program offers graduate students the opportunity and clinical training to move towards acquiring the necessary time and educational foundation for such national certification. Full certification is not normally achieved within the graduate program.

Mission

This graduate program would be unique within the context of the University of Minnesota. Building upon the foundation of course offerings and research orientation established by the Minnesota Family Study Center, the graduate faculty from the Department of Family Social Science has demonstrated their capacity to deliver an integrated set of course offerings on the family with an emphasis on the application of knowledge towards the enhancement of family life.

This program, while unique, has close but non-duplicative relationships with other programs within the University also involved in the study of the family. Collaborative programs include Sociology, Psychology, Child Psychology, Social Work, Nursing, Public Health, and Home Economics Education. The State of Minnesota has a long history of progressive programs and work with families and the Family Social Science graduate program would be a continuation of and expression of this commitment by the University.

Comparative Program Analysis

There are six post-secondary institutions offering a baccalaureate degree in the area of family studies: College of St. Benedict/St. John's University, College of St. Scholastica, College of St. Theresa, St. Olaf College and Mankato State University. Mankato State University offers a M.S. Degree in Family Life Education. The proposed Graduate Program in Family Social Science would be the only graduate program at the Doctoral level in the areas of family economics and management and family counseling; it would be a unique Master's program. This proposed

program would attract students from throughout the State and the U. S. (as well as other countries), from all disciplines, particularly those in the behavioral and social sciences. With its emphasis on the "application" of knowledge and research on the family, the proposed graduate program would be serving the needs of the State of Minnesota and that of the U. S. for trained specialists in the family field. It is reasonable to expect that this program would continue to provide qualified individuals to be employed in colleges, universities, businesses, and both public and private agencies responsible for serving families. This graduate program would be in keeping with the mission of the University with close cooperation with other departments and colleges within the University and throughout the State of Minnesota.

Duplication

This program is unique. Through its integrated program involving family theory, research, and counseling, and its strong emphasis on the "application" of knowledge towards the enhancement of family life, the program is expected to provide trained individuals to improve upon the number and quality of individuals in the field. While this program concentration has been in operation for ten years, the establishment of a named graduate program administered by the department graduate faculty would be viewed as a new thrust.

Costs/Benefits

Since the program is already in full operation, costs due to the name change will not increase the budget. Currently, the total department budget for undergraduate and graduate education is \$576,746. The benefits of a named program will be reflected in improved employment options available to graduates (when their specialization is more accurately represented in nomenclature), and the improved recruitment of graduate students.

The Department of Family Social Science and its graduate faculty are committed to quality graduates in the professional sector of society. Past graduates have joined the ranks of academic scholars, family counselors and therapists, educators, and researchers and teachers. Some have assumed leadership roles in mental health programs. Research initiated and conducted by the graduate faculty have gained national and international recognition. Concomitantly, faculty and graduates of the program have made major contributions to public service in terms of educational programs through continuing education, Agricultural Extension Service activities, consultation at the State and National Levels, as well as counseling services to families through the State of Minnesota.

SECTION III

DATE APRIL 15, 1981

PROPOSAL FOR: FAMILY SOCIAL SCIENCE
SUBMITTED BY THE: FAMILY SOCIAL SCIENCE DEPARTMENT
OF THE: COLLEGE OF HOME ECONOMICS, ST. PAUL CAMPUS

The proposal has been reviewed and approved by:

APPROVAL, CERTIFICATION

HAMILTON I. MCCUBBIN APRIL 15, 1981
DEPARTMENT HEAD, HAMILTON I. MCCUBBIN DATE

KEITH N. MCFARLAND APRIL 20, 1981
DEAN, COLLEGE OF HOME ECONOMICS, KEITH N. MCFARLAND DATE

DEPUTY VICE PRESIDENT FOR THE INSTITUTE OF AGRICULTURE, FORESTRY AND HOME ECONOMICS, WILLIAM F. HUEG, JR. DATE

DEAN, GRADUATE SCHOOL, WARREN IBELE DATE

VICE PRESIDENT FOR ACADEMIC AFFAIRS, KENNETH KELLER DATE

APPROVAL BY REGENTS: *PRESIDENT BOARD OF REGENTS DATE

FIRST READING BY CAC: _____ DATE

SECOND READING BY CAC: _____ DATE

RECOMMENDATION BY THE MHECB: _____ DATE
DIRECTOR, MHECB

CONFIRMATION BY REGENTS: _____ DATE

*INVOLVES TWO SUCCESSIVE MONTHLY MEETINGS

A. INTRODUCTION

The mission of the Department of Family Social Science is to prepare family life educators, family researchers, family therapists, and family management and consumer specialists. This multiple focus which calls for a multi-disciplinary faculty, underscores the Department's commitment to the family as an applied field of study rather than to an academic discipline. The graduate program has, therefore, developed out of a gradual interchange between and among traditional academic disciplines of sociology, psychology, economics, anthropology and education.

The Family Social Science proposed program of graduate study has emerged in the context of Home Economics, a profession with continuous commitment to the family and the quality of life. For decades, Home Economics has included outreach efforts into the community and the State through Agricultural Extension Service by offering of courses in Continuing Education-Extension, in-service professional training, and by speaking for community groups on topics which may enhance family life in Minnesota. Family Social Science has emerged out of an articulation and cooperative effort in teaching, research, Extension and public service programs. The knowledge gained through research is a valuable resource of the entire State of Minnesota and not just the academic community. The Family Social Science graduate program is designed to prepare graduates to work in the community through agencies, churches, and schools. In addition, the program advances the field of family study by preparing its graduates to conduct meaningful research, to enter academic careers, as well as to offer direct services to families through counseling and therapy as private practitioners.

For over a decade, graduate students enrolled in the Home Economics Program have chosen to specialize in family studies. Other areas of concentration with Home Economics include housing, design, textiles and clothing; food science and nutrition have become named programs. Increasingly, students have chosen to specialize in Family Social Science and request that the program be named to reflect their specialization. Of the 122 graduate students in Home Economics, 55 have a concentration in Family Social Science (15 Masters; 40 Doctoral).

The present proposal for a named graduate program in Family Social Science is submitted with the full support of department faculty and in accord with the reports of the internal and external Review Committees which recommended that consideration be given to M.S. and Ph.D. degrees in Family Social Science.

B. THE PROPOSED PROGRAM

GENERAL OBJECTIVES

The program uses the knowledge of various social sciences to study the family as a social system, and its interactions with other systems. The goals of this graduate training include breadth and depth of knowledge, sophistication and skill in teaching counseling and research, as well as

interpersonal sensitivity. The mechanism to achieve these goals includes coursework in Family Social Science and related departments, apprenticeship to faculty, and considerable independent efforts by the student. The department closely monitors the progress of its students and provides feedback on a student's progress.

The department does not propose programs in Family Life Education, Family Economics-Management, Sex Education or Marriage and Family Counseling, though students may obtain substantial training in these areas. The department offers a one year teaching sequence in Family Life Education which is open to both master's and doctoral students. The sequence is typically offered every two years. Students will have an opportunity to gain understanding of the economic and managerial functioning of families within the context of a multi-disciplinary family program. Specifically, courses focus on family behavior, human and material resource transfers, and the impact of public policy on family well-being.

The department also offers a two year marriage and family counseling sequence which is open only to doctoral students. The first year is a two quarter didactic sequence. The second year is a three quarter internship in either one or two community agencies. Second year Master's students can take the two quarter didactic sequence but not the internship. Students are not eligible for this sequence their first year in the department. Students who have completed both years of the sequence typically are credited with 100 hours of supervised counseling experience by the AAMFT. To obtain the additional hours of supervised practice needed to meet the requirements for accreditation, students have negotiated, on an individual basis with certified supervisors.

MASTERS

This proposed M.A. program would be an individualized graduate program with educational objectives of training persons in areas of family life education, family policy, family management and economics, and family relations. For those graduate students with a background in family studies the program is designed to strengthen and build their research competencies in the family field. The program is designed to provide a sound foundation in research methods, theory, counseling and a broader base of family related courses in the aforementioned areas.

DOCTORATE

This proposed Ph.D. program would be an individualized graduate program with educational objectives of training persons to be family scholars. The program is designed to produce individuals with substantial breadth and depth of knowledge on family theory, sophistication and skill in teaching, counseling, research, as well as interpersonal sensitivity. The curriculum and program focuses on graduate student competencies in the areas of Family Economics and Management, Family Life Education, Marriage and Family Therapy, Research Methods and Statistics, Social Policy and the Family. Social, psychological, economic, and cultural theories and concepts applied to the family functioning are basic to the field of study.

ADMISSION PROCEDURES FOR GRADUATE WORK

- A. All inquiries about graduate work are to be made to the Admissions Committee Chair (elected by the Graduate Faculty); Graduate Student Handbook and other relevant materials will be sent.
- B. The final date for completed applications to be received at Graduate School is February 15th for admissions in the fall of that year.
- C. For applications to be considered it is necessary that applicants send the following supplemental materials to the Admissions Committee Chair:
 - 1. A statement at least 500 words long of personal and professional goals and how graduate work might help you to achieve these goals.
 - 2. A description of activities and experiences related to the family professions, including past and current employment, course work not appearing on transcripts, volunteer work, organization memberships, workshops attendance, etc.
 - 3. Grade point averages (GPA) for undergraduate and graduate work: overall GPA, GPA in major and minor areas, and GPA in research methods and statistics courses.
 - 4. Three letters of recommendation.
 - 5. An official report of your score on the Miller Analogies Test (required if English is your first language).
- D. The number of graduate students admitted into the Family Social Science program varies from year to year. Background in the social and behavioral sciences (including family studies, home economics, psychology, sociology, anthropology, economics, social work) and some previous quantitative coursework are preferred. Experiences in working families through paid employment or volunteer work is highly valued. Applicants have a poor chance of being recommended for admission if their goals are incongruent with the opportunities and coursework provided by the department and University.
- E. The Admissions Committee, in consultation with the total Graduate Faculty, then makes a recommendation for admission or rejection and sends it to the Graduate School office. The Graduate School evaluates the departmental recommendation and notifies the applicant of admission or rejection. Only the information from the Graduate School can bind the University to a decision to accept or reject. Notice of final acceptance will usually be sent after April 1.
- F. Once a student has been evaluated by the graduate faculty, all the records are sent to the Graduate School. A duplicate copy of some materials are retained in the department for students who are accepted into the program.
- G. Notice of graduate research and teaching assistantships will be sent from the department. See information on Financial Support in Section XII of the Handbook for more details.
- H. Students may reapply for admission the following year. In such cases applicants are encouraged to update their files.

GRADUATE LEVEL COURSES IN FSoS

The following is a brief listing of the Family Social Science graduate level family courses. There are numerous other family courses in the University in other departments, e.g., Psychology, Sociology, Counseling, Anthropology, and Home Economics Education. (# means consent of instructor)

- 5-001 Human Sexual Behavior. (4 cr; prereq 15 cr in psychology or sociology). Nature of sexual functioning; sexual development, ethics and attitudes, research problems.
- 5-002 Adolescent Sexuality (3 cr; prereq 5001 or #). Review of adolescent development. Patterns of sexual behavior during adolescence. Contraceptive use and non-use. Adolescent pregnancy and parenthood. Parental and institutional sex instruction.
- 5-025 Parenting. (4 cr; prereq 5-200 or 5-202, CPsy 1301). This course examines a number of parenting models while concurrently focusing on the child's development from infancy through adolescence. Students are trained to identify differing parenting techniques, to develop their own parenting approach, and to conduct parenting classes.
- 5-200 Family Relationships. (5 cr; prereq Psy 1-001 or equiv., Soc. 1-001 or equiv.). Analysis of the family as an institution and system of relationships. Survey of current developments in study of family. Analysis of changes in American society and their influence on family life.
- 5-201 Family in American Social Structure. (4 cr; prereq 5-200; 25 cr in social science courses exclusive of economics or #). Examination of the family as a social institution which is interrelated with the economics, political and other social institutions of society. Analysis of the sources of change in the family and the effects of other subsystems or social structures on the family within the framework of sociological theories which might be useful in understanding the process of change.
- 5-202 Introduction to Social Psychology with Applications to the Family. (5 cr; § Soc 5-201, § PsyF 5-170, § Psy 5-201; prereq Psy 1-001 & introductory sociology or #). Introduction to social psychology with applications to courtship, marriage and the family. Social interaction, communication, social effects on individual functioning, family as a small group, social influence, social ecology, person perception, social motivation, interpersonal attraction, and other topics.

- 5-210 Family in World Perspective. (5 cr. § Anth 5-312, § Soc 5-511; prereq 5-200, Anth 1-102 or #). Comparison of kinship, marriage, family organization, the family life cycle and modes of family functioning across cultures; relationship to economic, political, religious, and other institutions, with emphasis on adaptations of the family to urbanization and industrialization.
- 5-219 Problems in Family Financial Management. (3-4 cr; prereq 3-260 or 5-260, 3-001, or #). The analysis of financial management processes, the modification of management behavior by application of behavioral techniques.
- 5-220 Family Economics. (3 cr; prereq 3-260 or #). Variations in family income, saving, spending, and decision making related to socio-economic factors. Conceptual development and research on economic problems of families.
- 5-230 Independent Study in Family Social Science. (cr ar) (max 4 cr per qtr). Independent reading or research under faculty supervision.
- 5-240 Special Topics in Family Social Science. (2-6 cr per qtr) (16 cr max); prereq to be set up by instructor specific for each topic. Review of research and discussion.
- 5-241 Seminar: Family and Social Problems. (4 cr; prereq 5-200 or equiv., 5-202 or Psy 5-201, Soc 5-201). Social problems as they affect family structure and functioning. Concepts of "social problem" and "deviance" are discussed. Research findings in problem areas are reviewed. Among topic areas are: alcoholism, divorce, mental retardation, illegitimacy, etc.
- 5-249 Fieldwork--Directed Community Work Experience. (3-5 cr) (may be repeated for max 15); prereq 5-200. Directed work experience with social, medical, and/or education orientation for pre-professional training in work with families.
- 5-255 Public Social Policy and the American Family. (4-5 cr) Analysis of how social legislation and programs in the areas of welfare, housing, child development, health care, etc., affects, and in some cases, determines the nature, structure, and quality of the family as a social institution.
- 5-260 Dynamics of Family Decision Making. (3 cr; prereq 3260 or #). Conceptual models of decision making and resource management. Review and critique of current research and literature.
- 5-404 Evaluation Procedures for Household Equipment. (3-4 cr; prereq 1404 or equiv, 8 addtl cr in home economics). Procedures and instruments used to determine operating characteristics of selected household appliances and to assess selected physical characteristics of houses.

- 5-409 Consumer Selection Guides for Household Equipment. (3-4 cr; prereq 1401 or equiv, 3264, 5220 recommended). Construction and operating components of current models of selected appliances. Suitability of the appliances in light of research-based recommendations for kitchen and laundry planning.
- 8-200 Seminar: Research and Interpretation. (3 cr; prereq #). To develop skills in design and interpretation of research relevant to the family; critical examination of published and contrived examples; discussion of research on applied problems; practicum in generation of research design.
- 8-201 Stage Development with Application to the Family (2-5 cr; prereq graduate or professional standing, #). This seminar will provide an in-depth survey of theoretical and conceptual models of psychological stage theory as they apply to individual and family development. The class process will result in an integration of these various models and a beginning integration of research and clinical applications of stage theory.
- 8-203 Family Stress, Coping and Adaptation. (3 cr; § SW 8-203, §PubH 5260) Family theories as they relate to family development, family structure, and family behavior in response to social and psychological stress. Normal and dysfunctional family behavior will be studied. Emphasis will be placed on application to crisis intervention in family systems.
- 8-205 Theory and Research in Family Relationships. (5 cr per qtr; & prereq 6 cr in family courses). This is a two term sequence
8-206 with the first term, FSoS 8-205, providing an overview of the family conceptual frameworks, research approaches and research findings in the areas of marriage and family studies. For the second term, FSoS 8-206, students design, conduct and evaluate a pilot study on some topic of interest.
- 8-214 Marriage and Family Counseling: I, II, III (3-5 cr; § Psy 8-214, 8-215, 8-216 prereq #). Cross-listed with Psychology. Two quarter sequence open to second year masters and doctoral students. Overview of various theoretical orientations to counseling including behavioral, communication, systems theory and other relevant frameworks. Diagnostic assessment and therapeutic techniques are presented. A professional growth group is included in sequence. Second year internship (8-551, 8-552, 8-553).

- 8-221 Internship in Teaching College Level Family Courses: I,
222 II, III, (3-6 cr; prereq 12 cr in FSoS, prereq #). Three
223 Quarter Sequence. Overview of functional, substantive,
affective, and experiential philosophies of education.
Focus on content, procedure and evaluation of a course.
Syllabus preparation, critique of textbooks, and develop-
ment of course objectives. Observation of various teaching
styles and supervised teaching experiences.
- 8-230 Directed Study in Family Social Science. (1-5 cr; prereq #).
- 8-231 Seminar in Gender Roles. (3 cr; max 9 cr; prereq #).
Discussion and research focused on selected problems in the
area of gender roles, similarities and differences; review
of scholarly literature in the area.
- 8-251 Problems: Family Social Science. (1-5 cr; prereq #).
- 8-252 Problems: Family Social Science. (1-4 cr; prereq #).
- 8-255 Pro-seminar in Family: Conceptual Frameworks (3 cr.)
Required of all first-year Family Social Science graduate
students. Provides conceptual overview and orientation to
family field.
- 8-261 Process Seminar for Family: I, II. (2 cr per term; prereq
262 #). Two quarter sequence. Required of all first year
Family Social Science students; not open to other students.
Process seminar involves intrapersonal and interpersonal
skill development and group sensitivity experiences. Social-
ization for professional role in field of family.
- 8-266 Family Research Methodology I. (4 cr; prereq 8-200, one
statistics course and #). This course reviews and critiques
various self-report and behavioral research methods used to
study interpersonal relationships, with emphasis on marital
and family dynamics. This is the first course in a two-
course sequence.
- 8-267 Family Research Methodology II. (4 cr; prereq 8-266, #).
Students will review and critique the research methodolgy
in a given substantive area and design and conduct a pilot
study using at least two research methods. This is the
second course in a two-course sequence.
- 8-270 Practicum in Family Research. (1-5 cr; prereq #). Super-
vised family research.
- 8-551 Marriage and Family Counseling: Internship I, II, III.
552 (cr ar; prereq #), 8-214, 8-215). Cross-listed with
553 psychology. Three quarter sequence. Internship involves
supervised field experience in one or two clinical settings.
Case presentations and discussion with counseling faculty.

SPECIAL TOPICS COURSES

Many different topics are covered in courses taught under the numbers 5-240, 8-230, 8-251, 8-252, and 8-270 in Family Social Science. In recent years one or more classes could have been taken under one of these four course numbers in:

The Family of the Alcoholic
Changing Status of Women: Implications for the Family
Research, Theory, and Skills in Communication
Family Evaluation: Assessment Techniques
Workshop in Professional Writing
Professionalization in the Family Field
Grief and Mourning
Methods in Field Research
Divorce
Farm Families
Energy Issues and the Family
Family Income and Consumption

SOME RELATED COURSES IN OTHER DEPARTMENTS

Department of Sociology

5-505	Family Development
5-506	New Forms of the Family
5-511	Comparative Family Organization
8-501, 502	Contemporary Research on Marriage and the Family
8-505	Theory Development and the Family
8-511	Deviant Behavior and the Family
8-514, 515, 516	Research Problems in the Family
8-524	Sociology of Human Sexuality

Child Psychology & Institute of Child Development: Selected Courses

5-303	Adolescent Psychology
5-331	Process of Socialization of Children
5-335	Peer Relations
5-339	Parent-Child Relations
8-605	Developmental Psychopathology

Selected Family Courses in Other Departments

Ag. & Applied Econ 5-591	Consumption Economics
Anthropology 5-112	Kinship and Marriage
Counseling and Student Personnel Psy 5-110	Counseling Procedures
Counseling and Student Personnel Psy 5-5320	Group Counseling
Economics 5-051	Economic Behavior of the Household
History 5-021, 022	Comparative Study of the Family in History: India and America
History 5-797	Methods of Historical Demography
Home Economics Education 5-021	Education through Extension Methods

Law 5-604
Law 5-875
Medical School 8-101, 102, 103
Psychological Foundations 5-121
Psychology 5-141
Psychology 8-501, 502, 503
School Psychology 8-312

Social Work 5-101

Social Work 8-102
Social Work 8-407
Women's Studies 5-101
Youth Studies 5-230, 231, 232
Public Health

Family Law
Women and the Law
Interdisciplinary Seminar on Sex
Basic Principles of Measurement
Psychology of Women
Counseling Psychology
Personality Appraisal in Children
and Adolescents
Intro. to Social Policy: Social
Welfare Perspective
Policy Issues in Social Welfare
Strategies for Family Intervention
History of Feminism
Work with Youth
Maternal and Child Health

DESCRIPTION OF MARRIAGE AND FAMILY COUNSELING SEQUENCE

The Marriage and Family Counseling Sequence is two years in length. The first year is currently a two-quarter didactic and one-quarter process seminar sequence. The process seminar is limited to those who enroll in the full 2-year sequence. The second year involves a three term internship (FSoS 8-551, 552, 553) with two quarters of practicum processing.

Admission to the two year sequence is by vote of the Counseling Committee of the Graduate Faculty. Applications for admission will be entertained from students in their second year of graduate work or beyond. A total of 12 spaces are available, of which a maximum of five may be filled by master's level students. Master's level students are asked to certify their availability to undertake the internship/practicum as this represents a third year of graduate enrollment. The sequence is geared to the student with some experience who wants to advance his/her knowledge and skills.

REQUIREMENTS FOR MASTER'S STUDENTS

The Master's degree is offered under two plans: Plan A, involving a thesis; and Plan B, which emphasizes course work and special projects rather than a thesis. Students, in consultation with their advisor, will select Plan A or Plan B. In general, students entering the program with an academic background in family studies can select Plan A (28 quarter credits and a thesis) to strengthen their research competencies. However, students with minimal family centered course-work will be advised to select Plan B (44 quarter hours, including at least one research project).

Students can generally expect to use four to six quarters in attendance at the University to complete requirements for the Master's degree. The Process Seminar for Family (FSoS 8-261, 262), a sensitivity-encounter, and support group experience is required. Students are also required to take the Proseminar on the Family (FSoS 8-255). In addition, master's students are encouraged to take two research courses. Master's students are also required to take at least one course in each of the following: Family economics and management, social psychology, and sociology. Students may wish to concentrate in a variety of areas; e.g. family life education, social policy and the family, family management and economics, or family relations. The student has an opportunity for flexibility in planning a program which meets the student's needs.

REQUIREMENTS FOR Ph.D. STUDENTS

1. At least 40 credit hours of Family Social Science coursework.
2. A two term Process Seminar (FSoS 8-261, 262).
3. Proseminar on the Family (8-255) is required.
4. Statistics 5-021 and 5-022 or equivalent.
5. At least 2 quarters of research methods courses offered as regular courses in FSoS (e.g., 8-205 & 8-206).
6. At least one course in each of the following areas: Family economics and management, social psychology and sociology.
7. Specialization in at least one family content area (3 or more courses taken while in the Ph.D. program). Examples of content areas are:

family economics - management	social policy and the family
sociology of the family	anthropology of the family
social psychology of the family	counseling theories
parenting	family life education
family history	women's studies
youth	sex education and counseling
8. All students are evaluated in the spring quarter of the first year of graduate work. The evaluation includes both scholastic and personal-social criteria. There is great concern over the scholastic performance of students who receive one or more grades of C (or lower) or whose grade point average falls below 3.51. Criteria to be considered in the personal-social area include the respect students give to others, the degree of defensiveness, ability to deal with criticism, self-awareness, and personal growth.
9. Before taking Written Preliminary Examinations a personal apprenticeship to a member of the graduate faculty of at least one year is required. It might involve research, counseling, teaching, professional writing or group work. Interactions with the faculty member might be dyadic or in the company of a small group of students. The apprenticeship may involve monetary compensation or course credit. A teaching or counseling intern-

ship or a regular departmental research assistantship would meet this requirement. All other apprenticeships should be negotiated among the student, the student's tutor, and the student's advisor.

10. All Ph.D. students must take the Preliminary Written Examinations which meet standards that are uniform for all students and cover content areas specified by the graduate faculty. Students must also meet all requirements of the Graduate School.
11. All Ph.D. students are required to complete a dissertation reflecting original research and a superior level of scholarship. And, students are required to defend their dissertation at a final oral examination (2-4 hrs.) in accord with procedures and policies established by the Graduate School.

PH.D. PRELIMINARY EXAMINATIONS

The Ph.D. Written Examinations consist of two parts, the Prelim Examinations and the Specialty Examinations. The following are the current requirements.

A. The Pre-lim Written Examinations

1. A student must have his or her advisor's approval and be certified as a Ph.D. student by the Graduate School in order to take an exam.
2. The Pre-lim Examinations are offered three times each year, once in the Fall Quarter, once in the Winter Quarter and once in the Spring Quarter. Students are notified of the results within 3 weeks.
3. The examination consists of 12 hours of questions, four in each of the following three areas:
Family Theory
Family Research, Methodology and Statistics
Family Practice (with the choice by the student of area or areas of focus--e.g., family life education, marital and family counseling, consumer education, family policy formation and impact analysis)
4. The Pre-lim Examinations emphasize integrative questions which require an ability to draw together materials from diverse sources in a systematic, scholarly and creative manner.
5. Each Pre-lim Exam is assembled from questions submitted by faculty. Students also have the option of submitting questions to be considered for inclusion in the examination.
6. The exams will be reviewed and graded by the Graduate Prelim Exam Committee with the support of all graduate faculty within the department.
7. If a student fails a prelim examination twice or a special examination once, the student's case will be brought to the graduate faculty for review. The student may not take any examination beyond that point until this process is completed and some resolution is agreed upon by the graduate faculty.

B. The Specialty Prelim Exam/Project

The specialty exam/project may be completed any time after the student has passed the three areas of the prelim examinations. There are four options:

1. A written examination aimed at assessing the student's competence in a special field of interest. Where it overlaps the general exam, it requires a higher level of competence. The student is given the opportunity to demonstrate detailed knowledge of research literature and of methodological techniques and to demonstrate originality and critical thinking. The exam will last three hours.
2. The student has the option of writing a scholarly paper in the specialty area. The paper should reflect a high level of scholarship, including a critical review and integrative discussion of the significant conceptual and methodological issues in the content area. The paper should be near publishable quality, and should be typed in a style ready for some professional journal. Standards for this option will be higher than those for the three hour writings.
3. The student has the option of conducting an empirical study in a specialty area. The student may consult with a faculty member of such a project. The faculty consultant may not serve as a reader in evaluating the project.
4. The student in consultation with the major advisor may submit a fourth option to the graduate faculty for approval.

FOREIGN LANGUAGE REQUIREMENT

There is no foreign language requirement. However, the development of competence in a foreign language is encouraged.

CHOICE OF ADVISOR AND PROGRAM COMMITTEE

- A. The choice of advisor rests primarily with the graduate student. A temporary advisor is appointed by the Admissions Committee Chair for a new student, generally from among faculty who are willing to advise the student. However, the student is free to choose a new faculty advisor, provided the faculty member is willing and has appropriate Graduate School qualifications.
- B. If the student wishes to change advisors, the student should as a matter of courtesy, discuss the change with the current advisor. Once the change has been made, the Director of Graduate Studies and the Graduate School should be notified.
- C. After completion of a substantial part of the course work, the doctoral student needs to consider the Doctoral Committee for the Preliminary Oral Examination. Suggestions for faculty members from inside and outside the program for both the Master's and Doctoral Committees can be made by the student, in consultation with the advisor. However, the final selection of both the Master's and Doctoral Committee is made by the Graduate School.

FINANCIAL SUPPORT

Graduate students are encouraged to apply for financial support, although funds for entering students are limited. Generally for any academic year, 80 percent of the graduate students in residence receive financial support from within the University.

FIRST YEAR EVALUATION OF GRADUATE STUDENTS

All first year graduate students will be evaluated by the Graduate Faculty in the spring term of the first school year. The purpose of the evaluation is to review programs and to assess each student's strengths and weaknesses, both personally and academically. Students will receive written feedback of the evaluation from their advisor.

Students will be expected to provide the following information to the Graduate Faculty by April 1st:

Part I: Academic Accomplishments

- A. Courses taken and grades attained
- B. Class paper and projects
- C. Research and/or teaching experiences
- D. Any special academic experiences or honors

Part II: Personal and Professional Assessment

- A. Statement (list) of personal and professional goals
- B. Progress in goals during the year
- C. Future plans regarding goals

FUTURE EMPLOYMENT OPPORTUNITIES

In cooperation with and support of the College of Home Economics placement services, the Department of Family Social Science has been able to monitor the employment of Masters and Doctoral graduates. The attached list of graduates, graduate program areas and follow-up place of employment reveals a reasonably positive outlook for graduates with an area of concentration in Family Social Science. The most favorable outlook is for Ph.D. students.

One or more of our Master's recipients has been recently employed in each of the following positions: high school teacher, college teacher, senior social worker, assistant director of a national professional organization, director of a family agency, counselor, personnel worker, nursing home worker, extension family life specialist, resource coordinator in a family service agency, and director of a Home Economics career planning and placement office. The majority of our Ph.D.'s are college faculty members. In addition, some work as counselors, one is a director of a family agency, one is executive secretary of a national professional organization, and two have research positions.

C. EDUCATIONAL AND SOCIAL NEED FOR THE PROGRAM

Table 1 reveals the steady growth in enrollment in the College of Home Economics with a Family Social Science concentration, 1970 to the present. In the year 1977-78, the department received 489 inquiries into the program; 60 applicants were reviewed for admission; 15 of these were recommended to the Graduate School and a total of 9 students were admitted. In 1978-79 the department received 529 requests for applications; 56 applications were evaluated and 10 were admitted. In 1979-80, the department received 582 requests for information; 92 applications; 13 students were accepted, seven Ph.D.'s and six Masters.

TABLE I: MALE AND FEMALE ENROLLMENT
 IN HOME ECONOMICS WITH
 SPECIALIZATION IN
 FAMILY SOCIAL SCIENCE

YEAR	MASTERS			DOCTORAL			ALL DEGREES		
	MALE	FEMALE	ALL	MALE	FEMALE	ALL	MALE	FEMALE	ALL
1970-71		11	11	2		2	2	11	13
1971-72	1	16	17	4		4	5	16	21
1972-73	2	15	17	3	2	5	5	17	22
1973-74	3	20	23	7	11	18	10	31	41
1974-75	0	9	9	13	19	32	13	28	41
1975-76	2	9	11	13	23	36	15	32	47
1976-77	1	8	9	13	25	38	14	33	47
1977-78	1	11	12	12	22	34	13	33	46
1978-79	4	9	13	12	21	33	16	30	46
1979-80	4	9	13	12	26	38	16	35	51
1980-81	4	6	10	13	32	45	17	38	55
TOTAL ENROLLMENT	22	123	145	104	181	285	126	304	430

EDUCATIONAL, RESEARCH AND SOCIAL BENEFITS

The objectives of the Family Social Science graduate program described in this proposal underscore the wide range of contributions graduates of this program continue to make in the State of Minnesota as well as in other parts of the country. The program is designed to prepare individuals to fulfill many roles and responsibilities which include family counseling, family life education, family research and teaching. Graduates have assumed positions of leadership in mental health programs and have contributed in a major way to the advancement of family research. Follow-up assessments of graduates also reveals persons in a diversity of community programs.

The research efforts of the department's faculty, often conducted in collaboration with graduate students, underscore the general value of the program. Specifically, research efforts include Quality of Life, The Value of Women in the Home Setting, Farm Families, Life Insurance Needs and Single Parent Families, Childless Families over the Life Cycle, Family Stress in the Military, Family Coping and Adaptation, Evaluation of Premarital Counseling programs, Evaluation of Child Custody Counseling programs, Family and Energy Consumption, Chemical Dependence and the Family, and Family Development. Research efforts have included the development of a range of instruments designed to measure and assess persons preparing for marriage (PREPARE), couple interaction (IMC), parent-adolescent interaction (IPAC), family stress (FILE), coping (F-Copes), and family resources (FIRM). The instruments are valuable to counseling and research programs in Minnesota as well as throughout the nation.

With the "family" as its primary focus, the faculty of Family Social Science has a valuable collaborative working relationship with other programs having a common interest in research and counseling associated with family life. The strong collaborative relationship with the Minnesota Family Study Center is emphasized. Our joint research efforts and recent collaborative work on the Family Impact and Training Grant (NIMH) is indicative of this important access--in structural relationship. Additionally, cooperative efforts have included the programs in Psychology, Sociology, Social Work, the Center for Youth Development, the Medical School as well as family and health care agencies in the community.

The major objectives are to: (1) describe respondents in terms of family characteristics, goals, economic resources, and degree of satisfaction with family financial management; (2) to identify patterns of financial management (planning and implementing behaviors and attitudes) that lead to managerial success/satisfaction; (3) to identify the extent to which families are experiencing economic stress (perceived and objective measures).

A systematic random sample of 25 young, married couples, married for the first time in August, 1979 (N=100), was drawn from Hennepin and Ramsey County marriage records (25 from Hennepin and 25 from Ramsey), compiled by the Bureau of Health Statistics.

A final report will: (a) document the extent to which the 50 young married couples are experiencing economic stress; (b) identify attitudes towards money and managerial success in financial managers; and (c) recommend strategies for improving patterns of family financial management.

Hawkins, J. L.

SOCIAL CLASS AND MARITAL COMMUNICATION STYLE

Funding Dates: 1972 - 1975
Funding Source: NIMH

This project was funded by the National Institute of Mental Health for study of social class and marital communication style. A representative sample of some 200 couples was selected and a two-hour interview conducted with both the husband and the wife. The interview included information on the history of the relationship, perceptions of marital interaction and problems, and a tape recorded section where the couple talked together on topics assigned by the interviewer. Analysis of these data has resulted in two important papers entitled "Marital Communication Style and Social Class" and "Spouse Differences in Communication Style: Preference, Perception, Behavior." A dissertation was completed on these data. A number of other studies are planned for the remaining data in this project.

Hawkins, J. L.

MULTIPLE FAMILY GROUP THERAPY PROJECT

Funding Dates: 1979 - 1981
Funding Source: Agricultural Experiment Station
University of Minnesota

This project is an experimental study of multiple family group therapy as compared to individual conjoint family therapy in the context of a family oriented alcoholism treatment center. The project is entering the data analysis phase.

Hawkins, J. L.

MEASUREMENT OF FAMILY STRUCTURE

This project is an effort to develop a measuring instrument to assess family structure according to the theories of Kantor and Lehr and Constantine. The project is just entering the analysis phase. This project has the potentiality of providing a measuring instrument that will permit a comparison of this major theoretical perspective with the perspective developed by David Olson's Circumplex Model. It is anticipated that the research instrument would be available for use by researchers as well as by clinical use.

Hey, Richard N.

THEORETICAL AND PRACTICAL SIGNIFICANCE OF
CHILDLESSNESS IN AMERICAN SOCIETY

Funding Dates: 1974 - 1980
Funding Source: Agricultural Experiment Station

The goal of this project is to increase knowledge about what has become known as the "childfree lifestyle." The sample consists of 275 couples who have elected not to parent, and 110 couples who do have children. The sample is better educated, has higher income, and the wives profess greater dedication of careers than the United States population at large. Data were collected by questionnaires which permit comparisons about the effects of children, -- or lack of children, on family development tasks. The findings to date reveal no significant differences between the two groups in the successful accomplishment of family developmental tasks.

Hogan, M. Janice

FAMILY ENERGY CONSUMPTION AND CONSERVATION PRACTICES

Funding Dates: 1977 - 1979
Funding Source: Minnesota Energy Agency
Funding Dates: 1977-1978
Funding Source: Univ. Minnesota Graduate School
Funding Dates: 1978 - 1983
Funding Source: Agricultural Experiment Station
University of Minnesota

A field study of 20 upper and 20 lower socio-economic (SES) families living in the Twin Cities was conducted by the research project director and four graduate assistants--each studied 10 families' energy patterns over a one-year period. A holistic model with descriptive statistics was used to study a matched sample of families in different stages of the life cycle and with diverse composition. Data were collected in structured interviews and through observation; content analysis of video taped decision situations and seven-day diaries added to the data bank. Also, utility company records were available for a two-year period.

A sample of farm and rural non-farm families will be in a field study during 1981-82. The overall objective is to identify energy behavior patterns and the impact of rising energy prices on family functioning.

Hogan, M. Janice

ENERGY CONSERVATION AND MANAGEMENT PATTERNS
OF RURAL FAMILIES

Funding Dates: July 1, 1980-June 30, 1983
Funding Source: Agricultural Experiment Station

Data will be collected from a small sample of rural families living in one county of Minnesota using field study methodology that was developed in the urban family energy study (cited above). Farm and non-farm rural families will be studied over a six month period, August 1981 to February 1982. The focus is on linkage of variables--energy consumption patterns, conservation practices, household and marketplace work patterns, consumption patterns of energy intensive consumer goods, and family decision making behavior. Development of measures for testing hypotheses generated from the study is the major research objective.

Hogan, M. Janice

RESOURCE MANAGEMENT OF FAMILIES WITH CHILDREN
FOLLOWING DIVORCE

Funding Dates: July 1, 1980-June 30, 1981
Funding Source: Agricultural Experiment Station

Data collected from 500 wives and husbands who obtained a final divorce decree in 1970 in Ramsey and Hennepin Counties, Minnesota is being analyzed. Court records and in-depth interviews with custodial and non-custodial parent had been coded and stored on computer tapes but due to the death of the research fellow on the project, data analysis was not conducted. Research questions focus on the terms of the divorce, issues of equity and compliance, and post-divorce family functioning. One of the objectives is to develop and test a family reorganization model involving terms of the divorce settlement, post-divorce conflict between the custodial and non-custodial parents, economic status, gender role orientation, and self-esteem. Co-investigator Robert J. Levy, Professor of Law, is providing the major analysis in examining the role of judges, lawyers, referees, and other professionals in child visitation rules, support payments, and property settlements.

McCubbin, Hamilton I.

FAMILY STRESS

Funding Dates: 1978 -
Funding Source: Agricultural Experiment Station
University of Minnesota and
Gillette Medical Center

The systematic study of family life changes, normative and non-normative life events.

McCubbin, Hamilton I.

FAMILY STRESS, RESOURCES AND COPING IN THE CARE OF
THE CEREBRAL PALSY CHILD

Funding Dates: 1979 -
Funding Source: Gillette Medical Center

Study of family factors in the long term care of chronically ill children - cerebral palsy children.

McCubbin, Hamilton I.

FAMILY STRESS, RESOURCES AND COPING IN THE CARE OF
THE CYSTIC FIBROSIS CHILD

Funding Dates: 1979 -
Funding Source: Agricultural Experiment Station
University of Minnesota

Study of family factors in the long term care of chronically ill children -- cystic fibrosis children.

McCubbin, Hamilton I.

FAMILY COPING WITH CANCER

Funding Dates: 1980 - 1981
Funding Source: American Cancer Society
North Memorial Medical Center &
Agricultural Experiment Station

An initial assessment of the effect of a weekend counseling program--exploratory study of the pre and post assessment of coping and family functioning of family members participating in this education oriented weekend program.

McCubbin, Hamilton I.

FAMILY STRESS, COPING AND ADAPTATION OVER THE LIFE SPAN

Funding Dates: 1981
Funding Source: Aid Association for Lutherans (AAL)

A national survey of 1,000 families at different stages of the family life cycle, co-investigator with David H. Olson.

McCubbin, Hamilton I.

FAMILY STRESS AND COPING WITH SEPARATION: A
PROSPECTIVE STUDY

Funding Dates: 1976
Funding Source: Office of Naval Research and
Agricultural Experiment Station

Systematic study of how families prepare for, cope with and adapt to a military induced family separation and family reunion. Specific emphasis is being placed upon gender roles and coping, the role of social support in coping, and the role of husband in managing family separations.

McCubbin, Hamilton I.

FAMILY STRESS AND ADOLESCENT SUBSTANCE USE AND ABUSE

Funding Dates: 1980 -
Funding Source: NIDA-National Institute of
Drug Abuse

A study of family influences upon the health and substance use of behavior of junior high and high school students with Richard Needle, School of Public Health.

McCubbin, Hamilton I.

FAMILY STRESS AND COPING IN DUAL CAREER/DUAL WAGE
EARNER UNITS

Funding Dates: 1981 -
Funding Source: Agricultural Experiment Station

A study of the hardships families face in the management of dual career/wage earner families and the coping strategies as they employ.

Neubeck, Gerhard

SURVEY AND EVALUATION OF SEX THERAPISTS

The primary goal of this study was to identify the salient theoretical and clinical differences between sex therapists. A personal survey was made of 15 leading sex therapists in this country. The survey indicated that sex therapists could be described along the dimensions of intrapersonal vs. interpersonal approaches to clinical practice. A paper describing the similarities and differences in approaches of these various therapists helps to describe the range of conceptual and clinical approaches in sex therapy.

Neubeck, Gerhard

MAINTENANCE OF OPEN MARRIAGE CONTRACTS

Funding Dates: 1976

The primary purpose in this study was to identify and describe how open marriages were maintained over time. The first step was to identify stable open marriages that had existed for a five year period. A purposive sample was obtained of 50 individuals who met this criteria. A survey questionnaire was developed which assessed several of the important dimensions hypothesized to be critical in open marriages. The findings indicated that the characteristics making open marriages more stable was that: (1) high priority was given to the primary partner; (2) jealousy was managed effectively; (3) there was not a comparison of lovers; and (4) there was sufficient energy available to satisfy both partners. Another interesting finding was that there was a predominance of first-borns found who met these criteria. Although open marriage has been discussed in great detail in the literature, it was very difficult to find couples who had actually lived this lifestyle for more than a short period of time.

Neubeck, Gerhard

DIABETES MELLITUS AND SEXUAL BEHAVIOR IN MALES

Funding Dates: Partially Funded - 1981
Funding Source: Agricultural Experiment Station

This pilot project is focusing on the relationship between diabetes and impotence in males. An initial questionnaire was developed which described the sexual behavior and levels of impotence in males with diabetes. About 100 subjects have now completed the questionnaire, and an analysis is under way. It is hoped that this pilot study will lead to a more comprehensive investigation of this important topic.

Olson, D. H.

EFFECTIVENESS OF MEDIATION COUNSELING IN CHILD CUSTODY DETERMINATION

Funding Dates: 1978 - 1980
Funding Source: McKnight Foundation
St. Paul, Minnesota

The primary objective of this study was to assess the relative effectiveness of an innovative approach to mediation of child custody disputes called Custody Mediation Counseling (CRC). The CRC method was developed as an alternative to the Custody Study, which is used nationally for deciding custody. The CRC is a more family oriented approach, whereas CS relies on the evaluation of counselors.

350 families who could not resolve their custody disputes were involved in this study which was conducted at Domestic Relations at Hennepin County Court Services. Pre- and post-assessment was done to assess the relative effectiveness of the CRC vs. CS program. Generally, the CRC was found to be more cost effective, both in the short run and long run, and families found it more satisfying. This program is seen nationally as a very innovative and successful attempt to deal with this difficult problem and is increasingly being implemented in other programs throughout the nation.

Olson, David H. and
Fowler, Richard J.

FAMILY TREATMENT OF ALCOHOLICS "TRAINING GRANT"

Funding Dates: 1975 - 1977
Funding Source: National Institute of Alcoholism (NIAA)

The major purpose of this grant was to train therapists to work with alcoholic families within the family context. It was our hypothesis that alcoholism is a family problem and, therefore, the family needed to be involved in the treatment process. In addition to developing the theoretical rationale and readings for this course, we also evaluated the effectiveness of the program and began pilot studies on the effectiveness of family therapy with alcoholics.

Over 35 counselors were trained on this grant, and many of them now are directors of program or therapists at centers that work with alcoholic families. This program was one of the first funded on this topic and now is seen as a model for use throughout the country.

Locally and nationally there is an increasing trend towards treating alcoholics within the family context. Also, we are completing two major studies which have demonstrated the short-term and long-term effectiveness of these family oriented treatment programs.

Olson, David H.

DECISION MAKING AND CONFLICT RESOLUTION IN
COUPLES AND FAMILIES

Funding Dates: 1975 - 1981
Funding Source: Agricultural Experiment
Station, University of Minnesota

The primary objective of this study was to identify styles of decision making and conflict resolution in couples and families. It was hypothesized that couples develop rather stable styles of interaction which continue over stages of the family life cycle.

In order to conduct these studies, a number of inventories needed to be developed which would generate discussion between couples and families. In these inventories, the goal was to obtain actual interaction data from families rather than relying simply on their self reports of how they made decisions or resolved conflicts. Four inventories were developed, one for each of the major stages of the family life cycle. These inventories provide both interaction and self report data and were so designed that the items were relevant for each of the four stages of the family. The following inventories were completed:

INVENTORY OF PREMARITAL CONFLICT (IPMC)
INVENTORY OF MARITAL CONFLICT (IMC)
INVENTORY OF PARENT-CHILD CONFLICT (IPCC)
INVENTORY OF PARENT-ADOLESCENT CONFLICT (IPAC)

Over twenty studies have now been completed using these inventories, and all generally support the hypothesis that couples and families have a limited number of interaction styles and that these styles were relatively stable over the life cycle. These inventories have been useful empirically, and they are increasingly being used in clinical settings with couples and families.

Olson, David H.

EFFECTIVENESS OF PREMARITAL COUNSELING PROGRAMS

Funding Dates: 1976 - 1978
Funding Source: Education for Marriage, Inc.

The major goal of this study was to assess five different types of premarital preparation programs for couples planning to get married. As part of this research, a premarital inventory called PREPARE was developed; PREPARE is an acronym for Premarital, Personal, and Relationship Evaluation.

It was hypothesized that couples taking PREPARE would find it more useful than the traditional premarital lecture courses. Couples from Northern Minnesota and the Metropolitan area participated in this study. Findings supported the hypotheses that PREPARE was an effective premarital program. PREPARE is now widely used both nationally and internationally and has been widely publicized as an innovative and effective way of preparing couples for marriage.

Olson, David H.

INVENTORY OF MARRIAGE AND FAMILY LITERATURE

Funding Dates: 1973 - 1978
Funding Source: National Council on Family Relations and Agricultural Experiment Station, University of Minnesota

This project has for the last five years compiled all the published articles in the family field from professional journals. The articles are collected, indexed, and then stored in a computer retrieval system.

This year Volume VII will be published, which will summarize the 5,000 articles published in the marriage and family field during 1980. It is anticipated that within a year this system will be available nationally on a computer retrieval system.

Originally, a biannual volume was published which was called the Inventory of Marriage and Family Literature (IMFL). Currently, an annual volume of IMFL is published and distributed by Sage Publications.

Olson, David H.

PREMARITAL, MARITAL AND FAMILY DEVELOPMENT

Funding Dates: 1978 - 1981
Funding Source: Agricultural Experiment Station University of Minnesota

One of the primary goals of this project is to develop an integrated theoretical model which could be used in research and in counseling with couples and families across the family life cycle. The name of the model developed is the "Circumplex Model of Marital and Family Systems." Several major hypotheses have been derived from this model and tested in five independent studies.

In addition, several research and clinical instruments have been developed to assess the sixteen types of marriage and family systems identified by the model. One major instrument developed is entitled FACES, the acronym for Family Adaptability and Cohesion Evaluation Scales. There has also been a Clinical Rating Scale (CRS) developed for therapists.

Also, two Family Enrichment Programs have been developed based on the Circumplex Model, and they are the Family Wellness Kit and the Understanding Us program.

There are now nearly forty research projects being conducted throughout this country and abroad which are testing the research and clinical utility of this model.

Olson, W. and Yust, B.

CRITERIA TO DETERMINE PLACEMENT OF THE
MICROWAVE OVEN

Funding Dates: 1979 - 1981
Funding Source: Agricultural Experiment Station
University of Minnesota

The purpose of the study is to develop criterias for the safe use and convenient location of the microwave oven in the residential kitchen. Because this appliance is used by many members of the household, and meal preparation is a shared task, the microwave oven should be placed at a location that is safe for all users and convenient for the primary user(s) in the household. Thirty participants, stratified by height and by age (160 cm to 175 cm and 14 to 65 years), used a scale to rate ten tasks for convenience and safety. The tasks simulated consumer usage and were conducted at eight different microwave oven height locations. The data were analyzed using the analysis of variance and the Tukey statistics. Criteria for the vertical height placement have been developed and are: (1) for safe use, the microwave oven should be located so that the oven shelf or rack(s) should be at least 7.5 cm below the user's shoulder; (2) for most convenient use, the microwave oven should be located so that the oven shelf or rack(s) is between 5 cm below the elbow and 25 cm above the elbow. The criteria for the horizontal location of the microwave oven within the work pattern of the residential kitchen are being developed. The criteria for placement of this appliance will be used by individuals planning microwave oven installations, manufacturers of kitchen cabinets and microwave ovens and by professionals in kitchen design.

Rosenblatt, Paul C.

EMOTIONAL CONTROL AND TOGETHERNESS-APARTNESS IN
THE FAMILY

Funding Dates: 1975 - 1981
Funding Source: Agricultural Experiment Station
University of Minnesota

This project, supported by the Experiment Station, ongoing since 1975, has involved about 25 different subprojects, most of them interview or questionnaire studies. It is clear, from the data of many different studies, that family

members often deal with relationship difficulty by distancing one another in some way. Distancing seems more important in families with inherently tense relationships (for example, as a result of patterns of insultingness), particularly when somebody is angry or upset. Roughly, 14 papers have been published from this project.

Rosenblatt, Paul C.

FAMILY DISPUTES OVER INHERITANCE (Subproject C)

Funding Dates: 1977 - 1981
Funding Source: Agricultural Experiment Station,
University of Minnesota

The first study was an intensive interview study of members of 15 families in which dispute had occurred. The second study is one of members of 25 farm families, and the third is one of members of 60 business-operating families. The first study, which has been published, found predictable differences among family members in understandings of what had gone on, differences in judgments, of which would be fair, and, in some cases, intense, very long term animosity.

Rosenblatt, Paul C.

STUDIES OF FAMILY ENTERPRISES

Funding Dates: 1977 - 1981
Funding Source: Agricultural Experiment Station
University of Minnesota

This project, which overlaps with those already mentioned, has been supported by the Experiment Station since about 1977. It focuses on business-operating and farm-operating families, trying to understand tensions unique to such families, trying to use their unusual relationship patterns (for example, opportunity for high levels of family togetherness) to test predictions from various theories of relationship, and exploring the effect of the legal system on the family.

Rosenblatt, Paul C.

PARENT OFFSPRING RELATIONSHIPS

Funding Dates: 1973 - 1981
Funding Source: Agricultural Experiment Station
University of Minnesota

This project, supported by the Experiment Station since about 1973, has involved observational study of parent-child interaction (with roughly 1000 family groups observed in public places), questionnaire study of visits between adult offspring and their parents, interviews (focused on parental depression) of parents, and interviews of parents and offspring in 25 farm families and 60 business-operating families. One of the products of this project is a sense of normal evolution of the parent-offspring relationship in the area of offspring individuation and developmental shifts in what is upsetting and pleasing to parents. This project has yielded two published papers to date.

Rosenblatt, Paul C.

FAMILY RESPONSES TO THE DEATH OF A CLOSE RELATIVE

Funding Dates: NIMH 1970 - 1973
Funding Source: NIMH
Agricultural Experiment Station
University of Minnesota

Overall Project Goal: To explore implications of the theory of grief work and family systems theory analyses of familial responses to a death. To develop novel data sources.

Rosenblatt, Paul C.

CROSS CULTURAL GRIEF STUDIES (SUB-PROJECT A)

Using content analysis of ethnographic materials, the universality of western emotional responses to death and the effect on the grief process of differing patterns of funeral ceremonies and of different patterns of customary tie-breaking practices were explored. In this study of 78 cultures, the major findings were that final funeral ceremonies some months after a death function to reduce the incidence of grief pathologies, that marking and isolation of the bereaved and use of ritual specialists seem to reduce the effects of anger and aggression of bereavement on social relationships, that tie-breaking customs, such as disposal of the property of the deceased, is associated with higher rates of remarriage for widows, and that a sense of the presence of the deceased is a normal part of bereavement. This project has yielded to date one book, four articles and two book chapters.

Rosenblatt, Paul C.

GRIEF IN 19TH CENTURY DIARIES (SUB-PROJECT B)

Funding Dates: 1977 to 1981
Funding Source: Agricultural Experiment Station
University of Minnesota

Using content analysis of 58 nineteenth century diaries the time course of grief, the effect of different kinds of losses, the learning of emotional control and various family systems phenomena were explored. The normal time course of grief was found, for close relationships, to be irregular, with recurrent spikes of relatively intense grief--related generally to the presence of reminders of the loss that had not been dealt with previously. Emotional control seems to be something acquired as one experiences losses, and the means used for controlling emotion seem largely to be the redefining of the loss and the avoidance of thoughts about the loss or reminders of the loss. Family systems' reactions to the death of an important family member seem to follow a pattern of early attempts to operate as though the death had not occurred, subsequent attempts to function without a substitute, and perhaps still later, recognition of the need to substitute. This project has yielded to date, one book manuscript, an in-press journal article analyzing unfinished business in grief following childhood loss of parent, and a book chapter in press.

Rosenblatt, Paul C.

STUDIES OF FAMILY ENTERPRISES

Funding Dates: 1977 - 1981
Funding Source: Agricultural Experiment Station
University of Minnesota

This project, which overlaps with those already mentioned, has been supported by the Experiment Station since about 1977. It focuses on business-operating and farm-operating families, trying to understand tensions unique to such families, trying to use their unusual relationship patterns (for example, opportunity for high levels of family togetherness) to test predictions from various theories of relationship, and exploring the effect of the legal system on the family.

Hill, Reuben

CRITICAL ROLE TRANSITIONS

Funding Dates: 1980 - 1981
Funding Source: Agricultural Experiment Station

The Family Study Center project goals are to examine how families transition from one stage of the family career to another. Emphasis is placed on role changes and role negotiation and how life changes and events impact on family transitions over the life span.

D. COMPARISON WITH SIMILAR PROGRAMS

Correspondence with the Minnesota Higher Education Coordinating Board reveals that the following post-secondary institutions offer a baccalaureate degree in the area of family studies and family social science.

College of St. Benedict/St. John's University
College of St. Scholastica
College of St. Theresa
St. Olaf College
Mankato State University
University of Minnesota, College of Home Economics, St. Paul

At the Masters level, Mankato State University offers a M. S. degree in Family Life Education.*

The M. A. and Ph.D. program proposed by the Graduate Faculty of the Family Social Science Department, with its goal of graduate training in teaching, research and counseling would be both complementary of existing higher education programs and unique in its program design and objectives.

E. QUALITY CONTROL

Education Development Activity

The program began in the 1960's with four faculty members serving as a core faculty. Since then, there has been a significant growth in the departmental program activities, scope and faculty need to support the program. The number of faculty members holding the Ph.D. degree in 1970-71 was three. In 1972 it had increased to ten. The number of faculty members with full graduate faculty status in 1971 was limited to two. In contrast, in 1981 the number had increased to eight. The associate graduate faculty status was held by two members in 1970-71 and is presently held by one in 1981. Program developments during 1976-78 include collaborative educational activities with (a) psychology, (b) sociology, (c) social work and (d) medical school.

* Ref: MHECB letter of 9 September, 1978.

GRADUATE FACULTY IN FAMILY SOCIAL SCIENCE

While most advising in the department is done by nine graduate faculty in the following list, adjunct faculty also serve as graduate-level advisors in the department. Each year there are a number of other people who teach selected courses bearing graduate credit.

M. GERALDINE GAGE (Ph.D., Family Economics and Management, Cornell University, 1960) Professor of Consumer Education. Specialized interests include: family economics, financial management education, woman's economic position in the family. Consultant and member of numerous groups related to the family and consumer issues.

MARY ANN GUADAGNO (Ph.D., Family Economics and Management, The Ohio State University, 1978) Teaching and research interests include family income and consumption economics, family finance, family employment and family managerial behavior. Member of American Council on Consumer Interests, American Home Economics Association, National Council on Family Relations, American Educational Research Association.

JAMES L. HAWKINS (Ph.D., Sociology, Purdue, 1964) Preparation of marriage and family counselors; teach family sociology, family relationships, and social psychology. Current projects include counseling outcome researches, chemically dependent family studies, marital interaction studies, writing in area of family systems theory. Member American Association for Marriage and Family Therapy, Secretary-Treasurer, Counseling Section NCFR, Past Board Member of NCFR.

RICHARD N. HEY, (Ph.D., Marriage and the Family, Columbia University) Preparation of family life educators and marriage and family counselors. Approved supervisor and Fellow, American Association for Marriage and Family Therapy. Past President, American Association of Marriage and Family Counselors and National Council of Family Relations. Current projects include childfree marriages, middle age and aging.

JANICE HOGAN (Ph.D., Family Ecology, Michigan State University, 1976) Teaching and research interests; economic and social well-being of families, single parent families, energy consumption of families, family decision making. Consultant and speaker on family as an ecosystem. Author of articles on family economic and managerial behavior. Member of American Home Economics Association and National Council on Family Relations.

HAMILTON I. MCCUBBIN (M.S.W., Social Work and Ph.D. Child Welfare and School Psychology, University of Wisconsin, 1970). Teaching and research interests include family stress, family coping, maternal and child health, military families and families of handicapped children, family policy and family research methodology. Member of NCFR, ASA, NASW, APHA, and Associate Editor of J. Military and Political Sociology, J. of Marriage and the Family, J. of Family Issues; Journal of Social Relations, Special Issue. Co-editor, Family Relations, Journal of Family and Child Studies; Special Issue Editor of Marriage and Family Review.

GERHARD NEUBECK (Ed. D., Marriage and the Family, Columbia University) Counseling psychologist. Also a member of Psychology Department and Family Study Center. Principle focus on marriage counseling training, human sexuality and extramarital behavior. Approved supervisor, past President, American Association of Marriage and Family Counselors. Past President, National Council on Family Relations.

DAVID H. OLSON (Ph.D., Family Relations and Clinical Psychology, Pennsylvania State University, 1967) Research, Counseling, & Teaching in areas of marital and family systems. Fellow, American Association for Marriage and Family Therapy. Current projects include theory marital and family systems, marital and family power, typologies of marital and family conflict, comparative analysis of self-report and behavioral research methods, and research on pre-marital marriage and family development, involved in integrating and applying research and theory in applied settings.

PAUL C. ROSENBLATT (Ph.D., Psychology, Northwestern University, 1962) Teaching and research in social psychology and anthropology of the family. Current work includes investigation of family conflict over inheritance, a study of grief in 19th century diaries, development of guidelines for applying theory, questionnaire studies of marital togetherness-apartness and observational study of parent-child interaction in public places.

ADJUNCT FACULTY

MICHAEL BAIZERMAN (Ph.D., Pittsburgh, Social Work and Public Health) Works in the Center for Youth Development and Research and in the Maternal and Child Health Section of the School of Public Health. His special interests include youth-oriented hotlines, adolescence, and the consumption of research and theory by practitioners.

JEROME BEKER (Ed.D., 1959, Teachers College, Columbia University Guidance and Student Personnel Administration) Director and Professor, Center for Youth Development & Research. Member of American Association of Workers for Children, American Educational Research Association, American Home Economics Association and American Psychological Association. Professionalization of Youth Services, Education and Training for Youth Work and Research and Evaluation in Youth Services.

ELLEN BERSCHEID (Ph.D., Psychology, University of Minnesota, 1965) Professor of Psychology; primary focus of current work is emotion in close relationships. Recent books and articles on equity theory, interpersonal attraction, social perception, privacy, jealousy and romantic love.

DIANE P. HEDIN (Ph.D., University of Minnesota, Educational Psychology) Specialization Moral and Social Development of Adolescents, Youth Participation. Associate Professor, Center for Youth Development and Research.

REUBEN L. HILL (Ph.D., Sociology, University of Wisconsin, 1938) Regents' Professor of Family Sociology, Minnesota Family Study Center. Post Doctoral work doing research in marriage prediction and clinical work in psychiatry. Member, Board of Directors, National Council on Family Relations. Fellow, American Sociological Association. Fellow, Society for Research in Child Development. Fellow, International Union for the Scientific Study of Population. Member, Sociological Research Association.

SANDER M. LATTS (Ph.D., Sociology, University of Minnesota, 1966) Associate Professor teaching family life education. Member National Council on Family Relations, member, American Association of Marriage and Family Counselors.

JAMES W. MADDOCK (Ph.D., Religion and Personality Psychology, University of Chicago 1971) Associate Professor, Program in Human Sexuality, Medical School, University of Minnesota; member American Psychological Association, National Council on Family Relations, American Association of Sex Educators and Counselors, Clinical Member, American Association of Marriage and Family Counselors.

INTERNAL ORGANIZATION AND GOVERNANCE

The Department of Family Social Science is organized into four functioning committees: financial awards committee, graduate admissions committee, graduate studies committee, and graduate counseling studies. The committees report to the entire faculty.

The departmental governance is democratic. Faculty meetings are held biweekly to make decisions about policy and to implement policy. Graduate and undergraduate students are invited to all departmental faculty meetings. Minutes of the meetings are distributed to faculty, civil service staff, as well as graduate students.

The Masters and Ph.D. program will be governed by policies and procedures established by the Graduate School. Internally, the graduate program will be governed by the following structure:

- (1) The Graduate Faculty Committee (faculty who hold graduate status) responsible for all policies and decisions affecting the program, and students' requirements; four graduate students are voting members of the Graduate Faculty Committee.
- (2) Admissions Committee--elected by the Graduate Faculty Committee who are responsible for the screening and nomination of students to be admitted. The final selection of students is determined by the graduate faculty.
- (3) Preliminary Examination Committee--elected by the Graduate Faculty Committee who are responsible for the organization, implementation and grading of all written preliminary examinations and special papers required of all doctoral students. Additionally, this committee is responsible for the grading of special papers to meet the requirements for the master degree.

We have a long history of contributing to the governance of the Home Economics graduate program. Specifically, the past six years the Director of Graduate Studies has been a graduate faculty member in the proposed Family Social Science program. Additionally, we have always had an Associate Director of Graduate Studies who has played a major role in the support of the Director of Graduate Studies.

REVIEW AND SYSTEMATIC EVALUATION OF THE PROGRAM

The Family Social Science Department is subject to Internal and External Reviews which are conducted by (1) the Graduate Faculty of the Department and by (2) Program Review Committees established by the Dean, College of Home Economics. The Department of Family Social Science has been the focus of a comprehensive (college level) Internal and External Review Process which was completed in the Fall 1979. The research activities of the Family Social Science Department received a comprehensive review by the CSRS Special Review completed in the Spring of 1977.

F. IMPLEMENTATION

The Family Social Science program is fully implemented at this time. The University resources for full operation are presented below.

FACILITIES

The Department of Family Social Science is located in McNeal Hall, St. Paul Campus. Resources available to the Department are twenty-three faculty offices, seven administrative offices, and four offices available to research and teaching assistants. In addition, the Department has one conference/seminar room. Offices are fully equipped with a well designed system of intra-and extra-departmental communication.

FAMILY ACTION CENTER—BERRY HOUSE

This center is used for the marriage and family counseling sequence and for data collection for numerous research projects by faculty and doctoral students. Seven dissertation projects used the Center during the 1977-78 academic year for collection data with couples and families.

The Center was previously a Home Management House and grants received were used to completely remodel and refurnish it for counseling and research purposes. It currently has three rooms with one-way mirrors and two observation rooms that have video and audio tape equipment. In addition, there are three additional rooms that can be used for counseling training and for research purposes.

FACULTY: The graduate program is supported by the six full Professors, two Associate Professors, seven Adjunct Professors, two Assistant Professors, and approximately eight instructors or teaching associates having limited teaching status.

ADMINISTRATIVE STAFF: The Department is supported by one Administrative Secretary, four Senior Secretaries, one Accounts Specialist, three Secretaries and one Office Assistant.

EDUCATIONAL SUPPORT AND SERVICES: The Department is supported by a Family Resource Center, located within McNeal Hall which provides a comprehensive library of family related research and reference materials. The libraries at the Family Study Center as well as at the Medical School, West and East Banks, and St. Paul provide the students with a most adequate breadth of related materials.

COMPUTER SUPPORT: The Department of Family Social Science has a readily accessible computer terminal (1004 Univac) for its faculty and graduate students. The high speed terminal with key punch machine support is available in the McNeal Building on an open-shop basis.

INTRODUCTION: PREAMBLE STATEMENT

The following description for the chair position is based on the assumption that the faculty will:

- (a) exercise their rights and responsibilities to conduct a full discussion on all issues to be decided upon by the faculty,
- (b) once having made a decision, will support that decision to the best of their ability independent of personal preferences,
- (c) provide collegial as well as chair support on activities ongoing in the department.

I. CHAIR AND HIRING STAFF RESPONSIBILITIES

HIRING NEW FACULTY

Search committee selected by chair in consultation with faculty and appropriate directors and deans. The search committee recommends to faculty; faculty reviews and makes recommendations to the chair. Chair consults with the dean and makes decision. (Report of faculty vote is sent to the dean along with a copy of the search committee's recommendations and votes.) Decision communicated to the faculty with discussion of basis of the decision.

HIRING TEMPORARY POSITIONS/
FACULTY/TEACHING ASSOCIATES

Standard University policy: with exception regarding emergencies. Chair consults with faculty.
DAY SCHOOL - Generate list of eligibles; approval of faculty needed.
CEE - Graduate recommendation of Limited Teaching Status. Annual review of all persons in the teaching program by general faculty.
SUMMER - Approval by general faculty and graduate faculty, where required.

HIRING CIVIL SERVICE

Chair in consultation with administrative secretary. Investigators in consultation with administrative secretary and chair on research secretaries.

HIRING RESEARCH ASSISTANTS/
TEACHING ASSISTANTS

INVESTIGATOR'S/INSTRUCTOR'S DECISION. Chair Reviews to Meet Departmental and University Policies.

HIRING TEACHING ASSOCIATES

Same as Hiring Part-Time Positions.

II. CHAIR-FACULTY PERSONNEL RELATIONSHIPS

ADJUNCT APPOINTMENTS

Chair responsible with approval of faculty.

RETENTION/NEGOTIATIONS

The chair consults with appropriate faculty and negotiates on an individual basis.

RAISES/SALARIES

Chair responsible. Consultation with individual faculty on performance. Discussion with individual faculty on decisions.

OUTSIDE COMMITMENTS

Chair, review faculty outside commitments and interferes only if it affects faculty performance of departmental responsibilities and operation.

REVIEW OF FACULTY ACTIVITIES

Chair monitors activities to insure stability and continuity in the program. The professional integrity of each professor and instructor is respected and not dealt with unless called for by difficulties in student morale and/or departmental status and performance of mission. Chair handles these matters on an individual rather than faculty basis, where appropriate.

CHAIR/FACULTY COMMUNICATION REGARDING ACTIVITIES

Chair receives reports, publications, notices, and acknowledges where and when possible.

FACULTY REVIEW OF CHAIRPERSON PERFORMANCE AND DECISIONS

Chair's interpretation of policies and decisions subject to question and review by the faculty.

III. CHAIR-DEPARTMENTAL ADMINISTRATION

AGENDA FOR FACULTY MEETINGS

Chair coordinates agenda.
Faculty enters whatever they wish covered.

BUDGET REVIEW

Chair to provide a semi-annual overview of the total budget to the faculty. Chair has final responsibility for the budget.
Chair reviews with faculty of major changes in budget. Major investment of departmental funds to involve faculty consultation.

CURRICULUM/DEPARTMENTAL COVERAGE

Chair, responsible for coverage of all courses. Faculty, review of all needs and negotiates preferences.
Chair, responsible for an equitable distribution of faculty tasks in finalizing program and resolving disputes.

SPONSORSHIP OF PROGRAMS

Chair responsible with faculty approval.

RESOURCE ALLOCATION
(SPACE, WORK, STUDY, ETC.)

Chair responsible and examines each request, consults where and when appropriate.

INFORMATION SHARING
REPORTS ON MEETINGS AND UPDATE ON
INTER DEPARTMENTAL ACTIVITIES
GENERAL FACULTY UPDATES OF
ACTIVITIES

Chair brings up administrative and policy matters and critical issues requiring faculty review and decision. Chair (and faculty) responsible for reporting on projects proposed and in progress, affecting the department, as well as administrative matters, including space resources, etc.

IV. CHAIR-RESEARCH AND PROGRAM COMMITTEES AND RESPONSIBILITIES

DEPARTMENTAL POLICIES

The chair is responsible for the administration of the total department to include consultation with and coordination of the committees responsible for the extension, graduate and undergraduate programs.

RESEARCH PROJECTS REVIEW

Chair to be responsible for the conduct of an annual review of all research projects. Faculty will be responsible for presenting.

GRANTS AND PROPOSALS

Chair reviews and approves all projects and grant proposals.

Joan Druckman	Associate Research Scientist The American Institute of Research P.O. Box 1113 Palo Alto, California 94302	4-24-79
Mark Schaefer	Rural Physician Associate Program University of Minnesota Medical School Box 81 Mayo	5-2-79
Joel Springer	Big Brothers 625 Broadway, Suite 1117(Preliminary Oral) San Diego, California 92101	2-9-79
Robert Reimer	Counselor Presbyterian Church Walnut Creek, California 94596	12-12-79
Herb Laube	Assistant Professor Program in Human Sexuality, Department of Family Practice & Community Health University of Minnesota Medical School 2630 University S.E. Mpls., Minnesota 55414	10-29-79
Rosalie Norem	Assistant Professor Iowa State University Ames, Iowa	6-29-79
Marilyn Mason	Private Practice Minneapolis, MN	1980
Cynthia Englund	Associated Colleges of the Midwest (ACM)	11-21-80
Margaret McCullough	Associate Director American Home Economics Assoc. 2010 Massachusetts Ave., N.W. Washington, D. C. 20036	12-10-80
Joyce Portner	Cont. Ed. Social Work University of Minnesota Nolte Center	10-15-80
Sally Maison	Maison & Wernick Counseling & Therapy 4915 W. 35th Street St. Louis Park, MN 55416	5-4-81

Daniel Moga	Clinical Psychologist Pilot City Mental Health Center 1349 Penn Avenue North Minneapolis, Minnesota 55411	1976
Gail Peterson	Medical School North Dakota State University	1976
Robert Phillips, Jr.	Assistant Professor Department of Family & Community Development College of Human Ecology Building TT University of Maryland College Park, Maryland 20742 (301) 454-2142	8-5-77
Gail Thoen	Assistant Professor General College University of Minnesota	3-17-77
Mary Warmbrod	University of Manitoba Family Studies Department Canada	4-11-77
Loretta Greenleaf	Washington, D. C.	8-23-77
Sandra Titus	Research Associate Center for Health Services Research 1350 Mayo University of Minnesota	1-18-78
Ruth Jewson	Executive Director National Council on Family Relations	3-7-78
Anne Nevaldine	Alaska Women's Resource Center University of Alaska Anchorage, Alaska 4960 E. 5th Avenue Anchorage, Alaska 99504	5-5-78
David Fournier	Assistant Professor Department of Family Relations/ Child Development Oklahoma State University 333 H Home Economics West Stillwater, Oklahoma 74074 Home: 1702 Fairfield Drive Stillwater, Oklahoma 74074	4-6-79

GRADUATE STUDENTS WHO HAVE FINISHED THE PH.D. PROGRAM IN FAMILY SOCIAL SCIENCE

<u>NAME</u>	<u>EMPLOYMENT</u>	<u>DEGREE GRANTED</u>
Diane K. Kieren	Associate Professor 801 General Services Division of Family Studies University of Alberta Edmonton, Alberta T6H	1969
Wanda Henton	Associate Professor Family Relations & Child Development Texas Technical Lubbock, Texas 79409	1970
Ramona Marotz	Montana State University	1970
Robert Staples	Family Sociologist Department of Sociology Director of Graduate Studies University of California	1971
Robert Herron	Executive Director Presbyterian Personal and Family Life Center of Greensboro, Inc. 612 Pasteur Drive Greensboro, North Carolina 27403	1975
Candyce Russell	Assistant Professor Department of Family and Child Development Kansas State University Manhattan, Kansas 66505	1975
Douglas Sprenkle	Assistant Professor Child Development & Family Relations Purdue University Lafayette, Indiana	1975
Linda Stevenson Budd	Assistant Professor, University of Minnesota Family Social Science Cont. Ed. & Extension	1976
Martha Cleveland	Court Services Hennepin County Mpls., Minnesota	1976

GRADUATE STUDENTS WHO HAVE FINISHED THE M. A. PROGRAM IN FAMILY SOCIAL SCIENCE

<u>NAME</u>	<u>EMPLOYMENT</u>	<u>DEGREE GRANTED</u>
Katherine Holmberg		1964
Dianne J. Kieren	University of Alberta, Edmonton Chairman & Assoc. Professor Department of Family Relations	1966
Thelma D. Myint		
Francis Brink Berg		1968
Irene Marie Walkee	Hennepin County Welfare 15-A Government Center Senior Social Worker	1969
Mae Sook Chyung		1969
Janet Halvorson		1970
Margaret McCullough	Director, Center for the Family AHEA, Washington, D. C. Admitted to Ph.D. Program	1970
Mary Jane Pribyl Heng		1970
Kathleen N. Dobosensk	Received an Ed.D. in Vocational Education from U of M	1970
Ruth Jewson	Executive Officer National Council on Family Relations Admitted to Ph.D. Program	1971
Rosemary Dummer	Marriage & Family Counselor Silver Lake Clinic 3900 Stinson Blvd., Mpls.	1971
Loretta Greenleaf	Washington, D.C. Admitted to Ph.D. Program	1972
Dorothy Hammer	Cannon Falls Nursing Home Cannon Falls, MN	1972
Helen Reisch	Counselor, Springfield, IL	1972
Gail Thoen	Assist. Prof., General College University of MN Admitted to Ph.D. Program	1972

Douglas Sprenkle	Assistant Professor Purdue University W. Lafayette, IN Admitted to Ph.D. Program	1972
Michael J. Brodie	White Bear Lake Community Counseling Center	1974
Alice Chen		1973
Margot Fehrenbacher	St. Paul Planning Court House Annex St. Paul, MN	1973
Douglas A. Jackson		1973
Linda Budd	Lecturer, Cont. Ed. Family Social Science University of Minnesota Admitted to Ph.D. Program	1973
William F. Wild	High School Educator Iowa	1973
Susan S. Spalding	Family Life Specialist Regional Extension Center	1974
Claire Kamins Schmid	AMICUS, Inc. Program Development Minneapolis, MN	1974
Dorothea H. Thorstenson	Department of Psychiatry Staff Specialist University Hospitals, WI	1974
Martha Cleveland	Court Services Hennepin County Minneapolis, MN Admitted to Ph.D. Program	1974
Susan P. Hartman		1974
Emma Mae Hill	Minneapolis Family & Childrens' Service, Minneapolis, MN Child & Family Life Educator	1974
Gail B. Peterson	Medical School North Dakota State University Admitted to Ph.D. Program	1974

Martha C. Russell	Administrative Intern Forestry & Home Economics Doctoral Student in Educational Administration Ph. D. Student in Educational Administration	1974
Renee W. Goodroad	Community Planning Organization Information & Referral Resource/Volunteer Coordinator 333 Sibley Street St. Paul, MN	1974
Anne Nevaldine	Women's Resource Center University of Alaska (?) Anchorage, Alaska Admitted to Ph.D. Program	1975
Wendy Andberg	Extension Specialist Program Development Office of Special Programs University of Minnesota Ph.D. in Educational Administration	1975
Juanita F. Reed	Extension Specialist Agricultural Ext. 4-H 475 Coffey Hall University of Minnesota	1975
Joyce Portner, MSW	Social Work, Continuing Education Nolte Center University of Minnesota Admitted to Ph.D. Program	1975
Karen Irvin	Educator	1975
Colleen Jolly	Homemaker in Alberta, Canada	1975
Anne Lomax	Population Environment Study Center, University of Delaware Newark, Delaware	1975
Jane Lillestol	Dean, College for Human Development, Syracuse University Syracuse, New York	1973
Carol G. Weisberg		1976
Joan Druckman	The American Institute of Research, P. O. Box 1113 Palo Alto, CA 94302 Admitted to Ph.D. Program	1976

Sharon Beckstrom	Teacher, Family Life Education Sibley High School West St. Paul, MN	1976
Judy McCleery	Teacher, Alexander Ramsey High St. Paul, MN	1976
Judy Weisel		1978
Robert Spector	New Hampshire Div. of Welfare 66 Lake Avenue Manchester, NH 03101	1979
Ellie Killorin	Super Phase II (Aftercare) Family Renewal Center Fairview-Southdale, MN	1979
Jo Harkins	Admitted to Ph.D. Program	1979
Cheryl Buehler	Admitted to Ph.D. Program	1/7/80
Carol Lange	M. A.	4/28/80
Karen Hasse	Admitted to Ph.D. Program	4/28/80
Joan Patterson	M. A. Admitted to Ph.D. Program	5/1/80
Linda Burkett	M. A. Admitted to Ph.D. Program	5/14/80
Susan Lindstrom	M. A.	5/16/80
Michael Morris	M. A.	5/21/80



UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of the Dean

Graduate School
Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455-0421

February 14, 1984

MEMORANDUM

TO: Department Chairs

FROM: Robert T. Holt, Dean *RTH*

SUBJECT: Loans to Graduate Assistants with Tax Liabilities

Recently there has been an increase in the number of graduate research assistants whose tax returns have been audited and who have incurred tax liabilities. As you know, the University has never assumed any responsibility for giving students tax advice. It has, through its Attorney's office, made available to the departments its interpretation of the conditions under which it believes RA salaries may be non-taxable. It has always been up to the students to decide whether they met these conditions and to make their case with the Internal Revenue Service.

While the University does not believe it is responsible for the students whose claims that their assistantships were not taxable were not accepted by the IRS, it does recognize that hardships have been imposed upon students. It has, therefore, set up a loan fund from which students may borrow an amount equal to their tax liability (back taxes plus interest). The following conditions apply:

1. The individuals must be currently enrolled students.
2. They must document their tax liability.
3. Loans will be interest free as long as the individual is a student at the University. Interest will be charged at the rate of 6 percent beginning at the time the individual leaves the University. A repayment schedule will also go into effect at that time.

This loan program is intended primarily for research assistants. A small number of departments, however, have had a teaching requirement for all students, whether or not they were teaching assistants, and teaching assistants have felt that they had a claim that their salaries were not taxable. Teaching assistants in this category who have incurred tax liabilities are also eligible, but they must at the time of their application provide the evidence that has led them to believe that their salaries were not taxable.

Department Chairs
February 14, 1984
Page 2

A small number of graduate assistants hold the view that they were explicitly told by their departments that their salaries would not be taxable. We do not believe it is appropriate for the departments to pay the back taxes or interest for the students. In a few specific instances, however, the department may choose, for compelling reasons, to make grants-in-aid to cover the specific financial need created by the imposition of the interest charge. This would be a departmental determination and any payment would have to be made strictly from departmental resources.

Graduate assistants who seek a loan, should contact James Schaefer, Graduate Assistants Office, 411 Johnston Hall, for application forms and further information on procedures. We expect that checks will be available for pick up seven to eight days after applications have been received. Would you please inform graduate assistants with tax liabilities of the availability of this loan program? If you wish to implement a grant-in-aid out of departmental funds to relieve hardship created by interest charges for the reasons specified above, you have the full responsibility for setting up any program.

RTH:mt

cc: College Dean
Kenneth H. Keller, Vice President, Academic Affairs
C. Peter Magrath, President
Robert I. Misenko, Director, Student Financial Aid
James F. Schaefer, Graduate Assistants Office
Robert E. Stevens, President, Council of Graduate Students