



1785

The University of Georgia

Department of Human Development and Family Science

GRADUATE PROGRAM HANDBOOK

Fall 2014

Introduction

Welcome to the Department of Human Development and Family Science (HDFS). The goal of our graduate program is to promote the integration of knowledge and professional practice in human development and family science. To accomplish this goal students achieve three objectives: (a) to develop expertise in integrating, and applying substantive and theoretical knowledge in individual development across the life course and family relationships; (b) to learn advanced analytic skills and methodologies for conducting and disseminating research on individuals and families; and (c) to develop the skills necessary to translate basic research into application through outreach, clinical practice, or preventative interventions.

This handbook is designed to guide you as you plan your career as a graduate student in the Department of Human Development and Family Science. It is organized according to the major programmatic milestones you will encounter.

Further, this handbook is intended to inform HDFS graduate students and faculty about the basic policies and procedures. Since it does not cover all University regulations governing graduate education at the University of Georgia, it should be treated as a supplement to the *Graduate School Bulletin*, <http://www.uga.edu/gradschool/bulletin/>, *Theses and Dissertations Guidelines*, <http://www.uga.edu/gradschool/academics/thesis>, and the *Graduate School's Academic Regulations and Procedures*, <http://www.uga.edu/gradschool/academics/regulations.html>. Like all graduate programs at UGA, the graduate program in HDFS operates within an administrative structure established by the Graduate School. It is the responsibility of all faculty and graduate students to familiarize themselves with the relevant Graduate School policies.

Although every effort is made to provide accurate and current information in this handbook, the Department reserves the right to change statements in the handbook concerning policies, curricula, or other matters. Students enrolled in the graduate program agree to comply with the Department's rules and regulations and to accommodate to any changes necessary.

Last updated: August 11, 2015

Graduate Coordinator: Dr. Denise Lewis (denise.lewis@uga.edu)

The University of Georgia is committed to the principle of affirmative action and equal Consistent with federal and state laws and regulations, policies of the Board of Regents of the University System of Georgia, and policies of the University of Georgia ("UGA") (collectively, "applicable laws and policies"). UGA restates its commitment to the concepts of equal opportunity. UGA is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with applicable laws and policies, UGA prohibits any member of the faculty, staff, administration, student body, or visitors to campus, whether they be guests, patrons, independent contractors, or clients, from harassing and/or discriminating against any other member of the UGA community because of that person's race, sex (including sexual harassment), sexual orientation, ethnic or national origin, religion, age, disabled status, genetic information, or veteran status. Incidents of harassment will be met with appropriate disciplinary action, up to and including dismissal or debarment from UGA. The University of Georgia is committed to the prevention of workplace violence and the maintenance of a respectful working environment. A safe and secure environment is a fundamental prerequisite for fulfilling the University mission of teaching, research and public service. The University reaffirms the basic right of employees to a safe and humane working environment. Every employee will be treated at all times with dignity, respect and fairness. For more information, see <http://safeandsecure.uga.edu>

Introduction	2
Important Milestones.....	6
Temporary Advisor	6
Major Professor	6
Advisory Committee.....	6
Of Special Interest to International Students	7
Program of Study and Approval Meeting.....	8
Graduate Coordinator Approval of Final Program of Study	8
Curriculum.....	9
Coursework Requirement	9
Exempting Core Courses	9
Research Methodology Requirements.....	10
Quantitative Methods in Family Science Certificate	10
Interdisciplinary Qualitative Studies Certificate	10
Master’s Thesis or Project	10
Area of Specialization	11
Post-Baccalaureate to MS to Ph.D.	11
Minimum Enrollment Requirements	11
Curriculum Plans	12
Course Offerings	13
Annual Evaluation	15
Portfolio Requirements	17
Portfolio Approval.....	21
Co-Teaching Courses in the Department (Doctoral students only)	21
Completing a Co-Teaching Practicum.....	21
Supervision	21
Payment/Reimbursement for Teaching	21
Teaching in the Department after Completing a Teaching Practicum (Doctoral Students only)	22
Approval	22
Supervision	22
Written and Oral Comprehensive Examinations	23
Admission to Candidacy (Doctoral Students only)	24
Continuous Enrollment Requirement	24
Thesis, Clinical Project or Dissertation	25
Prospectus	25
Obtaining IRB Approval for Research Involving Human Subjects.....	25
Thesis and Dissertation Style.....	25
Procedures for Thesis, Clinical Project, or Dissertation Defense	25
Upon Completion of the Defense	27

Dissertation Submission	27
Graduation	28
Time Line for Completing the Program	28
Expiration of Course Credits	28
Assistantship Policy	28
Award	29
Assignment	29
Evaluation	29
Continuation	30
Additional Policies	31
Appendix A: Department Declaration of Major Professor and Advisory Committee	Error! Bookmark not defined
Appendix B: Department Program of Study Form:.....	32
Section I: Substantive/Theoretical Concentration in Human Development and Family Science (24+ Hours)	32
Section II: Tools of Research Design and Development (29+ hours)	33
Section III: Area of Specialization (15+ hours)	34
HDFS Master's Degree Core Curriculum	36
Core Curriculum for Child Life Emphasis	37
Appendix C: MFT Specialization Course Requirements	38
Post COAMFTE Accredited Masters Degree Students	38
Theoretical Foundations	38
Clinical Practice	38
Individual Development and Family Relations	38
Clinical Supervision.....	38
Research	39
Additional Learning	39
Approvals	39
Appendix D: MFT Specialization Course Requirements:.....	40
Non-COAMFTE Accredited Masters Degree Students	40
Master's- level Curriculum: (all master's level core courses or their equivalent content are required of all doctoral students).....	40
Additional Learning	41
Doctoral Curriculum	41
Clinical Supervision.....	41
Approvals	42
Appendix E: Topics covered in 6000-level core courses.....	43
HDFS 6100: Theories and Issues in Human Development.....	Error! Bookmark not defined.3
HDFS 6630: Theories of Family Relations	Error! Bookmark not defined.3
HDFS 6640: Issues in Family Relations	Error! Bookmark not defined.4

HDFS 6800: Research Methods	44
Appendix F: Research Project Approval Form	45
Appendix G: Sample of Letter of Intent to Obtain Master’s Degree (for post-bac students only).....	46
Appendix H: Graduate Assistant Evaluation Form.....	47
Appendix I: Portfolio Checklist	50
Appendix J: Sample Cover Page for the Portfolio	52
Appendix K: Master’s Student Guest Lecture Evaluation Form	53
Appendix L: Portfolio Approval Form.....	55
Appendix M: Doctoral Student Co-Teaching Permission Form	56
Appendix N: Doctoral Student Co-Teaching Evaluation Form.....	57
Appendix O: Request for the Announcement of Oral Comprehensive Examination.....	58
Appendix P: Request for the Announcement of Doctoral Dissertation Oral Defense.....	59

Important Milestones

One purpose of this handbook is to aid you in your transition into the department and to provide you with information about the various milestones you will encounter as a graduate student in HDFS.

Temporary Advisor

When you enter the program, you will be assigned a temporary advisor. The temporary advisor provides guidance for your educational experience during your first year in the program, or until you have formalized your relationship with a major professor. Your temporary advisor will sign necessary forms and answer questions about the program, policies, and other issues. If you have not formalized a relationship with a major professor during the spring of your first year, the temporary advisor will present your information to the HDFS graduate faculty during the annual review of graduate students. Meeting frequently with your temporary advisor will help ease your transition into the graduate program. Your temporary advisor can also be a helpful resource of information and insights as you consider various major professor options. When making your temporary advisor assignment, there was an attempt to match you with a faculty member with whom you seem to have some overlapping interest. You may find that you would like to ask your temporary advisor to serve as your major professor. Or, for any number of reasons you may decide that you would prefer to have a different faculty member as your major professor. Either approach is acceptable to the faculty member who has agreed to serve as your temporary advisor during your first two semesters.

Major Professor

During the first year in the program, you are encouraged to spend some time getting to know the faculty members and familiarizing yourself with their research. When considering your options in this very important decision, you should consider the faculty member's expertise in your area of research interest as well as a good working relationship with that individual. You may want to request a meeting with more than one faculty member to discuss how they play the role of major professor, whether they are willing and able to mentor you in your area of interest, and whether they are accepting new students. You should have formalized this relationship by the end of your second semester in residence.

Advisory Committee

The committee must consist of a minimum of three members of the graduate faculty, including your major professor, who will serve as the chair of the committee. This committee, in consultation with the student, is charged with planning and approving the student's program of study, arranging the comprehensive written and oral examinations, advising the student on required research skills, approving the subject for the dissertation, approving the completed dissertation, and approving the defense of the student's research.

Selection of the Advisory Committee should also be done by the end of your first year in residence. All committee member selection decisions should be made in consultation with your major professor. Additional voting members may be appointed to the committee, including no more than one non-UGA faculty, who must hold the terminal degree in their field of study. If there are more than three members, there must be greater than 50% graduate faculty representation. At least two committee members must be from the Department of Human Development and Family Science.

Persons employed by The University of Georgia, and who hold the following ranks, may serve on graduate committees: professor, associate professor, assistant professor, public service assistant, public service associate, senior public service associate, assistant research scientist, associate research scientist, and senior research scientist. Persons having the following ranks may not serve as voting members of graduate committees: instructors, lecturers, and academic professionals. However, these individuals may serve as non-voting members of a committee.

A visiting professor or a part-time or temporary faculty member may not serve on an advisory committee unless that person has sole expertise in a designated area on the student's program of study. The graduate coordinator must send a letter to the Graduate School explaining the need for substitution by the visiting professor, part-time, or temporary faculty member.

When you have comprised your advisory committee, fill out the Declaration of Major Professor and Advisory Committee form required by the Graduate School. This form can be found on the Graduate School website at:

http://gradschool.uga.edu/forms&publications/currentstudent_forms.html. After completing the form, present it to the Graduate Coordinator for approval and signature. Provide it to the Graduate Program Assistant for filing in your department records and for forwarding to the Graduate School. Ultimately, the committee is appointed by the Dean of the Graduate School upon the recommendation of the Graduate Coordinator.

Once you are a doctoral candidate, replacements for members of the advisory committee must be approved by the Graduate Coordinator and Dean of the Graduate School prior to their service in any capacity. A revised advisory committee form showing the entire reconstituted committee must be submitted to the Graduate School. This is done by completing the Advisory Committee for Doctoral Candidate form,

http://gradschool.uga.edu/forms&publications/student/body_advcomphd.pdf, and selecting "revised" in the upper left hand corner.

Of Special Interest to International Students

International Student, Scholar, & Immigration Services (ISSIS) is committed to providing outreach to international students and scholars as well as information about the federal regulations that govern internationals during their stay. ISSIS hosts a number of activities throughout the year. Continuous enrollment is required. The Office of International Education defines continuous enrollment for international students as a minimum of 2 semesters per academic year. Because information is subject to change, ISSIS encourages you to visit the website regularly. The ISSIS staff members are pleased to assist with any help or advice. Web: www.issis.uga.edu Email: issis@uga.edu

Resources on improving English language skills can be found at:

<https://spp.carnegiespeech.com/sales/index.php/vstore/onlinestore>

Students interested in this program should first secure a code to submit at checkout for an 18-week subscription cost of \$75. The code changes periodically. Check with the Graduate Coordinator for more information.

Program of Study and Approval Meeting

A program of study outlines departmental requirements for coursework, research, teaching, and service. The program of study is developed in consultation with your major professor and your advisory committee. Before the end of the second semester in residence you will schedule a meeting at which you will present either a completed Graduate School Program of Study form: http://gradschool.uga.edu/forms&publications/currentstudent_forms.html or a Departmental Program of Study (Appendix B) to your Advisory Committee. All members of the student's committee should participate in this meeting. Emphasis is placed on the active involvement of all members of the committee in decisions affecting the student's study. Appendix B lists the coursework you plan to take in order to fulfill the HDFS doctoral curriculum requirements as well as the proposed activities that will fulfill the teaching, research, and outreach/service components of your portfolio. Note: Students with an emphasis in MFT must also include the appropriate MFT Specialization Course Requirement Worksheet included in Appendix C and Appendix D.

After obtaining the approval and signatures of all committee members, the form should be submitted to the Graduate Coordinator. The MS Program of Study form will be sent to the Graduate School and the preliminary doctoral program of study form will be filed in the department. Changes in your plan are permissible with the approval of your Advisory Committee.

The Graduate School requires that all doctoral students submit a Final Program of Study form after all courses necessary for degree credit is completed. This form is located at the following link: <http://gradschool.uga.edu/forms&publications/student/finalphdprg.pdf>

You must have the advisory committee form submitted before or with the final program of study. The final program of study must be submitted by the time oral comprehensive examinations are scheduled.

Notes:

Courses should be listed in the order taken.

No grade below a "C" is acceptable for a course included on a program of study.

No courses used for another degree may be listed.

To be eligible to graduate, a student must maintain a 3.0 average on all courses in the Program of Study and on all graduate courses taken.

Doctoral students may transfer 9 semester hours of courses taken at another institution with the approval of the student's advisory committee, the graduate coordinator, and the Dean of the Graduate School.

A minimum of three semester hours of 9300 must be included on the program of study.

A maximum of 9 credit hours of 9000 and a maximum of 9 credit hours of 9300 can be included on your final program of study.

9005 cannot be listed on your Final Program of Study

In order to make changes to the Final Doctoral Program of Study once it has been filed with the Graduate School, you must complete a Recommended Change in Program of Study form http://gradschool.uga.edu/forms&publications/student/body_recochgprog.pdf.

Graduate Coordinator Approval of Final Program of Study

The major professor and advisory committee will verify that you have met the department's

program of study course requirements prior to graduation. This can occur at any time but must be completed prior to the oral defense for a MS student or advancement to candidacy for a PhD student. Once this has been verified, submit the signed Final Program of Study along with a copy of your unofficial transcript to the Graduate Coordinator. The Graduate Coordinator's signature on the candidacy form verifies that all program of study requirements have been met.

After you obtain the signatures of your major professor and the Graduate Coordinator, the form is to be submitted to the Graduate Program Assistant. The Graduate Program Assistant will file forms, as appropriate, with the Graduate School.

Forms

The following link will take you to the Graduate School's forms page:

http://www.grad.uga.edu/forms&publications/currentstudent_forms.html

Curriculum

Coursework Requirement

The Program of Study for graduate students includes three sections: substantive/theoretical, research methods, and area of specialization. All courses required for the curriculum that are offered in the department must be taken in the department.

Exempting Core Courses

Students may exempt any core course (including at the 6000 level) by presenting to their advisory committee 1) a copy of the syllabus (or syllabi if more than one course covered the core content) for the class(es) they took elsewhere, 2) the most recent HDFS syllabus for the class they wish to exempt, and 3) a brief written rationale for the exemption. The advisory committee will make the determination of comparability. The committee may, in cases of partial comparability, design some package of experiences that insures core content has been obtained through, for example, a combination of the previously taken course, a course here, and/or a directed study.

The committee's decision on an exemption must receive approval from the Graduate Coordinator. If the Graduate Coordinator believes there is an issue with giving that approval, he or she will take the matter to the full HDFS graduate faculty. The student may appeal any exemption decision made at any level to the HDFS graduate faculty. The decision of the graduate faculty is final.

All master's level coursework, as well as the master's project, must be completed before the end of the 4th semester in residence. Therefore, students who believe that they have mastered the material in some or all of the 6000-level classes should seek a decision on these issues from their advisory committee as soon as possible; no later than the second semester in residence.

All graduates of the department are expected to have mastered the content in all courses within the core curriculum (including 6000-level courses), either in our program or in a previous related-degree program. Topics covered in these first year courses are listed in Appendix E.

Research Methodology Requirements

You are expected to develop an understanding of a broad range of research methods and demonstrate competence in their use. Through specific coursework you will gain mastery of techniques such as quantitative and qualitative methods and analyses. Required courses include: HDFS 6800: Research Methods, HDFS: 6900 Conducting Qualitative Research in Family Science, HDFS 8090: Intervention Research Methods, and HDFS 8810: Qualitative Methods. Students who

already have taken a graduate level research methods or statistics course prior to beginning the program may not be required to take all the courses listed in the curriculum. Submitting official transcripts, course syllabi, or taking a proficiency test may be required for proof of proficiency. Additionally, two certificate programs are available for those wishing to pursue a specialization or concentration in either quantitative or qualitative design.

Quantitative Methods in Family Science Certificate

The goal of the certificate program is to provide advanced graduate education that prepares students for employment in top-tier quantitative social and behavioral science research-intensive positions by providing students with cutting edge statistical and methodological knowledge and skills relevant to the study of families and individual across the life course. Students must complete the following courses: HDFS 6800: Research Methods, HDFS 6900: Seminar in Quantitative Analysis I, HDFS 8800: Quantitative Methodology in Child and Family Development, HDFS 8730: Seminar in Quantitative Analysis for Family Science II, HDFS 8840: Seminar in Quantitative Analysis for Family science III, and HDFS 8850: Seminar in Quantitative Analysis for Family Science IV. Three of the following four 4-week modules also are required: Multilevel Modeling for Family Sciences, Growth Curve Analysis for Family Sciences, Dyadic Data Analysis for Family Sciences and Categorical Data Analysis for Family Sciences. For additional information, contact the QMFS director, Dr. K.A.S Wickrama: wickrama@uga.edu

Interdisciplinary Qualitative Studies Certificate

The Qualitative Research Program offers a 15-hour graduate certificate in Interdisciplinary Qualitative Studies (IQS). The IQS certificate is available to students who are currently pursuing a graduate degree or who are enrolled in a graduate program at the University of Georgia. The purpose of the certificate is to advance interdisciplinary inquiry through the pluralistic use of multiple methods. Because of its interdisciplinary nature, the program allows students to tailor the focus of their certificate programs to individual interests. Students begin by enrolling in QUAL8400 or one of its equivalents. This is a prerequisite for QUAL8410 and most QUAL electives. The third required course is QUAL 8420. Interested graduate students should refer to the program webpage for additional information and program application: <http://www.coe.uga.edu/leap/academic-programs/qualitative-research/>

Master's Thesis or Project for Doctoral Students

Students who enter the Ph.D. program with a master's degree but did not write a master's thesis must complete a master's project during doctoral study. The content and format of the project must meet the approval of the student's advisory committee. Once the final project has been completed, and approved by the advisory committee, an oral defense can be scheduled. The Research Project Approval and Defense Form can be found in Appendix F. This project must be completed, approved, and successfully defended before the end of the 4th semester in residence.

Area of Specialization

Students seeking a PhD in HDFS must have an area of specialization that includes 15+ hours in one identified area (e.g., marriage and family therapy, early childhood education, gerontology, parent-child relationships, adolescence, divorce, statistics, family assessment, etc.). Courses comprising the specialization may be taken in this department and/or in another department, must be beyond the core requirements of this program, and must be regarded as a logical whole by the student's committee. Students are encouraged to avoid too general a definition of the area and to

be certain that it is an area in which they can demonstrate both depth and breadth of expertise.

Non-MS Holding Student Direct Pathway to PhD

The department requires all students who do not hold a Master of Science degree but who are admitted to the direct pathway to the doctoral degree program to complete a Master of Science degree. The following procedures must be followed to complete the M.S.:

1. Submit a letter of intent to complete the M.S. This letter should be addressed to the department head and the Graduate Coordinator. A sample of a letter of intent can be found in Appendix G.
2. The department will review your letter of intent and, after its approval, will forward your letter to the graduate school.
3. During your first meeting with your committee, you will provide two graduate school programs of study. One will show your proposed program for the MS; the other will show your proposed program for the PhD. Your committee will assist you in determining the sequence and relevance of coursework. Note that these graduate school programs of study show graduate school requirements and do not show additional department degree requirements.
4. After approval of these programs of study, you will submit both forms to the graduate school according to the deadlines posted on the graduate school website (all forms for current students can be found at http://www.uga.edu/gradschool/forms&publications/currentstudent_forms.html).
5. Upon receipt of those Programs of Study Forms, the graduate school will open an additional file for your master's work and will temporarily deactivate the doctoral file. However, the graduate school will continue to list you as a doctoral student.
6. As you progress through the program, submit the various forms required by the graduate school and discussed in this handbook. It is your responsibility to complete those forms and submit them to the graduate school, via the Graduate Program Assistant, in accordance with deadlines posted on the graduate school website.
7. When you have completed your MS graduate school program of study, you must complete and file forms with the graduate school (transfer of credit if applicable, application for graduation, filing of thesis, etc.) according to posted deadlines.
8. You will be evaluated during the spring of your second year in residence during which time the graduate faculty will assess the quality of your work at the master's level as well as your demonstrated potential for academic work at the doctoral level. You will either receive faculty approval for continued work at the doctoral level or you will be advised that the faculty does not support program continuation after completion of the master's degree.
9. When all forms have been received and processed by the graduate school, the graduate school will complete the MS screen and your doctoral screen will automatically reactivate.
10. You may attend the graduation and receive your master's degree and your studies within the department will continue uninterrupted.

Minimum Enrollment Requirements

The Graduate School requires that all students on assistantship be enrolled in 12 hours per Fall and Spring semesters. We usually recommend that students take 9 hours of *coursework* per Fall and Spring semester. If you are on a paid assistantship during Summer semester, 9 credit hours of enrollment are required—6 hours of coursework and/or independent study, practicum, or internship credits and 3 hours of assistantship credit.

In order to comply with the Graduate School's minimum enrollment policy, students on

assistantship can enroll for 1-3 credits of 7005 (at the master's level) or 9005 (at the doctoral level). There is no classroom time or work assignment associated with these hours beyond the tasks you have already been assigned as part of your assistantship. If you prefer to take 12 hours of academic course credit, you will meet the Graduate School's minimum enrollment policy and do not need to register for 7005/9005.

Curriculum Plans

All students have ample opportunity to take elective courses in their area(s) of interests. Doctoral students will seek courses that will comprise an Area of Specialization of 15+ credit hours.

We regularly offer 6000 and 8000-level topical seminars that are open to all graduate students. Recent and upcoming seminar topics include: Grant Writing, Prevention Science, Health and Social Epidemiology, Premarital and Marital Relationships, Multilevel Modeling for Social and Behavioral Sciences, Aging in Immigrant Populations, Couple and Family Relationships in Child Welfare, Fatherhood, Family Resilience and Communities, and others.

Other options offered periodically in our department include, but are not limited to:

HDFS 8720: Diversity in Families

HDFS 8060: Contemporary Changes in MFT is a required course for MFT students but is open to non-MFT students as well.

You may also take electives outside of our department. You can look into the 6000, 7000, and 8000-level course offering for other departments like Sociology, Psychology, Social Work, or Public Health to find out if they have something you are interested in. Some options might include:

PSYC 8920: Child Behavior Problems

SOCI 6610: Sociology of the Family

HPRB 7069: Human Sexuality

GRNT 6650: Aging in Society

GRNT 7266: Death, Dying, and Bereavement

It is recommended that you seek the advice of your major professor or advisory committee when selecting electives.

Course Offerings

Number+	Course Title	MS	CL	PhD	MFT	Foundation	Theory	Research Methods	Clinical	Development/ Family	Additional
HDFS 6010	Ethics	R	R	R*	R*	X					
HDFS 6100	Theories & Issues in Human Development	R	R	R*	R*	X	X			X	
HDFS 6500**	Aging and the Family									X	
HDFS 6630	Theories of Family Relationships	R	R	R*	R*	X	X				
HDFS 6640	Issues in Family Relationship	R	R	R*	R*	X				X	
ECHD 6050	Teaching and Counseling Children with Chronic Illness		R								
HDFS 6800	Research Methods	R	R	R*	R*	X		X			
HDFS 6810	Hospitalized Child and Family		R							X	
HDFS 6900	Seminar in Child Life		R							X	
HDFS 6900	Quantitative Analysis I	R	R	R*	R*	X					
HDFS 6950	Qualitative Methods in Family Sciences							X			
HDFS 7000	Thesis research	R	R								
HDFS 7005	Assistantship Hours	V	V								
HDFS 7010	Directed Study	V	V								
HDFS 7130	Creative Activities for Young Children		R						X	X	
HDFS 7210	Problems in Child and Family Development (Hospital Practicum)		R						X	X	
HDFS 7300	Thesis Writing	R	V								
HDFS 7910	Internship in Human Development and Family Science	V	V								
HDFS 8040	Family Psychopathology & Assessment through the Life Span				R*				X	X	
HDFS 8050	Mechanisms of Change in MFT				R		X			X	
HDFS 8060	Contemporary Approaches in MFT				R				X		
HDFS 8070	Couple & Sex Therapy				R				X	X	
HDFS 8090	Intervention Research Methods						X	X			
HDFS 8130	Behavioral Medicine in MFT				R				X	X	

Number+	Course Title	MS	CL	PhD	MFT	Foundation	Theory	Research Methods	Clinical	Development/ Family	Additional
HDFS 8700	Philosophy of Science			R	R	X	X				
HDFS 8710	Advanced Human Development			R	R	X	X			X	
HDFS 8720	Ecological Perspective on Individual and Family Diversity									X	
HDFS 8730	Quantitative Analysis II			R	R	X		X			
HDFS 8800	Quantitative Methods in Family Science			R	R	X		X	X		
HDFS 8810***	Qualitative Methods			R	R	X	X	X			
HDFS 8820	Evaluation Methods in HDFS							X	X	X	
HDFS 8840	Advanced Quantitative Analysis III	QMFS	QMFS	QMFS	QMFS			X			
HDFS 8850	Advanced Quantitative Analysis IV	QMFS	QMFS	QMFS	QMFS			X			
HDFS 8910	Professional Seminar	R	R	R	R	X					X
HDFS 8950	Special Topics Seminar (varies)	V	V	V	V		V	V	V	V	
HDFS 9000	Dissertation Research			R	R						
HDFS 9005	Assistantship hours			V	V						
HDFS 9010	Directed Study										
HDFS 9070	MFT Practicum				R				X		
HDFS 9080	MFT Supervision				R				X		
HDFS 9910	Internship in Human Development and Family Science (Off campus)				R						
HDFS 9920	Internship in Human Development and Family Science (On campus)										
	Possible Child Life										
ECHD 6000	Supporting Children & Families in Vulnerable Situations									X	
ECHD 6050	Teaching & Counseling Children with Chronic Illness									X	
IHDD 6000	Disability Issues										X
IHDD 7010	Directed Study in Disability										X
GRNT/PSYC 5266/7266	Death, Dying, & Bereavement									X	
HFRB 6420	Health Education and Early Childhood Education									X	
MNPO/SOWK 6162	Ethics and Professional Practice								X		X
MNPO 6060	Fundraising and Development for Nonprofit Organization										X

Number+	Course Title	MS	CL	PhD	MFT	Foundation	Theory	Research Methods	Clinical	Development/ Family	Additional
MNPO 7123	Theory and Management of Nonprofits						X				
SOWK 7122	Grief & Loss									X	

R	Required
R*	Doctoral students may waive this course if comparable course work was completed in another program. Discuss with your temporary advisor or major professor.
V	Variable
X	Content classification of course
**	Fulfills requirement for Certificate in Gerontology
***	Fulfills requirement for Interdisciplinary Qualitative Methods Certificate
QMFS	Quantitative Methods in Family Science Certificate Requirement
+	For course description and past syllabi go to http://www.bulletin.uga.edu/CoursesHome.aspx .

Annual Evaluation

All graduate students will be evaluated annually for their performance and progress. This will take place at a meeting of HDFS graduate faculty and will be held late in the spring semester. Each student will prepare and submit information regarding completed coursework, research productivity, teaching, and professional service experience, as described below. Students will receive developmental feedback from the graduate faculty after the evaluation meeting. The procedures for the annual evaluation are outlined as follows:

1. The Graduate Program Assistant distributes the Assistant Evaluation Rating forms (Appendix H) to faculty supervising graduate assistants. The forms will be returned to the Graduate Program Assistant by December 1st for the Fall and April 1st for the Spring semester.
2. Graduate students submit an annual progress report and other required documents to their major professor or temporary advisor. Check with your major professor or temporary advisor to determine the format required. Submit your documents to your major professor or temporary advisor each spring by March 1st.
3. Each student will be evaluated initially by her or his major professor and advisory committee. If the student has a major professor, but not a committee, the evaluation will be done by the major professor. Should a student not yet have a major professor or committee, the evaluation will be done by the temporary advisor. The evaluator is responsible for completion of the evaluation, summarizing students' evaluations, providing information to the graduate faculty, and making recommendations.
4. Each student's progress shall be evaluated using the following 3-level classification system:
 - (a) Satisfactory (the expected norm)
 - (b) Unsatisfactory (a time line for improvement is imposed)
 - (c) Dismissal

In general, the following are the criteria for each rating: Satisfactory students are:

- a) completing 12 hours of coursework per semester with mostly A's and no grade lower than B in each course (excluding students who are done with coursework and may only be taking a minimum number of hours to be in compliance with the Graduate School's continuous enrollment policy OR part-time students who are taking only 3-6 hours per semester).
- b) completing programmatic milestones in a timely manner (e.g. portfolio activities/approval, oral exams, thesis/dissertation proposal, etc),
- c) engaged in appropriate scholarly activities (e.g., attending conferences, making presentations, producing publications, working on thesis/dissertation proposal or the actual thesis/dissertation, depending on their stage in the program).
- d) engaged in the appropriate clinical work or internship (if appropriate for their program of study) and performing those roles in a satisfactory manner.
- e) performing their TA or RA role in a satisfactory manner. Assistantship Supervisor will fill out the Graduate Assistant Evaluation form (Appendix I) each semester.
- f) performing their instructor role in a satisfactory manner.
- g) other criteria the faculty may feel is appropriate to assess for a given student.

Unsatisfactory students are:

- a) to some extent falling short on one or more of the above criteria.
- b) provided a plan for remediation for the student as well as a timeline on which the plan will be assessed.

c) subject to dismissal after receiving two unsatisfactory annual evaluations in a row.

Dismissal would be recommended by the graduate faculty for students who are falling short in a major way despite previous remediation OR there is a transgression that is serious enough to warrant dismissal without a plan for remediation first being put into place.

5. Recommendations for students' annual evaluation will be approved by the Graduate Faculty at an April meeting.
6. Upon the graduate faculty's approval, major or temporary advisors provide the Graduate Coordinator a narrative summary for each of their student's evaluation in the area of coursework, publication, presentation, teaching/outreach, and/or leadership/citizenship. For areas that need improvement, suggestions for the course of actions are also included. The Graduate Coordinator incorporates the narrative summary into a letter to be sent to the student by the end of the spring semester.
7. Decisions on departmental assistantships will be based on students' annual evaluation performance. An assistantship should not be awarded to a student who is not making clear progress toward the requirements for graduation or fails to perform tasks associated with the assistantship. Every effort will be made to inform students about funding for the following year before the end of spring semester. Students who are away from campus during internships, remote practica, or collecting thesis or dissertation data are not eligible for department funded assistantships.

Portfolio Requirements

Scholarship can be demonstrated through accomplishments in publishing and presenting research, teaching, and outreach. The graduate faculty in the Department of Human Development and Family Science has a set of procedures and portfolio standards for evaluating students' proficiency in the areas of knowledge, scholarship, and research relevant to the field. Because the portfolio requirements serve as partial fulfillment for a degree in Human Development and Family Science, all students are required to meet the portfolio requirements associated with the level of the degree sought. Only activities accomplished during your graduate program at UGA can be included in the portfolio and all activities must have already taken place rather than be based on planned future activities (i.e. a presentation at an upcoming conference). The portfolio checklist can be found at Appendix I. A sample cover page for the portfolio can be found at Appendix J. **You must complete your portfolio and obtain approval from your advisory committee prior to the scheduling of your final oral examination (thesis, clinical project, or dissertation defense).**

Previously approved portfolios can be viewed by going to the following link:

<http://www.fcs.uga.edu/hdfs/graduate-for-students> Click "Approved Portfolios" and you will be directed to log into the p drive using your Novell login ID and password.

The categories of evaluation in the portfolio are intended to mirror the professional activities in the discipline. Specifically, the portfolio requires that you engage in publication of peer-reviewed research, presentation of research at professional conferences, teaching, and service/outreach. The criteria below are the *minimum* requirements for portfolio approval but the majority of our students engage in scholarship, teaching, and service that exceed the minimum requirement.

PUBLICATIONS: One first-authored article acceptable for publication (all Master's students) or accepted in a peer-reviewed journal (all Doctoral students). The purpose of the portfolio publication requirement is to give students experience in conducting research as well as preparing and submitting a manuscript to a scholarly journal that will publish your research to be disseminated within the broader Human Development and Family Science discipline. The article you submit for portfolio approval should be accepted for publication in a journal listed by the ISI Web of Science Journal Citation Reports. This database assigns impact factors to journals based on the average number of times that an article published in that journal is cited in the research literature (an indicator of the journal's impact on the discipline). You should report the impact factor of your journal along with the copy of the accepted manuscript. Exceptions to this requirement should be discussed with your major professor and must be approved by your advisory committee.

How to find the ISI Web of Science Journal Citation Reports

- 1) Go to UGA library main page
- 2) Select the link to Galileo
- 3) Use the "Select a Database" drop down menu to select Web of Science
- 4) Select the yellow tab at the top of the page that says Select a Database
- 5) Click Journal Citation Reports
- 6) Use the radio buttons on the left to select either the Science version or the Social Science version and use the radio buttons on the right to select a subject category

Required Documentation:

Approval of Master's advisory committee (Master's students)

Letter of acceptance from the journal (Doctoral students)

A copy of the manuscript, page proofs, or article reprint.

PRESENTATIONS:

For All Master's Students: One single or co-author presentation at a meeting of a state, regional national, international academic/professional organization (Quint State is an acceptable outlet).

For All Doctoral Students: Four or presentations at meetings of national/international academic/professional organizations, you must be single author or first author for at least two. If, because of your field, it is not possible to make the required number of national/international presentations, *two* state or regional presentations (e.g. Quint State) can be substituted for *one* of the national/international presentations.

Required Documentation:

Append a copy of acceptance letters or a copy of program pages.

Citations of all presentations.

TEACHING and/or OUTREACH for Master's Students: *One of the following is required*

1. Four guest lectures in undergraduate or graduate level courses:

Required Documentation:

Title of guest lecture as well as the date it was given and course name.

Evaluation form from Faculty Instructor who observed the lecture (Appendix K).

2. Involvement in a programmatic series of two to four presentations for local service agency.

Required Documentation:

Identify program for which presentations were made.

Include list of all related presentations.

A letter of evaluation from program sponsor or supervisor.

3. Involvement in on-going (at least 40 contact hours) clinical/work/outreach in an institutional setting (e.g., hospital, school, service agency, etc.) with a specialized population. This does not include clerical services; rather, involvement must include pre-professional activities.

Required Documentation:

Identification of the institutional setting and specialized population.

A letter from direct supervisor with evaluation.

4. Involvement in research evaluation for a specific program, including creation of an evaluation report

Required Documentation:

Identification of program evaluation.

Complete the checklist for program evaluation (see attached).

A letter of evaluation from program sponsor.

5. Involvement in the production of a significant document for outreach purposes or an outreach publication.

Required Documentation:

Citation of publication.

A letter from project sponsor with evaluation.

TEACHING and/or OUTREACH for All Doctoral Students: Professional level performance in teaching, outreach, or teaching/outreach. Document *one of the following* (all of these requirements are to be met while in residence as a student in the department):

1. Co-teach a course in the department. For additional information on meeting this requirement, see the section below on Teaching Courses in the Department. Students must enroll in HDFS 9920: Internship in HDFS when they are co-teaching a course.

Required Documentation:

Append course syllabus.

Student evaluations (numerical) and all written comments.

Supervisor evaluation of effectiveness of teaching.

2. Primary responsibility for a programmatic series of six to ten (6-10) presentations for local service agency. The scope, content, and number of presentations in the series must be approved in advance by the advisory committee.

Required Documentation:

Identify program for which presentations were made.

Include list of all related presentations.

Peer (expert) evaluation of quality of material and presentation.

Evaluation completed by audience for whom presentations were made.

3. On-going (at least 40 contact hours) clinical/work/outreach in an institutional setting (e.g., hospital, school, service agency, etc.) with a specialized population.

Required Documentation:

Identification of the institutional setting and specialized population.

Append any educational/professional material developed for the institutional setting.

Evaluation by direct supervisor.

Evaluation by those receiving consultation, if outreach.

4. Significant involvement in research evaluation for a specific program, including creation of an evaluation report

Required Documentation:

Identification of program evaluation.

Complete the checklist for program evaluation

Append report.

Append all correspondence with the sponsor of the evaluation.

5. Production of a significant document for outreach purposes or an outreach publication.

Required Documentation:

Citation of document and a copy of the document

Complete checklist for document

Append copy of program product.

Append evaluation from peer review of the document.

LEADERSHIP and/or CITIZENSHIP: For professional citizenship and/or leadership. Both 1 and 2 are required:

1. Maintaining membership in a professional society beginning from the first year in the program.
2. Participation in leadership and/or professional activities: At least one (all MS students) or two (all Doctoral students) of the following are required (other activities may be included if approved by the student's advisory committee):
 - Reviewing proposals for presentations at a conference or publications in a journal.
 - Service on departmental, university, outreach, or professional organization committees.
 - Membership on professional or service organization boards.
 - Volunteer work at state, multistate, or national conferences.
 - Election to office in a state, multistate, or national organization.
 - Appointment or election for committee involvement in state, multistate, or national organizations.
 - Moderation of a session at a state, multistate, or national meeting.
 - Significant involvement in the Graduate Student Organization.
 - Significant involvement in the planning and implementation of Quint State.

Required Documentation:

Append official documentation showing appropriate participation.

Portfolio Approval

You must complete all portfolio requirements, receive approval from your major professor and advisory committee members, and submit the signed approval form (Appendix L) to the Graduate Program Assistant before a thesis/dissertation defense can be scheduled. You must also submit an electronic copy of the approved portfolio, including the signed approval form, to the Graduate Program Assistant for the departmental records. The first page on all completed and approved portfolios must include the Portfolio Approval Form.

Co-Teaching Courses in the Department (Doctoral Students Only)

Doctoral students have the opportunity to gain experience in teaching in Human Development and Family Science under an apprenticeship model whereby they co-teach with graduate faculty members. Students may choose to do this for their professional development or as a part of their portfolio requirements. Students who choose to co-teach as part of their portfolio requirements complete a Co-Teaching Practicum. Co-teaching is not part of an assistantship; instead, students enroll in HDFS 9920 for 3 credit hours for the course co-taught. Students who complete the teaching practicum may include co-teaching on their vitae.

Teaching plans are part of a student's Program of Study and must first be approved by the student's major professor and advisory committee. Preparation to co-teach for the first time should begin at least 2 semesters before the semester in which a student will actually teach. The following section details the procedures to follow for completing a teaching practicum.

Completing a Co-Teaching Practicum

Supervision

Prior to any instance of teaching, the graduate student must identify a graduate faculty member who is willing to serve as the supervisor of the teaching experience and as instructor of record. The graduate student will work in conjunction with that graduate faculty to develop the co-teaching plan, the syllabus, and forms of assessment. The graduate faculty member is responsible for the first 30% of in-class teaching with the graduate student present to take notes and otherwise engage in the course. The graduate student is responsible for teaching the remaining 70% of the semester. The graduate faculty will remain as direct observer and supervisor.

Payment/Reimbursement for Teaching

Students completing a Co-Teaching Practicum as part of their portfolio will not be paid. Once a graduate student has completed the co-teaching practicum, the graduate student is eligible to teach undergraduate courses if there is a departmental need for an instructor that cannot otherwise be filled.

Steps to be taken when co-teaching for the first time:

1. Discuss with your major professor and advisory committee your intention to teach at least 2 semesters before you plan to teach. Identify possible courses to teach and discuss these ideas with your advisory committee.
2. Identify a graduate faculty member who is teaching the course and who is willing to serve as the supervisor of your teaching experience and as instructor of record.
3. Obtain advisory committee approval as part of the approval of your Program of Study.
4. Note the class, semester, and supervisor for your Co-Teaching Practicum on your Program of Study form. Submit the Co-Teaching Permission and Request Form (Appendix M) to the graduate program assistant at least two semesters before teaching.
5. Complete GSRC 7770, a prerequisite for HDFS graduate student teaching, before the semester you teach. The section of this class that is offered for HDFS students is only offered during the spring semester so plan in advance. This class will provide you with information about UGA policies and current pedagogical techniques. You must complete GRSC 7770 before you begin teaching.
6. At the end of the co-teaching term, submit all handout material, examinations, and student evaluations to your supervisor together in a packet with a short written report of your evaluation of the experience. Obtain feedback from your supervising graduate faculty member to improve your teaching performance.
7. The graduate faculty supervisor will provide an evaluation of the students' teaching performance (Appendix N), which will be included as one of the documents for the student annual evaluation.
8. For additional enhancement of your teaching, consider participating in programs offered by the Center for Teaching and Learning (<http://wwwctl.uga.edu>).
9. Graduate students are also encouraged to consider submitting a teaching portfolio to the Graduate School for approval. This is a way to document your teaching and may be helpful to you when you are on the job market. More information can be found by following the above link.
10. Although there are varying views on the value of guest lectures and panel discussions in classes, the graduate faculty believe that a doctoral student who is co-teaching as part of his/her practicum should use these approaches sparingly and only for the purposes of exposing the students to a particular expertise. Do not extend guest lecturing opportunities to master's students.

Teaching in the Department *after* Completing a Teaching Practicum (Doctoral Students only)

Approval

If a student wishes to teach an additional class after completing the first practicum, there must be both an identified need and available funding (as determined by the undergraduate coordinator and department head). The desire to teach also should be discussed and approved by the major professor. The department head will approve or disapprove the student's request.

Supervision

All graduate student teaching must be supervised by a graduate faculty member. This includes the first time a student teaches as well as all additional instances of teaching. Prior to any instance of teaching, the graduate student must identify a graduate faculty member who is willing to serve as the supervisor of the teaching experience.

Though students teaching after completing the Teaching Practicum have more freedom with regard to teaching their course, all objectives, textbooks, materials, and lectures should be discussed with the teaching supervisor prior to the start of the class. Graduate students are encouraged to involve their teaching supervisor in course development and to solicit feedback about improving the course.

Written and Oral Comprehensive Examinations

Both written and oral comprehensive examinations are required. Students must obtain approval from their committee for the thesis/dissertation they wish to write, including format (traditional or article), content, and method.

The comprehensive examinations are traditionally regarded as the means by which the members of the faculty assess the level of mastery a student has attained once the prescribed course work for the degree has been completed.

Written and oral comprehensive exams are:

1. Required for all HDFS master's and doctoral students.
2. *Traditionally* administered after *prescribed* coursework is complete.
3. Comprehensive in scope as implied by the name of the exam (e.g. complete, including all or nearly all elements or aspects of something, of large content or scope; wide-ranging).
4. Assessed by faculty.

The timing (after required coursework, after all coursework, etc.), format (open or closed book, in house or take home, number of questions, etc.), and assessment (including what constitutes a pass or fail as well as whether a student is permitted to retake all or a portion of a failed written question/exam) of the written exam is determined by the student's advisory committee. The scope of the exam should include broad foundational elements of the discipline of Human Development and Family Science (e.g., theory, methods) as well as the student's area(s) of specialization. The prospectus cannot serve as the written portion of the comprehensive exams.

Prior to the scheduling of the oral examination, an approved Advisory Committee Form and department and graduate school programs of study must be on file. *At least two full weeks before the date of the oral examination*, students must notify the departmental Graduate Program Assistant in writing by submitting the correct form. Forms can be found at http://www.fcs.uga.edu/docs/Thesis_Announcement_new.pdf for Master's students and http://www.fcs.uga.edu/docs/Announcement_Oral_Examination_for_Candidacy_interactive.pdf for doctoral students.

1. Inform the Graduate Program Assistant of the day, time, and place of the defense and names of the committee members.
2. The Graduate Program Assistant will notify the Graduate School of the meeting.
3. When the Graduate school receives this notice, a confirmation letter is sent to the major professor.

The oral comprehensive examination will be an inclusive examination within the student's field of study (This is often done in conjunction with the Area of Specialization for PhD students. Students should confer with members of their Advisory Committee for information on the structure of the written and oral exams.) An examination of the student's prospectus (proposal) may precede or

follow the oral comprehensive examination but may not take the place of the oral comprehensive examination.

Admission to Candidacy (Doctoral Students Only)

Upon a successful oral examination and in accordance with University of Georgia Graduate School policy, the student is now eligible for admission to candidacy. Doctoral candidates pay in-state tuition beginning with the semester following admission to candidacy and continuing for the remainder of their degree program. The student is responsible for initiating an application for admission to candidacy after the oral examinations have been passed.

Under ordinary circumstances, admission to candidacy for a doctoral student is requested coincident with the successful completion of the doctoral examination and after all other conditions for candidacy stated below have been met. The application for admission to candidacy must be filed with the dean of the Graduate School at least one full semester before the date of graduation. This application is a certification by the student's major department that the student has demonstrated the ability to do acceptable graduate work in the chosen field of study and that:

1. All prerequisites set as a condition to admission have been satisfactorily completed.
2. Research experience requirements, if applicable, have been met.
3. The final program of study has been approved by the advisory committee, the Graduate Coordinator, and the dean of the Graduate School. An average of 3.0 (B) or higher has been maintained on all graduate courses taken and on all completed graduate courses on the program of study (no course with a grade below C may be placed on the final program of study).
4. Oral comprehensive examination has been passed and reported to the Graduate School.
5. The advisory committee, including any necessary changes in the membership, is confirmed and all members have been notified of the appointment.
6. The residence requirement has been met.

The form for the Application for Admission to Candidacy can be found online at the Graduate School Website at: http://gradschool.uga.edu/forms&publications/student/body_candphd.pdf

Continuous Enrollment Requirement

The Graduate Enrollment Policy specifies that, "All enrolled students pursuing graduate degrees at the University of Georgia must maintain continuous enrollment from matriculation until completion of all degree requirements. Continuous enrollment is defined as registering for a minimum of three (3) credit hours in at least two semesters per year (Fall, Spring, Summer) until the degree is attained or status as a degree-seeking graduate student is terminated. Doctoral students who have advanced to candidacy will be allowed to register at a rate equivalent to the prevailing in-state tuition rate." All Graduate Enrollment policies can be found at <http://www.uga.edu/gradschool/academics/registration.html>

Thesis, Clinical Project or Dissertation

Prospectus

The major professor and advisory committee shall guide the student in planning the thesis, clinical project, or dissertation. The student will prepare a prospectus. The prospectus must be formally considered by the advisory committee in a meeting with the student once the major professor certifies that the prospectus is satisfactory. This formal consideration may not take the place of the comprehensive oral examination.

Approval of the prospectus signifies that members of the advisory committee believe that it proposes a satisfactory research study. Approval of the prospectus requires the agreement of the advisory committee with no more than one dissenting vote as evidenced by their signing an appropriate form, which, together with the approved prospectus, is filed with the Graduate Coordinator.

Obtaining IRB Approval for Research Involving Human Subjects

All research conducted on human subjects must receive approval from the IRB before the research can begin. This often includes secondary data analysis. In some instances an exception is granted from the IRB but you must fill out the correct forms requesting an exemption. It is imperative that you obtain IRB approval for ethical purposes but it is also necessary to include this information on your dissertation defense form. The Graduate School will not approve your application for graduation unless the proper IRB approval has been granted and the IRB approval number is included on your final defense form or you have received notice from the Office of Human Subjects that your research does not qualify as research on human subjects.

Thesis and Dissertation Style

According to the *Theses and Dissertations: Student Guide to Preparation and Processing* published by the Graduate School, there are two formats for the organization of the main-body sections for dissertations. The first format, referred as *chapters*, is the traditional format. The other format, referred as *manuscript style*, is the alternative format approved by the Graduate School. In manuscript style format, journal manuscripts or articles are used as regular chapters for the main-body sections of dissertations. HDFS graduate students may choose either format to organize the main-body sections for their dissertations.

Procedures for Thesis, Clinical Project, or Dissertation Defense

Defense. Before a defense can be scheduled, the student must complete the portfolio requirements, obtain the signed approval of the major professor and advisory committee members, and turn in the approval form on Appendix O (http://www.fcs.uga.edu/docs/Announcement_Dissertation_Defense_interactive.pdf) to the Graduate Program Assistant. You must notify the Graduate Program Assistant in writing a minimum of two weeks before the date of the final defense. Please use the following procedures:

- Inform the Graduate Program Assistant of the day, time, and place of the defense
- The Graduate Program Assistant will notify the Graduate School of the meeting.

- When the Graduate school receives this notice, a confirmation letter is sent to the major professor.

Defense Requirements. The student must be registered for a minimum of three hours of credit the semester the defense is held. When the major professor is satisfied with the completed thesis, clinical project or dissertation, he or she will certify that it has his or her approval and that it is ready to be submitted to the advisory committee.

The student may then schedule a final oral defense. Per Graduate School rules, the committee members must have three weeks to read and evaluate the completed document. Once an oral defense for a dissertation has been scheduled, the graduate program assistant will notify the Graduate School at least two weeks prior to the oral defense. The Graduate School will announce the time and place of the dissertation defense to the University community.

The *thesis* will not be forwarded to the University Library until the degree is conferred. All theses must be submitted via the web in electronic PDF format and must conform to the Graduate School style manual located at: <http://www.grad.uga.edu/academics/thesis/>

The *clinical project* is an option that takes the place of the thesis for master's students pursuing an emphasis in Child Life. The clinical project is a rigorous, research-based project completed as the requirement for HDFS 7010, Directed Study in Human Development and Family Science, under the direction of the major professor. The project applies a review of substantive literature and relevant theory to a problem of an applied nature in a clinical setting. The student's advisory committee will evaluate the project based on its comprehensiveness, completeness and appropriateness in relation to professional work in the student's area of interest. The student must also pass an oral examination given by the student's faculty committee over the research area upon which the specialized clinical project is based. Similar to students in the thesis option, these students will complete an oral defense. A grade of A/F will be assigned by the student's advisor with input from the student's advisory committee for the HDFS 7010 Directed Study in Human Development and Family Science class. A grade of either A or B is necessary to pass the HDFS 7010 required class.

The Approval Form for **Master's Clinical Project**, Defense and final Exit Examination may be found at <http://www.fcs.uga.edu/hdfs/graduate-for-students>

For a *dissertation*, written assent of all of the committee members will be required before it will be approved as ready for a final defense. If the advisory committee declines to approve the dissertation as ready for the final defense, the major professor will notify the student and the Graduate School. The advisory committee will determine the steps, strategies, and/or guidelines in preparing the dissertation for the final defense.

The defense of the thesis, clinical project, or dissertation will be chaired by the student's major professor and attended by all members of the advisory committee. All of the members of the advisory committee must be present for the entire defense. If, for a good reason, a member cannot be present, the student must choose one of the following options:

- The absentee member may participate via a teleconference in which all participants can hear each person's comments. The chair of the committee must sign the approval form for

the absentee member and register his/her vote and indicate that member's participation was by teleconference.

- A substitution may be made with another faculty member who can replace the former member in expertise of the subject field and who has knowledge of the student's research project. A revised advisory committee form must be submitted to the Graduation Office prior to the examination.

The defense may be rescheduled at a later date and the Graduate School must be notified. The advisory committee must approve the student's thesis, clinical project, or dissertation and defense with no more than one dissenting vote and must certify their approval in writing using the Approval Form for Doctoral Dissertation and Final Oral Examination located at http://www.grad.uga.edu/forms&publications/student/body_appphddis.pdf Note that the student is to print out this form and bring it to the final defense. No approval form comes from the graduate school.

The Approval Form for Doctoral Dissertation and Final Oral Examination must be submitted to the Graduation Office before the corrected copy of the electronic dissertation will be accepted as the final "official" copy. The deadline for this is two weeks prior to graduation. Information on deadlines can be found at: <http://www.uga.edu/gradschool/academics/deadlines.html>

The major professor's vote of approval is required for the student to pass the examination. An abstention is not an appropriate vote for the defense of the dissertation. The committee, after having read the dissertation, should verify whether or not human subjects were used in the student's research and indicate so by verifying that the appropriate box is checked on the approval form. The student must provide the IRB's protocol number for the defense form.

Upon Completion of the Defense

Return the white copy of the Approval Form to the Graduate Program Assistant, who will file and forward the appropriate forms to the Graduate School. All requirements associated with the thesis, clinical project, or dissertation must be completed within one semester after the defense. These include making any revisions required by your committee. If these are not completed within one semester, the student must re-defend the thesis, clinical project or dissertation.

Dissertation Submission

The Graduate School will not accept a dissertation until the student has been admitted to candidacy for the Ph.D. degree. The year on the title page of the dissertation shall be the same as the year in which the dissertation is approved by the Dean of the Graduate School following approval by the student's advisory committee. The dissertation will not be forwarded to the University Library until the degree is conferred.

All dissertations must be submitted via the web in electronic PDF format and must conform to the Graduate School guidelines at: <http://www.grad.uga.edu/academics/thesis/>

If the student hires a typist, it is the student's responsibility to inform the typist of the formatting guidelines set forth in the Graduate School Style Manual. Any questions concerning formatting should be directed to the Graduation Office at gradinfo@uga.edu.

Difficulties with electronic submission or questions about electronic PDF format and computer related problems may be referred to the ETD Help Desk Website at etdhelp@gradsch.uga.edu or call (706) 583-8095

Graduation

The student must apply to graduate the semester prior to the one in which degree requirements are completed (the deadline to apply for graduation is EARLY in the preceding semester). The application for graduation form is available at https://gradschoolforms.webapps.uga.edu/form_types/1

Time Line for Completing the Program

Many circumstances affect the length of time necessary for a student to complete a degree. The program is designed so that under ordinary conditions students with a Bachelor's degree can expect to complete their MS degree in two years (plus one additional internship semester for Child Life emphasis students). Students already holding a master's degree usually take four years (PhD without MFT emphasis) or five years (PhD with MFT emphasis).

Expiration of Course Credits

Students pursuing the MS degree must successfully defend the thesis or clinical project prior to the beginning of the sixth year of enrollment. The graduate course credits begin to expire after six years and you may be required to repeat courses for graduate credit. All requirements for the PhD except the dissertation and oral defense must be completed within a period of six years. Doctoral candidates must successfully defend their dissertation within five years after the admission to candidacy. When a student's candidacy expires readmission to candidacy through taking another oral examination is required. The student may also be asked to produce additional written products related to his or her Area of Specialization prior to the new oral examination.

Assistantship Policy

Assistantships are funded through several sources:

1. State money budgeted to the department
2. Other department funds
3. The Graduate School
4. Funded projects.

The department's assistantship policy has four components: award, assignment, evaluation, and continuation.

Award

Assistantships are awarded to both incoming and continuing students. They generally are awarded for a term of one academic year (August – May) although some graduate school assistantships for doctoral students are awarded for 21 consecutive months. Written notice regarding an assistantship award is customarily made before the end of spring semester preceding the award year.

Because of the demand for assistantship support and the expectation that students finish their degree programs in a timely fashion, doctoral students who are awarded assistantships generally will be supported on a ten-month assistantship. These assistantships can range from a .33 assistantship with 13 hours per week obligation, a .40 assistantship with 16 hours per week obligation, to a .50 assistantship with 20 hours per week obligation. It is expected that students with positive annual evaluations can receive assistantships funded by the department for a maximum of two years at the master's level and four years at the doctoral level. Students who are away from campus for internships, remote practica, or gathering thesis or dissertation data are not eligible for department funded assistantships. Doctoral students also may qualify for funding from the Graduate School (for example, a dissertation completion award) during their last year.

Assignment

Graduate assistantships are assigned by the Department Head in consultation with the Graduate Coordinator and faculty. Faculty needs and preferences are matched to skills and preferences of students insofar as is possible. Assignment preference is given to faculty who are funding assistantships with grants as long as overall department needs are not placed in jeopardy. Students on an assistantship must register for 12 credit hours for every fall or spring term they hold an assistantship. They must register for 9 credit hours if they hold a summer assistantship. This is typically achieved by registering for 9 hours of course credit and 3 hours of HDFS 7005/9005 during the fall and spring terms. You do not have any classroom obligation or work obligation for 7005/9005 beyond your assistantship assignment.

There are three major categories of assistantships. Graduate Teaching Assistants (TAs) typically assist with teaching-related responsibilities, assist in classrooms or labs, meet with students, and grade papers. Graduate Student Assistants (GAs) have varied responsibilities as defined by their supervisor. These may include research not related to their own research interests and may include assisting with teaching-related responsibilities. Graduate Research Assistants (RAs) have research related responsibilities and typically do not engage in teaching-related activities.

Evaluation

It is the UGA Graduate School's policy that all graduate assistants be evaluated annually. Toward the end of each semester, the Graduate Program Assistant distributes rating forms to faculty who have graduate assistants. The rating evaluation is to be completed by the supervising faculty member. The evaluation is returned to the Graduate Program Assistant and used as part of the graduate student annual evaluation to determine assistantship award and assignments for the following year.

Continuation

The continuation of an assistantship is not automatic. Assistantship evaluation and annual evaluations will be used determine whether assistantships will be continued and all continuations are dependent upon available funding. Continuation of an assistantship may not be offered by any faculty member except in consultation with the Department Head and the Graduate Coordinator.

Additional Policies

Additional UGA policies with which students are expected to be familiar and adhere to:

- (a) Grievance Policy found at <http://legal.uga.edu/pdfs/Discipline.pdf>
- (b) Academic Honesty Policy found at <http://www.uga.edu/honesty/>
- (c) Sexual and Discriminatory Harassment policy at <http://www.uga.edu/legal/NDAH.htm>,
- (d) Responsible Conduct in Research policy
www.ovpr.uga.edu/docs/policies/research/responsible-conduct

Appendix A: Department Declaration of Major Professor and Advisory Committee

Department of Human Development and Family Science, The University of Georgia

This department form is no longer required. Please use the Graduate School form for declaration of major professor. Provide the signed form to the Graduate Program Assistant. The GPA will forward the form to the Graduate School.

Major Professor

I have asked _____ to serve as my major professor, and she/he has agreed to serve in this capacity.

Advisory Committee

I have asked _____;

_____ and _____
_____ to serve as members of my Advisory Committee, and they have agreed to serve in this capacity.

Student Name (print) _____

Signature of Student _____

Signature of Major Professor _____

Date _____

Submit this form to the Graduate Program Assistant before the end of your first semester (for MS students) your second semester (for PhD students) in residence.

*Use this form as an addendum to be attached to the original for any subsequent changes in major professor or Advisory Committee membership.

Appendix B: Department Program of Study Form:

Department of Human Development and Family Science

Name _____

Section I: Substantive/Theoretical Concentration in Human Development and Family Science (24+ Hours)

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 6100: Theory and Issues of Human Development	3				
HDFS 6630: Theories of Family Relationships	3				
HDFS 6640: Issues of Family Relationships	3				
HDFS 8060: Contemporary Approaches in MFT	3				
HDFS 8700: Philosophy of Science in Human Development and Family Science	3				
HDFS 8710: Principles of Life-Span Human Development	3				
HDFS 8720: Ecological Perspective on Individual and Family Diversity	3				
HDFS 8910: Current Research & Issues in HDFS (This is a pass/fail class and while it is a department requirement, it cannot be included on the POS form submitted to the Graduate School).	3				
Elective:					
Elective:					
Elective:					
Elective:					

Section II: Tools of Research Design and Development (29+ hours)

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 6800: Research Methods	3				
HDFS 8800: Quantitative Methods	3				
HDFS 8810: Qualitative Methods in Human Development and Family Science	3				
HDFS 8950: Seminar in HDFS (SPSS)	3				
Statistics:	3				
Statistics:	3				
One of the following: Additional Quantitative Methods or Statistics Additional Qualitative Methods or Analysis	3				
HDFS 9010: Directed Study in HDFS	3-6				
*HDFS 9000: Doctoral Research	3-9				
*HDFS 9300: Doctoral Dissertation	3-9				
Elective:					
Elective:					
Elective:					
Elective:					

*Dissertation hours (planning, HDFS 9000 and final writing, HDFS 9300) must total 9 hours or more.

Section III: Area of Specialization (15+ hours)

May include coursework taken either in or outside of the Department, courses listed in Sections I & II may not be listed in this section.

Area of Specialization: _____

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution

Format and Expected Date for Area of Specialization Written and Oral Comprehensive Exam:

The area of specialization written and oral exam can be administered in many formats. Please provide a proposed format (e.g. published paper, answers to series of questions, etc.). You will be required to write and then orally defend your written work by successfully answering questions posed by your advisory committee. Additionally, your exam must be scheduled with the department office and are public.

Proposed Format for Area of Specialization:

Semester:

Year:

Advisory Committee Approval

The program of study has been approved by the advisory committee. Any changes must be approved by the advisory committee.

Major Professor:

Date

Committee Member:

Date

Committee Member:

Date

Committee Member:

Date

Graduate Coordinator:

Date

(Graduate Coordinator is to sign as verification prior to the student's advancement to candidacy)

Copies of this form are to be distributed to the major professor, the department head, and the graduate program assistant.

HDFS Master's Degree Core Curriculum

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 6100: Theory and Issues of Human	3				
HDFS 6630: Theories of Family Relationships	3				
HDFS 6640: Issues of Family	3				
HDFS 6800: Research Methods	3				
HDFS 6900: Quantitative Analysis I	3				
HDFS 6900: Conducting Qualitative Research in Family Science**	3				
HDFS 7000: Thesis research hours	3-9				
HDFS 7300: Thesis writing hours	3-9				
HDFS 8910: Current Research & Issues in HDFS (This is a pass/fail class and while it is a department requirement, it cannot be included on the POS form submitted to the Graduate School). Two credit hours are taken the 1st fall semester. One credit hour is taken in the 2 nd fall semester.					
Elective:					
Elective:					
Elective:					

* HDFS 7005 (assistantship) may be used as an elective in order to reach the 12 hours minimum enrollment policy for students on assistantship.

** Conducting Qualitative Research in Family Science is strongly recommended but is not yet listed as a core requirement.

Core Curriculum for Child Life Emphasis: Thesis & Non-thesis Options

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 6100: Theory and Issues of Human Development	3				
HDFS 6630: Theories of Family Relationships	3				
HDFS 6640: Issues of Family Relationships	3				
HDFS 6800: Research Methods	3				
HDFS 6810: Hospitalized Child and Family	3				
HDFS 6900: Quantitative Analysis I	3				
HDFS 6900: Conducting Qualitative Research in Family Science**	3				
HDFS 6900: Seminar in Child Life: Interventions for Hospitalized Children and Their Families	3				
ECHD 6050: Teaching and Counseling Children with Chronic Illness	3				
HDFS 7010: Problems in Human Development and Family Science	3				
HDFS 7130: Creative Activities	3				
HDFS 7210: Problems in Child and Family Development (Hospital Practicum)	3				
HDFS 7910: Internship in Human Development and Family Science	3				
HDFS 7000: Thesis research hours	3-9				
HDFS 7300: Thesis writing hours	3-9				
HDFS 8910: Current Research & Issues in HDFS (This is a pass/fail class and while it is a department requirement, it cannot be included on the POS form submitted to the Graduate School). Two credit hours are taken the 1st fall semester. One credit hour is taken in the 2 nd fall semester.	3				

This curriculum may need to be altered depending upon the student's background (e.g. HDFS 7460 could be taken summer of year 1 depending on student's background).

* HDFS 7005 (assistantship) can be used as an elective in order to reach the 12 hours minimum enrollment policy for students on assistantship.

** HDFS 6900: Conducting Qualitative Research in Family Science is strongly recommended but is not yet required.

Appendix C: MFT Specialization Course Requirements

Post COAMFTE Accredited Master's Degree Students

Name _____

NOTE: Students may include graduate courses completed while attending an accredited university that apply to MFT Specialization requirements. Exceptions to the courses will be allowed by the approval of the MFT faculty representative on the student's committee. Students in the MFT Specialization are required to be enrolled in HDFS 9070: Practicum in Marriage and Family Therapy every semester they are seeing clients. HDFS 9070 is not listed on this form. Students are also required to complete a 9 to 12 month full time internship. One copy of the completed form should be filed in the department office after the program of study meeting.

Theoretical Foundations

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 6100, Theory and Issues of Human Development (or equivalent)	3				
HDFS 6630, Theories of Family Relationships (or equivalent)	3				
HDFS 8050 Mechanisms of Change in MFT	3				
HDFS 8060 Contemporary Approaches in MFT	3				

Clinical Practice

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 8070: Couple and Sex Therapy	3				

Individual Development and Family Relations

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 6640: Issues in Family Relationships (or equivalent)	3				
HDFS 8710: Advanced Human Development	3				

Clinical Supervision

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 9080: MFT Supervision	3				

Research

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 8810: Qualitative Methods	3				
HDFS 8800 Quantitative Methods	3				
HDFS 8730: Quant II	3				
HDFS 6800: Research Methods (or equivalent)	3				

Additional Learning

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 8130 Behavioral Medicine in MFT	3				
HDFS 8700: Philosophy of Science	3				
HDFS 8720: Diversity	3				
HDFS 8840 or 8850: Quant III or IV	3				
Elective:	3				

Approvals

Major Professor: _____ Date _____

MFT Faculty Representative: _____ Date _____

Appendix D: MFT Specialization Course Requirements:

Non-COAMFTE Accredited Masters Degree Students

Name _____

NOTE: Students may include graduate courses completed while attending an accredited university that apply to MFT Specialization requirements. Exceptions to the courses will be allowed by the approval of the MFT faculty representative on the student’s committee. Students in the MFT Specialization are required to be enrolled in HDFS 9070: Practicum in Marriage and Family Therapy every semester they are seeing clients. HDFS 9070 is not listed on this form. Students are also required to complete a 9 to 12 month full time internship. One copy of the completed form should be filed in the department office after the program of study meeting.

Master’s- level Curriculum: (all master’s level core courses or their equivalent content are required of all doctoral students).

Theoretical Foundations

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 6630: Theories of Family Relationships	3				
HDFS 8050: Mechanisms of Change in MFT	3				

Clinical Practice

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 8040: Family Psychopathology & Assessment through the Life Span	3				
HDFS 8130: Behavioral Medicine in MFT	3				

Individual Development and Family Relations

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 6100: Theories & Issues in Human Development	3				
HDFS 6640: Issues of Family Relationships	3				
HDFS 8720: Diversity	3				

Research

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 6800: Research Methods	3				

Additional Learning

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 6900: Quant I	3				

Doctoral Curriculum

Theoretical Foundations

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 8060 Contemporary Approaches in MFT	3				

Clinical Practice

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 8070: Couple and Sex Therapy	3				

Individual Development and Family Relations

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 8700: Philosophy of Science	3				
HDFS 8710: Advance Human Development	3				

Clinical Supervision

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 9080: MFT Supervision	3				

Research

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 8810: Qualitative Methods	3				
HDFS 8800 Quantitative Methods	3				
HDFS 8730: Quant II	3				
HDFS 8840 or 8850: Quant III or IV	3				

Additional Learning

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
Elective:	3				
Elective:	3				
Elective:	3				
Elective:	3				
Elective:	3				

Approvals

Major Professor: _____ Date _____

MFT Faculty Representative: _____ Date _____

Appendix E: Topics covered in 6000-level core courses

HDFS 6100: Theories and Issues in Human Development

Topics covered:

- Evolutionary perspective of development
- The nature-nurture controversy and new issues related to the controversy
- Sensitive periods of development and early childhood experiences and the impact of these experiences on development
- Socialization—children’s emotional development, socialization from parents and other people and groups
- Life course theory
- Developmental continuity and turning points over the life course (eg. The passage from childhood to adolescents)
- Development contexts—ecology, parent and peer contexts
- Risk and resilience—how negative events influence development. How resilience works in development
- Gender differences in development
- Cultural differences in development

HDFS 6630: Theories of Family Relations

Topics covered: Definition of a

- theory Integrating theory and
- research Linking theory and
- practice
- Linking theory to developmental, socio-political, and economic influences
- Structural-functionalism
- Family development
- Family life course
- Social exchange
- Social conflict and communication
- Symbolic interaction
- Conflict framework
- Feminist framework
- Ecology framework
- Family stress theory
- Unified family process theory—family systems and paradigms
- Theoretical explanations of families and change—demographics, compositions, sibling ties, stepfamily relations
- Family interaction patterns—family ties and work/family demands, marriage and intimate couples’ issues
- Theory and family violence
- Theory and parenting
- Contextual process and family patterns—social status, culture, cognition and parenthood
- Gender and families

HDFS 6640: Issues in Family Relations

Topics covered:

- Changing demography of America's families
- Historical perspectives on family studies
- Dating and mate selection
- Sex in relationships
- Cohabitation
- Transition to marriage
- Marital quality – communication, conflict, satisfaction
- Motherhood and Fatherhood and Voluntary Childlessness
- Parenting—predictors and consequences, parenting styles
- Work and family—paid employment and household labor
- Violence—child abuse and intimate partner violence
- Marital Infidelity
- Divorce – predictors and consequences
- Remarriage and Step-families
- Social context and family—religion, neighborhoods, race, class
- Diversity within the family

HDFS 6800: Research Methods

Topics covered:

- Preparing, planning and writing research
- Ethics and research
- Foundations of design
- Review of literature
- The introduction
- Research questions and hypotheses
- Limitations
- Significance
- Use of theory in research
- Quantitative measurement
- Quantitative sampling
- Qualitative measurement
- Qualitative sampling
- Measurement theory
- Experimental research
- Survey research
- Non-reactive and secondary analysis
- Analysis of quantitative data
- Field research
- Historical-comparative research
- Analysis of qualitative data
- Mixed methods
- Issues in researching families
- Evaluation research

Appendix F: Research/Clinical Project Exit Exam Approval Form*

The research/clinical project of _____, entitled _____,

has been submitted for examination to the following members of the student's Research/Clinical Project Committee for approval as an acceptable substitute for the master's thesis project:

Chair: _____ Date: _____

Committee member: _____

Committee member: _____

Part II - (To be signed by the members of the Research/Clinical Project Examining

Committee) The Examining Committee reports the following action on the above project:

Approved _____; Approved with suggested changes _____; Disapproved _____

Chair: _____ Date: _____

Committee member: _____

Committee member: _____

Part III -

The Research Project Examining Committee held the final exit examination over the above research/clinical project on (date) _____ and reports the following action:

Passed _____ Failed _____

Chair: _____ Date: _____

Committee member: _____

Committee member: _____

One copy of the signed form must be submitted to the Graduate Program Assistant. The Graduate Program Assistant will also forward a copy to the Graduate School for students completing a non-thesis master's degree.

Appendix G: Sample of Letter of Intent to Obtain Master's Degree (for post-bac students only)

Date _____

Semester _____

Letter of Intent

To Whom it May Concern:

My name is _____. I am registered at the University of Georgia as a post-baccalaureate student in the doctoral program in the Department of Human Development and Family Science. Part of the requirements of the program is to complete a Master's thesis and degree on the way to completing a PhD. I will be finishing my thesis in time for the (*Semester + year*) commencement and will graduate with a Master's degree at that time. I will also be continuing to pursue my doctoral degree thereafter. Please note in my file that I will need to be listed as graduating with a Master's degree, not a PhD in (*SEM YEAR*). Also note that I will continue on in the post-baccalaureate PhD program in the Department of Human Development and Family Science, and therefore will not need to re-apply for admission to this program.

Sincerely,

(*NAME*)

Major Professor, Dr. (*NAME and Signature*)

Graduate Coordinator, Dr. Denise C. Lewis (*Signature*)

–
Resourcefulness (Seeks out necessary information or assistance required in order to complete tasks)

1

2

3

Frequently fails to demonstrate resourcefulness

Sometimes demonstrates resourcefulness

Consistently demonstrates resourcefulness

Comments: _____

–
Initiative (Initiates contact with you to see what tasks you need to have done rather than waiting to be asked, identifies next steps to be taken in a task and may take next appropriate steps without being prompted)

1

2

3

Frequently fails to demonstrate initiative

Sometimes demonstrates initiative

Consistently demonstrates initiative

Comments: _____

Accessibility (Is available for meetings as needed, responds to emails/messages promptly)

1

2

3

Frequently fails to be accessible

Sometimes is accessible

Consistently is accessible

Comments: _____

Professional skills (Possesses skills necessary to complete the tasks for this assistantship assignment)

1

2

3

Frequently fails to demonstrate skills

Sometimes demonstrates these skills

Consistently demonstrates these skills

Comments: _____

Interpersonal skills (Works well with others, good communication and listening skills)

1

2

3

Frequently fails to demonstrate skills

Sometimes demonstrates these skills

Consistently demonstrates these skills

Comments: _____

Positive attitude (Approaches assignments with openness, demonstrates willingness to learn, accepts feedback regarding performance without defensiveness)

1

2

3

Frequently fails to display a positive attitude

Sometimes displays positive attitude

Consistently displays positive attitude

Comments: _____

Ethics (Exhibits ethical behavior, honesty, fairness in dealing with others, follows appropriate guidelines)

1

2

3

Frequently fails to display ethical behavior

Sometimes displays ethical behavior

Consistently displays ethical behavior

Comments: _____

Overall performance:

Meets or exceeds expectations (Primarily 3s on above items)

Needs improvement (Several 2s on above items)

Unsatisfactory (More than a couple of 1s above)

Please use the space below to provide any additional feedback that you feel is important:

I completed this evaluation and provided 3 copies I acknowledge receipt of this completed evaluation to the student.

Faculty Member's Signature & Date

Graduate Student's Signature & Date

Please return this form to the Graduate Program Assistant by Dec 15th for fall semester and May 1st for spring semester

Appendix I: Portfolio Checklist

This form is for your use only and is not to be included in the final portfolio submitted to the department.

Master's Portfolio Checklist

1. Presentations

- a. Single author or co-author presentation at meetings of state/national/international academic/professional organization
- b. Copy of acceptance letter or program page
- c. Complete Citation for the presentation in APA format

2. Teaching and/or Outreach (Document one of the following)

- a. Four guest lectures in undergraduate or graduate level courses and supporting documentation (See Appendix J for guest lecture evaluation sheet)
- b. Involvement in a programmatic series of 2 to 4 presentations for local service agency with supporting documentation
- c. Involvement in on-going (at least 40 hours) clinical/work/outreach in an institutional setting with a specialized population with supporting documentation
- d. Involvement in research evaluation for a specific program, including creation of an evaluation report with supporting documentation
- e. Involvement in production of a significant document for outreach purposes or an outreach publication with supporting documentation

3. Leadership and/or Citizenship (Both "A" and "B" are required)

A—Professional Association Membership

Maintaining membership in a professional society beginning from the first year in the program

B—Participation in leadership and/or professional activities (two of the following are required and other activities may be added with approval from the student's advisory committee)

- a. Reviewing proposals for presentations or publications
- b. Service on departmental, university, outreach, or professional organizations committees
- c. Membership on professional or service organization boards
- d. Volunteer work at state, multistate, or national conferences
- e. Election to office in a state, multistate, or national organization
- f. Appointment or election for committee involvement in state, multistate, or national organization
- g. Moderation of a session at a state, multistate, or national meeting
- h. Significant involvement in the Graduate Student Organization
- i. Significant involvement in the planning and implementation of Quint State
- j. Other _____
- k. Other _____
- l. Documentation for activities

4. Other Professional Accomplishments

Documentation of other professional accomplishments:

Doctoral Portfolio Checklist

1. Table of Contents This should tell your committee members on what page of your portfolio the items below can be found.

2. Publications

- One first-authored article accepted or published in an approved peer-reviewed journal
- Letter of acceptance from journal editor
- Copy of the accepted version of the manuscript or article reprint

3. Presentations

- Four presentations at meetings of national/international academic/professional org
- Two presentations are single or first authored

Substituted State presentations (2 state count for 1 national)

- Two state or regional presentations at meetings of academic/professional organization
 - Acceptance letter or copy of conference program page
 - Full citation for presentation in APA format

4. Teaching and/or Outreach

- Full responsibility for one class at the University of Georgia
 - course syllabus
 - quantitative course evaluations
 - supervisor evaluation
- Primary responsibility for a programmatic series of 6 to 10 presentations for local service agency with supporting documentation
- On-going (at least 40 hours) clinical/work/outreach in an institutional setting with a specialized population with supporting documentation
- Significant involvement in research evaluation for a specific program, including creation of an evaluation report with supporting documentation
- Production of a significant document for outreach purposes or an outreach publication with supporting documentation

5. Leadership and/or Citizenship (*Both "A" and "B" are required*) A—Professional Association Membership

- Maintaining membership in a professional society beginning with the first year in the program

B—Participation in leadership and/or professional

- Reviewing proposals for presentations or publications
- Appointed or Elected Service on departmental, university, outreach, or professional organizations' committees
- Membership on professional or service organization boards
- Volunteer work at state, multistate, or national conferences
- Election to office in a state, multistate, or national organization
- Moderation of a session at a state, multistate, or national meeting
- Significant involvement in the Graduate Student Organization
- Significant involvement in the planning and implementation of Quint State
 - Appropriate documentation for above activities

Appendix J: Sample Cover Page for the Portfolio

Portfolio of

Your Name

A Departmental Requirement for The Fulfillment of the [Master's or Doctoral] Degree

Under the Direction of

Your Major Professor's Name

Semester and Year Approved

Appendix K: Master's Student Guest Lecture Evaluation Form

Include a separate copy of this completed form for each guest lecture done as part of portfolio requirements.

STUDENT INSTRUCTOR NAME: _____ **COURSE #:** _____

FACULTY* Instructor: _____ **DATE** _____

(*cannot be a graduate student who observes or evaluates your guest lecture)

Rate the student instructor on each of the question below by assign a number best reflecting the student instructor's perform.

1-----2-----3-----4-----5
Strongly Disagree Neutral Agree Strongly
Disagree Agree

1. () The student instructor was well organized and prepared for class the day of the guest lecture.
2. () The student instructor presented material in an understandable and interesting way.
3. () The student instructor treated students with respect.
4. () The student instructor makes good use of examples and illustrations.
5. () The student instructor seems to enjoy teaching.
6. () The student instructor maintains an atmosphere of good feeling in the class.
7. () The student instructor made the lecture material difficult enough to be stimulating.
8. () The student instructor appears to have a thorough knowledge of the subject.
9. () The student instructor teaches near the class level.

- 10. () The student instructor cleared up points of confusion.
- 11. () The student instructor used class time well.
- 12. () The student instructor inspired interest in the subject matter of this course.
- 13. () The student instructor showed personal interests in helping students learn.
- 14. () The student instructor stimulated useful class participation.

Average= _____

Comments for Student Instructor (append a separate sheet if necessary)
Things that were done well in this guest lecture:

Things that could be done to improve this guest lecture:

Signature of Faculty Evaluator

Appendix M: Doctoral Student Co-Teaching Permission Form

Co-Teaching Plans: Completion of the co-teaching option is designed to provide students experience in all phases of teaching an undergraduate course. Students must enroll in HDFS 9920 for 3 credit hours during the semester of the co-teaching. Co-teaching is not part of the responsibilities of an assistantship.

Student: _____ Date: _____

<u>Course student will seek approval from Graduate Faculty to co-teach the following course:</u>
Course Number: _____ Title: _____ Semester: _____
Graduate Faculty who will supervise course: _____
Signature: _____ Date: _____
Date GSRC 7770 completed or to be completed: _____

Approval from your advisory committee (each member must sign):
Major Professor: _____ Date: _____
Committee Member: _____ Date: _____
Committee Member: _____ Date: _____
Committee Member: _____ Date: _____
Committee Member: _____ Date: _____
Graduate Coordinator: _____ Date: _____

Return the completed and signed form to the Graduate Program Assistant

Appendix N: Doctoral Student Co-Teaching Evaluation Form

Student: _____ Date: _____

Course: _____ Semester: _____

Graduate Faculty Supervisor: _____

Faculty supervisor: Listed below are several qualities that describe aspects of student co-instructor's expected behaviors. Rate the student co-instructor on each of the questions below by assigning a number best reflecting the student co-instructor's performance.

1-----2-----3-----4-----5
Strongly Disagree Neutral Agree Strongly
Disagree Agree

1. () The course objectives and assignments were clearly explained.
2. () The co-instructor was well organized and prepared for each class.
3. () The co-instructor presented material in an understandable and interesting way.
4. () The co-instructor treated students with respect.
5. () The co-instructor made good use of examples and illustrations.
6. () The co-instructor seemed to enjoy teaching.
7. () The co-instructor maintained an atmosphere of good feeling in the class.
8. () The co-instructor made the course difficult enough to be stimulating.
9. () The co-instructor appeared to have a thorough knowledge of the subject.
10. () The co-instructor cleared up points of confusion.
11. () The co-instructor used class time well.
12. () The co-instructor inspired interest in the subject matter of this course.
13. () The co-instructor showed personal interests in helping students learn.
14. () The co-instructor stimulated useful class participation.

Average= _____

Comments for student co-instructor (append a separate sheet if necessary)

Things that could be done to improve this course:

Things that were done well in this course:

Return the form to the graduate program assistant.

Appendix O: Request for the Announcement of Oral Comprehensive Examination

(For ADVANCEMENT TO CANDIDACY)

Department of Human Development and Family Science
University of Georgia

Please submit this form to HDFS Graduate Program Assistant at least 2 weeks before the scheduled exam date.

Student Name: _____

ID #: _____

Exam _____

Exam Start Time: _____

Location: _____

Title of Specialization Project: _____

Major Professor's Name: _____

Committee Members: _____

Appendix P: Request for the Announcement of Doctoral Dissertation Oral Defense

(For DISSERTATION FINAL DEFENSE)

Department of Human Development and Family Science
University of Georgia

Please submit this form to HDFS Graduate Program Assistant at least 2 weeks before the scheduled exam date and AFTER the signed approval form for your portfolio has been filed with the Graduate Program Assistant.

Student Name: _____

ID #: _____

Date that Signed Portfolio Approval Form was submitted to the Graduate Program Assistant:

Exam Date: _____

Exam Start Time: _____

Location: _____

Title of Dissertation: _____

Major Professor's Name: _____

Committee Members: _____

Appendix Q: Program Outcomes, Faculty Outcomes and Student Outcomes

Program outcomes: Based on selections from MFT Educational Guidelines, and Core Competencies to reflect a program that is congruent with what students learn within an environment that encourages scholarship, service and practice as well as respect and skills for working with diverse clients and diverse issues.

PO1: Improve and expand services offered at the clinic to include financial, housing and nutrition counseling.

PO2: Have graduates secure jobs in their chosen area of work.

PO3: Foster an environment that is respectful of diversity.

Faculty Outcomes: Based on selections from the MFT Educational Guidelines, and Core Competencies such that meet and advance program and student outcomes

FO1: Engage in cutting edge research through publication, presenting at national conferences, and securing external funding.

FO2: Provide quality instruction in classes they teach.

FO3: Remain current on new developments in MFT through publishing journal articles, obtaining continuing education, and attending national conferences.

FO4: Be clinically active, defined as having an active caseload of clients, being licensed as a Marriage and Family Therapist and an AAMFT Clinical Fellow.

FO5: Be an AAMFT Approved Supervisor and maintain that designation.

FO6: Be active in providing service to the university, the community, and professional organizations.

FO7: Address diversity in scholarship and practice

Student outcomes:

SL01: Adapted from Domain 6 of MFT Core Competences (6.1.1, 6.1.2, 6.1.3, 6.3.1, 6.3.2, 6.3.3, 6.4.1, 6.5.1). Conduct rigorous research focusing on relationships, present research findings at national conferences, and publish articles in scholarly journals. Students will be able to achieve the following:

1.1 Use writing skills applicable to scholarly and research settings

HDFS 8050, 8060, 8070, 8130, 8710, 8800, Portfolio

1.2 Conceptualize and design a research project

HDFS 8090, 8810, Portfolio

1.3 Learn skills of both quantitative and qualitative research methodologies

HDFS 8090, 8730, 8810, Portfolio

1.4 Demonstrate the ability to think critically

HDFS 8050, 8060, 8070, 8130, 8700, 8710, 8810

- 1.5** Conduct a research study and write up the results
HDFS Portfolio

SLO2: *Obtain skills necessary to teach university classes, lead psychoeducational groups, and conduct workshops. Students will do some or all of the following:*

- 2.1** Teach a course or outreach
HDFS Portfolio
- 2.2** Assist in teaching/co-facilitating a course
HDFS 8050, 8060, 8070, 8130
- 2.3** Conduct national/international presentations
HDFS Portfolio

SLO3: *Adapted from Domain 2 (2.1.1, .2.1.7, 2.3.8), Domain 3 (3.1.1, 3.2.1, 3.3.2, 3.3.3, 3.3.6, 3.3.7, 3.5.4) Domain 4 (4.1.2, 4.3.1, 4.3.11, 4.4.3), Domain 5 (5.2.3, 5.2.4, 5.3.5, 5.3.6, 5.3.7) of the MFT Core Competencies; Domains 1, 2 3, and 4 of the AMFTRB National Exam. Gain clinical and supervisory skills to ethically treat a variety of clinical issues and presenting problems. Students will demonstrate the following:*

- 3.1** Writing skills applicable to a clinical setting
HDFS 8130, 9070
- 3.2** Knowledge of intervention and models
HDFS 8050, 8060, 8070, 8130, 9070
- 3.3** Knowledge of research informing clinical practice
HDFS 8050, 8060, 8070, 8130, 9070
- 3.4** Clinical competence in core clinical skills
HDFS 9070
- 3.5** Conceptualize systemically and theoretically informed intervention
HDFS 8050, 8060, 8070, 8130, 9070
- 3.6** The ability to practice ethically
HDFS 8070, 8130, 9080, 9070
- 3.7** The ability to provide clinical supervision
HDFS 9080

SLO4: *Gain an ability to work with a diverse range of clients and students.*

- 4.1** Knowledge of issues associated with multiculturalism
HDFS 8050, 8060, 8070, 8710, 8810, 8910
- 4.2** An ability to ethically practice as an MFT with cultural sensitivity
HDFS 9070, 9080